

California State University, Fresno
Kremen School of Education and Human Development

Leadership for Diverse Communities

ONLINE LEE 215 – LANGUAGE ISSUES IN READING

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CATALOG DESCRIPTION

Seminar exploring issues related to language acquisition and literacy development with special emphasis on culturally and linguistically diverse learners.

COURSE DESCRIPTION

This course is designed to explore the major issues related to language acquisition and literacy development of English learners. In addition, the historical trends, theoretical models, and instructional implications for English as a second language (ESL) reading will be considered in terms of approaches, models, and curriculum for teaching culturally and linguistically diverse learners in K-12 settings. This focus will be accomplished through online readings, activities and assignments.

COURSE GOALS AND PRIMARY LEARNING OUTCOMES

Course Goals

The goals of this course are to prepare students to be knowledgeable about literacy development and instructional practices through the study of theoretical perspectives and scientific research on literacy processes and language development; and to prepare students with the capacity to plan, implement, evaluate, and modify literacy instruction to meet the needs of diverse struggling readers and English Language Learners.

To achieve these goals, students will:

1. Develop an appreciation for the major issues related to the linguistic and cultural diversity of learners in classrooms;
2. Become familiar with theories of second language acquisition and development;
3. Develop an understanding of the similarities, differences, and relationships between LI and L2 literacy development and interactions they cause in learning to read and comprehend in a second language;

4. Develop an understanding of the effect of classroom interaction upon language and literacy acquisition and how cooperative learning and other grouping strategies can be used to promote classroom interaction;
5. Identify psycholinguistic and sociocultural factors involved in language acquisition and development and their influence on the development of literacy skills; and
6. Develop an understanding of and strategies for assessing and teaching vocabulary and comprehension processes with students of all reading levels and language acquisition stages;

Primary Learning Outcomes

Students will be able to:

1. Use language acquisition theories to design, implement, and reflect upon teaching strategies which support language acquisition, literacy development and academic success in English language learners; and
2. Demonstrate the ability to document English learner growth and development by using appropriate assessment tools, such as anecdotal records, portfolios with summaries of growths and checklists identifying benchmarks in language, concept, and literacy development.

REQUIRED TEXTBOOK

Garcia, G. G. (2005). *English Learners: Reaching the High Level of English Literacy*. Reading Association, 800 Barksdate Road, P.O. Box 8139, Newark, Delaware 19714-8139.

COURSE ASSIGNMENTS

1. Chapter and PowerPoint Readings. For each chapter read from the Garcia Textbook, and each PowerPoint viewed, graduate students will be asked to write a reflection on the chapter and/or answer questions regarding the PowerPoint. For each assigned chapter, graduate students will summarize the highlights of the chapter in no less than two to three paragraphs. For each PowerPoint viewed, graduate students will answer a specific set of questions. These answers along with the chapter readings will be submitted online on a weekly basis. **(Please create a Google Docs in for group questions, post the link & customize the sharing to allow me to view).**
2. You are to view each PowerPoint, each video, and read each chapter/handout and then write 2 paragraphs of your reflection paper what you have learned from it. Be sure to label your reflection according to the title of the PowerPoint, the video, and the chapter/handout.
3. Final Research Paper. Students will be encouraged to select a specific area or topic concerning language issues in reading to make comprehensive review of the literature concerning in this course, including readings, experiences, and observations. This paper should also focus on the role of parental involvement or external business partnerships within linguistically and culturally diverse communities. Students will be also expected to produce a scholarly paper on their selected topic including a bibliography. The research paper must be of the highest quality with a maximum of 5 to 7 pages, double-spaced using 12-point font.

Participation Standards

This course is constructed of weekly folders conducted on a scheduled asynchronous basis. You should expect to spend at least 6-8 hours a week working on this course. It is expected that you check announcements on Google Classroom and participate in all group discussion and assignments, which means active contributions beyond simply “I agree/disagree.”

