CALIFORNIA STATE UNIVERSITY SAN MARCOS
EDUC 606 (02) 42094
Foundations of Literacy and Literacy Instruction
Fall 2009
UH 443
Tuesdays 5:30-8:15

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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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (*Adopted by COE Governance Community, Oct. 1997)*

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COURSE DESCRIPTION

EDUC 606 is an overview of theories and practices that affect reading and writing instruction and assessment for the English-speaking and LEP student. This is a course designed to develop the concepts of the reading and writing connections in a literate environment. The reading and writing workshop will be a focus of the language arts curriculum design with specific lessons as the vehicle for skills development. Varying intelligences, Bloom's taxonomy, language arts standards, and cultural appropriateness will be infused throughout the curriculum. This course is aligned with the standards described below.

Essential Questions:
1. How do you create and maintain a literate environment for yourself?
2. How do you create and maintain a literate environment for your classroom?
3. What are the essential elements of balanced reading and writing programs?
4. What are the strategies that good readers and writers use?
5. How do you teach those strategies and support children to become independent readers?

STUDENT LEARNING OUTCOMES

The California Standards of Program Quality and Effectiveness for the Reading Certificate and Reading and Language Arts Specialist Credential:

Standard 2: Developing Fluent Reading

The program provides each candidate with current research-based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels, including speakers of English and English language learners. The program provides instruction is: linguistic elements (including phonemic awareness and the phonological and morphological structure of the English language); decoding/word attack strategies (such as systematic instruction in sound-symbol relationships); spelling instruction; the role of extensive practice with appropriate materials (such as decodable texts); and skills and strategies that contribute to independent reading.

Standard 6: Areas of Study Related to Reading & Language Arts: Certificate Level
In the program, each candidate acquires a professional perspective through examination of research and research-based practice pertaining to how students learn how to read; the structure of the English language, including phonology, morphology, and orthography; second language acquisition; relationships among language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

Standard 8: Application of Research-Based & Theoretical Foundations
Each candidate articulates and applies an understanding of the research basis and theoretical foundations for instruction in reading and language arts, and of relevant research and theories pertaining to language, assessment and evaluation.

California Teachers of English Learners (CTEL)
Standard 4: Language Structure & Use
The program provides candidates with opportunities to develop research-based conceptual understanding of language systems, structures, forms, functions, and variation. The coursework requires candidates to analyze how language forms and structures (e.g., phonology and morphology, syntax and semantics) can affect English learners' comprehension and production of aural and written language forms, and to apply this knowledge to identify effective strategies to promote English learners' literacy and communicative competence. The coursework teaches candidates about language functions and variation (e.g., social functions, dialectical variations), and about discourse and pragmatics so that they can be directly applied to the instruction and assessment of English Learners in order to promote their language development, communicative competence, and academic achievement. The program also prepares candidates to identify and address areas in which to build positive transfers from the first language to the second and specific linguistic and sociolinguistic challenges English Learners may experience in developing social and academic English.

Standard 5: First & Second Language Development & Their Relationship to Academic Achievement
The program enables candidates to analyze current research-based theories, processes, and stages of language acquisition, including the cognitive processes involved in language acquisition and the difference between first- and second-language acquisitions. The coursework provides candidates with a broad and deep understanding of these theories, models, and processes of second language acquisition, and requires candidates to demonstrate their application to instructional planning and practices for teaching literacy to English learners. The coursework provides candidates with materials, methods and assignments so that candidates can demonstrate an understanding of cognitive, linguistic, physical, affective, sociocultural, and political factors that can affect second language development. The program requirements require that candidates analyze how this knowledge can be directly applied to the instruction of English Learners in

order to build upon students' prior knowledge and promote their language development and academic achievement.

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 5205, 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.

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/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. 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 circumstance. 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.

Use of Technology
Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WEBCT6, 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. Assignments will be submitted online, and some will be submitted hard copy as well.

Electronic Communication Protocol
Electronic correspondence is part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received email in a timely manner. Please be reminded that email 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 email and on-line discussion messages you send to your colleagues, to faculty members in the College 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.

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.

