

***SCHOOL OF EDUCATION***

 ***Location Address Mailing Address***

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 *Between University Street & Grove Street Redlands, CA 92373*

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***COURSE SYLLABUS***

**Course: EDUC 509-MALT 609-EDUG 409**

**Course Title:** Multiple Subject Literacy and Language II

**Term:** Dr. Jose Lalas

**Days/Times:** Mondays

**Class Location:** TBA

**Faculty:**

**Course Chair:** Dr. Jose W. Lalas

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**Questions:**

**Office Hours:** MW – 3 – 5:00 p.m.

 \*Appointments also available

**CATALOG COURSE DESCRIPTION**

Enhances understanding and analysis of the theoretical frameworks and processes involved in elementary-literacy instruction. Focuses on theory, research, and effective practices to promote literacy skills among students of diverse cultures, languages, gender, ethnicity, and children with special needs. Introduces elementary curriculum, and addresses early diagnostic and intervention techniques. Field experience required. Taken in conjunction with EDUC 500B. Equivalent to EDUG 409.

**CONTEXTUAL COURSE DESCRIPTION**

This course is designed to enhance understanding, analysis, application, and evaluation of the theoretical frameworks and processes involved in elementary literacy instruction. It will focus on aspects of theory, research, and effective practices related to literacy development among students of diverse cultures, languages, gender, ethnicity, and children with special needs. The candidates will be introduced to selection, adaptation and integration of elementary curriculum. Early diagnostic and intervention techniques will also be addressed. It will also highlight the theory, research, and best practice in teaching writing.

This is the second course of the sequence designed to empower candidates to develop their students' literacy skills in K-8. The course briefly reviews the essential content of the previous course, building on the theory, research, and best practice to further develop the candidates' abilities to teach literacy skills. One major focus of the course is to enable the candidates to assess their students' reading level, plan instruction based on the assessment, and provide intervention strategies as necessary to promote independent reading. This course will culminate in two projects, Reading Diagnosis/Case Study and Literacy Thematic Unit. All candidates will be challenged to read, review, and analyze current research literature and its implications in teaching reading and writing.

**TECHNOLOGY REQUIREMENTS**

Technology tools have been integrated in this course and all other Professional Teacher Preparation courses. **Moodle** is a web-based tool that you can access from any Internet connection with Internet Explorer at any time. The logon is <http://moodle.redlands.edu>. The site will have links to the course syllabus, assignments, resources, and other communication tools. There is no charge for the use of Moodle. **TaskStream** is a web-based lesson, unit, and instructional resource. TaskStream can be purchased on-line at [http://www.TaskStream.com](http://www.taskstream.com/) for an individual full year subscription. Be sure to indicate you are a student and click on the University of Redlands. The student rate will be charged and you will be connected to our learning community. Other technology tools will be needed such as word-processing, spreadsheet and databases; PowerPoint, FrontPage, Hyperstudio, Blogger, and Inspiration may be required for classes. All software is available in the School of Education for use. Microsoft Office 2000 or later version will be helpful if you have it accessible. Internet access using the Internet Explorer web browser will be required for classes (<http://moodle.redlands.edu>). All courses build on prior coursework and technology skills. Technology skills also should be used as often as is appropriate to enhance learning and teaching competence. When all PTPP coursework is completed successfully, candidates will have met the Level I technology requirements. Additionally, **The Armacost Library** site at <http://www.redlands.edu> /library has links to many other on-line resources under Internet Education Resources.

**EDUC 509 Multiple Subject Literacy and Language I**

Candidates will use Moodle tools (email, the discussion board, links, and course materials to download, and the electronic gradebook). They will use TaskStream Lesson Builder, Standards Manager, Rubric Wizard, and email as one of the forms of communication with their professor. They will use Internet searching skills and tools, word processing, spreadsheets and database, Inspiration, and make class presentations with PowerPoint.