GRADING

CATEGORY	Week	NUMBER	POINTS	TOTAL
Chapter Reflection Paper	1-12	8	10	80
Group chapter discussion	1-12	7	10	70
PowerPoint Reflection Paper	1-8	5	10	50
Video Reflection Paper	1-5	5	10	50
Final Research Paper	8	1	70	70
GRAND TOTAL				320

90-100%: A 80-89%: B 70-79%:C 60-69% D

****Note: ALL assignments and exams must be completed to pass this course**

COURSE POLICIES & SAFETY ISSUES

It is the student’s responsibility to check announcements on Google Classroom least 3 times a week. *Students must report any problems accessing material to the instructor immediately.*

Netiquette – Remember our goal to have a rigorous but exciting exchange of information online and yet be kind and generous. Be respectful both of other students and the instructor. This includes using polite language and showing tolerance of the views of others, even when you disagree with them during group sessions. It’s best to refer to arguments in a generic way rather than arguments tied to a person.

PAPER SUBMISSION REQUIREMENTS

- All papers and assignments throughout the course must be submitted through Google Classroom. All weekly submissions must be received before the next assignments are **DUE**.
- **I will not accept submissions sent as email attachments.**

LATE POLICY

- Due to the online nature of this course, LATE assignments will not be accepted for credit.
- LATE is defined as after 5:00 p.m. (PST) each Monday of the online calendar week. An online calendar week is Tuesday to Monday. In addition, please refer to the following time zone link to [determine your specific time zone](http://www.worldtimeserver.com) in relation to Pacific Standard Time (PST) (<http://www.worldtimeserver.com>.)
- It is your responsibility to make sure that papers are submitted on time. I advise you to get started on assignments and submit them as early as possible each week to ensure that I receive them on time.

- The only acceptable excuse for a late submission is an email server error. In this case, when you resubmit, you must also submit all correspondences from your email server or from the UH server, whichever is at fault, to prove that your lateness is due to server error. This is another major encouragement for using your UH email account. If we are both using the same email system, chances for errors are less likely, especially since UH web mail is highly stable.
- Unacceptable late excuses: computer hardware problems, computer software problems, computer viruses, inaccessibility to a computer, did not know about the assignment, did not know assignment was due, did not understand the assignment

As a responsible student, you have some degree of control over each of the above possible excuses. The only point where you completely have no control, and when you must trust technology 100% to do the job is all about the servers, which we both have no control over, and therefore is the only acceptable excuse.

UNIVERSITY POLICIES

Review the [University Policies](http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm) (http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm) here.

BROWSER RECOMMENDATIONS

To take full advantage of all the features in Blackboard, you will need an up-to-date Web browser supported by Blackboard such as Firefox or Safari (No AOL or Microsoft Explorer).

Active E-Mail Account

By default, Blackboard sends mail to your CSUFRESNO email account. You must check your Fresno State account frequently. If you do not normally check your CSUFRESNO email address, please go in immediately and forward your messages to the account that you do check.

[Microsoft Word](http://why.openoffice.org/index.html) (http://why.openoffice.org/index.html)

All documents that you submit must be in Microsoft Word format, PDF, or RTF, though Word is preferred because of the reviewing feature. You can purchase Microsoft Office from the [Kennel bookstore](http://www.kennelbookstore.com) (http://www.kennelbookstore.com) for a student price or you can go to the Open Office to download a free version of a word processing program that acts like Word.

[Adobe Acrobat Reader](http://www.adobe.com/) (http://www.adobe.com/)

This application allows the viewing of .PDF files. If you do not have the Adobe Acrobat Reader, click on the title to link to the web site. Download the FREE Reader.

[PowerPoint Viewer](http://www.microsoft.com/downloads/details.aspx?familyid=048DC840-14E1-467D-8DCA-19D2A8FD7485&displaylang=en) (http://www.microsoft.com/downloads/details.aspx?familyid=048DC840-14E1-467D-8DCA-19D2A8FD7485&displaylang=en)

This is a FREE application that allows you to view PowerPoint presentations. If you already have the PowerPoint application on your computer, you do not need this viewer. Click on the title to link to the web site.

[Flash Player](http://www.adobe.com/products/flashplayer/) (http://www.adobe.com/products/flashplayer/)

This is a FREE application that allows you to enjoy the most expressive, engaging experiences on the Web that combine interactive, rich content with video, graphics and animation. Click on the title to link to the web site.