CSUSM Furloughs

Due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; any of my Fall Semester furlough dates affecting this course will be shared with students in a timely fashion.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [http://www.csusm.edu/budgetcentral/] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

The Preamble from from the Side Letter is copied below for your convenience.
Furlough Agreement: Side Letter
1. Preamble
   a. To preserve, in light of the reduction by approximately $ 583,816,000 from the Legislature's February 2009 special session budget revisions of the state general fund support in the CSU 2008-09 and 2009-10 budgets, as many faculty jobs as possible and at the same time serve as many students as possible without unreasonably increasing workload, while acknowledging that cuts of this magnitude will naturally have

consequences for the quality of education that we can provide, CFA and
CSU hereby agree to the following Memorandum of Understanding.
   b. The purpose of furloughs is to lessen the severity of layoffs by reducing
   compensations costs.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all
students are expected to attend all classes and participate in all class activities. At a minimum, a
student 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 student have extenuating circumstances, s/he should contact
the instructor as soon as possible *(Adopted by the COE Governance Community, December,
1997).*

For this course, EDUC 606 Fall 2009, students should be aware that compliance with on-
line posting dates is considered an integral part of attendance. Students who miss 2 class sessions
will not receive a grade of "A" or "A-" and students who miss 3 class sessions will not receive a
grade of "B+" "B", or "B-".

The H1N1 ("swine flu") Season and Attendance:

The university administration is encouraging university faculty, staff and students to be
collaborate to prevent the spread of flue at Cal State San Marcos. Please see the information
below from Dr. Janet Powell, Interim Associated Vice President, Academic Resources, Dr.
Powell.

There is a likely chance that the H1N1 Influenza, previously referred to as the "swine flu" may impact
campus operations this Fall semester. The university has taken significant steps to prepare for a possible
outbreak and to reduce the spread of disease to the greatest extent possible. As you may know, flu can be
spread easily from person to person. Therefore, we are taking steps to prevent the spread of flu at Cal State
San Marcos for as long as possible, but, we need your help to accomplish this.

We are working closely with the San Diego County Health and Human Services to monitor flu conditions
and make decisions about the best steps to take concerning the campus. We will keep you updated with new
information as it becomes available to us on the campus H1N1 Flu website, visit www.csusm.edu/em/Alert
For now, we are doing everything we can to keep our institution operating as usual. Here are a few things
you can do to help:

 Practice good hand hygiene by washing your hands with soap and water, especially after coughing or
sneezing. Alcohol-based hand cleaners also are effective.
Practice respiratory etiquette by covering your mouth and nose with a tissue when you cough or sneeze. If
you don't have a tissue, cough or sneeze into your elbow or shoulder, not into your hands. Avoid touching
your eyes, nose, or mouth; germs are spread this way.
 Know the signs and symptoms of the flu. A fever is a temperature taken with a thermometer that is equal
to or greater than 100 degrees Fahrenheit. Look for possible signs of fever: if the person feels very warm,
has a flushed appearance, or is sweating or shivering.
Stay home if you have flu or flu-like illness for at least 24 hours after you no longer have a fever (100
degrees Fahrenheit) or signs of a fever (have chills, feel very warm, have a flushed appearance, or are
sweating). This should be determined without the use of fever-reducing medications (any medicine that
contains ibuprofen or acetaminophen). Don't go to class or work.

COURSE REQUIREMENTS

Required Textbook

Hoffman, J. and Goodman, Y. (2009). Changing Literacies for Changing Times: An Historical
   Perspective on the Future of Reading Research, Public Policy and Classroom Practices.

Routledge - Taylor and Francis, NY.
ISBN: 978-0-415-99503-0
Available in CSUSM bookstore

Additional required readings for the course include articles posted on the webct6 site for the course.

Optional Text (not required):
This text will not be available in the CSUSM bookstore.

Kucer, S. B. (2009). Dimensions of Literacy: A conceptual base for Teaching Reading and
    Writing in School Settings. (3rd Edition). Routledge - Taylor and Francis.
ISBN: 978-0-415-99788-1
www.routledge.com

<u>**Grading Standards**</u>

Overall Evaluation/Assessment Scoring Rubric

High: The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

Intermediate: The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

Low: The graduate student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

A	94-100	B+	88-90	C+	78-80
A-	91-93	B	84-87	C	74-77
		B-	81-83	C-	70-73

Assignments and Points

~Personal Narrative on Development as Reader &Writer	(15)
~Connections to Practice	(16)
~On-line Session Assignments	
WebCT Discussions & E-Journal Entries	(24)
~Reading:	
Reading Strategies Lesson Analysis Paper & Presentation	(25)
~Writing:	
Options A, B, C	(20)

Overview of Assignments

All written work should be word-processed then posted as an attachment in WebCT in a doc or docx file. Students will not receive full credit for late work. (You may resubmit work with improvements when warranted and negotiated with the instructor, and still receive full credit when the original was submitted on time.)

