

**California State University San Marcos  
Course Syllabus  
EDMS 540: Language and Literacy Education  
Fall 2001**

**Instructor:**      **Mary Lou Schultz**  
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**Course Location:**    **Monday – Human Resources lunch room**  
                            **Thursday – Academic Hall 405**  
**CRN No:**             **42395**  
**Day/Time:**            **Monday 1:30 – 5; Thursday 1 – 5**  
**Dates:**                **August 23 to October 17**

***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)***

**Course Description**

This course is designed to give you the knowledge and skills necessary to teach reading, writing, and oral language in an integrated language arts program to elementary students (k-6). It addresses research-based knowledge, theory and practices in all the components expected by the California content standards in reading and language arts; that is: phonemic awareness and letter knowledge;

decoding sounds and words; assessment; word study; building fluency; vocabulary; comprehension strategies; and reading independently to learn.

In this course, you will learn about the elements of reading, how children acquire reading, how to assess students in the reading/writing and oral language processes as well as how to design classroom instruction that is informed by the assessment process. You will also learn about the writing process and how reading and writing are integrally related. The components of an oral language program will also be addressed as well as that of listening. The instructional needs of second language learners as well as other students with special needs will also be addressed throughout the course.

**CLAD Emphasis.** *EDML 540 is one course that was developed specifically to address the California Commission on Teacher Credentialing requirements for completion of the Crosscultural Language and Academic Development (CLAD) emphasis. This course specifically addresses standards/competencies associated with language and culture, models of bilingual education, and instructional strategies. The CLAD competencies are attached to the syllabus and the competencies covered in this course are marked.*

This is an eight-week course and is very intensive. There is a lot of reading to do. Please try to keep up and see me if you are experiencing any difficulty with keeping up.

**Required Texts:**

- Cunningham, P. (1995). *Phonics they use.* Harper Collins.  
Taberski, S. *On solid ground.* Stenhouse.  
Reading/Language Arts Framework for California Public Schools. CA Dept. of Ed.  
Johns, J. *Basic reading inventory.* 7<sup>th</sup> edition. Kendall Hunt.  
Tompkins, G.E. (1997). *Literacy for the 21st Century: A Balanced Approach.*  
Prentice Hall.  
Keene, Ellin & Zimmerman, Susan. (1997). *Mosaic of thought.* Heinemann.

**Recommended Texts: Be selective. Look the books over and select those that will best help you in your student teaching placement.**

Allen, J. (1999). Words, words, words: Teaching vocabulary in grades 4-12. Stenhouse.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). Words their way: Word study for phonics, vocabulary, and spelling instruction (2<sup>nd</sup> ed.). Prentice Hall.

Cunningham, P. Month by month phonics for kindergarten.

Carson.

Cunningham, P. Month by month phonics for first grade.

Carson.

Cunningham, P. Month by month phonics for second grade.

Carson.

Cunningham, P. Month by month phonics for third grade.

Carson.

Cunningham, P. Month by month phonics for upper grades.

Carson.

Fletcher, R., & Portalupi, J. (1998). Craft lessons: Teaching writing k-8. Stenhouse.

Moline, S. (1997). I see what you mean. Heinemann.

Sigman. Implementing four blocks literacy model. Carson.

## **Course Requirements**

**1. Attendance. (10 Points)** This class is where you must learn the content of reading and writing instruction. The end result of your studies in the credential program is the issuance of a license to teach in the State of California. There are quite a few requirements of beginning teachers in this state. Not only must you be licensed, but you must pass a test in reading Language Arts (RICA – Reading Instruction Comprehensive Assessment). We plan thoroughly and carefully to ensure that you get the best preparation program and will be confident in teaching reading and writing to children. Therefore, we expect you to be in class and be on time even though there may be some classroom-based experiences that seem more appealing. According to the attendance policy of the College of Education (described below), any student who misses **two classes** will be unable to obtain an A in the course.

**2. Participation. (10 Points)** You will be asked to participate in a variety of group activities, all of which will have direct applicability to your teaching in the classroom. Please plan on being an on task group participant. We expect you to read the assigned readings prior to each class session. We will not be asking you to write responses to your readings because you are professionals. You will be making that transition from student to teacher and it begins here. We are asking that you approach this class as a professional teacher. A true professional teacher accepts the responsibility of being a lifelong learner and keeps current on issues that affect students and their learning.

