

California State University San Marcos
College of Education
EDMS 522 – Elementary Literacy II – Course Syllabus
Fall 2003

Instructor: Jamie Gurken

Phone: (760) 745-8526

Email: jgurken@csusm.edu

Office Location and Hours: UH 216, Monday – 1:30-2:30, Wed. 10:30-11:30 and by appointment

Class Location and Meeting Times: UH 460, Mon. – 6:00-8:45

California State University San Marcos

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.

(Adopted by COE Governance Community, October 1997)

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)

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.

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 school classrooms.

Standard Alignment

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are a primary emphasis in 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

Infused Competencies

Special Education:

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.

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 an effective program 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 addressed in this course:

Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching
TPE 2-Monitoring Student Learning
TPE 3-Interpretation and Use of Assessments
TPE 4-Making Content Accessible
TPE 6b-Developmentally Appropriate Practices in Grades 4-8
TPE 5-Student Engagement
TPE 7-Teaching English Learners

Secondary Emphasis

TPE 6-Developmentally Appropriate Teaching Practices
TPE 6a-Developmentally Appropriate Practices in Grades K-3
TPE 8-Learning about Students
TPE 9-Instructional Planning
TPE 10-Instructional Time
TPE 11-Social Environment
TPE 13-Professional Growth

COURSE 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

- Course Reader: Available at Copy Serve in San Marcos – 599-9923
- California Dept of Ed. (1999) *Reading/Language Arts Framework for CA Public Schools*. CDE Press.
- Johns, J. (2001). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*, 8th Edition. Kendall-Hunt.
- Moore, D., Moore, S., Cunningham, P. & Cunningham, J. (2003). *Developing Readers and Writers in the Content Areas K-12*, 4th Ed. Allyn Bacon.
- Piazza, C. (2003). *Journeys*, Merrill Prentice Hall.
- Tompkins, G. (2001). *Literacy for the 21st Century: A Balanced Approach*, 3rd Edition. Prentice Hall.

Optional:

- Zarrillo, J. (2002) *Ready for Rica: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

REQUIRED CHILDREN'S BOOKS (do not purchase until after the first class session:

- Fox, M. *Wilfred Gordon McDonald Partridge*.
- Lord, B. *In the Year of the Boar and Jackie Robinson*.
- Polacco, P. *Thank You, Mr. Falker*.

Additionally, choose one of the following:

- Bunting, E. *How Many Days to America?*
- Cohen, B. *Molly's Pilgrim*.
- Jiménez, F. *The Circuit*.
- Jiménez, F. *La Mariposa*
- Munoz-Ryan. *Esperanza Rising*.
- Say, A. *Grandfather's Journey*.

ASSIGNMENTS

Reading Reflections (10 points): It is expected that everyone will have an understanding of all the readings and will come to class prepared to discuss them. Write at least 3 comments or questions from the readings for that session. Use a highlighter to mark questions that you would like to see brought up in class. **Do not summarize.** Please give thoughtful reactions, responses, and reflections. If the readings are from more than one book, try to comment on more than one book. We will use these as the basis of our discussion at the beginning of some classes. I will collect them at the beginning of each session and they should show that you have done the reading. You do not have to write comment cards for the children's literature readings. **Due each class session beginning with the 2nd session with 3 free passes!**

Writing Strategy Lesson Plan (Critical Assessment Task) (10 points)

You will write and present a writing **strategy** lesson plan for a small group or whole class activity that takes into account the needs of your students. They can be mini-lessons, direct instruction, inquiry, or any format you choose. This is also an opportunity to try a writing-in-the-content-areas lesson. Make your lesson active, interesting, fun and meaningful. See the standards for ideas. Examples of possible strategies include:

- How to choose a topic
- Expository / informational writing
- Using a piece of literature as a model for writing
- Writing paragraphs
- Developing characters
- Organizational structure for a particular kind of writing (compare/contrast, persuasion, etc.)
- Monitoring your writing to see if it makes sense
- Editing your writing
- Using transition words and phrases
- Comma usage
- Making transitions between paragraphs
- Using graphic organizers to write
- Using active verbs
- Peer response
- Writing conferences
- Word choice
- Developing plot

Keep in mind when writing your lesson: What is the purpose of your lesson? How does it relate to real writing? What are your learning goals? How are they aligned with the CA Reading/Language Arts standards (check the Reading/Language Arts framework for CA public schools)? How will you present the lesson (instructional strategies, resource materials, time frame)? How will you group students for the lesson? How will you assess your students? What accommodations will you provide for students who need additional help?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold English learners' learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently?

Bring enough copies for the cohort on the day you demonstrate your lesson.

Due on your presentation date.

