

CALIFORNIA STATE UNIVERSITY, FRESNO
Kremen School of Education and Human Development
Department of Literacy and Early Education

Leadership for Diverse Communities

CONTENT AREA LANGUAGE AND LITERACY INSTRUCTION

LEE 154

Spring 2010

(3 Units)

Instructor:

Office:

Telephone:

Office hours:

Email:

COURSE DESCRIPTION

This course is designed as a first level language and literacy education course for single subject credential candidates. Its major focus is helping prospective secondary teachers learn to improve their students' listening, speaking reading and writing in the context of content area classrooms. The curriculum will explore issues, methodologies, and materials that can be used to facilitate language and subject matter learning in content area classrooms at the secondary level. This includes a grounding in critical literacy and an awareness of race, gender, culture and socioeconomic diversity within the classroom. Special emphasis will be placed on the teaching and learning situations likely to be encountered in the world of practice. Course candidates will be expected to demonstrate competence in preparing adolescents from all cultural and linguistic backgrounds to comprehend spoken and written information typically occurring in the content areas and to become motivated, engaged and critically aware learners.

COURSE OBJECTIVES

1. Research based methodology for the design of effective instructional programs for students of all backgrounds. Stages of the writing process and building and assessing students' prior knowledge as a basis for developing literacy skills in all content areas.
2. Effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students.
3. Demonstrate how reading and writing skills can be developed in all phases of content learning. Develop an understanding of the theory underlying literacy instruction in content areas.
4. Think-aloud protocol as a diagnostic assessment strategy for individualized content based reading instruction.

5. Develop and/or adapt instructional materials that demonstrate an understanding of the ranges of language proficiency and literacy development characteristic of the age group for whom the materials are designed. Use textbooks and other print materials to enhance content area learning.
6. Develop instructional activities and strategies designed to maximize your students' abilities to comprehend content area concepts and reading materials. Special attention will be given to identifying, adapting, and developing materials to meet the needs of culturally and linguistically diverse learners and those who are considered at-risk.
7. Students experience first hand the importance of speaking and writing to learn. Methods to help students with varying language backgrounds and levels of proficiency gain access to difficult texts. Practice in the various instructional frameworks and strategies for learning as they are presented in class.

COURSE READINGS

Bathina, Jyothi. (2010) *Against the Odds: Visalia Voices*. Maine: Booklocker.
Cisneros, Sandra. *House on Mango Street*. New York: Vintage.
Friere, Paulo. (2000) *Pedagogy of the Oppressed*. New York: Continuum.

RECOMMENDED READINGS

Diaz, Junot. (1997) *Drown*. New York: Riverhead Books.
Sapphire. (1996) *American Dreams*. New York: Vintage.

Books are available at the Kennel Bookstore.

Against the Odds will be available for purchase in class. Cost is \$15.
Extra handouts will be provided to supplement content material.

COURSE METHODOLOGY

The stated objectives will be accomplished through lectures, small group discussions of the assigned readings, online discussion forums, workshops and group presentations, round table and debates. This course will contain a significant interactional component. Students are expected to be actively engaged in the learning experience through various small and large group discussions and activities. Therefore, consistent student preparation (this means having read ahead of time the material to be covered in class), attendance and input are MANDATORY.

COURSE ASSIGNMENTS

Course Assignments

READING STRATEGIES REFLECTION—Thinking about your own journey as a learner and the strategies you now use, will help to inform you of ways to better understand how to teach these processes to your students. We will pay particular attention to the importance of acknowledging and honoring diversity and effective teaching strategies for second language learners and struggling readers. (10 pts.)

READING ASSIGNED CHAPTERS, WATCHING WEBCASTS AND POSTING WEB RESPONSES, GROUP PRESENTATIONS—You will be responsible for reading all assigned chapters and writing a response prior to each class meeting. Your responses will be posted on the online discussion board prior to class. The ideas presented in the chapters will be discussed in small group and whole class conversations. Other activities related to information in the text include oral presentations, in-class writing/sharing. Participation in these activities demands your presence in class. An absence of three classes will automatically result in a lower grade. (20 pts.)

ARTICLE REVIEW

Much has been written about literacy in the content area. You are responsible for finding a recent (2004-2009) article discussing the research about literacy in your particular content area and responding to the article in a 2-3 page paper. You will present this info to your group (15 pts.)

MID TERM EXAM (20 PTS.)