**COURSE OBJECTIVES**

**TPE** Teacher Performance Expectations, State of California

**The Multiple Subject Literacy and Language II candidate will be able to:**

[TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 11]

1. Students will design and adapt curriculum and methodology for primary language and English Learners**. [TPE 1, 3, 4, 6, 7, 9]**

2. Students are expected to plan and integrate curriculum using advanced teaching methodology that promotes access to the core curriculum. **[TPE 1, 3, 4, 5 6, 9]**

3. Students will develop effective teaching practices and use those practices among students of diverse cultures, languages, gender, ethnicity, and children with special needs**.[TPE 1, 4, 6, 9]**

4. Students are expected to be conversant about and employ appropriate methods for diagnosis and evaluation of reading knowledge. **[TPE 3]**

5. Students will demonstrate familiarity with appropriate methodology to teach strong literacy components as well as the four components of language (listening, speaking, reading and writing). **[TPE 1, 4, 6, 9]**

6. Students will describe and use instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and for English Learners, including transitional level English Learners. **[TPE 1, 4, 6, 7, 9, 11]**

7. Students should acquire the skills to teach organized, systematic and explicit skills that promote fluent reading and writing. **[TPE 1, 4, 6, 9]**

8. Students will learn and discuss ways in which the roles of home and community promote literacy practices**. [TPE 5, 11]**

9. Students will define and implement early intervention techniques in a classroom setting and explain strategies that promote and guide students in independent reading. **[TPE 1, 2,**

**3, 4, 8, 9, 11]**

1. Students will demonstrate knowledge of various methodologies and strategies that promote comprehension skills, including using appropriate technology. **[TPE 1, 4, 6, 9]**
2. Students will review, understand, analyze, and apply the latest theory and research regarding teaching reading, reading comprehension and writing in the context of Common Core. **[TPE 1, 4, 6, 9]**
3. Students will review, understand, analyze and apply theory, research, and strategies in teaching how to write clear, coherent, and focused essays with awareness of the audience and purpose. **[TPE 1, 6, 9]**

**REQUIRED READINGS**

1. Gunning, Thomas (2013) *Creating Literacy Instruction for All Students (8th Edition),* Boston, MA: Allyn and Bacon
2. Lalas, J. and Solomon, M. (2007). *Instructional Adaptation as an Equity Solution for the English Learners and Special Needs Students*. Dubuque, IA: Kendall/Hunt Publishing Company
3. Selected Current Articles from *The Reading Teacher* ***(see Homework\*\*\* in the body of the syllabus)***

**CANDIDATE ASSESSMENT**

[TPE 1, 2, 3, 6, 9, 11]

1. **(Signature Assignment) A Literature Based Thematic Unit (See instructor’s more detailed description of the mechanics for putting together the unit) [TPE 1, 2, 3, 6, 9, 11]**

The unit that receives an "A" will have the following attributes:

* Using TaskStream Unit and Lesson Builders to create a well-developed, integrated, literature-based project, demonstrating an understanding of a balanced literacy program.

\*\*\*OR an acceptable thematic unit format (examples will be provided in class)

* Free of spelling and grammatical errors. The presence of any spelling or grammar errors will be reflected in a lower grade.

The Unit will:

* Be age-appropriate. Curriculum and activities will be grade level appropriate.
* Have a Web page to link the literature to useful Web-based resources and online related activities.
* **Include a one-page thematic web and a separate 1-2 pages list of books used in**

 **the thematic unit to be distributed to the class as handouts**

* Include the California State Academic Content Standards in each multi-day lessons in the unit
* Incorporate State of California adopted material as appropriate and integrate appropriate technology and also include support for those students with special needs and English Language Learners.
* Include a 4-min. overview (summary) of the Literature unit using PowerPoint. It should include examples of the literature chosen and discussion on how curriculum will be integrated. **MUST** include a 6 – 8 min. reading aloud or shared reading demonstration using **a selected book** from the thematic unit (15 points) **DUE DATE: Session # 10**
1. **(Signature Assignment)** One-five-page typewritten review of literature on a current topic related to: balanced literacy instruction, writing instruction, reading diagnosis, and literacy for English learners and students with special needs. Research-based articles from professional reading and language arts-related journals, outside of the required textbook and selected handouts, must be used. (20 points) **DUE DATE: Session #10 [TPE 1, 2, 3, 6, 9, 11]**
2. **Professionalism and Participation in Both Large and Small Group Discussions and Activities**

Professionalism is the instructor's judgment of the candidate's ability to display those professional characteristics which distinguish good teachers (i.e. presentations, class attendance, promptness, attention to assignments, interaction in class, active participation, interaction with peers, etc.). (15 points) **[TPE 11]**

**4. (Signature Assignment) Application of Reading Diagnostic Tests and Case Study and Presentation**

 An "A" project will include the following:

 \*A complete description of the student, including background information such as CAT 6 or SAT 9 or California Standards Test scores (including CELDT scores or other language proficiency assessment results for an ELL student) relevant to create a complete profile.

