California State University SAN MARCOS | School of Education

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Course & Section Nos.	**EDUC 613 (901)**
Course Title	**Multilingual Learners, Literacy and Language**
Class Roster No.	23413
Course Day(s)	**ONLINE:** February 25 – April 21, 2018
Course Location	**Cougar Courses**
Semester / Year	**Spring 2018 (8 weeks)**
Instructor	**Carolyn O'Gorman-Fazzolari, Ph.D.**
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Office	**School of Education**
Office Hours	**Please contact professor to arrange meeting**

Updated February 17, 2018

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK
- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Course Description
Examines the current theory, research, and practice that affect language and literacy development for multilingual students. Explores the role of the culture of literacy as well as digital literacies for capitalizing on students' diverse language and literacy backgrounds to engage students in the acquisition of English literacy

skills informed by understanding of second language acquisition, transfer among languages and culturally responsive interactions.

Guiding Principles

Graduates with a literacy specialization from the COEHHS at CSUSM possess a set of skills, knowledge, and disposition that frames their understanding of literacy development in preK through adolescent learners. This conceptual framework of skills, knowledge, and dispositions influences and guides the work they do with students, colleagues, administrators, and policy makers. The eight principles that provide the foundation of EDUC 613 are:

Highly effective literacy teachers of monolingual and multilingual students . . .
1. Understand major historical and contemporary theories and empirical research that describe the cognitive, linguistic, motivational, developmental, and sociocultural foundations of reading and writing development, processes, and components (guiding principle #1).
2. Appreciate the role of professional judgment in order to use foundational and historically shared knowledge to design or implement an integrated, comprehensive, and balanced literacy curriculum (guiding principle #2).
3. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, authentic literature, curriculum materials, and the appropriate use of assessments (guiding principle #3)
4. Use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources for a wide range of purposes and students' needs (guiding principle #4)
5. Learn how to teach English literacy by harnessing students' primary language knowledge base to enable them to develop competency in the English language arts and to develop understanding of content across the curriculum (guiding principle #6)
6. Develop proficiency for themselves and their students with the tools of technology to gather, synthesize, critically evaluate information and to create and communicate knowledge (guiding principle #7)
7. Display positive dispositions related to their own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors (guiding principle #8).
8. Develop and implement strategies to advocate for equity, excellence, and social justice for all students (guiding principles #12)

Course Objectives

Highly effective literacy teachers of monolingual and multilingual students . . .

- Understand major historical and contemporary theories and empirical research that describe the cognitive, linguistic, motivational, developmental, and sociocultural foundations of reading and writing development, processes, and components (guiding principle #1);
- Appreciate the role of professional judgment in order to use foundational and   historically shared knowledge to design or implement an integrated, comprehensive, and balanced literacy curriculum (guiding principle #2);
- Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, authentic literature, curriculum materials, and the appropriate use of assessments (guiding principle #3);
- Use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources for a wide range of purposes and students' needs (guiding principle #4);
- Learn how to teach English literacy by harnessing students' primary language knowledge base to enable them to develop competency in the English language arts and to develop understanding of content across the curriculum (guiding principle #6);
- Develop proficiency for themselves and their students with the tools of technology to gather, synthesize, critically evaluate information and to create and communicate knowledge (guiding principle #7);

- Display positive dispositions related to their own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors (guiding principle #8);
- Develop and implement strategies to advocate for equity, excellence, and social   justice for all students (guiding principle #12);

Student Learning Outcomes
The California Standards of Program Quality and Effectiveness for the Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist Credential
This course has been aligned with the Standards of Program Quality and Effectiveness for the Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist Credential (2011) 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.
This course addresses the following state standards:
Stnd 2: Promoting a Culture of Literacy (2.2, 2.3)
Stnd 3: Preparation to Teach Literacy to All Students (3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8)
Stnd 5: Planning, Organization & Providing Literacy Instruction (A.1, A.2, A.4, B.1, B.2, B.3, B.4)

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.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

American Psychological Association. (2009). Publication Manual of the American Psychological Association, 6th Ed. Washington, DC: APA.

All other course texts, resources and materials are available on Cougar Course.

Course Requirements
Participation
This section of 613 is an entirely online course. Delivery of course content, completion of learning activities, submission of assignments and all interactions occur online. In order to successfully pass the course, you need to do the following: 1. Participate and engage in all online activities for each module and complete them prior to the end of module. 2. Complete specific course assignments by their due date.

Required Readings
All reading requirements will be posted on cougar course. Online sources available through cougar course.

A	100-93 %
A-	90-92 %
B+	88-89 %
B	83-87 %
B-	80-82 %
C+	78-80 %

Course Assignment Descriptions
(25 points) Module Activities (ongoing)
Each module will contain a variety of activities which facilitate your interaction with the content presented in each module. To receive credit, the activities and deliverables in a given module must be completed by the end of that module. At the end of each module, you will respond to a BLOG prompt, posting your response to the MY BLOG in each module of the cougar course. Each BLOG will provide you the opportunity for *end of module reflections* that support you drawing connections between key concepts and your development as a scholarly practitioner.

