

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 521
Elementary Literacy I

Thursdays, 08:00-14:15
Fall 2007
Valley Elementary

Professor: Bonnie Ingalls, Distinguished Teacher in Residence
Phone: 760.750.8512
E-Mail: bingalls@csusm.edu
Office: UH 415
Office Hours: Before and after class and by appointment

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, October, 1997*).

COURSE DESCRIPTION

The primary aim of this course is for students to develop understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive K-8 school classrooms. This class is aligned with the California 2042 standards listed below.

Standard 3 (Relationship between theory and practice)

Standard 4 (Pedagogical thought and reflective practice)

Standard 5 (Equity, diversity and access)

Standard 7 (Equity, preparation to teach reading language arts)

Course Prerequisite

Admission to the Multiple Subject/CLAD Teacher Credential Program.

Course Objectives

KNOWLEDGE - Teacher candidates will:

- Gain understanding of how a first and second language is acquired.
- Gain understanding of the reading process and its relationship to thought, language and learning.
- Gain understanding of how to learn to read and write in first and second languages.
- 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 - Teacher candidates will:

- Become sensitive observers of children's language-using behaviors.
- Analyze children's reading /writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children's reading and writing behaviors into instructional planning.
- 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 - Teacher candidates 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 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.

Unique Course Requirements

TPE Reflective Writing

This course requires you to address TPE 1A and TPE 4 by completing course assignments. Completion of the course assignments will include submitting them in the appropriate format to your electronic portfolio. Assessment of each TPE is directly related to the assessment of your course assignments. You write summary reflections to be submitted, responded to, and archived via Task Stream. When the reflection is finalized, it will become a permanent record in your Task Stream Portfolio. Return to the TPE's at other points in your program to make modifications as your understanding deepens.

The following link will take you to the CSUSM COE website where you can get help creating your electronic portfolio:

<http://lynx.csusm.edu/coe/eportfolio/index.asp>

This following is the Task Stream home page link where you will register for Task Stream and return to when working on your electronic portfolio:
<http://www.taskstream.com>

Required Texts

Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early*

Literacy Assessments. 9th Edition. Kendall-Hunt.

Tompkins, G. E. (2006). *Literacy for the 21st Century: A Balanced Approach. 4th Edition.*

Prentice Hall.

Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading*

Instruction Competence Assessment. Merrill Prentice

Hall. (packaged as one).

California Department of Education. (1999). Reading Language Arts Framework for California Public Schools: Kindergarten through grade twelve. Retrieved August 18, 2005, from

<http://www.cde.ca.gov/re/pn/fd/documents/lang-arts.pdf>

Task Stream: This course requires students to use a Task Stream electronic portfolio.

<http://lynx.csusm.edu/coe/eportfolio/index.asp>. This will take you to the CSUSM COE website where you can get help creating your electronic portfolio and information on required elements.

<http://www.taskstream.com> is the Task Stream home page where you register for Task Stream and return to when working on your electronic portfolio.

Authorization to Teach English Learners

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

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

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

TPE 1A, Subject Specific Pedagogical Skills for Multiple Subject Teaching

TPE 4, Making Content Accessible

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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997). Attendance Policy:

A good student - and a good teacher - is one who is dependable and prompt. If you do not attend two (2) class sessions you cannot earn an A. If you are late, or leave early, for more than three (3) sessions you cannot earn an A. If you miss three (3) class sessions, you cannot earn a B

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 Disable 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.

Course Requirements

(6) Field Observations: TPE 1A-Reading Artifact for Task Stream e-portfolio

In the Literacy courses EDMS 521 and EDMS 522, complete Field Observation (FO) forms. Each Field Observation topic is related to a RICA area. Find the list of FO topics listed in the table below under the title of the literacy course you are taking this semester. Complete one Field Observation form for six (6) of these topics.

EDMS 521	EDMS 522
Ongoing assessment (Ch. 1)	
Planning, organizing, managing reading instruction (Ch. 2)	
Phonemic Awareness (Ch. 3)	
Concepts about Print (Ch. 4)	Content Area Literacy (Ch. 9)
Phonics Instruction (Ch. 5)	Independent Reading (Ch. 10)
Spelling Instruction (Ch. 6)	Literacy Assessment (Ch. 1)
Reading Comprehension - Narrative (Ch. 7)	Reading Comprehension - Expository (Ch. 7)
Vocabulary Development (Ch. 12)	Literary Response and Analysis (Ch. 8)
Structure of the English Language (Ch. 13)	Supporting Reading through Oral and Written Language (Ch. 11)

Note: In EDMS 521, you must accompany your FO assignment with the Task Stream "reflection" in order to earn full credit. In EDMS 521, your FO forms must all be placed into one (1) word document. This FO document is the artifact for the TPE IA-Reading and you must attach it to that section of your e-portfolio on Task Stream.