TEXT-SET ASSIGNMENT—During the course you will be responsible for creating a text-set for your content area. This involves your finding 5 or 6 different types of text sources that all relate to a selected theme or topic. The sources must come from different genre or types of texts and from different reading levels. You will write about each text by: (1) providing bibliographic information, (2) briefly summarizing the information contained in the text, (3) explaining why you would use it, and (4) thinking about how you might present it to students, considering its level of difficulty. More explanation will be given in class about this assignment. (2 pages, single spaced 15 pts.)

FINAL PROJECT LESSON DESIGN—This assignment entails creating an instructional lesson that focuses on reading process and writing-to-learn strategies. Ideally, this is a lesson you actually use in your student-teaching assignment this semester. The lesson should contain an integration of critical literacy activities you have learned in class, such as strategies to increase reading comprehension, strategies for vocabulary development, and strategies that teach students the writing process. You will present a condensed version of this lesson to the class. A guideline will be provided. (20 pts.)

Course Attendance Policy

This course will contain a significant interactional component. Students are expected to be actively engaged in the learning experience through various small and large group discussions and activities. Therefore, consistent student attendance and preparation are CRUCIAL. Students are responsible for all the material presented in class and in the readings. Please see the detailed reading schedule below, and be prepared to discuss the articles assigned to each session. Your final grade will reflect the extent to which you show evidence in class that you have read and can discuss the content of the articles. Because of the interactional component and the amount of group work activities, late arrivals and/or early departures will not work. Do plan to be ready and present for the entire course.

Grading Policy

To receive a passing grade, students must (1) attend the class meetings, (2) complete all assignments, (3) post timely web responses throughout the course to take part in group discussions, and (4) submit a final lesson on the final day of class.

Late Papers

ALL late papers will be lowered ONE grade for each week late, regardless of circumstances (except medical emergencies). This consequence is only fair to students who complete their work on time.

University Policies Related to Instructional Processes

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 Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

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.csufresno.edu/ITS/>) 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."

Grading Scale:

A = 90-100

B = 80-90

C = 70-80

D= 60-70

I reserve the right to modify the syllabus and point requirements, based on student need and instructional necessity. Notification will be provided in a timely manner.

CALENDAR: Agenda for LEE 154 • Fall 2010 •

Dates	Ses- sion	Topic and Texts	What's due at beginning of class:
Aug 23	1	Introductions to course and colleagues in class; Personal histories and knowledge related to adolescent literacy learning. Life Learning Map Activity.	
Aug 30	2	What is Critical Literacy? An Introduction to Friere and Luke A Theory of Adolescent/Content Literacy; Literacy and schooling Readings: Friere 1, 2, 3	Life Map Reflection
Sept 6		Labor Day Holiday	
Sep 13	3	Students' funds of knowledge; Multiple literacies; Connecting with students Readings: Moje, Kickin it with Kids Bathina, Against the Odds Junot Diaz, Drown	Reading Strategies Reflection
Sep 20	4	Learning to move beyond stereotypes and promoting tolerance inside and outside the classroom Readings: House on Mango Street. Beverly Daniel. Article: Why do all the black kids sit together in the cafeteria?	Odds Response
Sep 27	5	Reading and comprehending texts; Strategies for effective reading comprehension. Read Aloud Think Aloud Text to Text, Text to Self, Text to World	Paragraph on chosen journal article topic.
Oct 4	6	Learning literacy skills and knowledge for success in content areas classes ELA standards for grades 7-12	Due: Journal Article Review
Oct 11	7	The role of prior knowledge in reading; Activating prior knowledge; Pre-reading strategies.	

Oct 18	9	The role of vocabulary knowledge in reading; Strategies for building vocabulary.	Due: Midterm
Oct 25	10	Assessment that guides instruction; Informal Reading Inventories.	
Nov 1	11	Texts: Genres; Readability; Text selection; Adjusting to the demands of texts. Constructing a CARI.	
Nov 8	12	Differentiating Instruction. Understanding by Design. Backward Planning Tomlinson Article House on Mango Street	Due: Text Set
Nov 15	13	Effective Instruction for Adolescent Struggling Readers: Part 1	
Nov 22	14	Effective Instruction for Adolescent Struggling Readers: Part 2	
Nov 29	15	Lesson Presentations	
Dec 6		Lesson Presentations	
Dec 13		Final Project Due	

Rubric for Peer Evaluation of Final Lesson LEE 154

Using a separate sheet of paper for each lesson, number 1 through 6 and rate each lesson using 0 for does not meet, 1 for somewhat meets , 2 for meets and 3 for exceeds, for the following elements, keeping in mind that these are brief snapshots of the complete lesson. Write a short comment at the end giving constructive criticism.

