

TE 845:Language Diversity and Literacy Instruction

Dr. Patricia A. Edwards, Instructor

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Instructor:
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Class: 6:10 – 9:00 p.m.
Room: 109 Erickson Hall

Course Overview

TE 845 Language Diversity and Literacy Instruction is a course, which addresses issues of literacy instruction for students with diverse language backgrounds, and English as second language learners. We will (1) explore the teaching of reading in multilingual classrooms, (2) explore current challenges, common myths, and stereotypes about literacy and language diversity in the U.S., (3) explore the impact of literacy policies and practices on language minority students, (4) reflect on language politics in the U.S., (5) explore two-way immersion education in the U.S., (5) explore bilingualism and early literacy, (6) explore the roles of parents in responding to issues of linguistic and cultural diversity, (7) explore our own cultures, ethnicities, and language practices, (8) reflect on how cultural practices and beliefs influence our language use and literacy instruction as teachers.

To accomplish these objectives, we will read and discuss the autobiography of Richard Rodriguez, as well as several academic readings on literacy instruction, second language learners, and the politics and challenges of bilingualism. Large and small group discussions of academic readings will provide a model for literacy instruction and a site for us to consider the social nature of literacy and the challenges of teaching second language learners.

This will be a graded course, and no deferred grades will be given. Grades will be based on a total of 100 points for course assignments and activities.

Readings: I have posted some readings on Angel website, but you need to download the readings

Books (Required)

There are five required texts for the course:

Cary, Stephen (2007). *Working with English language learners: Answers to teachers' top ten questions*. Second Edition. Portsmouth, NH: Heinemann.

Rodriguez, Richard (1982). *Hunger for memory: The education of Richard Rodriguez*. New York: Bantam Books.

Freeman, Yvonne, & Freeman, David with Mercuri, Sandra (2002). *Closing the achievement gap: How to read limited-formal-schooling and long-term English learners*. Portsmouth, NH: Heinemann.

Freeman, David & Freeman, Yvonne (2000). *Teaching reading in multilingual classrooms*. Portsmouth, NH: Heinemann.

Herrell, Andrienne L., & Jordan, Michael (2008). *Fifty strategies for teaching English language learners*. Third Edition. Upper Saddle River, NJ: Merrill an imprint of Prentice Hall.

In addition to completing assigned readings and attending and participating actively in class sessions, teachers will be asked to complete **three major written assignments**. The **first is a series of three memos** about readings completed for the course. Each Memo will discuss one or more readings and will be addressed to a colleague or colleagues whom the teacher believes may be interested in that reading. The **second is a self-directed in-depth research final project** in the area of literacy instruction for second language learners. Information for final projects will be gathered through a variety of sources, such as professional books, articles, videos, websites, discussions with colleagues, and interviews of students and parents. The **third is a narrative sketch** of your experiences that reflects the role of language diversity and/or culture in literacy or learning.

As you will (I hope) see, I take your learning in this course very seriously. I believe it is a tremendous responsibility, and also a pleasure, to work with teachers of reading. If at any point in the course there is something further I could do to enhance your learning in this course, please bring it to my attention.

General Topics, Assignments, and In-Class Activities, By Session

This provides information about the topics, assignments, and in-class activities I have planned for the course at this point. We will inevitably modify and add to this as the course proceeds based on the class' strengths, needs, and interests.

Class 1: January 9

- *Discussion of course, explanation of assignments*
- *Getting to know one another*

Class 2: January 16

Discussion of the following readings:

- *Hunger for Memory: The Education of Richard Rodriguez*

Due: Narrative Sketch

Class 3: January 23

Discussion of the following readings:

- *Gee, James. What is literacy?*

- *Weise, Ann-Marie & Eugene E. Garcia. The Bilingual Education Act: Language Minority Students and Equal Educational Opportunity*
- *Crawford, James. Language Politics in the U.S.A.: The Paradox of Bilingual Education*
- *Cummins, Jim. Beyond Adversarial Discourse: Searching for Common Ground in the Education of Bilingual Students*
- *Wiley, Terrence. Contemporary Bilingual Education Theory and the Great Divide*

Video—The Merrow Report: Dual Language/Immersion—Lost in Transition: Latinos, Schools, and Society

Class 4: January 30

Discussion of Models of Teaching English Language Learners

Video—Maximizing Learning for English Language Learners: Models of Teaching

Due: Reading Memo #1

Class 5: February 6

Discussion of Cary, Stephen. *Working with English language learners: Answers to teachers' top ten questions.*

Class 6: February 13

Discussion of Freeman, David & Freeman, Yvonne. *Teaching reading in multilingual classrooms.*

Class 7: February 20

Discussion of Teaching Strategies for English Language Learners

Video—Maximizing Learning for English Language Learners: Teaching Strategies

Class 8: February 27

Discussion of Ensuring Success in All Classrooms for English Language Learners

Video—Maximizing Learning for English Language Learners: Ensuring Success in All Classrooms for English Language Learners

Due: Reading Memo #2

March 5—NO Class, Spring Break

Class 9: March 12

Discussion of Freeman, David & Freeman, *Closing the Achievement Gap: How to Reach Limited-Formal-Schooling and Long-Term English Learners*

Class 10: March 19

To Be Announced

Class 11: March 26-- **NO CLASS, I am attending/presenting at the American Educational Research Association conference in New York City.**

Due: Reading Memo #3

Class 12: April 2

Discussion of Herrell, Andrienne L., & Jordan, Michael. *Fifty strategies for teaching English language learners.*

Class 13: April 9

Discussion of Herrell, Andrienne L., & Jordan, Michael. *Fifty strategies for teaching English language learners.*

Class 14: April 16

Due: Final Project Assignment

Final project presentations

Class 15: April 23

Final project presentations

Course evaluations

Class 16: April 30 – **EXAM WEEK: NO CLASS**

Assignments & Evaluation

Opportunities to learn in this course will derive from three major activities: (a) class sessions; (b) assigned readings; and (c) written assignments. Learning from the course relies on active, high-quality engagement with all three activities.

Evaluation in this course will be based on performance in the three major activities listed above. Specifically, grades will be calculated on a 100-point scale in which

25 points = Attendance in, preparation for, and participation in class sessions
30 points = Readings memos (10 points each)
35 points = Final project
10 points = Narrative sketch

Items in the first category--attendance in, preparation for, and participation in class sessions--will be evaluated on an ongoing basis throughout the course. The default grade in this category is 25/25. Points will be deducted for any of the following: (a) more than one excused absence from the course (2 points per excused absence after the first absence); (b) any unexcused absence from the course (4 points per unexcused absence); (c) failure to participate regularly and appropriately in class discussions and other activities (points depend upon degree of lack of participation); and (d) evidence that you've failed to prepare for the class session by not completing readings or other assignments (at least 1 point per occasion). Items in the latter three categories will be evaluated (by me) on the basis of criteria provided with written explanations of the assignments.