

**California State University San Marcos
College of Education**

**EDMS 522 - Elementary Literacy
Spring Semester 2008**

**Instructor: Alice M.L. Quioco,
Ed.D. Professor**

Class Hours: 8 A.M. to 2:00 P.M.

Class Location: Bonsall West

Email: aquicho@csusm.edu

Office Location: University Hall 327

Office Phone: (760) 750-4035

**Office Hours: After class or upon
request**

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

(adopted by COE Governance Community, October 1997)

GENERAL CONSIDERATIONS

Outcomes and Standards

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This will be met through written course assignment such as case studies, written reactions and assessments.

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/materials that are 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.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Attendance Policy

Due to the dynamic and interactive nature of EDMS 521 and the short time span in which the course is offered, all students are expected to attend all classes and participate in all class activities. Each day absent is equal to two class sessions on a regular course schedule. **A passing grade will not be issued for students who do not attend 80% or more of the class sessions.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997)*

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 K-8 school classrooms. This class is aligned with the California 2042 standards.

COURSE PREREQUISITE

Admission to the Multiple Subject/CLAD Teacher Credential Program.

STANDARDS ALIGNMENT

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

Standard 3- Relationship between theory and practice
Standard 4-Pedagogical thought and reflective practice
Standard 5-Equity, Diversity, & Access to the Core Curriculum
Standard 7-Equity, Preparation to Teach Reading Language Arts

TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis
TPA, Task 3

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.
- 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

Teacher candidates 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

Teacher candidates will:

- develop an appreciation for the natural language abilities children possess for processing and producing print

- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for children with special learning needs
- develop an appreciation for the importance of reading and writing for their own personal and professional growth
- develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

REQUIRED TEXTS

Johns, J. (2005). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.

Reading/language Arts Framework for CA Public Schools CA Dept of Ed – available online

Tompkins, G.E. (2005). *Literacy for the 21st Century: A Balanced Approach, 3rd Edition*. Prentice Hall.

Zarrillo, J. J. (2005). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in (i.e., **posted on taskstream as attachments**) on the due date. **Assignments not posted on taskstream on the due date will lose 10% of earned credit per day.**

- | | |
|---------------------------------|-----------|
| • Attendance and participation | 20 points |
| • Case Assessment, TPA | 75 points |
| • Content Area Lesson Plan, TPA | 75 points |

Grading

A	96–100%
A-	90–95%
B+	89-87%
B	86-83%
B-	80–82%
C+	77-79%
C	73-76%
C-	70-73%

ASSIGNMENTS:

Reading and Writing Strategy Lesson Plan (Critical Assessment Task). TPA

Develop a reading and writing strategy lesson plan for your class. Use the lesson plan format you learned in EDMS 511. The lesson can be delivered through direct instruction, or an inquiry.

[Provide a rationale for the grouping structure you are using in your lesson.] Make your lesson active, interesting, fun and meaningful. Select a reading and writing standard for your grade level to guide your objectives. Remember that all lesson plans must start with assessment.

[Comment on the assessment process you used and the data on which you based your objectives and your grouping structure.]

Much of the lesson planning work will be done in class workshop sessions. *Keep the following in mind when writing your lesson:*

- Who are your students?
- What is the cognitive objective for your lesson?
- How does it relate to improved student achievement in reading and/or writing?
- Are there language development objectives for English Learners?
- Are the objectives aligned with the CA Reading/Language Arts standards? Check the Reading/Language Arts framework and content standards.
- Have you clearly described the instructional strategies, resource materials, time frame for teaching, monitoring, feedback, etc.?
- Have you described your grouping structure for the lesson?
- Are the grouping criteria clear?
- How will you assess your students to check for understanding and determine who is to receive additional scaffolded instruction?
- What modifications will you provide for students who need additional help, specifically EL students and special needs students?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, struggling students, students with IEP's, and accelerated students. Therefore, there should be flexible grouping. **Your two focus students will be an English Learner and a student with an active IEP.**

Case Study (Critical Assessment Task) TPA. In this assignment you will observe students reading, to listen to them read and make instructional decisions for interventions based on your observations and assessments. Requirements are listed below.

