

California State University San Marcos
School of Education
EDMS 521 b
Elementary Literacy I
Spring 2012
Monday 1:00 – 3:45 pm

Instructor: Phyllis Wilson MAT

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SCHOOL OF EDUCATION

Mission Statement

The mission of the School 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. (*Adopted by COE Governance Community, October 1997*).

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
- 7a -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.
- 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.

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 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 pwilson@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.

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. 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 Quiocho & 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, size 12 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)	25
Literacy Lesson Plan Focus: reading comprehension	25
Investigating Literacy Assessments	15
Word Analysis Presentation	15
Journal	10
Professional Demeanor	10
Total Points	100

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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 - 25 POINTS

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 kindergarten or first grade classroom instruction on any of the above literacy domains.
 - Identify the RICA domain and literacy skill/strategy that was being taught,
 - Describe the teaching and learning that you observed
 - Reflect on the reading instruction you saw, 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 Garcia will help you describe what you observed from the writing sample and discuss what you learned.

Assignment Requirements

- You will submit the first 3 kindergarten and/or first grade observations on the Field Observation form and the last written sample 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 - 15 POINTS

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 - 25 POINTS

Follow the lesson plan format you will learn in EDMS 511b. 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.

You will receive a lesson plan template and instructions in class.

WORD WORK PRESENTATION - 15 POINTS

- In groups of 2 or 3 you will choose a word work activity from the list provided in class. You will prepare a presentation about that activity.
- Your presentation must include:
 - Why is the activity important to include within literacy instruction?
 - Teaching strategies to implement
 - Activities for students participation
 - Teacher Resources – must include at least 2 websites
- You will present your information to a small group
 - Be sure to bring copies of student activities and teacher resources for each of your classmates

JOURNAL - 10 POINTS

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 January 23	Course Overview What is literacy?	Get: Course textbook by session 2
Session 2 January 30	Processes of literacy development RICA Domains	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 1
Session 3 February 6	Emergent Literacy (Phonemic Awareness and CAP)	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 5 (pp. 167-179)
Session 4 February 13	More on emergent literacy Introduction to standards	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 5 (pp.180-224) Lesson ideas on pp. 180-199
Session 5 February 20	Word Analysis	Read: Article on CC
Session 6 February 27	Online Session: Spelling	Do: Follow instructions on cougar Courses. Complete all tasks by March 2 nd at midnight Due on CC: Observations
Session 7 March 5	Comprehension	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 4 (pp. 123 – 142)
Session 8 March 12	More on Comprehension Lesson planning	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 4 (pp. 143-165) Chapter 2 (pp. 25 – 40)
March 19	Spring Break	Spring Break
Session 9 March 26	Literacy Assessments Work on Lesson Plans	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 11 – skim entire chapter but focus on pp. 433-443 and 461-465
Session 10 April 2	More Literacy Instruction Strategies Miscue-IRI Analysis in action Presentations	Read: Article on CC
Session 11 April 9	Writing Presentations	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 8 (pp. 311-324) Due on CC: Lesson Plan
Session 12 April 16	More on Writing Presentations	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 8 (pp. 324-353) Article posted on CC
Session 13 April 23	Online Session: Vocabulary	Read: <i>Literacy: Helping Students Construct Meaning</i> Chapter 3 OR 6 (sign up in class) Do: Follow instructions on Cougar Courses Complete all tasks by April 27 th at midnight Due on CC: Assessment Menu
Session 14 April 30	Reflections and Review More on Standards Presentations	Read: Re-read your notes and the <i>Literacy: Helping Students Construct Meaning</i> chapters we have covered so far
Session 15 May 7	Literature selection Book Talks Closure	Bring: Three children's or young adult books to share Due: Journal