California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	521B_01
Course Title	Elementary Literacy I
Class Roster No.	20916
Course Day(s)	Mondays
Time	12:30 – 3:20
Course Location	Academic Hall 411B
Semester / Year	Spring 2018
Instructor	Garza
Phone	760-750-4000
E-Mail	egarza@csusm.edu
Office	UH 400
Office Hours	By appointment

WELCOME

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

TABLE OF CONTENTS

COURSE DESCRIPTION

The primary aim of this course is for students to develop 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 a School of Education Credential Program.

Course Objectives

Teacher Candidates will develop as literacy educator professionals, teaching the English language arts. They will develop the ability to use their knowledge of students, the ELA Common Core State Standards and the ELA/ELD Framework to design and implement effective assessment and instruction that integrates ELA and ELD development across the curriculum. They will become effective literacy educators teaching diverse students the English language arts in multiple subject classrooms.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

- Zarrillo, J. (2016). Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment (4th Edition) (ISBN-13: 978-0134146355)

- Johns, J. L. (2016). Basic Reading Inventory.

- RICA content specifications (2009) _ available on cougar course
  http://www.ctcexams.nesinc.com/about_RICA.asp

- CA ELA/ELD Framework (2015). _ available on cougar course
  http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

- CA common core state standards: English language arts & literacy (2013). _ available on cougar course http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

- CA English language development standards (2012). _ available on cougar course
  http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

- Additional required readings in the form of scholarly resources, articles and websites will be made available throughout the course online via the cougar course website.

Cougar Course

Teacher Candidates will be required to utilize the cougar course website associated with the Elementary Literacy course section, available at https://cc.csusm.edu.

Task Stream Account

Teacher Candidates should makes sure to have a current Task Stream account while participating in the Multiple Subject program.

Syllabus is subject to change.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, teacher candidates will be able to:

> Demonstrate a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.
> Understand reading and writing processes, their relationship to thought, language and learning,
> Deliver a comprehensive program aligned with California's ELA/ELD standards and ELA/ELD Framework.
> Understand how a first and second language is acquired
> Demonstrate the ability to use multiple measures of assessments to determine students' progress towards state adopted content standards.
> Demonstrate knowledge of components of effective literacy instruction including Universal Access and Understanding By Design. Analyze and interpret children's literacy behaviors to plan differentiated instruction and interventions.
> Select appropriate materials and instructional strategies to meet the individual needs of students.
> Appreciate the need to and value of integrating literacy across all curricular areas,
> Support students' development and use of academic language in English in all areas of literacy.
> Use the ELA/ELD Framework and practice the 5 themes: making meaning, language development, effective expression, content knowledge, foundational skills.
> Teach reading comprehension strategies and skills for both narrative and informational texts including how to cite evidence when interpreting a text or making a claim.
> Teach writing composition strategies and skills for opinion/persuasive, expository and narrative texts that adapt to audience, task, purpose & discipline.
> Teach foundational skills
> Model and assist students to use and evaluate media and technology as tools in the context of language arts, effectively integrating educational technology and being intentional in selecting media & tech tools.

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 (2016)

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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 Subject Specific Pedagogical Skills for Multiple Subject Teaching Assignments # 1
      Teaching English Language Arts in a Multiple Subject Assignment
TPE 1_ Engaging and supporting all students in learning (1.1, 1.3, 1.4, 1.5, 1.6)
TPE 2_ Creating and Maintaining effective environments for student learning (2.5)
TPE 3_ Understanding and organizing subject matter for student learning (3.1, 3.2, 3.4, 3.5)
TPE 4_ Planning instruction and designing learning experiences for all students (4.1, 4.2, 4.3, 4.4, 4.7, 4.8)
TPE 5_ Assessing student learning (5.1, 5.2, 5.4, 5.5., 5.7, 5.8)
TPE 6_ Developing as a professional educator (6.1, 6.2, 6.3)

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).

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

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.

SCHEDULE/COURSE OUTLINE

Date	TOPICS & ASSIGNMENTS
Session 1	Assessment, Standards & Framework, Emergent literacy readings Due: Module activities, Blog
Session 2	L2 Language & Literacy, Intro to Comprehension, Phonemic Awareness readings Due: Module activities, Blog, Rica example
Session 3	Word Recognition, Foundational Skills readings Due: Literacy assessment report, Module activities, Blog, Rica example
Session 4	Lesson Design, Comprehension Strategies readings Due: Literacy instruction strategy report, Module activities, Blog, Rica example
Session 5	Fluency, digital texts readings Module activities, Blog, Rica example
Session 6	Spelling, orthographic patterns, intro to writing instruction readings Module activities, Blog, Rica example
Session 7	Vocabulary development, writing readings Due: Literacy lesson plan, Module activities,
Session 8	Literacy instruction processes and clinical practice Due: Module activities, Rica review

Syllabus is subject to change.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Literacy assessments exploration
You are invited to explore the power of authentic literacy assessments to inform your instructional planning and 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.

Literacy lesson plan _ reading comprehension
This is your opportunity to apply what you are learning about quality literacy instruction by designing a lesson plan. This lesson must explicitly teach a reading comprehension strategy. You will use criteria for quality lesson design as your guide to prepare a lesson that fully supports the learner's progress from dependence toward independence.

Module activities
Each module, you engage in a variety of readings and activities related to language arts instruction on cougar course. These are due by the end of the module. Module activities include both identifying examples of instruction related to RICA areas and posting to your BLOG – your online reading journal on cougar course. Each blog entry must respond to the specific prompt related to the readings for that module.

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 plan for a demonstration of the strategy. After your demonstration, your job is to write a report about the instructional strategies you demonstrated and observed.

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).*

Syllabus is subject to change.

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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

In this course with face-to-face instruction, students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. Each unit of credit corresponds to at least an 'hour' of class-time and two hours of student learning outside of class.

All University Writing Requirement

The All-University Writing Requirement of 2500 words for courses of 3 or more units is satisfied in the course through written assignments such as lesson plans, reflections and analyses.

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.