

Course & Section Nos.	EDMS 521B (01)
Course Title	Elementary Literacy I
Class Roster No.	CRN # 20488
Course Day(s)	Mondays
Time	12:30 – 3:20
Course Location	University Hall 440
Semester / Year	Spring 2017
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Office Hours	By Appointment

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

Elementary Literacy I

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 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>

*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
*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

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 SS & ELA/ELD Framework Literacy Assessment & Demonstration Introduction to Reading Comprehension CA ELA/ELD Framework Ch 1 CA ELD Standards Ch 2 Assessment article & Running Record video	Participate in class session(s) each week BLOG Post(s) response to prompt(s) RICA Competency Example Become familiar with assigned literacy assessment for demonstration edTPA Rubric # 5 (assessment in LP)
Module 2	Foundational Skills L2 Acquisition & CALP development Cultural Relevance & Language demands Assessment demonstrations CA ELA/ELD Framework Ch 2 (p. 18-22) & Ch 3 (p. 26-34) ELA CCSS Reading - Foundational Skills Freeman (2004) Culture Relevance Freeman (2009) Ch 2 ~ BICS vrs CALP	BLOG Post(s) in response to prompt(s) RICA Competency Example Demonstrate literacy assessment in-class Forum Cultural Relevance Rubric & Reflection edTPA Rubric # 4 (language demands)
Module 3	Word recognition & RR Miscue Analysis Reading Instructional Strategies 2nd grade literacy Modeling & Direct Instruction CA ELA/ELD Framework Ch 4: ELD standards Ch 3 standards for 2nd grade edTPA Rubrics 2 & 3 (strengths & needs)	BLOG Post(s) in response to prompt(s) RICA Competency Example Analyze the miscues on your RR Becoming familiar with instructional strategies Forum ASSIGNMENT DUE: Literacy Assessment Report & Running Records
Module 4	Teaching essential strategies & skills for comprehension or composition Lesson Plan Rubric Criteria: effective lesson plan characteristics Instructional continuum (I do, We do, You do) Matching instruction to learner All edTPA Rubrics	Demonstrate/Model literacy instruction strategy Lesson plan development exercises & activities Lesson plan drafting Explore learner developmental characteristics (typical & atypical) & associated supports (modification, adaptation, scaffolds) ASSIGNMENT DUE: Lit Instruxn Strategy Report
Module 5	Reading Fluency & Grammar Learning to read with Digital Texts CA ELA/ELD Framework Ch 4 Video: Fluency	BLOG Post(s) in response to prompt(s) RICA Competency Example Assess fluency Literacy Apps Quiz
Module 6	Author Studies & Spelling instruction CA ELA/ELD Framework ch 4 (289-305) CA ELD Ch 3: ELD 2 nd grd standards Read & Spell lessons & spelling resources	BLOG Post(s) in response to prompt(s) RICA Competency Example Making Words (521)
Module 7	Vocabulary Development Morphemic Analysis for vocab dev Poetry for vocab dev ELA/ELD Framework Ch 4 (Language) ELD Framework Ch 3 (2nd grade Part II) Resources on Cougar Course for this module RICA (domain 4)	Reciprocal Teaching ~ print & bring to class Vocabulary development activity RICA Competency Example: Select 2 already completed examples to present to the class ASSIGNMENT DUE: Literacy Lesson Plan (to teach a comprehension strategy)
Module 8	RICA & edTPA Recommended OERS Book Resources for Teachers Recommended Literature	RICA review & edTPA review literacy teaching in Clinical Practice Recommended literature

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

*Literacy Module Activities

Each module, you engage in a variety of activities related to literacy and language arts instruction and assessment on cougar course. These are due by the end of the module. Posting to your 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

Assignment	Weight (points)
Literacy Module Activities	40
Literacy Instruction Strategy Report	20
Literacy Lesson Plan	20
Literacy Assessment	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 will be 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

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.