

CALIFORNIA STATE UNIVERSITY SAN MARCOS
SCHOOL OF EDUCATION
EDUC 613
Multilingual Learners, Literacy and Language
(CRN 25800)
Spring 2013, Online

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School of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.
(Adopted by SoE Governance Community October, 1997)

Course Description

The course examines the current theory, research, and instructional strategies that affect language and literacy development for multilingual students in the areas of oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension and written language development. The course explores the role of the culture of literacy as well as digital literacies for capitalizing on students' diverse language and literacy backgrounds to engage students in the acquisition of English literacy skills including assessment and differentiated instruction informed by understandings of second language acquisition, transfer among languages and culturally responsive interactions. The course provides opportunities for candidates to revise instructional and curricular programs based on analysis and interpretations of school assessment data, in order to align resources to support EL students and struggling students achieve high academic expectations in literacy.

Guiding Principles

Graduates with a literacy specialization from the COEHHS at CSUSM possess a set of skills, knowledge, and disposition that frames their understanding of literacy development in preK through adolescent learners. This conceptual framework of skills, knowledge, and dispositions influences and guides the work they do with students, colleagues, administrators, and policy makers. The eight principles that provide the foundation of EDUC 613 are:

Highly effective literacy teachers of monolingual and multilingual students . . .

1. Understand major historical and contemporary theories and empirical research that describe the cognitive, linguistic, motivational, developmental, and sociocultural foundations of reading and writing development, processes, and components (guiding principle #1).
2. Appreciate the role of professional judgment in order to use foundational and historically shared knowledge to design or implement an integrated, comprehensive, and balanced literacy curriculum (guiding principle #2).
3. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, authentic literature, curriculum materials, and the appropriate use of assessments (guiding principle #3)

4. Use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources for a wide range of purposes and students' needs (guiding principle #4)
5. Learn how to teach English literacy by harnessing students' primary language knowledge base to enable them to develop competency in the English language arts and to develop understanding of content across the curriculum (guiding principle #6)
6. Develop proficiency for themselves and their students with the tools of technology to gather, synthesize, critically evaluate information and to create and communicate knowledge (guiding principle #7)
7. Display positive dispositions related to their own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors (guiding principle #8).
8. Develop and implement strategies to advocate for equity, excellence, and social justice for all students (guiding principles #12)

Student Learning Outcomes

The California Standards of Program Quality and Effectiveness for the Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist Credential

This course has been aligned with the Standards of Program Quality and Effectiveness for the Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist Credential (2011) as approved by the California Commission on Teacher Credentialing. These standards have been integrated thematically throughout the courses offered by the Literacy Program in the College of Education.

This course addresses the following state standards:

Std 2: Promoting a Culture of Literacy (2.2, 2.3)

Std 3: Preparation to Teach Literacy to All Students (3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8)

Std 5: Planning, Organization & Providing Literacy Instruction (A.1, A.2, A.4, B.1, B.2, B.3, B.4)

California Teachers of English Learners (CTEL)

This course is aligned to the following standards for the California Teachers of English Learners (CTEL) Certificate Program:

Standard 7: Foundations of English Language/Literacy Development and Content Instruction

The program provides candidates with opportunities to develop conceptual understanding of the historical, legal, and legislative foundations of instructional programs for English learners, including federal and state laws and policies, legal decisions, and demographic changes at the local, state, and national levels. The program provides candidates with philosophies and assumptions underlying various instructional program models methods for English learners, as well as current research on the effectiveness of these various models and methods of instruction. The coursework provides candidates with knowledge of the foundations of English language literacy, including the links between oral and written language and the affects of personal factors on English language literacy development. The program coursework develops candidates' conceptual and applied knowledge about the instructional planning, organization, and delivery for English Learners, including effective resource use. Coursework also provides candidates with conceptual understanding and applied knowledge of current approaches, methods, and strategies used in English Language/Literacy Development, Content-based English Language Development (ELD) instruction, and Specially Designed Academic Instruction Delivered in English (SDAIE).

Standard 8: Approaches and Methods for English Language Development and Content Instruction

The program provides candidates with the ability to demonstrate knowledge of English language development research-based theories and frameworks and to apply these theories to assist English learners with English language literacy. The coursework teaches candidates about the theoretical goals, key features, and the effectiveness of current ELD approaches, in addition to those goals and features of instructional approaches outlined in the California Reading/Language Arts Framework (2006). The program enables candidates to deliver standards-based English language development instruction and English language arts instruction that are informed by assessment and appropriate for English Learners in the areas of listening and speaking, reading and writing. The coursework provides candidates with the ability to understand, apply, and evaluate key procedures

used in planning and implementing SDAIE lessons, including the use of language objectives and grade-level content objectives in the lesson, selecting and applying multiple strategies to access core content and assess students' prior knowledge, provide students with cognitively engaging input, and to augment and/or modify content-area texts and textbooks to address English learners' language needs. The coursework develops candidates' ability to utilize the methodology of ELD, Content-based ELD, and SDAIE to scaffold student acquisition of language and grade-level content knowledge across the curriculum and to target listening, speaking, reading and writing skills as appropriate to the student's level of language proficiency.

