

California State University San Marcos

Reading and Writing Strategies for Monolingual and Bilingual Learners

EDUC 613 (02) – Spring 2007 – Thursdays, 5:30 – 8:15

CRN #: 22417

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Office Hours: By appointment

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).

Students are expected to attend all class sessions, arrive promptly, stay until the end of the session, and to participate actively in class activities. **For every absence from a class session (including arriving late or leaving early), 5 points will be deducted** from the student's earned credit for the course. This includes attendance at WebCT sessions by the due date. A student who is absent from 3 class sessions or more (including WEBCT) will not receive a passing grade for the course. If students are unable to attend a class session they should notify the instructor prior to their absence. It is the student's responsibility to communicate with the instructor in a timely fashion about any extraordinary circumstances that may affect attendance, including WEBCT attendance, and completion of the assignments.

NOTE: Contract Negotiations

The instructor's union is in the midst of contract negotiations and there is a possibility of a work interruption. Updates on this situation will be provided throughout the semester.

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, 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
ISBN: 0-32500-492-7

Garcia, Gilbert. (2003). English Learners: Reaching the Highest Level of English Literacy
ISBN: 0-87207-455-2

Cisneros, Sandra. The House on Mango Street. ISBN #: 0-679-73477-5

On-line articles & websites to be assigned throughout the course: (see WebCT6 site for course).

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. Assignments should be typed and double-spaced. 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.** After two weeks, late assignments will be given a zero.

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:

15 points	Garcia Chapter Collaborative Power Point Presentation
15 points	Classroom Text Analysis Report
15 points	Latino Summit / API Data Analysis & WebCT Discussion Board
15 points	Literacy Strategy Presentation
20 points	<u>The House on Mango Street</u> Literature Circles & Cisneros Reflection
20 points	Reading Intervention Study Paper & WebCT Discussion Board

ASSIGNMENTS

Garcia Chapter Collaborative Power Point Presentation

Students work together in groups of 4 to create a Power Point presentation for the whole class on a chapter from the Garcia text. The group will have 15 minutes to make their presentation. Sign ups for the chapters will take place the first class session. It is recommended that groups create a power point presentation of no more than 12 slides.

- PP slides 1,2,3: introduce the chapter title & author(s), chapter organization, briefly summarize the topic, define any essential vocabulary needed to understand the topic/chapter/research.
- PP slides 4,5,6: describe the theoretical framework and key question for the research: What were the key assumptions/perspectives of the researcher(s) and what key concepts guided their research? What was their key research question and why did they believe it was an important question to research?

- PP slides 7,8,9: describe the research study, including the methods used to gather data, and explain any expected and/or unexpected challenges difficulties with their methods and/or with gathering data and the way researchers dealt with them.
- PP slides 10,11,12: describe the findings of the research and explain the conclusions of the researchers, also make explicit at least 2 connections between the chapter's conclusions and the key concepts of the 612 course.

Classroom Text Analysis Report

You will prepare a 3 page report the focuses on the variety of kinds of texts (reading materials) available to your students in the situation in which you teach. Several ERIC articles are available on WebCT to support your analysis. Your report needs to follow the guidelines explained in the Guide for Text Analysis Report below.

GUIDE FOR TEXT ANALYSIS REPORT

- [] Write a *brief* introduction to your teaching situation, you classroom, the class(es) that you teach. Make sure to specify your grade level and the demographics of the students in your classes and in your school.
- [] Identify the variety of kinds of text structures you currently use in your classroom. Make a bulleted list of the kinds of texts and other reading materials you make available to your students in your teaching situation, (classroom). For example, 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.
- [] Next to each item on your list, write 1 example that you have in your classroom.
- [] Put your list in order from MOST to LEAST in number and use.
- [] Pick 4 different kinds of texts (reading materials) from your list. Discuss how the features and structures of these texts that you have in your classroom can **support your students** in any 4 of the following:
 - reading and writing fluency,
 - reading comprehension,
 - content learning,
 - vocabulary development,
 - learning about text structure,
 - learning how to write the needed genres.
- [] In 1 paragraph, explain the implications of using a variety of texts for supporting your students' (including EL students) reading & writing development in classes you teach?
- [] Review your list. Identify 1 (or more) type of text you are *not* currently using or *not using enough*. In one paragraph, explain how incorporating this kind of text(s) could be useful for your students and brainstorm ideas on how you could start to include it in your curriculum.

Latino Summit / API Data Analysis & WebCT Discussion Board

For this assignment, you may collaborate with a partner if you would like. Write a 3 page paper that analyzes data for strengths & challenges of the school and/or district. You will work with two data sets, the Latino Summit data (SDCOE) and the API scores (CDE) available on-line (see WebCT page for the course). You will also contribute to a WebCT discussion board discussion

on your insights related to your analysis. You must respond to the discussion board prompt and then you must respond to/comment on at least 2 other responses made by two different students in the class.

The Data Analysis paper should follow the guide below and each individual must submit it to WebCT “assignments.”

GUIDE FOR DATA ANALYSIS PAPER

Write a 3 page paper that analyzes data for strengths & challenges of the school and/or district.

- Compare the information in each data set – do they match or are there discrepancies?
- Tell the story behind the data – what story is the data telling? What story is missing?
- What is the focus from the data?
- What other information would you need or want in order to be able to make recommendations for program improvement at the district or school level?

Literacy Strategy Presentation

Sign ups for this presentation will take place during the first class session. For this 8 minute presentation, you will have the opportunity to share with the rest of the class a literacy strategy that you currently use (or have recently tried using) and have found successful in supporting your students’ reading and/or writing for the purposes needed in your teaching situation. This presentation should NOT be a Power Point presentation. You may use the overhead, the computer & projector for examples of instructional materials, student work, etc...

