COURSE: RLL 6700 Second Language Literacy Development K-12
TERM/YEAR: Winter 2017
SECTION: 001
COURSE CREDITS: 3
DAY/TIME: Online
LOCATION: Online
INSTRUCTOR: Dr. Kathryn L. Roberts
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e-mail: eo9096@wayne.edu
Office hours by appointment, online or on campus
(Please email at least 24 hours in advance to schedule.):

Course Description
Examination of a variety of theories, organizations and instructional strategies involved in second language print literacy development and their applications in the classroom.

Prerequisite: LED 6520

Course Objectives and Outcomes

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Standard(s)</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate understanding of: written language as a dynamic system consisting of multiple elements (such as syntax, semantics, pragmatics, discourse) that serves multiple purposes in varied situations.</td>
<td>1.2, 1.3, 1.4</td>
<td>In-class Activities, Discussion Boards, Literacy Exploration Project</td>
</tr>
<tr>
<td>the role of culture in written language development, production and comprehension</td>
<td>2.1, 2.2, 2.3, 2.4, 2.5</td>
<td>In-class Activities, Discussion Boards, Literacy Exploration Project</td>
</tr>
<tr>
<td>assessment issues (bias, political, social and psychological factors), and the relationship between standards and assessment</td>
<td>5.4, 5.7</td>
<td>In-class Activities, Discussion Boards, Literacy Exploration Project</td>
</tr>
<tr>
<td>the impact on teaching of outside factors such as legislative actions, adoption of standards, and mandated assessments</td>
<td>6.4</td>
<td>In-class Activities, Discussion Boards, Literacy Exploration Project</td>
</tr>
</tbody>
</table>

Outcomes

1. Design a supportive literacy and language learning environment across the curriculum that includes:

   (a) target language use as well as opportunities for negotiation of meaning and meaningful interaction,
(b) a variety of instructional practices that address the needs of diverse language learners,
(c) a variety of strategies based on knowledge of language acquisition theories and research as well as knowledge of individual learner variables (linguistic, cognitive, affective, social), and knowledge of past and current teaching methodologies,
(d) use of a wide range of materials, resources, and technologies, including standards-based materials and resources
(e) opportunities for students to acquire and use English in listening, speaking, reading, writing, and viewing for social and academic purposes.

2. Plan and carry out instruction that is in accord with appropriate Michigan curriculum standards and benchmarks

3. Use standards and benchmarks to evaluate, select, design, and adapt instructional resources by connecting curriculum to students’ experiences and skills of home and community.

4. Use a variety of age and level appropriate assessment tools to identify student language ability and achievement and use the data to plan instruction.

5. Communicate assessment results to parents and other stakeholders

6. Engage in professional behavior including analyzing and reflecting on their teaching, building relationships with parents, serving as an advocate for students, and providing professional resources

7. Critically consider and evaluate professional material they are reading as well as the various methods and materials for instruction they encounter and apply these to their own teaching.

Resources
You will need access to appropriate technology to complete this course:
- Microsoft Office Applications: Word and PowerPoint
- A computer with video and audio capabilities (having a headphones with a microphone helps, but is not required)
- Occasional Access to a scanner
- Regular internet access that does not block sites such as YouTube
In addition, you will need access to at least one English language learner. Please contact me immediately if you foresee finding a learner as a problem; I will be happy to help.

**Required Texts**

All course work for this class is expected to adhere to APA writing format, per the sixth edition publication manual. You will probably use this style guide a lot as you work through your course sequence, but whether you choose to purchase the manual or find the information through another source (I like [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01)) is up to you. Please note that not owning the manual will not be seen as a valid reason for not adhering to APA formatting. All other materials will be available electronically, thus you will need regular access to the internet.