Below, you see the FO form; save it to your word processing program. Field Observations are typed on a word processor to be submitted electronically to Web CT 6 and to your Task Stream electronic portfolio.

In a Field Observation, write your observations of lessons related to balanced literacy and the RICA content areas taught in this course. Jot notes about activities teachers and students engage in, room arrangement, instructional methods and materials, student groupings, etc. Be sure to write your observations of the teacher and students in the "Activity" section and explain what two things you would have done differently in the "Modifications" section. Observations are **turned in electronically to WebCT 6 and later submitted to Task Stream for completion of TPE 1A.** Use this format when completing each observation:

Student Name	
Topic of Lesson	
Date/Time	
Place (school/grade/classroom)	
Activity	Reflective Notes
	Modifications (2)

Reflective Statement for TPE 1A:

After completing the Field Observations, write a Reflective Statement for TPE 1A.

Paragraph 1: This is a short, descriptive paragraph. Describe the TPE in your own words.

Paragraph 2: This is an analysis/explanation paragraph. Analyze the artifacts; describe how they demonstrate your understanding of the TPE. Make explicit links between the artifact and the TPE.

Paragraph 3: This is a reflective paragraph. Explain why this TPE is important to you as a teacher and to your students as learners.

Your Reflective Statement should be approximately 200-300 words. **You must attach your Field Observations as an artifact to support your ideas for your reflective statement.** You may attach other artifacts supporting your ideas; the same artifact may appear in multiple TPE reflections. When you submit each TPE reflection, you receive feedback from me. When the reflection is finalized, it will become a permanent record in your Task Stream Portfolio. You may return to the TPE at another point in your program and make modifications as your understanding deepens.

Reading Strategy Lesson Plan: TPE 4 Artifact for Task Stream e-portfolio

In pairs, write and present a reading strategy lesson plan that is active, interesting, meaningful and accessible to diverse students. They can be mini-lessons, direct instruction, inquiry, or any format you choose. Make your lesson active, interesting, fun and meaningful (not longer than 15 minutes). Choose a reading standard for your grade level to guide your objectives; bring copies for the cohort on the day you present.

Sample lessons might include:

- Monitoring Reading
- Comprehension
- Content area reading
- Phonics
- 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

We use CSUSM Literacy Team's Lesson Plan Guide (Garza, et. al.) for creating a lesson plan.

Reflective Statement for TPE 4:

After completing the Reading Strategy Lesson, write a Reflective Statement for TPE 4 as you did for TPE 1A.

Emergent Reader Mini-Case Study

Gather and analyze data using emergent reader assessments to write a 4-page paper to share with your peers in round table discussions. We use the CSUSM Literacy Team's guide for conducting assessments and writing the case study.

RICA Study Sheets

Complete a RICA study sheet for five (5) of the nine (9) RICA areas covered in the course. RICA study sheets include information on (a) what the content area is about, (b) ways of assessing it, (c) ways of teaching it, and (d) accommodations. Besides the course readings, Dr. Alice Quioco's web site can also serve as a resource. The address is: <http://www.csusm.edu/Quiocho>. Click on "reading instruction portfolio." See the [section on accommodations](#) for ideas on ways to support second language learners. Note: See www.ed.gov/free/ for free Educational Materials.

- Section 1 Conduction Ongoing Assessment of Reading Development
- Section 2 Planning, Organizing, and Managing Reading Instruction
- Section 3: Phonemic Awareness
- Section 4: Concepts About Print

- Section 5: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 6: Spelling Instruction
- Section 7: Reading Comprehension
- Section 12: Vocabulary Development
- Section 13: Structure of the English Language

RICA STUDY SHEET (Quioco, 2000)

