CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 522: Elementary Literacy II
(Section 1) CRN: 21337
Arts Cohort, Mondays 7:30 am – 2:20 pm, UNIV 444
Spring 2008

Instructor: Garza
Phone: ext. 8504
E-mail: egarza@csusm.edu / Webct6
Office and Hours: 210, Mondays 2:30 – 3:30 & By Appointment

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, Oct. 1997)*

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for 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)*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This 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.

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 circumstance. 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.

Use of Technology:
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. Assignments will be submitted online, and some will be submitted hard copy as well.

Electronic Communication Protocol:
Electronic correspondence is part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received email in a timely manner. Please be reminded that email 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 email 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.

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.

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 in all class activities. At a minimum, a student 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 *(Adopted by the COE Governance Community, December, 1997)*.

Teacher Performance Expectation (TPE) Competencies
The course objectives, assignments, and assessments have been aligned with the CTC standards for the Credential (Single Subject, Multiple Subject, Special Education, etc.). This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing 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. The following TPEs will be addressed in this course: TPE 3: Assessment and TPE 8: Learning About Students

General Information

"Teachers are committed to students and their learning. Accomplished teachers act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students one from the other and taking account of these differences in their practice. They adjust their practice as appropriate, based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships" (from National Board Core Proposition I).

This course includes assignments designed to help you prepare for successful completion of part of the California Teacher Performance Assessment, a legislatively mandated evaluation. These assignments help you to think about individual student needs within the context of whole class instruction and assessment. As a teacher, you will use assessment on a regular basis to determine how and what your students are understanding so that you can monitor their progress and also inform your teaching decisions. The information that you generate through the TPA assignments can be transferred to Task Stream for the CA-TPA assessment and scoring.

COURSE DESCRIPTION

Official description from the course catalog: "The primary aim of this course is for students to develop a preliminary understanding of the theory, methodology and assessment of English Language Arts and second language learning in integrated and inclusive K-8 school classrooms. This course is aligned with the California 2042 standards."

Course Prerequisite:
Successful completion of EDMS 521: Elementary Literacy 1

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-Equity, Preparation to Teach Reading Language Arts

Course Objectives:
KNOWLEDGE - Teacher candidates will:
- Gain an understanding of how a first and second language is acquired.
- To understand the reading process and its relationship to thought, language and learning.
- Gain understanding of how to learn to read and write in first and second languages.
- 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 /writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plan.
- 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.
- 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.

Required Texts:

Tompkins, G. **Literacy for the 21st Century: A Balanced Approach.**
Zarrillo, J. J. **Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.**
Walter. **Amazing English: How-to Handbook**
Kauffman & Apple. **The Oxford Picture Dictionary for the Content Areas English/Spanish**
Literature Circle Books:
>You will need to **select a book from the list of options** that the instructor provides to read with your Literature Circle Group

Optional Text:
Prelutsky, Jack. *A Pizza the Size of the Sun*
Additional Texts:
Additional texts on-line will be assigned, such as the English Language Arts Standards, the ESL standards, as well as select websites and on-line articles.
WEBCT 6:
This course is *Web Based Instruction enhanced using WEBCT*. On-line access and completion of web based assignments is required. Students must follow guidelines for appropriateness in on-line discussions. You can find the site for this course at http:// courses.csusm.edu.
Task Stream:
This course requires students to use a Task Stream electronic portfolio.
http://lynx.csusm.edu/coe/eportfolio/index.asp. This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.
http://www.taskstream.com. This is the Task Stream home page where you will register for Task Stream and return to when working on your electronic portfolio.

Grading Standards

The following grading scale will be used. *Note: The College requires completion of this course with a C+ or higher in order to meet credentialing requirements.*

93-100 points	A	88-89 points	B+	75-79 points	C+
90-92 points	A-	83-87 points	B		
		80-82 points	B-		

All students are expected to participate in class activities and demonstrate reflective learning. Students must bring to class the required texts listed in the readings for each session. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting.

ALL assignments are to be submitted on the due date to WEBCT6. Assignments not submitted on due date will lose 10 % of earned credit per day. All assignments should be typed in size 11 Times Roman font. All assignments should be double spaced except for TPE reflections and RICA Study sheets.

At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade. **For every day of absence students will lose 8 points.** The student may "make up" one absence by submitting a reflection for an approved "options event" described in the assignments section below. Students missing more than 2 class sessions will not receive a passing grade.

