

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
COLLEGE OF EDUCATION**

**EDUC 613**

**Reading and Writing Strategies for Monolingual and Bilingual Learners**

**Fall 2010      CRN: 41764**

**UH 442, 5:30 – 8:15 Thursdays**

**Instructor: Dr. E. Garza**

**Office Hours: by appointment**

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**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***

The course focuses on the examination of the theory, research, and practices that affect reading and writing for monolingual and bilingual students. A variety of elements of a balanced literacy program are covered, including English language structure, fluency, reading comprehension, second language acquisition and transfer strategies, the socio-cultural aspects of literacy, and research-based instructional strategies and interventions aligned with assessment to support literacy development. 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.

***STUDENT LEARNING OUTCOMES***

**The California Standards of Program Quality and Effectiveness for the Reading Certificate and Reading and Language Arts Specialist Credential:**

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.

### **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.

### ***UNIVERSITY REQUIREMENTS***

#### ***All University Writing Requirement***

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

#### ***Students with Disabilities Requiring Reasonable Accommodations***

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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, 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 presentation assignments must be original work. All ideas or materials 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.

***COURSE REQUIREMENTS***

***Grading Standards***

Overall Evaluation/Assessment Scoring Rubric

**High:** The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**Intermediate:** The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**Low:** The graduate student’s skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

***Grading Policy***

Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. Students will not receive full earned credit for late work. **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. Students may resubmit work with improvements when warranted and negotiated with the instructor, and still receive full earned credit when the original was submitted on time.

<b>A</b>	93-100	<b>B+</b>	87-89	<b>C+</b>	77-79
<b>A-</b>	90-92	<b>B</b>	83-86	<b>C</b>	73-76
		<b>B-</b>	80-82	<b>C-</b>	70-72

### ***College 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.*)

Students missing more than three class sessions will not earn a passing grade. Illness and emergencies are considered on a case-by-case basis. 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 on-line session attendance, and completion of the assignments. However, notifying the instructor does not excuse students from assignments nor the attendance policy. **Any absence from a class session will result in the loss of 8 points.** Two absences will result in a grade letter reduction. Three absences will comprise over 20% of the class and would result in two grade letter reductions. You may make up ONE absence by participating in an approved Extra Credit Activity and submitting a 2 page written reflection. The reflection must follow the professor's criteria.

### ***Participation***

Students are expected to attend all class sessions, arrive promptly, stay until the end of the session, and to participate actively in class activities. All students are expected to participate in class activities and demonstrate reflective learning. This includes participation in on-line sessions by the due date. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting

### ***Use of Technology***

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Assignments will be submitted online, and some will be submitted hard copy as well.

### ***Electronic Communication Protocol***

Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so. 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. With that said, 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. Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **Required Texts:**

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

Kucer, S.B. and Silva, C. (2006). *Teaching the Dimensions of Literacy*. Routledge.  
ISBN 978-0-8058-5020-8

Additional Required Readings: Additional readings will be assigned throughout the course and will include research articles, on-line articles and websites.

### **COURSE ASSIGNMENTS**

**Technology:** Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio.

**Writing:** It is expected that students proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are to be written in Times New Roman, size 11 font, and are 1.5 spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically presented. All citations, where appropriate, use American Psychological Association (APA) format.

**Readings:** Students are expected to complete assigned readings *prior* to the class sessions to which the readings are related in preparation for class activities. Refer to the handout on reading assignments distributed by the instructor for the specific information about the readings for each class session.

<b>Assignment</b>	<b>Points Possible</b>
Chapter Group Power Point & Presentation	20
Latino Summit Data Analysis	15
ELD or Bilingual Strategy Poster Presentation	20
English Reading Intervention Study	25
On-line Session Activities	20
<b>Total Points</b>	<b>100</b>

## ***ASSIGNMENT DESCRIPTIONS***

### **CHAPTER GROUP POWER POINT & PRESENTATION**

Students work together in groups of 3 or 4 to create and present a power point presentation for the whole class on a chapter from the Quioco & Ulanoff text. Students will select a chapter, read it and discuss it together. After identifying the key concepts of the chapter, they will develop a power point to use in a presentation of the chapter's key ideas to their peers during a class session. The group will have 15 minutes (total) to make their presentation. Sign-ups for the chapters will take place the first class session. Groups create a power point following the template of 9 slides (below).

