

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

EDMS 521B  
Elementary Literacy I  
**Wednesdays, 1-3:45, UH-460, Cohort R  
Fall, 2007**

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**Office Hours: Before and after class or by appointment**

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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, October, 1997).*

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**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 K-8 school classrooms.

**Course Prerequisites**

Consent of Program Coordinator

**Required Texts**

Cunningham, P. & Allington, R. (2007). Classrooms that work, 4<sup>th</sup> Edition.

Tompkins, G. (2006). Literacy for the 21<sup>st</sup> century, 4<sup>th</sup> edition.  
(Packaged with Zarrillo, J. Ready for RICA)

Selected readings on e-reserves through the CSUSM library

**Teacher Performance Expectation (TPE) Competencies:**

This course is designed to help teachers seeking the Multiple Subjects 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. The following TPEs are addressed in this course:

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching  
TPE 4-Making Content Accessible

**Task Stream, TPEs, and Assignments**

This course requires that you address the TPEs listed above for your Task Stream Electronic Portfolio. You will address these TPEs by completing course assignments. Completion of the course assignments includes submitting them in the appropriate format to your electronic portfolio. Assessment of your TPEs is directly related to the assessment of your course assignments. You will write summary reflections to be

submitted, responded to, and archived via Task Stream. We will discuss this further in class and provide lots of support to do this.

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

This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.

<http://www.taskstream.com>

This is the TaskStream home page where you will register for Taskstream 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**

### **Course Objectives**

#### **KNOWLEDGE**

Students will:

- \*gain an understanding of how a first and second language is acquired.
- \*gain an understanding of the reading and writing processes and their 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, the theoretical bases of such approaches, and some of the controversy surrounding them.
- \*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.

#### **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
- \*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 an appreciation for the importance of reading and writing for their own

personal and professional growth

### **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).*

*For this course, 2 absences will lower your grade by one full grade. Notification of an absence does not constitute an excuse.*

### **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**

Thoughtful Participation – 10  
Reading Responses – 20  
Choice Assignment – 15  
Reading Strategy Lesson Plan – 25  
Field Observations – 20  
TPE reflective statements – 10

#### **Reading Responses (20 points)**

For **each week** (not each chapter) of readings, you will write a response. You may respond in a variety of ways that reflect multiple manners of demonstrating knowledge. Possible formats such as found poems, KWL charts, graphic organizers, etc will be taught in class. You must connect course content to your classroom and observational experiences. This assignment is ongoing and begins with readings for the 3<sup>rd</sup> class session. Journals must be completed BEFORE each class session but will be turned in according to the schedule listed in the course agenda. Entries will be graded according to their comprehensiveness, insightful connections, and deep understanding of the issues.

#### **Choice Assignment (15 points)**

You will complete one of the following assignments:

- ⇒ RICA study guide
- ⇒ Book review
- ⇒ Technology evaluation
- ⇒ Mini case study

There is detailed information on each choice in the assignments section of WebCT.

#### **Reading Strategy Lesson Plan (25 points)**

You will work with one other person to write a standards-based lesson plan that focuses on teaching comprehension to students at a grade level of your choice. You will learn how to write a lesson plan in your EDMS 511 class, and we will discuss how to teach comprehension in depth in this class. Your lesson plan should be based on one reading standard and demonstrate how you will TEACH, not assess, reading comprehension strategies. Use your learning from EDMS 511 when writing this lesson plan.

*Questions to keep in mind when writing your lesson:* What is the purpose of your lesson? How does it relate to real reading? Are your instructional activities closely connected to a CA content standard? Do your instructional activities take the needs of advanced, struggling, English-language and “regular” learners into account?

*Non-negotiables:* 1) Your lesson must demonstrate an understanding of the needs of “regular,” advanced, struggling, second language, and reluctant learners. In other words, you must provide scaffolding for struggling and second language students as well as enrichment for advanced learners. 2) You must first identify the CA content standards, then identify which assessment(s) will allow the students to demonstrate mastery of those standards, and finally explain the instructional activities that will move the students toward mastery. All 3 elements must be closely aligned.