(15 points) Culture of Literacy Report (Due: Week of March 10-17 – Module 3)
First, complete an evaluation of a classroom using the culture of literacy rubric.
Next, develop a response to the following questions. Your response should be at least 2 well-developed paragraphs and should reference the culture of literacy rubric.
What was the overall score? Which areas on the rubric scored highest? Does the culture of literacy in this classroom support students' literacy development? Why or Why not? Explain how this information about the culture of literacy in this classroom is valuable to a teacher? a parent? a student? Please submit the completed rubric together with your response.

(25 points) Assignment #2: Text Analysis (Due: Week of March 24-31 – Module 5)
The "Text Analysis" assignment involves identifying and examining the types of texts in local instructional settings for their potential to nurture a culture of literacy and to facilitate students learning the components of literacy, especially for children who are learning English or who are struggling with reading. The Text Analysis assignment document should contain three sections: the inventory, the analysis, the report.
The completed work from all three sections should be submitted as one document.
   Inventory: Choose one local instructional setting, such as a classroom, in which to conduct an inventory of the texts (reading materials) in that classroom, (including digital/technology reading resources). Examine the majority of the classroom's reading materials, noting the various types of texts and which types are most prevalent. Create a name/title for each category. To complete the inventory, the graduate student creates a table with two columns. In the first column, she/he should list seven to ten (7- 10) of the categories of distinct types of text she/he identified. In the second column, she/he should list two (2) actual titles of texts

related to each text type category. The completed table should go in the first section of the assignment document.

Analysis: Use the "text analysis rubric" to evaluate the texts (the inventoried reading materials), keeping in mind the question: To what extent do these texts nurture a culture of literacy or support students learning the components of literacy? By using the "text analysis rubric", the graduate student determines the extent to which the inventoried texts nurture the culture of literacy and support learning the components of literacy, particularly for struggling students and students learning English. The second section of the assignment document should contain a sample of your evaluation - two (2) completed rubrics based on evaluations of two different texts, each from distinct text type category.

Report: Third, the graduate student creates a one-page report in which he/she explains the meaning of his/her analysis/evaluation of the inventoried reading materials. The completed report should go in the third section of the assignment document.

- Summarize the most prevalent types of texts found in the classroom and note any apparent needs for text types in the classroom.
- Based on your analysis using the text analysis rubric: Explain 2 -3 areas of strength and/or need related to how the classroom reading materials *nurture a culture of literacy*, especially for struggling students and students learning English.
- Based on your analysis using the text analysis rubric: Explain 2 -3 areas of strength and/or need related how well the classroom reading materials *support students learning the components of literacy*, especially for struggling students and students learning English.

(35 points) Assignment #3: English Reading Intervention Study *(meets CTEL standards 7 & 8.)* **(Due: Week of April 14-21 – Module 8)**

Graduate students design and implement an instructional reading intervention for children who need help reading English language texts. ***This assignment takes approximately 1 month to 2 months to complete***. Graduate students 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. Graduate students gather pre-test data, which is used to inform decisions as to an appropriate instructional strategy to use during the reading intervention. Next, graduate students implement the reading intervention for approximately 1 month. Meet with the reader <u>at least 6 times</u> during the month to deliver the reading intervention. Pre and post test data are analyzed to aide graduate students in drawing conclusions about the effects of the intervention. Students write a 1,500 to 1,600 word essay (approx 4 - 5 pages double spaced, Times New Roman, font size 12) that follows the template for the literacy intervention paper. The paper should include citations of research from scholarly/research-based professional literature at appropriate places in the paper.

Template for Reading Intervention Paper	
Section 1 Introduction & Pre-test	• 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 gathered and 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.
Section 2 Intervention description	• A description of the instructional strategy 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 instructional intervention. Cite the salient literature.

Section 3 Intervention record	• A record of what you did and how the child/children responded, including how the EL student(s) responded.
Section 4 Post-test	• A 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? • An explanation of why this intervention did or did not work in the ways that were expected. Cite the salient literature.
Section 5 Reflection	• 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?

Final Exam Statement

The final signature assignment (#3) will take the place of a final exam. There will be no final exam.

College and University Requirements

School 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 (as well as online classes). At a minimum, students must attend more than 80% of class time (including online classes and activities), 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).*

Use of Technology:
Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, cougar courses, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. All assignments will be submitted online.

Electronic Communication Protocol:
Electronic correspondence is a part of your professional interactions. If you need to contact the professor, e-mail is often the easiest way to do so. It is the professor's intention to respond to all received e-mails in a timely manner. 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. 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. In addition, if there is a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Graduate Writing Requirements
GWAR

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM COE graduate courses.