Expository Text and Expanded Case Study

Follow these steps to develop your case study:

1. Select an intermediate student (if possible) at your site who is experiencing difficulties with reading. Explain the assessment project to your master teacher, and ask her/him to help you identify students – and don't shy away from second language learners or students with active IEP's. Discuss possible times for giving the assessments. You will probably need to meet with the student about 3 or 4 times. Obtain written **parental permission** to work with this student.

2. Required Assessments:

- Take four anecdotal notes about the student's interests and participation.
- Reading/Writing interview
- Oral language assessment
- Writing sample
- John's word list
- John's narrative passages
- Retelling and comprehension questions
- John's expository passages
- Retelling and comprehension questions
- Optional assessments – only if needed.
 - (a) Silent Reading. Use Johns' narrative and expository passages. Expository will be used only if your student is at or above grade 3 level.
 - (b) Optional: Listening Level. ***This is to be used when you find that data collected in the oral as well as the silent samples do not reveal consistent information.*** Read a passage to the student (form C) and ask for a retelling as well as comprehension questions to determine the highest level of understanding the student has of material read to them.

3. Required components of the case study:

- Write a one-page **overview** about your student (including his/her age, gender, grade level, interests, ethnic and linguistic background, etc).
- Describe the **conditions** under which the assessment was administered.
- **Analyze the data** in a grid format.
 - For each assessment measure, summarize what you learned about your student's **strengths** (very important – **what s/he can do**) and **needs** (what s/he needs to work on).
 - Identify **patterns** that you may see across assessment results.
- Make and write up **two instructional recommendations or strategies**, describing each strategy step by step.
- Note **how** each strategy will help your student become a better reader and writer.
- **Reflect on your learning** in a one page reflection. Address the following:
 - What you learned
 - Were there any unexpected occurrences? What did you do?
 - What would you change? Time? Supports?
 - How will you use assessment in the future?

Attendance Policy

Due to the dynamic and interactive nature of EDMS 522, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardies or "early exits" will be equivalent to one absence. **A passing grade will not be issued for students who do not attend 80% or more of the class sessions.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

Course Outline

(Timeline Subject to Change Based on Student Needs) Remember that your textbooks are resources and you should have them with you in class. We will go over section in the text that supports what we are learning. Use the index as a guide to help you get all you information you need about the topic(s) for the class.

Date	Topic	Assignment
Session 1: A.M.	Connecting semester 1 with semester 2	TPA Task 3
Session 1: P.M.	Assessment Comprehension in the content areas	John's Basic Reading Inventory
Session 2: A.M.	RICA warm up Assessment Content area reading and writing	Tompkins, Chapters 8 & 9
Session 2: P.M.	Assessment Content area reading and writing	Tompkins, Chapter 14
Session 3: A.M.	RICA warm up Assessment Writing workshop	Tompkins, Chapter 12
Session 3: P.M.	Assessment Literary response and analysis	Tompkins, Chapter 10
Session 4: A.M.	RICA warm up Assessment Independent reading	Tompkins, Chapter 11
Session 4: P.M.	Assessment Integrating reading, writing, and oral language	Begin TPA
Session 5: A.M.	RICA warm up Assessment Grade level access for ELL's Aligning materials	
Session 5: P.M.	Assessment Supporting grade level access in writing	
Session 6: A.M.	RICA warm up Assessment Focusing on specific genres of writing: standards based topics modules Developing rubrics	Lesson planning workshop

Session 6: P.M.	Assessment Academic oral language development and its relationship to writing	Results for TPA – student work
Session 7: A.M.	RICA warm up Assessment Vocabulary	Tompkins, Chapter 7
Session 7: P.M.	Assessment Study Skills	
Session 8: A.M.	Case studies due	
Session 8: P.M.	Closure/Evaluations	

Authorization to work with English Learners 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)	2. Theories and Methods of Bilingual Education	I. The Nature 3. 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 Context
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	E. 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

EDMS 522 stresses competencies highlighted in bold.