 \*The student description must include characteristics that reflect the student’s linguistic background, academic language abilities, content knowledge and skills related to reading/language arts, any cultural and health considerations, interests and aspirations, and other developmental factors such as physical development, social development, and emotional development.

 \*Classroom observations both in full group and small group instructional settings

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\*Reading level based on running records (to be attached) along with an analysis of reading patterns (Graphophonic, syntactic, semantic).

Share running records and miscue analysis findings by using visual aids to show examples of the student’s miscues

Demonstrate intervention techniques or any remediation and/or enrichment activities

It will be free of spelling or grammatical errors. The presence of any spelling or grammar errors will be reflected in a lower grade. (25 points) **DUE DATE Session # 6 [TPE 1, 2, 3, 6, 8, 9, 11]**

**5. Collage-making Assignment** or other writing activities assigned by the instructor

 (Instructor will provide the handout) (15 points) **DUE DATE Session # 3 [TPE 1, 5, 6, 9]**

**6. Multicultural literature review: In-class assignment** (10 points) The instructor and/or students will bring multicultural literature to class. You will analyze the book/books and create/share reading activities using it/them for class discussion. **DUE DATE: Session #8 [TPE 1, 4, 5, 6, 9]**

**7. Weekly Reaction Paper: A 2-page (or one and a half) reaction to the article provided by the instructor. Summarize and review the merits of the article.** What is the article about? Do you like it? Why do you like it? What does this article imply about teaching how to read? What and How does this article inform you about how to become an effective teacher of reading?

**References**

1. California Department of Education Curriculum Frameworks and Standards for Reading/Language Arts, Mathematics, Science, History-Social Science, Visual and Performing Arts, Foreign Language, Physical Education and Health <http://www.cde.ca.gov>

 *Calif. State Language Arts Framework*

1. Common Core State Standards in Reading/Language Arts/English

\*\*\*\*\*Grading System:

95 – 100 A (4.0)

90 - 94 A- (3.7)

85 - 89 B+ (3.3)

80 - 84 B (3.0)

 75 -79 B- (2.7)

**GRADUATE GRADING SYSTEM/SCALE** (See University Catalog)

4.0 – 3.7 **A Outstanding**

The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.

3.3 - 3.0 **B Excellent**

Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

2.7 - 2.3 **B/C Acceptable**

or 2.0 The quality of work was acceptable, meeting minimal course standards but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

1.7 and **D Poor**

Below Graduate students will not receive credit for a course awarded a grade of 1.7 or below.

**PROGRAM/COURSEPOLICY: PROFESSIONAL RESPONSIBILITIES**

Creating an inclusive learning community involves a social contract to which everyone agrees so as to maximize the learning of others and self. Certain behaviors hinder this pursuit. The following is the social contract that will be upheld by both students and teacher in class. Should the contract be violated, regardless of how well one is doing academically, the individual will be asked to leave the class. This consequence is based in ethics: teaching cannot be separated from who one is as a person. He or she will need to meet with the Chair, Preliminary Teacher Credential Program.