All University Writing Requirement

Every course at the university must include the writing of at least 2500 words. All class work will count toward this requirement.

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.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Schedule of Activities

EDUC 613 – Multilingual Learners, Literacy and Language		
Spring Session February 25 – April 21, 2018		
Dr. Carolyn O'Gorman-Fazzolari		
Professor reserves the right to change, add, or delete any material or assignment from the course.		
Updated: February 18, 2018		
Week: Start & End Days of Online Modules	Student Learning Outcomes & Objectives Class Topics – 8 Weeks	Deliverables
Week 1	Guiding Principle #1 and #6	

Module 1 Start: Sunday, Feb. 25 End: Saturday, March 3 11:55PM	**Topics:** • **First and Second Language & Culture Acquisition** • **ELA & ELD Frameworks**	Please check Modules on Cougar Courses for online discussions, activities, assignments and resources throughout session. READING: Text #1: Chapter 1 Text #3: Chapter 1 DELIVERABLES: 1. Cultural Relevance Rubric & Report 2. Discussion Forum: 5 Key Strategies for L2 Acquisition 3. MY BLOG #1
Week 2 Module 2 Start: Saturday, March 3 End: Saturday, March 10 11:55PM	Guiding Principles #2 and #3 **Topics:** • **Diagnostic Assessments for Intervention** • **Formative & Summative Assessment of Literacy Development** • **Rubrics and Performance Tasks**	Please check Modules on Cougar Courses for online discussions, activities, assignments and resources throughout session. READING: Text #1: Chapter 8 Text #3: Chapter 2 DELIVERABLES: 1. Literacy Assessment Activity 2. Discussion Forum: Understanding Proficiency 3. MY BLOG #2
Week 3 Module 3 Start: Saturday, March 10 End: Saturday, March 17 11:55PM	Guiding Principles #3 and #4 **Topics:** • **Culture of Literacy** • **ELA & ELD Frameworks**	Due Assignment #1 Please check Modules on Cougar Courses for online discussions, activities, assignments and resources throughout session. READING: Text #1: Chapter 2 Text #3: Chapter 4 DELIVERABLES: 1. Discussion Forum: 3-2-1 Activity
Week 4 Module 4 Start: Saturday, March 17 End: Saturday, March 24 11:55PM	Guiding Principles #2, #4 and #6 **Topics:** • **Developing Quality Literacy Interventions** • **Text Analysis**	Please check Modules on Cougar Courses for online discussions, activities, assignments and resources throughout session. DELIVERABLES: 1. Discussion Forum: Translanguaging FEEDBACK: Module 4 Anonymous Survey Start working on Assignment #2
Week 5 Module 5 Start: Saturday, March 24 End: Saturday, March 31	Guiding Principles #3, #4 and #12 **Topics:** • **ELD Proficiency Levels** • **Teaching Strategies for Conceptual Understanding**	Due Assignment #2 Please check Modules on Cougar Courses for online discussions, activities, assignments and resources throughout session. READING:

11:55PM		Text #3: Pages 178-180, plus your grade level that follows DELIVERABLES: 1. Discussion Forum: Reading Interventions 2. Sample Activities for ELD Proficiency Levels CHART
Week 6 Module 6 Start: Saturday, March 31 End: Saturday, April 7 11:55PM	Guiding Principles #1 and #8 **Topics:** • **Comprehensible Input for Understanding Language** • **Vocabulary Instruction** • **Review of the Literature on Topics Related to the Course**	Please check Modules on Cougar Courses for online discussions, activities, assignments and resources throughout session. READING: Text #1: Chapter 9 DELIVERABLES: 1. 5 Questions on Understanding Language 2. Discussion Forum: Vocabulary Instruction 3. PPT (4-6 slides on selected article)
Week 7 Module 7 Start: Saturday, April 7 End: Saturday, April 14 11:55PM	Guiding Principles #1, #8 and #12 **Topics:** • **Long-term English Learners** • **Instructional Strategies** • **Critical Media Literacy**	Please check Modules on Cougar Courses for online discussions, activities, assignments and resources throughout session. DELIVERABLES: 1. Discussion Forum: LTELs 2. Discussion Forum: Photograph of Intervention Strategy from Study 3. Discussion Forum: Critical Media Literacy
Week 8 Module 8 Start: Saturday, April 14 End: Saturday, April 21 11:55PM	Student Learning Outcomes: 3 ,4 Course Objectives: 8, 9 **Topics:** • **Complete English Reading Intervention Study**	Due Assignment #3 Please check Modules on Cougar Courses for online discussions, activities, assignments and resources throughout session.
All assignments, requirements and due dates are available in our Cougar Course. Participants should check regularly for updates under Announcements.		