

<b>Course &amp; Section Nos.</b>	<b>EDMS 521 (02)</b>
<b>Course Title</b>	<b>Elementary Literacy I</b>
<b>Class Roster No.</b>	<b>CRN # 40958</b>
<b>Course Day(s)</b>	<b>Wednesdays</b>
<b>Time</b>	<b>8:30 – 3:00</b>
<b>Course Location</b>	<b>Maie Ellis Elementary</b>
<b>Semester / Year</b>	<b>Fall 2016</b>
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Let's encourage one another to "reach higher" and  
let's support each other in achieving our professional development goals.

We are a team!

Together **Everyone Achieves More**

### **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

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 elementary and middle school classrooms.

### ***California Teaching Commission 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-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

### **Course Prerequisites**

Admission to the Multiple Subject Teacher Credential Program.

### **Course Objectives**

Teacher Candidates will develop as literacy educator professionals, teaching the English language arts. They will develop their professional knowledge, skills, attitudes and values. They will become effective literacy educators teaching diverse students the English language arts in multiple subject classrooms.

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### **Task Stream Enrollment**

The School of Education uses Task Stream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in Task Stream throughout the Multiple Subject program. Enrollment fees are paid by going to [www.taskstream.com](http://www.taskstream.com) and registering. Access the Multiple Subject folio by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter the program code provided to you at orientation. If this is the correct program, click the *Enroll* button. The Multiple Subject program now will show up on your Task Stream home page when you log in. Be sure to remember your own exact enrollment name and password.

### **Required Texts**

Zarrillo, James. (2010) *Ready for Revised RICA: A Test Prep Guide (3rd Edition)* (ISBN: 9780137008681)

### **Selected readings posted on Cougar Course**

\*CA ELA/ELD Framework (2015)

<https://www.mydigitalchalkboard.org/cognoti/content/file/resources/documents/4b/4b6b5574/4b6b5574ba634f2a0d505cc4b0e78013ab4a7f9a/FrameworkFINAL72415.pdf>

\*CA common core state standards: English language arts & literacy (2013).

[http://www.cde.ca.gov/be/st/ss/documents/ finalelaccsstandards.pdf](http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf)

\*CA ELD standards (2012)

<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

\*edTPA Handbook

\*Duguay, A., et. al. (2013). Washington, DC: Center for Applied Linguistics.

*Implementing the Common Core for English learners: Responses to common questions.*

\*Freeman & Freeman. (2004) *Connecting Students to Culturally Relevant Texts & Cultural Relevance Rubric* & (2009) *Distinguishing between Academic & Conversational Language*

\*Johns, Jerry. Basic Reading Inventory

\*Quiocho, A. & Ulanoff, S. (2009) *Differentiated Literacy Instruction for ELL. Chapter Selections*

\*RICA content specifications (2008) [http://www.rica.nesinc.com/RC\\_preparation\\_materials.asp](http://www.rica.nesinc.com/RC_preparation_materials.asp)

\*Rivera, M. O., et.al. (2008). Portsmouth, NH: RMC Research Corporation, Center on Instruction *Language and reading interventions for ELLs and ELLs with disabilities.*

## **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, students will have developed professional knowledge and understanding as a literacy educator, including:

- \*How a first and second language is acquired;
- \*How the reading process works and its relationship to thought, language and learning;
- \*What the content of reading includes: word analysis, fluency, vocabulary, academic language, and background knowledge, comprehension of literature/informational texts and planning/assessment;
- \*How individuals learn to read and write in first and second languages;
- \*How to effectively deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to 1) the CA ELA CCSS, 2) CA ELD Standards and, 3) the ELA/ELD Framework (2014);
- \*How multiple monitoring measures within the three basic types of assessments can be used to determine students' progress towards state adopted content standards;
- \*How differentiated literacy instruction can be used to meet the needs of the full range of learners who have varied reading levels and language backgrounds.

