

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDMS 521B, Course Number 40517  
Language and Literacy in Elementary and Middle School Classrooms  
Integrated Curriculum Program  
Fall 2008  
Wednesdays (13:00-15:45)  
University Hall 442**

**Instructor:** Bonnie Ingalls, Distinguished Teacher in Residence  
**Office:** University Hall 415  
**Phone:** 619.284.2265  
**Cell Phone:** 619.507.0749  
**Office Hours:** by appointment, after class  
**email:** bingalls@csusm.edu

<b>TABLE OF CONTENTS</b>	
<b>Subject</b>	<b>Page(s)</b>
Mission of the College, Students with Disabilities Requiring Accommodations, Infused Competencies (Authorization to Teach English Learners)	1
Infused Competencies - continued (Special Education, Technology, All-University Writing Requirement), Honesty, Plagiarism, Electronic Protocol	2
Prerequisite, Course Description, Student Learning Outcomes (TPEs, CalTPA)	3
Objectives, Required Texts	4
Recommended Text, Course Assignments (Field Observations, Reading Strategy Lesson Plan, Annotated Menu of Assessments, Class Assessment of Literacy, RICA Grids, Professional Dispositions)	5-10
College of Education Attendance Policy, Grading Policy, Course Requirements, Grading Scale	10-11
Course Schedule	11-12
SB 2042 Competencies	13-14

**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.

**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 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, to ensure confidentiality, in a more private setting.

## **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 College 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.

## **HONESTY, PLAGERISM, ELECTRONIC PROTOCOL**

### **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 [bingalls@csusm.edu](mailto:bingalls@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,

Ingalls 521B Fall 2008

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 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.

## **PREREQUISITE: Acceptance into the CSUSM College of Education**

### **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.

### **California Teaching Commission Standards Alignment**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. You will incorporate artifacts from this class into your final comprehensive portfolio. The following are the primary emphasis of this course:

Standard 3-Relationship between theory and practice

Standard 4-Pedagogical thought and reflective practice

Standard 5-Equity, Diversity, & Access to the Core Curriculum

Standard 7-Equity, Preparation to Teach Reading Language Arts

### **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. The following TPE's are the primary emphasis of this course:

TPE IA-Subject Specific Pedagogical Skills for Multiple Subject Teaching

TPE 4-Making Content Accessible

### **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, COE 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 COE website provided at the website provided: <http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp>

## OBJECTIVES

### Knowledge

Students 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.
- gain an understanding of how people learn to read and write in their first and second language
- become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.
- become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms
- become familiar with classroom diagnostic techniques and evaluation procedures.
- become familiar with current approaches to the teaching of reading and writing to children with special learning needs

### Skills

Students will:

- become sensitive observers of children's language using behaviors.
- analyze children's reading and writing behavior as a basis for making instructional decisions
- translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plans
- develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students
- learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

### Attitudes and Values

Students will:

- develop an appreciation for the natural language abilities children possess for processing and producing print
- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for children with special learning needs
- develop an appreciation for the importance of reading and writing for their 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 or her individual

needs.

### REQUIRED TEXTS

(Bring to class each meeting.)

- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments*. 9<sup>th</sup> Edition. Kendall-Hunt.
- Quiocho, A. and Ulanoff, S. (2009). *Differentiated Literacy Instruction for English Language Learners*. Allyn & Bacon.
- Flint, A. S. (2008). *Literate Lives: Teaching Reading and Writing in Elementary Classrooms*. John Wiley & Sons, Inc.
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.(packaged as one).

### RECOMMENDED TEXTS

- Tompkins, G.E. (2009). *50 Literacy Strategies*. Allyn & Bacon.

### COURSE ASSIGNMENTS

#### ✓ FIELD OBSERVATIONS (15 points total)

##### Overview:

Field Observations show you have observed specific literacy strategies in the classroom; these strategies are related to RICA areas. Here is a list of RICA areas and the chapter in **Ready for RICA** in which you can read about them. In your Field Observations, show you have observed six (6) of the (9) topics listed.

EDMS 521
Ongoing assessment (Chapter 1)
Planning, organizing, managing reading instruction (Chapter 2)
Phonemic Awareness (Chapter 3)
Concepts about Print (Chapter 4)
Phonics Instruction (Chapter 5)
Spelling Instruction (Chapter 6)
Reading Comprehension - Narrative (Chapter 7)
Vocabulary Development (Chapter 12)
Structure of the English Language (Chapter 13)

##### What To Do:

Below, see the Field Observation form; save it to your word processing program. Observe classrooms. In each Field Observation, write observations of lessons related to balanced literacy and the RICA content areas taught in EDMS 521. Write observations of the teacher and students in the "Activity" section; explain how each activity relates to a RICA area. It is possible to see more than one RICA topic in one observation. Be very specific in your writing (150 words or more)!

