



<b>Course Number</b>	<b>EDMS 522, Section 3</b>
<b>Title</b>	<b>Elementary Literacy Methods II</b>
<b>CRN Number</b>	<b>21882</b>
<b>Days</b>	<b>Wednesdays</b>
<b>Time</b>	<b>9:00 am – 3:30 pm</b>
<b>Course Location</b>	<b>Maie Ellis Elementary School</b>
<b>Semester / Year</b>	<b>Spring 2016</b>
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**SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

**BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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## COURSE DESCRIPTION

Focuses on developing an advanced understanding of theory, methodology, and assessment of English language Arts and second language learning in integrated and inclusive elementary classrooms.

### Course Prerequisites

Admission to the Integrated Credential Program and successful completion of EDMS 521b

### Course Objectives

KNOWLEDGE - Teacher candidates will:

- Gain an understanding of how first and second languages are acquired.
- Gain an understanding of the reading process and its relationship to thought, language, and learning and the knowledge of reading content, including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
- Become familiar with multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards.
- Become familiar with differentiated reading instruction and interventions to meet the needs of the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading levels and language backgrounds.

SKILLS - Teacher candidates will:

- Become sensitive observers of children's language using behaviors.
- Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.
- Be able to analyze and interpret results [of children's reading and writing behaviors] to plan effective and differentiated instruction and interventions.
- Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading levels and language backgrounds

ATTITUDES AND VALUES – Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- Appreciate the need and value of integrating reading and 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.

## **Credit Hour Policy Statement**

Per the University Credit Hour Policy: Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For this course with three weekly hours of instruction, you should plan on spending an additional six hours engaged in study, review, and planning.

## **REQUIRED TEXTS, MATERIALS, AND ACCOUNTS**

1. Anderson, J. 10 Things every writer should know, Stenhouse. ISBN 978157110810
2. Johns, J. (any edition). *Basic Reading Inventory*.
  - a. If you do not already have the Johns book from EDMS 521b, do not buy it. We will discuss ways to access the text in class.
3. Zarrillo, J. (2010). *Ready for RICA: A Test Prep Guide, 3<sup>rd</sup> Edition*. New York: Pearson. ISBN: 978-0-137-00868-1.
  - a. *This text is optional but recommended.*

## **TEACHER CANDIDATE LEARNING OUTCOMES**

### **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. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Special Education Credential. 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. You will be required to formally address the following TPEs in this course:

TPE 3: Relationship between theory and practice

TPE 4: Pedagogical thought and reflective practice

TPE 5: Equity, Diversity & Access

TPE 7: Preparation to Teach Reading Language Arts

TPE 7A: Multiple Subject Reading, Writing, and Related Language Instruction in English

### **Teacher Performance Assessment**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

### **CalTPA**

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

## edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

[http://www.edtpa.com/PageView.aspx?f=GEN\\_Candidates.html](http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html)

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

## GENERAL CONSIDERATIONS

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

**For this course, students missing more than one day will see their grades reduced by one full grade. Students missing more than two days will see their grades reduced by two full grades. Leaving early or arriving late by more than 15 minutes constitutes an absence. Illness and emergencies are considered on a case-by-case basis, and notification of an absence does not constitute an excuse.**

### **Candidates with Disabilities Requiring Reasonable Accommodations**

Candidates 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

### **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. The requirement is met in this class through the signature assignments as described below.

## **CSUSM Academic Honesty Policy**

Teacher candidates will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Teacher Candidates are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

## **Plagiarism**

As an educator, it is expected that each candidate 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.

## **Use of Technology**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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.

## **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. 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 School 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

### Grading Standards

Assignments are to be submitted by midnight on the specified due date. Hand-written work is not accepted, and all documents should use 12 point Times New Roman. Edit assignments prior to submission to ensure the text is error-free and the ideas are logically and concisely presented. All citations, where appropriate, should use American Psychological Association (APA) 6<sup>th</sup> edition. Rubrics for each assignment are posted in our Cougar Courses container. In order to earn a teaching credential from the state of California, candidates must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in the teacher education program.

