

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Education
Curriculum & Instruction

COUSE SYLLABUS – Fall 2006

- 1. Course Prefix and Number:** CUI 603
- 2. Course Title:** Literacy Instruction for English Language Learners
- 3. Credits:** 3
- 4. Course Prerequisites/Corequisites:** Admission to the ESL add-on licensure program of the M.Ed. in ESL.
- 5. For Whom Planned:** This is a graduate level course that focuses on issues pertaining to literacy instruction for English language learners in the classroom.
- 6. Instructor Information:** Rachel Salas
301-B Curry Building
334-4668
Email: rgsalas@uncg.edu
- 7. Course Purpose/Catalog Description:** Basic knowledge of (1) theory and research in second language acquisition and literacy development, and (2) strategies and techniques for effective literacy instruction for English Language Learners.
- 8. Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through preparation and continuing professional development of teachers, principals and other school personnel.*
- 9. Course Goals and/or Objectives/Student Learning Outcomes:** This course meets all 14 of the North Carolina Standards for ESL Teachers (see #16 below).

10. Teaching Strategies: This course will consist of lectures, demonstrations, group activities, Internet, video and on-line instruction and communication.

11. Evaluation Methods and Guidelines for Assignments: The letter grades will be derived from the following assignments and grading scale.

Grading Scale

A	95-100	B-	82-80
A-	90-94	C+	77-79
B+	87-89	C	76-70
B	83-86	F/WF	Below 70

Assignments:

a. **Beliefs Paper (10)**

A brief 1 - 2 page reflection about your own cultural background, your beliefs about assimilation versus acculturation, legal versus illegal immigrant status, English only policies, bilingual education and any other issues pertaining to educating English Language Learners in US classrooms. You will address these issues again at the end of the semester.

b. **Multicultural Children's Literature Mini Portfolio (20)**

A collection of 10 multicultural children and young adult (fiction) books will be read and critiqued. These books will be books you can use for your tutoring sessions.

c. **Book Review (10)**

Select a nonfiction book that deals with language, race and/or cultural issues (I will provide you with a list). Read the text and react to the content by writing a 2-page reaction/reflection paper.

d. **Strategy Lesson and Development (10)**

Develop a comprehension and vocabulary strategy lesson for your ELL student. Be prepared to teach the lessons to the class.

e. **Individual Tutoring Plan (20)**

You will be given a lesson plan format to design individualized literacy lessons for your student. You will write a lesson and implement it at each tutoring session. After each session you must submit a reflection, reaction and a discussion about the lesson. In addition, include a brief description of what you plan for your next meeting. At the end of the semester you should have 11 lessons and reflections/reactions/discussions to include in your final case study.

f. **Case Study Report (25)**

This report should include:

- All lesson plans
- All lesson reflections & reactions
- All inventories, interest survey and assessment documentation
- Written final report following format provided

g. **Final Reflection (5)**

A brief reflection on the class, the readings, the knowledge gained, etc.

12. Required Text(s)/Readings/References:

Gonzalez, V., Yawkey, T. & Minaya-Rowe, L. (2006). *English-as-a-second-language (ESL) Teaching and Learning: Pre-K-12 classroom applications for students' academic achievement and development*. NY: Pearson.

Herrell, A. & Jordan, M. (2004). *Fifty Strategies for Teaching English Language Learners*. Upper Saddle River, NJ: Pearson. (optional)
<http://vig.prenhall.com/catalog/academic/product/0,1144,0130984620,00.html>

13. Topical Outline:

Class Meeting	Course Topic	Requirements
Class 1	Course Overview – English Language Learners in our classrooms who are they and how do we plan for them? Literacy Theories	
Class 2	Begin Planning for Tutoring Sheltered Instruction Reading Assessments Part 1 Running Records, Miscue Analysis	Lesson Plan Development Beliefs Paper Due
Class 3	Getting to know your students Reading Assessments Part 2 Informal Reading Inventories	Tutoring Begins Lesson Plan Due Interest Inventory, Bag of books <i>Submit Lesson</i> <i>Reflection/Reaction Online</i>
Class 4	Language Experience Approach Total Physical Response Authentic Assessment Part 1 Observations and Anecdotal Records	Tutoring Lesson Plan Due Running Records, Miscue Analysis <i>Submit Lesson</i> <i>Reflection/Reaction Online</i>
Class 5	Shared Reading and Writing CALLA Authentic Assessment Part 2 Portfolios and writing assessments	Tutoring Lesson Plan Due Informal Reading Inventories <i>Submit Lesson</i> <i>Reflection/Reaction Online</i> Multicultural Children's literature mini-portfolio due
Class 6	Question Answer Response (QAR) Authentic Assessment Part 3	Tutoring Lesson Plan Due