### **Field Observations (20 points)**

Spend time in elementary classrooms to look for evidence of the literacy concepts we discuss in class. You may observe several concepts at work in a single lesson or visit. This is fine. The purposes of this assignment are to see the theory in practice and to learn to recognize effective literacy instruction in action. You will document evidence of the following concepts:

- ⇒ Phonemic awareness
- ⇒ Concepts about print
- ⇒ Phonics and word work
- ⇒ Spelling
- ⇒ Vocabulary
- ⇒ Comprehension INSTRUCTION (not assessment)
- ⇒ Oral language development
- ⇒ Structure of the English language
- ⇒ Classroom management, organization, procedures

You do not have to observe a separate lesson on each of the above areas. You might observe more than one area during one lesson or see evidence on bulletin boards or in student work. Document your observations and reflections/analyses in whatever mode best fits your learning style. However, you **MUST** describe what you think about what you see. Do not merely record notes on what you observed. **You must also explain what you THINK about what you see. Your reflection/analysis is the most important part of this assignment.**

### **TPE reflective statements (10 points)**

In EDMS 521, you are specifically responsible for writing a reflective statement for TPEs 1a and 4 in the TaskStream Electronic Portfolio. Each reflection (TPE 1a and 4) should be approximately 200-300 words (the goal is to be succinct, not to count words) and focus on a description, analysis, reflection sequence. *You must attach your reading lesson plan and first grade observation as an artifact to support your ideas for both reflective statements for TPEs 1a and 4.* You may attach other artifacts that also support your ideas. The same artifact may appear in multiple TPE reflections. When you submit each TPE reflection, you will receive feedback from me. When the reflection is finalized, it will become a permanent record in your TaskStream Portfolio. You may return to the TPE at another point in your program and make modifications as your understanding deepens.

Each TPE reflective statement must include:

1. a description of the teacher candidate’s learning with respect to the specific TPE being addressed (refer to *TPEs-at-a-Glance with Salient Features*)
2. an analysis of how the attached artifact(s) is (are) evidence of that learning
3. a reflection describing personal significance of this learning and/or next steps in the journey toward continuing to meet this TPE

Please each TPE and write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of Subject-Specific Pedagogical Skill for MST in the area of teaching Reading-Language Arts. In order for the assignment to be complete, students must post their observation sheets and reflections to their Task Stream Account after it is returned with the comment: **Ready to Post**

**TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments**  
*Teaching Reading-Language Arts in a Multiple Subject Assignment*

*Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.*

*Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.*

**TPE 4: Making Content Accessible**

*Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.*

Read over the TPE and use it as a foundation to write your reflection. Use sentences, such as,

- In order to make content accessible to all students, I will...
- I will provide opportunities to practice by ...
- I will motivate students by ... as demonstrated by.

Also, use the concepts of the TPEs, such as,

- I will motivate by ...
- I will teach by ...
- I will reteach by ...
- I will provide opportunities for practice by...

FOR EXAMPLE:

The development of my lesson plan demonstrates my understanding of Standards Based Instruction and TPE 4: Making Content Accessible. This lesson plan addresses the Language Arts Standard ? for a ?? grade class of varying abilities, skills, and proficiencies. I have used the following materials to reinforce state-adopted academic content standards ??

In my lesson, I have made content accessible to all students in several ways, including ??, ??, and ??. This creates a lesson that is balanced and comprehensive.

I use the following strategies to reinforce content (SDAIE, MULTIPLE INTELLIGENCES, PRIMARY LANGUAGE SUPPORT, VISUAL, MANIPULATIVES, PHYSICAL MODELS, WRITTEN AND ORAL PRESENTATION, VISUAL AND PEERFORMIG ARTS AND DIAGRAMS).

In my lesson, I provide the following opportunities for students to practice and apply what they have learned ??

I motivate students by ??

I am able to incorporate technology by using the following ??

For those students not comprehending, I use the following strategies to reteach and foster access and comprehension for all students ??