~ Personal Narrative on Development as Reader & Writer   (Due 9/29)

The purpose of this assignment is for graduate students to engage in a reflective analysis of their formative experiences developing as readers and writers. Writing personal stories is considered one of the best ways to promote writing among children and adults alike since it provides them the opportunity to write about something they know.

For this assignment, each student will choose no less than four (4) key events in their development as readers and writers from any time in his/her life. This paper should be 3 – 4 pages, (approximately 800 words). The assignment will be graded for completeness and depth of reflective analysis. Students should be prepared to share key insights from a draft of the narrative with peers in a small group discussion during the September 22 class session.

This personal narrative should include the following:
- First, it should start with a brief introduction providing a little background and the thesis.
- Next, it should briefly describe the event and then provide a thorough explanation as to its influence on the development of individual as reader and writer… (for all 4 events)
- Finally, in a brief conclusion the author should highlight current accomplishments and challenges in his/her reading and writing development.

~ Connections to Practice   (Due every face-to-face session except 10/20)

The purpose of this assignment is for graduate students to draw connections between key concepts from the readings and educational practice. To complete this assignment students first read the assigned readings for each face-to-face class session and then prepare a brief report, using the template (below).

Each report highlights four (4) key concepts from the readings. The report should include key concepts from both of the assigned readings. In addition, the graduate student reports his/her connections to those key concepts. Making a connection typically involves describing the manner in which a key concept is demonstrated and/or experienced within the graduate

student's own educational practice (or observed educational practice).

Students bring the "Connections to Practice" report to the class session, prepared to share their insights with others in a small group discussion. "Connections to Practice" reports will be collected in hard copy during the class session. It is recommended that students recreate the template to be submitted a total of six (6) times. If a student is absent for a face-to-face class session, the instructor will accept the "Connections to Practice" report via Webct email by the due date but the instructor will not accept submissions after the due date.

Connections to Practice Report Template
Date due: **Title of the readings:**

Key concept from the readings	My connection(s)

~ On-line Session Assignments
~ WebCT Discussion Boards & E-Journal Entries   (Due for every on-line session)

On the weeks that there is no face-to-face class session, graduate students are responsible for reading, discussing on-line, and submitting e-journal entry responses to the assigned readings. Typically, the readings include two articles. The titles of the assigned readings are found in the course schedule and the readings themselves are posted on the course Webct site, in a folder on the main contents page.

For each reading, the students will be given a prompt to support their response to the reading. Students first discuss the reading, in light of the prompt, with their peers on the discussion board and then submit an e-journal entry. A total of 6 e-journal entries are due for this course. E-journal entries submitted late will receive no credit. Late e-journal entries will not be accepted.

Discussion Due the Sunday prior:
By Sunday, graduate students discuss the readings with their peers on the Webct discussion board. A total of three postings are required of each student: the first is the initial response to the readings; the second is a comment related to peer's initial response; the third is also a comment related to another peer's initial response. 3 is the *minimum* number of discussion postings and more discussion is encouraged. To obtain credit, these 3 postings must be made no later than the Sunday prior to the E-Journal entry due date on Tuesday. The typical length of discussion board entry is between 75 to 100 words.

Entry Due Tuesday of the on-line session:

On Tuesday, graduate students submit to the course instructor an entry on their personal e-journal located on the course Webct site. The entry should summarize the insights he/she has gained from the readings and the on-line discussion of the readings. Each e-journal entry should integrate at least one quote from the readings and should respond to the prompt. The typical length of an E-Journal entry is approximately 200 words.

~ Reading:
~ Reading Strategies Lesson Analysis Paper & Presentation   (Due 10/20)

This assignment includes both a paper and a poster presentation. The paper is submitted to Webct assignments and the hard copy poster is presented during the October 20 class session.