	Self assessment and evaluation	<i>Submit Lesson</i> <i>Reflection/Reaction Online</i>
Class 7	SIOP	Tutoring Lesson Plan Due <i>Submit Lesson</i> <i>Reflection/Reaction Online</i>
Class 8	Comprehension DRTA	Tutoring Lesson Plan Due <i>Submit Lesson</i> <i>Reflection/Reaction Online</i>
Class 9	Comprehension ReQuest	Tutoring Lesson Plan Due <i>Submit Lesson</i> <i>Reflection/Reaction Online</i>
Class 10	Vocabulary Instruction	Tutoring Lesson Plan Due <i>Submit Lesson</i> <i>Reflection/Reaction Online</i>
Class 11	Vocabulary/Word Study	Tutoring Lesson Plan Due <i>Submit Lesson</i> <i>Reflection/Reaction Online</i> Book Review Due
Class 12	Interactive Writing BioPoem	Tutoring Lesson Plan Due <i>Submit Lesson</i> <i>Reflection/Reaction Online</i>
Class 13	Wrap-up work with Tutees, conduct final assessments and evaluations. Prepare for student production.	Tutoring Lesson Plan Due Inviting families to attend & participate <i>Submit Lesson</i> <i>Reflection/Reaction Online</i>
Class 14	Final class production with tutees	Finale/Family involvement Beliefs Paper Revisited Due
Class 15		Case Study Presentations Case Study Report & Final Reflection Due

14. Other Information:

Americans with Disabilities Act (ADA) compliance:

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodation for the course.

Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to them if the situation arises.

1. Respect

- We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
- When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
- Show courtesy.

2. Comfort

- Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
- I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
- No question is stupid! We all learn at different paces and by asking questions.

3. Honesty

- You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
- All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation.
- World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

4. In interpreting others' comments, we should be fair-minded and understanding.

15. Recommended Text(s) and/or Readings:

Au, K. H. (1993). *Literacy instruction in multicultural settings*. Forth Worth, TX: Harcourt College Publishers..

Billings, G. L. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. San Francisco: Jossey-Bass.

Brice, A. L. (2002). *The Hispanic child: Speech, language, culture and education*. Boston, MA: Allyn & Bacon.

Fitzgerald, J. (1995). "English-as-a-second-language learners' cognitive reading processes: A review of research in the United States." *Review of Educational Research*, 65, 145-149.

Freire, P. (1998). *Teachers as cultural workers: Letters to those who dare teach*. San Francisco: Westview Press.

Freeman, D. E. & Freeman, Y. S. (2004). *Essential Linguistics: What you need to know to teach reading, esl, spelling, phonics and grammar*. Portsmouth, NH: Heinemann.

- Garcia, E. (1999). *Student cultural diversity: Understanding and meeting the challenge*. New York: Houghton Mifflin Company.
- Garcia, G. G. (2003). *English learners reaching the highest level of English literacy*. Newark, DE: IRA.
- Hadaway, N. L., Vardell, S. M., & Young, T. A. (2002). *Literature-based instruction with English language learners*. Boston: Allyn & Bacon.
- Harris, V. (Ed.). (1993). *Teaching multicultural literature in grades K-8*. Norwood, MA: Christopher-Gordon.
- Heath, S. B., & Mangiola, L. (1991). *Children of promise: Literate activity in linguistically and culturally diverse classrooms*. Washington, DC: National Education Association.
- Hiebert, E. H. (Ed.). (1991). *Literacy for a diverse society: Perspectives, practices, and policies*. New York: Teachers College Press.
- hooks, b (2000). *Where we stand: Class matter*. New York, Routledge.
- Kozol, J. (1996). *Amazing Grace: The lives of children and the conscience of a nation*. New York: Harper Collins.
- Kozol, J. (1992). *Savage inequalities: Children in America's schools*. New York: Harper Collins.
- Macedo, D. (1994). *Literacies of power: What Americans are not allowed to know*. San Francisco.:Westview Press.
- Moll, L. (1998). "Turning to the world: Bilingual schooling, literacy, and the cultural mediation of thinking. In T. Shanahan and F. V. Rodriguez-Brown (Eds.) *National Reading Conference Yearbook 47* (pp. 59-75). Chicago: National Reading Conference.
- Nuwash, C. F. (1999). "Reading and listening in English as a second language." In T. Shanahan and F. V. Rodriguez-Brown (Eds.) *National Reading Conference Yearbook 48* (pp. 249-257). Chicago: National Reading Conference.
- Opitz, M. F. (1998). *Literacy instruction for culturally and linguistically diverse students*. Newark, DE: International Reading Association.
- Paley, V. G. (2000). *White teacher*. Cambridge, MA: Harvard University Press.
- Peregoy, S. F., & Boyle, O. F. (2005). *Reading, writing, & learning in ESL*. New York: Longman.
- Rodriguez, R. (1982). *Hunger of memory: The education of Richard Rodriguez*. New York: Bantam Books.
- Rose, M. (1989). *Lives on the boundaries*. New York: Penguin Books.
- Santa Ana, O. (2004). *Tongue-tied: The lives of multilingual children in public education*. NY: Rowman & Littlefield Publishers, Inc.
- Truscott, D. M., & Watts-Taffe, S. (1998). "Literacy instruction for second-language learners: A study of best practices." In T. Shanahan and F. V. Rodriguez-Brown (Eds.) *National Reading Conference Yearbook 47* (pp. 242-252). Chicago: National Reading Conference.
- Wu, F. (2002). *Yellow: Race in America beyond black and white*. New York: Basic Books.