Template for Power Point	
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 practices recommended in "Linking Theory to Practice."
Slides 8 & 9	Highlight an example, from "Examples from the Field" & pose a salient question and/or discussion prompt for the audience.

### **ON-LINE SESSION ACTIVITIES**

Students complete four activities related to on-line sessions. Each activity is based on the instructor's assigned prompts that provide instructions to the students about what to do. The prompts typically require that students interact with a website, read on-line articles and/or view on-line videos. Prompts also require a journal entry (written in Times New Roman, size 11 font, 1.5 spacing). Students bring their journal entries to the following face to face class session to share their findings and insights with their peers in the class. The rubric (below) describes the criteria for journal entries.

Rubric for Journal Entries

Criteria	5	4	3	2-1
Answers the prompt assigned by the instructor				
Demonstrates analytical reflective writing				
Makes connections to course readings				
Includes any required attachments				

On-line Session Activity Topics
PROMPT # 1: Storytelling, Cultures & Supplementing Textbooks
PROMPT # 2: Poverty, Access to Books & Reading Achievement
PROMPT # 3: Vocabulary & Academic Language
PROMPT # 4: Multimodality & New Literacies

## LATINO SUMMIT DATA ANALYSIS

For this assignment, students may collaborate with a partner to analyze the Latino Summit Data report, which is available on-line at the San Diego County Office of Education website ([www.sdcoe.net](http://www.sdcoe.net)). Students write a 700 – 800 word paper (approximately 2 pages, using 1.5 spacing, Times New Roman, font size 11). The paper should analyze the data for the strengths and challenges in the school system related to the effectiveness of education for Latinos, including Spanish dominant English Learners, from preschool to the university. Use the template below to organize your written analysis.

Brief description of the select comparison district or school (typically students select one with which they are already familiar).	How would you describe the district or school that you have selected?  Name of district or school Descriptors such as “rural or urban,” “coastal or inland,” “wealthy or poor” Number of students
Create a table that compares / contrasts data from select district or school with Latino Summit Data	What are the similarities and differences in any of the following categories (or others you identify)?  Number of Latinos Number of English language learners Educational programs Academic performance Educational attainment Teacher ethnicity & experience
Tell the story behind the data from the Latino Summit Data report	What is the narrative of Latinos in education that these data show? What are the strengths and challenges in the schools related to effectiveness of education for Latinos and Spanish dominant ELs?  The “big ideas” from the data Trends of change and/or stability over the past decade. These trends could be related to any of the following strands: student ethnicity, English learners, educational programs, graduation rates, teacher ethnicity & experience, educational attainment.
Any additional information	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?

## ELD OR BILINGUAL STRATEGY POSTER PRESENTATION

Working with a partner, students investigate an instructional strategy and prepare a poster to be presented during a class session. Students may pick an instructional strategy designed to teach English Language Development in the areas of reading/writing. Or, students may select a bilingual strategy that promotes transfer between the child's first language and English, the child's second language in the areas of reading/writing. Ideally, the instructional strategy should be implemented at least once with bilingual students.

Students will create a poster that includes the items on the checklist (below) related to the instructional strategy. During the poster session, students will stand next to their poster and use it to explain how the strategy works to foster language development & literacy. Please note the poster presentation should strive for clarity of information in terms of content, organization and visual appeal. In addition, students will observe posters presented by their peers, record information in an effort to explore individual as well as whole class topics of inquiry.

X	<b>CHECKLIST FOR POSTER PRESENTATION</b>
	The name of the ELD or Bilingual instructional strategy & the English proficiency level(s) it best serves
	An explanation of how the strategy works to support language and literacy development.
	Example(s) of the instructional materials needed to teach the strategy
	A step by step explanation of implementing the instructional strategy
	A sample of the product created when students use the strategy. Example(s) of real children's work strongly recommended
	Measures used to assess the effectiveness of this strategy in supporting development of English reading and/or writing
	Reference information citing sources



## ENGLISH READING INTERVENTION STUDY

(This assignment serves as evidence for CTEL standards 7 & 8.)

Students design and implement a reading intervention for children who need help reading English language texts. Students may 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. Students gather both pre-test and post-test data. Pre-test data is used to inform decisions as to an appropriate reading intervention. Pre and post test data are analyzed to aide students in drawing conclusions about the effects of the intervention. Students write a 1,500 word essay (approx 4 – 5 pages using 1.5 spacing, Times New Roman, font size 11) that follows the template described in the table below. The paper must include citations of research from scholarly/research-based professional literature at appropriate places in the paper.

