FAIRLEIGH DICKINSON UNIVERSITY
PETER SAMMARTINO
SCHOOL OF EDUCATION

SYLLABUS

COURSE: EDUC 6654 Literacy Development for Second Language Learners


OTHER READINGS: Articles and handouts distributed by the instructor

Recommended related websites

New Jersey English Language Proficiency Standards: http://www.nj.gov/njded/bilingual/resources/elp.pdf


New Jersey Core Curriculum Standards http://www.state.nj.us/njded/cccs/

New Jersey Professional Standards for Teachers http://www.state.nj.us/njded/profdev/standards

I. COURSE DESCRIPTION

This course explores the process of acquisition of literacy skills in a second language. Reading theories and second language acquisition theories, as well as transferability skills from L1 to L2, will be reviewed. The impact of these theories on instructional practices will be emphasized.

This course is designed to meet the criteria for Interstate New Teacher Assessment and Support Consortium. It is also aligned with ESL standards for Pre K-12 Students published by Teachers of English to Speakers of Other Languages (TESOL).

II. COURSE STANDARDS
Upon completion of this course, pre-service and in-service teachers will demonstrate competencies based upon New Jersey Professional Standards for Teachers as follows. A complete listing of these standards can be found at:

http://www.state.nj.us/njded/profdev/profstand/standards.pdf

**Standard One: Subject Matter Knowledge.** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

**Standard Two: Human Growth and Development.** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

**Standard Three: Diverse Learners.** Teachers shall understand the practice of culturally responsive teaching.

**Stand Four: Instructional Planning and Strategies.** Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance of skills of all learners.

**Standard Five: Assessment.** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

**Standard Six: Learning Environment.** Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**Standard Seven: Special Needs.** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

**Standard Eight: Communication.** Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

**Standard Nine: Collaboration and Partnerships.** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being.

**Standard Ten: Professional Development.** Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching learning process.

**III. GENERAL OBJECTIVES**
This course examines the process of acquisition of literacy skills in a second language. Reading theories and second language acquisition theories, as well as transferability skills from L1 to L2, will be reviewed. The impact of these theories on instructional practices will be emphasized. Preservice and in-service language teachers will also learn how to carry out literacy development activities and strategies in culturally diverse classrooms.

IV: SPECIFIC OBJECTIVES

- To equip students with practical knowledge of theories, approaches, methods, and strategies central to literacy development.
- To provide students with an in-depth understanding of literacy development both in the first and second languages.
- To equip students with solid understanding of the importance of transferability of literacy skills from L1 to L2.
- To have students examine and understand assessment instruments in reading and writing for first and second language learners in order to be able to provide appropriate instructions for these learners.
- To equip students with practical knowledge of current research methodology used in the field.
- To make students aware of the importance of culture, self-esteem, family and community influences on literacy skills development.

V. COGNITIVE GOALS

Students will demonstrate in class discussions, quizzes, reading responses, and final portfolio NJPST:

- Theoretical knowledge of current theories related to the process of acquisition of literacy skills both in the first and second languages.
- Theoretical knowledge of second language acquisition theories.
- Theoretical knowledge of transferability skills from L1 to L2 during the process of literacy development.
- Theoretical knowledge of methods and materials available in teaching literacy skills to second language learners.
- Theoretical knowledge of key issues affecting the teaching language literacy in culturally diverse classrooms.

VI. BEHAVIORAL GOALS

Students will apply the theoretical knowledge described above in class discussions, class and home assignments, quizzes, reading responses, and final portfolio:
• By developing classroom applications based on current theories on the acquisition of literacy skills both in the first and second languages NJPST 1, 2, 3, 4, 7, 8
• By developing and presenting language literacy mini lessons NPST 1, 2, 3, 4, 5, 6, 8
• By adapting existing materials, activities and strategies to reflect knowledge and awareness of culturally diverse students in the language literacy classroom NJPST 1, 2, 3, 4, 5, 8
• By testing methods, strategies, and techniques discussed in class in actual classroom situations NJPST 1, 2, 3, 4, 7
• By submitting a final portfolio which will show evidence of both theoretical and practical knowledge of literacy development skills both in the first and second language learning NJPST 1, 2, 3, 4, 7

VII. COURSE REQUIREMENTS

1. Department requirement: Writing sample to be followed up with tutoring at the Academic Resource Center if necessary.
2. Attendance* in class and relevant participation in class activities.
3. Assigned readings.
4. Quizzes based on reading assignments and class discussions (20% of final grade).
5. One lesson plan (20% of final grade)
6. Reading responses (20% of final grade)
7. Class discussions and home and class assignments (15% of final grade)
8. Final portfolio (25% of final grade)

• N.B: Attendance policy for School of Education: See FDU, School of Education, and Instructor policies A.2

VIII. PERFORMANCE TASKS

Performance Task # 1: Two quizzes based on class lectures, discussions, class assignments and activities, and assigned readings, 20% of final grade.

Performance Task # 2: Three reading responses to assigned book chapters or articles, 20% of final grade.

Performance Task # 3: One language literacy lesson plan (topic and grade level to be assigned by instructor), 20% of final grade.

Performance Task # 4: Active and relevant participation in class discussions and class and home assignments, 15% of final grade.

Performance Task # 5: Final Portfolio, 25% of final grade

The portfolio will consist of three parts:
Part I. Autobiographical Vignette. Reflect on how your own literacy development influenced the way you think about teaching L2 students (2-4 pages).

Part II. Reading Responses. Select three chapters from Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers (4th ed.). Based on your reading of the chapters and class discussions, write a critical/analytical response to each one of them. Each response should have a minimum of two double-spaced pages.