- **The paper** (15/25 pts)

* First, students develop and implement a **mini-lesson** for teaching one or more reading strategies (preferably for reading comprehension). Choose one of the following categories to focus your strategy instruction: Before Reading strategies, During Reading strategies, and After Reading Strategies. The mini-lesson can be taught one-to-one, small group or whole class.

* Second, students analyze the reading strategy and their mini-lesson. The analysis should be approximately 1 page long (approx 400 words). The following questions are provided to support students' analysis.

Routman suggests that we always ask ourselves: (from Routman, (2000). *Conversations. Strategies for Teaching Learning and Evaluating*. Heineman: Portsmouth, NH. p.141.)
"What am I teaching? Have I chosen an appropriate text? Is this time being well spent? Am I teaching for understanding? Am I fostering independence?"

- What kinds of tasks does the reading strategy ask the individual to do? What specific benefit does this offer the individual with whom you were working?
- Whether you worked with an individual learning English (ELL) or not, how could this reading strategy specifically benefit an ELL? What modifications did or might you need to make to the lesson and/or the strategy specifically to meet ELL needs?
- What roles (e.g., expert, facilitator, co-learner) did you play during the mini-lesson? In what ways was each role appropriate for the situation?
- Were the learning objectives for the mini-lesson achieved? What is the evidence for your answers?

- **The presentation (10/25 pts)**

*For the presentation, graduate students prepare a poster which demonstrates the reading strategy that is the focus of their mini-lesson, which engages their peers in the reading strategy activity and materials. In addition, the poster should also provide a brief summary of no less than 3 key points that emerged from their analysis.

Also, while not required it is encouraged that graduate students display a couple actual student work samples resulting from the mini-lesson. Graduate students will present their posters during the poster session in class on 10/20.

~Writing:
~Writing "Options" Assignment   (Due 12/8)

This assignment provides graduate students a choice of one of three assignment options that all have to do with the analysis of instruction for writing development and using writing to facilitate thinking. Students only choose one option. This assignment can be submitted for the CTEL portfolio.

Writing Option A is geared toward students in grades 2nd to 12th.
Writing Option B is geared toward students Preschool to 1st.
Writing Option C is geared toward adults and/or individuals outside the school setting.

Graduate students are encouraged to choose the option that is the best match for their circumstances. Detailed descriptions of each option are found after the course schedule.

Course Schedule for EDUC 606 Fall 2009
Instructor reserves the right to make changes in the course schedule.

Session Dates	Topics	Readings & Assignments
Session One September 1	Orientation to EDUC 606 The Dimensions of Literacy Literacy Beliefs Profile	Preview Hoffman & Goodman
Session Two September 8	Developmental Early literacy, pessimism & possibility	Hoffman & Goodman: Ch 6 & 16 Due: Connections to practice
Session Three September 15	Linguistic Miscue Analysis & readability formulas	Hoffman & Goodman: Ch 10 & 12 Due: Connections to practice
Session Four September 22	Cognitive - comprehension New literacies	Hoffman & Goodman: Ch 1 & 7 Due: Connections to practice
Session Five September 29 <mark>On-line class session</mark>	Discussion by Sunday 9/27 Journal entry by Tuesday 9/29	*Dev Reading Comprehension* *Metacognition - Comprehension* Due: Journal entry 1 **Due: Personal Narrative**
Session Six October 6 <mark>On-line class session</mark>	Discussion by Sunday Journal entry by Tuesday	*Balanced Reading Instruction* *10 Literacy Practices* Due: Journal entry 2
Session Seven October 13	Socio-cultural Multicultural literature	Hoffman & Goodman: Ch 4 Due: Connections to practice
Session Eight October 20	Poster presentations	**Due: Reading Strategies Analysis**
Session Nine October 27 <mark>On-line class session</mark>	Discussion by Sunday Journal entry by Tuesday	*New Face of Learning* *On-Line Discussions* Due: Journal entry 3
Session Ten November 3 <mark>On-line class session</mark>	Discussion by Sunday Journal entry by Tuesday	*Responding2Lit* *DialogueJournals_BaderSalcedo* Due: Journal entry 4
Session Eleven November 10	Writing process Readability formulas	Hoffman & Goodman: Ch 12 Due: Connections to practice
Session Twelve November 17	Intervention & acceleration Literacy policy	Hoffman & Goodman: Ch17 Due: Connections to practice