<b>A</b>	93-100	<b>A-</b>	90-92		
<b>B+</b>	87-89	<b>B</b>	83-86	<b>B-</b>	80-82
<b>C+</b>	77-79	<b>C</b>	73-76	<b>C-</b>	70-72

Assignment	Points Possible
Field Observations, <b>February 24, 2016</b>	15
Writing Strategies Lesson Plan, <b>Due March 2, 2016</b>	15
Literacy Case Study, <b>Due March 9, 2016</b>	20
Digital Writing Portfolio <b>Due last Day</b>	10
Class Participation	40

### **Field Observations (15 points): Due February 24**

In both the Literacy courses (EDMS 521 and EDMS 522), you will study topics in literacy instruction related to RICA domains. You will observe literacy lessons (specifically writing) in elementary classrooms, document the RICA domains you see, kids engagement, writing strategies utilized, classroom environments, etc., and analyze the instruction that addresses them. Details will be discussed in class.

### **Writing Strategy Lesson Plan (15 points): Due March 2, 2016**

You will write and present a writing strategy lesson plan for a small group or whole class activity that takes into account the needs of your students. They can be mini-lessons, direct instruction, inquiry, or any format you choose. This is also an opportunity to try a writing-in-the-content-areas lesson. Make your lesson active, interesting, fun and meaningful. The lesson should be about a writing **strategy**, not, for example, a whole long unit on how to write a story. Write a lesson about aspects of writing the story (or whatever genre you choose), the elements of writing, like how to develop character or setting. The biggest mistake student teachers (and some teachers) make is thinking teaching writing is making an assignment and then grading it. That's not teaching students HOW to write. Another common mistake is teaching grammar and surface features, like comma use and then practicing it on sentences. That's test prep, not really teaching writing. Grammar needs to be taught in the context of writing.

*Keep in mind when writing your lesson:* What is the purpose of your lesson? How does it relate to real writing? What are your learning goals? How are they aligned with the CA ELA standards? How will you present the lesson (instructional strategies, resource materials, time frame)? How will you group students for the lesson? How will you assess your students? What accommodations will you provide for students who need additional support?

Examples of possible strategies include:

- How to begin a piece of writing
- Writing an engaging opening
- Narrowing or expanding topics

Using a piece of literature as a model for writing  
 Paragraphing within a piece of writing  
 Developing characters  
 Developing a central idea  
 Organizational structure for a particular kind of writing (compare/contrast, persuasion, etc.)  
 Monitoring writing to see if it makes sense  
 Editing writing  
 Determining if source/evidence is credible  
 Making transitions between paragraphs  
 Using graphic organizers to plan and/or organize writing  
 Using active verbs  
 Sentence variety or interesting sentence structure  
 Peer response – teaching students how to provide effective feedback  
 Strategies specific to a particular domain (like informative, argument, etc.)  
 Writing in science, social studies, math, art, music, P.E.

**Recommended sites for literacy lessons** (in no particular order): There are many websites with lesson plans. The following are some of my favorites. You don't have to use these. I'm just trying to save you some time. There are many more out there, just be aware of who sponsors the site and what the sponsor might be trying to sell you or what their philosophical orientation might be.

1. **Readwritethink:** Co-sponsored by NCTE and IRA the two premier literacy professional organizations: <http://www.readwritethink.org/>
2. **Teaching that makes sense:** [www.ttms.org](http://www.ttms.org)
3. **Writing Fix:** Sponsored by the Northern Nevada Writing Project: <http://writingfix.com/>
4. **Always write:** Corbett Harrison, creator of Writing Fix's website created his own site with many of the Writing Fix resources and more: <http://corbetharrison.com>
5. **Achieve the Core:** <http://achievethecore.org>
6. **Teaching Channel:** [https://www.teachingchannel.org/videos?categories=topics\\_common-core](https://www.teachingchannel.org/videos?categories=topics_common-core)
7. **Scholastic:** <http://www2.scholastic.com/browse/home.jsp>
8. **Ted Ed:** Teacher created lessons using TED videos: <http://ed.ted.com>
9. **Edutopia:** <http://www.edutopia.org> Use "Browse Topics" bar at the top and you can browse by topic or grade level
10. **Edutopia**
11. **Reading Rockets**
12. **Web English Teacher:** <http://webenglishteacher.com/>
13. **English Companion:** <http://www.englishcompanion.com/>
  - Materials by Jim Burke, high school teacher and author of many excellent books. Go to "classroom resources" on top bar.
  - A few of my favorite blogs by teachers, which often have great lesson ideas.
    1. Pernille Ripp (middle school teacher) <http://pernillesripp.com>
    2. Two writing teachers (actually now kept up by about 7 teachers) <https://twowritingteachers.wordpress.com>
    3. Moving Writers (two high school teachers who published a book on using mentor texts) <http://movingwriters.org>
    4. Three Teachers talk (3 high school teachers with good ideas for all grades): <https://threeteacherstalk.wordpress.com>
    5. To make a prairie (literacy consultant in NYC): <https://tomakeaprairie.wordpress.com>
    6. Scholastic bloggers (14 different teacher's blogs from across the country teaching all grade levels: <http://www.scholastic.com/teachers/teaching-ideas>