Writer's Notebook (10 points)

For the purposes of this assignment you will keep a writer's notebook which you will use in class to explore different types of writing. In this notebook you will write first drafts which may be shared in peer conferences. At the end of the course, you will be asked to reflect upon and write about your own writing process. How did you get started? What was it like writing the first draft? What was difficult for you? What was easy? What kinds of decisions did you have to make in the writing? Did you consider an audience when you were writing? Who was your audience? Especially respond to: What did you learn about fostering student's writing through this experience? **DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS!** The notebook and reflection are **due Dec. 15**.

Case Study (Critical Assessment Task) (40 points)

Choose a student at your school site who struggles with reading and writing (the teachers will help identify students). Choose a student who is reading at least at a first grade level. Don't shy away from

English language learners. Ask your master teacher for a good candidate and discuss with them possible times for giving the assessments. Prepare a reading and writing case study on this student.

Important: Take notes as you work with your student. Include your anecdotal notes in the final appendix. (for example, your student's behavior during the activity, reactions to the activity, comments, etc.) in your analysis of the student and in your design of an appropriate instructional plan. **Record all the student's oral responses on tape. Don't try to assess the child in only one day.** If you think the child is getting tired, stop the assessment for the day and pick up another day. An important part of the assessment is developing a rapport with the child in which s/he is comfortable to fully participate.

Assessment Procedures with Grades 3-6:

1. Overview: Age, grade level, interests, ethnic and linguistic background, etc., based upon your observation of the student and information obtained from the classroom teacher. Select 3 students just in case students move or change schools and you need a backup, however you are only going to be working with one student.
2. Reading interview: Use an attitude survey (included in the Case Study packet). Summarize the interview and include the original responses in an appendix.
3. Writing assessment: Obtain a writing sample from the student. Have him or her write about a favorite toy, book, food, sport or anything that is personal to this child or use a piece of writing that the teacher has on file. Personal writing encourages more writing. Students can draw if they want to. You will want to see what stage of writing the child is in as well as the child's ability to manipulate this abstract type of language. Based upon your analysis of your student's writing sample as well as the interview questions related to writing, summarize the student's strengths and areas of need and transfer that information to the assessment grid.
4. Word list: Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Start at 2 to 3 grade levels below your student's grade level placement. Use Johns (form A).
5. Text reading level: Use your student's graded word list score to ascertain the level at which you will have your student begin to read.
6. Oral Reading: Use Johns narrative (form A) passage and Johns instructor forms to take a running record. Remember to record the student's reading.
7. Retelling and Reading Comprehension: Before your student reads the passage, be sure to tell him/her that you will be asking him/her to retell the story/passage. Ask the comprehension questions as listed in the Johns IRI. Also use the criteria provided in the Johns to analyze the student's retelling.
8. Miscue Analysis: Listen to the tape and analyze the miscues made by your student. Use the miscue analysis handout (handed out in class) or Johns (p. 142) to help in your analysis. What cueing systems did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the Johns and transfer that information to the assessment grid provided in the Case Study packet to record data about your student. Write your analysis in a clear manner. As you write your analysis, consider your original reading interview and observations and consider how the answers given by the student during the interview connect to the miscues. Also consider the quality of the retelling and how you think that is related to the miscues..
9. Oral Reading/Expository Passage (optional): Repeat steps 4-7 using an expository passage.

10. **Recommendations:** Based on the information you have gathered about the student, discuss his or her strengths (very important – what can he or she already do) and weaknesses – what does this student need to work on. Make **specific** instructional recommendations for how a teacher could work with this student in the future. You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.
11. **Instructional Plan:** Design an instructional plan for your student. You are the teacher. Knowing what you know about your student as a result of assessment, what areas would an appropriate instructional plan focus on? Why? Refer to the standards in the Reading/Language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan.
12. **Reflection:** What did you learn about assessment through this process? What did you learn about children's reading, writing and oral language development? What did you learn about developing an instructional plan and making instructional decisions based on assessment? What would you do differently or try differently? What other scaffolds or strategies would you use? How would you use them? What other interventions would you try? What would your next steps in assessment be?
13. **Appendix:** Be sure to include the reading and writing interviews, the Johns forms, writing samples, and any anecdotal notes in an appendix.

For your final write-up, be sure to follow the **Final Project Outline** on p. 2 of the **Case Study packet**.

Bring the data that you have to class **Nov. 24** and we will troubleshoot and help analyze. **Final Case Study due Dec. 8.**

RICA Analysis Study Grids (10 points)

For this assignment, you will be completing a RICA analysis sheet for each of the RICA content areas listed below. These study grids will help to support your learning/understanding of the content areas and will also help you review the content areas assessed by the RICA test. A template will be given in class.

Each RICA analysis sheet should include: (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. I will review this information as we cover the content for this course.

