

California State University San Marcos
College of Education

EDMX 521 - Elementary Literacy
Summer Semester 2008
CRN 30124

Instructors: Vanessa Wierenga,
Distinguished Teacher in Residence
Suzanne Moineau, Ph.D.
Class Hours: 8:30 A. M. – 3:30 P.M.

Class Location: University Hall
Email: vwiereng@csusm.edu
Email: smoineau@csusm.edu

Office Location: University Hall 202

Office Location: University Hall 323
Office Phone: (760) 750-8517 (Wierenga)
Office Phone: (760) 750-8505 (Moineau)
Office Hours: Arranged
Class Dates: June 2, 4, 6, 9, 11, July 7, 9, 11

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 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)

Outcomes and Standards

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Academic Honesty

It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

Writing

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). The DSS 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.

Attendance Policy

Due to the dynamic and interactive nature of EDMS 521 and the short time span in which the course is offered, all students are expected to attend all classes and participate in all class activities. Each day absent is equal to two class sessions on a regular course schedule. *A passing grade will not be issued for students who do not attend 80% or more of the class sessions.* Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997)*

Course Description:

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive K-8 school classrooms. This class is aligned with the California 2042 standards.

Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are a primary emphasis in this course:

- Standard 3- Relationship between theory and practice
- Standard 4- Pedagogical thought and reflective practice
- Standard 5- Equity, Diversity, & Access to the Core Curriculum
- Standard 7- Equity, Preparation to Teach Reading Language Arts

Course Objectives:

Knowledge

Teacher candidates will:

- gain an understanding of how a first and second language is acquired.
- gain an understanding of the reading process and its relationship to thought, language and learning.
- gain an understanding of how people learn to read and write in their first and second language
- become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.

become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms
become familiar with classroom diagnostic techniques and evaluation procedures.
become familiar with current approaches to the teaching of reading and writing to children with special learning needs

Skills

Teacher candidates will:

become sensitive observers of children's language using behaviors.
analyze children's reading and writing behavior as a basis for making instructional decisions
translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plans
develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students
learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

Attitudes and Values

Teacher candidates will:

- develop an appreciation for the natural language abilities children possess for processing and producing print
- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for children with special learning needs
- develop an appreciation for the importance of reading and writing for their own personal and professional growth
- develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

Teacher Performance Expectations (TPE) for EDMX 521

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

- TPE 1a-Teaching Reading-Language Arts
- TPE 4- Access

<http://lynx.csusm.edu/coe/eportfolio/index.asp>

This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.

<http://www.taskstream.com>

This is the Task Stream home page where you will register for Task Stream and return to when working on your electronic portfolio

Course Requirements:

1. Attend all class sessions. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time or class sessions may not receive a passing grade for a course.
2. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and instructors. All students are expected to participate in class activities and demonstrate reflective learning.
3. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting.
4. All assignments are to be submitted on the due date listed on the course schedule (i.e., posted on webct). Assignments not posted on webct on the due date will lose 10% of earned credit per day. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor know *in advance*. Any time that you have questions or concerns, please contact the instructor immediately
5. “Person-first” language (e.g., “Student with Down Syndrome” rather than “Down Syndrome student;” “Student learning English”) must be used throughout all written and oral assignments and class discussions.
6. Word-process all written documents. Only turn in products that are representative of the best work that you can do. Keep a copy of all of your work. You will want these copies for your records and future use as potential professional portfolio entries.

Required texts:

Johns, J. Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments. Dubuque, Iowa: Kendall-Hunt.

Reutzel, D.R. & Cooter, R. B. (2009). *The Essentials of Teaching Children to Read: The Teacher Makes the Difference*, 2nd Edition. Allyn & Bacon.

Quiocho A. & Ulanoff, S. (2009) *Differentiated Literacy Instruction for English Language Learners*. Pearson Education.

(ISBN-13: 978-0-13-118000-0)

Also available as an ebook on-line at www.coursesmart.com

Reading/language Arts Framework for CA Public Schools CA Dept of Ed – available online

Recommended text:

Zarrillo, J. J. (2005). Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment. Merrill Prentice Hall.