1. Is the lesson relevant and engaging to adolescent learners?
2. Does the lesson incorporate differentiation of content, process or product?
3. Does the lesson involve critical literacy and higher order questioning and thinking skills?
4. Does the lesson build content area literacy through the use of either vocabulary building, reading comprehension strategies, text based research, writing assignments or critical thinking activities?
5. Does the lesson involve SDAIE strategies to help address the needs of English Language Learners?
6. Does the lesson address equity by being culturally sensitive, by incorporating diversity or by involving different learning styles? (relevant curriculum, multiple intelligences, accommodations for special needs, etc.)

LEE 154

Journal Article Review Rubric (15 Points)

The review should be about 3 pages long. It should consist of a **brief** summary of the research and findings, the purpose of the study and how and where it was conducted and what the results were. (5 pts.)

The review should also point out what you found effective and not so effective about the article/study. Do you agree with the main thesis? Do you find the study flawed in some way? Why is this particular study important or significant? Does it add new information to the field of study? Is it insignificant and if so why? What are some questions that are still left unanswered? (5 pts.)

Finally, the review should analyze how this particular article and study will prove useful to you in your own practice. What are some implications for your teaching? What are some effective strategies that you plan to use? If you disagree with the article, what alternative ideas do you have or plan to use? Be sure to tie in course content and discussions while writing. How does this tie in with what we have been reading and discussing in class? (5 pts.)

LESSON PLAN FORMAT - LEE 154

Goals

Cross-reference your goals to national and CA Learning Standards including specific performance indicators.
Place standards here under your goals.

Performance Objectives

Include three elements:

1. conditions (givens) – Specify what the students need in order to perform the objective (e.g., situation, materials, directions). Include only what you will give the students at the moment you will start to evaluate whether the students have met the objective.
2. expected behavior – Provide a mental image of what the pupil will do, using observable verbs such as say, write, circle, or read aloud. (Use active verbs, not passive verbs.)
3. criterion – Specify how much evidence you will need to decide the student has mastered the objective, i.e., the number of times the pupil must perform the verb (task) independently. Percent of accuracy may be used ONLY if you pin down the “percent of what” – what would you divide to calculate the percentage? Examples of criteria include: at least 8 out of 10 correct, correct response in 3 consecutive trials, 75% of the items on a worksheet of addition facts, at least two instances, etc.

Materials

List the supplies and materials needed for this lesson other than those assumed to be routinely available in the classroom.

Introduction

Include a method of motivating students and of activating and bridging to prior knowledge. This can include review, focusing event, grabber, anticipatory set, advance organizer, or concrete purpose from the student’s point of view.

Development

NAME THE INSTRUCTIONAL STRATEGY (direct instruction, inquiry, cooperative learning, etc.)

Then, consistent with that strategy, describe what you are going to do, the context and main points you will emphasize in presentation or questioning, visual aids for these main points, what the students are going to do, how they are going to interact, and how you will monitor their understanding..

Guided Practice

Explain what the students will do with teacher supervision to use the newly learned material. Include the directions and structure you will provide.

Accommodations and Modifications

Clearly explain activities you will provide to extend the learning of students who have already mastered the material addressed in this lesson. Describe modifications for students with special learning needs, e.g., those with reading, writing, or behavior problems and students who are English language learners.

Closure

Explain how you will stress and/or elicit what should have been the lesson’s outcome and how you will transition to the next class or school activity.

Independent Practice

List and describe what students will be assigned to do to strengthen their newly mastered knowledge or skills without immediate monitoring by the teacher, usually as seatwork or homework. Remember to schedule feedback to students.

**LEE 154 (Cont.)
Fall 2010 Course Calendar**

Instructor:
Office: ED
Telephone:
Email:

Office Hours:
Website:

Please refer to your course syllabus regularly on Blackboard (BB) for additional information such as other course requirements. Look to my course calendar for assignments and readings for the following week.

Course Requirements: You will be responsible for completing one data collection assignment, seven activity assignments, one midterm exam, and a class presentation on a modified lesson including written lesson plan.

