CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION

EDMS 522: Elementary Literacy II
Spring 2011 Alvin Dunn Cohort, San Marcos, Wednesdays

Instructor: Dr. Garza
Office Hours: 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 ongoing service. Our practices demonstrate a commitment to student centered
education, diversity, collaboration, professionalism, and shared governance.

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
elementary and middle school classrooms.

Course Prerequisite
Admission to the Multiple Subject/CLAD Teacher Credential Program.

California Teaching Commission Standards Alignment:
The course objectives, assignments, and assessments have been aligned with the CTC standards for
Multiple Subjects Credential. You will incorporate artifacts from this class into your final
comprehensive portfolio. The following are the primary emphasis of 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

Standards Alignment:
The course objectives, assignments, and assessments have been aligned with the CTC standards for
Multiple Subjects Credential. The following standards are a primary emphasis for this course:
3- Relationship between theory and practice 4-Pedagogical thought and reflective practice
5-Equity, Diversity & Access
7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

COURSE OBJECTIVES
Knowledge –
Teacher candidates 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 and the knowledge of reading content including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to "deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
- Become familiar with "multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards."
- Become familiar with "differentiated reading instruction and interventions to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds."

Skills –
Teacher candidates will:
- Become sensitive observers of children's language using behaviors.
- "Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment."
- "Be able to analyze and interpret results [of children's reading and writing behaviors] to plan effective and differentiated instruction and interventions."
- "Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking."
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use "State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention."
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds

Attitudes and Values –
Teacher candidates will:
- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' 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/her individual needs.

(2007). *Reading/ Language Arts Framework for California Public Schools*. California Department of Education, Sacramento.

INFUSED COMPETENCIES

Authorization to Teach English Learners
This credential program was 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.)*

Special Education
Consistent with the intent to offer a seamless teaching credential in the College of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

Technology
This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

All University Writing Requirement
Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

STUDENT LEARNING OUTCOMES
Teacher Performance Expectation (TPE) Competencies
Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts implement 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.

California Teacher Performance Assessment (CalTPA)
Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM, this assessment system is called the "CalTPA" or TPA. To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA, and, more importantly, in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:
http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html

UNIVERSITY REQUIRMENTS
Students with Disabilities Requiring Reasonable Accommodations
Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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, to ensure confidentiality, in a more private setting.

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 or materials 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, it is expected that each student will 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.

COURSE REQUIREMENTS

Grading Standards (Points)
In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

A	93-100			**C+**	77-79
		B+	87-89		
				C	73-76
A-	90-92	**B**	83-86		
				C-	70-72
		B-	80-82		

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. *(Adopted by the COE Governance Community, December, 1997).* Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. *Students missing more than two class sessions will not earn a passing grade*. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

Electronic Communication Protocol
Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at bingalls@csusm.edu. 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.

Required Texts:

Gail Tompkins. (2010). *Literacy for the 21st Century: A Balanced Approach* (5th Edition)

Jerry L. Johns (any recent edition). Basic Reading Inventory

Gail Tompkins. (2008). *Teaching Writing: Balancing Process and Product,* 5th Edition.
ISBN: 0-13-158416-2

Optional Texts:
Zarrillo, James. Ready for Revised RICA: A Test Prep Guide (highly recommended)

Richard L. Allington. (2009). What Really Matters in Fluency: Research Based Practices across the Curriculum www.allynbaconmerrill.com ISBN-13: 978-0-205-57058-4

COURSE ASSIGNMENTS

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio.

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times, size12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format.

Students are expected to complete assigned readings *prior* to the class sessions to which the readings are related in preparation for class activities. Refer to the handout on reading assignments distributed by the instructor for the specific information about the readings for each class session.

Assignment	Points Possible
Field Observations	12

Writing Instruction
    • Writing Genre Presentation (12 pts)
    • Writing Strategy Activity Demonstration (12 pts)
	24

Literacy Lesson Plan *Focus: content area literacy*	24
Literature Circle	12
Literacy Case Study	28
Total Points	100

Descriptions of Assignments

FIELD OBSERVATIONS

RICA DOMAINS COVERED
Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Oral Language and Writing
Domain 1: "Planning Reading Instruction based on Assessment"
Domain 2: "Word Analysis"
Domain 3: "Fluency"
Domain 4: "Vocabulary, Academic Language, and Background Knowledge"
Domain 5: "Comprehension"

You will conduct 2 observations of reading instruction. Observe a teacher while she/he is teaching a reading/language arts lesson and identify the RICA topic(s) being taught. Topics are described in the "Ready for Revised RICA Study Guide" written by James Zarrillo and also on the RICA website. Using the Field Observation form, write your observations on the left hand side of the Field Observation form. Write your reflections about what you learned from your observation on the right hand side of the form. Replicate the Field Observation form (below) on your computer. Completed forms should be approximately one full page. To complete the forms, type them using size 10 Times New Roman font, with 1.5 spacing. It is recommended that students observe in a variety of domains and competency areas.