Session Thirteen November 24 On-line class session Instructor furlough day	Discussion by Sunday Journal Entry by Tuesday	*Cummins ER Final Dec 2007* *Poverty Achievement_Krashen* *3Rs in a Second Language* Due: Journal entry 5
Session Fourteen December 1 On-line class session	Discussion by Sunday Journal Entry by Tuesday	*EJ0871Video* *Hoffman & Goodman: Ch 3* Due: Journal entry 6
Session Fifteen December 8	Sharing insights related to facilitating writing development	**Due: Writing "Options" Assignment**
Grades Due December 23		

Writing Option A: for children in grades 2 – 12

In this assignment graduate students will demonstrate how to facilitate writing development and use writing as a strategy to develop students' thinking. Graduate students will also use the writing as a strategy to support English Learners in the development of English, with an emphasis on structure of the language and its use.

Steps to take:
- Select two students who represent different kinds of challenges to you. One student must be an English Language Learner.
- Develop a set of writing prompts for each child. For each child, develop two different writing prompts. Each prompt should be based on a writing strategy that you are teaching the student(s). What is important is to develop prompts designed to engage students in writing as a means of exploring, developing and communicating their ideas.
- Engage the student(s) in writing based on the first prompt. One week or more later, engage the student(s) in writing based on the second prompt.
- Collect the students' writings from both the first and the second prompt.
- Analyze the two written works of each student using the "analysis" portion of the written commentary format (see below) to guide your analysis.
- Submit to Webct a "Written Commentary" that follows the format provided.

Written Commentary Format:
The written commentary that graduate students submit to Webct should include three main sections:

1. **Participants**
2. **Planning**
3. **Analysis**

Participants

Describe the two students with whom you are working.

For example, what relevant characteristics of these students influenced the selection and planning of the writing strategies on which you based the prompts? What relevant features of the context in which students are situated influenced the prompts?

For *each* student:
- Give a brief sketch of each student, including any relevant information about the students' reading/writing interests and performance in literacy.
- Provide a brief description of the kind of challenges each student represents to you.
- Offer an explanation of what you expect each student would gain from the writing prompts you develop, especially as related to the proficiency of each student to use writing to explore, develop and communicate their ideas.

Planning

Describe the set of writing prompts for each child and purpose/goals for these writing prompts.

For example, what are the specific writing strategy(ies) that you selected to base the prompts on? What is the purpose you have for the set of prompts for each child?

For *each* student:
- State the two prompts
- Describe the specific writing strategies that the two prompts are based on
- Explain the purpose(s)/goal(s) of the prompts, especially related to how you think they will foster the students' exploring, developing and communicating their ideas.
- Specifically for the EL student make sure to explain how the prompts foster the development of English, especially as related to the structure of the language and its use.

Analysis

Explain what you learn from the written work each child produced and what you believe each child gained from the writing activities.

For example, what does the written work demonstrate about the child's use of the writing and the specific writing strategy(ies) you selected to explore, develop and communicate their ideas in writing? What does the written work of the student learning English demonstrate about the use of writing to develop English, especially the structure of the language and its use.

For *each* student:
1) Analyze the texts the child wrote using the following questions to guide your analysis:
    a. What evidence in the writing aspects demonstrates that the author was applying the writing strategy the prompt was based on?
    b. Did the writing develop one clear idea?
    c. Did the details in the writing enrich and develop the main idea?
    d. Was the writing clear and focused?
    e. What evidence in the writing shows that it was written from author's knowledge &/or experience?
    f. What evidence in the writing illustrates the use of fresh and original ideas?
    g. What evidence in the writing points to any risks the author took (if any)?
    h. For the EL, what evidence in the writing exhibits:
        i. Sentences are constructed in a way that enhances the meaning of the text

      ii.   Sentences vary in length and structure
      iii.   Smooth flow of phrases
      iv.   Use of academic written English that is edited, abstract and reported

2) What do you believe that the child gained from the writing experiences, especially anything related to the exploration, development and communication of his/her ideas? What is your evidence?

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Writing Option B:
For children in pre-school – 1st grade

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In this assignment, graduate students will demonstrate how to supporting children's literacy development. They will describe the ways to foster literacy development of the young child and analyze work samples from two children. They will also describe the ways to support young children who are English Learners in the development of English, with an emphasis on structure of the language and its use.