Your Name:

Student's First Name:	
Topic of Lesson:	
Date/Time:	
Place (school/grade/classroom):	
RICA Area(s) Observed	
<b>Activity:</b> Describe exactly what teacher and students do.	<b>To what RICA area does this activity relate?</b> Explain how what teacher and students do relates to a RICA topic.

*Use this format; expand the table to accommodate your writing.*

✓ **READING STRATEGY LESSON PLAN (20 points)**

Overview:

With a partner, present a READING strategy lesson of no more than 15 minutes. Make it *active, interesting, meaningful and accessible* to diverse students. It can be a mini-lesson, direct instruction, inquiry, or any format you choose. Sample lessons might include:

- Monitoring Reading or Comprehension
- Content area reading
- Phonics or Phonemic Awareness
- Organizing information while you read
- Relating what you are reading to what you already know
- Finding the main idea of a story
- Identifying patterns in a text
- Using graphic organizers for comprehension

What To Do:

Select one of the instructional strategies from the Lesson Plan assigned in 511, and present it to the class as a mini-lesson. The mini-lesson should have an Into, Through, and Beyond.

✓ **ANNOTATED MENU OF ASSESSMENTS (20 points total)**

Overview:

This is designed to familiarize you with a variety of assessments and evidence of student learning. You will describe the process and purpose of various assessments, including entry-level, progress-monitoring, and summative. Then, choose two assessments to administer to a student, and reflect on the information those assessments provide about learning. There are two parts: Menu Section A, and Menu Section B.

What to do:

Copy the two forms into your computer - ***you will need more room, so resize the table to accommodate your writing, and reorient the page to landscape.*** Type your responses.

For Menu Section A, complete a descriptive list of 10 different assessments. Use assessments from both math and literacy. Be complete in your descriptions.

<b>MENU SECTION A (typed responses)</b>				
<b>Write the name of the assessment .</b>	<b>Is it entry-level, progress-monitoring, or summative?</b>	<b>Describe the purpose of the assessment.</b>	<b>Describe what the <u>assessor</u> does and what the <u>student</u> does.</b>	<b>Describe the kinds of data the assessment creates.</b>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

For Menu Section B, choose two of any of the assessments from Section A.

- (a.) Conduct those two assessments at least one time each. (You can work with one or more students in a public school classroom.)
- (b.) Score the assessment and attach it to Menu Section B.
- (c.) Determine what the data tells you about the student's strengths and needs.
- (d.) Write a summary including the following

<b>MENU SECTION B (typed responses)</b>				
What was the assessment?	How did you conduct it?	What data did you collect?	What does the data mean?	What insights did you have about the purpose of the assessment?
1.				
2.				

Overview:

Assessment drives instruction. Teachers use many assessments throughout a day to determine what students know. With that information, they make decisions about what - and how - to teach.

Assessment comes in many forms, and it can be fun as well as informative. You and a partner will be assigned one chapter from *Differentiated Literacy Instruction for English Language Learners*. You have two goals: fairly assess your classmates on their understanding of the chapter; everyone involved for the full 15 minutes we play.

What to do:

1. With a partner, create a list of 10 important ideas from your chapter.
2. Create a game focusing on those facts. Model your game after Jeopardy, Pictionary, Cranium, Concentration, Monopoly, etc. Organize your game to play as a class, or break into groups to play.
3. At the end of your game, write at least one page about the success of meeting your goals. Answer these questions.
  - (a.) To what extent was everyone involved?
  - (b.) What might you have done differently to involve everyone?
  - (c.) Did you fairly assess your classmates?
  - (d.) Did your game show you who knew the facts and who didn't?
  - (e.) What strategies would you use to help those struggling students?

✓ **RICA GRIDS - Study Sheets (10 points total)**

Overview:

These assignments provide you with a way to synthesize what you've read, and study aides for the RICA.

What To Do:

Complete the readings in **Ready for RICA**; create a RICA Grid for five (5) of the RICA areas about which you've read. RICA Grids include information on:

- (a.) the content area,
- (b.) ways of assessing knowledge of the content,
- (c.) ways to teach it, and
- (d.) accommodations.

Course readings provide you most of what you need, but Dr. Alice Quiocho's web site also serves as a resource. The address is: <http://www.csusm.edu/Quiocho>. Click on "reading instruction portfolio." See section on accommodations for ideas on ways to support learners with special needs and second language learners. See [www.ed.gov/free/](http://www.ed.gov/free/) for free Educational Materials.

