CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 522(3), Course Number <u>20256</u>
Elementary Literacy II

Spring 2009
Mondays (8:00-2:45)
Alvin Dunn Elementary

Instructor: Elizabeth Garza
Office Hours: by appointment, after class
email: egarza@csusm.edu

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.

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

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.

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

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.

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.

COURSE REQUIREMENTS

Required Texts
- Culham, Ruth. (2003).6 + 1 Traits of Writing: The complete guide grades 3 & up. Scholastic, Inc. ISBN: 0-439-28038-9
- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments*.Kendall-Hunt.(Any recent edition)
- Quiocho, A. and Ulanoff, S. (2009). *Differentiated Literacy Instruction for English Language Learners*. Allyn & Bacon.
- Flint, A. S. (2008). *Literate Lives: Teaching Reading and Writing in Elementary Classrooms.* John Wiley & Sons, Inc.

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

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

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.

COURSE ASSIGNMENTS

Assignment	Points Possible
Teaching Writing	25
Literature Circle	20
Literacy Case Study	35
Reflective Journal (x4)	20
RICA Study Sheets	0

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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.

✓ **Teaching Writing (25 points)**

Students will work individually to choose an instructional strategy for teaching writing from the 6 Traits of Writing by Culham or other text approved by the instructor. Students will develop an instructional recommendation designed to meet a student's need in writing. The instructional recommendation will be completed following the guidelines below. Each student will prepare a presentation of the writing strategy to share with other students in the class. The presentation needs to comply with all items on the presentation checklist below. Students submit the Writing Strategy Recommendation to webct assignments.

Guidelines for writing instructional recommendation
- Name of the instructional strategy for teaching writing
- Name of the trait of writing to which the strategy is related
- State the specific component(s) of the trait the strategy targets
- Description of a salient student need in writing
- Description of the instructional strategy
   o When in the writing process to teach it
   o What the instructional strategy looks like/sounds like
   o Step by step delivery of the instructional strategy
- Explanation of how/why it helps student improve in area of need.

Presentation Checklist
[   ] State name of writing strategy
[   ] State the name of the trait of writing to which it is related
[   ] Show the instructional materials used in the instructional strategy and demonstrate how to use them to teach writing.
[   ] State what specific student need in writing the instructional strategy in writing would address
[   ] Explain how/why it helps student improve in the area of need.

✓ **Literature Circle (20 points)**
   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 on webct, before meeting with their group for the discussion of the book. Each participant brings the completed role write up (based on the role worksheet) to the book discussion that will be held in class. The Literature Circle assignment that students submit to webct assignments includes 1) the write up based on the worksheet for their chosen literature circle role and 2) a reflection on insights gained regarding the purposes, benefits and challenges of literature circles for teaching reading.

Examples of Literature Circle Roles:
   1) Discussion Director, 2) Passage Master, 3) Word Wizard, 4) Connector,
   5) Summarizer, 6) Investigator, and 7) Illustrator.

✓ **Literacy Case Study (35 points)**
The Literacy Case Study is described in detail in the Literacy Case Study Handbook provided on the webct site. 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. Students submit to webct the Literacy Case Study as one document with all sections listed on the checklist (below). The case study child **must** already be reading. It is recommended that s/he be in the upper elementary grades 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 (follow guidelines in handbook)
[　] Student Profile
[　] Anecdotal Notes / Teacher's notes
[　] Reading Attitude Survey: summary of findings
[　] Writing Sample Analysis: summary of findings
[　] IRI Comprehension and Word Recognition: table of findings
[　] Data Analysis Grid
[　] Description of Student's Literacy strengths
[　] Description of Student's Literacy needs
[　] Recommendations (use graphic organizer in handbook)

✓ **Reflective Journal (20 points)**

Students complete 4 journal entries based on writing prompts given in class. Each prompt is related to topics addressed in course readings, lectures and activities. During class, students have opportunities to discuss the prompts with peers and write in their journals. The instructor teaches the criteria for analytical/reflective writing required for each journal entry. Students submit the reflective journal in electronic format to webct.

✓ *RICA Study Sheets (Optional but Highly Recommended)*
It is recommended that students complete a RICA study grid for each RICA area addressed in the course. Dr. Alice Quiocho's web site is a great resource. The address is: http://www.csusm.edu/Quiocho.

RICA Study Sheet (SAMPLE)

Component	How to Assess	How to Teach it (Strategies)	Accommodations

COURSE SCHEDULE: EDMS 522(3), Spring 2009
The instructor reserves the right to modify the schedule.

Date	Topic	Assignment
Session 1 Jan 26	Assessment, Analysis & Reflection Reading Attitude Surveys Intro to Content Area Literacy	Tutoring begins
Session 2 Feb 2	Comprehension: Expository Study Skills, Cognitive Strategies Intro to IRI	Please, bring all books to every class session unless otherwise directed.
Session 3 Feb 9	Intro to 6 Traits of Writing Writing Sample Analysis Writing for different purposes	Bring RAS & Writing Sample
Session 4 Monday Feb 16	Literary Response & Analysis Intro to Lit Circles (Alvin Dunn closed for holiday. CSUSM classroom open.)	Bring IRI data
Session 5 Feb 23	Intro to Independent Reading Vocabulary Development (Teaching Writing Presentations)	DUE: Teaching Writing
Session 6 March 2	Data Analysis & Developing Recommendations (Literature Circle Discussion)	Bring all assessment data
Session 7 March 9	Analysis of evidence of learning Reflection on instruction.	DUE: Literature Circle
Session 8 March 16		DUE: Literacy Case Study DUE: Reflective Journal