Assignments and Grading:

1) Reflection on TPE	10 points (5 pts per entry)
2) Professional Disposition (attendance & participation)	10 points
3) Lecture & Reading Response Journal	15 points (5 pts per entry)
4) Lesson Plan Differentiation for Students Learning English	15 points
5) Literacy Assessment Case Study	25 points
6) Modification of Intervention	<u>25 points</u>
TOTAL POINTS	100 POINTS

A (93-100 points)	A- (91-92 points)
B+ (89-90 points)	B (83-88 points)
B- (81-82 points)	C+ (79-80 points)

NOTE: *The minimum acceptable grade for a course in the professional education sequence is “C+.” A “B” average must be maintained. (CSUSM General Catalog)*

Assignment Descriptions:

1. Reflection on TPE (10 points)

You will write a structured reflection for each TPE. After reading the TPE text, and analyzing the information it contains, you will write a reflection that follows the structure provided. By the due date indicated on the course schedule, you will need to submit each of your TPE reflections. Your response should follow the structure in the TPE Structured Reflection Guidelines below.

**TPE Structured Reflection
Guidelines**

Class	TPE	Artifact
EDMS 521	1A	Literacy Assessment
EDMS 521	4	Modification of Intervention

Paragraph 1:

[] Did you describe the TPE?

- Does your description include main concepts?
- Does your description provide a few examples?

Paragraph 2:

[] Did you explain how your artifact demonstrates the TPE?

- Did you identify the artifact for the TPE by name?
- Did you briefly describe the artifact?
- Did you **explain** specifically how it demonstrates the TPE? Provide specific “links” from your artifact to the tpe.

Paragraph 3:

[] Did you reflect on the importance of this TPE to your teaching?

- Did you share why understanding this TPE is important to you?
- Did you share how your understanding it makes you a better teacher?
- Did you share how your understanding it helps your students succeed?

TPE 1A: Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, and uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills. Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

2. Professional Disposition (attendance & participation) (10 points)

Overview:

Grading in 521 includes a component of “professional disposition.” Students in the College of Education conduct themselves in ways expected of those entering the profession. Disposition includes:

- General classroom attendance, promptness, and participation
- Attention to classroom discussion protocols
- Social and cooperative skills
- Attention to assignments (deadlines, quality, multi-tasking)
- General classroom demeanor
- Flexibility
- Openness to and enthusiasm for learning

What To Do:

To measure professional dispositions fairly, there will be readings, activities, conversations, and classroom discussions taking place in each class session. Each day requires you to be on time for the morning session, after breaks, and for the afternoon session. Sign in sheets will be used.

You will have time to reflect each day on what you have learned. Your final input into your disposition, attendance and participation will be the completion of the assignment paragraph in WebCT6 at the end of the last class meeting, July 11.

3. Lecture & Reading Response Journal (5 points each = 15 points total)

The Lecture & Reading Response Journal provides an opportunity to reflect on what you are learning about teaching literacy in course lectures and the assigned readings. First, read the Response Journal prompt. Next, write a response that focuses on ideas contained in the lectures/readings that are significant to you, explaining your connection with these ideas, and making your comments & questions. Response journal entries should be 2 paragraphs in length (Times New Roman, font size 12). See the table below for the response journal prompts and the dates the entries are due on WebCT6.

With the exception of the first entry in your response journal, you should submit the response journal entries **BEFORE** coming to the class sessions when they are due. Submit your response journal entry via the course WebCT6 site. Make sure to write your name and the due date on your response journal entry.

You should **bring a hard copy of your response journal entries** to the class sessions and be prepared to share your responses with your classmates.

Response Journal 1 Due June 6	(In class) Refer to Dr. Moineau's lectures and chapter 1 and 2 in the Reutzel text to discuss the following prompt with a partner. Then, write a draft of your first Response Journal entry and submit it to WebCT6 by the end of the day. "I used to think language and literacy were but now I know...." "What do you think are the 3 most necessary concepts to know about the processes of language and reading in order to be an effective reading-language arts teacher?"
Response Journal 2 Due June 11	(Before class) Based on the most recent lecture by Dr. Moineau and chapter 4 and 5 in the Reutzel text, what are the 3 most significant concepts to you? Why are they significant? What personal connections do you make with them? And how will they impact your literacy instruction?
Response Journal 3 Due July 9	(Before class) Based on the learning experiences in class and chapter 7 in the Reutzel text, what are the 3 most significant concepts to you? Why are they significant? What personal connections do you make with them? And how will they impact your literacy instruction.

4. Lesson Plan Differentiation for Students Learning English (15 points)

In this assignment, you will differentiate a lesson plan to meet the needs of students with different English proficiency levels. Use the lesson plan that you developed in the 511 course taught by Dr. Villa. On the grid for this assignment (below), find the 9 instructions in the left hand “Tasks” column. You will need to respond to each of the 9 task instructions.

You should create one document that responds to the 9 sections for “Chang, Intermediate EL”. Please number the sections. Find on the grid where I have indicated that you may use bullet points and which sections you need to use sentences. Next, you will repeat this process for a Beginner EL. Finally, you will repeat this process for an Advanced EL.

