



## Kremen School of Education and Human Development

SYLLABUS FOR LANGUAGE ISSUES IN READING (LEE 215)	
Fall 2013	California State University, Fresno
Course Information	Instructor Name
3 Units	Office Number
Time	E-Mail
Location	Telephone
Website: <a href="https://bbl-app.learn.fresnostate.edu">https://bbl-app.learn.fresnostate.edu</a>	Office Hours

## Introduction and Course Description

### 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, with emphasis on the *California Preschool Learning Foundations and Frameworks* (Volume 1) and the *California Common Core Standards*. 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 that encourages and builds a culture of literacy in the classroom. This focus will be accomplished through lecture, group analysis, student led presentations, and class discussions.

## Prerequisites

Students are required to be accepted in the Masters in Education with an option in Literacy Instruction.

## Required Textbooks and Materials

Garcia, G. G. (2003). *English Learners: Reaching the High Level of English Literacy*. Reading Association, 800 Barksdate Road, P.O. Box 8139, Newark, Delaware 19714-8139.

Vogt, M. & Echevarria (2008). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston: Pearson Education, Inc.

### Please Download:

*California Preschool Learning Foundations and Frameworks (Volume 1)*

*California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*

## 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 learners growth and development using appropriate assessment tools, such as anecdotal records, portfolios with summaries of growths and checklists identifying benchmarks in language, concept, and literacy development

**Examinations and Major Assignments**

**Assignment and Examination Schedule**

Date	Assignment	Points
	Class attendance and participation	25
	Weekly book chapter Reading Guide	70
	Book Chapter Facilitator	20
	Teaching Strategy Journal	40
	Teaching Strategy Demonstration	20
	Student Data Collection	25
	Term Paper	75
	Term Paper Talk	25

**Attendance and Participation (25 Points)**

Class participation is an important component of this class. Your prompt attendance at every class is required. Arriving late and leaving early are not acceptable behaviors. Much of learning depends on social interaction and you cannot interact if you are not here. It is expected that you will be prepared for each class with the necessary readings and assignments. It is the responsibility of each student to notify the instructor before class of an illness or emergency situation. This can be accomplished by phone, voice mail, or e-mail. You may miss one class (provided that you or your group is not presenting during that class) without consequence to your grade. All other absences will put your grade in jeopardy.

## Weekly Book Chapter Reading Guide (70 Points)

One reading guide is to be completed for each book chapter assigned (14). The purpose of this assignment is to facilitate your reading and thinking about the assigned readings and to provide you with a guide for discussion in class. **Complete the *Main Points, Personal Insights, Questions/Issues to Raise, and Memorable One-Sentence Quote* sections of the reading guide prior to class.** The *Reprise* is to be completed after class discussions. Reading guides are considered complete and will be awarded full credit if the above sections are substantively addressed. The reading guides are **due at the end of the class session** for which the readings are assigned. One reading guide is attached. Put it on your computer as a template for your continued use. Please do not deviate from the form that is given to you.

## Book Chapter Facilitator (20 Points)

On the second class meeting, each person will sign up for a date to facilitate the discussion in class. The purpose of this assignment is to provide you with experience in leading a discussion with colleagues. On the date that you facilitate the class discussion, you will be responsible for leading the class in a discussion of the readings for that session. Plan to take approximately 20 minutes. Remember, the task is to facilitate a discussion, not to present or systematically review the information in the readings. Everyone is responsible for coming to class with the information read and processed. Participation in discussions is expected and required. **After you have presented, write a 2-3 page (double spaced) substantive reflection on your experience.** Consider what went well and why, and what did not go well and why. Discuss what you would do differently in a subsequent facilitation. The reflection is an individual assignment and is due the class period following your presentation.

## Teaching Strategy Journal (40 Points)

Students will be encouraged to implement as many strategies as possible. However, a minimum of 8 strategies need to be recorded for the semester. Students are also expected to maintain a journal containing a reflection for each of the strategies implemented. The reflection should explore the learning outcomes observed as the strategies are implemented and should discuss the connections between the teaching strategies, language acquisition research and theory, and how they contribute to a literacy rich classroom environment for diverse learners. Each week one strategy from the 99 Ideas and Activities text will be demonstrated and/or discussed in class. Students can elect to teach this same strategy or a strategy of their choice. In addition, a reflective reaction for each strategy taught is to be kept in a Teaching Strategy Journal. These reflections should contain a brief description of the specific *California Preschool Learning Foundations and Frameworks* (Volume 1) and/or the *California Common Core Standards* addressed, how the strategy was implemented and a discussion of the language acquisition or reading theory that supported the implementation of the strategy, how the strategy worked to support learning, if it worked, why, and if it did not work, why did it fail?

