

CALIFORNIA STATE UNIVERSITY SAN MARCOS
EDUC 522 Elementary Literacy I Spring 2003
Tuesdays and Thursdays CRN 22139, 7-9:45a.m. & CRN 21573 10-12:45

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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 school classrooms.

Standard Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject 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-Relationships Between Theory and Practice
Standard 4-Pedagogical Thought and Reflective Practice
Standard 5-Equity, Diversity, and Access to the Core Curriculum
Standard 7-Equity, Preparation to Teach Reading Language Arts

Teacher Performance Expectation Competencies:

This course is designed to help teachers seeking the Multiple Subject 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:

TPE 1a-Subject Specific Pedagogical Skills for MS teaching
TPE 5-Student Engagement

TPE 7-Teaching English Language Learners

TPE 8-Learning about Students

TPE 9-Instructional Planning

TPE 10- Instructional Time

TPE 11-Social Environment

TPE 13-Professional Growth

Secondary Emphasis:

TPE 2-Monitoring Student Learning

TPE 3-Interpretation and Use of Assessments

TPE 4-Making Content Accessible

TPE 6-Developmentally Appropriate Teaching Practices

TPE 6a-Developmentally Appropriate Practices in Grades K-3

TPE 6b-Developmentally Appropriate Practices in Grades 4-8

OBJECTIVES

KNOWLEDGE

Students will:

- *gain an understanding of how a first and second language is acquired.
- *gain an understanding of the reading process 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 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 an appreciation for culturally and linguistically diverse learners.

*develop a sensitivity to an appreciation for children with special learning needs.

*develop a respect for each student, his/her abilities and background and the students' right to instruction that meets his or her individual needs.

REQUIRED TEXTS

California Department of Education (2000). Strategic Teaching and Learning. Sacramento, CA.

Choate, J.S. (2000). Successful Inclusive Teaching. 3rd edition. Allyn & Bacon.

Gibbons, P. (1991). Learning to Learn in a Second Language. Heinemann.

Johns, J. (2000). Basic Reading Inventory. Kendall-Hunt.

Opitz, M.F. (1998). Literacy Instruction for Culturally and Linguistically Diverse Students. IRA.

Piazza, C.L. (2003). Journeys. Prentice Hall.

Tompkins, G.E. (2001). Literacy for the 21st Century. 3rd edition. Prentice Hall.

***Literacy Packet (LP) - Customized for EDMS 522 - Please purchase ASAP

***Choose one of the following novels for Literature Circles:

Flake, S.G (1998). The Skin I'm In. Hyperon.

Glenn, M. (2000). Split Image. Harper Tempest.

Hernandez, J.Y. (1998). White Bread Competition. Piñata Books

Patterson, K. (1977) Bridge to Terabithia. Harper Trophy.

Pitts, P. (1998). Racing the Sun. Avon-Camelot Books.

RECOMMENDED BOOKS

Day, J.P. (2002). Moving Forward with Literature Circles. Scholastic.

Herrell, A.L. (2000). Fifty Strategies for Teaching English Language Learners. Merrill.

Rethinking Schools. (1994). Rethinking Our Classrooms: Teaching for Equity and Social Justice. 1st edition. Rethinking Schools, Inc.

Robb, L. (2001). 35 Must-Have Assessments & Record-Keeping Form for Reading.

Scholastic.

Wilheim, J.D. (2002). Action Strategies for Deepening Comprehension. Scholastic.

COURSE REQUIREMENTS

Attendance Policy:

Due to the dynamic and interactive nature of EDMS 522, all students are expected to attend all classes and participate in all activities. A passing grade will not be issued for students who do not attend 80% or more of the class sessions. You cannot receive an "A" if you miss more than two classes or are late (or leave early) for more than three sessions. You cannot receive a "B" if you miss more than three classes. This is based on an attendance policy adopted by the faculty in the College of Education at CSUSM. **All assignments are due on the dates indicated. Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced, (except for the reflective journal). Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

10 points	Professional Participation
100 points	Reflective Journal (A total of 32 readings @ 3 pts. ea. and unit outline = 4
30 points	Case Study
20 points	Literature Unit w/SDAIE or ELD and Critical Thinking components
10 points	An Equity and Social Justice Lesson Presentation (Lit. part of your Unit)
10 points	Literature Circles Project (LC Final)
10 points	Literary Essay (LC Final)
10 points	RICA notebook (part II)