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| **Professional Ethical Responsibilities for Remaining in Class** |
| **Demonstrated** |  **Violated** |
| Being inclusive. Listening fully and attentively to all speakers or presentations. Being fully attentive to all. Such listening reflects intellectual empathy, humility, and perseverance. Maintaining eye contact, listening for understanding, and keeping the focus on the speaker addressing the group. | Being exclusive. Having side-bars, making comments not addressed to the group, passing notes or participating in any other form of verbal or written communication, doing any outside work (e.g. grading papers / responding to emails) rather than consistently being an attentive member of the learning community. |
| Writing or developing as writers demonstrating mastery in constructing original knowledge. Acknowledging the role of research in one’s teaching and learning. | Using the work of others and presenting it as if you did the work. Plagiarism is such a serious issue that should this occur, you risk being dropped from the program. |
| Acting with integrity regarding technological tools. Notifying the professor if an emergency arises where you need the cell phone turned on during class. | Engaging in text messaging, surfing the Internet, keeping cell phones in the silent or vibrate mode and stepping outside of class for the purpose of using technology.  |
| Monitoring one’s participation in course so that everyone is able to participate.Initiating meetings with the instructor if one is shy or reluctant to speak within a whole class setting so as to share one’s thinking with the professor. | Dominating class discussions or never contributing or speaking up in class.  |
| Choosing a proactive attitude to further the overall accomplishment of the course objectives collegially (i.e. using intentionality to create a positive and productive reality). Meeting with the instructor to ensure a relevant and excellent course is created. | Choosing an attitude of being bored or failing to create relevance. This results in creating a course that is less than excellent for self, others, and the instructor. |
| Challenging one’s own egocentric, sociocentric, and ethnocentric assumptions so that one is an advocate for all students. | Perpetuating racism, sexism, heterosexism, classism, ableism, sizeism, ageism, and using religion to promote intolerance. |
| Meeting with the teacher to discuss ways to better meet one’s needs (including requests to discuss the possibility of alternative assignments).  | Failing to meet with the instructor to share how the course can become an excellence learning opportunity and choosing to complain to class members. |
| Contacting the instructor if a situation prevents being in class. | Missing class and/or leaving early without talking with the instructor. |

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

See the university catalog for full text of the academic honesty policy.

**ATTENDANCE POLICY**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments and activities in a manner approved by the instructor. **If you miss a class unexcused, you may expect not to receive a grade of 4.0 or A in the class. Any student who misses more than two consecutive sessions of a course might be required to retake the course.**

**TOPIC OUTLINE/READINGS/ACTIVITIES/MEETING DATES**

**Session 1 \*Revisit Balanced Literacy**

Revisit: language cueing systems, reading practices (reading-aloud, shared reading, guided reading, independent reading), cloze procedure, etc.

 \*Components of language

 \*Skills-based activities versus meaning-based activities

 \*Models of Reading

 \*Schema Theory and Reading Comprehension

 **\***Review issues related to English language learners and second language acquisition

\*Brief discussion of the concept of “background knowledge” as it relates to reading/literacy development and education, in general. Candidates will explore how to engage elementary students to participate in a range of conversation and collaboration with diverse partners and build their knowledge on how to express ideas clearly and persuasively. **(Instructor and candidates will read and discuss the article in-class: Building Background Knowledge by Newman, Kaefer & Pinkham, 2014)**

**Homework Assignment\*\*\***:

\*\*\*An Exercise in Analogy: Collage Making (a writing process activity). Read the handout on collage making assignment to be provided by the instructor. **Due Date: January 12, 2015.**

**Session 2 Composing Process via Collage Making**

 **Assessing for Learning**

 **Read Selected sections in Chapter 3:** Nature of Evaluation (pp. 57 – 59), summative and formative assessments (pp. 60 – 62), judging assessment measures (pp. 63 – 64), norm-referenced versus criterion-referenced tests (pp. 84 – 86), assessing English learners (pp. 108 – 111).

\*Candidates will be able to understand and articulate the different types of assessment and use multiple reading monitoring measures. The instructor will demonstrate and the candidates will apply how to use literacy assessments for children.

 **Read Chapter 3:** Placement Information (pp. 65 – 77)

 **Read Chapter 12: Writing and Reading**

Writing Across the Curriculum

 **Application/Discussion/Demonstration**

**Homework\*\*\***

**\*\*\*Candidates will read Chapter 3 and 12 on their own and work on Collage Making assignment independently. This will be submitted on January 12, 2015).**

**\*\*\*Candidates will read the article by Newman, Kaefer & Pinkham and write a brief (one and a half to 2-page) reaction paper. This will be submitted on January 14, 2015).**

**Session 3 Revisit Chapter 3: Assessing for Learning - Diagnosis and Evaluation**

 Exposure to some informal reading inventories

 Miscues/cueing systems, M, S., and V, semantic, syntactic and graphophonic.

 Discussion of diagnostic case study.

 Observations of first and second language difficulties.

 Discussion: Reading problem vs. Language problem.

**Revisit:** the nature of evaluation, placement information (Informal Reading Inventory, Running records, etc.), norm-referenced versus criterion-referenced.