## **Teaching Strategy Demonstration (20 Points)**

Students will be expected to demonstrate one of the strategies with the class.

## **English Learner Intervention Assignment (25 Points)**

Students will collect data on English language learners and display the data on a matrix. Students will present information with classroom peers. See Appendix A for rubric.

## **Term Paper (75 Points)**

Students will select a topic for in-depth study and write a term paper that explores the research available on the topic and provides classroom implications and strategies to support the instruction of specific standards from the *California Preschool Learning Foundations and Frameworks* (Volume 1) and/or the *California Common Core Standards* research) for the English learner.

## **Term Paper Talk (25 Points)**

Students are responsible for presenting a one to three page handout highlighting their paper's most salient points along with a list of references, which is to be handed to all class members. The 8-10 page, term paper must be typed, double-spaced, and in APA style. It should also contain at least five research and/ or research and application articles, which should be read and analyzed in the preparation of this term paper. All citations should be listed in APA format. The following journals (though not inclusive) are resources for topics and discussion for the teaching of literacy to English language learners that can be used as term paper resources:

- Teaching English to Speakers of Other Languages (TESOL) Quarterly
- The Bilingual Research Journal
- English Journal
- The Reading Teacher --Harvard Educational Review --Language Arts
- American Educational Research Journal
- Journal of Latinos and Education

## **Grading**

Grades, including a running total, will be posted on Blackboard so you can monitor your progress. Final grades will be determined according to the following scale: 300 -270 =A; 269 - 240 =B; 239-210 = C; 209 -180 = D ; <180 = F

**(See the rubric in the syllabus for further clarification on grading)**

## Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

## Course Policies & Safety Issues

**Work Submission Policy:** All documents submitted via Blackboard must be saved as .doc, .docx, .pdf, .txt, or .rtf files for the work to be accepted. It is the student's responsibility to verify the submission of any document via Blackboard by clicking on the "!" symbol or "View/Complete Assignment" link in the grade book to ensure that the correct document was submitted. Late assignments may not be accepted. I encourage students to contact me if you have concerns about the course or particular assignments. Please do not hesitate to inform me of extreme emergencies.

**Study Expectations:** In this hybrid course you will be provided opportunities to interact with others both in class and via Internet technology (i.e., *Blackboard, Collaborate, Discussion Forums, Videos, VoiceThread, and Podcasts*). As a hybrid course, some assignments will require participation in class sessions, and other modules will require students to work outside of the classroom. You should expect to spend at least 6-8 hours a week working on this course. It is expected that you check announcements and the Blackboard web site at least 3 times a week.

## University Policies

For information on the University's Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism, a statement on copyright, and the university computer requirement, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations) at the following link:

[http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements\\_001.doc](http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc)

## Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

## Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major,

are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

### **Disruptive Classroom Behavior:**

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

## **Tentative Course Schedule**

### **Tentative Course Schedule**

Date	Topic	Assignment for next class
1	Introduction to Course Getting to know each other Syllabus/Assignments	Read Chapter 1 (G. Garcia). Clsm. EL Data Collection Review <i>99 Ideas and Activities</i> (Vogt & Echevarria)
2	Chap. 1. Reading and the Bilingual Student: Fact and Fiction Facilitator: <u>Dr. Huerta</u>	Read Chapter 2 (G. Garcia)
3	Chap. 2. Teaching English Learners to Read Facilitator/s: Due: Student Data Collection Assignment	Read Chapter 3 (G. Garcia)
4	Chap. 3. Three Roles for Reading for Minority-Language or Acquisition Facilitator/s: Teaching Strategy Demonstrations	Read Chapter 5 (G. Garcia)
5	Chap. 5 Scaffolding Reading Experiences for Multilingual Classroom Facilitator/s: Teaching Strategy Demonstrations	Read Chapter 6 (G. Garcia)
6	Chap. 6. Making Content Instruction Accessible to English Language	Read Chapter 7(G. Garcia)