GRADING SCALE BASED ON PERCENTAGE

96-100=A	90-95=A-	
87-89=B+	83-86=B	80-82=B-
77-79=C+	73-76=C	70-72=C-

ASSIGNMENTS

Professional Participation (10 points)

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. The nature of this class

relies heavily on classroom dialogue. You will be asked to participate in a variety of group activities, all which will have direct applicability to your teaching in the classroom. You are expected to provide constructive criticism (or evaluations); be an attentive listener, on task group participant and collaborator; and to relate discussions to the readings and your own experiences. You will self-evaluate as well as be evaluated by your group and the instructor for points in this area. Group discussions, activities and journal dialoguing during Literature Circles or Learning Circles will be calculated into your aptitude/participation grade. **Please do not bring outside work to class and make sure to turn off your cellular phone before coming to class.**

Reflective Journal (100 points)

“Practice without reflection on it is not practice at all,” state educational researchers about the role of reflection in professional development. Reflecting is part of being human. It is crucial in the development of the self. It is empowering. Socrates, the Greek scholar, understood that in order to have an effect on the world. One must know the self first as his adage implies, “The unexamined life is not worth living.” His urgent message that self-knowledge leads to self-empowerment has influenced the work of critical scholars and social psychologists such as Dewey, Freire, and Vygotsky to name a few.

You will use the readings assigned before each class meeting, group and classroom dialogue, and classrooms activities as springboards for your thoughts, ideas and opinions. Reflective thinking is manifested when the individual’s ideas and opinions go beyond the discussions and activities that were played, and the texts that were read in and outside of class. Entries from literature circles must also be included in the journal and responses to four quick writes, or pop quizzes. You will write a response using the format presented in class by the instructor (we might use various formats for your responses). **Journals will be collected four times throughout the course - no exceptions (see course calendar).**

Case Study (30 points)

You will be scaffold throughout the course to assess, diagnose data and plan instruction for a struggling reader and writer. **Please see the information in your CASE STUDY packet.** This project is an extension of your previous “Mini Case Study” and “Analysis of Reading Patterns” assignments. Explain the assessment project to your master teacher and ask him/her to help you identify a student who is having difficulties in either literacy or content area reading. Discuss possible times for giving a reading interview and taking a running record and possibly other assessments. You might want to develop a time line to plan enough time during your student teaching to complete the sections due throughout the course calendar. You will need to obtain written parental permission to work with this student (forms included in the CASE STUDY packet). ***Note: Dr. Quiocho’s web site is a valuable resource to access guides for assessing primary and intermediate students, instruction for second language learners, reading instruction portfolio and RICA preparation. The address is <http://www.csusm.edu/Quiocho>. **Three Drafts (CS is “chunked” into five sections- one draft for each section) are due before the final of Case Study- it is imperative that you turn in your drafts on due dates. You also need to turn these in with your final for the total points. Drafts also need to be typed, ds.**

Literature Unit w/SDAIE or ELD and Critical Reading Components (20 points)

In groups, you will plan and design a literature unit with a SDAIE (scaffolds) or ELD (language development) component, and a literacy component that address a social justice issues(s). We will study literacy response and critical reading that leads to self-awareness, critical reflection, and conflict resolution or making decisions. Use the following tenets as your guide to the SDAIE/ELD component of your project. If you choose to do SDAIE, you must also develop a content area component i.e. Social Studies/History/Science/ or Math that will complement your literacy instruction. If you choose ELD, you must develop a component that will develop language and also complement your literacy instruction **-it should not be a watered-down component of your literacy instruction!**

Discuss in your paper the eight tenets of effective practice for English Language Learners developed by the Freeman's. Show examples of each in your paper - show the "how to":

- 1) Is curriculum organized around "big" questions? What is the theme and issues?
- 2) Are students involved in authentic reading and writing experiences?
- 3) Is there an attempt to draw on student background knowledge and interests?
- 4) Is the content meaningful? Does it serve a purpose for the learners?
- 5) Do students have opportunities to work collaboratively?
- 6) Do students read and write as well as speak and listen during their learning experiences?
- 7) Are students' primary languages and cultures valued, supported, and developed?
- 8) Are students involved in activities that build their self-esteem and provide them with opportunities to succeed?

