

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

**EDMS 521 - Elementary Literacy**

**Instructor: Zee Cline**

**Class Hours: T-TH 8:00-11:50**

**Class Location: UH 101**

**CRN: 30083**

**Office Location: UH 419**

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**Office Hours: T-TH 12:00-1:00**

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Mission of the College of Education at CSUSM.

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)

Authorization to Teach English Learners.

This credential program has been 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)

Students with Disabilities Requiring Reasonable Accommodations.

Students are approved for services through the Disabled Student Services Office (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.

Attendance Policy.

Due to the dynamic and interactive nature of EDUC 364, 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 tardiness or “early exits” will be the equivalence of an 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 DESCRIPTION

- This course explores cultural and linguistic diversity as critical variables in achieving educational equity for all students. Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.
- This course is designed for students who have an interest in diversity and educational issues, and is a prerequisite for all teacher credential candidates in the College of Education. Highly refined oral and written communication, information literacy, and appropriate use of technology are required of professional educators, therefore they are required as methods for completing course requirements.

### Course Objectives

- The purposes of this course are fourfold:
- Expand and nuance students' knowledge about the diversity represented in today's schools and the communities in which we live;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Prepare pre-service teacher credential candidates to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

## 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 10: Preparation for learning to create a supportive, healthy environment for student learning

Standard 11: Preparation to use educational ideas and research

Standard 12: Profession perspectives toward student learning and the teaching profession

Standard 13: Preparation to teach English learners

## 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 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 TPE's are addressed in this course:

### Primary Emphasis

TPE 8-Learning About Students

TPE 11-Social Environment

TPE 12-Professional, Legal and Ethical Obligations

### Secondary Emphasis:

TPE 4-Making Content Accessible

TPE 7-Teaching English Learners

TPE 13-Professional Growth

### **Required Texts**

Spring, J. ( 2001). Deculturalization and the struggle for equality. Third edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-232275-6

Banks, J. A. & McGee Banks, C. A. (2003). Multicultural education: Issues and perspectives. New York: John Wiley & Sons. ISBN: 0-47122813-3

The following grading scale will be used:

93 – 100 A	88 – 89 B+	75 – 79 C+	60 – 69 D
90 – 92 A-	83 – 87 B	72 – 74 C	59 – below F
	80 – 82 B-	70 – 71 C-	

Note: Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College of Education requires completion of this course with a grade of C+ or higher.

### **ASSIGNMENTS, DUE DATES, AND POINTS POSSIBLE**

#### **1. Attendance and Class Participation 25 points**

First is the expectation that you will attend all class sessions and participate actively in class discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. Remember, if you miss three (3) class sessions, your grade will automatically drop to a “C” per the COE attendance policy.

#### **2. Personal/Family Background 25 points**

By researching and studying one’s family background it is possible to gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you are to write a 6-8 page narrative about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value. Reflect on your own experiences in terms of your cultural referents, your family background, and other factors determined by your own circumstances and upbringing. Be prepared to discuss your assignment within a larger class dialogue (Meets TPE 8, 11, and 13). DUE: July 24

4. “Hot Topics” in Education **25 points**

In pairs, students will have the opportunity to present a “hot topic” in education of their choosing to the class. Students will present their topic and then guide a short discussion with the class (approximately 10 minutes). A 2 page write up is required for each pair. **DUE AUG 5**

5. Final Presentation **25 points**

The class will divide into six (6) groups. With the guidance of the instructor, each group will select a topic of their choosing related to Multicultural Education. Groups will be expected to present multiple perspectives of their chosen topic. Each group will prepare a 20-30 minute PowerPoint presentation and discussion for the class. Each group will also submit a 5-7 page paper on their topic. The class will determine the criteria for the presentations, and grade each group based on the chosen criteria. **DUE: Papers AUG 14-Presentations AUG 16**

**Course Outline**  
**(Timeline Subject to Change pending “Teachable” Moments)**

Date	Topic	Assignment
Session 1 July 8	<i>The Journey Has Just Begun</i>	Download Syllabus from COE website
Session 2 July 10	<i>I Won't Learn from you</i>	Banks Chap 1 & 2
Session 3 July 15	<i>Teaching From the Heart</i>	Banks Chap 3
Session 4 July 17	<i>Yeah, but.....!!!!</i>	Banks Chap 4 & 5
Session 5 July 22	<i>Stories for life</i>	Banks Chap 7
Session 6 July 24	<i>Rethinking Schools</i>	Banks Chap 6 & 8 <b>Personal History DUE</b>
Session 7 July 29	<i>Reclaiming Our Voices</i>	Banks Chap 10
Session 8 July 31	<i>Justice and Equity for All</i>	Banks 9 & 11
Session 9 Aug 5	<i>The Art and Craft of Teaching</i>	Banks 12 & 13 <b>Hot Topics Paper &amp; Pres DUE</b>
Session 10 Aug 7	<i>Cultural Rights</i>	Sp[ring 1, 2 & 3
Session 11 Aug 12	<i>Powerful ways of knowing</i>	Spring 4, 5 & 6
Session 12 Aug 14	<i>Education for ALL?</i>	Banks 16 & 17 <b>Perentation Paper DUE</b>
Session 13 Aug 16	<i>Putting it all together</i>	Class Presentations