

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.

EDMX 641:
Language and Literacy Education in
Adaptive and Responsive Environments
(*L*E*A*R*N*)

Instructor: Antonette (Toni) Hood, M.Ed., CAGS Office: University Hall 321A
Office Phone: 760/750-4317 Office Hours: By appointment
FAX: 760/750-3237 e-mail: thood@csusm.edu

PREREQUISITE

EDMX 540A or CA Multiple Subjects credential, and admission to the Level I or Level II Mild/Moderate or Moderate/Severe Disabilities Education Specialist credential program.

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 classroom environments.

REQUIRED TEXTS and WEB SITES

1. Allington, R. (1998). Teaching Struggling Readers. Newark, DL: Heinemann.
2. Choate, J. S. (2000). Successful Inclusive Teaching: (3rd ed.). Needham Heights, MA: Allyn and Bacon.
3. Hood, Toni (2000). EDMX 641 Custom Reader: Supplementary Handouts
4. Lenski, S., Wham, M., and Johns, J. (1999). Reading and Learning Strategies for Middle and High School Students. Dubuque, IA: Kendall/Hunt.
5. American Psychological Association (1994). Publication Manual of the American Psychological Association (4th ed.). Washington, D.C.: Author. (APA) (a.k.a. "The APA Manual")
6. Rhodes, L. & Dudley-Marling, C. (1996) Readers and Writers with a Difference (2nd ed.). Portsmouth, NH: Heinemann.
7. NCCSE or SDCOE Special Education Forms Manual
8. Reading Portfolio: <http://www.csusm.edu/Quiocho/rip.html>
9. Council for Exceptional Children: www.cec.sped.org
10. CSUSM RICA Information Page: <http://courses.csusm.edu/educ496aq/csusm.rica.htm>

HIGHLY RECOMMENDED

1. Literacy Link: <http://ww2.csusm.edu/literacy>
2. Manning, M., Manning, G. & Long, R. (1994) Theme Immersion: Inquiry- Based Curriculum in Elementary and Middle Schools. Portsmouth, NH: Heinemann.
3. Peitzman, F. & Gadda, G. (1994) With Different Eyes: Insights into Teaching Language Minority Students Across the Disciplines. Reading, MA: Addison-Wesley.

4. Walter, T. (1996). Amazing English: How-To Handbook . Reading, MA: Addison-Wesley
5. Wilde, S. (1992). You Kan Red This. Portsmouth, NH: Heinemann.

CHILDREN'S BOOKS

The following is a list of books that will be shared in class, and while none is required, they are among the many books and stories that thematically represent learners who struggle with language and literacy. You may want to include them in your own professional library.

1. Abeel, S. Reach for the Moon
2. Bunting, E. The Wednesday Surprise
3. Carroll, L. Jabberwocky
4. Cleary, B. Dear Mr. Henshaw
5. Giff, P. Today Was a Terrible Day
6. Levine, E. I Hate English
7. Mosel, A. Tikki Tikki Tembo
8. Polacco, P. Thank You, Mr. Falker
9. Whiteley, O. Opal: The Journal of an Understanding Heart
10. Young, E.: Seven Blind Mice

ACTIVITIES AND METHODS FOR REALIZING COURSE OBJECTIVES:

class discussions group work lectures readings videos demonstrations
 guest speakers observation of students assessments of students written reflections

EVALUATION OF ATTAINMENT OF COURSE KNOWLEDGE BASES AND SKILLS

attendance participation punctuality collaborative activities theme exhibit presentations
 comment cards written reflections best practices report APA skill development
 writing assessment report, goals & objectives person-first language use

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.

CONTENT AND PERFORMANCE GOALS

The candidates will:

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 students 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 informal 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 environments 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.

CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

- Attend all class session, be on time and contact the instructor when you are unable to attend class, or if you must be late.
Note: It is the policy of the CSUSM College of Education that any student who misses 20% or more of the class sessions for a course may not receive a passing grade. This includes absence for all or part of class time.
- “Person-first” language must be used throughout all written and oral assignments and discussions. (e.g., “Student with Down Syndrome” rather than “Down Syndrome student”)
- Word process all written documents. Keep a copy of all of your work. You will want these copies for your records and for potential future use as professional portfolio entries.
- Complete all assignments and hand them in on the given due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor know. Any time you have questions or concerns, please contact your instructor immediately.
- Participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates and guests.
- Select a class “buddy” to ensure that you receive handouts and information when you must miss class.
Buddy: _____ Telephone: _____ e-mail _____
Address: _____ Fax: _____

ASSIGNMENTS

CLASS PARTICIPATION (11 POINTS)

Regular, punctual attendance is required, as it is critical and expected in this profession. The experiences, activities and discussions of class meetings are difficult to recreate on your own. In addition to the assignments that follow, you will be expected to fully participate in each class, and you will be expected to demonstrate professional behaviors at all times.

COMMENT CARDS (9 POINTS) (Please use 4x5 cards only.)

It is expected that you will do all assigned readings and will come to class prepared to discuss them. To come prepared, write at least three (3) comments from the readings (texts and websites) for that session. Do not summarize what you have read. If the readings are from more than one source, comment on more than one source. **USE ONE CARD PER COMMENT** (= 3 cards to be turned in each time). The comment cards will be collected at the beginning of each class meeting. Please reference the source of your comments and questions, and write your name on EACH card. No cards are due for the first or last classes.

No late cards will be accepted. Comment cards must be done for at least 8 sessions in order to earn any points for this assignment. One 'freebie' class session of your choice is allowed, however you are still responsible for the readings for that class.

CREATING A LANGUAGE-RICH ENVIRONMENT (5 POINTS)

You will come to the second class ready to contribute to the Language-Rich Environment. You will prepare something that would enhance a classroom learning environment, such as a calendar, a class rules poster, alphabet cards, etc. We will talk more about this in class. A 4x6 index card that includes the following information will accompany your contribution: your name, what you contributed, and why it would be important, in terms of its impact on language development, to include it.

CO-TEACHING PRESENTATIONS: STRATEGIES FOR MIDDLE AND HIGH SCHOOL LEARNERS (10 POINTS)

Using the Lenski text as your primary resource, during a designated class session you will present with 3 partners a 5-8 minute lecturette about reading and learning strategies for middle and high school students. Your team will demonstrate at least two strategies that would be useful when working with students with special learning needs in an inclusive classroom setting. Accompany your lecturette with two overheads and a brief handout (2 pages max per team) of the your topic and the strategies demonstrated. Make a copy of the handout for the instructor and each class member.

BEST PRACTICES FOR STRUGGLING READERS AND WRITERS REPORT (APA Required) (20 POINTS)

Note: You will be using the information from the Case Study on the RICA Scenario page: (<http://courses.csusm.edu/educ496aq/scenarios.html>) for this assignment.

Using the information given, respond to these questions:

1. What would you determine to be Mark's strengths? Weaknesses? What is your evidence to support your conclusions?
2. Investigate three (3) teaching strategies that are, according to your research and observation, effective in teaching reading and/or writing to struggling learners. One of the Best Practices you will report on will be Cooperative Group Learning (CGL). You will decide upon the other two. Based upon your investigation, tell what kind of an instructional plan you would develop for Mark to improve his reading, writing, spelling and response to literature?

Your **6-9 page** research and observation report should be in APA format, and should include ALL of the following:

- name and brief description of identified strategies,

- text synopsis and internet discoveries of identified strategies
- direct contact with and interview of /discussion with teachers about the strategies, OR observation of strategies in use and overall impressions of effectiveness
- suggested uses for and/or adaptations of strategies reported
- “Best Practices” Statements – The concluding paragraph of your report! (Remember: Because these are to be “Best Practices,” you must be able to demonstrate through your research, observation, interview/discussion with teachers and your own PROFESSIONAL and informed opinions, exactly WHY you consider these to be “Best Practices”.)
- Reference page (APA format)
examples: <http://ericec.org/booklook.htm>

WRITING LANGUAGE AND LITERACY ASSESSMENT REPORTS & OBJECTIVES (30 POINTS)