**3. Completion of Course Assignments (see detailed explanation below).** The course assignments were designed to provide a variety of learning and teaching opportunities in classroom settings. You will present a portfolio of your work at a small group conference on May 22 or 23.

### **Course Assignments**

#### **1. Student Assessment [Will be a part of your resource notebook] (40 Points)**

This is a very important assignment because you will conduct individual assessments and work individually with students when you teach. Please select a student who is experiencing difficulties with reading – and don't shy away from second language learners. **In order to help you get through the assessment project, I am asking that you hand in portions of the assessment on specific dates. Please select your student as soon as possible.**

The first draft of your assessment project is due **September 20** (the interview, the word list and the reading selections with miscues) The second draft (including everything you have already handed in, the analysis of the data, the intervention plans, the writing sample) is due on **October 1**. The final assessment project that includes the formal write-up is due **October 15**. (If there is any special circumstance that prevents you from meeting these deadlines, please speak to me).

#### **Guidelines for Developing the Student Assessment Project:**

1. Select a student who is experiencing reading difficulty.
2. Obtain written parental permission to work with this student. A form is attached to this syllabus.

3. Use the reading and writing interview (attached to this syllabus) with your student. Ask the questions. Record the answers on tape and write up the responses as part of your project. You will want to draw some implications from the interview in relation to your observations and interactions with the student. How are the responses made by your student in the interview reflected in his/her writing, reading and miscues?
4. Implement the following **Assessment Procedures with Grades 1-6:**

**Important:** Take notes as you work with your student (see Tompkins, pp. 441-443, for examples). Include your anecdotal notes (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.

- 4.1 **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 grade levels below your student's grade level placement.*
- 4.2 **Misue Analysis.** Use an expository and narrative text. Record the student reading. Record the reading.
- 4.3 **Recording and Analysis.** Listen to the tape. Record the miscues on a piece of paper containing a duplication of the reading selection. Use the *Johns* to record and analyze the miscues. Analyze the miscues made by your student using what you know about this student. What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the John's and transfer that information to the assessment grid provided to record data about your student. Write your analysis in a clear manner. As you write your analysis, consider your original reading interview 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.

**4.4 Retelling. Before your student reads the expository or narrative text, be sure to tell him/her that you will be asking him/her to retell the story.** Ask the comprehension questions as listed in the John's IRI. Also use the criteria provided in the john's to analyze the student's retelling.

**4.5 Writing Sample.** 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. 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. See Tompkins (pp. 451-456) as guidelines to organize your analysis.

**4.6 Oral Language Sample.** Obtain an oral language sample of the child. You will use two instruments:

- (a) Select a picture as a stimulus to assess the child's use of language. Encourage the child to talk about the picture. Record the conversation and transcribe it. You will want to analyze the child's willingness to talk about objects or content. How clearly does the child express his/her ideas? How much prompting did you have to do and what kind of responses did you get?
- (b) Informal Oral Language Assessment Task. Ask the child to teach a classmate how to play one of her/his favorite games. You will record their conversation and analyze it using the following criteria: vocabulary; listening skills (e.g., ability to take turns during the conversation, and respond appropriately to questions); organization and presentation of ideas. You will want to analyze the child's vocabulary use and ability to express his/her ideas in a familiar topic.

5. Be sure to enter the data you have collected about your student on the assessment grid. Use the grid to help you make decisions about the interventions in all areas in which you have assessed your student. The report should be clear and concise.

**\*\* Kindergarteners (and other emergent readers)** – Use the Early Literacy Assessment in Appendix A in John's. Or, you may use Clay's Observation Survey. You will assess the child's (1) letter knowledge, (2) concepts about print, (3) writing vocabulary and (4) ability to hear sounds in words (or dictation). You will also assess the child's (5) oral language (follow the directions in 4.5 "a" and "b"), and (6) reading, miscue analysis and reading comprehension.