**FOLLOW THIS FORMAT FOR RICA GRIDS:**  
 RICA Analysis Sheet (SAMPLE)

Component	How to Assess	How to Teach it (Strategies)	Accommodations
<p>Phonemic Awareness is the conscious awareness that words are made up of individual sounds—it is the awareness of the sounds of a language.</p>	<p>Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example;</p> <ul style="list-style-type: none"> <li>I would ask a student to pick out the first sound or last sound of a word,</li> <li>I would ask the student to identify, pronounce and blend sounds or a segment of a word,</li> <li>I would ask students to identify sentences, words, or sounds to see if they are aware of the structure of a sentence.</li> </ul> <p><b>Assessment Tools</b>            1.) The Yopp-Singer Test of Phonemic Segmentation</p>	<p>These are strategies that can be used to teach ELL and non-ELL students phonetic awareness,</p> <ul style="list-style-type: none"> <li>Involve students in poetry, rhymes and songs of all types,</li> <li>Use a chant to clap syllables in students' names,</li> <li>Sort known objects or pictures into groups of similar sounds (Realia Cans),</li> <li>Play a guessing game using picture cards and help the children to put together blends to make their guess,</li> <li>Sing songs that allow children to replace sounds with other sounds, even to make nonsense words,</li> <li>Read to your students.</li> </ul>	<p>For children with special needs, I would use these strategies,</p> <ul style="list-style-type: none"> <li>Specific skills instruction alongside a basal reading program. I would ask students what sounds they hear in certain words or what word would make sense in an empty space within a sentence. This strategy would allow me to assess student progress.</li> <li>Great children's literature books including, nursery rhymes, alliterative books, picture books, rhyming books, repetitive pattern books, Dr. Seuss books, and alphabet books with word-picture formats,</li> <li>Rhymes, chants, finger rhymes, manipulatives, games, role-playing,</li> <li>Writing journals and quick writes (encourage invented spelling!),</li> <li>Provide a print-rich environment including the use of Word Walls,</li> <li>Rebus activities—replace a noun in a sentence with a picture of the noun. The student then replaces the picture with an invented spelling of the word.</li> </ul>

✓ **PROFESSIONAL DISPOSTIONS (15 points total)**

Overview:

Grading in 521 includes a component of "professional disposition." Students in the College of Education are to conduct themselves in ways expected of those entering the profession. Disposition includes:

- General classroom attendance, promptness, and participation
- Attention to classroom discussion protocols
- Social and cooperative skills
- Attention to assignments (deadlines, quality, multi-tasking)

- General classroom demeanor
- Flexibility
- Openness to and enthusiasm for learning

Part of how we measure professional dispositions fairly is the "Exit Slip" each class session, asking students to respond to the day's session, and to grade themselves in professionalism. It is an opportunity to show responsibility, learning, and thought.

What To Do:

Copy the form into your computer - you will need more room, so resize the table to accommodate your writing. Print this form before coming to class; complete it at the end of each session. Be thoughtful in your writing; turn it in to your instructor as you **exit!**

PROFESSIONAL DISPOSITIONS EXIT SLIP (521)	
1. Name: Date:	
2. Were you on time, as you would be as a teacher? <i>If not, what delayed you?</i>	Yes  No
3. Were you an attentive listener, an enthusiastic learner, and a contributor? <i>If not, was it something with which we could have helped?</i>	Yes  No
4. Did you complete assignments or readings on time today? <i>If not, what interfered with your learning?</i>	Yes  No
5. What did you learn about literacy this session? Be specific.	
6. How will you apply what you learned to your classroom?	
7. Given your responses to questions 1-6, what grade have you earned for professionalism <u>today</u> ? A (WOW!), B (Good!), C (I had a bad day!)	

## 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 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. Students missing more than two class sessions will not earn a passing grade. Three tardies or early exits are equivalent to an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

## Grading Policy

Come prepared to class; readings and homework assignments are listed on the dates on which they are to be completed.

Work is submitted on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B").

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. All citations, where appropriate, use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5<sup>th</sup> edition for citation guidance.

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.

### **COURSE REQUIREMENTS FOR 521**

<b>Number Required</b>	<b>Assignment</b>	<b>Due Date(s)</b>	<b>Points Possible</b>
3-6	Field Observations (independent)	9/24, 10/15, 11/19	15
1	Reading Strategy Lesson Plan (partner)	11/5	20
1	Annotated Menu of Assessments (independent)	10/22	20
1	Class Assessment of Literacy (partner)	As assigned.	20
5	RICA Grids (Study Sheets) (independent)	9/10, 9/17, 10/1, 10/8, 10/29	10
15	Professional Dispositions (independent)	Each Class	15

### Grading Standards (Points)

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

**COURSE SCHEDULE: EDMS 521 (ICP), Fall 2008**

**Bring your books to class each session.**

The instructor reserves the right to modify the schedule.