**References**


Fielding, R., & Harbon, L. (2013). Examining bilingual and bicultural identity in young


**Assignments (Please see Blackboard for full descriptions)**

**Discussion Boards**

Each week, you will be expected to engage in an instructional module, including engaging in one or more discussion boards based on the readings. You are expected to both post your own reflections and ideas that clearly link to the week’s readings, as well as to build substantively on the ideas of your peers. “Substantively” means that you go beyond general evaluation (e.g., “great idea”, “I hadn’t thought of that”, “I agree”) and instead respond in ways that show critical thought and invite response (e.g., “I haven’t asked my students to take the lead in discussions because I know that there are specific things that I need to cover and they might not bring them up. Almasi’s examples show kids digging deeper into ideas and doing some great thinking, but how do I balance that with standards? Have you tried it with your kids?”). Your responses to the readings will be evaluated based on depth of thought and demonstration of critical thinking. I have found that many people struggle to move beyond summarization for this assignment. If you feel that this might be difficult (or if you just prefer this method), you might want to draft your initial response by thinking about a quote from the readings (or other course material) that prompted your thought, and then your response to it. In general, you will be expected to make one or more posts in the first half of each module (before Wednesday at midnight) and one or more posts in response to others’ posts in the second half of each module (before midnight Saturday).

**Getting to Know our Students and Ourselves (Referred to as Getting to Know Us on the Course Schedule)**

For this assignment, you will engage in a series of activities that will help you learn more about yourself as a person and teacher and more about your students as people and learners, including, but not limited to cultural and literacy practices. Completing these activities provides an opportunity to step back and look at your own assumptions about teaching, learning, and the world so that you might see how your views differ from those of your students and think about what that means for teaching and learning. In addition, the activities allow you to get to know your students and for them to have meaningful, personalized connections with you. The dialogue journals and student biographies also serve to motivate students to make their writing as clear as possible so that it can serve this authentic communicative purpose: getting a message across to someone who cares about receiving it. This allows you, in most cases, to see what students can do when they are writing to their full potential and provides us with authentic examples of writing to analyze and discuss.

There are two required elements to this project and four options. The options are not optional, but rather a menu of choices from which you can select to earn 60% of your grade for this project and possibly extra credit. Each element and option is worth a particular number of points,
and your goal is to reach at least 100 points to get full credit for the assignment, though you can complete all elements if you wish to have the possibility of earning extra credit or to bring up your grade if you do not do as well as you would like on one or more elements. Required elements include a teacher profile and focal student profile; options include focal student dialogue journals, class biographies, learning about your focal students’ culture, and learning about your focal student’s written language.

Exploration of Literacy

The best way to understand the benefits of collaborative inquiry is to participate in inquiry. Therefore, you will all be part of an inquiry group exploring a topic. Each group member must read at least 4 articles from peer-reviewed journals on the selected topic. Each member of the group will identify a different article for the group to read and the group will identify additional articles as needed to make a total of 5 articles. Articles can be identified through the reference list for this course or via online journal searches through the WSU library system (library.wayne.edu). The group will decide the order in which to read the five articles (corresponding to the response due dates). Each individual member needs to write a response paper for 4 of the 5 articles on the weeks that those articles are assigned. For example, if you are reading the article that your group designated as the third article, you must read and reflect on it the week that article is due. In the response you will 1) identify what you learned from the article, 2) discuss how the article relates to the other articles read for your group (starting with the second article), other course readings, and class discussion, and 3) how you might use what you learned from the article in your own teaching, 4) provide an APA format reference for the article (and any other sources cited in the paper). I highly recommend that you turn the first three requirements into headings for your paper in order to ensure that nothing is inadvertently left out.

The group will also have a separate discussion board in which to discuss the articles and create a collaborative understanding of the topic. All group members should participate in the discussion for all five articles in the week leading up to the due date for each response paper, regardless of whether each person read the article (please coordinate so that at least one person reads each).

Note: You may not use teacher magazines or non-peer reviewed sources (online or in print format). All sources must be peer reviewed. Chapters in books can only be used if the book is an edited book, that is, it contains separate articles by many different authors, and it is published by a known publisher.