Steps to take:
- Select two children. <u>One child must be an English Language Learner.</u> The children may reflect any level of literacy skill. The children you choose do not need to be able to write connected text.
- Select the work samples that you will have the children create. The work samples should be either 1) a dictations and drawing/brief writing sample, or 2) an extended writing. (See the descriptions under "Types of Work Samples" below.
- Create the opportunities for the children to engage in activities which result in the work samples.
- Collect the work samples at two distinct points in time (one week or more apart)
- Analyze the work samples of each student using the "analysis" portion of the written commentary format (see below) to guide your analysis.
- Submit to Webct a "Written Commentary" that follows the format provided.

Types of Work Samples:

Dictations and Drawing/Brief Writing Samples
    A child who has limited ability to use print in conventional ways is likely to be able to produce marks that reflect their understanding of the nature and uses of print, but these marks do not reflect conventional ways of forming letters. At the same time, this child is able to tell stories, report events, draw pictures, and describe objects. You will collect work samples that document the child's emerging literacy skills. Strive to collect samples that reflect a broad range of the ways that children use print and oral language. The samples you collect must:
- be taken from two (2) distinct points in time (one week or more apart)
- must be accompanied by a dictation that you wrote as the child described the sample or told you a story based on the sample.

Samples of Extended Writing
    A child that is able to express himself/herself in writing, alone or with support, can create work samples that reflect the child's proficiency to do different kinds of writing. The samples you collect must:
- be taken from two (2) distinct points in time (one week or more apart)
- be first drafts produced by the child.

Written Commentary Format:

The written commentary that graduate students submit to Webct should include three main sections:
Participants
Planning to support literacy development
Analysis

Participants
Describe the two children with whom you are working.

For *each* child:
- Give a brief sketch of each child, including any relevant information about the students' literacy interests and early performance in literacy.
- Provide a brief description of the kind of challenges each child represents to you.
- Offer an explanation of what you expect each student would gain from the literacy activity that includes a focus on writing prompts you develop, especially as related to their overall literacy development.

Planning
Describe the set of work samples for each child and purpose/goals of these work samples.
For example, what specific aspects of literacy development do want the samples you select to demonstrate? What is the purpose you have for the set of work samples for each child?

For *each* student:
- Briefly describe the activities affording the child opportunity to create the work samples.
- Briefly describe the work samples the result from the activities
- Explain the purpose(s)/goal(s) of the activities/work samples, especially related to how you think they will foster the students' overall literacy development.
- Specifically for the EL student make sure to explain how the activities/work samples foster the development of English, especially as related to the structure of the language and its use.

Analysis
Explain what you learn from the work samples each child produced and what you believe each child gained from the writing activities.
For example, what does the work sample demonstrate about the child's emergent literacy, such as familiarity with the world of print and its use to communicate with others? What does the work sample of the student learning English demonstrate about his/her development of English, especially the structure of the language and its use.

For *each* student:
1) Analyze the work samples the child wrote using the following questions to guide your analysis:
    a. What evidence in the work sample demonstrates that the child was applying his/her developing notions related to:
        i. Concepts of print
        ii. Relationships between oral language and written language
        iii. Sense of story

    iv. Vocabulary and meaningful phrases
    v. Various purposes/function of different kinds of language/writing

  b. What evidence in the work samples points to any risks the child it taking to stretch in his/her literacy development?
  c. For the EL, what evidence in the work sample exhibits:
    i. a reliance on his/her background language experiences
    ii. using various structures to communicate for different purposes
    iii. talks about visuals and/or realia
    iv. transfers literacy knowledge across language systems

2) What do you believe that the child gained from the literacy learning experiences that involved the work sample activities? How did writing activity support the development of his/her literacy overall. What is your evidence?

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Option C:
For adults and/or individuals outside an instructional setting

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In this assignment graduate students will demonstrate how to facilitate writing development and use writing as a strategy to develop the individuals' thinking. Graduate students will also use the writing as a strategy to support English Learners in the development of English, with an emphasis on structure of the language and its use.

