

EDMX 622: Literacy Education for Education Specialists

CRN: 41702

M 8:00-2:15

UH 439

**California State University San Marcos
College of Education**

Fall 2005

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Mission of the College of Education at Cal State San Marcos: 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)

Prerequisites: EDMS 521 or CA Multiple Subjects Credential, and admission to the Level I or Level II Mild/Moderate or Moderate/Severe Disabilities Education Specialist credential program.

(Note: Candidates who have a Single Subject credential may request a waiver of this course, and will be required to complete EDMS 521.)

Course Description: This course will focus on methods, materials and adaptations in approaches to language and literacy instruction for learners who have various special learning characteristics, including atypical patterns of language and literacy development. Strategies will be provided for using literacy across the curriculum in inclusive and responsive K-12 classroom environments.

WebCT: This course is supplemented by an online site, which may be accessed at <http://courses.csusm.edu>. You will be required to attend certain classes and complete certain assignments online. Locate and click on your course section of EDMX 622 in WebCT. You will need a username and password to access the online components, which will be the equivalent of approximately 50% of the course. To avoid penalty for late assignments, communicate immediately with me via regular email (bmudd@csusm.edu) if you have any difficulty accessing the site at anytime during the course.

Infused Competencies

Authorization to Teach English Learners: The Cal State San Marcos credential programs have 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 2002)

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology: This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice as well as to research the topics discussed in this course. Students are encouraged to keep a digital copy of all assignments for use in a teaching portfolio. Details will be given in class.

Accommodations and Policies

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (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.

College of Education Attendance Policy

Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a “C”. **Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.**

WebCT Online Course Attendance and Participation: Please note that this course includes class sessions online in WebCT. Students are also required to participate in online discussions and in online class activities. Credit for these requirements is embedded in the attendance and participation points, and in the assignment points for this course.

Course Requirements: Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Teaching Performance Expectation (TPE) for EDMX 622:

Primary Emphasis:

TPE	Description	Course Assignment or Activity
TPE 3	Interpretation and Use of Assessments	Readings, Best Practices Report and Class Activities
TPE 4	Making Content Accessible	Readings, Discussions, Universal Design Lesson Plan
TPE 5	Ensure the Active and Equitable Engagement of All Students in the Learning Process	Readings, Discussions, Universal Design Lesson Plan, and Best Practices Instructional Plan Dev't.
TPE 6d	Developmentally Appropriate Practices for Special Ed	Readings, Lectures, Presentations; Best Practices Report
TPE 9	Instructional Planning	Best Practices Report: Instructional Plan Dev't.

Secondary Emphasis:

TPE	Description	Course Assignment or Activity
TPE 2	Monitoring Student Learning During Instruction	Readings, Discussions, Simulations
TPE 6a-b	Developmentally Appropriate Practices in the Elementary Grades	Readings, Lectures, Presentations, Best Practices Report
TPE 7	Teaching English Language Learners	Readings, Discussions, Universal Design Lesson Plan
TPE 8	Learning about Students	Readings, Facts about Learning Challenges activity
TPE 10	Instructional Time	Best Practices Report: Instructional Plan Dev't.
TPE 11	Social Environment	Best Practices Report: Instructional Plan Dev't.
TPE 12	Professional, Legal, and Ethical Obligation	Special Education Law discussions; class simulations
TPE 13	Professional Growth	Literacy for Education Specialists Portfolio
TPE 14	Educational Technology	Universal Design Lesson Plan; Best Practices Instructional Plan Dev't.
TPE 15	Social Justice and Equity	Readings, Discussions, Course Portfolio

Course Content and Performance Goals:

(Education Specialist Credential Requirements)

- Goal 1: develop a sensitivity to and appreciation for children with special learning needs.
- Goal 2: examine the California Language Arts Framework and Standards, and gain an understanding of the curriculum of language and literacy as they are taught in the elementary, middle and secondary school.
- Goal 3: gain an understanding of how patterns of typical and atypical language development influence student academically, socially and behaviorally in today's classrooms.
- Goal 4: become familiar with current approaches to the teaching of reading and writing of children with special learning needs.
- Goal 5: understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds.
- Goal 6: become sensitive observers of children's language-using behaviors.
- Goal 7: become familiar with formal language and literacy assessment instruments and their usefulness in designing appropriate instruction
- Goal 8: become familiar with informal language and literacy assessments, such as portfolios, performance and presentation options, and their usefulness in designing appropriate instruction.
- Goal 9: demonstrate the ability to design and adapt instruction and classroom environment which are responsive to all learners.
- Goal 10: translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners.
- Goal 11: understand middle and secondary language and literacy issues in today's classrooms.
- Goal 12: develop an appreciation for the need of all learners to experience success in middle and secondary classrooms.
- Goal 13: develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools.
- Goal 14: develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.

Goal 15: develop a respect for each students, his/her abilities and background, and the student’s rights to instruction that meets his/her individual needs.

Required Texts:

1. Choate, J. S. (2000). *Successful inclusive teaching: (4th ed.)*. Needham Heights, MA: Allyn and Bacon.
2. Lenski, S., Wham, M., and Johns, J. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.