Lesson Applications (GRAD ONLY)

As part of your assignments for this class you will apply things that you have learned from our modules or from the course texts to your own teaching. (Note: If you are NOT currently teaching, please let me know ASAP and we can modify the undergraduate lesson plan assignment for you). You will make two applications (i.e., teach two lessons). For each lesson taught you will turn in a paper that includes:

1. Content area and grade level
2. Standards addressed (CCSS for ELA)
3. Content and Language Objectives (Students will be able to…)
4. a rationale for the lesson (not an objective but why you used this specific literacy strategy as a way to teach to your objective)—the strategy should be one we have read/talked about or explicitly linked to a theory learned in class.
5. a description of what you did (Tell what you did-this is not your lesson plan, but what you actually did) 
6. your observations of how students responded during this lesson (be specific about what they said and/or did and the degree to which they met your objectives; if you have written work or evidence, it should be included and referred to), 
7. your reflection on the lesson. In your reflection you should discuss what worked well and why you think it worked; what did not work so well and how you might change things next time; how you might alter or build on this strategy in the future, and whether or not you will continue to use this strategy.

This should be the equivalent of 4-5 pages typed. If applicable, upload examples of student work along with your paper (e.g., PDF, jpeg). If students will not be producing work, please include detailed notes of your observations of what they do. It may help to audio or video record the lesson so that you can take notes after the lesson.

Lesson Applications will be evaluated using a rubric that will rate the following on a scale of 1-4.
- Alignment of standards, objectives, and lesson 
- Clarity and thoroughness of rationale and description 
- Thoroughness of observations 
- Depth of reflection 
- Form/format 

Lesson Plans (UNDERGRAD/MAT ONLY)
Undergraduate students will create 2 lesson plans for adaptation of strategies within their focal area. Each lesson plan will include:
1. A rationale for the instructional strategy or strategies used (not an objective but why this strategy is the best fit for your students and content). The strategy should be one we have read/talked about in class or based on a theory learned in class 
2. Standards (CCSS for ELA) 
3. Content and Language Objectives 
4. Procedures 
5. Assessment/evaluation 
6. Other components as dictated by lesson plan template 

The rationale will have three components: (a) where the strategy came from, (b) your rationale for the use of the instructional strategy in this particular subject area, (c) your rationale for the specific choices you made in use of the strategy such as using groups or not using groups, listing things on a chart, etcetera. The procedures section should indicate the time allocated for each step of the strategy used. On your lesson plan be sure to include the subject area and grade level for the plan. 

Undergraduates will be evaluated using a rubric that will rate the following on a scale of 1-4 
- Alignment of standards, objectives, instruction, and assessment 
- Clarity and thoroughness of rationale 
- Clarity and thoroughness of procedures 
- Appropriateness of time allocated 

NOTE: This is a living document and subject to revision. 1/6/2017
Clarity and appropriateness of assessment/evaluation
Clarity and thoroughness of other plan components
Form/format

Reflective Paper
Your reflective paper will be based on your learning about yourself as a teacher and your focal student, as well as your own reflections on what you have learned from this course outside of that assignment. You will write a theoretical statement that describes your earlier and your current beliefs about literacy learning, highlighting any changes in your beliefs that you have noticed during the semester. You will refer to specific class notes, assignments, readings, and/or your own classroom teaching to provide evidence of/for your theoretical beliefs and your learning/change. As needed to support claims, copies of these items will be attached to the paper. This paper will be from 4-8 pages, computer generated, double spaced, Time New Roman font, and 1-inch margins. Evidence must be clearly cited in the paper. Grading of the paper will consider the following:
- Presentation of your theoretical stance
- Discussion of learning/change
- Support provided by evidence
- Format/form
Each will be graded on a four-point scale.

