



READ 5312: Second Language Literacy

College of Education – Dept. of Language, Literacy, and Special Populations

Spring, 2018

READ 5312 is a required course for the Master's Degree in Reading/Language Arts

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Location & class hours: Online
Office hours: by appointment

This syllabus may be modified as needed at the professor's discretion.

Course description

This 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.

IDEA objectives

The course focuses on these 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).

Readings and textbooks

Students will self-select material from books and professional journals and cite this information when doing assignments. In addition, the following textbooks are required:

- Gunderson, L., D'Silva R. A., & Odo, D. M. (2014). *ESL (ELL) literacy instruction: A guidebook to theory and practice* (3rd ed.). New York: Routledge. ISBN 978-0-415-82617-4
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. New York: Cambridge University Press. ISBN 978-0-521-72974-1

Course format

The content of this course is delivered online utilizing Blackboard. Course concepts are learned through self-study and small group discussions. Evaluation consists of rubrics and feedback for products, discussions, and presentations.

Course objectives

- 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

Course 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.

Assignments – readings, viewings, postings.

This online course is divided into 14 weeks. Class overviews, documents, and assignments can be found on Blackboard in the **Modules** content area. 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).

Field Experience —*Certification standards require the practicum experience to log 160 clock hours of designed intervention with diverse student population.* This course will begin the process of documenting hours. Upon completion of this course, you will have 10 documented hours of literacy intervention and/or observation. The remaining hours will be designed into future courses in the Masters of Reading program.

- **Location:** (for Texas SHSU students seeking reading specialist certification) *Certification standards require you to conduct your intervention in a public or TEA approved school and in a variety of settings.* The professor will confirm that your location is appropriate and will be glad to consult with you on selecting locations. Confirmation of both student and location must be given before intervention session can be conducted.

Below are some scenarios for you to identify with regarding field experience:

If seeking Reading Specialist Certification:

- If you have designated in our Reading Masters program that you will be seeking Reading Specialist certification AND are a Texas certified teacher, the field hours must be in a public school or TEA approved school.
- You will select a site-mentor (either a reading specialist or your principal) to support you during these hours.
- You will work with a small group of elementary K-6 students at the TEA site (minimum 2). It is most helpful for students to be needing intervention.
- You can work within school hours with these students or you can form an after school session.

If not a Texas educator and/or not seeking to sit for the Reading Specialist exam:

- The only requirement for field experience is that you have access to at least two English language learners. It is most helpful for students to be needing intervention.
- If you are not sitting for the Reading specialist certification, location can be at any location such as a public library. Your home is not preferred or recommended for liability reasons.
- All course assignments and intervention activities still apply.

Suggested options:

- Reaching out to a local school in your district to see about making connections with students.
- Maybe a YMCA summer program
- Church
- Day cares (usually for elementary aged students) and you might inquire if a parent needs assistance. There might be a way to work with the student through the day care.

More information will be given by the instructor.

Late policy

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 pm, Central Standard/Daylight Time) the day due** unless otherwise specifically stated in the description of an assignment.

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.**

University requirements

- 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](#)

College of Education program evaluations

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Professional Standards Matrix

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards
Demonstrates an understanding of theories, processes, and principles of language and literacy development in L1 and L2 through class discussions and written projects	Engages in online discussion groups focused on theory and research Evaluates present classroom practices in light of current theory and research Applies theories, processes, and principles to classroom Demonstrates understanding of theories, processes, and principles.	Online discussion rubric Online discussion rubric Lesson plan, plan of activities Written reflections, powerpoint, written syntheses of readings	TS 2.18k, 4.1k, 4.2k, 4.3k, 4.4k, 4.6k TS 2.10s, 2.11s; 4.1s, 4.2s, 4.3s, 4.8s S 1.1, 2.2, 5.1 CF#1, CF#3, CF#4, CF#5
Discusses and uses the various models of literacy instruction in L2 as evidenced by projects and reflections related to classroom teaching experiences	Evaluates personal approach to teaching in light of models Participates as a member of a group to discuss and analyze literacy instruction Discusses models of reading/writing instruction and practices that reflect those models Discusses and reflects in written assignments understanding of models of reading/writing instruction	Revision of initial approach to teaching Online Discussion Rubric Online discussion rubric Online discussion rubric, lesson plans, design of activities	TS 1.19k, 3.1k, 4.6k, TS 4.1s, 4.2s, 4.8s S 5.1 CF#1, CF#3, CF#4 1

