

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION
EDMS 521b: Elementary Literacy I
Fall 2011 CRN 41135
Wednesdays, 1-3:45 pm, UH 371

Instructors: Erika Daniels, Ed.D

Office Hours: Before and after class, By appointment

Email: edaniels@csusm.edu

Phone: 760-750-8547

COLLEGE OF EDUCATION
Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

COURSE DESCRIPTION

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive elementary and middle school classrooms.

COURSE PREREQUISITE

Admission to the ICP Program.

California Teaching Commission Standards Alignment

Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:

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

Course Objectives:

KNOWLEDGE - Teacher candidates will:

- Gain an understanding of how a first and second language is 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.
- To appreciate the need and value of integrating reading 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.

INFUSED COMPETENCIES

Authorization to Teach English Learners

This credential program was 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. Students successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042, Program Standards, August, '02.*)

Special Education

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

Technology

This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts implement 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.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM, this assessment system is called the “CalTPA” or TPA.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA, and, more importantly, in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website provided at the website provided:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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, to ensure confidentiality, in a more private setting.

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 written work and oral presentation assignments must be original work. All ideas or materials 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.

Students 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 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.

Plagiarism

As an educator, it is expected that each student 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.

Electronic Communication Protocol

Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at edaniels@csusm.edu. 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.

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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. (*Adopted by the COE Governance Community, December, 1997*). Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. **For this course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three class sessions cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.**

Required Texts:

Cooper, J. D., Kiger, N., & Robinson, M. (2011). *Constructing Literacy, 8th Edition*. Upper Saddle River, NJ: Prentice Hall. ISBN: 978-1-111-35392-6

Recommended Texts

Zarrillo, James. Ready for RICA: A Test Prep Guide

Alice Quiocco & Sharon Ulanoff . (2009). Differentiated Literacy Instruction for English Language Learners. ISBN-13: 978-0-13-118000-0

COURSE ASSIGNMENTS

Students 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). Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted.

Assignments are written in Times, size12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. *Too many punctuation, grammar, and/or spelling errors WILL result in a reduction of the assignment's grade.* All citations, where appropriate, use American Psychological Association (APA) format.

Assignment	Points Possible
Field Observations (x 4)	30
Literacy Lesson Plan <i>Focus: reading comprehension</i>	30
Investigating Literacy Assessments	25
Journal	15
Total Points	100

Grading Standards (Points)

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

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

FIELD OBSERVATIONS

In both the Literacy courses (EDMS 521 and EDMS 522), you will study topics in literacy instruction related to RICA domains. Find the list of RICA domains in the table below.

RICA DOMAINS COVERED
Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Oral Language and Writing
Domain 1: “Planning Reading Instruction based on Assessment”
Domain 2: “Word Analysis”
Domain 3: “Fluency”
Domain 4: “Vocabulary, Academic Language, and Background Knowledge”
Domain 5: “Comprehension”

This assignment has two parts:

1. You will observe 3 examples of actual classroom instruction on any of the above literacy domains. Identify the literacy skill/strategy that was being taught, describe the teaching and learning that you observed, and reflect upon that observation. For the reflection, think about the following questions: What was effective about what you saw? Why do you think the teacher made the instructional decisions he/she did? Why is it important for students to be able to master that particular literacy skill or strategy?
2. In Ling 300b you will analyze a writing sample from a five-year-old. Professor Bateman will help you describe what you observed from the writing sample and discuss what you learned.

You will submit the first 3 observations on the Field Observation form and the last observation in narrative format. Your observations are not judgmental but only describe what you saw the teacher doing during the lesson. Your reflections should be written on the right hand side of the form. You should reflect on what you learned from this lesson about teaching this area of literacy and connect your analysis to what we are discussing and learning in our class. *For the first three observations, also make connections to what you are learning in your Linguistics class. Use the terminology and “jargon” from both courses as you analyze what you observed.*

Below is an example of a completed observation form. Replicate the Field Observation form on your computer. **Please remember to compile all 4 observations into one file, one after the other, and submit them as one document.**