Required Texts:

Echevarria & Graves J. & Graves, A. W (2006). *Sheltered content instruction: Teaching English-Language Learners with Diverse Abilities* (3rd ed.). Boston: Pearson Education, Inc.

Class expectations:

- *Cell phones are to be turned off during class. No text messaging during class.*
- *Using the internet during class is not permitted.*
- *Class begins at 4:15 and students should be present at that time.*
- *More than **one absence** will negatively affect your grade, as you cannot make-up the interactive learning that takes place in class.*
- *Cooperative Learning is essential to this course. It should serve as a model for how to work with English Learners. Participation is encouraged.*
- *Diverse opinions and thoughts are encouraged during class discussions. Insensitive comments towards English learners or to classmates are not. Those who do not abide by this will be asked to leave.*

There may be some modifications as the semester progresses. The following is your reading calendar for this semester. Please note that I post articles on BB. It is your responsibility to download the articles. We will be using them directly in class.

Week 1: August 23rd

Theme(s): Introduction to course. Getting to know each other. Early language learning experiences. Demographics, policy and state trends.

Issues/Questions: Who are English language learners? How do early language learning experiences affect educational experiences? How are recent policy changes driving English Learner programs? What are the stages in L1 acquisition?

Assignments due next session: Read in Echevarria & Graves, Chap. 1, *Teaching English Language Learners with Diverse Abilities* and do Activities 1, 2, and 3. Also review handouts on BB under Week 2.

Week 2: August 30th

Theme(s): First and second language acquisition. Learning Theories. BICS/CALP Activity. Factors affecting L2 acquisition.

Issues/Questions: What are Krashen's theories of L2 acquisition as they apply to classroom instruction? What are the levels of language acquisition? What are Jim Cummin's views on L2 acquisition? Why are his views crucial when looking at student performance?

Today's Group Discussion: Activities 1 2, and 3 in Chap. 1

Assignments due next session: Read Echevarria & Graves, Chap. 2, *Theoretical and Historical Foundations* and do **Activities 1, 2, and 3.**

Week 3: September 6th
Labor Day Holiday

Week 4: September 13th

Theme(s): Bilingual Education. Myths and Misconceptions. Proposition 227.

Issues/Questions: Federal and State laws requiring Bilingual Education taught in schools. How did Proposition 227 affect Bilingual Education? What is driving the English Only Movement? Myths and misconceptions.

Today Group Discussion: Activities 1, 2, and 3 in Chap. 2.

Assignments due next session: Read Echevarria & Graves, Chap. 3, *Sheltered Instruction in the Content Areas*. Review supplement handouts (Initial Placement) on BB.

Week 5: September 20th

Theme(s): Home Language Surveys. Assessing ELs and program placement. Servicing ELs.

Issues/Questions: What is a home language survey? Why is it important to assess students once they arrive? What services are available to ELs?

Assignments due next session: Echevarria & Graves, Chap. 3 & Activities 1 2, 3, and 4. Please bring handouts (Student Placement & Process) from Session 5 on B.B.

Week 6: September 27th

Theme(s): Home Language Surveys. Assessing ELs and program placement. Servicing ELs.

Issues/Questions: What is a home language survey? Why is it important to assess students once they arrive? What services are available to ELs?

Today's Group Discussion: Activities 1 2, 3, and 4 in Chap. 3.

Assignments due next session: Read in Echevarria & Graves, Chapter 4, *Affective Issues*. Due next week: Data Collection Assignment

Week 7: October 4th

Theme(s): Language Attitudes. Dialects, language varieties, and accents.

Issues/Questions: What are the educational and social consequences of not speaking the Standard Variety of English? What are language varieties? How should teachers approach non-standard languages in the classroom?

Due Today: Data Collection Assignment (hard copy for class discussion)

Assignments due next session: Activities 1, 3, and 4 in Echevarria & Graves, Chap. 4

Week 8: October 11th

Theme(s): Affective Issues.

Issues/Questions: How do school and societal challenges affect language learning? What are methods used to accommodate these challenges? Why is it important to validate existing knowledge and how can it be done?

Discussion: Activities 1 2, 3, and 4 in Chap. 4

Today's Group Discussion: Activities 1, 3, and 4 in Echevarria & Graves, Chap. 4.

Assignments due two weeks: Mid-Term Take-Home Exam – See handouts on B.B. Session 8.