To complete the sections, you will need to refer to various parts of the lesson plan. Remember that you are taking the *same* lesson plan you already created and *adapting* the instructional strategy or the student activity to meet the learning needs of students with different English proficiency levels.

TPA TASKS 1, 2, & 3 English Learners

TASKS	Beginning EL	Intermediate EL (Chang)	Advanced EL
Identify strengths, interests, and learning preferences.		1. Bullet points recommended	
Identify 2 specific learning needs based on the student description.		2. Bullet points recommended	
Identify at least one instructional strategy or student activity that could challenge the student.		3. Bullet points recommended	
Explain why the strategy or activity you chose could challenge the student based on the learning needs of the student.		4. Sentences only	
Describe how you would adapt the strategy or activity to meet the learning needs of the student considering subject matter pedagogy in your description.		5. Sentences only	
Explain how your adaptation would be effective for the student in making progress towards the goals of your lesson.		6. Sentences only	
Explain how your adaptation would be effective for the student in making progress toward English language development.		7. Sentences only	
What progress monitoring assessment would you choose to obtain evidence of the student’s progress towards a learning goal?		8. Bullet points recommended	
Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student’s learning needs in your rationale.		9. Sentences only	

5. Literacy Assessment Case Study (25 points)

In this assignment you will conduct a case study on one student in which you use literacy assessments data to develop a *reading* intervention. You will observe a student reading, conduct various assessments, interpret assessment data and use the data to develop an instructional strategy/intervention.

You will be taught how to conduct the assessments in class workshops. The Literacy Case Study Handbook and the Johns text contain the assessment tools. You will be asked to work with a student and to conduct assessments with this student. In order to analyze the data, you will be taught how to use the Data Analysis Grid (developed by Dr. Quiocho), which can be found in the Literacy Case Study Handbook.

Create a document that includes the Literacy Case Study cover page (below) and the 8 sections listed in the Case Study checklist. The Literacy Assessment Case Study document needs to be submitted to WebCT6 on the due date. (Submit the hard copy of your case study along with the appendix (your data assessment papers, student writing, etc) on the last day of class, July 11.

COVER PAGE

LITERACY ASSESSMENT CASE STUDY

Name:

Date:

Case study check list

- Student Profile (Learning about Student)
- Reading Attitude Survey
 - OR Wordless Picture Reading for emergent reader
- Writing Sample and/or Oral Language Sample
- IRI Comprehension and Word Recognition Tables
 - OR Concepts About Print Assessment for emergent reader
- One grid – Data Analysis Grid
- Description of Student’s Literacy strengths
- Description of Student’s Literacy needs
- Description/Explanation of Instructional Strategy/ Intervention

6. Modification of Intervention (25 points)

In this assignment you will **modify/adapt a reading intervention**. Use the intervention you have developed for your Literacy Assessment Case Study. Assume that you are going to be using that intervention for other students who have different learning strengths.

You will differentiate the instructional strategy that is your reading intervention by developing modifications for other students:

- 1) Tactile: Modify the instructional strategy using **tactile** instruction
- 2) Pictorial: Modify using **pictures** and/or **drawings, diagrams**
- 3) Kinesthetic: Modify using **concrete kinesthetic** activities/materials
- 4) Transition to text using graphic organizers: Modify using **graphic organizers**

You should submit a document that follows the given outline (below) for each modification.

1.
I will modify a strategy with a tactile modification.
The reading intervention strategy from the case study is...
The specific tactile modification that I will use to adapt the instructional strategy is...
The difference that the student will experience is... (looks like, sounds like, feels like, etc...)

2.
I will modify a strategy with a pictorial modification.
The reading intervention strategy from the case study is...
The specific pictorial modification that I will use to adapt the instructional strategy is...
The difference that the student will experience is... (looks like, sounds like, feels like, etc...)

3.
I will modify a strategy with a kinesthetic modification.
The reading intervention strategy from the case study is...
The specific kinesthetic modification that I will use to adapt the instructional strategy is...
The difference that the student will experience is... (looks like, sounds like, feels like, etc...)

4.
I will modify a strategy with a graphic organizer modification.
The reading intervention strategy from the case study is...
Graphic organizers transition to text. The g.o. I will use to adapt the instructional strategy is...
The difference that the student will experience is... (looks like, sounds like, feels like, etc...)