Upon successful completion of this course, students will have developed professional skills as a literacy educator, including:

- \*Can sensitively observe children's language using behaviors;
- \*Can demonstrate the use of 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, and summative assessment);
- \*Can analyze and interpret results of children's reading and writing behaviors to plan effective and differentiated instruction;
- \*Can demonstrate effective instructional delivery in reading, writing and listening and speaking;
- \*Can select appropriate materials and instructional strategies to meet the individual needs of students and use core instructional materials for both instruction and intervention;
- \*Can differentiate literacy instruction in order to provide Universal Access;
- \*Can organize the classroom for teaching reading and writing to the full range of learners who have varied reading levels and language backgrounds.

Upon successful completion of this course, students will have developed professional attitudes and values as a literacy educator, including:

- \*Can appreciate the natural language abilities children possess for processing and producing print;
- \*Can value the integration of reading and writing into all curricular areas;
- \*Can affirm the importance of a rich environment for an effective language arts program;
- \*Can be sensitive to and appreciate culturally and linguistically diverse learners;
- \*Can be sensitive to and appreciate the importance of the literacy educator's own reading and writing for personal and professional growth;
- \*Can respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.

### **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)*

### **Special Education**

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

## PROGRAM STUDENT LEARNING OUTCOMES

### Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject 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 1A: Subject Specific Pedagogical Skills for Multiple Subject Teaching Assignments Teaching English-Language Arts in a Multiple Subject Assignment

### 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). 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).

#### **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)

### Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

**SCHEDULE/COURSE OUTLINE**

Date	Topics & Readings	Activities & Assignments
Module 1	CA CCSS & ELD & Framework Literacy Assessment & edTPA rubrx 5 <u>Readings:</u> CA ELA/ELD Framework Ch 1 & 2 Duke (2012) Article first 7 pages CA ELD Standards Ch 1 & 2	<b>Module Activities:</b> 2 Blog Posts in response to prompts 1 RICA Competency Example 1 edTPA literacy quiz
Module 2	Foundational Skills & Emergent Lit & ELD Culture, L1, L2 & Rdg & edTPA rubrx 2-3 <u>Readings:</u> CA ELA/ELD Framework Ch 2 & 3 ELA CCSS Foundational Skills CA ELD Standards Ch 4 Freeman (2004) Culture Relevance Article Garza's ELA/ELD PowerPoint Freeman (2009) Ch 2	<b>Module Activities:</b> 2 Blog Posts in response to prompts 1 RICA Competency Example 1edTPA literacy quiz 1 Cultural Relevance Rubric & Reflection
Module 3	Word Analysis & Running Records & Rdg Instrxn Strategies & edTPA Rubric 4 <u>Readings:</u> CA ELA/ELD Framework Ch 4 CA ELD Standards Ch 5	<b>Module Activities:</b> 2 Blog Posts in response to prompts 1 RICA Competency Example 1edTPA literacy quiz 1 RAFT report (522)
Module 4	Reading Fluency & Running Records 21 <sup>st</sup> Century Lits & Acad Lang Demands <u>Readings:</u> CA ELA/ELD Framework Ch 4 & p.1031 CA ELA/ELD Framewk Ch 10 & 5 edTPA Academic Lang article	<b>Module Activities:</b> 2 Blog Posts in response to prompts 1 RICA Competency Example 1 edTPA literacy quiz 1 BRFR (522)
Module 5	Reading Comprehension & Lesson Planning Academic Language & Comprehension <u>Readings:</u> CA ELA/ELD Framework CA ELD Ch 3 Grammar & Meaning Power point	<b>Module Activities:</b> 2 Blog Posts in response to prompts 1 RICA Competency Example 1 edTPA literacy quiz 1 Running Record (521) <b>Assignment:</b> Literacy Instruction Strategy
Module 6	Spelling & IRI, Comp Qs & Retelling, Comp & Vocab, Acad Lang & ELD <u>Readings:</u> CA ELA/ELD Framework – ELD Vignettes CA ELD Standards Ch 3	<b>Module Activities:</b> 2 Blog Posts in response to prompts 1 RICA Competency Example 1 edTPA literacy quiz
Module 7	Assessment Demonstrations Lesson Plan Review <u>Readings:</u> CA ELA/ELD Framework 1 sentence expansion and/or combining	<b>Module Activities:</b> 2 Blog Posts in response to prompts 1 RICA Competency Example 1 edTPA literacy quiz <b>Assignment:</b> Literacy Lesson Plan
Module 8	RICA review Recommended OERS Book Resources for Teachers Recommended Literature	<b>Module Activities:</b> ELA/ELD Standards & Framework Review Review Literacy Organizations <b>Assignment:</b> Literacy Assessment