• RICA Study Sheets (x 6)	15 points
• Reflections Journal WebCt6	15 points
• Quiz Language Acquisition & Reading	10 points
• Lesson Plan for Reading in the Content Areas	20 points
• Group Presentation of Lesson plan	15 points
• Literature Circle Assignment	25 points

----
100 Total Points Possible

- Attendance: 8 points are deducted each class session a student is absent
- Multicultural & Arts Literacy Options Events: A total of 8 make up points can be earned.

Descriptions of Assignments

RICA CONTENT AREA STUDY SHEETS
In both the Literacy courses EDMS 521 and EDMS 522, you will study topics in literacy instruction related to RICA areas. Find the list of RICA topics in the table below under the title of the literacy course you are taking this semester, EDMS 522. You will complete one RICA Study Sheet for each topic in the list.

RICA Field Observations for EDMS 521 Arts Cohort Fall 07		RICA Study Sheet Topics EDMS 522 Arts Cohort Spring 08
Literacy Assessment		
Phonics Instruction		Concepts about Print
Spelling Instruction		Independent Reading
Comprehension – Narrative		Literary Response & Analysis
Phonemic Awareness		Vocabulary Development
Supporting Reading through Oral and Written Language		Content Area Literacy
Structure of English Language		Comprehension –Expository

RICA Content Area Study Sheets include information on (a) what the RICA content area is about, (b) ways of assessing it, (c) ways of teaching it. Besides the course readings, Dr. Alice Quiocho's web site can also serve as a resource. The address is: http://www.csusm.edu/Quiocho. Click on "reading instruction portfolio." See the section on accommodations for ideas on ways to support second language learners. Note: See **www.ed.gov/free/** for free Educational Materials.

Name of RICA Content Area	**RICA STUDY SHEET**	Your name
What is it?	**How do you assess it?**	**How do you teach it?**

REFLECTIONS JOURNAL ON WEBCT6

Students engage in conversations with their group members and submit their reflections to the instructor via the WebCT6 discussion board. Students must follow guidelines for appropriateness in on-line discussions. All 3 reflections for the Reflections Journal are due by the last day of class.

- First read the professor's prompt/question and do the required readings. Next, participate in a discussion with your group related to the prompt/question. Take notes during the discussion so that you will be able to reflect on your discussion later on. Reflect on the ideas and insights that you developed during the discussion with your group.
- Write your reflection based on directions given to you in the prompt and send it to the course instructor via the Webct6 discussion board. Each entry will be evaluated for quality of thought in response to the prompt given to the group.
- Unless otherwise specified in the prompt, the written reflection should include:
  1) a **brief** summary of your group's conversation topic,
  2) the insights you gained from the conversation about the topic. Please note that the instructor will look for your references to the required reading material as well as to your own personal experiences.
  3) your thoughts on how this influences your development as a teacher.

Guidelines for On-Line Discussions

Electronic correspondence is part of your professional interactions. All electronic messages should be crafted with professionalism and care. They are a very specific form of communication, with their own form of nuances and meaning. For instance, messages sent in all upper case letters, with major typos, or in slang often communicate more than the sender originally intended. Please be mindful of all messages you send, to your colleagues, to faculty members in the CoE, and to persons within the greater educational community. The core rules of "Netiquette" are described at the following link: http:// www. albion.com/netiquette/corerules.html. If there is ever a concern with an electronic message sent to you, talk to that person face-to-face to correct any confusion.

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?

LESSON PLAN FOR READING IN THE CONTENT AREAS: PART 1 AND PART 2

You will write and present a lesson that will be evaluated on the following criteria:

Follows the lesson plan guide and is sufficiently detailed

Demonstrates research based practices for content area reading comprehension

Demonstrates techniques giving access to diverse learners

Part 1

You will develop a lesson plan that specifically addresses comprehension issues related to reading in the content areas (math, science, social studies). The lesson should engage the students actively and be meaningful and accessible to diverse students. Your lesson plan MUST be sufficiently detailed so that it describes what the teacher's actions are during each phase of the lesson. Your lesson must follow the lesson plan guide below.

Part 2

Get together in a group of approximately 5 students and take turns sharing your lesson plans.

As a group, choose one of the shared lesson plans to present to the rest of the class.

Your group will have 15 minutes to present the lesson.

Your presentation should include the following:

1. A handout for each student of the HEADING of your lesson plan. (You may be share this
2. Group collaborative teaches the THROUGH part of the lesson

LESSON PLAN GUIDE

Heading:

Facts About Learners:

Grade level, specific content area for which this lesson is designed, a brief description of students' strengths and needs related to reading comprehension in the specific content area.

The Reading Instructional Activity/Strategy:

First, **describe** the instructional activity/strategy.

Second, **explain** your rationale for choosing it. How will it support your students' development of reading comprehension in the content area?

