California State University SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDMS 522b, Section 2
Title	Elementary Literacy Methods II
CRN Number	43078
Days	Mondays
Time	1:00 pm – 3:45 pm
Course Location	University Hall 271
Semester / Year	Fall 2015

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Hours	By appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education.   We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

COURSE DESCRIPTION

Focuses on developing an advanced understanding of theory, methodology, and assessment of English language Arts and second language learning in integrated and inclusive elementary classrooms.

Course Prerequisites

Admission to the Integrated Credential Program and successful completion of EDMS 521b

Course Objectives

KNOWLEDGE - Teacher candidates will:
- Gain an understanding of how first and second languages are acquired.
- Gain an understanding of the reading process and its relationship to thought, language, and learning and the knowledge of reading content, including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
- Become familiar with multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards.
- Become familiar with differentiated reading instruction and interventions to meet the needs of the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading levels and language backgrounds.

SKILLS - Teacher candidates will:
- Become sensitive observers of children's language using behaviors.
- Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.
- Be able to analyze and interpret results [of children's reading and writing behaviors] to plan effective and differentiated instruction and interventions.
- Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading levels and language backgrounds

ATTITUDES AND VALUES – Teacher candidates will:
- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- Appreciate the need and value of integrating reading and writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' own personal and professional growth.
- Develop a respect for each student, his/her abilities and background, and the student's right to instruction that meets his/her individual needs.

Credit Hour Policy Statement

Per the University Credit Hour Policy: Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For this course with three weekly hours of instruction, you should plan on spending an additional six hours engaged in study, review, and planning.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

1. Cooper, J. D., Kiger, N., & Robinson, M. (2014). *Literacy: Helping Students Construct Meaning, 9th Edition.* Upper Saddle River, NJ: Prentice Hall. ISBN: 978-1-111-35392-6.
   a. *Note: This text must be either purchased or rented from the university bookstore, an online retailer, or the publisher. To save money or to spread out the cost, chapters can be purchased one at a time and/or the e-book can be rented from the publisher.*
2. Johns, J. (any edition). *Basic Reading Inventory.*
   a. If you do not already have the Johns book from EDMS 521b, do not buy it. We will discuss ways to access the text in class.
3. Zarrillo, J. (2010). *Ready for RICA: A Test Prep Guide, 3rd Edition.* New York: Pearson. ISBN: 978-0-137-00868-1.
   a. *This text must be either purchased or rented from the university bookstore, an online retailer, or the publisher.*

TEACHER CANDIDATE LEARNING OUTCOMES

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Special Education Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 3: Relationship between theory and practice
TPE 4: Pedagogical thought and reflective practice
TPE 5: Equity, Diversity & Access
TPE 7: Preparation to Teach Reading Language Arts
TPE 7A: Multiple Subject Reading, Writing, and Related Language Instruction in English

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

For this course, students missing three class sessions will see their grades reduced by one full grade. Students missing four or more class sessions will see their grades reduced by two full grades. Leaving early or arriving late by more than 15 minutes constitutes an absence. Illness and emergencies are considered on a case-by-case basis, and notification of an absence does not constitute an excuse.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The requirement is met in this class through the signature assignments as described below.

CSUSM Academic Honesty Policy

"Teacher candidates will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any teacher candidate for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

Grading Standards

Assignments are to be submitted by midnight on the specified due date. Hand-written work is not accepted, and all documents should use 12 point Times New Roman. Edit assignments prior to submission to ensure the text is error-free and the ideas are logically and concisely presented. All citations, where appropriate, should use American Psychological Association (APA) 6th edition. Rubrics for each assignment are posted in our Cougar Courses container. In order to earn a teaching credential from the state of California, candidates must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in the teacher education program.

A	93-100	**A-**	90-92		
B+	87-89	**B**	83-86	**B-**	80-82
C+	77-79	**C**	73-76	**C-**	70-72

Assignments

Assignment	Points Possible
Field Observations (3), Due October 26, 2015	25
Writing Strategies Lesson Plan, Due November 9, 2015	25
Literacy Case Study, Due November 30, 2015	35
Journal, Due December 7, 2015	15
Total	100

Field Observations: Due October 26 by midnight

In both the Literacy courses (EDMS 521b and EDMS 522b), you will study topics in literacy instruction related to RICA domains. You will observe three different literacy lessons in elementary classrooms and document the RICA domains you see, as well as analyze the instruction that addresses them. Details will also be discussed in class.

Writing Strategies Lesson Plan: Due November 9 by midnight

Following the lesson plan format you learned in EDMS 511b and review in EDMS 512b, design a lesson where you teach a **writing strategies** lesson to any grade level. It can be small group or whole group instruction as long as you are explicitly teaching the students one aspect of becoming a proficient writer. This lesson MUST explicitly teach (not assign) a writing strategy.

Literacy Case Study: Due November 30 by midnight

The Literacy Case Study is described in detail in the Literacy Case Study Handbook provided in our Cougar Courses container. Students conduct a literacy assessment with one child who is a reader (first grade or older), analyze and interpret the resulting data, and describe the child's strengths and needs in reading. Using this analysis, you will develop recommendations in the form of specific instructional strategies that support the child's progress in reading.

Journal: Due December 7 by midnight

You will engage in an ongoing discussion with your professor and your classmates about the readings and how they connect to our in-class discussions as well as your field experiences. Keep a hard copy or digital document dedicated to this reflection on your learning. You will read each week's readings and respond to them in the journal. Bring your journal to class each week as we will share the journals with each other and respond to each other's writing.

SCHEDULE/COURSE OUTLINE

Differentiation and comprehension strategies will be woven into each class session.

Date	Topic	Assignment
Session 1 August 31	Overview of the course Begin review of emergent literacy	
Session 2 September 7	Labor Day	*No class*
Session 3 September 14	Review of emergent literacy concepts (word recognition, phonemic awareness, phonics, orthography)	**Read:** Literacy, Ch. 5
Session 4 September 21	Comprehension—Strategies and instruction	**Read:** Literacy, Ch. 4
Session 5 September 28	Time for field observations	No formal class meeting
Session 6 October 5	Introduction to case study—Using assessment to inform instruction, student profiles, running records	**Read:** Zarrillo, Ch. 2 (first half) *Literacy* Ch. 11 **Bring**: Jerry Johns Text
Session 7 October 12	Case study continued—Running records, miscue analysis, anecdotal notes on student behavior, using student work as source of data	**Read:** (second half) Literacy Ch. 11
Session 8 October 19	Writing	**Read:** (first half) Literacy, Ch. 8
Session 9 October 26	More writing Case study: Writing sample analysis	**Read:** (second half) Literacy, Ch. 8 **Due: Field observations**
Session 10 November 2	Still more writing (Writers' Workshop)	**Bring**: Rough draft of your lesson plan
Session 11 November 9	Speaking and listening	**Read:** Literacy, Ch. 9 **Due: Writing strategies lesson plan**
Session 12 November 16	Using assessment to inform instruction Case study workshop	**Read:** Literacy, Ch. 10 **Due:** Lesson plan **Bring**: Zarrillo
Session 13 November 23	*Online Session—C*ontent area literacy	**Read:** Articles on Cougar Courses **Bring**: All of your case study data
Session 14 November 30	Content area literacy	**Re-Read:** Literacy Ch. 11 **Due: Case study**
Session 15 December 7	Synthesis and closure Literacy Cafe	**Due: Journal**