To assess the child's reading, you will need to ask the child's master teacher for a list of books (at least 3) at the child's reading level that s/he has not read yet. Select one of the books. Type the book's story on a separate piece of paper to facilitate your recording and miscue analysis of the child's reading. Before asking the child to read the story, first ask him/her to look at the pictures – it will support his/her reading and meaning-making. Record the child's reading and miscues on the typed paper. After the reading, ask comprehension questions about the story. You will have to use the content of the story and your judgment to guide follow up questions and prompts. You might include the following prompts: Tell me about the story or everything you remember about the story. What happened next? Is there anything else you can remember? Show me the page that has your favorite part of the story – why did you like it? What happened in this page?

6. Design an instructional plan for your student. You are the teacher.

Knowing what you know about your student as a result of the assessment, what areas should an appropriate instructional plan focus on? Why? Make sure to use (and 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.

7. Your Reflection. Based on your classroom observations of reading and writing as well as on what you learned in the assessment process, how do you feel the knowledge you have gained will help you as a-soon-to-be first year teacher?

**The assessment project should have these parts:**

1. The interview/survey
2. The assessment procedures (for grades 1-6 or kindergarten/emergent readers): word list, miscue analysis, retelling/ reading comprehension, writing sample, oral language

- sample.
3. The analysis of the assessment procedures. You need to include transcriptions and the child's writing.
  4. The Instruction/Interventions for reading, writing and oral language.
  5. Your reflection on the entire process of the assessment

## **2. Lesson Plans. [Will be a part of the resource notebook] (20 Points)**

You will write two lesson plans. One lesson should be based on your instructional plan for the student assessment project. You will write a lesson for a small group activity that takes into account your child's special needs. The second lesson must be with the whole class. Both lessons may be from your integrated unit plan – but they must be on reading/language arts.

Because lesson planning may be unfamiliar to some of you but is so important to teaching, you will learn how to write reading lesson plans in class. I will give you a format to use.

**Important:** Your lessons must 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 second language 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?

**First draft due (not including the one based on your assessment project): September 27. Final drafts due (revision of the first lesson plan and the plan based on your student assessment. If this has to be revised, you will receive it on October 4 and will be due back to me on October 15.) You will share one of your lesson plans with a small group of your colleagues in class on . Bring copies of your lesson plan for the whole class.**

## **3. 15 Hours of Classroom Observations as Related to Class Content. [Will be a part of the resource notebook] (15 Points)**

As described in the University *Student Teaching Handbook*, we require that you spend time watching teachers instruct children in the reading/writing process. Find out about the program that is being used, how students are being grouped for reading at that grade level,

what assessment was used to group students, and what safety nets are being used if the student(s) need/s them. Be able to describe what you see and how your observations are related to reading/writing instruction. A reflection is required. You are asked to reflect on the context or learning environment in which instruction takes place. How does the context of the classroom support the literacy development of children? In order to support the observation process and its relationship to class content, you will be asked to briefly share your classroom observations in class. That is, as we cover each topic on the syllabus, you will be asked to look for examples of classroom-based instruction. ***Be aware that the observation participation phase of your student teaching can provide lots of data for your Reading Resource Notebook. Due: October 15.***

#### **4. Bibliography of Children's Books. [Will be a part of the resource notebook] (20 Points)**

This is meant to be the beginning of a reference list for you. Read 10 children's books - 5 fiction, 5 non-fiction. Write annotations for each book. *A sample of an annotation is attached to this syllabus.* Books should include selections that are appropriate for grades K-3 as well as for grades 4-6. You must include some selections that address multicultural/ second language learners. Protagonists must provide appropriate models for children. That is, they must be heroic and not victims. You may substitute annotations from two websites in the place of two books. Simply printing the website is not sufficient. In addition to the annotations, please be prepared to create an abbreviated list of titles to distribute to your classmates. **Due: October 4.**

**Note:** Dr. Quiocho has developed a website with a bibliography of children's literature as well as a bibliography of multicultural literature by ethnic authors. This is a resource for you. The website can be reached from my homepage. The address is <http://www.csusm.edu/Quiocho>

#### **5. Reading/ Language Arts Resource Notebook. (60 Points)**

The objective of this portfolio is for you to DEMONSTRATE your learning and understanding of reading and language arts, and each of the components of the California Reading Initiative.