Part III. Strategies. This part of your portfolio will be based on Sections III, IV, and V of Fifty Strategies for Teaching English Language Learners. Select two strategies from each section. Then, explain how and why you would use them in a Reading or Writing lesson. You should include two class activities or assignments to illustrate/exemplify each strategy. Identify the age and grade for which they are appropriate. Be as thorough as possible. Your work should show evidence of what we have discussed and learned in this course.

All of the pages of your work should be typewritten and double spaced.

IX. GRADING SYSTEM

It is expected that performance in this graduate class be quality work that reflects students’ responsibility for their own learning. Assignments should be completed prior to the class for which they are assigned. Students are expected to come to each class having read the day’s assigned readings and be ready to participate actively in the class. All late work will be penalized by a reduction of points awarded. Letter grades will be assigned according to the following scale:

A 93 – 100
A- 88 - 92
B+ 83 – 87
B 80 - 82
B- 77 – 79
C+ 73 – 76
C 70 - 72

Any grade below C is considered unacceptable in graduate programs and considered failing.

X. COURSE OUTLINE
Session 1
- Introduction to course
- English Language Learners in School (Peregoy, Ch. 1)

Session 2
- Second Language Acquisition (Peregoy, Ch. 2)
- Language Acquisition Theory and the Classroom Teacher (Herrell, Theoretical Overview, pp 3-12)

Session 3
- Classroom Practices for English Learner Instruction (Peregoy, Ch. 3)
- QUIZ I

Session 4
- Section II. Strategies for Enhancing Instruction Through Planning (Herrell)

Session 5
- Oral Language Development in Second Language Acquisition (Peregoy, Ch. 4)
- READING RESPONSE # 1

Session 6
- Emergent Literacy: English Learners Beginning to Write and Read (Peregoy, Ch. 5)
- Transferring Literacy Skills from L1 to L2: From Theory to Practice (Cheryl A. Roberts, online article)

Session 7
- Section III. Strategies for Supporting Student Involvement (Herrell)
- QUIZ # II

- English Learners and Process Writing (Peregoy, Ch. 6)

Session 8
- Section IV. Strategies for Building Vocabulary and Fluency (Herrell)
- Lesson Plan discussion (format, structure, NJCCCS, etc.)
- READING RESPONSE # 2
Session 9
- Reading and Literature for English Language Learners
  (Peregoy, Ch. 7)

Session 10
- Section V. Strategies for Building Comprehension
  (Herrell)
- LESSON PLAN DUE

Session 11
- Content Reading and Writing: Prereading and Writing
  (Peregoy, Ch. 8)

Session 12
- Content Reading and Writing: Postreading Strategies for Organizing
  and Remembering.
  (Peregoy, Ch. 9)
- READING RESPONSE # 3

Session 13

Session 14
- Learning-Style Inventory
  Learning Styles: A Multiple Intelligences Approach
  (David Lazear, on line article)
- An Informal Multiple Intelligences Survey
  (Herrell)
- Final Portfolio due
  Course wrap-up

FDU, School of Education and Instructor policies

I. Instructor-specific policies (I like these right up front here – yours to change as you want)

A. Assignments are expected to be turned in on time. Assignments turned in late without
   a legitimate excuse will be graded “F”;

B. Papers will follow formal academic discourse requirements;

C. Papers will be double-spaced with one-inch margins top, bottom and on the sides. A
   number 10 or 12 font will be used;
D. No cover pages or report covers are to be used. Use the following format in the upper left hand corner of the first page:

1. Name

2. Course number/section/title

3. Semester and Year

E. Lesson plans will not contain full-sized visual aids – these will be reduced to thumbnail size

II. Attendance

A. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

B. The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:

1. Attendance is required in all our classes

2. 3 absences, grade drops by half a grade

3. 4 absences, grade drops by one full grade

4. 5 absences, the student fails or withdraws from the class

III. FDU Academic Integrity Policy

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonesty includes, but is not necessarily limited to, the following:

1. Cheating—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.

2. Plagiarism—Representing the ideas or language of others as one’s own.

3. Falsification—Falsifying or inventing any information, data or citation in an academic exercise.
4. Multiple Submission—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
5. Complicity—Facilitating any of the above actions or performing work that another student then presents as his or her assignment.
6. Interference—Interfering with the ability of a student to perform his or her assignments.

Sanctions: Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:
1. No Credit (0) or Failure for the academic exercise.
2. Reduced grade for the course.
3. A Failure in the course that is identified on the student’s permanent record card as permanent and cannot be removed.
4. Recommendation for academic probation to the Dean’s Office. In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In any case, the incident and penalty will be recorded in the student’s file maintained in the campus Office of Enrollment Services. For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:
   1. Suspension from the University for one year. Readmission will be contingent upon the approval of the academic dean.
   2. Dismissal from the University.


IV. Graduate Programs –Grading and similar policies

1. Grades:

   a. Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate program is C.

   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirements for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

   c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon the submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.
3. Degree Requirements and Academic Probation

a. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.

b. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

c. Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).

d. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

4. Repeated Courses. If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

5. Degree Requirements and Academic Probation:

a. In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.

b. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.

c. An undergraduate program of study must be completed within a period of ten years.

V. Student Academic Services

A. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

B. If special accommodations are required, contact the dean of students as early in the semester as possible so that appropriate arrangements can be made. (FDU, 2002, p.5)

VI. Policy on course completion

A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)
B. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

VII. Student responsibilities regarding fulfilling course requirements

The following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU SOE take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

VIII. Picking up graded papers

Students are requested to pick up all of their papers from their professors within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

IX. Disclaimer

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

X. References
