EDSS 550: Language and Literacy in Multilingual Contexts
Fall 2001: Part-time Cohort

College 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.

Statement of CLAD Infusion

In 1992, the College of Education voted to infuse Crosscultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Michelle Mullen   **Class Meets: Tuesdays 6:00 – 9:50**
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(760) 750-8227 (voicemail)   **Academic Hall: Room 402**
Office Hours: before and after class and by arrangement

Course Description

This course is designed to help secondary teachers better understand how language and literacy issues and processes are crucial to successful student learning and successful teaching across contexts and content areas. This course addresses the special needs of proficient readers and adolescents who struggle as readers and will help all teachers take responsibility for fostering attitudes and skills that encourage every student to utilize successful literacy for lifelong learning.

Course Goals

Credential candidates will:
1. understand the challenges of working with assumptions (personal and systemic) that ascribe literacy "responsibility" to only a few content areas.
2. develop a growing awareness of the complexity of literacy acquisition and of defining literacy.
3. explain how context and culture affect literacy development.
4. scaffold reading and writing activities so that students of varied literacy backgrounds have access to a variety of texts.
5. use a wide variety of strategies to help students access content-area texts.
6. know SDAIE and apply its strategies effectively/appropriately in designing lessons.
7. integrate literacy activities in the content area to facilitate students' learning content knowledge while also growing as readers and writers.
8. develop methods for diagnosing students' literacy skills in the context of their content area.
9. assess the appropriateness of reading materials for students in their content area.

Required Texts

Lenski, Susan Davis, Wham, Mary Ann, Johns, Jerry L. (1999). *Reading & Learning Strategies for Middle & High School Students.* Dubuque, IA: Kendall/Hunt. (RL)

Walter, Teresa (1996). *Amazing English!* Addison-Wesley. (AE)

Zinsser, William. (1988). *Writing to Learn*. New York: Harper & Row, Publishers (WTL)

Any textbook that is used to teach your content area to middle or high school students. Check your school sites, teacher friends, student friends, etc. for borrowing rights. Let the instructor know if you are having trouble finding a textbook.

Other Texts You Might Find Useful (Ask for ordering information)

Allen, Janet. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, Maine: Stenhouse Publishers

California Dept. of Education (2000). *Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades 4-12*.

Herrell, Adrienne L. (2000). *Fifty Strategies for Teaching English Language Learners.* New Jersey: Prentice-Hall, Inc.

Schoenbach, Ruth, et.al. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms.* San Francisco: Jossey-Bass.

Assignments

- **Class Participation and Preparation**: Critical, engaged discussion will make this a richer class for all of us. In preparation for that kind of discussion, you will be responsible for reading and responding to a variety of texts. You may choose to respond in any of the following ways: maintaining an interactive journal (you'd do this throughout your reading); writing a double entry journal; creating a graphic organizer or visual with a narrative statement; or using some other method to explore and "process" your understanding. Remember the goals for any response method you choose: to help you better contemplate, organize, and understand your reading, and to be prepared for thoughtful discussion. **These will be due with each article/excerpt assigned—see calendar.** Please keep all your reading responses together in your notebook or in a journal, etc. You will also be responsible for a variety of informal in-class presentations. Come to class prepared to participate.

- **Strategy Modeling**: With a partner or small group, you will be responsible for modeling at least one (and hopefully two) literacy strategy(ies) (from our readings) to a group of your colleagues, demonstrating its use in your particular content area. The strategies will come from our texts but you will need to put them in the context of your content area. **Due 10/2.**

- **Literacy Case Study**: You will receive a separate handout on this assignment. The case study involves your working closely with an adolescent to identify his/her reading and writing processes and to reflect on the implications for your teaching. This will be a written report. **Due 10/30.**

- **Reflective Papers**: You will write two informal papers, one at the beginning of class that is a literacy autobiography, and one at the end of class which is a "connections" paper. The literacy autobiography will be a chance for you to reflect upon and consider the implications of your own literacy history. The connections paper will be a chance for you to reflect on your learning over the semester and to put the pieces together in terms of how you'll structure your future classes with a literacy component. This is also the place where you will discuss your progress toward meeting the

course goals. These will both be discussed further in class. **Autobiography due 9/4; Connections paper due 12/11.**

- **Sample Lesson Plans**: You will be responsible for completing two lesson plans demonstrating your ability to integrate literacy strategies and SDAIE into your content area. The goal is for you to develop lessons that you might use as part of your unit plan in your EDSS 521 course as well as for your future student teaching. **Due 11/6 and 11/27.**

- **Independent Reading Book**: You will read at least one young adult or related content-area or literacy book as the basis for a small group reading circle. On the days when your reading group meets you will be responsible for using your reading responses as a guide for discussion of the text. You will have a choice of titles so that you might choose one that has applicability to your subject area. You will purchase or check out this book on your own; the CSUSM bookstore will not have these texts. **Final presentations due 11/13 or 11/20.**

- **Thematic Text Set**: You will experience a text set in class as a participant. You will then be responsible for developing a text set (in groups of 2-3) that you might use in your content area. More information about this assignment will come your way in a separate handout. **Due 12/4.**

- **Introduction to the Professional Portfolio (part of our final reflection night)**: We will begin a dialogue and establish the first steps in developing a professional portfolio that will showcase your competencies, abilities, and strengths as a teacher. You will not have an actual portfolio at this time, but we will begin the process so that you may work on it during the winter break and spring semester. To start your portfolio you will want to gather artifacts from your previous teacher education courses that you deem appropriate, as well as current work. This is a good time to start a file for storing artifacts. The goal is to develop a future professional portfolio you might use/make reference to during job interviews. **Dialogue will be 12/11.**

Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education.

Attendance

This course is participatory in nature, therefore your attendance and participation are important. Absences and late arrivals/early departures will affect the final grade. **If you miss two class sessions or are late (or leave early) for more than three sessions, the highest grade you can receive is an A-. If you miss three class sessions, the highest grade you can receive is a B-.** COE attendance policy states, "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 you have extenuating circumstances, please contact the instructor as soon as possible.

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EDSS 550 Crosscultural, Language, and Academic Development (CLAD) Competencies

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
A. The sound systems of language (phonology)	**A.** Foundations	**A.** Definitions of culture
B. Word formation (morphology)	**B.** Organizational models: What works for whom?	**B.** Perceptions of culture
C. Syntax	**C.** Instructional strategies	**C.** Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	**D.** Physical geography and its effects on culture
E. Language in context	**A.** Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	**C.** Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.** What teachers should learn about their students
H. Nonverbal communication	**D.** Working with paraprofessionals	**B.** How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**C.** How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**III. Cultural Contact**
B. Psychological factors affecting first- and second-language development	**B.** Methods	**A.** Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**B.** Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**C.** The dynamics of prejudice
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**D.** Strategies for conflict resolution
		IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Tentative Calendar (Subject to Change)

Date	Topic	Reading Assignment	Assignment Due
8/28	Introductions Syllabus/Jumping in! What is literacy and how does it relate to content-area courses?		
9/4	Text sets: introduction/explore Learning to read Cycle of reading instruction	♦ Handout: "The Learner's Club" (Frank Smith) ♦ AE: 42-48 (part of ch. 3)	♦ Reader response of your choice (Smith response required; AE response optional) ♦ Literacy autobiography ♦ Pre-instruction survey
9/11	Text sets: explore Reading comprehension Supporting readers in the content areas	♦ RL: Ch. 1 ♦ http://www.wested.org/stratlit/pubsPres/RFU_Ch2.shtml (*Reading For Understanding:A Guide to Improving Reading in Middle and High School Classrooms* "Chapter Two: The Reading Apprenticeship Framework")	♦ Reader response of your choice (to both readings) ♦ Bring content area textbook to class
9/18	Text sets: explore Assessing students' reading/content skills Assessing text levels and textbooks Creating a scaffolding frame Intro. case study	♦ RL: Appendix C and D	♦ Reader response of your choice ♦ Decision on independent reading book (top 3 choices—don't buy any book yet!) ♦ Bring content area textbook to class
9/25	Text sets: prepare presentations NIE guest speaker (7-8) Connecting strategies to content area text—working with a scaffolding frame	♦ Explore an online resource	♦ Reader response of your choice ♦ Bring content area textbook and RL to class ♦ Bring beginning "draft" of a scaffolded reading lesson—using RL strategies from ch. 2, 3, 4
10/2	Text sets—share; arranging your own Strategy modeling/presentations A look at vocabulary	♦ RL: Ch. 3 overview ♦ Vocabulary article from *Words, Words, Words* TBA	♦ Reader response of your choice ♦ Bring content area textbook and RL to class

