

<b>Course Number</b>	EDMX 521
<b>Title</b>	Elementary Literacy in the Inclusive Classroom
<b>CRN Number</b>	21405
<b>Days</b>	Monday
<b>Time</b>	17:30-20:20
<b>Course Location</b>	UH 101
<b>Semester / Year</b>	Spring 2017
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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

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.

### Course Prerequisites

Admission to the SOE Education Specialist credential program

### Course Objectives

KNOWLEDGE - Teacher candidates will:

- Gain an understanding of how a first and second language is 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 California Common Core State Standards.
- 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.
- 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.

## **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**

Cooper, J. D., Kiger, N., & Robinson, M. (2014). *Literacy: Helping Students Construct Meaning, 9<sup>th</sup> Edition*. Upper Saddle River, NJ: Prentice Hall. ISBN: 978-1-111-35392-6.

*\*Note: This text must be either purchased or rented from the university bookstore, an online retailer, or the publisher. To save money or to spread out the cost, chapters can be purchased one at a time and/or the e-book can be rented from the publisher.*

## **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 1A—Subject Specific Pedagogical Skills for Multiple Subject Teaching Assignments (Reading-Language Arts)

### **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).

### **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.

## **GENERAL CONSIDERATIONS**

### **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 one and one-half or two days will see their grades reduced by one full grade. Students missing two and one-half or three 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.**

### **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.

### **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.

### **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.

<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

<b>Assignment</b>	<b>Points Possible</b>
First Grade Observation	30
Investigating Literacy Assessments	25
Literacy Lesson Plan <i>Focus: Reading Comprehension</i>	30
Journal	15
Total Points	100

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Final Exam Statement

There is no final exam in this course.

### Policy on Late/Missed Work

Due to the nature of course assignments that require timely preparation and planning, with very few exceptions, late assignments will not be accepted. Please contact the course instructor if there are extenuating circumstances that impede the completion of a course assignment by the DUE date.

### Student Collaboration Policy

Candidates will be required to work collaboratively on selected assignments and projects with classroom peers. The expectation for such collaborations is that each candidate will contribute equitably to the process and final product.

### Assignments

#### **FIRST GRADE OBSERVATION**

In this Literacy course, you will study topics in literacy instruction related to RICA domains and essential for helping all students develop as strong readers, writers, speakers, and listeners.

<b>RICA DOMAINS</b>
Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Oral Language and Writing
Domain 1: Planning Reading Instruction based on Assessment
Domain 2: Word Analysis
Domain 3: Fluency
Domain 4: Vocabulary, Academic Language, and Background Knowledge
Domain 5: Comprehension

Spend several hours in a first grade classroom of your choice to observe literacy instruction:

- Phonemic Awareness and Phonics
- Concepts About Print
- Spelling
- Reading Comprehension
- Oral Language Development
- Vocabulary Development
- Writing

Reflect upon what you saw and how it connected (or did not connect) to the theories you are learning this semester. Think about why the teacher made the pedagogical decisions that he/she did. Use the following questions to guide your reflection but do not think of them as a checklist to answer.

1. How was the room organized, the physical layout?
2. Was there a classroom library? Was it organized in any particular way?
3. What opportunities did students have for independent reading? Did they choose what they read?
4. Did the teacher work in small groups? How were the groups organized? How were students placed in groups?
5. How did the teacher differentiate instruction? How did she meet the needs of all the students?
6. What was the rest of the class doing when the teacher worked in small groups?
7. What literacy concepts (see list above) did you observe?
8. Did you notice a difference between teaching and assigning?
9. Did the teacher read aloud? What? For how long?
10. How much time was spent on reading instruction?
11. Was it a literacy rich environment? How so?
12. Was there evidence of student work in the room? What kind?
13. Did you see any kind of reading assessment? What was it? What was being assessed?
14. What else did you notice?

Your final reflection will be a narrative about what you saw and your analysis of those observations.

### **INVESTIGATING LITERACY ASSESSMENTS**

This assignment is designed to familiarize you with assessment as a way of collecting evidence about student learning. In class we will discuss the purpose of various entry-level, progress-monitoring, and summative assessment tools so that you learn to make informed decisions in your own practice.

You will then identify two ways of assessing various literacy concepts (as described in the RICA) by completing an assessment menu. A rubric and more detailed template are posted in our Cougar Courses container; please use the template in the container for your work.



<b>ASSESSMENT MENU</b>				
<b>RICA Domain</b>	<b>Assessment #1: What is it? What is its purpose? What data will you gather?</b>	<b>Is it entry-level, progress-monitoring, or summative?</b>	<b>Assessment #2: What is it? What is its purpose? What data will you gather?</b>	<b>Is it entry-level, progress-monitoring, or summative?</b>
Word analysis				
Fluency				
Academic language & vocabulary				
Comprehension				
Background knowledge				

### **READING COMPREHENSION LESSON PLAN**

Following the lesson plan format you will learn in EDMX 511, design a lesson where you teach a **reading comprehension strategy** to any grade level. It can be small group or whole group instruction as long as you are explicitly teaching the students one aspect of becoming a proficient reader. This lesson **MUST** explicitly teach a reading comprehension strategy, and the focus in 622 will be writing strategies. Reading comprehension strategies will be taught during each Wednesday class session.

### **SCHEDULE/COURSE OUTLINE**

**\*\* NOTE: While this syllabus is carefully planned, it may be modified or adjusted at any time in response to the learning needs of the class.**

<b>Topic</b>	<b>Readings &amp; Assignments</b>
Overview of course Creating a culture of literacy	<b>Read:</b> <i>Literacy</i> chapter 1
What is language? What is literacy?	
Processes of literacy	<b>Read:</b> <i>Literacy</i> chapter 5
Emergent literacy (e.g. phonemic awareness, concepts about print) Oral language development in the L1 and L2	
Word analysis (e.g. phonics, chunking, spelling)	<b>Read:</b> <i>Literacy</i> chapters 3 & 6 <b>Read:</b> Common Core State Standards ( <a href="http://www.cde.ca.gov">www.cde.ca.gov</a> )
California Common Core State Standards	
First grade observations	<b>Read:</b> <i>Literacy</i> chapter 11
Assessment	
Comprehension instruction	<b>Read:</b> <i>Literacy</i> chapters 4 & 7
Considerations for designing effective literacy lessons	

Vocabulary and spelling	
Writing instruction	<b>Read:</b> <i>Literacy</i> chapters 2 & 8
Strategies for choosing texts Synthesis and closure	<b>Read:</b> <i>Literacy</i> appendix "Good Books and Where to Find Them"