



READ 5312 Second Language Literacy Fall 2017

*Second Language Literacy is a required course for the Master's Degree in
Reading/Language Arts*

College of Education, Department of Language, Literacy, and Special Populations

Instructor: Dr. Helen Berg

TEC 135

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Office hours: (CST) Mon-Fri. 9:00 a.m. to 11:30 a.m. and 1:30 p.m. to 4:30 p.m.

Online, Phone, Skype by appointment, or E-mail

Class Format: **Asynchronous Online Course**

Course Description The course will focus on literacy development from the perspective of the second language learner. Topics will include theoretical models related to reading in a second language (L2), research on the relationship between literacy in L1 (first language) and literacy in L2, the social contexts of reading in L2, and instructional practices for second language literacy. It is recommended that students have some background in reading and/or ESL instruction before taking this course.

Textbooks:

STUDENTS WILL SELF-SELECT MATERIAL FROM BOOKS AND PROFESSIONAL JOURNALS AND CITE THIS INFORMATION WHEN DOING ASSIGNMENTS. IN ADDITION, THE FOLLOWING TEXTBOOK IS REQUIRED:

1. Gunderson, L., D'Silva R.A. & Odo D. M., (2014). ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice (3rd edition). New York: Routledge Publishers 978-0-415-82617-4
2. Grabe, W. (2009). Reading in a Second Language: Moving from Theory to Practice New York: Cambridge University Press 978-0-521-72974-1 **(RECOMMENDED)**

Course Objectives: The following objectives will be met during this course:

The student will:

Demonstrate an understanding of theories, processes, and principles of language and literacy development in L1 and L2 through class discussions and written projects

Discuss and use the various models of literacy instruction in L2 as evidenced by projects and reflections related to classroom teaching experiences

Discuss and write reflectively about reading and literacy processes gained from reading professional journals and publications.

Demonstrate an understanding of language and culture in the development of literacy in L1 and L2

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on Blackboard under "Course Information"

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning fundamental principles, generalizations, or theories.

Important: Learning to *apply* course material (to improve thinking, problem solving, and decisions).

Course/Instructor Requirements:

Professionalism/Participation. It is expected that graduate students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. **Points are lost** if these expectations are not fulfilled.

Course Outline

Assignments

Readings, viewings, postings. This online course is divided into 14 weeks. Class overviews, documents, and assignments can be found on Blackboard under Course Content at the Weekly Content link. Voiceover powerpoints can be found on Blackboard within the folder for each week. Students have specific due dates to either post answers, respond, and reply to colleagues in group discussions or to post written assignments on the links provided. The evaluation of these discussion group postings or written assignments will be made by the instructor/professor or graduate assistant using rubrics or checklists. **CITATIONS FROM OUTSIDE SOURCES ARE USUALLY REQUIRED TO ACHIEVE FULL CREDIT ON ANY ASSIGNMENT. Late, incomplete, or incorrect postings will result in a loss of points (see below).**

Grades

Because your active participation is so important in an online course, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted **by midnight (11:59 p.m.) the day due** unless otherwise specifically stated in the description of an assignment. (All due dates/times are based on **Central Standard/Daylight Time**.) Submission of work after midnight will be considered late. Late assignments lose 10% of the points for that assignment for each calendar day late. **All assignments must be completed in order to pass this course.**

	total points
Online Discussions	
100 pts. each x 5 discussions	500
Weekly Written Assignments	
100 pts. each x 17 assignments	1700
Week Fourteen assessment assignment	<u>200</u>
TOTAL	2400



Letter grades: A= 2160-2400 B=1920-2159 C=1680-1919 Below 1680 = Failing

The professor reserves the right to alter course requirements to better meet the learning needs of the graduate candidates.

Schedule

The Calendar of Assignments is available on the Blackboard website under the “Course Information” link

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction

Attendance

Since this course is delivered online, participation in discussion forums and submission of online assignments each week are required in order to fulfill expectations for attendance. Assignments may be completed and submitted before the due date on the calendar of assignments but if they are submitted late, points will be deducted as indicated in the “Assignments” section of the syllabus.

Bibliography

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doi: <http://dx.doi.org/10.1016/j.cedpsych.2011.01.001>
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College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.