Following instruction in formal and informal language and literacy instruction, your team (3 PERSONS) will be given copies of assessment results of 3 students with delays in language and literacy development. Given a specific amount of information about the 3 students, your team will collaboratively:

(10 points)

1. write an assessment report (NCCSE Form #7 or its equivalent local form) that reflects your understanding of the results for the given student. Your report will include the following:

- a listing of the diagnostic procedures, instruments used and the results
- statement of assessment validity
- conclusion reached as a result of the assessment, behavior observations and medical findings
- a listing of proposed educational and environmental interventions, strategies, adaptations and/or accommodations indicated by the assessment results

(20 points)

2. write 3 goals and 2 accompanying objectives per goal in the area of *reading* and 3 goals and 2 accompanying objectives per goal in the area of *writing* for each student that will:

- facilitate the students’ inclusion in general education classes,
- reflect your understanding of curriculum demands the grade levels represented, and
- further develop your expertise in the use of IEP forms.

(Total goals = 6. Total objectives = 12)

- **This assignment will be done during a class session, but will not be handed in until the following week.**
- **While it would make sense to divide the work into thirds (one student per person), you should also keep in mind that the entire work should be the result of collaboration, and each person should contribute to and agree upon decisions made for every scenario.**
- **It is expected that your work will reflect a high professional caliber, both in content and form.**
- **If you do not complete it during class time, you will be expected to do so prior to the next class with your teammates. All team members’ names should be signed on the Individual Summary of Assessment form.**

LANGUAGE AND LITERACY THEME EXHIBIT (15 POINTS)

In our last class, as part of a total **class exhibition**, you will create with your partners (up to 4 persons per exhibit), a display, showcasing a themed ‘Center’ of self-made language and literacy activities that relate to chosen pieces of children’s literature suitable for use in (your choice!) an elementary, middle or secondary inclusive general education classroom setting.

(Suggestions for themes will be discussed in class, and will be in accordance with the Theme Immersion concepts presented. In other words: No “Bears” or “Apples”, please!)

Your ‘Center’ display should include:

- (1 point) the actual books represented in the activities, and other props to enhance your display (Note: Additional ‘props’ beyond the books are not required.)
- (2 points) a display board with a theme title, ‘pockets’ or illustrations relating to your theme, and a one-page brief description of each activity in your ‘Center’
- (2.5 points each) 2 games that YOU have created to coordinate with your theme, which are appropriate for the literature being used. A 4x6-index card that has a written language and literacy objective, and a description how to play the game must accompany each game. Note: You may model your game after concepts already in use (such as Scrabble), or you may design your own!
- (2.5 points each) 2 activities that can be generally done by the students independently or with a peer. Each activity must be accompanied by a 4x6 index card that has a written language and literacy objective, and a description of how to do the activity.
- (2 points) a self-monitoring student evaluation component that is written with behavioral objective prompts which relate to the theme of the Center. The evaluation should include:
 - a place for the student’s name
 - the names of the games and activities
 - a written language or literacy objective below each game or activity name
 - a place to indicate the number of times the game/activity was attempted (minimum=2)
 - a written prompt to be completed by the students that states the student’s level of success in the game or activity.

For example: (Note: Students fill in the blanks.)

Student’s Name: Logan
Game #1: Earth Watch
Game Objective: Given the game called Earth Watch, the student will be able to use the letter tiles to spell at least 10 words on the accompanying environmental checklist.
Number of times completed: 2
Success: Given the game Earth Watch, I am able to spell [10] of the words on our environmental checklist with letter tiles.

- Please make a copy of your 2 game descriptions (with objectives), your 2 activity descriptions (with objectives) and your self-monitoring form for the instructor and EACH member of the class. (This will be a five-page handout with a title page.)
- The title page must include with your names and the roles you assumed in this project.
- The handout packet should be three-hole punched, so they may be filed in a 3-ring binder. In so doing, you will each end our course with several ideas for games and activities to accompany theme immersions that you do with your students in the future.

Note: You might want to bring a 3-ring binder to class with 12 index dividers, so that you may start a resource binder for your teaching!