Required Websites:

1. Curriculum Development and Supplemental Materials Commission (1999). *Reading/Language Arts Framework for California Public Schools*. California Department of Education. Also at: http://www.cde.ca.gov/cdepress/lang_arts.pdf
2. Council for Exceptional Children Website: www.cec.sped.org
3. Quicho, A., Macintosh, D., and Hood, A. (2000) *Readinginstruction portfolio*:<http://www.csusm.edu/Quiocho/rip.html> (Focus: Hood, A. *Special Needs Considerations*)
4. Visual and Performing Arts Standards: (<http://www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf>)
5. Managing RICA PowerPoint: <http://courses.csusm.edu/ricastudy/module01/Managingrica.htm>
6. Citing Research: <http://citationmachine.net/>
7. The abridged version of The American Psychological Association (APA) Manual: www.apastyle.org

Recommended Texts:

1. Cunningham, P. (2000). *Phonics they use: Words for reading and writing*. New York: Longman.
2. Cunningham, P., & Allington, R.L. *Classrooms that work: They all can read and write*.
3. Longman. (2000). *Dictionary of american english*. New ed., 2nd ed. ed. White Plains, NY: Addison Wesley Longman.
4. Marzano, Robert, Debra Pickering, Jane Pollock, and . *Classroom instruction that works: research-based strategies for increasing student achievement*. Alexandria: ASCD, 2001.
5. Stephanie, H., & Goudvis, A. (2000). *Strategies that work*. Portland, ME: Stenhouse Publishers.
6. Thousand, Villa, & Nevin(2002) *Creativity and collaboration: The practical guide to empowering students, teachers, and families*. Baltimore: Brookes.
7. Tompkins, G.E. (2001). *Literacy for the 21st century: A balanced approach*. Upper Saddle River, NJ: Merrill.

<u>Assignments:</u>	<u>Points:</u>	<u>Due Date:</u>
How Do You Do?	5	8/29
Atypical Paper	10	9/12
Atypical Presentation	10	9/12
Online Classes	10	See Schedule
Lenski Presentations	10	10/10
Literature Circles	10	See Schedule
Best Practices	20	10/17
Course Self Evaluation	5	10/24
Course Attendance and Participation	20	n/a
Total Points:	100	

Name _____ Phone number _____

Email address _____

Face to Face attendance is worth 2 points each day. One point for attendance (arriving on time, staying until end of class) and one point for participating (in whole class and small group activities and discussions).

Online classes are worth 2 points each.

8/29	_____/2	OL #1	_____/2
		OL #2	_____/2
8/29	_____/2	OL #3	_____/2
		OL #4	_____/2
9/12	_____/2	OL #5	_____/2 (10 points total)
9/12	_____/2		
9/19	_____/2		
10/10	_____/2		
10/10	_____/2		
10/17	_____/2		
10/17	_____/2		
10/24	_____/2 (20 points total)		

Participation in Literature Circles is worth 2 points each.

Lit Circle #1	_____/2
Lit Circle #2	_____/2
Lit Circle #3	_____/2
Lit Circle #4	_____/2
Lit Circle #5	_____/2 (10 points total)

Assignments:

How do you do?	_____/5		
Atypical Paper	_____/10		
Atypical Presentation	_____/10		
Lenski Presentation	_____/10		
Best Practices	_____/20		
Course Self Eval.	_____/5		
Total	_____/ 100	=	_____ Grade

Grading Scale

93-100 pts = A
73-79 pts = C

90-92 pts = A-
70-72 pts = C-

83-89 pts = B
60-69 = D

80-82 pts = B-
0-59 pts = F

Class	Date	Time	FF or OL topic	Reading	Literature Circle	Assignments Due
1	8/29	8-10:30	Introduction, Syllabi, Routines, Class Norms, Literature Circles, Review Assignments	Choate 1		“How do you do?”
2	8/29	10:30-12:00	Framework, Standards, Scavenger Hunt, Assign Atypical, Form Lenski groups, Universal Design	Fr. 3,4,5	Yes!!	
2 cont	8/29	1:00-2:15	Research Atypical			
--	10/5	--	No Class Labor Day	--	--	--
3	9/12	--	Online Class #1 Typical and Atypical Language Development	Choate 7		Due 9/16
4	9/12	--	Online Class #2 Language Diversity	Choate 6		Due 9/16
5	9/19	8-10:30	Atypical Learners Universal Design	Choate 2 Lenski 1	Yes!!	Atypical Report (post on webct) and Presentation
6	9/19	10:30-12:30	Library			
6 cont	9/19	1:30-2:15	Lenski Study Groups			
7	9/26	--	Online Class #3 Supporting Struggling Readers	Choate 4,5 Lenski 10		Due 9/30
8	9/26	--	Online Class #4 Differentiated Instruction	Choate 3 Fr. 7		Due 9/30
9	10/3	--	Online Class #5 Assessing Text Readability	Lenski B		Due 10/7
10	10/3	--	Online Class #6 Behavior Management	Choate 14&15		Due 10/7
11	10/10	8-11	4-12 Reading Strategies	Lenski 4,5,6	Yes!!	Lenski Presentations and Postings Due
12	10/10	12:00-2:15	Best Practices Report Introduction	Choate 8 Lenski 3,9	Yes!!	
13	10/17	8-11	Writing Strategies to Support Struggling Writers	Choate 8 Lenski 3,9		Best Practices email me a copy on webct and bring hard copy to class
14	10/17	12-2:15	DIS Services	Choate 16 Fr. 8	Yes!!	
15	10/24	8-11	Evaluations, Send off			Course Self Evaluations Bring Children’s Literature Book to Class