Date	Topic	Assignment for next class
	Learners Facilitator/s: Teaching Strategy Demonstrations	
7	Chap. 7. Communicative Approaches to Second-Language Acquisition: The Bridge to Second-Language Literacy Facilitator/s: Teaching Strategy Demonstrations	Read Chapter 8 (G. Garcia)
8	Chap. 8. Meeting the Needs of English Learners in All-English Classrooms: Sharing the Responsibility Facilitator/s: Teaching Strategy Demonstrations	Read Chapter 10 (G. Garcia)
9	Chap. 10. Rethinking English Language Instruction: An Architectural Approach Facilitator/s: Teaching Strategy Demonstrations	Read article by Garcia. <i>Early Education Challenges and Opportunities with a Focus on Latinos</i>
10	Early Education Challenges and Opportunities with a Focus on Latinos  Chap. 11 Multilevel Collaboration for English Learners: An Asian American Perspective Facilitator/s: Teaching Strategy Demonstrations	Read Chapter 13
11	Chap. 13. Connecting Children, culture, Curriculum, and Text  Facilitator/s: Teaching Strategy Demonstrations	Read Chapter 15
12	Chapt. 15. Access to Books and Beyond : Impediments to Building a Culture of Literacy Impediments Facilitator/s: Teaching Strategy Demonstrations	Read Chapter 16
13	Chap. 16. Mediating Language and Literacy  Facilitator/s: Teaching Strategy Demonstrations Paper Talk Due: Teaching Strategy Journal (8	Tompkins Ch 10  Bring your favorite poem or song to share

Date	Topic	Assignment for next class
	entries) and Binder	
14	Term Paper Workshop	Theory to practice presentations
15	Term Paper Workshop	Theory to practice presentations RESEARCH PAPERS DUE

# Rubrics

## English Language Development Intervention

### DATA COLLECTION ON ENGLISH LEARNERS (ELs)

1. Number of students enrolled. \_\_\_\_\_
2. Number of English Only students. \_\_\_\_\_
3. Number of English Learners. \_\_\_\_\_  
    their ELD proficiency level (CELDT level). \_\_\_\_\_  
    their L1 proficiency level (form education in L1). \_\_\_\_\_
4. Number of RFEP students. \_\_\_\_\_
5. Languages spoken by English Learners. \_\_\_\_\_
6. Length of time ELs have been enrolled in U.S. schools. \_\_\_\_\_
7. Other assessment data:  
    Reading level  
    CST scores (Reading, Wring, Math, science, etc.)  
    District writing sample
8. What is the program model/s used by the school for ELs?

**\*Now create a matrix/chart to organize this information.**

**You will discuss your finding using your matrix in class.**

## Chapter Facilitator Guide

Name \_\_\_\_\_ Date \_\_\_\_\_

### READING GUIDE (REACTION)

Title of Chapter \_\_\_\_\_

INITIAL REACTION/S

---

Main Points: (At least 5 items)

Personal Insights: (2-3 items)

Questions/Issues to Raise: (2-3 items)

Memorable one-sentence quote: (Include page #)

**REPRISE (At least 5 items)**

### Procedure for Group Discussion

5 Minute                      Pair/Share one important ideas from the chapter

20 Minute                     Group Discussion

5 Minute                      Reprise

### Facilitation Questions

Can you contribute one important idea from this chapter and briefly describe it?

Was there something that the author(s) said that you question?

Were there any unfamiliar terms or words in the chapter? (Can you predict what they might mean?)

Would you please share any of your personal insights with the group?

What aspects of this chapter do you feel are effective for building a culture of literacy?

Share your “memorable one-sentence quote.”

## Teaching Strategy Journal

Students will be expected to demonstrate two strategies with the class from the course text, **99 *Ideas and Activities for Teaching English Learners with the SIOP Model***. In addition, a one-page report will be submitted after the demonstration. This paper will consist of:

- description of the strategy and instructional standard
- discussion of the language acquisition theory that supports the implementation of the strategy, and
- how the strategy works to support language and learning.