|  |  |  |
| --- | --- | --- |
| **MALT 605: Multiple Subject Methods II (ELA Methods)** | | |
| **Term: SEM, YEAR** (start date-end date) |  | **Days:** |
| **Location:** |  | **Time: 5:30-9:30** |
|  |  |  |

|  |  |
| --- | --- |
| **Faculty:** First Last | **Email:** first\_last@redlands.edu |
| **Office Hours:** NUH xxx Days Hours | **Phone:** (909) 748-xxxx |
| **Web/Moodle:** | |

**CATALOG COURSE DESCRIPTION**

English Language Arts content and methods for developing literacy instruction in K-8 classrooms. Theory, research, and instructional strategies are investigated relevant to language and literacy learning, as well as methods for addressing concerns related to equity when working with a diverse population of learners.

Equivalent to EDUG 405/EDUC 505.

Prerequisites: Permission to enroll in teacher credential courses from the School of Education.

Note: A total of 40 hours of early fieldwork experiences are to be completed within this program across the first two semesters. Five hours of fieldwork will be completed in each methods course and ten hours will be completed in each foundations course.

Fieldwork experience may include one or more of the following activities:

* Micro-teaching in a classroom, an after-school program, or a resource center.
* Case-study (see syllabus for details).
* Reading with students in small groups in local schools.
* Visiting Title 1 classrooms that contain students from diverse backgrounds.

The fieldwork log will be turned in to the Office of Fieldwork and Advising.

**COURSE DESCRIPTION**

This course is the first in a sequence of two, which prepares multiple subject candidates to build their understanding of developing students' literacy knowledge, skills, and abilities. This course emphasizes second language development and knowledge about students with special needs. Understanding language and literacy learning as socially and culturally situated practices will empower candidates to interact with emergent bilingual as well as native speakers in a more sensitive, caring, and equitable fashion. Moreover, candidates will learn and apply research-based teaching and learning strategies to enhance second language development. Finally, candidates will gain knowledge of the process of literacy (reading, writing, speaking, and listening) development and learn strategies to help facilitate the process. This course prepares the candidates for basic reading and writing instruction of both first and second language learners of English. The candidates will design developmentally-appropriate lesson plans, analyze and practice assessments, examine balanced literacy, incorporate technology tools, and demonstrate mini-lessons that scaffold diverse groups of learners.

**REQUIRED TEXTS**

Gunning, T. (2016). Creating Literacy Instruction for All Students. (9th Ed.), New York, NY; Pearson.

Fountas, I & Pinnell G. (2017b). Literacy continuum: a tool for assessment, planning, and teaching. Portsmouth, NH: Heinemann.

**RECOMMENDED TEXTS**

California English Language Development Standards for California Public Schools: Kindergarten through Grade Twelve (accessed through <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

Allington, Richard L. (2013). What Really Matters When Working With Struggling Readers. The Reading Teacher. Vol 66 Issue 7.

Bigelow, Bill. Harvey, Brenda. Karp, Stan. & Miller, Larry. (2004). Introduction: Teaching for Equity and Justice. Rethinking Our Classrooms: Vol 2. Retrieved from <https://www.rethinkingschools.org/> static/publication/roc2/ROC2\_Introduction.pdf

Bishop, Rudine Sims. (1990). Mirrors, Windows, and Sliding Glass Doors. Perspectives: Choosing and Using Books for the Classroom. Vol 6 No 3. Retrieved from <http://www.rif.org/us/literacy-> resources/multicultural/mirrors-windows-and-sliding-glass-doors.htm

Crouch, Debra. & Cambourne, Brian. (2017). Teaching Decisions that Bring the Conditions of Learning to Life. Retrieved from <https://drive.google.com/file/d/> 14CvZerbYOxvLZuAQrV9Rs13dAQ3DuQyx/view

Fountas, I. C. & Pinnell, G. S. (2012). The Critical Role of Text Complexity in Teaching Children to Read. Retrieved from www.heinemann.com

Gonzalez, Jennifer. (2013). Find Your Marigold: The One Essential Rule for New Teachers. Retrieved from <https://www.cultofpedagogy.com/marigolds/>

Hamel, E., Shaw, S., Taylor, T., & Fink, L. (2013). Toward a New Mindfulness: Explorations of Home and Community Literacies. Language Arts, 90(6). Retrieved from <http://search.proquest.com/docview/1399991079/>

Iasevoli, Brenda. (2015). Stop Using the Label “Struggling Reader,” Author Jaqueline Woodson Advises. Retrieved from <http://blogs.edweek.org/edweek/curriculum/2018/02/> stop\_using\_the\_label\_strugglin.html