Class Policies
You are expected to be an active participant in all course modules and are responsible for material covered in all course modules. Within each module you will be engaged in a variety of activities that require you to learn in a collaborative manner; therefore, your participation and preparedness are necessary. If you have an unavoidable reason that will cause you to miss all or part of a module, your “absence” must be discussed with the instructor in advance, and participation will affect your grade. If you miss a portion of a module (as indicated by an incomplete module and/or not completing all activities and discussion boards), it will be counted as a partial “absence”. Each student is allowed one absence should unavoidable circumstances arise. For each subsequent absence, your final grade will be lowered (two percentage points for the second absence, four for the third, and so on). Because much of the learning in this class will be social in nature, three or more absences (which would constitute 20% of total class time) may result in failing the course.

Regardless of whether you participate in the module, assignments are due on the date indicated in the schedule. Discussion board posts will not be given credit if submitted after the due date as the discussions will be complete. Grades for any other assignments will be lowered by 5% for each week they are late. Assignments that are more than two weeks late will not be accepted.

Lesson Applications that are turned in on time may be revised. All or part of these assignments can be revised. Revised work must be submitted not later than the second class from the due date (i.e., you will submit the lesson plan/application one week, receive feedback the next, and resubmit the following week). Work that is turned in late is not eligible for revision.

A note on workload: University policy is that for a three credit hour class, you spend 2.5 hours in
class (that roughly equates our module time). The same policy dictates that you should expect to spend 2 hours outside of class per week for each credit hour, which would be 6 hours for this course (which would be your time spent reading and working on homework). For us, the distinction is less important, but it is important that you know to expect to spend about a total of 8.5 hours per week on this course between the modules and independent work time.

**Evaluation and Grading**

Grading Policy, College of Education

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and post-degree students, C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. For graduate students, B grades will be awarded for satisfactory work and A grades will be awarded for outstanding performance.

Form/format is evaluated for all assignments. F/F is not assigned a rubric grade but is applied to the final rubric average for an assignment. If F/F is unsatisfactory the final average for the assignment will be lowered based on the extent to which F/F is unsatisfactory.

All assignments and final grades will be evaluated on a four-point scale (FOR UNDERGRADUATES):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=3.9-4.0 (-93100)</td>
<td>B+=3.4-3.6</td>
<td>87-89%</td>
</tr>
<tr>
<td>A=3.7-3.8 (90-92)</td>
<td>B=3.0-3.3</td>
<td>83-86%</td>
</tr>
<tr>
<td>B=2.8-2.9</td>
<td>C=2.0-2.4</td>
<td>73-76%</td>
</tr>
<tr>
<td>C=1.7-1.9</td>
<td>D=1.0-1.2</td>
<td>63-66%</td>
</tr>
<tr>
<td>D=0.7-0.9</td>
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</tbody>
</table>

All assignments and final grades will be evaluated on a four-point scale (FOR GRADUATES):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=3.9-4.0 (96-100%)</td>
<td>B+=3.4-3.6</td>
<td>87-89%</td>
</tr>
<tr>
<td>A=3.7-3.8 (90-95%)</td>
<td>B=3.0-3.3</td>
<td>84-86%</td>
</tr>
<tr>
<td>B=2.8-2.9</td>
<td>C=2.0-2.4</td>
<td>74-76%</td>
</tr>
<tr>
<td>C=1.7-1.9</td>
<td>D+ =1.0-1.2</td>
<td>64-66%</td>
</tr>
<tr>
<td>D=0.7-0.9</td>
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**Grading**

Discussion Board Posts  
20%

Literacy Exploration  
20%

Lesson Applications/Plans  
20%

Getting to Know Us  
15-18%

Reflection Paper  
15%

Participation  
10%

Total  
100-103%

**Withdrawal Policy**

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
NOTE: This is a living document and subject to revision. 1/6/2017

- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth through tenth week of classes.