The presentation should include:

- A brief oral overview of the literacy strategy including an example of the instructional materials that you use to teach the strategy.
- A brief demonstration and oral description of how you implement the strategy
- Provide examples of student work using the strategy
- A brief oral explanation of how you assess the effectiveness of this strategy in supporting your students’ reading and/or writing and it’s usefulness for native English-speaking students and for students learning English as a second language
- Distribute to class a 1 page hand-out highlighting the key features of the strategy

The House on Mango Street Literature Circles & Cisneros Reflection

Each one of you will be responsible for participating in and documenting your participation of a Literature Circle Discussion in a group of 4 using The House on Mango Street by Sandra Cisneros. It is recommended that you divide the book into 4ths. Section 1: (3 – 30), Section 2: (31 – 57), Section 3: (58 – 85), Section 4: (86 – 110). You should take turns with each of the Literature Circle roles. (See the attached Suggested Literature Circle Format.) Each person should have an opportunity to perform each role at least once. The 7 roles include: 1) Discussion Director, 2) Passage Master, 3) Word Wizard, 4) Connector, 5) Summarizer, 6) Illustrator, and 7) Investigator. In your groups, you will keep track of each section read and the roles each person played. After reading all 4 sections, **each student should submit documentation of their work that they completed for each role for each section of the book to WebCT6 “assignments.”** Our class will be participating in the “Escondido Reads One Book” program (1/16/07 – 3/23/07) in collaboration with the National Latino Research Center at CSUSM reading The House on Mango Street. As part of this assignment, you are also required to submit a full page reflecting on your insights and how they apply to your teaching gained from attending Cisneros’ presentation at the CCAE (3/22/07). While not required, there are a variety of opportunities to engage in the

“Escondido Reads One Book” program within the larger community (see website). You can earn up to 7 points of extra credit for participating in and writing a full page reflection on at least one of these community events. You must submit it by the due date, April 5, 2007, to receive credit.

Reading Intervention Study (RIS) & WebCT Discussion Board

You will prepare a 5 page paper which you will submit to WebCT6 “assignments,” about a reading intervention you will try with a small group of students needing help with their reading. You must cite research from scholarly/research-based professional literature at appropriate places in the paper. You will also contribute to a WebCT discussion board discussion on the development of your RIS. You must respond to the discussion board prompt and then you must respond to/comment on at least 2 other responses made by two different students in the class. The paper should follow the guide for the RIS below:

GUIDE FOR READING INTERVENTION STUDY

The pretest:

- A description of the need the readers have that calls for an intervention
- A brief description of the formal or informal assessment data information and an explanation of how the data points to the specific reading need

The intervention:

- A description of the intervention you plan to try with the small group.
- An explanation of why you think it is an appropriate intervention. Be sure to cite the salient literature.
- A record of what you did and how the children responded.

The post-test:

- An explanation of to what extent this intervention did or did not work in the ways that were expected. Be sure to include formal/informal assessment data information.
- 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. Be sure to cite the salient literature.

A reflection:

- A written reflection which reflects on the process of doing this reading intervention 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 teacher (or reading specialist) that meets the literacy needs of your students?

COURSE SCHEDULE

The instructor reserves the right to modify the schedule for teachable moments.

Date	Topic	Readings
Session 1 January 25	Overview of course Reading Intervention Study	Routman: Ch 7 “Assessment”
January 27	SM Writing Project Conference	
Session 2 February 1	Reading Scholarly Articles Workshop The Stories Data Tell (data analysis)	Routman: Ch 11 “Best Practice”
Session 3 February 8	Literature Circles Workshop WebCT Discussion Board: Insights from the data analysis	Cisneros DUE: Latino Summit/ API Data Analysis
Session 4 February 15	Literature Circles Garcia Chapter PP Presentations	Cisneros
Session 5 February 22	Text Analysis Workshop Garcia Chapter PP Presentations	Routman: Ch 5 “Classroom Library”
Session 6 March 1	Garcia Chapter PP Presentations	Routman: Ch 4 “Optimal Learning Model”
Session 7 March 8	Combined class Family Stories – Garza Presentation Garcia Chapter PP Presentations	Routman: Ch 9 “Shared Reading”
Session 8 March 15 WebCT6 – Only	WebCT Discussion Board: The Reading Intervention Study Literature Circles	
Session 9 March 22 OFF CAMPUS	CCAIE – Cisneros Presentation <u>The House on Mango Street</u>	
Mar 26 -30	Spring Break	Spring Break
Session 10 April 5	Literacy Strategy Presentations	Routman: Ch 8 “Tching Essentials” DUE: Cisneros Reflection DUE: Lit. Circle Documentation
Session 11 April 12	Literacy Strategy Presentations	DUE: Text Analysis Report
Session 12 April 19	Literacy Strategy Presentations	Routman: Ch 10 “Guided Reading”
Session 13 April 26	Literacy Strategy Presentations	
Session 14 May 3	Reading Intervention Study Share Out in class in round table discussions	Due: Reading Intervention Study

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS 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. Intra-group 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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second- language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Suggested Literature Circle Format

- 1) Discussion Director, (DD)
- 2) Passage Master, (PM)
- 3) Word Wizard, (WW)
- 4) Connector, (C)
- 5) Summarizer, (S)
- 6) Illustrator, (I)
- 7) Investigator. (Inv.)

*****	Section 1	Section 2	Section 3	Section 4
Person 1	DD & PM	WW & C	S & I	Inv.
Person 2	Inv.	DD & PM	WW & C	S & I
Person 3	S & I	Inv.	DD & PM	WW & C
Person 4	WW & C	S & I	Inv.	DD & PM