The Literacy Lesson with a Social Justice Component follows:

The literacy lesson with a social justice component will help students think critically. You will engage in literature circles or Learning Circles in class. You will read a short novel (intermediate student level), reflect on the issues presented by the facilitator and write your thoughts in your reflective journal. You will also be scaffold on how to design literature circles and implement literacy response within a literature unit. The unit will contain some of the same elements. You first select short stories or novels that address the same social issues (or with a different perspective), and think of a theme for your unit of study. It must complement another subject content i.e., SS/history, etc if your are doing SDAIE and a component of study for ELD. You will choose 1-2 literary response standards, 2-3 reading and writing standards, 1-2 speaking standards, 2-3 subject area standards and 1-2 ELD standards for each area: speaking/reading/writing to guide your objectives. You will also include a discussion of the social issue(s) and why it is important to have students reflect critically about these issues. **You must address the needs of diverse learners. You can use the following questions as a guide to meet the above standards:**

- 1) How will you scaffold or make provisions for ELLs during the lessons?

- 2) Will you meet with students individually or in a small group while other students work independently? (Think about above grade level students as well)
 - 3) How are you going to meet all the learning modalities of your students?
 - 4) What accommodations will you provide for students who need additional help?
 - 5) How will the lessons, or materials used, develop self-awareness and critical reflection?
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- 6) Do the issues and how they are presented reflect the target students' thinking and emotional maturity? Are you presenting diverse perspectives of an issue and allowing students to think for themselves? Do they have enough information to make appropriate decisions about the issues?
 - 7) How will you make sure all students have access to the unit's main ideas? In other words, what additional scaffolding or strategy teaching will you provide for students' reading below and above the target language level?
 - 8) How will you develop language for all students?
 - 9) How will you use primary language to build second language?
 - 10) How will you incorporate students' live experiences and perspectives to develop critical reflection of the self and others?
 - 11) How do the units (Literacy and SDAIE/ELD) lend themselves to performance-based assessment of specific skills and concepts? Include assessment tools in an Appendix (and any other literature scaffolds).

Your Literature Unit must have evidence of all of the above - The questions will be used as the criteria for grading your unit.

Do the following two formats for the critical thinking component:

Critical Teaching (Taba)

- 1) First Step: What were the issues or conflict in the story?
- 2) Second Step: Reasons, feelings, support (What is going on with the characters?)
- 3) Third Step: Alternative Solutions, consequences and support (conflict resolution).
- 4) Fourth Step: Selected solutions, support, long-range consequences (best solution).
- 5) Fifth Step: Personal connection/bridging (similar situational-real life).
- 6) Sixth Step: Evaluation of solution and support
- 7) Seventh Step: Conclusion and generalization

Alma Flor Ada's Creative Reading Methodology

- 1) Descriptive Phase: What is this all about?
- 2) Personal Interpretive Phase: How does this affect me?
- 3) Critical/Multicultural Phase: How does this affect others?
- 4) Creative Transformative Phase: What actions/options can I now create?

Equity and Social Justice Lesson Presentation (10 points)

Your group will present the lesson of your choice (either Taba or Flor Ada's lesson) that is the literacy component of your unit. You will lead the class in a 20-25 minute critical dialogue as you facilitate their thinking of the issue(s). You need to use materials such as graphic organizers, literature scaffolds (such as prepared questions, quick writes or outlines (cloze activity)) and a summary of each text that is required reading for the unit to facilitate student learning and participation. Peruse LP articles, classroom readings and other texts for support and ideas. You will also turn in a group evaluation and receive a whole group evaluation as well as the instructor's evaluation for this grade.

Learning Circles Project/Presentation (10 points)

As a group, you will develop a project (no paper-pencil) that symbolizes the issue(s) the character in your group had to face and/or how s/he resolved it (or if s/he ever did). Or the project can reveal what the character was feeling, going through, etc. You don't need to summarize, remember, we will all be aware of your book's theme and issues. Don't just show us the character's inner turmoil or perspective, let us experience it through your project! All the groups will present at the end of our Learning Circles Unit (see calendar). You will self-evaluate, receive a class evaluation as well as the instructor's evaluation.

Literary Essay (10 points)

You will turn in an essay answering the issues/questions presented by the facilitator on the previous class meeting. The questions will relate to the theme of our Literature Circles. The guide and rubric will facilitate the writing of the essay. Due on the same day of the LC projects.