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Course Assignments

#### \*Literacy Module Activities

In each module, you engage in a variety of interactive activities related to literacy and language arts instruction and assessment both during class and on the cougar course. Posting to your private blog (on cougar course) comprises one of the regular module activities. Each blog entry must respond to the specific prompt on the cougar course. Detailed descriptions of all module activities are posted on cougar course.

#### \*Literacy Instruction Strategy Report

In this course, you collaborate with partners to model instructional strategies for teaching literacy and language. As you become familiar with a specific strategy, you can plan and create the needed materials for a demonstration of the strategy. After your demonstration, your job is to write a report about the instructional strategies you observed. A detailed description of this assignment is posted on our cougar course.

#### \*Literacy Lesson Plan

This is your opportunity to apply what you are learning about quality literacy instruction by designing a lesson plan. Use the templates and criteria for quality lesson design as your guide. Prepare a lesson that uses direct/explicit instruction and “instructional scaffolding” so that you fully support the learner’s progress from dependence toward independence. A detailed description of this assignment is posted on cougar course.

#### \*Literacy Assessment

You are invited to explore the power of authentic literacy assessments to inform your instructional planning and delivery so you can effectively respond to students. Through this assignment, you’ll become familiar with the different purposes of literacy assessments and involved in the process of gathering and analyzing assessment data. Specific and detailed descriptions of this assignment are posted on our cougar course.

### Grading Standards

<b>Assignment</b>	<b>Weight %(points)</b>
Literacy Module Activities	30% (60)
Literacy Instruction Strategy Report	20% (40)
Literacy Lesson Plan	20% (40)
Literacy Assessment	20% (40)
Collegial Participation & Collaboration	10% (20)

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

Grading Scale: 93% = A 90% = A- 87% = B+ 83% = B 80% = B- 78% = C+

### Final Exam Statement

There is no final exam.

### School of Education/Course Attendance Policy

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

### **Policy on Late/Missed Work**

This course is divided into 8 modules. All work assigned for a module is due by the end of the module (unless otherwise noted in the course calendar) and must be submitted to cougar course by the due date. In order to receive credit, you must submit your assignments on time. Late assignments will not be accepted unless permission by the professor is granted by email PRIOR to the due date in response to a student's request for an extension via email PRIOR to the due date.

## **GENERAL CONSIDERATIONS**

### **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 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: Students 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 (course participant) 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.

### **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 4300, 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.

### **Credit Hour Policy Statement**

Teacher Candidates are expected to spend a minimum of two hours of work outside of the face-to-face classroom each week for each unit of credit. For this 3-unit course, plan on 6 hours of homework per week.

### **All University Writing Requirement**

Every course at the university, including this one, has a writing requirement of at least 2500 words. The writing requirements for this course will be met as described in the assignments.

### **Course Format**

This course is offered in the following format: traditional (FT) instruction: face-to-face.



### **Necessary Technical Competency Required of Students**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, cougar course, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor.

### **Contact Information for Technical Support Assistance**

You may contact the CSUSM Student Tech Help desk for support in dealing with technology issues.  
<http://www.csusm.edu/sth/about/index.html>

### **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.