RICA Domain and/or Competency:	**Date:**
Grade Level:	**Additional Descriptors:**
Activity:	**Reflective Notes to Myself**
I observed…	I learned , think, agree, realized, wonder, question…

<u>WRITING ACTIVITIES</u>

Students will be assigned two different writing activities. Writing development is central to the process of becoming literate. Writing instruction is essential to fostering literacy throughout all developmental stages. The writing activities in this course are designed to prepare teacher candidates for 1) the instruction and assessment of various writing genres and 2) the use of specific strategies to teach various aspects of the process and traits of writing.

- WRITING GENRE PRESENTATION

Students pairs are assigned a specific genre of writing described in the text, <u>Teaching Writing: Balancing Process and Product</u> (5th edition) by Gail Tompkins. The pair prepares a presentation to the class which follows the template, "Writing Genre Presentation Template".

Each student submits the completed template to the moodle website on the same day as the presentation. Each pair will make a presentation that follows the outline of the template. While presenters should share an example of the type of writing during the presentation, they are not required to submit it with the written document that they submit to moodle.

Writing Genre Presentation Template

Names of presenters	
State the name of assigned writing genre & specific type or structure	
State the purpose of genre	
Briefly describe the writing genre & the type or structure	
Show an example (presentation only)	
Briefly state possible ways of teaching the genre	
Briefly state possible ways of assessing the genre	

- WRITING STRATEGY DEMONSTRATION

Student pairs are assigned a specific writing strategy described in a variety of sources available in the course. The pair prepares a demonstration of the strategy for the class which follows the template, "Writing Strategy Activity Demonstration Template". Each student submits to the moodle website the completed template which is due on the same day as the demonstration.

Writing Strategy Activity Demonstration Template

State the names of demonstrators	
State the name of assigned writing strategy activity	
State the purpose of the writing strategy activity	
Show an example (presentation only)	
Show how to do the writing strategy activity step-by-step	
Explain why/how the writing strategy activity helps students' writing development	

LITERACY LESSON PLAN: focus on content area literacy

Content area literacy refers to the expository (informational) reading and writing done in the content areas of math, social studies or science. Instruction in content area literacy helps learners develop proficiency in the diverse reading and writing tasks associated with each content area task. Most content area literacy is taught in the form of lessons or mini-lessons within a unit of study in the content area. A unit is composed of several lessons. While most lessons in a content area unit will focus on teaching the content, successful teachers also incorporate lessons that focus on teaching the reading and writing tasks related to the content tasks. For example, in a math unit on addition of fractions, a content area literacy lesson might focus on reading comprehension of a fraction word problem. For example, in a social studies unit on 19th Century America, a content area literacy lesson might focus on how to organize a written summary of major events during that time period.

In this assignment, students work collaboratively (in pairs or groups of 3 - 4) to develop a lesson plan for teaching content area literacy reading or writing strategies. It is recommended that students develop their content area literacy lesson plan based on a social studies or science unit or topic they are creating in their social studies or science coursework this semester.

The content area literacy lesson plan teaches a strategy that supports the development of students' proficiency reading or writing in the content areas. The plan should be designed for students who are already reading in grades 3 – 6 and should involve the use of appropriate informational literature. The plan should follow the template, "Content Area Literacy Lesson Template."

	CONTENT AREA LITERACY LESSON PLAN TEMPLATE
Names of lesson designers	
Content area & topic/unit	
Lesson Objective	The students use the _____ strategy in order to improve _____ **name of strategy** **name of literacy skill** while _____. **name of reading or writing task**
Assess	The manner in which I assess students' growing mastery of the strategy (Show the assessment tool.)
Teach to the Objective • **Modeled** • **Shared**	I explain the key concept(s) Step by step, I demonstrate & "think aloud" I invite the students to do it with me step by step & "think/pair/share"
Guided Practice	Step by step, the student activity to practice

LITERATURE CIRCLE

Students participate in and document their participation in a literature circle discussion. Students choose a narrative from the options that the instructor makes available. Students form groups based on book selections to create literature circles. Each participant takes a different literature circle role. Each participant individually completes a worksheet for their literature circle role, using the worksheets provided by the instructor, before meeting with their group for the discussion of the book.

Each participant brings the completed role worksheet to the book discussion that will be held in class. Students submit 1) to the course instructor a hard copy of the completed worksheet for their literature circle role on the day of the literature circle discussion and 2) to moodle a reflection on any insights gained through his/her experience(s) with literature circles regarding the purposes, benefits and challenges of literature circles for teaching literary analysis and response.