**\*** Candidates will demonstrate comprehension of assessment through discussion and practice. Candidates will learn how to administer the running records.

 **Presentation (January 12, 2015): Assignment #1: an exercise in analogy**

**Homework\*\*\***

 **\*\*\* Candidates will read the article Research Making Its Way Into Classroom Practice by Johnston & Goatley, 2014 and write a brief (one and a half to 2-page) reaction paper. This will be submitted on January 19, 2015.**

 **\*\*\* Running Records and miscue analysis work**

**Session 4 Continue revisiting/re-reading Chapter 3: Other Methods of Assessment,**

 **self-evaluation, evaluating writing, portfolios, assessing English language learners**

 **Revisit Chapter 12: Writing and Reading**

\*Candidates will be able to understand articulate the writing process and be able to apply and demonstrate effective writing strategies in writing literary and informational texts, writing arguments using relevant evidence and valid reasoning, and writing narratives that reflect a well-structured event sequences.

 **Quiz #1**

**Session 5 Revisit Chapter 12:**

 **Writing activities and strategies**

 **Performance-based assessment**

 **Running Records**

 Analysis of reading patterns.

 Using analysis to "drive" instruction.

 Aspects of Teaching Performance Assessment

**Re-Read: Gunning Chapter 12 (pp. 497 - 525);** roots of writing; process approach to writing; writing workshop; quickwrites; interpersonal writing; expository writing; Writing for English learners

Candidates will be able to take running records as children read. Candidates will be able to analyze running records and write a summary describing the candidate's reading strengths and needs.

**Homework\*\*\***

 **\*\*\*Candidates will read the article Teaching for Transfer in the Common Core Era by Dewitz & Graves, 2014 and write a brief (one and a half to 2-page) reaction paper. This will be submitted on January 26, 2015.**

**Session 6 Presentations of Case Studies Using Miscue Analysis or Informal Reading**

 **Inventory and Running Records**

**Session 7 Read Chapter 9 Reading and Writing in the Content Areas and Study Skills**

 Content area literacy

Textual features that Foster Learning

 Using Content-Area textbooks

 Metacognitive Study Strategies

 \***Meaning-Based Strategies**

 **Revisit/re-Read:** Chapter 7: process of comprehending: schema theory, comprehension strategies, social-constructivist nature of comprehension (reciprocal teaching, questioning the author, etc.), integration of strategies

 **Quiz #2**

**Homework\*\*\***

**\*\*\*Candidates will read the article Reading Thematically Related Texts to Develop Knowledge and Comprehension by Gelzheiser, Hallgren-Flynn, Connors, & Scanlon, 2014 and write a brief (one and a half to 2-page) reaction paper. This will be submitted on February 2, 2015.**

**Session 8 Revisit Chapter 10 Reading Literature**

Experiencing Literature

 Types of Literature

 **Multicultural Literature** in-class work (students will be asked to bring

 multicultural literature or the instructor can bring some)

Candidates will analyze the content of multicultural literature and understand their values in the classrooms.

 Demonstration/Discussion: \*Determining central ideas or themes of a text

 \*Analyzing the structure of texts

 \*Integrating/analyzing content presented in media

\***Discuss the Thematic Unit Final Assignment**

 \*Candidates will be able to use strategies in teaching expository texts.

**Session 9 Reading and Writing in the Content Areas and Study Skills**

 **Read: Gunning, Chapter 9 (pp. 396 – 431)** – using content area textbooks, instructional techniques (before, during, and after reading, KWL, etc.), writing to learn, SQ3R, test-taking strategies, metacognitive study strategies

 Assessing for comprehension.

 Guided reading to support content areas.

 Scaffolding for at risk students.

 Independent Reading Strategies.

 Sheltered English for English Language Learners

\*Candidates will work in small groups to discuss and design a reading and writing instruction in the content areas.

**Homework and Extra Readings and Reaction Papers\*\*\***

**\*\*\*Read Learning Words for Life: Promoting Vocabulary in Dual Language Learners by Gillanders, Castro, & Franco, 2014.**

**\*\*\*Revisiting Traveling Books: Early Literacy, Social Studies, and the Common Core by Swain & Coleman, 2014**

**Session 10 Presentations of Literature Units Through Unit Web Page or PowerPoint**

 **Demonstrations: using selected literature from the thematic unit**