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10/9	Reading circles: getting started Case study writing discussions Struggling readers 2nd language acquisition	♦ AE: Ch. 1 and 2 ♦ RL: Ch. 5 overview and skim the types of strategies described	♦ Reader response of your choice (AE required; RL optional) ♦ Case study notes ♦ Bring independent reading book to class
10/16	Reading circles: explore & discuss Case study—reader response groups SDAIE and CALLA	♦ Independent reading book:_____ ♦ AE: Ch. 4	♦ Reader response of your choice for AE ♦ Assigned response for reading circle book ♦ Case study rough drafts
10/23	Research Day—meet on your own to work on text sets, case studies, independent reading, etc.	♦ Whatever you need to read to catch up or to prepare for projects	
10/30	Reading circles: explore & discuss Case study implications Reading critically—adding to the scaffold A look at lesson planning	♦ Independent reading book:_____ ♦ RL: Ch. 6 overview and skim the strategies described	♦ No reader response for RL ch. 6 ♦ Assigned response for reading circle book ♦ Case study final draft with self-evaluation/metacognition ♦ Bring content area textbook to class
11/6	Reading circles: explore, discuss, & prep. presentation Share lesson plan #1 Additional strategy modeling? (time permitting)	♦ Independent reading book:_____	♦ Assigned response for reading circle book ♦ Lesson plan #1 with self-evaluation/metacognition ♦ Bring content area textbook to class
11/13	Reading circles: present Writing in the content areas	♦ WTL: Ch. 1, 2, 4 & 5	♦ Reader response of your choice ♦ Ind. Reading presentations
11/20	Reading circles: present Writing in the content areas	♦ WTL: Ch. 9-11 ♦ RL: Ch. 9 overview; skim strategies	♦ Reader response of your choice (WTL required; RL optional) ♦ Ind. Reading presentations
11/27	Share lesson plan # 2 Writing in the content areas	♦ Explore online resource (writing, if possible)	♦ Reader response of your choice ♦ Lesson plan #2 with self-evaluation/metacognition
12/4	Text set "open house" Assessment: some considerations	♦ AE: Ch. 5	♦ No reader response needed ♦ Text set with self-evaluation/metacognition
12/11	Content area reflection/connections Portfolio dialogue	♦ Handout: portfolio articles	♦ Connections paper ♦ Course grade rationale

Grading Rubric for EDSS 550

"A" students:
1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete all assignments thoroughly, thoughtfully, and punctually.
3. make insightful connections between all assignments and their developing overall understanding of literacy and its effects on student learning in their content area; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of course goals.
5. show professional level of work with regard to writing, class preparation, presentations, and collaboration.
6. demonstrate responsibility to meeting attendance requirements (miss fewer than 2 classes) (see syllabus).

"B" students:
1. comply with the course requirements and expectations.
2. complete all assignments, usually thoroughly, thoughtfully, and punctually.
3. usually connect assignments to their developing overall understanding of literacy and its effects on student learning, especially within their content areas; may be satisfied with "accepting" their learning as it's "received" without examining, very deeply, their and others' assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of course goals.
5. show mostly professional level of work with regard to writing, class preparation, presentations, and collaboration.
6. demonstrate responsibility to meeting the attendance requirements (miss fewer than three classes) (see syllabus).

"C" students:
1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. complete all assignments but with limited thoroughness, thoughtfulness, and/or punctuality.
3. make limited connections between assignments and their developing overall understanding of literacy and its effects on student learning; may not be open to examining assumptions or implications and might actually "dismiss" the role of building students' literacy skills within their content areas.
4. attempt but show limited progress in achieving course goals.
5. show an attempt at professional level of work with regard to writing, class preparation, presentations, and collaboration, but often produce work that is significantly unpolished.
6. meet the minimum attendance requirements (see syllabus).

"D" or "F" students fail to meet the minimum requirements of a "C." The specific grade will be determined based on rate of assignment completion, attendance, etc.

NOTES
➢ Students must meet the attendance requirements to be eligible for the grade described. It is a "prerequisite" for earning a particular grade.

➢ Students falling in between grade levels will earn a + or – depending on where they meet the criteria most fully.

➢ In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student's readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

Self-Evaluation of Course Goals for _____

On a scale of 1-4 (4 being high, 1 being low) rate your sense of competence for each of the course goals below—how well are you able to currently meet each goal?

Course Goals	September	December
Credential candidates will:		
1. Understand the challenges of working with assumptions (personal and systemic) that ascribe literacy "responsibility" to only a few content areas.		
2. Develop a growing awareness of the complexity of literacy acquisition and of defining literacy.		
3. Explain how context and culture affect literacy development.		
4. Scaffold reading and writing activities so that students of varied literacy backgrounds have access to texts.		
5. Use a wide variety of strategies to help students access content-area texts.		
6. Know SDAIE and apply its strategies effectively/appropriately in designing lessons.		
7. Integrate literacy activities in the content area to facilitate students' learning content knowledge while also growing as readers and writers.		
8. Develop methods for diagnosing students' literacy skills in the context of their content area.		
9. Assess the appropriateness of reading materials for students in their content area.		
10.		
11.		
12.		
13.		

Note: The assignments you complete for the course and the final connections paper you write in December should show evidence of your progress in meeting these goals. As you work through each course assignment, bear in mind how it might be helping you to become more competent in a particular area.