ATTENTION STUDENTS WITH DISABILITIES
Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of the course. If the limitations imposed by your disability interfere with your ability to fulfill the requirements for the successful completion of this course, you are strongly encouraged to contact Student Disability Services Office in room 583 Student Center Building to request an accommodation. Telephone Numbers: VOICE (313) 577-1851 or TTY (313) 577-3365

Cheating and Plagiarism
The principle of honesty is recognized as fundamental to a scholarly community. Students are expected to honor this principle and instructors are expected to take appropriate action when instances of academic dishonesty are discovered. An instructor, on discovering such an instance, may give a failing grade on the assignment or for the course. The instructor has the responsibility of notifying the student of the alleged violation and action being taken. Both the student and the instructor are entitled to academic due process in all such cases. Acts of dishonesty may lead to suspension or exclusion. Information on procedures is available in the Office of the Dean.

Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1: 1/9-1/14| Introductions English Learners in 21st Century Classrooms Terminology Syllabus Exploration of Literacy Assignment (incl. article identification) | *Syllabus  
*Exploration of Literacy Assignment  
Ch. 1, pages 5-20 (full chapter recommended if this is one of your first BBE courses) | *Introductory PowerPoint  
*Syllabus Quiz |
| 2: 1/15-1/21| Emergent Literacy-Development of Print Language: rules and Systems Models of Literacy Getting to Know Us Assignment | Ch. 6  
* Getting to Know Us Assignment | *Reference list for Exploration of Literacy due 1/21 |
<p>| 3: 1/22-1/28| Writing as Communication Lesson Application Assignment | Mays (2008) Choice Article #1 | *Article Review 1 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1/29-2/4</td>
<td>Vocabulary Development</td>
<td>Ch. 7</td>
<td>*Getting to Know Us: Teacher Profile</td>
</tr>
<tr>
<td>5</td>
<td>2/5-2/11</td>
<td>English Learners and Development of Writing</td>
<td>Ch. 8 Choice Article #2</td>
<td>*Article Review 2</td>
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<tr>
<td></td>
<td></td>
<td>Final Paper Assignment</td>
<td></td>
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<tr>
<td>6</td>
<td>2/12-2/18</td>
<td>Family Literacy</td>
<td>Review pages 219-224 of Ch. 6 Shanahan, et al. (1995)</td>
<td>*Getting to Know Us: Focal Student Profile</td>
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<tr>
<td>7</td>
<td>2/19-2/25</td>
<td>Reading Instruction and Assessment</td>
<td>Ch. 9</td>
<td>*Lesson Plan/Application #1</td>
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<tr>
<td>8</td>
<td>2/26-3/4</td>
<td>Talking about Text English Learners and Reading Development</td>
<td>Purdy (2008) Choice Article #3</td>
<td>*Article Review 3</td>
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<tr>
<td>9</td>
<td>3/5-3/11</td>
<td>Content-Area Reading and Writing</td>
<td>Ch. 10</td>
<td>*Lesson Plan/Application #1 Revisions (optional)</td>
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<td>10</td>
<td>3/19-3/25</td>
<td>Content-Area Reading and Writing</td>
<td>Ch. 11</td>
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<tr>
<td>11</td>
<td>3/26-4/1</td>
<td>Review Final Paper Assignment</td>
<td>Choice Article #4</td>
<td>*Article Review 4</td>
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<tr>
<td>12</td>
<td>4/2-4/8</td>
<td>Online Communities of Learners</td>
<td>Black (2005)</td>
<td>*Getting to Know Us: All Options</td>
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<tr>
<td>13</td>
<td>4/9-4/15</td>
<td>New Literacies</td>
<td>Ch. 4 Choice Article # 5</td>
<td>*Article Review 5</td>
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<tr>
<td>15</td>
<td>4/23-4/29</td>
<td>Literacy Explorations Course Wrap Up</td>
<td>No Readings</td>
<td>*Final Reflective Paper due *Lesson 2 Revisions (optional)</td>
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</table>
ARTICLES

Module 3:

Module 6:

Module 8:

Module 12:

Module 14: