COURSE DESCRIPTION

This course introduces students to issues related to first- and second-language development, language variation, cultural diversity, second-language instruction, English as a Second Language (ESL) and bilingual education, and culturally and linguistically responsive instruction. These topics will be explored in terms of student learning and teaching and prepare students to teach English language learners (ELLs), dialect speakers, and students from diverse cultural and linguistic backgrounds. The course will serve as an examination of contemporary language acquisition theory; exploration of methods for motivating and sheltering instruction for ELLs; and investigation of the impact of federal policies on the types of experiences ELLs are afforded. The course is required for students working toward the reading specialist/reading teacher endorsement.

POLICIES and PROCEDURES

Attendance: Virtual
Between the beginning and ending dates of the course (August 18, 2014-December 12, 2014), all assignments will be submitted online. Assignments not completed during the specified time will result in the final grade being reduced by the number of points allocated for the assignment. The course has two components to further student learning: course readings and graded assignments (in which students will get the opportunity to respond to the readings by writing weekly responses, an autobiography, and a critical review of assigned readings).

EXPECTATIONS (Internet access is required for this course)
There are significant differences in interaction in an online class as opposed to a traditional (although there are similarities). We will be communicating via an asynchronous medium; therefore, the primary form of communication will be through written discourse. You are required to be in control of your learning. You will need to stay up-to-date with the course. The following tips will help you succeed in the course:

1. D2L Login: Log in to D2L frequently to view announcements, discussion posts, and replies to your posts.
2. **Manage your Time:** In this course you are expected to internalize a variety of concepts. Doing this online adds another level of complexity. Plan for at least 8-10 hours per week on this course. This is no different than a face-to-face course, where we meet for over 2 hours per week and you do approximately 6 hours of reading outside the classroom.

3. **Keep track of due dates:** Print the tentative schedule at the end of the syllabus, but look for updates on D2L.

4. **Netiquette:** Rules of etiquette are expected and contribute to more productive communication. Be respectful and thoughtful when posting and responding to classmates. Cite appropriate references when you are using ideas that are not your own.

**COURSE OBJECTIVES**

Activities and readings are designed to meet standards of the International Reading Association, revised in 2010: (1) foundational knowledge, (2) curriculum and instruction, (3) assessment and evaluation, (4) diversity, (5) literate environment, & (6) professional learning and leadership.

Upon completion of the course, students will have an overall understanding of:

1. similarities and differences between first- and second- language acquisition and relate different theories of second language acquisition to classroom instruction and literacy instruction;
2. recent research in the field of second language reading;
3. oral communication as a major part of second language acquisition and how it relates to and supports literacy development;
4. the use of oral language activities that promote second language acquisition and create a foundation for written language development;

5. vocabulary acquisition and development, and ways to assess and present vocabulary for beginning and intermediate learners;
6. the phases of the process approach to teaching writing, the advantages of process writing for ELLs, the various approaches and strategies to process writing, specific ways to deal with ELLs’ writing errors, and how to evaluate student writing with portfolios and holistic scoring;
7. theoretical views of the reading process, including the need to activate background knowledge, set a purpose for reading etc., and how to promote English language development throughout the reading process for ELLs;
8. how to teach ELLs to use strategies before and during reading to help them understand academic material in the content areas; the importance of what students bring to the text including prior knowledge, motivation, and purpose for reading; strategies to strengthen those resources before reading; and strategies students can learn to assist them during reading to better understand the material;
9. strategies that readers can use after reading in order to organize and remember important materials in content areas, and a variety of ways to assess content area literacy;
10. a model of assessment that emphasizes the connection between assessment and instruction; ways to identify students’ strengths and weaknesses in reading; and how to assess and document ELLs’ progress over time;
11. the use of the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards for ELLs;
12. cultural theories of reading as they relate to ELLs; and
13. federal policies as they relate to teaching reading to ELLs

REQUIRED TEXTS


SUPPLEMENTAL TEXTS


Readings will be made available on D2L, except for required texts

EVALUATION

Graded Course Assignments at a Glance
Journal 20%
Cultural and Linguistic Autobiography 20%
Discussion Forums 20%
Final Paper 40%
Grading Scale
Your grade will be figured using the scale below.

A 92-100 points
B 83-91 points
C 70-82 points
D 60-69 points
F 0-59 points

Note: Completing the course requirements does not automatically result in an “A” grade. An “A” grade is earned only by satisfying the highest standards set for each of the assignments.

Course Assignments

Journal (20%)
As part of the course, you will maintain a journal that reflects topics addressed for each assigned set of readings, notes on assigned readings, and connections and questions you have related to the teaching of diverse students. Each reflection should not be more than two pages double-spaced.

Cultural and Linguistic Autobiography (20%)
This assignment involves researching and reflecting on your own cultural and linguistic identity, immigration history or origin in the U.S., and the role of family members or other key figures in the creation of your identity, and how this identity has shaped your own schooling experiences and expectations. This assignment will require you to relate your autobiographical account to course readings where applicable. Write a paper, 8-10 pages, using APA guidelines, discussing the impact of your cultural and linguistic background on your academic achievement. Critically reflect on how your experiences will impact your teaching of diverse students.

Discussion Forums (20%)
Each week, questions will be posed on D2L for students to respond to add to the conversation. Students will be asked to participate in a discussion of significant issues in that week’s readings. In preparation, the student should have read the materials thoroughly.

Final Paper (40%)
Each student will submit a paper, 20-25 pages (double-spaced), exclusive of references (due at the end of the semester). The paper should take the form of an evaluative essay review of the assigned readings for the semester. Imagine your tasks as follows: You have been asked by the editor of a leading journal in your field to review the books, chapters, and articles in question and write an essay review in which you discuss the value of these books to graduate students and
other scholars interested in developing a better understanding of working with culturally and linguistically diverse students.
### Tentative Course Schedule Spring Semester 2014
**CI 545: Literacy Instruction for Culturally and Linguistically Diverse Students**
**Fall 2014 (Aug. 18-Dec. 12, 2014)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>08/20</td>
<td>Syllabus review</td>
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<td>08/27</td>
<td>Origin and spread of nationalism</td>
<td>Anderson chapters 1-6</td>
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<tr>
<td>09/03</td>
<td>Origin and spread of nationalism; Ethnolinguistic diversity</td>
<td>Anderson chapter 8; Heath chapters 1-5 including prologue; Hurley chapter 1</td>
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<td>09/10</td>
<td>Ethnolinguistic diversity; Legal Issues</td>
<td>Heath chapters 6-9 &amp; Epilogue; Hurley chapters 2 &amp; 9</td>
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<td>09/17</td>
<td>Federal Policies</td>
<td>Evans &amp; Hornberger; McCartey; Mahon; Pacheco</td>
<td>Journals due</td>
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<tr>
<td>09/24</td>
<td>First Language Acquisition and Second Language Acquisition (SLA)</td>
<td>Peregy &amp; Boyle chapter 2; Horwitz chapters 2 &amp; 3; Hurley chapters 3 &amp; 4</td>
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<tr>
<td>10/01</td>
<td>Ethnolinguistic diversity; First Language Acquisition and Second Language Acquisition (SLA)</td>
<td>Ethnolinguistic diversity and education (print for page arrangement and an easy read [chapter by McCarty et al assigned for Oct. 29th]); Chomsky; Echevarria, Vogt, &amp; Short chapter 10; Hurley chapter 7</td>
<td>Cultural and Linguistic Autobiography due</td>
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<td>10/08</td>
<td>Sociolinguistic and sociocultural theories; Program Models &amp; Schooling</td>
<td>Halliday; Hymes (Communicative Competence); Hurley chapters 5 &amp; 11</td>
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<td>10/15</td>
<td>Multiliteracies</td>
<td>Warschauer; Black; Lam; Hawkes</td>
<td>Journals due</td>
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<td>10/22</td>
<td>Racial Identity and</td>
<td>Carter &amp; Goodwin; Roberts</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>10/29</td>
<td>Racial Identity and Education</td>
<td>Rogers &amp; Mosley; Dong, Anderson, Kim, &amp; Li; Morgan; McCarty et al (see chapter in <em>Ethnolinguistic diversity &amp; education from Oct. 1st</em>)</td>
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<td>11/05</td>
<td>Oral Language Development; Emergent Literacy</td>
<td>Peregoy &amp; Boyle Chapters 4 &amp; 5; Levine &amp; McCloskey Chapter 5; Diaz-Rico Chapter 6</td>
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<td>11/12</td>
<td>Vocabulary Development</td>
<td>Peregoy &amp; Boyle Chapter 6; Levine &amp; McCloskey Chapter 7</td>
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<td>11/12</td>
<td>Process Writing, Literature Instruction, &amp; Meaning Construction</td>
<td>Peregoy &amp; Boyle Chapters 7 &amp; 8; McCarthey and Zheng; Smagorinsky</td>
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<td>11/19</td>
<td>Content Reading and Writing; Reading Assessment; WIDA; Woodcock-Munoz Language Survey</td>
<td>Peregoy &amp; Boyle Chapters 9, 10, &amp; 11; Levine &amp; McCloskey Chapter 6</td>
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<td>11/26</td>
<td>Revise draft of final paper</td>
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<td>12/03</td>
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**Journals due**

**Final Paper Due**
Late Assignments:
Assignments posted on the syllabus are due at the beginning of the period for class meeting noted unless you are told differently by the instructor. In extreme circumstances where it may be necessary for you to turn in an assignment late, arrangements must be made in advance. Otherwise, late assignments will not be accepted or graded.

Policy on “Incomplete” as a Course Grade:
An Incomplete is assigned when, for reasons beyond your control, you are engaged in passing work but unable to complete all class assignments. Please be sure to talk with me before the end of the semester if you feel you would like to request an Incomplete.

Academic Honesty: Acts of academic dishonesty, including but not limited to cheating and plagiarism, will not be tolerated! Minimally, in instances where academic dishonesty is suspected, no credit will be given for the work. The University Student Academic Integrity Policy is available from the office of the Senior Vice President and Provost and from the deans of the individual colleges.

Official SIUC Student E-mail Policy
Students are responsible for checking their University e-mail account on a frequent and consistent basis in order to stay current with University-related communications.
Assigned Articles


