

COLLEGE OF EDUCATION

EDUC 612

Literacy Development

Spring 2004

of Speakers of English as a Second Language

5:30 – 8:15, ARTS 220,

Instructor: Elizabeth Garza
Phone: 750 – 8094
Email: egarza@csusm.edu
Office: UH-214
Office Hours: By appointment

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 the 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 speakers of English as a Second Language. Based on current theory, practices, and researched-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, to meet the needs of all students—proficient readers and writers, struggling students, English language learners, etc.
- A review of the structure of the English language and how reading and writing acquisition are affected by phonology, morphology, syntax, and semantics; second language acquisition; models of bilingual education; relationships among language, spelling, reading, and writing; and psychological and sociolinguistic aspects of reading and writing. Including transfer strategies from primary language reading skills into English language reading skills and how second language learners develop literacy in culturally appropriate contexts.
- The development of fluent reading in students at all grade levels, including speakers of English and English language learners.
- Reading comprehension strategies (e.g., text analysis, thinking and study strategies, and independent reading of high quality books), including foundational skills in academic language, background knowledge, concept formation, and vocabulary development.

California Commission on Teacher Credentialing Standards

This course has been aligned with the Standards of Program Quality and Effectiveness for the Reading Certificate and Reading Specialist Credential (1998) as approved by the California Commission on Teacher Credentialing. These standards have been integrated thematically throughout the courses offered by the Literacy Program in the College of Education. Particularly, this course addresses the following standards: Developing Fluent Reading; Comprehension and Study Strategies; and Preparation for Meeting and Reading and Writing Needs of All Students.

CLAD Emphasis

This course addressed the California Commission on Teacher Credentialing requirements for the Crosscultural Language and Academic Development (CLAD) emphasis. This course specifically addresses standards/competencies associated with language and culture, models of bilingual education, and instructional strategies that support the oral language development, reading and writing of English language learners.

COURSE REQUIREMENTS

Required Texts

Calkins, L. (2001). *The Art of Teaching Reading*. Longman

Echevarria, J., & Graves, A. (2003). *Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities*, 2nd Edition. Allyn and Bacon.

Garcia, G. Editor. (2003). *English Learners: Reaching the Highest Levels of English Literacy*. International Reading Association.

Optional Text

Brice, A. (2002). *The Hispanic Child: Speech, Language, Culture, and Education*. Allyn and Bacon.

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. 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. Assignments should be typed and double-spaced. The following grading scale will be used:

A (93-100)	B+ (87-89)	C+ (77-79)	D+ (67-69)
A- (90-92)	B (83-86)	C (73-76)	D (63-67)
	B- (80-82)	C- (70-72)	D- (60-62)

ASSIGNMENTS

Attendance and Participation

(15 points)

You are expected to attend all class sessions, to participate actively in class activities, and to complete all required readings and projects by the assigned date.

Chapter Presentation

(30 points) Sign Up

Groups of 3 will briefly summarize three key aspects of a chapter they've chosen from the Garcia text, *English Learners*, in a 10 minute presentation:

- The main thesis of the study.
- What was done in the study
- The significant conclusions of the study

After the presentation, you will facilitate a class discussion of responses to the chapter.

Text Analysis:**(15 points) (Due Session 7)**

You will prepare a 3 page paper that includes:

- A brief introduction to your classroom and curriculum (specify your grade level.). Identify the types of texts structures (genres) that you currently use in your classroom, making a list of types of texts (e.g., picture books, traditional literature, textbooks, informational books, fiction, biographies, poetry, commercial reading programs, computer programs, classroom writings – science reports, charts, posters, etc.). Include 1 example of each type.
- A discussion on how the features and structure of these texts can support ELL reading and writing fluency, reading comprehension, content learning, and learning about text structure. What are the implications of using a variety of texts? How do you use the various genres to support reading and writing fluency, reading comprehension, vocabulary development and content learning, as well as writing models?
- Identify types of text you are not currently using in your classroom that you believe would enhance and support ELL literacy development. Reflect on how they might change literacy learning opportunities for your students and brainstorm ideas on how you can start to include them in your curriculum.

Literacy Strategy Intervention Study**(40 points) Due Session 13**

You will prepare a 6 page paper to share in round table discussions about a literacy strategy intervention you will try with a small group needing help with literacy learning in English as their second language. The paper will include the following:

The pretest:

- A description of the need the learners have that calls for a literacy intervention and the basis for concluding that they have this need (formal or informal assessment data need to be included).

The intervention:

- A description of the intervention strategy you will try
- An explanation of why you think it is an appropriate intervention
- A record of what you did and how the children responded

The post-test

- An explanation of the extent (formal/informal assessment data need to be included), manner (what was the positive, neutral, and/or negative results) and reason why this intervention did or did not work in the ways that were expected.

Reflection

- Write a one page reflection on the process and what you learned about assessments, pre-tests and post-tests, and specific interventions. What would you do differently next time? What was valuable about the experience? How can you use this experience to further your development as a reading specialist?

Course Schedule

Date	Topic	Readings
Session 1 1/21/04	Reading, Meaning, L2, Majority Language	CALKINS 8 (142 – 155)
Session 2 1/28/04	Building a Portrait of the Reader, Assessment	CALKINS 9 (159-166) ECHEVARRIA 1 (2 – 20)
Session 3 2/04/04	Personal Response to Text Affective Issues, L1 Role	CALKINS 25 (p. 513 – 523) ECHEVARRIA 4 (p. 77 – 90)
Session 4 2/11/04	Textual Analysis, Elements of Story and Structures of Informational Text Textual Adaptations	CALKINS 21 (442 – 444 & 451 – 456) CALKINS 22 (459 – 468) CALKINS 18 (372 – 381) ECHEVARRIA 6 (p. 131 – 137)
Session 5 2/18/04	L1 in L2 Acquisition & Comprehension Inference & Interpretation as Process	(Chapter Presentations) CALKINS 23 (475 – 482) ECHEVARRIA 2 (35 – 44)
Session 6 2/25/04	Factors Affecting L2 Acquisition Sheltered Instruction Comprehension in Reading	ECHEVARRIA 3 (53 – 61, 71 – 73) CALKINS 9 (p. 166- 173)
Session 7 3/03/04	Coaching Readers Mini Lessons Instructing in Strategies	Due: Text Analysis CALKINS 10, 6 ECHEVARRIA 5
Session 8 3/10/04	Scaffolding Thoughtful Reading Instructional Conversations Comprehension	CALKINS 15 (p. 305 – 319) ECHEVARRIA 7 (151 – 166)
Session 9 3/17/04	Selection of Reading Materials Leveled Readers Curriculum Adaptations	(Chapter Presentations) CALKINS 7 ECHEVARRIA 6
Session 10 3/24/04	Strategies for Instruction and for Learning Designing Interventions	Alternative Assignment
Spring Break	Spring Break	Spring Break
Session 11 4/7/04	Talking and Writing to Develop Ideas Oral Language Development Book Talks	(Chapter Presentations) CALKINS 18 CALKINS 12
Session 12 4/14/04	Teaching the Parts of Language: Issues of Phonics and Word Study in English as L2	CALKINS 11 ECHEVARRIA Handout
Session 13 4/21/04	A History of Challenges Factors Affecting L2 Acquisition	Due: Literacy Strategy Intervention Study ECHEVARRIA 1 (p 20 – 21, 32- 34, 44 – 48)
Session 14 4/28/04	Relationships between Writing, Reading, and Oral Language	CALKINS 24 (p. 493 – 499)
Session 15 5/5/04	Exploring an Expanded Repertoire of Instructional Strategies	