

CALIFORNIA STATE UNIVERSITY SAN MARCOS

EDUC 612  
LITERACY DEVELOPMENT OF SPEAKERS OF  
ENGLISH-AS-A-SECOND-LANGUAGE  
Fall, 2002

Instructor: Donna Heath  
Phone: voice mail (858) 259-1462  
Office Hours: By appointment

Meeting times: Wednesday, 4:30 - 7:15 p.m., room # UH442

***Mission of the College of Education at CSUSM.** The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism and shared governance.*

***CLAD Emphasis.** 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 the course are highlighted.*

Course Description: This course explores the theoretical, empirical, pedagogical and socio-cultural issues of initial literacy learning; parallels between oral and written language development; effects of culture and home environment; developmental patterns and strategies; and issues of bilingualism and biliteracy.

**Required Text:**

1. Miramontes (97) Restructuring Schools for Linguistic Diversity, Teachers College Press, N.Y., N.Y.
2. Class handouts, readings

**Course Objectives:** Students completing EDUC 612 will:

- Explore the concept of second language literacy beyond reading and writing;
- Examine initial and second language development patterns;
- Observe literacy experiences of English learners, reflect on observations, and develop an improved second language literacy plan;
- Develop a personal definition of biliteracy that will be reflected in instruction
- Explore the effects of culture and home environment on literacy; and
- Learn about instructional strategies that facilitate second language literacy.

**Course Requirements:**

All students are expected to attend every class session unless otherwise arranged. Students are further expected to be prepared for class and to participate accordingly. Reading should be completed before the class meeting. **All assignments must be handed in on the due date.** Assignments must be typed and double spaced.

Completion of the following assignments will earn a "B" grade:

- |                                     |           |
|-------------------------------------|-----------|
| 1. surveys                          | 10 points |
| 2. attendance/class participation   | 20 points |
| 3. paper presentation/case study    | 30 points |
| 4. weekly reflections/inquiry paper | 20 points |

\*Optional assignment for an "A" grade (3 articles) educational journal/research review.

**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.

## **Assignments:**

The assignments for this course are as follows:

- ***Surveys: (10 points)***

Surveys will be assigned during the course. Students will share their results with the class.

- ***Case Study: (30 points)***

In groups, you will be presented a case study. You will assess and prescribe a program for an ethnically-linguistically diverse student.

Based on your readings and what you've learned in class, you will write a 3-5 page paper with a socio-cultural-linguistic perspective. Your paper and group presentation will answer the questions:

- How would you assess and diagnose to plan an educational program for this student?
- What type of program would you recommend? (Back up your statements with research and strategies that best fit this student's cultural and linguistic background.)
- Describe - How would you gather the information on this student and what other people would be involved in the program planning for this student?

- ***Weekly Reflections/Inquiry Paper (20 points)***

1. Pose a question regarding literacy and the educational of English learners and keep a running log of class discussions and your observation form your school/personal experience.
2. Answer the question based on your observations and the learning of new material from class. Justify your conclusion/answer with a combination of information gathered in class, through our readings and from your own observations of English learner programs.

\*Optional for Grade "A" (additional points)

Read three journal articles or research articles regarding literacy and English learners. Provide a concise summary of the articles with your own observations, opinions and comments supported by class readings and activities (2 pages each).

Course outline

<b>Session</b>	<b>Topic</b>	<b>Assignment</b>
1 (9/4)	Course overview Review Syllabus Overview services for English learners	LEP Services/develop surveys Reflection #1
2 (9/11)	Overview Chapter I Underlying Assumptions (1-5) Survey of LEP services/review	Chapter 1 Prep Surveys Paper Reflection #2
3 (9/18)	Assumptions 1-9; Ch. I Jigsaw First Language Acquisition Cummins Overview	Chapter 2 Assigned Reflection #3
4 (9/25)	Introduction to Second Language Acquisition and Literacy (WRITE) (Flags)	Survey Papers due Reflection #4
5 (10/2)	Review Chapter 2 Basic Premises- Prep Program Category paper	Complete paper
6 (10/9)	Models for educating linguistically diverse students Program Categories KWL CCR Review	Program Category Paper due Read Ch. 3 Reflection #5
7 (10/16)	Change/Decision Making Strategies Jigsaw/ Ch.3	Read Chapter 4 Reflection #6
8 (10/23)	Primary Language Development Curriculum Design/Literacy Strategies Jigsaw Premises/ L1 development	Read Chapter 5 Reflection #7
9 (10/30)	Second Language Development Literacy Development/Premises Jigsaw Intro/WRITE	Read Chapter 6 Determine Inquiry Question Reflection #8
10 (11/6)	SDAIE video Curriculum and Content Development Assign Case Studies	Research articles Ramirez/Collier Research Read Chapter 7 Reflection #9
(11/13)*	NO CLASS-	
11 (11/20)	Program designs/models of assessment/Sample WRITE lesson Standards-Based Assessment	ELD Standards article Read Chapter 8 Reflection #10 Research journal articles due
12 (11/27)	ELD Standards and Literacy Assessment Assignment of case studies Community Outreach (p.121)	Read Cummins, Chapter 8 Inquiry papers due Composite of 10 Reflections due
13 (12-4)**	Multicultural education in the schools Group work/case studies Literacy building strategies	Finalize case studies and prepare presentations and final paper
14 (12-11)	Case study presentations	Case study group presentations Papers due

\* 11/13

No class

\*\*12/4

Prep. Group Case Studies Presentation/No class

**KEY DUE DATES:**

9/25

Survey papers due

10/9

Program Categories paper due

11/20

Optional extra journal articles due

Inquiry papers due (with composite of 10 reflections)

12/11

Case study presentations &amp; case study papers due