[Shockwave Player](http://www.adobe.com/products/shockwaveplayer/) (http://www.adobe.com/products/shockwaveplayer/)

This is a FREE application that allows for movies and multimedia to be displayed within your web browser. Click on the title to link to the web site.

[Java Applications \(PC\)](http://www.java.com/en/download/whatis_java.jsp) (http://www.java.com/en/download/whatis_java.jsp)

[Mac Click this LINK](http://developer.apple.com/java/download/) (<http://developer.apple.com/java/download/>)

This is a FREE plug-in that allows users to engage in chat discussions, communicate via videoconferences, and view 3D images in web browsers. Click on the title to link to the web site.

[Quick Time Player](http://www.apple.com/quicktime/download/) (<http://www.apple.com/quicktime/download/>)

This application will allow you to view videos. Click on the title to link to the web site.

LEE 215 Online COURSE OUTLINE, CALENDAR AND ASSIGNMENTS

Spring 2020

Week 1	Topics	Assignments
March 12	<ul style="list-style-type: none"> ● Syllabus and Self-introductions ● PPT's: First/Second Lang Acquisition ● Video: Baby Talk ● Chapter 1 (G.Garcia) 	<ul style="list-style-type: none"> ● Read Chapter/Submit Reflection Paper ● View PowerPoints/Submit Reflection Paper ● Watch Video/Submit Reflection Paper ● Complete Student Information
Week 2		Assignments
March 26	<ul style="list-style-type: none"> ● Chapters 2 & 3 (G.Garcia) ● PPT: ELL ● Video: Speaking in Tongues 	<ul style="list-style-type: none"> ● Read Chapters/Submit Reflection Paper ● View PowerPoint/Submit Reflection Paper ● Watch Video/Submit Reflection Paper ● Group Discussion
Week 3		Assignments
April 2	<ul style="list-style-type: none"> ● Chapters 4 & 5 (G.Garcia) ● PPT Video: Multicultural Education 	<ul style="list-style-type: none"> ● Read Chapters/Submit Reflection Paper ● View PowerPoint/Submit Reflection Paper ● Watch Video/Submit Reflection Paper ● Group Discussion
Week 4		Assignments
April 9	<ul style="list-style-type: none"> ● Chapters 6, 7, & 8 (G.Garcia) ● PPT: Sheltered Instruction ● Video: The Long Shadow 	<ul style="list-style-type: none"> ● Read Chapters/Submit Reflection Paper ● View PowerPoint/Submit Reflection Paper ● Video/Submit Reflection Paper ● Group Discussion
Week 5		Assignments
April 16	<ul style="list-style-type: none"> ● Chapters 9 & 10 (G.Garcia) ● PPT: Scaffolding Strategies ● Video: Assessment Tools for English Learners 	<ul style="list-style-type: none"> ● Read Chapters/Submit Reflection Paper ● View PowerPoint/Submit Reflection Paper ● Watch Video/Submit Reflection Paper ● Group Discussion

Week 6		Assignments
Apr 23	<ul style="list-style-type: none"> ● Chapters 11 & 12 (G.Garcia) ● PPT: Learn to Read ● Video: Strategies for Teaching Culturally Diverse Students 	<ul style="list-style-type: none"> ● Read Chapters/Submit Reflection Paper ● View PowerPoint/Submit Reflection Paper ● Watch Video/Submit Reflection Paper ● Group Discussion
Week 7		Assignments
April 30	<ul style="list-style-type: none"> ● Chps 13-16 (G.Garcia) for Group Presentation ● PPT: Language Structure ● Video: The Lemon Grove Incident 	<ul style="list-style-type: none"> ● Read chapter/Submit Reflection Paper ● View PowerPoint/Submit Reflection Paper ● Watch Video/Submit Reflection Paper ● Group Discussion
Week 8		Assignments
May 7	<ul style="list-style-type: none"> ● PPT: Culture Sensitivity ● Video: AB 78 	<ul style="list-style-type: none"> ● View PowerPoint/Submit one reflection paper ● Final Research Paper