Course & Section Nos.	EDMS 521-01
Course Title	ELEMENTARY LITERACY I
Class Roster No.	42459
Course Day(s)	Monday
Time	8:45 am – 3:30 pm
Course Location	San Marcos Elementary
Semester / Year	Fall 2019
Instructor	Dr. Christiane Wood
Phone	760.750.8235 or 414.731.9663
E-Mail	cwood@csusm.edu
Office	University Hall 425
Office Hours	By Appointment

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 Multiple Subject Teacher Credential Program.

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Course Objectives

Teacher Candidates will develop as literacy educator professionals who:

- 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
- Become familiar with how to deliver a comprehensive program aligned with California's ELA/ELD standards.
- Demonstrate the ability to use multiple measures of assessments to determine students' progress towards state adopted content standards.
- Demonstrate knowledge of components of effective instructional delivery of literacy.
- Be able to analyze and interpret results of children's literacy behaviors to plan effective and differentiated instruction and interventions.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
- To appreciate the need and value of integrating literacy into all curricular areas.
- Learn how to organize the classroom and instruction for differentiated literacy instruction and intervention for teaching different reading and writing to the wide range of learners to provide Universal Access.
- Demonstrate a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Bear, et al., (2016). Words Their Way: Word study for phonics, vocabulary, and spelling instruction **6th Edition**. Pearson. ISBN-13: 978-0133996333

Cooper, et. al., (2018). Literacy Helping Students Construct Meaning. **10th Edition**. Cengage. Boston: MA. ISBN-13: 978-1305960602

Cunningham, P. (2017). Phonics They Use: Words for Reading and Writing (7th Edition). Pearson. ISBN-13: 978-0134255187

Reading A to Z Subscription – Details will be provided in class

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The following readings will be made available on Cougar Courses

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

Zarrillo, J. J. (2010). (3rd ed.) *Ready for RICA: A test preparation guide for California's Reading Instruction*
        Competence Assessment. Merrill Prentice Hall.
    OR

Zarrillo, J. J. (2017). (4th ed.) *Ready for RICA: A test preparation guide for California's Reading Instruction*
Competence Assessment. Pearson.

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 2018-
19 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance
Assessment)

> **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 this website:
> http://www.ctcpa.nesinc.com/Home.aspx

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).

Teacher Performance Expectation (TPE) Competencies (2017)

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:
1.1, 1.3, 1.4, 1.5, 1.6
3.1, 3.2, 3.4, 3.5
4.1, 4.2, 4.3, 4.4, 4.7
5.1, 5.2, 5.4, 5.5., 5.7, 5.8
6.1, 6.2, 6.3

For detailed information regarding the TPEs click here

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)*

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

Course Schedule Subject to Change

Date	Topic	Preparation Required	Due
Session 1 Date 8/26	Creating a culture of literacy What is Literacy?		
Labor Day	**No Class 9/2/19**		
Session 2 Date 9/09	Early Literacy Development Becoming an Effective Teacher of Literacy	Cooper (2018) Chapter 1 Cunningham (2017) Chapter 1	**Take Notes on the Readings – Bring to class**
Session 3 Date 9/16	Emergent literacy	Cooper (2018) Chapter 6 Cunningham (2017) Chapter 2 Chapter 3 Chapter 5 Prepare a Read Aloud Lesson from Reading A to Z	Reading Reflection-Notes #1 – due to Cougar Courses
Session 4 Date 9/23	Word analysis including phonics and decoding and spelling Understanding Literacy Assessments	Cunningham (2017) Chapter 4 Chapter 9 Chapter 10 Bear (2016) Chapter 1 Chapter 4 Prepare Shared Reading Lesson from Reading A To Z	Reading Reflection-Notes #2 - due to Cougar Courses
Session 5 Date 10/30	Primary Classroom Observations Developing a Comprehensive Balanced Literacy Classroom Fluency **Classroom observations AM Online Activities PM**	Cooper (2018) Chapter 11 Read over RICA Domains https://www.ctcexams.nesinc.com/content/docs/RC_content_specs.pdf Cunningham (2017) Chapter 6 Chapter 7 Chapter 8	Reading Reflection-Notes #3 - due to Cougar Courses