**The portfolio will include all the assignments described above as well as:**

- (1) A review of the components of the CA Reading Initiative. The components for the CA Reading Initiative section of the portfolio are clearly described in a law recently passed in the State of California. They include:
1. Planning and delivery of appropriate reading instruction based on assessment and evaluation
  2. Structure of the English language
  3. Concepts about print
  4. Phonemic awareness; Sound-symbol relationships; Decoding, and Word-attack skills
  5. Spelling instruction
  6. Vocabulary
  7. Reading comprehension
  8. Fluency
  9. Relationships between reading, writing, and spelling
  10. Independent selection and reading of good books
  11. Diagnosis of reading deficiencies
  12. Research on how children learn to read. Implications this research has for you as a teacher.
  13. Research on how proficient readers read. Implications this research has for you as a classroom teacher.

(2) A statement of your philosophy of the teaching of reading and the concept of balance as you see it now (limited to **one** page); and

(3) Your choice of one successful activity that you used in the classroom (must be related to the teaching of reading and writing).

This notebook will contain samples of your learning and understanding. This will contain examples of your work that demonstrate that you are ready to instruct children in reading, writing, listening and speaking. You may approach the development of your portfolio and present it in a variety of ways. Be creative and thoughtful.

I will give you some ideas of ways to organize your notebook, but feel free to be as creative as possible. Use a variety of graphic and written presentations as best suits your learning style. Therefore, think about **HOW** you will show your learning and understanding. You may include lesson plans and student work that shows how students were taught. You may combine several of the components in ways that

make sense for instruction. You may want to include strategies you will use to teach these components. You may even include pictures of students learning a specific strategy as well as your reflection on what was happening, why it worked or didn't work and why that was. There is a web site that will serve as a resource for ideas. Do not print the entire web site. That is not the point of the web site. It can be used as a resource for you. The address is: <http://www.csusm.edu/Quiocho>.

**Click on reading instruction portfolio.**

Keep in mind: Find a way to express yourself and your voice. Work with a friend so you can exchange ideas. Don't be afraid to be individualistic yet thorough. Follow the guidelines. **Do not wait until the last minute to do the notebook. Due: October 15th**

<b>Grading:</b>	<b>Points:</b>
Student Assessment	40
Lesson Plans	20
Classroom Observations	20
Bibliography of Children's Books	20
Reading/ Language Arts Notebook	60
Attendance	20
Participation	20
Total	200

<b>Grading Scale:</b>	
<b>180 – 200 =</b>	<b>140 – 159</b>
<b>A</b>	<b>= C</b>
<b>160 – 179 =</b>	<b>120 – 139</b>
<b>B</b>	<b>= D</b>
	<b>F = below 120</b>

**Attendance Policy.** There is an attendance policy that has recently been developed for use in the College of Education. The policy, approved December 19, 1997, reads as follows: *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.*

Teacher education is professional preparation, and therefore students are expected to adhere to standards of dependability, promptness, participation, confidentiality, and writing achievement. Consequences for failing to meet these standards are as follows:

\*You must maintain a B average (3.0 GPA), with all grades at a C+ or better, in your teacher education courses at CSUSM to be recommended by this University for a teaching credential from the State of California.

\*If you miss two class sessions or are late (or leave early) for more than three sessions, you cannot receive a grade of A. If you miss three class sessions, you cannot receive a grade of B.

**Important.** It is most important to us that you learn all there is to learn in this class. Please communicate with us if you are experiencing any kind of difficulty in this class.

