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

   Lesson Application
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.

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<tr>
<td>2. Plan and carry out instruction that is in accord with appropriate Michigan curriculum standards and benchmarks</td>
<td>4.1, 4.2</td>
<td>Lesson Application</td>
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<td>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.</td>
<td>4.3, 4.4</td>
<td>Dialogue Journal, Lesson Application</td>
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<td>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.</td>
<td>5.1, 5.2, 5.5, 5.6, 5.8</td>
<td>Dialogue Journals In-class assessment activities</td>
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<tr>
<td>5. Communicate assessment results to parents and other stakeholders</td>
<td>5.3</td>
<td>Dialogue Journal, Lesson Applications</td>
</tr>
<tr>
<td>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</td>
<td>6.1, 6.2, 6.3, 6.5, 6.6, 6.7</td>
<td>Lesson Application, Dialogue Journal</td>
</tr>
<tr>
<td>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.</td>
<td>Talking Points, Literacy Exploration Project</td>
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**Required Texts**
References


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

**Talking Points for Assigned Reading**

Everyone will read the assigned text. In my experience, classroom discussions are much more productive when everyone comes prepared to discuss the readings. In order to facilitate this process, based on your critical readings of the assigned texts, you will be expected post a bulleted list of at least two things that you can contribute to the conversation that explicitly link to the ideas presented in the reading. For example, you might pose a question and then give your answer to it, you might note a part that seems confusing and give your best guess at an interpretation, or you might connect something particular in the readings to something in your own experience. Each bulleted point should be about a paragraph in length and should include not only what you think, but why. These are NOT summaries. To avoid summarization, you may choose to use a table format:

<table>
<thead>
<tr>
<th>I read...</th>
<th>I thought...</th>
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</thead>
<tbody>
<tr>
<td>[direct quote]</td>
<td>[why this point stood out to you]</td>
</tr>
<tr>
<td>[direct quote]</td>
<td>[why this point stood out to you]</td>
</tr>
</tbody>
</table>

Your responses will be graded on the depth of thinking evident in the entries. Responses must be posted to Blackboard before the beginning of class each week. Late posts will not be accepted because there is no reason to prepare for a discussion after we have had it.
Dialogue Journals

One way in which we can learn about our students, both as individuals and as language and literacy learners, is to engage them in an interactive writing experience. Briefly, a dialogue journal is a journal in which you and a student write back and forth to each other. You, as the teacher or more knowledgeable other, will respond to the content of the journal entries, modeling standard English usage in your replies. In preparation for our second class meeting, you will be reading about dialogue journals. For an example of how you might explain dialogue journals to a student, please see the pages indicated in the index of your textbook.

You will need to choose an English Language Learner from your class with whom you can communicate. Please see me right away if you are not currently working in a classroom. You will be keeping a dialogue journal, electronically or on paper, that each of you will write in at least twice per week*. The length of these entries will vary based on the literacy level of your student, but your entries should be roughly the same length as those of your student. Journals may include print or print and graphics. You will bring your journals to class with you each week to be used in group discussion. In addition, at two points during the semester, you will be bringing in your journal for a “check”. At those points, you will turn in a paper (1-2 double-spaced pages) in which you describe what you are learning about the students both as a person and a language learner, citing specific entries from the journal (which you will turn in—you may want to make a copy). You will also describe how what you are learning about your student as a language learner relates to course content, citing the readings and in-class presentations as appropriate.

*If you are working with a very new language learner or a young student, you may need more than two entries per week in order to have enough content to work with. Please see me if you are unsure if your entries are meeting the requirements.

Grades for this project will be based on the following:

- Appropriate length and number of entries
- Response to content (as opposed to form)
- Ability to adjust your own language to “i + 1” (meaning at a level that your student can understand, but just enough higher that they are also learning new things such as a few vocabulary words or a grammatical structure that they have not yet mastered)
- Reflections that form clear, well thought out links between what you are seeing in the journal entries and what we are learning in class (this includes integrating specific references to your writing and that of your partner).

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 must read at least 5 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 to make a total of 5 articles (though you may have more than 5 articles to provide choice within the group). Articles can be identified through the reference list for this course or via online journal searches through the WSU library system (lib.wayne.edu).

The group will also have some class time to discuss the articles on the due dates. Additionally
each student will write a response to each article read. 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, 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). The papers must be computer generated and turned on in BB. 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. You MUST turn in a complete version of the paper on the due date; however, if your group discussion gives provides insight that would inform meaningful revisions, you may request 48 hours to turn in a revised version of the paper by email (provided you turned in a complete draft by the regular due date).

Use the reference list for some suggestions, but you should also locate material yourself.

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
As part of your assignments for this class you will apply things that you have learned from class demonstrations or from the course texts to your own teaching. 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. 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.
4. a description of what you did (Tell what you did-this is not your lesson plan, but what you actually did)
5. your observations of how students responded during this lesson (be specific about what they said and/or did; if you have written work or evidence, it should be included and referred to),
6. 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. Attach examples of student work to the paper. 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.