Session 6 Date 10/7	Understanding Literacy Assessments Guided Reading/Comprehension Instruction And Lesson Panning Introduction to Literacy Centers	Cooper (2018) Chapter 3 Chapter 4 Bring to Class a Guided Reading Book and Lesson Plan from Reading A to Z	Reading Reflection- Notes #4 - due to Cougar Courses Classroom Observation Reports Due – Submit to Cougar Courses Technology Project Link Due
Session 7 Date 10/14	Guided Reading/Comprehension Instruction and Lesson Planning Literacy Centers	Cooper (2018) Chapter 5 Bring to Class a Guided Reading Book and Lesson Plan from Reading A to Z	Literacy Assessment Report – Due to Cougar Courses
Session 8 Date 10/21	Considerations for designing effective literacy lessons and units Synthesis and closure	Literacy Center Presentations	Comprehension Lesson Plan – Due to Cougar Courses Literacy Center Handout and Lesson Outline – Due to Shared folder and Cougar Courses

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

UNDERSTANDING LITERACY ASSESSMENTS- Literacy Observation Report

Overview: You will explore authentic literacy assessments. You become familiar with the different purposes of literacy assessment and involved in the process of gathering and analyzing assessment data. This is your opportunity to explore the power of authentic literacy assessments to inform your instructional planning and delivery and to practice giving feedback to students and reflecting on subsequent instruction. Your professor will provide a variety of literacy assessment resources, and you will work with a partner to learn how to conduct and score literacy assessments. Detailed directions regarding your assessment report will be provided in class. **Literacy Assessment Report Due: October 14, 2019**

PRIMARY GRADES OBSERVATION

Observations: September 30th. Classroom Observation Reports Due: October 7, 2019
The purpose of this primary grades observation is to observe actual literacy instruction related to the RICA domains and essential literacy instruction for helping all students develop as strong readers, writers, speakers, and listeners.

RICA Domains: https://www.ctcexams.nesinc.com/content/docs/RC_content_specs.pdf

RICA DOMAINS
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

You will make arrangements to spend one morning in two primary grade classrooms K-3 (two different grade levels) at either your tutoring or Clinical Practice site to observe literacy instruction, specifically in the following areas:
- Phonemic Awareness and Phonics
- Concepts About Print
- Spelling
- Reading Comprehension
- Oral Language Development
- Vocabulary Development
- Writing

You will reflect upon what you saw and how it connected (or did not connect) to the RICA Domains and 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. Pay particular attention to the teacher's "teaching," formative and summative assessment, feedback, and overall literacy lesson design (what is the teacher doing, what are the students doing?).

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 for both classrooms you visited.

READING COMPREHENSION LESSON PLAN

Due October 21, 2019

Following the lesson plan format, you will learn in your 511 course, you will design a lesson where you teach

a **reading comprehension strategy**. 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. Reading comprehension strategies will be taught throughout this course. Detailed directions will be given in class.

READING REFLECTION - Notes

Due week 3, 4, 5, 6

You will engage in an ongoing discussion with your professor and your classmates about the readings as they connect to our in-class discussions. Make sure to read each week's readings BEFORE class starts and take notes and/or respond to them in any format that you choose, including using graphic organizers that you learn from tutoring or any of your methods courses. You may focus on themes you notice or questions you have or you may respond with your overall thinking on the topic. Submit the reading reflection/notes to cougar courses as indicated in the course schedule. Phone images (as long as I can read them are allowed) Note: Reading reflections-notes are due before class.

TECHNOLOGY PROJECT

Due October 7, 2019
You will create a professional literacy website using Google Sites. A detailed handout will be provided regarding this assignment. This is an ongoing project.

LITERACY CENTER PRESENTATION

Due October 21, 2019
Literacy Center Group Presentation and Lesson Plan Outline . Your group will design and present literacy center activities and a lesson plan outline that demonstrates your understanding of instructional practices for emergent/beginning reading and writing instruction. A detailed handout will be provided regarding this assignment.

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) 6th edition. Rubrics for each assignment are posted in our Cougar Courses container.

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

Assignments	Points Possible
Primary Grades Observation	20
Understanding Literacy Assessments	15

Literacy Lesson Plan *Focus: Reading Comprehension*	15
Reading Reflections- Notes	8
Technology Project	10
Literacy Center Presentation	24
Attendance, Participation, Professionalism	8
Total Points	100

Final Exam Statement

There is no final exam for this course.

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).*

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.

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:

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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 or, in order to ensure confidentiality, in a more private setting.

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.

All University Writing Requirement

EDMS 521 must have a writing requirement of at least 2500 words. The requirement is met in this class through the signature assignments as described in the course assignments.

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 online discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all uppercase letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and online 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.