Week 9: October 18th

Theme(s): Language Awareness. What teachers need to know about language?

Issues/Questions: Phonology and sound systems.

Assignments due next session: Read Echevarria & Graves, Chap. 5, *Learning Strategies*.

Week 10: October 25th

Theme(s): Language Awareness. What teachers need to know about language?

Issues/Questions: Phonology and sound systems.

Due Today: Mid-term Exam

Assignments due next session: Do Activities 1, 2, and 3 in Echevarria & Graves, Chap. 5, *Learning Strategies*.

Week 11: November 1st

Theme(s): Specially Designed Academic Instruction in English (SDAIE), Cooperative Learning Activities, Pacing. Maximizing Student Participation.

Today's Group Discussion: Activities 1, 2, and 3 in Echevarria & Graves, Chap. 5.
Learning Strategies.

Assignments due next session: Read Echevarria & Graves, Chap. 6, *Curriculum Adaptations*

Week 12: November 8th

Theme(s): Learning Strategies. Sheltered Content Instruction.

Issues/Questions: Why is sheltered instruction important for English learners? What is the SIOP model? Why is it important to contextualize material for students? What are some methods? How do teachers check for understanding?

Assignments due next session: Do Activities 1, 2, 3, and 4, in Echevarria & Graves and in Chap. 6, *Curriculum Adaptations*

Week 13: November 15th

Theme(s): Curriculum Adaptations. Graphic Organizers. Creating Pairs and working in small groups.

Issues/Questions: How can teachers demonstrate sensitivity to cultural and linguistic diversity?

Today's Group Discussion: Activities 1, 2, 3, and 4 in Chap. 6.

Assignments due in two weeks: Read Echevarria & Graves, Chap. 7, Adjusting Discourse to Enhance Learning. Do either Activity 1 or 2 and work on presentation

Week 14: November 22th

Thanksgiving Holiday Week

Week 15: November 29th

Theme(s): CELDT, Standardized Tests, Academic English and Proficiency & Cooperative Learning.

Issues/Questions: How do standardized tests affect teaching? How can they assist in student evaluation? What is Cooperative learning and why is it effective in an EL classroom?

Theme(s): Academic English and Proficiency.

Issues/Questions: What does it mean to be proficient in Academic English?

Today's Group Discussion: Activity 1 or 2 in Chap. 7 and presentations on Lesson Plan Modification in Content Area.

Week 16: December 6th

Theme(s): Continuation from previous lecture

Issues/Questions: Phonology and sound systems.

For Today: Presentations on Lesson Plan Modification in Content Area.

Week 17: December 13

Final Day: Assignment on Lesson Plan Modification in Content Area due.

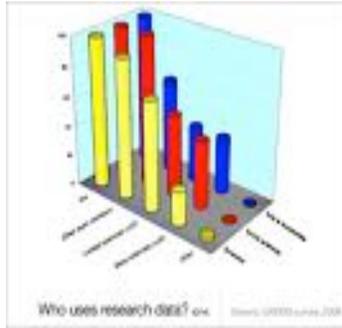
Assignment Due Dates

Activity Assignments (hard copy bring to class)	7 Activity Assignments Wk.2 (8/30), Wk.4 (9/13), Wk. 6 (9/27), Wk.8 (10/11), Wk. 10 (10/25), Wk. 11 (11/1), Wk. 13 (11/15) 35 pts.
Data Collection Assignment (hard copy bring to class)	Week 7 (10/4) 15 pts.
Midterm (Take Home)	Wk. 10 (10/ 25) 30 pts.
Final (take home) – Lesson Presentation will be demonstrated in class & final paper submitted on Dec 13th.	Presentation: Wk 15 (Nov. 29) or Wk. 16 (Dec. 6 th) Lesson Plan Assignment (Dec. 13) 30 pts.
	Total Possible Points: 110 pts.

I do not accept late assignments. Medical situations are considered with a doctor's note.

APPENDIX A.

DATE COLLECTION ASSIGNMENT ON ENGLISH LEARNERS (ELs)



Select one (1) of your student teaching assignment classrooms and research to collect the following data on your English Learners.

1. Number of students in your class. _____
2. Number of English Only students. _____
3. Number of English Learners. _____
their ELD proficiency level (CELDT level). _____
their L1 proficiency level (formal 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. What is the program model/s used by the school for ELs?

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