Examples of Literature Circle Roles
1) Discussion Director   2) Passage Master   3) Word Wizard
4) Connector   5) Summarizer   6) Investigator

LITERACY CASE STUDY

The Literacy Case Study is described in detail in the Literacy Case Study Handbook provided by the instructor. Students conduct literacy assessment with one child who is a reader, analyze and interpret the resulting data and describe the child's strengths and needs in reading. Students develop recommendations in the form of specific instructional strategies that support the child's progress in reading. The Literacy Case Study consists of all the sections listed on the checklist (below).

Please note that the case study child **must** already be reading. It is recommended that s/he be in the upper elementary grades (3 – 6) and be reading below his/her current grade level. The completed assessment forms are placed in an appendix that is handed in to the professor hard copy. A parent permission (consent) form must be included in the appendix.

Literacy Case Study checklist (see handbook for descriptions)

[ ] Student Profile

[ ] Anecdotal Notes / Teacher's notes

[ ] Reading Attitude Survey: summary of findings

[ ] Writing Sample Analysis: summary of findings

[ ] IRI Word Recognition: table of findings

[ ] IRI Comprehension: table of findings

[ ] Data Analysis Grid

[ ] Description of Student's Literacy strengths

[ ] Description of Student's Literacy needs

[ ] Recommendations (use graphic organizer in handbook)

Course Schedule for Garza EDMS 522 Spring 2011
The instructor reserves the right to modify the schedule.

Date	Topic	Assignment
Session 1	Orientation to course topics and assignments Case study overview Writing genres	Choose Lit Circle Selections Prep presentation Readings
Session 2	Writing strategies & assessment Expository writing Intro to Literature Circles	**DUE**: Writing Genre Presentations **Bring** draft Student Profile Readings
Session 3	Content area literacy Expository reading comprehension	**Bring** draft RAS & Writing Sampl Readings
Session 4	Literary response & analysis Content area lit assessment Connecting expository reading & writing	**DUE**: Literacy Circles **Bring** draft IRI & Anecdotal Note
Session 5	Writing process, writer's workshop, & instructional approaches Data analysis grid	**DUE**: Writing Strategy Activity Presentations **Bring** all data
Session 6	Content area literacy study skills, academic language & structure of English Developing recommendations	**DUE**: Literacy Lesson **Bring** data analysis grid w/ + & -
Session 7	Poetry Vocabulary & background knowledge	**Bring** draft case study
Session 8	Family & community involvement & literacy practices	**DUE**: Field Observations **DUE**: Literacy Case Study

Readings for EDMS 522 Elementary Literacy II
Spring 2011

Session 1   literacy case study, writing genres

      Lit 21st Century :

          chapter 3 assessing literacy

           pages 376-377 interventions

      Teaching Writing:

          part II writing genres

      Literacy Case Study Handbook

      Syllabus

Session 2 writing strategies & assessment, expository writing, intro to lit circles

      Lit 21st Century :

          pages 60 – 65 & 125-127 strategy & assessment

          pages 393 – 403 expository writing

          pages 336 – 343 lit circles

      Teaching Writing:

          chapter 3 & 4 strategy & assessment

          chapter 8 expository writing

Session 3 content area literacy, expository reading comprehension

      Lit 21st Century

          chapter 12 content area literacy

           pages 260 - 271 & 304 – 307 expository reading comprehension

           page 271 reciprocal teaching, p 412 SQ3R

      Teaching Writing:

          pages 255 – 259 poetic devices

Session 4 lit analysis & response, content lit assessment, connecting expository read & write

      Lit 21st Century

           pages 47 – 49, 337-338, 346 – 347 lit response

           pages 275, 431-432 cloze procedures

           page 66 connections

      Teaching Writing:

           chapter 9 literary analysis

           pages 106-112 lit response journals

           pages 174 – 175 connections

Session 5   writing process, writer's workshop & writing instructional approaches

      Lit 21st Century Writing process chp 2

           pages 349-353 writer's workshop

      Teaching Writing:

           chapter 1 writing process & instructional approaches

           chapter 2 writer's workshop

           pages 106 – 107 & 110 – 111 literature response journals

Session 6 content area literacy study skills, academic language & structure of English

> Lit 21st Century
>> pages 409 – 412 content area literacy study skills
>
> Teaching Writing:
>> pages 61 – 63 structure of English
>
> Gibbons text handout
> Dolores' essay handout

Session 7 poetry, vocabulary, background knowledge

> Lit 21st Century
>> pages 307 – 311 poetry
>> chapter 7 vocabulary
>> pages 249 vocabulary self-assess
>
> Teaching Writing:
>> chapter 11 poetry

Please note: Additional readings, including websites, power points and articles, will be assigned by instructor during the course.