Discusses and writes reflectively about reading and literacy processes gained from reading professional journals and publications.	Utilizes outside resources to support arguments in written assignments and in discussion groups.	Rubric	TS 4.6k, 4.10k TS 4.1s, 4.2s, 4.3s, 4.8s S 5.3 CF#1, CF#3,
Demonstrates an understanding of language and culture in the development of literacy in L1 and L2	Group discussions Reflects on activities based on cognitive, constructivist/ socioconstructivist theories as well as principles of linguistics	Rubric Rubric/feedback	N 4 S 4.1, 4.2 TS 3.1k, 3.2k, 3.3k, 3.4k CF#5

Specialty organization standards – [International Reading Association](#)
[Texas state educator standards](#), and Texas state standards for [reading specialists \(EC – Grade 12\)](#)

Grades

<i>Assignment</i>	<i>Points</i>
Online discussions – 100 pts. each x 5 discussions	500
Weekly written assignments – 100 pts. each x 16 assignments	1600
Field experience and reflection	300
TOTAL	2400

Letter grades: A= 90-100, B=89-80, C=79-70, Below 69 = Failing

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

Course expectations

It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving emails, uploading documents at course links, adding responses to online discussion threads, creating powerpoint presentations, conducting an online search, and **using library electronic resources**. Microsoft Word is the word processing program that is necessary to complete assignments. It is expected that graduate students who register for this course feel comfortable using technology. The course moves quickly and all students need to hit the ground running. This is NOT a place to begin learning technology skills.

For any problems related to technology, please contact the university help-desk as the instructor cannot solve any difficulties students have with technology. The emails and phone numbers of the help-desk are provided in your online course materials on Blackboard.

Bibliography

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Assignment calendar

Week	Assignment	Title	Due date	Type
1	1.1 Part 1	Discussion: Cultural differences	Friday 1/19/18	Initial posting
1	1.1 Part 2	Response to posting	Wed. 1/24/18	Response to someone's posting
1	1.1 Part 3	Response to Part 2	Friday 1/26/18	Final posting
1	1.2	Interview	Friday 1/26/18	Written assignment
2	2.1	Your approach to the teaching of reading	Friday 2/2/18	Written assignment
2	2.2	Gunderson's matrices	Friday 2/2/18	Written assignment
3	3.1	Purposes and goals for reading	Friday 2/9/18	Written assignment
3	3.2 Part 1	Discussion: Question and commentary	Tuesday 2/6/18	Initial posting
3	3.2 Part 2	Response to posting	Thursday 2/8/18	Response to someone's question
3	3.2 Part 3	Response to part 2	Friday 2/9/18	Final posting
4	4.1	Lower- vs. higher-level processing	Friday 2/16/18	Written assignment
5	5.1 Part 1	Discussion: What does it mean?	Wed. 2/21/18	Initial posting
5	5.1 Part 2	Response to posting	Friday 2/23/18	Final posting
5	5.2	Six cognitive concepts/systems	Friday 2/23/18	Written assignment
6	6.1	Vocabulary terms in Chapter 6	Friday 3/2/18	Written assignment
6	6.2	Orthographic depth hypothesis	Friday 3/2/18	Written assignment
7	7.1	Learning to read <i>with</i> more than one language	Friday 3/9/18	Written assignment
7	7.2	Transfer between L1 and L2	Friday 3/9/18	Written assignment
SPRING BREAK (MARCH 12-16)				
8	8.1 Part 1	Discussion: Motivating students to read	Wed. 3/21/18	Initial posting
8	8.1 Part 2	Response to posting	Friday 3/23/18	Final posting
9	9.1	Lesson plan OR Activities (depends on which Gunderson chapter you read)	Thursday 3/29/18	Written assignment
9	9.2 Part 1	Discussion: Cultural differences and plagiarism	Wed. 3/28/18	Initial posting
9	9.2 Part 2	Response to posting	Thursday 3/29/18	Final posting
10	10.1	Research-based reading comprehension strategies	Friday 4/6/18	Written assignment
11	11.1	Practice strategic reading	Friday 4/13/18	Written assignment
12	12.1	Applying strategies	Friday 4/20/18	Written assignment
13	13.1	Vocabulary map	Friday 4/27/18	Written assignment
14	14.1	Field experience	Friday 5/4/18	Field logs