RICA Notebook Part II (10 points)

You will continue adding sections to your "Reading/Language Arts Resource Notebook." To review the main objectives of the assignment, first: to demonstrate your learning and understanding of the reading and language arts. Second, to start building a resource for your own learning. For Part II you will need to complete the following sections:
Section 2 : Conducting Ongoing Assessment of Reading Development
Section 9: Content Area Literacy
Section 10: Literacy Response and Analysis
Section 11: Relationships among reading, writing and oral language

Each section of the notebook should contain the following:

- 1) A RICA analysis sheet including what this content area is about, 2 ways of assessing this content area include rationale, and 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and language development. 2) A lesson observation form. When you begin observing in your classroom, use the field observation form to fill it out as you observe various aspects of language arts. Be able to describe what you see and how your observations are related to reading/writing instruction. 3) A technology-rich assignment that enhances your teaching and student learning. ***Lesson plans; articles, and any other resources collected within class or student teaching can be included.

EDMS 522 - TENTATIVE COURSE OUTLINE

Date and Assignments	Topics	Readings
1/21 Tues.	-Introductions *CS Multiple Measures (assessment)	
1/23 Thurs.	-Syllabus Overview -Challenging Deficit Theories *Authentic Assessment	-Bring Johns' Book to class and the Opitz book - LP p6 -Johns sections 2 & 5 -Choose one: Opitz p64, p71; LP p9, p14, or p20
1/28 Tues.	-Content Area Reading *Assessment (and ELLs)	- Johns sections 3 & 4 - Tompkins pp297-304 & pp433-458 - Opitz p122 - Opitz p130
1/30 Thurs. ch.10, Due: CS Draft Part I & Journal	-Content Area Reading (SDAIE) *Peer Review of Part I/Analyzing data/**Guest Speaker	-Choose one: Choates ch. 11, ch. 12, or ch.13 -Choose one: Opitz p95, p102, p151, p158, p102, p115 - LP pp123-135
2/4 Tues.	-Content Area/Vocabulary *CS Analyzing Data	- CA Book pp113-134 - LP pp166-172 & pp197-229 -Choose one: Opitz p151, p161, p168, p173, p87, or p81

2/6 Thurs.	-Expository Writing *CS Analyzing Data	- Piazza ch. 6 -LP pp147-177 skim info. for next class meeting
2/11 Tues. Due: CS Draft Part II	-Expository Writing (scaffolds) *CS Peer review of part II/ Teaching Recommendations	- Gibbons ch. 9
2/13 Thurs. Due: Journal	-Peer Review of section II - CS Recommendations (instruction)	
2/18 Tues.	-Critical Reading Methodologies (Taba & Flor Ada) *CS Recommendations	- Opitz p184 -Choose one: Opitz p105, p204, p241, p245, p258, or p264 - Opitz p213 & LP pp85-90
2/20 Thurs.	-Begin Literature Circles Study *CS Recommendations & Presenting data to parents and administrators	- LP pp112-118 - Piazza ch. 2 & ch. 3 -LP p104-111
2/25 Tues. chapters_____	-Literature Circles - Theme: Perspective (Beg.) *CS Peer Review of parts III & IV	- LC Novel - LP pp24-38 -Opitz p198
2/27 Thurs. Due: CS Draft Paarts III & IV & Journal	-Literary Response -Process Drama *LC (Middle)	- LC Novel chapters_____ - LP pp149-164 - LP pp91-93
3/4 Tues. *Bring favorite poem to class	-Literary Response -Poetry -Literary Essay	- Piazza ch. 5 - LP p94-96 - LC Novel chapters_____

*LC (Ending)

3/6 Thurs. *LC Final Group Project - No Hay :) Please finish up
w/ *LC Literary Essays/Share? projects!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
Due: LC Group Projects & Essays & 2 Literature Group Presentations * 2 Literature Group Presentations
& 2 Literature Group Presentations (30 minutes each group)
(turn in Lit. Units!)

3/11 Tues. * 2 Literature Group Presentations -**LP** pp39-68
Due: 2 Literature Group Presentations * Jigsaw: Share Case Studies
(turn in Lit. Units!) -Review Response to reading

3/18 Thurs. * 2 Literature Group Presentations -**Opitz** p53
Due: 2 Literature Group Presentations -Review Response to readings -**Opitz** p8
(turn in Lit. Units!) -Self-evaluations/Reflections
& RICA Part II & Journal -Share RICA portfolios/Jigsaw
 *Course Evaluation

**@@@@@@ Good Luck to each and everyone of you in your new
journey to becoming a Great Teacher!@@@@@@**

!ADELANTE!