I will foster a creative and imaginative atmosphere by

In my lessons, I take into account students' level of achievement by including the following modifications??

### **Thoughtful Participation (10 points)**

Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and to defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, I expect that each student will participate actively and thoughtfully in each class session, including the independent assignments.

### **RECOMMENDED: RICA Resource Notebook**

**This is not part of your grade and will not be turned in unless you choose this for your choice assignment; however I highly recommend that you keep a RICA study guide. The major concepts tested on the RICA are covered in both 521 and 522. If you maintain a study guide, it will help you organize your notes when studying for the exam. This is NOT a course requirement; merely a suggestion. You can find detailed suggestions for creating a RICA notebook in the assignment section of WebCT.**

### **Grading Standards**

Grades will be assigned based upon the level of connectedness to the instructions specified in this syllabus. I expect that all final work is error-free in terms of grammar, spelling, and punctuation. Late work will only be considered on a case-by-case basis. Students must have extenuating circumstances and discuss them with the instructor well before the assignment is due. If permission to turn work in late is not explicitly granted by the professor, late work will not be accepted nor considered in the final grade.

### **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. This course meets that requirement through the lesson plan, reading reflections, choice assignment, and TPE reflective statements.

## **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, each student is expected to 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 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.

### Schedule/Course Outline

While this schedule is carefully planned, the instructor reserves the right to make changes based on unforeseen events or teachable moments. Strategies for teaching English-language learners will be embedded into every class session.

Date	Topic	Responsibilities
Session 1 August 29	Course overview Literacy autobiographies Language acquisition	<b>Get:</b> Course textbooks by session 2
Session 2 September 5	Begin field observations Independent study	<b>Make sure:</b> Your field observation classroom are confirmed; Do one observation
Session 3 September 12	Processes of literacy and cueing systems ELA standards	<b>Read:</b> Tompkins Chs. 1 & 2; ELA standards for your grade level; C/A Ch. 1 <b>Due:</b> Reading reflection (1)
Session 4 September 19	Emergent and early literacy Phonemic awareness and CAP	<b>Read:</b> C/A Ch. 3; Tompkins Ch. 3
Session 5 September 26	Phonics Working with words	<b>Read:</b> Tompkins Ch. 4; C/A Ch. 4 <b>Due:</b> Reading reflections (2)
Session 6 October 3	Assessment—An overview	<b>Read:</b> Tompkins Ch. 9; C/A Ch. 9; BRI handouts on e-reserves
Session 7 October 10	Comprehension instruction (Guided and shared reading)	<b>Read:</b> Tompkins Chs. 7 & 8; C/A Ch. 6 <b>Due:</b> Choice assignment
Session 8 October 17	Differentiation; Using assessment to plan instruction; Comprehension lesson plans	<b>Read:</b> C/A Chs. 8 & 10 <b>Due:</b> Reading reflections (3)
Session 9 October 24	More comprehension instruction Vocabulary	<b>Read:</b> Tompkins Ch. 6; C/A Ch. 5 and choose ONE C/A Chs. 10, 11, or 12
Session 10 October 31	Writers' Workshop with lesson plans	<b>Bring:</b> Rough draft of reading strategy lesson plan
Session 11 November 7	Writing	<b>Read:</b> C/A Ch. 7 <b>Due:</b> Final draft of lesson plan
Session 12 November 14	Writing and spelling	<b>Read:</b> Handouts
Session 13 November 21	Independent study	<b>Do:</b> Field observations
Session 14 November 28	Structure of the English language Fluency TPEs	<b>Read:</b> Tompkins Chs. 13/14; C/A Ch. 14 <b>Due:</b> Reading reflections (4)
Session 15 December 5	Literature selection Closure	<b>Bring:</b> Three children's books to recommend <b>Due:</b> Field observations



**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
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
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)	<b>II. Theories and Methods for Instruction In and Through English</b>	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	<b>II. Manifestations of Culture: Learning About Students</b>
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)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
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	<b>IV. Cultural Diversity in U.S. and CA</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration