

California State University San Marcos

Reading and Writing Strategies for Monolingual and Bilingual Learners

EDUC 613 – Spring 2006 – Mondays 5:30 - 8:15

CRN no: 22027

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Mission of the College of Education at CSUSM. 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (Adopted by COE Governance Community, October 1997)

Authorization to teach English Learners. This credential program has been specifically designed to prepare teachers for diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (Approved by CCTC in SB 2042 Program Standards, August 02)

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 4205, and can be contacted by phone at (760) 750 – 4905, or TTY (760) 750 – 4909. Students authorized by SDD to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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 in all class activities. 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).

An academically successful student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life that will impact completing your assignments, please let us know. We want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to speak with us about them.

COURSE DESCRIPTION

This course focuses on the examination of the theory, research, and practices that affect reading and writing for monolingual and bilingual students. Based on current theory, practices, and research-based skills and knowledge about instructional strategies, the following elements of a balanced reading program are covered in this course:

- The development of instructional strategies, aligned with ongoing formal and informal assessment, that meet the needs of all students – proficient readers and writers, struggling students, English language learners, etc.
- A review of the structure of the English language and how reading and writing acquisition are affected by phonology, morphology, syntax, and semantics; second language acquisition; models of bilingual education; relationships among language, language, spelling, reading, and writing; and psychological and sociolinguistic aspects of reading and writing. Including transfer strategies from primary language reading skills into English language reading skills and how second language learners develop literacy in culturally appropriate contexts.
- The development of fluent reading in students at all grade levels, including speakers of English and English language learners.
- Reading comprehension strategies (e.g., text analysis, thinking and study strategies, and independent reading of high quality books), including foundational skills in academic language, background knowledge, concept formation, and vocabulary development.

California Commission on Teacher Credentialing Standards

This course has been aligned with the Standards of Program Quality and Effectiveness for the Reading Certificate and Reading Specialist Credential (1998) 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. Particularly, this course addresses the following standards: Developing Fluent Reading; Comprehension and Study Strategies; and Preparation for Meeting and Reading and Writing Needs of All Students.

COURSE REQUIREMENTS

Required Texts

Routman, Regie. (2003). Reading Essentials

Echevarria, Vogt, & Short. (2004). Making Content Comprehensible for ELL: The SIOP Model, 2nd Edition.

Reyes & Halcón. (2001). The Best for Our Children: Critical Perspectives on Literacy for Latino Students.

Grading Policy

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, ALL assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10 % of earned credit per day.** Assignments should be typed and double-spaced.

A	93 – 100 points	C+	77 - 79
A –	90 – 92 points	C	73 – 76
B +	87 – 89 points	C –	70 – 72
B	83 – 86 points	D+	67 - 69
B –	80 – 82 points	D	63 - 67
C +	77 – 79 points	D –	60 - 62
C	73 – 76 points		
C –	70 – 73 points		

Assessment:

Final grades will be based upon the student's ability to demonstrate knowledge in the area of literacy development as it applies across the curriculum. Participation in all course activities is a CORE expectation. Grades will be based upon the following points:

Text Analysis	20 points
Strategy Lesson Paper & Presentation	20 points
Reading Intervention Study Paper	22 points
Chapter Presentation of Reyes & Halcón	20 points
On Line Components of Course Discussion Board	18 points (points divided by # sessions)

ASSIGNMENTS

Text Analysis (20 points)

You will prepare a 5 page paper that includes:

- A brief introduction to your classroom and language arts curriculum (specify your grade level.) Identify the types of text structures that you are currently using in your classroom. List the types of texts (e.g., picture books, traditional literature, textbooks, informational books, fiction, biographies, poetry, commercial reading programs, computer programs, classroom writings – science reports, charts, posters, etc.) currently used in your classroom. Include 2 examples of each type.
- A discussion on how the features and structures of these texts can support reading and writing fluency, reading comprehension, content learning, and learning about text structure. What are the implications of using a variety of texts (refer to course readings and/or additional references). In other words, how do the texts present in your classroom support reading and writing fluency, reading comprehension, vocabulary development and content learning, as well as serve as writing models.
- Identify types of text you are not currently using in your classroom, reflect on literacy learning implications, and brainstorm ideas on how you can start to include them in your curriculum.