TENTATIVE CLASS SCHEDULE

<u>CLASS #</u>	<u>TOPICS</u>	<u>READINGS/ASSIGNMENTS DUE</u>
1 - 8/28	~ LEARN To Make It Happen: Designing, Adapting and Differentiating Instruction and Instructional Environments ~ Introductions; Texts; Goal-Setting (KWL);	Texts, Handouts C: Ch. 2,3 A: p. 1-18; 68-80 Professional Goals
CLAD 1: I, 11; 2:I, II		http://www.ccc.sped.org/ab/student.htm
2 – 9/11	~Reading to Learn ~Language Development ~Language Disorders: An Overview ~The Roles of Culture	CREATING THE OTHER “LRE” L: Ch. 1 (PP #1) C: Ch. 6, 7 A: p. 35-46; 80-90 R&D: Ch. 1, 2, 6
CLAD 1: I; 3:I, II, III		http://www.csusm.edu/Quiocho/structure.html
3 – 9/18	~Promoting Reading Engagement ~ Teaching Thematically	L: Ch. 2 (PP #2) C: Ch. 4 COMMENT CARDS
CLAD 1: I, II; 3, I, II, III		
4 - 9/25	~Building Vocabulary ~SDAIE in the Inclusive Literacy Classroom ~Formal Language and Literacy Assessment: Reading	L: Ch. 3 (PP #3) C: Ch. 4, 5 R&D: Ch. 3; 4 (p. 52-58) A: p. 46-52 COMMENT CARDS
CLAD 2: I, II, III		http://www.csusm.edu/Quiocho/diag.students.htm
5 - 10/2	~Comprehending Texts ~Informal Language and Literacy Assessment: Reading	L: Ch. 4 (PP #4) COMMENT CARDS A: p. 52-60
CLAD 2: III		http://www.csusm.edu/Quiocho/improve.html
6 – 10/16	~Supporting Readers Who Struggle ~Strategies for Reading Fluency Development ~Pre-Reading, In-Process Reading (Assign 3 Allington articles for 11/7.)	L: Ch. 5 (PP #5) COMMENT CARDS R&D: Ch. 6,7, 8
7 – 10/23	~Reading Critically ~In-Process and Post-Reading Instruction	L: Ch. 6 (PP #6) R&D: Ch. 9, 10 COMMENT CARDS BEST PRACTICES REPORT
CLAD 2:I; 3: I, II, III		http://ericec.org/factmini.htm
8 – 11/6	~Study Skills ~Formal Language and Literacy Assessment: Writing	L: Ch. 7 (PP #7) C: Ch. 5, 8 COMMENT CARDS R&D: Ch. 11 *Allington: Sections III, IV, V (see below)
CLAD 2, III		
(NOTE: Read 3 articles as assigned by instructor in 10/17 class. Do NOT do Comment Cards on Allington’s writings today. You will jigsaw and discuss articles from Allington’s text today. An Article Review format will be provided to your group.)		

9 - 11/13	~Writing Language and Literacy Goals, Objectives and Assessment Reports	R&D: Ch. 5 A: p. 19-30 ASSESSMENT REPORT AND OBJECTIVES <i>Bring SPED Forms Manual</i> COMMENT CARDS
<i>CLAD 2&3: I, II, III</i>		http://www.csusm.edu/Quiocho/delivery.html
10 - 11/20	~Preparing Students for Tests ~Informal Language and Literacy Assessment: Writing ~Journals, Spelling and Composition	L: Ch. 8 (PP #8) R&D: Ch.12 COMMENT CARDS C: Ch. 5, 6, 8
<i>CLAD 1: I, II, III; 2: III</i>		http://www.csusm.edu/Quiocho/spell.html http://www.csusm.edu/Quiocho/relations.html
12 -12/11	~CULMINATING EVENT: THEME EXHIBITS <i>CLAD 1, 2 & 3: I, II, III</i>	http://www.cec.sped.org/goodideas.html SELF ASSESSMENT AND REFLECTIONS COURSE EVALUATION