

# California State University San Marcos College of Education

**EDUC 613 (1) – 10283**  
**Reading and Writing Strategies for Monolingual and Bilingual Learners**  
UH 337  
Mondays, 5:30 – 8:15  
Spring 2009

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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)

## **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.

## **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.

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

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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.

### **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.

### **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/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.” 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 circumstance. 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.

### **Use of Technology**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WEBCT6, 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 part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received email in a timely manner. Please be reminded that email 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 email 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.

**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. 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.

## **COURSE REQUIREMENTS**

### **Required Texts**

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

On-line articles and websites to be assigned throughout the course

### **Grading Standards**

#### Overall Evaluation/Assessment Scoring Rubric

**A=Exceeds Expectations:** 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.

**B=Adequately Meets Expectations:** 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.

**C=Minimal Performance:** 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**

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		

## **Attendance and Participation**

You will be asked to participate in a variety of group activities, many of which will have direct applicability to your teaching in the classroom. That means that you must be present to benefit. 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.

## **Assignments and Points**

20 points	Quiocho Chapter Group Presentation
15 points	Latino Summit Data Analysis
20 points	ELD Strategies Presentation
25 points	English Reading Intervention Study
20 points	Webct Discussions

## **Overview of Assignments**

All written work should be word-processed then posted as an attachment in WebCT.. You will not receive full credit for late work. (You may resubmit work with improvements when warranted and negotiated with the instructor, and still receive full credit when the original was submitted on time.)

### **Quiocho & Ulanoff Chapter Group Presentation (20 points)**

Students work together in groups of 4 to create a Power Point presentation for the whole class on a chapter from the Quiocho 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 9 slides.

- PP slides 1, 2: Introduce the chapter by stating the title and purpose of the chapter & briefly summarize the chapter's objectives
- PP slides 3, 4: Describe key concepts from the section called "Building Background Knowledge" & clarify any essential vocabulary needed to understand the chapter.
- PP slides 5, 6, 7: Explain practices recommended in "Linking Theory to Practice."
- PP slides 8, 9: Highlight an example, from "Examples from the Field" & pose a salient question and/or discussion prompt for the audience.

### **Latino Summit Data Analysis (15 points)**

For this assignment, students may collaborate with a partner to analyze the Latino Summit data (SDCOE) available on line (see WebCT weblinks). Students write a 700 word paper (double spaced, Times New Roman, font size 11) that analyzes 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. The analysis should include:

- Identify the big ideas in the report and determine what story the data is telling.
- Tell the story behind the data (Cite specific data from the Latino Summit report.)
- How does this story compare with data from your district or a district in the area.
- 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?

### **English Language Development Strategy Presentation (20 points)**

Students should collaborate with a partner to develop this poster session presentation. Together students pick an instructional strategy designed to teach English Language Development in the areas of reading and/or writing. Ideally, the instructional strategy for ELD should be implemented at least once with students learning English. Students will create a poster that includes the items on the checklist (below) related to the ELD instructional strategy. During the poster session, students will stand next to their poster and use it to explain how the ELD strategy works to foster the development of the English language. Please note the poster presentation should strive for clarity of information in terms of content, organization and visual appeal.

#### Checklist for Poster Presentation

- [ ] The name of the ELD instructional strategy
- [ ] The English proficiency level(s) it best serves
- [ ] 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 (25 points)**

Students write a 4 - 5 page paper about an English reading intervention they designed, implemented and analyzed with an individual or small group of children, including at least 1 individual learning English, who need help with their reading. The paper represents actual implementation of a reading intervention and includes citations of research from scholarly/research-based professional literature at appropriate places in the paper.

The paper will include the following:

(page 1)

The pretest:

- A description of the need the reader(s) have that calls for an intervention, including the EL student(s)' needs.
- 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.

(page 2 – 3)

The intervention:

- 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)
- 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 child/children responded, including how the EL student(s) responded.

(page 4)

The post-test:

- An explanation 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.
- 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.

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A reflection:

- Write a one page reflection on the process and what you learned about assessments, pre-tests and post-tests, and specific interventions, in particular as the data relates to EL students learning to read in English. What would you do differently next time? What was valuable about the experience? How could you use this experience to further your development as a reading specialist?

### **WebCT Discussion Boards (20 points)**

On the weeks that we don't have "live" class, you will be assigned readings that you will post three responses to on the Discussion Board in WebCT.

#### **What are the recommended and expected deadline due dates?**

All three postings (an initial posting and two peer responses) are due by the dates listed; however please make your initial posting early in the week so that your peers will have a posting on which they can respond.

**What does a “quality” discussion post look like?**

You will be graded on the quality of your initial discussion board post and your responses to classmates (a total of 4 points for each posting).

EACH post includes:

- Discussion that relates to some aspect of the readings (initial posting) or response to your peer’s posting that you can relate to other readings and/or your personal experience in (3 points)
- One or more critical thinking questions or thoughts to stimulate interaction (1 point)
- Postings contain outside research, for example, web links, articles, references to text, etc. (1 points)



**COURSE SCHEDULE EDUC 613 Spring 2009**  
The instructors reserve the right to modify the schedule.

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
Session 1 <b>January 26</b>	Overview of the course	Bring text for the course
Session 2 <b>February 2</b>	Key issues in literacy and bi-literacy Pre-school to high school	Assigned readings
Session 3 <b>February 9</b>	Reading & Writing Instruction the L1 & L2 relationship	Assigned readings
Session 4 <b>February 16</b>	<b>WEBCT SESSION</b>	<b>DUE: Latino Summit Data Analysis</b>
Session 5 <b>February 23</b>	<b>WEBCT SESSION</b>	
Session 6 <b>March 2</b>	Reading Strategies	<b>DUE: Quiocho Chapter Presentations</b>
Session 7 <b>March 9</b>	Writing Strategies	<b>DUE: Quiocho Chapter Presentations</b>
Session 8 <b>March 16</b>	<b>WEBCT SESSION</b>	
Session 9 <b>March 23</b>	Teaching English Strategies	<b>DUE: ELD Strategies Poster Presentations</b>
***** 3/30- 4/4	***** Spring Break	***** Spring Break
Session 10 <b>April 6</b>	Reading Intervention Study Workshop	
Session 11 <b>April 13</b>	<b>WEBCT SESSION</b>	
Session 12 <b>April 20</b>	<b>WEBCT SESSION</b>	
Session 13 <b>April 27</b>		<b>DUE: English Reading Intervention Study</b>
Session 14 <b>May 4</b>	Closure	<b>Due: OPTIONS</b>