Component	How to Assess	How to Teach It (Strategies)	Accommodations

RICA Analysis Sheet

Component	How to Assess	How to Teach it (Strategies)	Accommodations
<p>Phonemic Awareness is the conscious awareness of 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"> • I would ask a student to pick out the first sound or last sound of a word, • I would ask the student to identify, pronounce and blend sounds or a segment of a word, • I would ask students to identify sentences, words, or sounds to see if they are aware of the structure of a sentence. <p>Assessment Tools 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"> • Involve students in poetry, rhymes and songs of all types, • Use a chant to clap syllables in students' names, • Sort known objects or pictures into groups of similar sounds (Realia Cans), • Play a guessing game using picture cards and help the children to put together blends to make their guess, • Sing songs that allow children to replace sounds with other sounds, even to make nonsense words, • Read to your students. 	<p>For children with special needs I would use these strategies,</p> <ul style="list-style-type: none"> • Specific skills instruction alongside a basal reading program- This means 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 my student's progress, • 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, • Rhymes, chants, finger rhymes, manipulatives, games, role-playing, • Writing journals and quick writes (encourage invented spelling!), • Provide a print rich environment including the use of Word Walls, • Rebus activities- this activity is when you replace a noun in a sentence with a picture of the noun. The student can then replace the picture with an invented spelling of the word.

Professional Disposition

Grading in 521 includes a component of "professional demeanor." Students in the College of Education conduct themselves in ways that are generally expected of those entering the profession. This 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.

Each assignment is due on the date indicated on the syllabus **Late assignments will be penalized a 10% reduction in points for each day late.** After **one week**, late assignments will earn a **zero**. Unless extraordinary circumstances are made known, this is not negotiable.

If you think you could have done better on an assignment, you can request to redo it. A redone assignment will automatically have a reduction of 5%. If you have any questions or concerns, please feel free to come in and speak with us about them. Select a "buddy" to ensure you receive handouts and information when you must miss class.

You must maintain a B average (3.0 GPA) and cannot receive below a C+ in a course in your teacher education courses to receive a teaching credential from the State of California.

Number Required	Assignment	Points Possible
6	Field Observations	30
1	Reading Strategy Lesson Plan	10
2	Reflective Statements	20
1	Emergent Reader Mini-Case	30
5	RICA Study Sheets	5
	Professional Dispositions	5

Grading Standards (Points)

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

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 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 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.

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. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:

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

mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the 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.

COURSE SCHEDULE: EDMS 521, Fall 2007

The instructor reserves the right to modify the schedule.

Date	Topic	Assignment
<u>Session 1</u> August 23	Review syllabus Balanced literacy instruction	Tompkins: Chapter 1
	Reading process Oral language, language acquisition <i>Emergent Reader Mini- Case Study</i>	Tompkins: Chapters 2, 9 Zarrillo: Chapter 1 Johns
<u>Session 2</u> August 30	Reading instruction for emergent and beginning readers Phonemic awareness	Tompkins: Chapters 3, 4 Zarrillo: Chapters 3, 4
	Reading comprehension - narrative <i>Reading strategy lesson: building background, comprehensible input</i>	Tompkins: Chapters 7, 8 DUE: Observation 1 DUE: RICA Grid 1
<u>Session 3</u> September 6	Phonics Spelling Fluency First grade reading	Tompkins: Chapters 4, 5 Zarrillo: Chapter 5, 6
	L1 transference word recognition, spelling <i>Reading strategy lesson: grouping & interaction</i>	Tompkins: Chapter 4, 5, 10 Zarrillo: 5, 6 Johns DUE: Observation 2 DUE: RICA Grid 2
<u>Session 4</u> September 13	Activities: Narrative comprehension <i>Reading Strategy Lesson</i> Guided practice Strategies Scaffolding	Tompkins: Chapters 7, 8 Zarrillo: Chapter 7
	Vocabulary Writing word choice L2 vocabulary instructional activities <i>Lesson plan presentations</i>	Tompkins: Chapter 2, 6 Zarrillo: Chapter 11, 12 DUE: Reading Lesson Plan DUE: TPE 4 Reflective Statement DUE: Observation 3
<u>Session 5</u> September 20	Technology in reading and writing Second grade reading	Assigned Websites
	Writing Syntax Grammar	Tompkins chapters: 1, 8 Zarrillo: Chapters 11, 13 DUE: Observation 4 DUE: RICA Grid 3 DUE: Reflections

Session 6 September 27	Visit the Baharona Center Primary language support	
	Emergent reader mini-case study & literacy assessment	Tompkins: Chapter 9 Zarrillo: Chapter 1, 14 Johns DUE: Observation 5 DUE: RICA Grid 4
Session 7 October 4	Third grade reading	
	<i>Mini-case study round table discussions</i>	DUE: Mini-Case Study DUE: Observation 6 DUE: RICA Grid 5
Session 8 October 11	Preparing for RICA	DUE: TPE 1A ``Reflective Statement''

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 <u>both</u> English language development <u>and</u> 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