16. Alignment with State and National Standards:

NC Standards for ESL Teachers	Evidence of Learning	Assessment Tool
1. Teachers demonstrate a high level of competence as an English language model and an	Course readings, online and class discussions, Beliefs paper, book review, Multicultural Children's Literature	Scores and Rubrics for book review, Strategy Lessons, Case Study

understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.	Portfolio, Lesson Plans, Strategy Lessons and Case Study report and presentation.	Report, and presentation. Lesson Plan Format Template
2. Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.	Course readings, online and class discussions, book review, Multicultural Children's Literature Portfolio, Lesson Plans, Strategy Lessons and Case Study report and presentation.	Rubrics for book review, Strategy Lessons, Case Study Report, and presentation. Lesson Plan Format Template
3. Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.	Course readings, online and class discussions, book review, Multicultural Children's Literature Portfolio, Lesson Plans, Strategy Lessons and Case Study report and presentation.	Rubrics for book review, Strategy Lessons, Case Study Report, and presentation. Lesson Plan Format Template.
4. Teachers demonstrate understanding of laws, regulations, and policies at the federal, state and local levels that relate to serving limited English proficient students.	Course readings, online and class discussions, Lesson Planning and Tutoring	
5. Teachers apply effective methods, practices, and strategies base on second language acquisition theories and research to plan, implement, and manage ESL and content instruction.	Course readings, online and class discussions, Lesson Plans, Strategy Lessons and Case Study report and presentation.	Rubrics Strategy Lessons, Case Study Report, and presentation. Lesson Plan Format Template
6. Teachers identify, choose, and adapt a wide range of materials, resources, and technologies in ESL and content instruction.	Multicultural Children's Literature Portfolio, Lesson Plans, Strategy Lessons and Case Study report and presentation.	Scores and Rubrics for Multicultural Children's Literature Portfolio, Strategy Lessons, Case Study Report, and presentation. Lesson Plan Format Template.
7. Teachers develop literacy in limited English proficient students.	Course readings, online and class discussions, book review, Multicultural Children's Literature Portfolio, Lesson Plans, Strategy Lessons and Case Study report and presentation.	Scores and Rubrics for Strategy Lessons, Tutoring, Case Study Report, and presentation. Lesson Plan Format Template
8. Teachers use a variety of assessments as they related to the education of limited English proficient students.	Course readings, online and class discussions, book review, Multicultural Children's Literature Portfolio, Lesson Plans, Strategy Lessons and Case Study report and presentation.	Scores and Rubrics for Tutoring Sessions, Strategy Lessons, Lesson Plan Format Template
9. Teachers recognize how diverse	Course readings, online and class	Scores and Rubrics for

languages, cultures, family backgrounds, and abilities affect the learning of English as a second language.	discussions, book review, multicultural children's literature portfolio, lesson plans, strategy lessons, tutoring experience and Case Study report and presentation.	Strategy Lessons, Case Study Report, and presentation. Lesson Plan Format Template Final Reflection
10. Teachers utilize and respect the diversity in the languages and cultures of limited English proficient students.	Course readings, online and class discussions, multicultural children's literature portfolio, lesson plans, strategy lessons, tutoring experience and case study report and presentation.	Scores and Rubrics for Strategy Lessons, Case Study Report, and presentation. Lesson Plan Format Template Final Reflection
11. Teachers affirm that all students with limited English proficiency can learn English.	Course readings, online and class discussions, book review, Multicultural Children's Literature Portfolio, Lesson Plans, Strategy Lessons, Tutoring experience, and Case Study report and presentation.	Scores and Rubrics for Strategy Lessons, Case Study Report, and presentation. Lesson Plan Format Template Final Reflection
12. Teachers stay current on research, trends, policies, and legal mandates affecting ESL programs.	Course readings, online and class discussions, book review, multicultural children's literature portfolio, lesson plans, strategy lessons and case study report and presentation.	Scores and Rubrics for Strategy Lessons, Case Study Report, and presentation. Lesson Plan Format Template Tutoring
13. Teachers advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools.	Course readings, online and class discussions, final reflections, post beliefs paper, lesson plans, strategy lessons and case study report and presentation.	Scores and Rubrics for Case Study Report, and presentation. Lesson Plan Format Template, Tutoring, Final Reflection
14. Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction.	Course readings, online and class discussions	Final Reflection