Chapter Presentation of Reyes & Halcón text (20 points)

Together in a group of 4 – 5 students, you will prepare 10-12 minute presentation for the whole class on a chapter from the Reyes & Halcón text, The Best for Our Children: Critical Perspectives on Literacy for Latino Students. Sign ups for the chapters available for presentations will take place the first class session.

The presentation will use visuals and a collaborative approach to presenting and will include:

- A brief description of the theoretical framework of the chapter
- An overview of the chapter: key methods, important concepts, and significant findings.
- Entertain some questions from the class.

Reading Intervention Study (22 points)

You will prepare a 6 page paper about a reading intervention you will try with a small group of students needing help with their reading. The paper will include the following:

The pretest:

- A description of the need the readers have that calls for a reading intervention and the basis for concluding that they have this need (formal or informal assessment data need to be included).

The intervention:

- A description of the intervention you will try with the small group.
- An explanation of why you think it is an appropriate intervention.
- A record of what you did and how the children responded.

The post-test:

- An explanation of to what extent (formal/informal assessment data need to be included), how (what was the positive, neutral, and/or negative results) and why this intervention did or did not work in the ways that were expected.

A reflection:

- Write a one page reflection on the process and what you learned about assessments, pre-tests and post-tests, and specific interventions. What would you do differently next time? What was valuable about the experience? How can you use this experience to further your development as a reading specialist?

Strategy Paper and Presentation (20 points)

You will prepare a presentation for the whole class and a paper of 1 to 2 pages for instructor.

The presentation will include:

- A brief overview of the strategy that you choose to implement with your students (tie this to a theoretical and research base)
- A description of how you implemented the strategy (includes a brief demonstration)
- Examples of student work and discussion of your assessment of how this strategy supported or did not support your students' reading/writing
- Recommendations on the usefulness of the strategy for native English-speaking students and for students learning English

The paper will include:

- A rationale or reason for selecting the particular reading/writing strategy based on assessment.
- A description of the strategy (and any adaptations you made to it and why you made them)
- An assessment of how the strategy worked as evidenced in student work. You may include an evaluation of student work using either a rubric or other standards.

COURSE SCHEDULE

The instructors reserve the right to modify the schedule.

Date	Topic	Readings
Session 1 January 23	Overview of class Teachers as Professionals Beliefs about literacy	Routman 1 & 2 Reyes & Halcón 3
Session 2 January 30	Literature reading & conversations Teaching children to read	Routman 3, 4, & 5
Session 3 February 6 Web CT	Introduction to Sheltered Instruction Reading development and Special Ed for ELLs	Echevarria 1, 2 & 10 Text Analysis on Web CT On-Line assignment
Session 4 February 13 Web CT	Building background Comprehensible Input	Echevarria 3 & 4 Latino Summit data on Web CT On-Line assignment
Session 5 February 20	Writing Principles Journal writing Chapter presentations	Routman 6 & 7 Chapter Presentations: Reyes & Halcón 1, 2
Session 6 February 27 Web CT	Organizing for writing SIOP Practice application	Echevarria 5 Routman 8 On-Line assignment
Session 7 March 6 Web CT	Promoting interaction strategies	Echevarria 6 & 7 On-Line assignment DUE: Text Analysis
Session 8 March 13	Reyes' Biliteracy Research	Routman 9 & 10 Reyes & Halcón 6 Chapter Presentations: Reyes & Halcón 4, 5
Session 9 March 20	Reyes' Biliteracy Research	Routman 12 & 15
Spring Break	Spring Break	Spring Break
Session 10 April 3	Strategies for instruction Practice and application	Chapter Presentations: Reyes & Halcón 8, 9, 11
Session 11 April 10 Web CT	Content and language objectives Review and assessment	Echevarria 8 & 9 On-Line assignment
Session 12 April 17	Echevarria Debrief	Chapter Presentations: Reyes & Halcón 12, 13, 14
Session 13 April 24	Bringing loose ends together Strategy presentations	DUE: Strategy paper & presentations
April 29	Hansen symposium	Hansen Symposium
Session 14 May 1	Closure	Due: Reading Intervention Study