Literacy for Pleasure Blog. (2016). Why Children Should Be Encouraged to Only Ever Use Phonics as a Helpful Friend. Retrieved from <https://literacyforpleasure.wordpress.com/2016/07/07/why-> children-should-be-encouraged-to-only-ever-use-phonics-as-a-helpful-friend/

Price‐Dennis, D., Holmes, K., & Smith, E. (2015). Exploring Digital Literacy Practices in an Inclusive Classroom. Reading Teacher, 69(2). doi:10.1002/trtr.1398

<http://web.a.ebscohost.com.ezproxy.redlands.edu/ehost/pdfviewer/pdfviewer?vid=0&sid=639ea0dc-c8ce-4056-b231-ce31191849de%40sessionmgr4008>

Robb, Laura. (2017). The Reading Teacher - Teach Readers, Not Programs. Retrieved from http:// therobbreviewblog.com/uncategorized/reading-teacher-teach-readers-not-programs/

Safir, Shane. (2016). Equity vs. Equality: 6 Steps Toward Equity. Retrieved from https:// www.edutopia.org/blog/equity-vs-equality-shane-safir

**TECHNOLOGY REQUIREMENTS** (if applicable)

Technology tools have been integrated in this course, such as Moodle.  **Moodle** is a web-based tool that you can access from any Internet connection with Internet Explorer at any time.  Access is located at <http://moodle.redlands.edu>.  Internet access will be required for classes as well. The site will have links to the course syllabus, assignments, resources, and other communication tools.  There is no charge for the use of Moodle. Microsoft Office or another productivity suite will be helpful for completing written assignments and presentations in this course. All software is available in the School of Education for use and all students have free access to Office 365 using this university login credentials.  Additionally, **The Armacost Library** site at <http://www.redlands.edu/library> has links to many other online resources under Internet

Education Resources.

**COURSE OBJECTIVES**

**1.     Engage in literacy-oriented projects that support student learning and engagement through the use of a variety of instructional strategies and resources that address students’ diverse needs. They will learn how to monitor student learning and adjust instruction while teaching literacy so that students continue to be actively engaged in learning. (TPE 1)**

* Revisit language acquisition theories and linguistic components (i.e. phonology, morphology, syntax, semantics, and pragmatics), learned from the foundations of literacies course, to connect with students’ prior knowledge, life experiences, and interests with learning goals
* Apply the theoretical concepts of linguistics and language acquisition in order to develop logically sequenced curriculum for culturally, socially, and linguistically diverse learners

**2.     Develop curriculum (e.g. units of study containing multiple lessons) in the context of K-8 reading and writing workshops, while maintaining an effective learning environment with high expectations that supports social development and group responsibility for the full range of students in the classroom. (TPE 2)**

* Design lessons that present various levels of complexity and scaffolding techniques on diverse groups of learners (i.e. ELLs, SPEDs, GATEs)
* Create lessons based on the candidates’ heightened level of consciousness of how primary and secondary languages are acquired, constructed, and shared
* Develop an understanding of range of texts, text complexities, as well as text selections with an appreciation for differing genres and their text structures.

**3.     Demonstrate a variety of lessons that support student understanding of subject matter and promote equal access of all students to digital literacy tools in order to ensure that students are secure in their digital participation. (TPE 3)**

* Apply fluency, vocabulary, spelling patterns, phonemic awareness, and comprehension strategies in a variety of genres and appropriate materials through relevant/current trends and issues
* Incorporate methods and strategies for teaching academic and other literacies across the curriculum

**4.     Plan instruction and design learning experiences for all students (TPE 4)**

* Design developmentally appropriate lessons based on effective methods aligned with content area standards, ELD standards, California framework, and Common Core State Standards, across different disciplines, subject areas, and multicultural settings

**5.     Apply knowledge of research-based assessments and their appropriate uses to design and interpret classroom assessments by collecting multiple sources of information through interviews with various educational stakeholders (TPE 5)**

* Analyze the use of variegated forms of assessment (i.e. running record, miscue analysis, word-list) to identify students’ needs and literacy levels
* Use assessment data and knowledge of students’ individual learning needs, including academic readiness, language proficiency, cultural background, to establish and communicate learning goals through long and short term instructional plans.