Date	Topic	Assignment
<b>Session 1</b> August 27	Course overview Building Community	<b>BRING YOUR SYLLABUS!</b>
<b>Session 2</b> September 3	English Language Arts Standards English Language Development Standards <ul style="list-style-type: none"> <li>• <b>Bring a copy of each for the grade you would like to teach.</b></li> </ul>	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a> www.sdcoe.net/standards Flint: Chapter 1 Quiocho: Chapter 7 Zarrillo: 1
<b>Session 3</b> September 10	Literacy Assessment <ul style="list-style-type: none"> <li>• Class Assessment of Literacy (Q7)</li> <li>• <b>RICA Grid (Chapter 1) Due</b></li> </ul>	Flint: Chapter 9 Quiocho: Chapter 4 Zarrillo: 2 Johns
<b>Session 4</b> September 17	Phonemic Awareness <ul style="list-style-type: none"> <li>• Class Assessment of Literacy (Q4)</li> <li>• <b>RICA Grid (Chapter 2) Due</b></li> </ul>	Flint: Chapter 2 Quiocho: Chapter 1 Zarrillo: 3, 4 Johns:
<b>Session 5</b> September 24	Concepts about Print <ul style="list-style-type: none"> <li>• Class Assessment of Literacy (Q1)</li> <li>• <b>Field Observation Due</b></li> </ul>	Flint: Chapter 6 Quiocho: Chapter 2 Zarrillo: 5, 6 Johns:
<b>Session 6</b> October 1	Phonics <ul style="list-style-type: none"> <li>• Class Assessment of Literacy (Q2)</li> <li>• <b>RICA Grid (Chapter 3 or 4 Due)</b></li> </ul>	Flint: Chapter 4 Quiocho: Chapter 3 Zarrillo: 5, 6 Johns:
<b>Session 7</b> October 8	Spelling <ul style="list-style-type: none"> <li>• Class Assessment of Literacy (Q3)</li> <li>• <b>RICA Grid (Chapter 5 or 6 Due)</b></li> </ul>	Flint: Chapter 8 Quiocho: Chapter 5 Zarrillo: 7
<b>Session 8</b> October 15	Reading Comprehension - Narrative <ul style="list-style-type: none"> <li>• Class Assessment of Literacy (Q5)</li> <li>• <b>Field Observation Due</b></li> </ul>	Flint: Chapter 10 Quiocho: Chapter 6 Zarrillo: 11, 12
<b>Session 9</b> October 22	Reading Comprehension - Narrative <ul style="list-style-type: none"> <li>• Class Assessment of Literacy (Q6)</li> <li>• <b>Annotated Menus - A and B Due</b></li> </ul>	Flint: Chapter 11 Quiocho: Chapter 8 Zarrillo: 8, 9
<b>Session 10</b> October 29	Comprehension <ul style="list-style-type: none"> <li>• Class Assessment of Literacy (Q8)</li> <li>• <b>RICA Grid Due (Chapter 7, 8, 9, or 10)</b></li> </ul>	Flint: Chapter 12 Quiocho: Chapter 9 Zarrillo: 10

<b>Session 11</b> November 5	Comprehension <ul style="list-style-type: none"> <li>• Class Assessment of Literacy (Q9)</li> <li>• <b>Reading Strategy Lesson DUE</b></li> </ul>	Flint: Chapter 3 Quioco: Chapter 10
<b>Session 12</b> November 12	Structure of the English Language <ul style="list-style-type: none"> <li>• Class Assessment of Literacy (Q10)</li> </ul>	Flint: Chapter 5 Zarrillo: 11, 13 Johns
<b>Session 13</b> November 19	A Balanced Approach to Literacy <ul style="list-style-type: none"> <li>• Class Assessment of Literacy (Q6)</li> <li>• <b>Final Field Observation Due</b></li> </ul>	Flint: Chapter 5 Zarrillo: 8, 9
<b>Session 14</b> November 26	Preparing for Literacy Instruction during Clinical Practice <ul style="list-style-type: none"> <li>• Class Assessment of Literacy (Q5)</li> </ul>	No readings
<b>Session 15</b> December 3	Preparing for Literacy Instruction during Clinical Practice	No readings

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro- cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English language development and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second- language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second- language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second- language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