Due Nov. 17

For the second semester you will need to complete the following content areas:

- Section 1: Conducting Ongoing Assessment of Reading Development
- Section 8: Literary Response and Analysis
- Section 9: Content-Area Literacy
- Section 10: Student Independent Reading
- Section 11: Relationships Among Reading, Writing, and Oral Language

Note: Besides the course readings, Dr. Alice Quiocho'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.

Field Observations – (10 points)

For this assignment, you will be required to conduct an in-class observation of a lesson for **each** of the following areas related to the RICA content areas. You will need to turn in a write-up of your observations (the format will be discussed in class). Your write up should include a discussion of: 1) the grade level and type of lesson observed; 2) instructional approaches/strategies utilized by the teacher; 3) how students responded to the lesson. Since you are all at different grade levels in your placements, it may be challenging to observe lessons in all of these areas. You may have to conduct some of your observations outside of your placement classroom. It will be important to begin this assignment early on in your placement and to enlist the help of your cooperating teacher in order for you to complete all required observations.

Due date: Nov. 24

For the second semester you will need to conduct lesson observations in the following areas:

- Literary response and analysis
- Content-area reading and/or writing
- Comprehension of expository text
- Student independent reading
- Integration of reading, writing and oral language
- Writing instruction (Writer's Workshop)
- Writing assessment

COE 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.

A good student is one who adheres to standards of dependability and promptness. If you miss two or more class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss three or more class sessions or are late (or leave early) for more than five sessions, you cannot receive a B. Late arrivals and early departures will each count as a 1/2 absence.

Completion of Course Assignments

Readings should be completed **before** the class meeting listed. All assignments should be handed in on the date due unless previously arranged with the instructor. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

Grading

<u>Assignment</u>	<u>Points Possible</u>	<u>Scale</u>
Reading Reflections	10 points	94-100% = A
Writing Strategy Lesson Plan	10 points	90-93% = A-
Writer's Notebook	10 points	87-89% = B+
Case Study	40 points	84-86% = B
RICA Analysis Study Grids	10 points	80-83% = B-
Field Observations	10 points	78-79% = C+
Professional Disposition	10 points	

Tentative Class Schedule

The instructor reserves the right to modify the schedule to accommodate guest speakers and “teachable moments.” Note: Readings are listed next to the date by which you should have **completed** the reading assignment.

Date	Topic	Readings
Session 1 September 8	Overview of the Course Needs Assessment	
Session 2 September 14	Using Assessment to Inform Instruction Case Study	Johns – Sections 1-3 Reading/Language Arts Framework – Ch. 6
Session 3 September 22	Writing Domains Standards-Based Writing Instruction Strategic Writing Instruction	Reading/Language Arts Framework – Ch. 3 & 4 Read through the writing standards for grade levels K-8. Pay attention to how they are organized.
Session 4 September 29	Writer’s Workshop Process Writing Story Writing	Piazza – Chapters 1 & 4 Tompkins – Chapter 12, pp. 389-399
Session 5 October 6	Literary Response and Analysis Journal Writing	Fox – <i>Wilfred Gordon MacDonald Partridge</i> Piazza – Chapter 2
Session 6 October 13	Literary Response and Analysis Personal Writing	Piazza – Chapter 3 Polacco – <i>Thank You, Mr. Falker</i>
Session 7 October 20	Literature Circles	Tompkins – Ch. 11 Your assigned literature selection
Session 8 October 27	Reader’s Workshop Student Independent Reading	Tompkins – Chapter 12, p. 373-389.
Session 9 November 3	Structure and Comprehension of Expository Text	Moore & Cunningham – Ch. 1, 2 & 5 Tompkins – Chapter 9, pp. 297-304
Session 10 November 10	Content Area Reading Content Area Vocabulary Development	Moore & Cunningham – Ch. 4 & 6 Tompkins – Ch. 14
Session 11 November 17	Content Area Writing Writing Across the Curriculum	Moore & Cunningham – Ch. 7 Piazza – Chapter 6 & 7 Review Tompkins – Ch. 14, pp. 436-445 RICA Study grids due
Session 12 November 24	Differentiating Instruction Struggling Readers/Writers Case Study Data Analysis Session	Reading/Language Arts Framework – Ch. 7 Johns – Sections 4 & 6 Field Observations due Bring a favorite poem to share next session
Session 13 December 1	Poetry	Piazza – Ch. 5 Tompkins – Ch. 9, pp. 304-314 Writer’s Notebook and reflection due
Session 14 December 8	Relationships Among Reading, Writing and Oral Language SDAIE	Lord - <i>In the Year of the Boar and Jackie Robinson</i> Case Study due
Session 15 December 15	Planning Organizing & Managing Writing Instruction	Moore & Cunningham – Ch. 3 & either Ch. 10, 11, or 12 – depending on your grade level Writer’s Notebook and reflection due