The Lesson Objective: Complete this sentence frame:

While reading in the content area of _____, my students will improve their reading comprehension of _____ in the following ways:

_____.

Lesson Assessment: Check list

Create a checklist that will help you to evaluating student reading comprehension. What specifically will they be able to know and do when they are successfully applying the objectives of your lesson to their reading activities. List at least 3 observable performance criteria.

Performance Criteria	Yes/ No

Into:

Write a detailed paragraph that does the following:

1. describes the content area units' learning activity(ies) in which your reading lesson will occur.
2. shows how will you initiate your reading comprehension lesson in the context of the content area lesson.

Through:

Remember, your lesson plan MUST be sufficiently detailed so that it describes what the teacher's actions are during each phase of the THROUGH. It is highly recommended that you include a **graphic organizer** that will support students in achieving your lesson objectives. Write a detailed outline on what you plan to do **during** your lesson across the teaching continuum:

- *modeled instruction*
- *shared instruction*
- *guided instruction*

Beyond:

Write a paragraph that describes how you want students to apply what you have taught them to do for reading comprehension as they read in the specific content area you have chosen. How will you reinforce and review the key concepts and skills of this lesson so that they continue applying them?

LITERATURE CIRCLE ASSIGNMENT

Each student will be responsible for participating in and documenting his/her participation in Literature Circle discussion. As you read through the book, you will meet 2 different times with your discussion group and each time you will play a different role in the discussion. The 7 roles include: 1) Discussion Director, 2) Passage Master, 3) Word Wizard, 4) Connector, 5) Summarizer, 6) Investigator, and 7) Illustrator.

Each group will keep track of the sections read and the roles each person plays. Each student will document their participation by completing the worksheet required for his/her role. Then, the group gathers all role worksheets created by group members into a single electronic word document entitled "Group ___ Literature Circle Document". Please follow the format for the Literature Circle Document below. Be prepared to share your Literature Circle document with other members of the class in round table jigsaw discussions.

Format for Literature Circle Document
   A. Your Group Name and Names of all members of the group
   B. The title and a brief synopsis of the book discussed in your Literature Circle
   C. All role worksheets created by the group members in the following order: Discussion Director, Passage Master, Word Wizard, Connector, Summarizer, Investigator, Illustrator.

EXTRA CREDIT/ MAKE UP Multicultural & Arts Literacy Options Events:

A total of 8 extra credit or make up points can be earned by attending and writing a 2 page reflection on an "options event" approved by the instructor. The 2 PAGE reflection must be written in Times New Roman font, size 11, double spaced, and include the following:
1) a brief summary of the event,
2) the insights you made as a result of your experience about culture, language and literacy,
3) how your experience at the event influences your development as a teacher.

Course Schedule / Course Outline

EDMS 522, Arts Cohort, Spring 2008

The instructor reserves the right to make reasonable changes to the course schedule as needed.

Date	Topic	Assignments
Session One January 28	Overview of course Reflections on Literacy Instruction Group Discussion for Reflection 1	
Session Two February 4	Content Area Literacy & the Arts Group Discussion for Reflection 2	
Session Three February 11	Reading Comprehension – Expository Reading Comprehension & the Arts Group Discussion for Reflection 3	
Session Four February 18	Literary Response & Analysis Literature Circles	**DUE: Reading Lesson Plans**
Session Five February 25	Independent Reading Literature Circles	**DUE: Lesson Presentations**
Session Six March 3	Vocabulary Development English Learner Language Development	**DUE: Literature Circle Assignment**
Session Seven March 10	A balanced approach to literacy… putting it all together TPE 1a	**DUE: RICA Study Sheets** **DUE: Quiz Lang Acquisition & Reading** **DUE: Reflections Journal**

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments: Teaching
                Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, and uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

SB 2042 - AUTHORIZATION TO TEACH 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)		**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.**	Intra-group 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
I.	Language Change			**C.**	How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development		**III. Language and Content Area Assessment**		**III. Cultural Contact**	
A.	Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.**	Purpose	**A.**	Concepts of cultural contact
B.	Psychological factors affecting first- and second-language development	**B.**	Methods	**B.**	Stages of individual cultural contact
C.	Socio-cultural factors affecting first- and second-language development	**C.**	State mandates	**C.**	The dynamics of prejudice
D.	Pedagogical factors affecting first- and second-language development	**D.**	Limitations of assessment	**D.**	Strategies for conflict resolution
E.	Political factors affecting first- and second-language development	**E.**	Technical concepts	**IV. Cultural Diversity in U.S. and CA**	
				A.	Historical perspectives
				B.	Demography
				C.	Migration and immigration