Lesson Applications will be evaluated using a rubric that will rate the following on a scale of 1-4.
- Alignment of standards and lesson
- Clarity and thoroughness of rationale and description
- Thoroughness of observations
- Depth of reflection
Reflective Paper
Your reflective paper will be based on your completion of the Literacy Orientation Survey (LOS) and your own reflection on what you have learned from this course. On the first day of class you will complete and score the LOS. You will complete the LOS for a second time during class on week 13. You will then compare your scores on the LOS. You will look for changes or shifts in your thinking. 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 (related or unrelated to the LOS). You will refer to specific class notes, assignments, readings, and/or your own classroom teaching to provide evidence of 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 attend all classes and are responsible for material covered in all classes. During class 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. Any absences must be discussed with the instructor in advance, and attendance will affect your grade. Portions of classes missed will be recorded and will contribute to total absences. Each student is allowed one absence should unavoidable circumstances arise. For each subsequent absence, your final grade will be lower (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.

All assignments are due on the date indicated in the schedule. Talking points will not be accepted late. Grades for any other assignments will be lowered by 5% for each class they are late. Assignments that are more than two weeks late will not be accepted. If you are unable to attend class you are expected to submit your work via e-mail unless the instructor indicates otherwise, based on your reason for missing the class. In that case work is due the following class.

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). The original work and the rubric for the original work must be turned in with the revision. Work that is turned in late is not eligible for revision.

Literacy exploration reviews may be revised and resubmitted based on peer feedback within 48 hours of the due date. (Note that this is not based on my reading of the paper, but rather you will have an opportunity to revise before I read the paper.) In order to be eligible for this revision,
your original paper must be submitted to Blackboard on 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 GRADUATES):

A=3.9-4.0 (96-100%)  B+=3.4-3.6 (87-89%)  C+=2.5-2.7 (77-79%)  D+=1.3-1.6 (67-69%)
A-=3.7-3.8 (90-95%)  B=3.0-3.3 (84-86%)  C=2.0-2.4 (74-76%)  D=1.0-1.2 (64-66%)
B-=2.8-2.9 (80-83%)  C-=1.7-1.9 (70-73%)  D-=0.7-0.9 (60-63%)

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Responses to Reading (Talking Points)</td>
<td>10%</td>
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<tr>
<td>Article Summaries</td>
<td>25%</td>
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<tr>
<td>Lesson Applications</td>
<td>20%</td>
</tr>
<tr>
<td>Dialogue Journals</td>
<td>18%</td>
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<tr>
<td>Reflection Paper</td>
<td>15%</td>
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<tr>
<td>Attendance/Participation</td>
<td>12%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**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
- 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.

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<tr>
<th>Schedule</th>
<th>Location</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/16 (2)</td>
<td>Rm. 12</td>
<td>Emergent Literacy-Development of Print Language: rules and Systems Models of Literacy Identification of Articles for Exploration of Literacy</td>
<td>*</td>
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<tr>
<td>1/23 (3)</td>
<td>Rm. 12</td>
<td>Writing as Communication</td>
<td>Mays (2008) Choice Article #1 Bring in Week 1 Dialogue Journals (bring to class every week after this)</td>
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<tr>
<td>1/30 (4)</td>
<td>Rm. 12</td>
<td>Vocabulary Development</td>
<td>First talking points (due every week after this) Ch 6</td>
</tr>
<tr>
<td>2/6 (5)</td>
<td>Board Room</td>
<td>English Learners and Development of Writing</td>
<td>Ch 7 Choice Article #2</td>
</tr>
<tr>
<td>2/13 (6)</td>
<td>Rm. 8—LONG CLASS 4:30-8:00</td>
<td>Family Literacy English Learners and Reading Development (moved from following week)</td>
<td>Review pages 171-176 of Ch. 5 Shanahan, et al. (1995) Dialogue Journal Check #1 Ch 8 (moved from the following week)</td>
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<tr>
<td>Date</td>
<td>Room</td>
<td>Activity</td>
<td>Notes</td>
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<td>2/20</td>
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<td>NO CLASS</td>
<td>Lesson #1 due</td>
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<tr>
<td>2/27</td>
<td>Rm. 12</td>
<td>LONG CLASS 4:30-8:00</td>
<td>Talking about Text English Learners and Reading Development (moved from following week) Purdy (2008) Choice Article #3</td>
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<td>3/6</td>
<td>Rm. 12</td>
<td></td>
<td>Informational Literacy Strategies Ch 9</td>
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<td>SPRING BREAK—CLASS DOES NOT MEET</td>
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<tr>
<td>3/20</td>
<td>Rm. 12</td>
<td></td>
<td>Ch 10</td>
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<tr>
<td>3/27</td>
<td>Online</td>
<td></td>
<td>Online Communities of Learners Black (2005) Dialogue Journal Check #2</td>
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<tr>
<td>4/3</td>
<td>Rm. 12</td>
<td></td>
<td>Literacy Assessment and Language Learners Choice Article #4 and #5 (read both, turn in review # 4) NO TALKING POINTS DUE</td>
</tr>
<tr>
<td>4/10</td>
<td>Rm. 8</td>
<td>(in-class completion of LOS, running records)</td>
<td>Ch 11 (turn in article review # 5)</td>
</tr>
<tr>
<td>4/24</td>
<td>Final Papers Due, no in-person meeting</td>
<td></td>
<td>Final Exam day Final Reflective Paper due</td>
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ARTICLES

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http://proxy.lib.wayne.edu/login?url=http://dx.doi.org/10.1111/j.1467-9345.2008.00479.x (click on “get PDF”)

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