Course Requirements

Participation

This section of 613 is an online course. Delivery of course content, completion of learning activities, submission of assignments and all interactions occur online. Graduate students engage in the online activities in an asynchronous manner (independently, at times of their choosing). Graduate students have *optional* opportunities for synchronous interactions, (engaging with the instructor and/or peers at a designated time). For these synchronous interactions, the use of a head set with usb cable is highly recommended. This instructor recommends the use of Logitech USB Headset H360 with microphone.

Required Readings

Quirocho, A., and Ulanoff, S. (2009). *Differentiated Literacy Instruction for English Language Learners*. Allyn and Bacon. ISBN-13: 978-0-13-118000-0

Articles & online sources on 613 cougar course

Grading

Graduate students are required to “attend” the course by completing the online learning activities and assignment(s) associated with each of the 4 learning modules. Participation is evaluated by the rubric:

Criteria	5-4 high	3 some	2-1 low
Completes <i>each</i> part of learning activity and/or assignment.			
Demonstrates depth of thinking, analysis and/or reflection, logical presentation of ideas. References scholarly readings, research & professional experience.			
Evidence of a professional manner in all submissions. All citations, where appropriate, use APA format. Assignments are error-free (grammar, spelling) and written in a clear font (like Times New Roman) with reasonable size (like size 11 font) and spacing (like 1.5).			
Required attachments are included (if any)			

A	100-93 %
A-	90-92 %
B+	88-89 %
B	83-87 %
B-	80-82 %
C+	78-80 %

Course Assignments

Important information about course module learning activities & assignments

This course is organized in four (4) modules, (Modules A, B, C, D). Each module covers a unique set of topics. Each module contains three main components: Information, Activities & Assignments.

Information	refers to the information resources provided participants related to the topics covered in each module, such as articles/chapters to read or videos/websites to view.
Activities	refers to the online learning activities in which participants analyze, apply & respond to the info.
Assignments	refers to the specific assignment(s) associated with the module.

To complete a module, graduate students must complete the required online learning activities and assignment(s) for the module. Students may work through the activities and assignment(s) of a module as quickly as they would like. Students may submit assignments earlier than the due date and complete modules more rapidly than the recommended schedule. However, no late assignments are accepted. Module assignments must be completed no later than the due dates posted in the course syllabus and cougar course. Late assignments will not be accepted unless arrangements for an extension were agreed upon by the professor via email message *prior* to the due date.

Module	Learning activities & Assignment(s) & Readings	Percentages
A	Readings: Quioco & Ulanoff chapter 1 Readings: Power points & articles on cougar course in “Information Module A” Activity: Evaluate a story for its cultural relevance to you Activity: Evaluate a classroom’s culture of literacy Activity: Recommend instruction for L2 academic language development Assignment: End of Module A Reflection Assignment: Text analysis report	25 %
B	Readings: Quioco & Ulanoff chapter you have been assigned Readings: Power points & articles on cougar course in “Information Module B” Activity: Share notes and insights regarding evaluating literacy interventions Activity: Recommend a picture book to supplement a textbook Activity: Describe a lesson to teach a comprehension strategy Assignment: End of Module B Reflection Assignment: Power point chapter presentation	25 %
C	Readings: Quioco and Ulanoff chapter 4 Readings: Power points & articles on cougar course in “Information Module C” Activity: Select & use literacy assessments and rubrics Activity: Use of graphic organizers to support reciprocal processes Activity: Utilize vocabulary strategies to develop reading and writing Assignment: End of Module C Reflection Assignment: Data analysis report	25 %
D	Readings: Quioco and Ulanoff chapter 6 Readings: Power points & articles on cougar course in “Information Module D” Activity: Address issues of struggling readers Activity: Photograph strategies for instructional interventions Activity: Develop rationales for instructional strategies Assignment: End of Module D Reflection Assignment: English reading intervention study	25 %

Assignment Descriptions

Assignment: End of Module Reflections

The purpose of the *end of module reflections* is for graduate students to draw connections between key concepts in the module and their development as scholarly practitioners. The graduate student selects 2 - 3 central concepts he/she found of particular interest while working through the module. The graduate student reflects on these concepts by making connections to central concepts. ***Making a connection typically involves describing the manner in which a concept is or could be applied, demonstrated and/or experienced within the graduate student's own instructional practice and scholarship.*** Use the table to complete the reflection. In the left hand column describe 2 – 3 central concepts of particular interest to you that you explored during the module. In the associated box in the right hand column, write your connection.

Table for “End of Module Reflection”	
Name ____	Module ____
Core concepts	My connection(s)
1	
2	
3	

Assignment: Text Analysis

The “Text Analysis” assignment involves identifying and examining the types of texts in local instructional settings for their potential to nurture a culture of literacy and to facilitate students learning the components of literacy, especially for children who are learning English or who are struggling with reading. The Text Analysis assignment document should contain three sections: the inventory, the analysis, the report. The completed work from all three sections should be submitted as one document.

Inventory: Choose one local instructional setting, such as a classroom, in which to conduct an inventory of the texts (reading materials) in that classroom, (including digital/technology reading resources). Examine the majority of the classroom’s reading materials, noting the various types of texts and which types are most prevalent. Create a name/title for each category. To complete the inventory, the graduate student creates a table with two columns. In the first column, she/he should list seven to ten (7- 10) of the categories of distinct types of text she/he identified. In the second column, she/he should list two (2) actual titles of texts related to each text type category. The completed table should go in the first section of the assignment document.

Analysis: Use the “text analysis rubric” to evaluate the texts (the inventoried reading materials), keeping in mind the question: To what extent do these texts nurture a culture of literacy or support students learning the components of literacy? By using the “text analysis rubric”, the graduate student determines the extent to which the inventoried texts nurture the culture of literacy and support learning the components of literacy, particularly for struggling students and students learning English. The second section of the assignment document should contain a sample of your evaluation - two (2) completed rubrics based on evaluations of two different texts, each from distinct text type category.

Report: Third, the graduate student creates a one page report in which he/she explains the meaning of his/her analysis/evaluation of the inventoried reading materials. The completed report should go in the third section of the assignment document.

- Summarize the most prevalent types of texts found in the classroom and note any apparent needs for text types in the classroom.

- Based on your analysis using the text analysis rubric: Explain 2 -3 areas of strength and/or need related to how the classroom reading materials *nurture a culture of literacy*, especially for struggling students and students learning English.
- Based on your analysis using the text analysis rubric: Explain 2 -3 areas of strength and/or need related how well the classroom reading materials *support students learning the components of literacy*, especially for struggling students and students learning English.

Assignment: Power Point Presentation of Chapter in Quioco & Ulanoff

Graduate students are assigned a chapter from the Quioco & Ulanoff text to read. After identifying the key concepts of the chapter, graduates students create a power point presentation on the assigned chapter to share with the class via the forum. The power point should follow the template. The purpose of the power point chapter presentation is to **teach** the main ideas and the instructional strategies described in the chapter. Then, the grad student reads and responds to at least 4 other power point chapter presentations via the forum.

Template for presentation of chapter	
Slides 1 & 2	Introduce chapter stating the title and purpose of the chapter & briefly summarized chapter objectives
Slides 3 & 4	Describe key concepts from “Building Background Knowledge” & clarify any essential vocabulary needed to understand the chapter.
Slides 5, 6 & 7	Explain at least 2 of the practices recommended in “Linking Theory to Practice.”
Slides 8 & 9	Briefly highlight one example, from “Examples from the Field”
Slide 10	Teach us how to use one of the recommended practices you explained above, showing us the materials & procedures to use 1.

Assignment: Data Analysis Report

For this assignment, graduate students analyze data for the strengths and challenges in the school system related to the effectiveness of education for Latinos, including English Learners, from preschool to the university. Graduate students interpret the data to determine what to continue doing in literacy programs and what to change in regards to instructional practice and professional development. First, select a school in the San Diego area. Then, gather and read sources of data from a select school, including disaggregated school-wide assessment data, and the Latino Summit Data report, which is available online at the San Diego County Office of Education website (www.sdcoe.net). Finally, follow the template to write the Data Analysis Report (approximately 1,000 word paper - 3 pages, using 1.5 spacing, Times New Roman, font size 11). Use the template below to organize the paper.

Template for Data Analysis Report

Brief description of the select school (typically, masters students select one with which they are already familiar).	How would you describe the school? Descriptors include: “rural or urban,” “coastal or inland,” “upper income or low income”, population, demographics
Analyze the Latino Summit Data report, trends over time	What are the trends of change and/or of stability that these data show for the past decade in the education of Latinos? (These trends could be related to any of the following strands: student ethnicity, English learners, educational programs, academic performance, graduation rates, teacher ethnicity & experience, educational attainment.)

Analyze the school-wide disaggregated assessment data	What information does the assessment data provide about the academic performance, particularly related to literacy and language, of Latinos and EL students in the school?
Determine what the findings reveal about strengths and challenges of the schools	What strengths and/or challenges do these findings reveal about education for Latino students and EL students?
Explain the implications of the data analysis for instructional programs and/or professional development.	Overall and in literacy programs, what should the school continue doing and what should the school change in regards to instructional practice and/or professional development?

Assignment: English Reading Intervention Study (meets CTEL standards 7 & 8.)

Graduate students design and implement an instructional reading intervention for children who need help reading English language texts. ***This assignment takes approximately 1 month to 2 months to complete.*** Graduate students work with an individual child who is an English language learner or a small group of children, which includes at least 1 child who is an English language learner. Graduate students gather pre-test data, which is used to inform decisions as to an appropriate instructional strategy to use during the reading intervention. Next, graduate students implement the reading intervention for approximately 1 month. Meet with the reader at least 6 times during the month to deliver the reading intervention. Pre and post test data are analyzed to aide graduate students in drawing conclusions about the effects of the intervention. Students write a 1,500 to 1,600 word essay (approx 4 - 5 pages using 1.5 spacing, Times New Roman, font size 11) that follows the template for the literacy intervention paper. The paper should include citations of research from scholarly/research-based professional literature at appropriate places in the paper.

Template for Reading Intervention Paper	
<p>Section 1</p> <p>Introduction & Pre-test</p>	<ul style="list-style-type: none"> • A description of the need the reader(s) have that calls for an intervention, including the EL student(s)' needs. • A brief description of the formal or informal assessment data information gathered and used to determine reading needs and English proficiency levels for the EL student(s). An explanation of how the assessment data points out the specific need.
<p>Section 2</p> <p>Intervention description</p>	<ul style="list-style-type: none"> • A description of the instructional strategy you plan to try with the individual or small group, including the EL student(s). (include time frame for implementing intervention) • An explanation of why you think it is an appropriate instructional intervention. Cite the salient literature.
<p>Section 3</p> <p>Intervention record</p>	<ul style="list-style-type: none"> • A record of what you did and how the child/children responded, including how the EL student(s) responded.
<p>Section 4</p> <p>Post-test</p>	<ul style="list-style-type: none"> • A report of the extent to which this intervention did or did not work in the ways that were expected, including for supporting the EL student(s)' reading in English. Be sure to include assessment data information and report what were the positive, neutral, and/or negative results? • An explanation of why this intervention did or did not work in the ways that were expected. Cite the salient literature.

<p>Section 5</p> <p>Reflection</p>	<ul style="list-style-type: none"> • A reflection on what you learned about using literacy assessments data to plan and evaluate specific interventions, in particular as the data relates to EL students learning to read in English. What was valuable about the experience? What would you do differently next time? How could you use this experience to further your development as a reading teacher or a reading specialist?
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College and University Requirements

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Assessment of Professional Dispositions

Assessing a candidate’s dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills but also positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. 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.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, cougar courses, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. All assignments will be submitted online.

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. Please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. In addition, if there is a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Graduate Writing Requirements

GWAR

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM COE graduate courses.

All University Writing Requirement

Every course at the university must include the writing of at least 2500 words. Your notebook, in-class writing, and lesson plan will count towards this requirement.

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no 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.

Plagiarism:

As an educator, it is expected that each student 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 must be approved for services by providing appropriate and recent documentation to the Office of Disable 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.

COURSE SCHEDULE: EDUC 613 Spring 2013
The instructor reserves the right to modify the schedule.

Module Date	Module Topics	Assignments
<u>Module A</u> Week 1: (1/22 – 25) Week 2: (1/28 – 2/1) Week 3: (2/4 – 8) Week 4: (2/11 – 15)	Dimensions of literacy for Module A Cultural relevance Culture of Literacy L1/L2 & academic language development	Text Analysis Module A Reflection
<u>Module B</u> Week 5: (2/18 – 22) Week 6: (2/25 – 3/1) Week 7: (3/4 – 8) Week 8: (3/11 – 15)	Dimensions of literacy for Module B Evaluating instructional interventions Comprehension for ELs & struggling readers Picture-books, multiple modalities & textbooks	Chapter Presentations Module B Reflection
<u>Module C</u> Week 9: (3/18 – 22) Week 10: (Sp break) Week 11: (4/8 – 12) Week 12: (4/15 – 19)	Dimensions of literacy for Module C Assessing student performance in literacy Reciprocal processes read/write & vocabulary Graphic organizers in reading & writing	Data Analysis Module C Reflection
<u>Module D</u> Week 13: (4/22 – 26) Week 14: (4/29 – 5/3) Week 15: (5/6 – 10)	Access to books, independent, self-selected reading Strategies for instructional interventions Rationales for instructional strategies	English Rdg Intervention Study Module D Reflection