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**Class Calendar, Readings & Assignments**

<b>Session/ Date</b>	<b>Topic</b>	<b>Readings &amp; Assignments</b>
Session 1 August 23	Introduction to course How children learn to read The reading process The CA Reading Initiative/RICA	Videotape: <i>The Reading Process</i>
Session 2 August 27	Becoming an effective reading/language arts teacher Building on early literacy learning (prior knowledge, oral language, concepts about print, etc.) Promoting language experience Assessment	Tompkins, chp. 3 (p. 78 –115) Taberski, chp. 4 (p. 36 – 44)
Session 3 August 30	Informal and formal ways of assessment	Johns, p. 1-44.
Session 4 September 6	Authentic assessment of second language learners	Johns, p. 45 - 76 Taberski, chp. 5 & 6 (p.45 – 77)
Session 5 September 10	Phonemic awareness/Phonics instruction Making words Working with emergent readers, including second language learners	Video: <i>Doing Words</i> Tompkins, chp. 4 (p.116-158) Cunningham, chp. 1 (p.1-53)
Session 6 September 13	Letter knowledge Sight Words Word knowledge Concepts of print and fluency	Cunningham chp. 2 ( p. 54 – 86) Tompkins, chp. 5 & 6(p.160-229)
Session 7 Sept. 17	Spelling	Tompkins, p. 181 – 193 Taberski, chp. 9 ( 115 – 124) Cunningham, chp. 3 (p. 87 – 139)
Session 8 September 20	Vocabulary Development Lesson Plan workshop	Tompkins, chp. 7 ( p. 230 – 267) Taberski, chp. 9 (p.115-124) Cunningham chp. 4 (p. 140 – 171)
		<b>Student assessment/Draft due</b>
Session 9 September 24	Comprehension	Taberski, chp. 10 (p. 125-132) Tompkins, chp. 8 (p.268 – 302) Keene, chp. 1 – 2 (p. 1 – 28)
Session 10	Shared reading	Video (TBA)

September 27	Guided reading	Cunningham (review chap.1, p.5-13) Tompkins, chp.2 ( p. 40 – 77); p. 440 – 449 Taberski, chp. 7 & 8 (p. 80 – 114) <b>Lesson plans due (first draft)</b>
Session 11 Oct. 1	Text structure & Content Area Reading	Tompkins, chp. 9 & 14 (p. 306 – 345 & p. 456 – 490) Keene, chp. 3 – 4 (p. 29 – 72) Video (TBA) <b>Student assessment/ Second draft due</b>
Session 12 October 4	Independent Reading Literature Focus Units	Tompkins, chp. 10 (p. 350 - 381); p. 449 – 453 Taberski, chp. 11,12,&13 (p. 136 – 181) Keene, chp. 5 (p. 73 – 96) <b>Bibliography due</b>
Session 13 October 8	Flexible grouping Writing Process	Tompkins, pp. 58 - 76 Taberski, chp. 13, pp. 96 - 102.  <b>Lesson plans due (final)</b>
Session 14 October 11	The writing process Guided writing and interactive writing	Video (TBA) Tompkins, chp 12 (p. 404 – 431) Taberski, p. 32 –33 Lesson plans due (final)
Session 15 October 15	Reading/writing workshop Other ways to engage students in reading Literature Circles Readers Theater Thematic units	Tompkins, chp. 11 ( p. 382 – 403); p. 480 – 489 Keene, chp. 6 & 7 ( p. 97 – 144) <b>Reading resource notebooks due</b>

**CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT**  
**(CLAD) COMPETENCIES.**  
**(CLAD Competencies covered in this course are starred)**

<b>TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT</b>	<b>TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>TEST 3: CULTURE AND CULTURAL DIVERSITY</b>
<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. Intragroup 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

<b>H. * Nonverbal communication</b>	<b>D. Working with paraprofessionals</b>	<b>B.*How teachers can learn about their students</b>
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>C.*How teachers can use what they learn about their students (culturally responsive pedagogy)</b>
<b>A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy</b>	<b>A. * Purpose</b>	<b>III. Cultural Contact</b>
<b>B. * Psychological factors affecting first- and second-language development</b>	<b>B. * Methods</b>	<b>A. Concepts of cultural contact</b>
<b>C. Socio-cultural factors affecting first- and second-language development</b>	<b>C. * State mandates</b>	<b>B. Stages of individual cultural contact</b>
<b>D. * Pedagogical factors affecting first- and second-language development</b>	<b>D. * Limitations of assessment</b>	<b>C. The dynamics of prejudice</b>
<b>E. Political factors affecting first- and second-language development</b>	<b>E. Technical concepts</b>	<b>D. Strategies for conflict resolution</b>