**6.     Establish professional goals by creating a set of resources (e.g. instructional manuals, handbooks, lists of teacher-created websites) that will enhance the teacher candidates’ professional development as they continue to learn about and connect with families and communities (TPE 6)**

* Examine and infuse technology programs into an integrated thematic unit, while exploring the role of home/community in supporting literacy practices as well as analyzing issues on digital access/equity/divide

**ASSIGNMENTS AND ASSESSMENTS**

|  |  |
| --- | --- |
| **Key Assignments** | **Points Total/ Due Dates** |
| **#1 Lesson Plans (in-class)** (work in pairs) (immediate feedback provided by instructor in class) | 30 points = (5 pts. x 6)  Due dates: Weeks 1-6 |
| **#2 Micro-Lesson Demonstration** (individual) | 10 points  Due date: Week 7 |
| **#3 Case Study Assessment** (individual) | 20 points  Due date: Week 7 |
| **#4 Unit Plan (in-class)** (each student shares 1 news article in class & presents its implications) (individual) | 10 points  Variable due dates |
| **#5 Class Participation, Literacy News, & Weekly Reaction Paper** (individual) | 30 points = (5 pts. x 6)  Due dates: Weeks 1-6 |

1. Lesson plans – teacher candidates will be immersed in instructional methods by creating lesson plans that demonstrate competency in curriculum and lesson design. This assignment will be done in class with working pairs and immediate feedback will be provided by the instructors. A variety of lesson plan templates may be used such as the Into-Through-Beyond Lesson Plan, 7-step lesson plan, or the 5E Model. Some examples or models of lesson making can be found in the following teacher-created websites:

<https://www.teachingchannel.org/>

<https://iris.peabody.vanderbilt.edu/>

<http://www.edudemic.com/best-video-sites-for-teachers/>

1. Micro-Lesson Demonstration – teacher candidates will teach a portion of the lesson plans created from the first key assignment. Students will answer the question: “How can I translate a lesson plan into a teaching demonstration that provides hands-on experiences with evidence of differentiated instruction for diverse groups of learners.?”. Examples of lesson plans that may be demonstrated are the following: interactive read-aloud, literature circle, shared/performed reading, reading workshop, guided reading, shared writing.
2. Case Study Assignment

* Teacher candidates will develop a deep, on-the-ground understanding of a specific program or policy of interest in a selected or assigned school site/school district. The case study will draw on interviews with various educational stakeholders or focus groups, school site documents, and observation data.
* Teacher candidates may identify a problem or issue (e.g. challenges in meeting the needs of individual students in terms of assessment) at a school site, provide background information/relevant facts, as well as offer one specific and realistic solution or recommendation to the problem.
* Instructors of this MALT 605 course may reinforce the notion of “teacher-researcher” (introduced in MALT 601) to students as they develop a case study of their choice.
* Instructors may also highlight the importance of the revised CalTPA Design (with 2 full instructional cycles) in providing direction towards the students’ development of a case study. Case scenarios may be provided in class to enhance further understanding.

**Fieldwork Experience**: Entails 5 hours of classroom observations, collection of student work (without students' names, microteaching in class with permission), and/or interviews with school personnel (I.e. administrators, classroom teachers, resource teachers, etc.) in a Title 1 classroom, an after-school program, or a resource center that contains students from diverse backgrounds. This fieldwork experience may be aligned to a community inquiry project where students pose a research question about the school community. Some examples of case studies in K-12 education:

Evaluation of Long Beach Skills for Success Program

<https://www.sri.com/work/projects/evaluation-long-beach-skills-success-program>

Biliteracy, Spelling, and Writing: A Case Study (Midgette & Philippakos, 2016) <https://files.eric.ed.gov/fulltext/EJ1108464.pdf>

Evaluation of IDEA Public School’s Race to the Top- District Grant

<https://www.sri.com/work/projects/evaluation-idea-public-schools-race-top-district-grant>

1. Thematic Unit Plan – teacher candidates will demonstrate their competency in developing an equity-centered curriculum by providing current and relevant research-based methods of instruction that revolve around a theme. Using 4 different lesson plans from different core subject areas, the unit plan should describe the grade level, the time frame, essential questions, 21st century skills, and summary of the unit. Technology and assessment tools (including a rubric for at least 1 lesson plan) should be incorporated into each lesson plan. A list of children’s books/materials and teacher web-based resources should also be included in the unit plan.
2. Class Participation, Literacy News, and Reaction Paper – teacher candidates are expected to actively participate in class discussions based on the required and/or recommended readings each week. They are also expected to present in class a variety of literacy news that are current and relevant for the selected topic per week/session. A weekly reaction paper is also required of the students to submit based on the readings assigned every week.

The final grade assigned for this course will be based on the percentage of total points earned and are assigned as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Letter Grade | Percentage | Letter Grade | Percentage | Letter Grade | Percentage |
| A | 93 – 100% | B- | 80 – 82% | D+ | 67 – 69% |
| A- | 90 –   92% | C+ | 77 – 79% | D | 60 – 66% |
| B+ | 87 –  89% | C | 73 – 76% | F | 0  -  59% |
| B | 83 –  86% | C- | 70 – 72% |  |  |

**GRADING SYSTEM/SCALE**

(See University Catalog)

4.0 or 3.7 Outstanding

* The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear with correct and consistent verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

3.3 or 3.0 Excellent

* The student’s 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.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear manuscript with occasional errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

2.7, 2.3, or 2.0 Acceptable

* The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.
* Department Expectation: Any assignment required to be written in APA format contains errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

**Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.**

1.7, 1.3, 1.0, 0.7, 0.0 Unacceptable for graduate credit.

**MINIMUM COURSE CREDIT REQUIREMENT FOR TEACHER CREDENTIAL CANDIDATES**

Students must receive at least a 2.0 to earn credit for the course. The MALT program requires a cumulative grade point average of 3.0 for degree completion and/or credential recommendation

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. All people should clearly understand what constitutes plagiarism and avoid it. 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. Any student who misses more than two sessions of a course may be required to retake the course.

**ACOMMODATIONS FOR LEARNING**

If you feel you need accommodation to address the impact of a learning or physical disability, please speak with me privately to discuss your specific needs. To coordinate reasonable accommodations for documented disabilities, contact Academic Success and Disability Services at 909-748-8108 or visit them on the bottom floor of the Armacost library.

**COURSE TOPICS CALENDAR (***Subject to change with advanced notice***)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting** | **Topic** | **Readings Due** | **Assignments Due** |
| Week 1 | \* Language Acquisition Theories  \* Linguistic Components  \* Interactive Read-Aloud (Lesson 1) | Ch. 1 - Nature of Literacy (Gunning, 2016)  Ch. 2 - Teaching All Students (G, 2016) | Assignment 1: Lesson 1 (in-class)  Assignment 5:  Weekly Reaction Paper |
| Week 2 | \* Literacy Assessment  \* ELD standards, CA framework, Common Core Standards  \* Literature Study  (Lesson 2) | Ch. 3 - Assessing for Learning (G, 2016)  <http://www.californiareads.org/res/PDI2013/Brynelson_N.pdf>  Literacy Continuum (F & P, 2017) | Assignment 1:  Lesson 2 (in-class)    Assignment 5:  Weekly Reaction Paper  Literacy News (2-3 students) |
| Week 3 | \* Phonics  \* Vocabulary  \* Shared and Performed Reading  (Lesson 3) | Ch. 5 - Teaching Phonics, High Frequency, Syllabic Analysis (G, 2016)  Ch. 6 - Building Vocabulary (G, 2016) | Assignment 1:  Lesson 3 (in-class)    Assignment 5:  Weekly Reaction Paper  Literacy News (2-3 or more students) |
| Week 4 | \*Reading Comprehension and Analysis  \*Independent Reading (Lesson 4) | Ch. 7 - Comprehension: Theory and Strategies (G, 2016)  Ch. 8 - Comprehension: Text Structures and Teaching Procedures (G, 2016) | Assignment 1: Lesson 4 (in-class)    Assignment 5:  Weekly Reaction Paper  Literacy News (2-3 or more students) |
| Week 5 | \*Non-written and Written Communication:Writing Strategies, Writing Application, Research Strategies  \* Guided Reading (Lesson 5) | Ch. 9 - Reading & Writing in the Content Areas (G, 2016)  Guided Reading (F & P, 2017a) | Assignment 1: Lesson 5    Assignment 5:  Weekly Reaction Paper  Literacy News (2-3 or more students) |
| Week 6 | \* Digital Literacy  \* Home/ Community Literacy Practices  \* Shared Writing (Lesson 6) | Price‐Dennis, D., Holmes, K., & Smith, E. (2015). Exploring Digital Literacy Practices in an Inclusive Classroom  Hamel, E., Shaw, S., Taylor, T., & Fink, L. (2013). Toward a New Mindfulness: Explorations of Home and Community Literacies | Assignment 1: Lesson 6    Assignment 5:  Weekly Reaction Paper  Literacy News (2-3 or more students) |
| Week 7 | Balanced Literacy Program | Ch. 13 - Creating and Managing a Literacy Program | Assignment 2: Teaching Mini-lessons (demonstrations in class)  Assignment 3:  Case Study  Assignment 4:  Unit Plan |