Template for Literacy Intervention Paper

<b>Section 1</b> Introduction & Pre-test	<ul style="list-style-type: none"><li>• A description of the need the reader(s) have that calls for an intervention, including the EL student(s)' needs.</li><li>• A brief description of the formal or informal assessment data information 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.</li></ul>
<b>Section 2</b> Intervention description	<ul style="list-style-type: none"><li>• A description of the intervention you plan to try with the individual or small group, including the EL student(s). (include time frame for implementing intervention)</li><li>• An explanation of why you think it is an appropriate intervention. Be sure to cite the salient literature.</li></ul>
<b>Section 3</b> Intervention record	<ul style="list-style-type: none"><li>• A record of what you did and how the child/children responded, including how the EL student(s) responded.</li></ul>
<b>Section 4</b> Post-test	<ul style="list-style-type: none"><li>• An 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?</li><li>• An explanation of why this intervention did or did not work in the ways that were expected. Be sure to cite the salient literature.</li></ul>
<b>Section 5</b> Reflection	<ul style="list-style-type: none"><li>• 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?</li></ul>

**THURSDAYS**  
**COURSE SCHEDULE: EDUC 613 Fall 2010**  
**The instructor reserves the right to modify the schedule.**

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
<b><u>Session 1</u></b> Sept 2	Overview of the Course Literacy assessment, differentiated instruction & intervention Multiple Dimensions of Literacy	Readings: Kucer ch. 2 Quiocho ch. 10
<b>Campus Closed for Labor Day Monday, Sept. 6</b>		
<b><u>Session 2</u></b> Sept 9	L1 & L2 language & literacy development Culturally responsive literacy instruction  Amazing English! Jigsaw	Readings: Kucer ch. 3 Quiocho ch. 1 & 2
<b><u>Session 3</u></b> Sept 16  <b>On-line session</b>	Sociocultural dimension of literacy, storytelling Supplementing textbooks with picture-books	DUE: PROMPT # 1 activity  Additional Readings: Kucer ch 6
<b><u>Session 4</u></b> Sept 23	Literacy instruction for beginning readers, Teaching in the linguistic dimension Struggling Readers & literacy interventions  Allington podcast "RTI revisited"	DUE: Latino Summit Data Analysis  Readings: Kucer ch. 4
<b><u>Session 5</u></b> Sept 30  <b>On-line session</b>	Achievement gap in literacy, poverty, access to books and the role of independent, self-selected reading	DUE: PROMPT # 2 activity  Additional Readings: Kucer p 377-378
<b><u>Session 6</u></b> Oct 7	Approaches: SDAIE, SEI, ELD, Bilingual Value of L1& transfer	DUE: Chapter Presentations  Readings: Research Article: TBA
<b><u>Session 7</u></b> Oct 14  <b>On-line session</b>	Integrating vocabulary instruction & Supporting the development of academic language for students learning English	DUE: PROMPT # 3 activity
<b><u>Session 8</u></b> Oct. 21	Reading comprehension , teaching in the cognitive dimension & interventions (block strategies)	DUE: Chapter Presentations  Readings: Kucer ch 5 Research Article: TBA
<b><u>Session 9</u></b> Oct 28  <b>On-line session</b>	Multiple modalities in reading and writing Exploring theories of the New Literacies	DUE: PROMPT # 4 activity

<b><u>Session 10</u></b> Nov 4	Instructional strategies for language & literacy development Workshop: Reading Intervention study	DUE: ELD or Bilingual Strategy Poster Presentation
	<b>Campus Closed for Veteran's Day Thursday, Nov. 11</b>	
<b><u>Session 11</u></b> Nov 18	The relationship between reading & writing processes, Writing instruction & the cognitive dimension	Readings: Kucer ch. 5 Research Article: TBA
	<b>Campus Closed for Thanksgiving Thursday, Nov 25</b>	
<b><u>Session 12</u></b> Dec 2	Reading intervention data analysis & conclusions Reflections on the study	DUE: English Reading Intervention Study
<b><u>Session 13</u></b> Dec 9	Debrief of course	DUE: reflection "make-up" for one absence