

**EDUC 612: Literacy Development of Speakers of  
English as a Second Language  
Spring 2005, CSUSM, College of Education**

Instructor: Erika Daniels, Ed.D  
Phone: 760-436-5615  
Email: [edaniels@csusm.edu](mailto:edaniels@csusm.edu)  
Office hours: By appointment

**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.

**Course Description**

This course focuses on the examination of the theory, research, and practices that affect reading and writing for speakers of English as a second language. 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 to meet the needs of all students—proficient readers and writers, struggling students, English 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, 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.

**Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the 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)*

**CLAD Emphasis**

This course addressed the California Commission on Teacher Credentialing requirements for the Crosscultural Language and Academic Development (CLAD) emphasis. This course specifically

addresses standards/competencies associated with language and culture, models of bilingual education, and instructional strategies that support the oral language development, reading and writing of English language learners.

### **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 5205, 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.

### **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 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.”

### **COE 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).*

For this class, if you miss more than two class sessions or are late or leave early by 15 minutes for more than three sessions, you cannot receive an A. If you miss more than three class sessions, you cannot receive a B. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to speak with me about them.

## **COURSE REQUIREMENTS**

### **Required Texts**

Calkins, L. (2001). *The Art of Teaching Reading*. Longman  
Echevarria, J., & Graves, A. (2003). *Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities*, 2nd Edition. Allyn and Bacon.

### **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. The following grading scale will be used:

A (94-100)  
A- (90-92)

B+ (87-89)  
B (83-86)  
B- (80-82)

C+ (77-79)  
C (73-76)  
C- (70-72)

D+ (67-69)  
D (63-67)  
D- (60-62)

## ASSIGNMENTS

### **Thoughtful participation and professionalism (10 points)**

As teachers you will need to articulate your beliefs, advocate for students, and defend your decisions to parents, administrators, and the public. Begin practicing in our classroom. I expect you to participate in both large group and small group discussions, attend class on time, and otherwise act as you would in a professional learning situation.

### **“Lightbulb” assignment (15 points, due before the end of class)**

The most useful part of any graduate course is when you can immediately apply what you have learned to your own classroom with your own students. The purpose of this assignment is to help you be more aware of those “lightbulb” moments when connections are made between what you are learning and what you are doing in your practice. You will write a reflection on one of those moments. Write a paper where you identify what course concept or educational theory you connected with and describe how it validates what you already do in your classroom or what you will change as a result of your new understanding. Include citations to show which references influenced your thinking. It is due by the last day of class but can be turned in at any point in the semester.

### **Materials analysis (20 points, due April 6)**

You will prepare a paper that includes:

- A brief introduction to your classroom and curriculum. Identify the types of text genres that you currently use in your classroom (e.g., picture books, traditional literature, textbooks, informational books, fiction, biographies, poetry, commercial reading programs, computer programs, classroom writings – science reports, charts, posters, etc). Be sure to explain how you use texts across the content areas.
- A discussion on how the features and structure of these texts can support ELL reading and writing fluency, reading comprehension, content learning, and learning about text structure. What are the implications of using a variety of texts? How do you use the various genres to support reading and writing fluency, reading comprehension, vocabulary development and content learning, as well as writing models? How do you make decisions about which texts to use based on the specific needs of your students?
- Identify any texts you are not currently using in your classroom that you believe would enhance and support ELL literacy development. Reflect on how they might change literacy learning opportunities for your students and brainstorm ideas on how you can start to include them in your curriculum. Be sure to identify the reasons behind your thinking and opinions.

### **Literacy Strategy Intervention Study (35 points, due April 27)**

You will prepare a paper about a literacy strategy intervention you tried with a small group needing help with literacy learning in English as their second language. The paper will include the following:

Formative assessment:

- A description of the need the learners have that calls for a literacy intervention and the assessment evidence that led to your diagnosis (formal or informal assessment data need to be included).

Intervention:

- A description of the intervention strategy you will try
- An explanation of why you think it is an appropriate intervention (be specific and refer to your assessment data)
- A record of what you did and how the children responded

Summative assessment:

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

Reflection:

- Write a 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?

**Discussion facilitation (20 points, various due dates)**

Working in a small group, you will plan and facilitate class discussion for one set of readings. Sign ups will occur during the first course session. Your group will be responsible for crafting questions about the reading that will encourage both discussion and a deeper understanding of the course concepts. You may facilitate/organize the discussion in any way that you choose. You will turn in your outline/discussion questions and any other materials you use.

## Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Due</b>
January 19	Building a community of readers Reading for meaning	Calkins chapter 1
January 26	Assessment: Building a portrait of your students	Calkins chapter 8 Echevarria chapter 1
February 2	Language acquisition Comprehension Phonology, morphology, syntax, semantics	Calkins chapter 5
February 9	Factors affecting language acquisition and a history of the challenges	Echevarria chapter 2
February 16	Models of bilingual education	Handouts
February 23	Sheltered instruction More on comprehension	Echevarria chapter 3 Calkins 166-173
March 2	Issues with phonics and word study in the L2	Calkins Chapter 11
March 9	Oral language development Relationships among writing, reading, and oral language	Calkins 493-499, chapters 12 and 18
March 16	Scaffolding thoughtful conversations Developing literacy skills in the L2	Calkins 305-319 Echevarria chapter 7
March 23	Textual analysis Text structures	Calkins 372-381, 442-468 Echevarria 131-137
March 30	Spring Break	No class
April 6	Reader response Affective issues Reading/writing fluency	Calkins chapters 24, 25 Echevarria chapter 4 <b>Due:</b> Materials analysis
April 13	Using assessments to design instructional activities	Handouts
April 20	Coaching readers	Calkins chapters 6 and 10 Echevarria chapter 5
April 27	Psychological and sociolinguistic aspects of reading and writing Selecting reading materials and the usefulness of leveled texts	Calkins chapter 7 Echevarria chapter 6 <b>Due:</b> Literacy strategy intervention
May 4	Closure	Be sure that you have turned in your lightbulb assignment.