**Literacy Case Study (20 points): Due March 9**

The Literacy Case Study is described in detail in the [Literacy Case Study Handbook](#) provided in our Cougar Courses container. Students conduct a literacy assessment with one child who is a reader (first grade or older), analyze and interpret the resulting data, and describe the child's strengths and needs in reading. Using this analysis, you will develop recommendations in the form of specific instructional strategies that support the child's progress in reading.

**Digital Writing Portfolio (15 points): Due March 16**

We will be doing several pieces of different kinds of writing primarily in class. You will keep all drafts in a digital folder. Not every piece will be finished, but at least one or more will be completed. You will write a reflection about your portfolio and your writing process. Your reflection will identify which pieces you think are your best writing and which pieces illustrate learning about writing. When you reflect upon your process please address the following questions: How did you get started? What was it like writing the first draft? What was difficult for you? What was easy? What kinds of decisions did you have to make in the writing? Did you consider an audience when you were writing? Who was your audience? Especially respond to: What did you learn about fostering student's writing. **DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS!**

**Final Exam Statement**

Students do not take a comprehensive final exam they do a comprehensive literacy project.

## SCHEDULE/COURSE OUTLINE

*Differentiation and comprehension strategies will be woven into each class session.*

Date	Topic	Assignment
Week 1 January 27, 2016	Overview of the course Review together dates-adjust if necessary Getting and keeping Writers' motivated	<b>Homework</b> <b>Skim:</b> Prologue, Overview, Ch. 1 & 5 <b>Read:</b> Chapter 2, 3, 4  Bring-Have access to your other courses syllabus
	Review of emergent literacy concepts (word recognition, phonemic awareness, phonics, orthography)	
	Writing—Strategies and instruction Writers' Workshop Model Writing Continuum Philosophy of choice Year philosophy (confidence building, independence building, skill building)	
Week 2 February 3, 2016	Idea creating & Mentor texts Case study—Using assessment to inform instruction Types of writing Writing traits	<b>Homework</b> <b>Read:</b> Chapter 8
	Running records, miscue analysis, anecdotal notes on student behavior, using student work as source of data	
Week 3 February 10, 2016	Field observations	<b>Homework</b> <b>Read:</b> Chapter 5  <b>Bring:</b> Rough draft of your lesson plan
	Teaching vocabulary effectively	
	Developing speaking and listening skills	
Week 4 February 17, 2016	Convention vs Craft Organizing and structuring ideas Creating Rhythm and style Writing, Narrative	<b>Homework</b> <b>Read:</b> Article on CC, Chapter 6
Week 5 February 24, 2016	Teaching the body Frames-Intros and concl More writing (and spelling) Expository	<b>Homework</b> <b>Read:</b> Chapter 9 & 10 <sup>Adamson,52</sup> <b>Bring:</b> Rough draft of your lesson plan  <b>Due: Field observations</b>
Week 6 March 2, 2016	Editing and Revision Using assessment to inform instruction Case study workshop Poetry	<b>Homework</b> <b>Read:</b> Chapter 7  <b>Due: Writing strategies lesson plan</b>  <b>Bring:</b> All of your case study data
	Using technology productively	

Date	Topic	Assignment
Week 7 March 9, 2016	Unifying the whole Content area literacy	<b>Due: Case study</b>
Week 8 March 16, 2016	Synthesis and closure Literacy Cafe	<b>Read:</b> Articles on Cougar Courses  <b>DUE: Digital Writing Portfolio including reflection on portfolio</b>