FIELD OBSERVATION FORM SAMPLE

Topic: RICA Topic: Phonemic Awareness	Date: 9/17/09
Grade Level: Kindergarten	Additional Descriptors: SEI class
Activity:	Reflective Notes to Myself
Teacher taught /B/ sound using picture cards and the pocket chart. The students sat together on the carpet as a whole group. The teacher asked the students to help him place the picture cards that represented words starting with /B/ in the pocket chart. The teacher also used some words that were Spanish-English cognates, (ball/bola). Some pictures represented words starting with other letter sounds and so the students had to decide which ones did and which ones did not go in the pocket chart. The teacher then had them look for word cards that matched with the /B/ picture cards. Then, the teacher had the students work at their tables sorting small objects that did begin with /B/ into one column on their worksheet and items that did not begin with /B/ into the other column.	While observing this lesson, I realized that the teacher was teaching the RICA content area of phonemic awareness. I learned that phonemic awareness can be taught directly and effectively in a whole group when the teacher uses interactive activities like this sorting activity. In this lesson, I noticed that the children were engaged in identifying the /B/ sound. I think that they enjoyed making the matches between /B/ and the picture cards. When I saw the teacher making use of cognates to support ELLs, I realized how do-able that is. I learned that sorting activities are an effective way to get children engaged actively in their learning. The teacher also began making connections between the sounds, the pictures and the words. I think that the next step for them is learning the letter "B".

INVESTIGATING LITERACY ASSESSMENTS

This assignment is designed to familiarize students with the different purposes of a variety of literacy assessments, in particular the literacy assessments that students use during EDMS 522b for the literacy case study. In class, students will explore and become familiar with how each assessment is administered, the distinct kind of information each provides, and their uses at various times during the instructional cycle as entry-level, progress-monitoring, and summative assessments.

To complete this assignment, students complete the Assessment Table (below) to describe each assessment in terms of the following characteristics: what it is supposed to measure, who it assesses, how it is scored and administered, who is tested, and when it is best used. Students are encouraged to keep this table for use during the second literacy course.

Assessment Table for Investigating Literacy Assessments

Assessment	What it Measures	How to Score	How to Administer	To Whom	When to Use

LITERACY LESSON PLAN

Follow the lesson plan format you will learn in EDMS 511b with Professor Marion. Design a lesson where you teach a **reading comprehension strategy** to any grade level. It can be small group or whole group instruction just make sure that you are explicitly teaching the students one aspect of becoming a proficient reader. In 522b we will focus on writing instruction.

JOURNAL

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 your reading notes in the same location as your notes from class. You will read each week's readings BEFORE class starts and respond to them in the journal. You may focus on one theme you notice or a question you have or you may respond with your overall thinking on the topic. Bring your journal to class each week because we will share the journals with each other and respond to each other's writing. More details will be shared in class.

COURSE SCHEDULE: EDMS 521b (The instructor reserves the right to modify the schedule.)

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

Date	Topic	Responsibilities
Session 1 August 31	Overview of course What is language? What is literacy?	Get: Course textbooks by session 2
Session 2 September 7	Processes of literacy	Read: C, K, R Chapter 1
Session 3 September 14	Emergent literacy (e.g. Phonemic awareness and CAP)	Read: C, K, R Chapter 5 (pp. 167-179)
Session 4 September 21	More on emergent literacy Introduction to standards	Read: C, K, R Chapter 5 (pp. 180-224; 180-199 are lesson ideas)
Session 5 September 28	Emergent literacy in action Visit to San Marcos Elementary	Read: 1st grade ELA standards (www.cde.ca.gov)
Session 6 October 5	Word analysis: Phonics, working with words, spelling	Read: Article on Cougar Courses
Session 7 October 12	<i>Online session: Spelling</i>	Do: Follow the instructions on Cougar Courses. Complete all tasks by October 16 at midnight. Due on CC: Observations
Session 8 October 19	Literacy assessment	Read: C, K, R Chapter 11 (skim all but focus on pp. 433-443, 461-465)
Session 9 October 26	Comprehension instruction (focus on narrative texts)	Read: C, K, R Chapter 4 (pp. 123-142)
Session 10 November 2	More on comprehension; Learning how to write lesson plans	Read: C, K, R Chapter 2 (25-40); 4 (143-165)
Session 11 November 9	Intro to Writing	Read: C, K, R Chapter 8 (pp. 311-324) Due on CC: Assessment menu
Session 12 November 16	More on writing (still more in 522b)	Read: C, K, R Chapter 8 (pp. 324-353) and article posted on Cougar Courses
Session 13 November 23	<i>Online session: Vocabulary</i>	Read: C, K, R Chapter 3 OR 6 (sign up on CC) Do: Follow the instructions on CC. Complete all tasks by November 28 at midnight. Due on CC: Lesson plan
Session 14 November 30	Reflections and Review More on the standards	Read: Re-read your notes and the C, K, R chapters we have read so far
Session 15 December 7	--Literature selection --Learning how to do book talks --Closure	Bring: Three children's or young adult books to share Due: Journal