Course Outline
(Timeline and reading assignments are subject to change pending needs of students)

Date	Topic	Assignment
<p>Session 1 <i>June 2</i> <i>Monday</i></p> <p>Morning 8:30 – 11:30</p> <p>Lunch 11:30 - 12:30</p> <p>Afternoon 12:30 - 3:30</p>	<p>Cohort Orientation/team building Orientation to the Course</p> <p>(Dr. Moineau) Orientation to the Course A Balanced Approach The Role of Assessment as a means to inform instruction</p>	<p>On-line text for reference: ELA Standards [available online at www.cde.ca.gov/ link in WebCT6]</p>
<p>Session 2 <i>June 4</i> <i>Wednesday</i></p> <p>Morning 8:30-11:30</p> <p>Lunch 11:30 – 12:30</p> <p>Afternoon 12:30 – 3:30</p>	<p>(Dr. Moineau)</p> <p>Beginning oral language development, sound and word work: Phonology and Phonemic awareness – theory, research and practice</p> <p>Phonics, The alphabetic code</p> <p>Spelling as a demonstration of understanding the sound system and using other brain processes</p>	<p>Readings: Reutzel Chapter 2 Phonics & Word Identification</p>
<p>Session 3 <i>June 6</i> <i>Friday</i></p> <p>Morning 8:30- 11:30</p> <p>Lunch 11:30 – 12:30</p> <p>Afternoon 12:30 - 3:30</p>	<p>(Wierenga)</p> <p>The role of assessment in literacy instruction</p> <p>Teaching Reading-Language Arts (TPE 1a) Planning, organizing and managing reading instruction</p>	<p>DUE: Response Journal 1</p> <p>Readings: Reutzel Chapter 1 Effective Reading Reutzel Chapter 6 Assessment</p>

<p>Session 4 <i>June 9</i> <i>Monday</i></p> <p>Morning 8:30 – 11:30</p> <p>Lunch 11:30 – 12:30</p> <p>Afternoon 12:30 – 3:30</p>	<p>(Dr. Moineau)</p> <p>Theory, research and practice of grammar and other components of the structure of the English language</p> <p>The Language of School/ The Language of Learning</p> <p>The lexicon of English Vocabulary strategies</p>	<p>DUE: TPE 1a Structured Reflection</p> <p>Readings: Reutzel Chapter 4 Vocabulary</p>
<p>Session 5 <i>June 11</i> <i>Wednesday</i></p> <p>Morning 8:30- 11:30</p> <p>Lunch 11:30 – 12:30</p> <p>Afternoon 12:30 - 3:30</p>	<p>(Wierenga)</p> <p>Reading Comprehension: narrative & expository Making Content Accessible (TPE 4)</p> <p>Various English proficiency levels and English literacy instruction: Strategies and Scaffolds</p>	<p>DUE: Response Journal 2</p> <p>Readings: Reutzel Chapter 5 Reading Comp Quiocho & Ulanoff Chapter 6 Strategies that Count & 8 Scaffolds</p>
<p>June 14 <i>Saturday</i></p>		<p>DUE: TPE 4 Structured Reflection</p>
<p><i>EDMX 511</i></p>	<p><i>EDMX 511 for two weeks</i></p>	<p><i>EDMX 511 for two weeks</i></p>
<p>Session 6 <i>July 7</i> <i>Monday</i></p> <p>Morning 8:30- 11:30</p> <p>Lunch 11:30 – 12:30</p> <p>Afternoon 12:30 - 3:30</p>	<p>(Wierenga)</p> <p>Determining student strengths & needs Developing recommendations for literacy interventions</p> <p>Differentiating a lesson plan for the needs of students learning English</p>	<p>Bring 511 Lesson Plan AND Case Study data to class today!</p> <p>Readings: Reutzel Chapter 7 Programs & Standards for Reading Instruction Quiocho & Ulanoff Chapter 6 & 8</p> <p>On-line text for reference: ELD Standards [available online at www.cde.ca.gov/ link in WebCT6]</p>

<p>Session 7 <i>July 9</i> <i>Wednesday</i></p> <p>Morning 8:30- 11:30</p> <p>Lunch 11:30 – 12:30</p> <p>Afternoon 12:30 - 3:30</p>	<p>(Wierenga)</p> <p>Developing modifications for a reading intervention</p>	<p>DUE: Response Journal 3</p> <p>DUE: Lesson plan differentiation for students learning English</p>
<p>Session 8 <i>July 11</i> <i>Friday</i></p> <p>Morning 8:30- 11:30</p> <p>Lunch 11:30 – 12:30</p> <p>Afternoon 12:30 - 3:30</p>	<p>(Wierenga)</p> <p>Case study round table discussion</p> <p>Making Connections Across the Content RICA Content Area Review</p>	<p>DUE: Literacy Assessment Case Study (in WebCT and bring hard copy)</p> <p>DUE: Modifications for a reading intervention</p>

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. Intragroup 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