Steps to take:
- Select two individuals that are willing to work with you and write to the writing prompts that you develop. One individual must be learning English as a second language (EL). (Please note: These individuals *can* be adults)
- Develop a set of writing prompts for each individual. For each individual, develop two different writing prompts. Each prompt should be based on a writing strategy that you will teach the individual(s). What is important is to develop prompts designed to engage individuals in writing as a means of exploring, developing and communicating their ideas.
- Engage the individuals(s) in writing based on the first prompt. One week or more later, engage the individual(s) in writing based on the second prompt.
- Collect the individuals' writings from both the first and the second prompt.
- Analyze the two written works of each individual using the questions in the "analysis" portion of the written commentary format (see below) to guide your analysis.
- Submit to Webct a "Written Commentary" that follows the format provided.

Written Commentary Format:
The written commentary that graduate students submit to Webct should include three main sections:
  Participants
  Planning
  Analysis

Participants
Describe the two individuals with whom you are working.

For example, what relevant characteristics of these individuals influenced the selection and planning of the writing strategies on which you based the prompts? What relevant features of the context in which individuals are situated influenced the prompts?

For *each* individual:

- Give a brief sketch of each individual, including any relevant information about the individuals' reading/writing interests and performance in literacy.
- Provide a brief description of the kind of challenges each individual represents to you.
- Offer an explanation of what you expect each individual would gain from the writing prompts you develop, especially as related to the proficiency of each student to use writing to explore, develop and communicate their ideas.

Planning

Describe the set of writing prompts for each individual and purpose/goals for these writing prompts. For example, what are the specific writing strategy(ies) that you selected to base the prompts on? What is the purpose you have for the set of prompts for each person?

For *each* student:

- State the two prompts
- Describe the specific writing strategies that the two prompts are based on
- Explain the purpose(s)/goal(s) of the prompts, especially related to how you think they will foster the individual's exploring, developing and communicating their ideas.
- Specifically for the individual learning English make sure to explain how the prompts foster the development of English, especially as related to the structure of the language and its use.

Analysis

Explain what you learn from the written work each person produced and what you believe each individual gained from the writing activities.

For example, what does the written work demonstrate about the individual's use of the writing and the specific writing strategy(ies) you selected to explore, develop and communicate their ideas in writing? What does the written work of the person learning English demonstrate about the use of writing to develop English, especially the structure of the language and its use.

For *each* student:

1) Analyze the texts the individual wrote using the following questions to guide your analysis:
    a. What evidence in the writing aspects demonstrates that the author was applying the writing strategy the prompt was based on?
    b. Did the writing develop one clear idea?
    c. Did the details in the writing enrich and develop the main idea?
    d. Was the writing clear and focused?
    e. What evidence in the writing shows that it was written from author's knowledge &/or experience?

f. What evidence in the writing illustrates the use of fresh and original ideas?
g. What evidence in the writing points to any risks the author took (if any)?
h. For the EL, what evidence in the writing exhibits:
    i. Sentences are constructed in a way that enhances the meaning of the text
    ii. Sentences vary in length and structure
    iii. Smooth flow of phrases
    iv. Use of academic written English that is edited, abstract and reported

2) What do you believe that the individual gained from the writing experiences, especially anything related to the exploration, development and communication of his/her ideas? What is your evidence?

For teachers in the middle school – high school classroom

What follows are some ideas intended to give you a clearer picture of ways teachers with different areas of specialized knowledge and/or teaching assignments might approach this assignment. These are not requirements, but rather descriptions of some of the *possibilities*.

- For teachers who structure their work around interdisciplinary units, the prompts for writing might be related by the theme of the unit rather than by the particular subject area being explored through writing. For example, if students are studying the Civil War, they might write a letter to President Lincoln outlining a plan to free slaves and offering suggestions as to how to deal with the newly freed population. They might make a journal entry speculating on what it was like to be someone their own age from the South and/or North during this time.

- If students are studying the impact of sunlight and water on plant growth, they might record their observations in a journal. They might write a paragraph applying what they have observed to a particular hypothesis, confirming or disconfirming the hypothesis.

- If students are reading a novel, they might write brief personal responses in their journals. They might choose a character to write to or examine why that character behaves as he or she behaves. They might write about a connection they have made between this novel and some other piece they have read or viewed during this year.

- If students are studying surface area and volume they might explain in words how they arrived at a particular solution to a problem. They might keep track in their journals of instances in the everyday world of objects or situations for which determining the volume and/or surface area of objects would be important, and explain why. They might write an account of what they have learned about a particular part of this area of study for a student who has missed a class.