

Semester: **Fall 2014**

Credit Hours: 3

Course Name: **Teaching Reading and the Language Arts in the Bilingual Classroom**

Course No. RDED 516

Class Meeting: Online Thursdays, 5-7:50 pm

Instructor: Aline Harrison, Ph.D.

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Course Catalog Description & Course Prerequisites

This course provides theory and methodology for teaching in the bilingual classroom, with emphasis upon the development of reading and language arts skills in bilingual children. The goal is to help educators teach these students the skills necessary to become proficient readers and, thus, successful in the school system.



School of Education Conceptual Framework ¹

The NMHU School of Education believes in democratic access to an education, both theoretical and authentic, that allows the reflective learner to continue to develop cultural schemas and diverse cognitive processing skills to construct a knowledge base, practice the skills and develop professional dispositions in authentic settings needed to excel in education, leadership, counseling or other self-determined endeavors.

Required Textbook:

Teaching Reading and Writing in Spanish and English in Bilingual and Dual language Classrooms. By Yvonne S. Freeman & David E. Freeman.

Supplemental Books and resources: Will be uploaded to Desire2Learn

Course Objectives, Requirements/Expectations

The course objectives correspond with the SOE themes of:

- | | |
|-----------------------------|--------------------------|
| (a) Reflective Practitioner | (f) Leadership |
| (b) Practice | (g) Culturally Inclusive |
| (c) Knowledge | (h) Authentic Setting |
| (d) Professionalism | |
| (e) Diversity | |

Participants will know and understand:

- Develop an operational definition of literacy and literacy acquisition.
 - Articulate and apply language acquisition theory.
 - Acquire knowledge of the social context of literacy in order to work effectively with English Language Learners.
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- Acquire knowledge of the characteristics of English Language Learners and skill in using appropriate strategies for teaching English Language Learners.
- Demonstrate knowledge of and skill in teaching developmentally appropriate writing instruction.
- Construct, implement and evaluate writing to learn and reading to learn lessons that incorporate children's literature across the content areas.
- Learn to use portfolios to assess and evaluate literacy acquisition across developmental stages of writing and word study.
- Study and apply principles of visual literacy.
- Examine the role of critical literacy in literacy education and the larger political arena.
- Access professional websites to support professional development, planning and instruction.
- Identify and evaluate hardware and software appropriate for specific tasks.

New Mexico Public Education Department Teacher Competencies
(NM-PED – TC)

<http://bit.ly/NMPED>

NMPED Competencies

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes assessment techniques and procedures.
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
9. The teacher works productively with colleagues, parents and community members.

Reading Competencies:

International Reading Association Standards for Reading Professionals

Standard 1: Foundational Knowledge

Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard 2: Instructional Strategies and curriculum materials

Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard 3: Assessment, diagnosis, and evaluation. Candidates use a wide variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard 4: Creating a literate environment:

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and the appropriate use of assessment.

Standard 5: Professional development:

Candidates view professional development as a career-long effort and responsibility.

INTASC STANDARDS

STANDARD 1: CONTENT PEDAGOGY

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

STANDARD 2: STUDENT DEVELOPMENT

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

STANDARD 3: DIVERSE LEARNERS

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

STANDARD 5: MOTIVATION AND MANAGEMENT

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

STANDARD 6: COMMUNICATION AND TECHNOLOGY

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

STANDARD 7: PLANNING

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

STANDARD 8: ASSESSMENT

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

North Central Association / Higher Learning Commission Student Traits (NCA)

- (a) Mastery of content knowledge and skills
- (b) Effective communication skills
- (c) Critical and reflective thinking skills
- (d) Effective use of technology

This course emphasizes Traits b and c

Course Outcomes correspond to:	SOE	NMPED-TC	NCA/ INTASC	IRA
Develops a range of approaches, methods & materials to support reading & writing	b, c, e, g	2, 7	b, c/ 1,3,4	1, 2, 4
Promotes oral & written communication enhancing student learning in Spanish & English	b, e	2,3,7	b/ 3,4,6	2,4, 5
Creates learning environment encouraging positive & motivating interaction	b, e, g	6,7	b/ 1,2,3,5	2,4

Instructional Strategies

Students will present mini lessons and strategies and other oral reading in class sessions creating a positive learning environment that motivates and promotes literacy.

NMHU Academic Integrity Policy

Because academic dishonesty in any form compromises the university's reputation and thus devalues the NMHU degree, it simply will not be tolerated. Consequently, students caught cheating, plagiarizing, or doing anything which involves trying to pass off someone else's intellectual work as their own, will be subject to disciplinary action (NMHU Student Handbook, page 28; <http://bit.ly/nmhustudenthandbook>).

Disabilities Accommodations (ADA Policy)

NOTE: "In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Accessibility Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit the Felix Martinez Building, Room 111 on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Accessibility Service." *David Esquibel, Student Advisor/Coordinator of Testing and Accessibility Services*

NMHU Inclement Hotline

505-426-2297 1-866-231-2366 www.nmhu.edu

Instructional Disposition Inventory

The School of Education has developed an inventory to help students and faculty evaluate the dispositions of students. These surveys will be used to help students identify strengths and areas for

improvement in their dispositions for their professions. All students in designated courses will complete a dispositions inventory at midterm and at the end of the semester. The professor will also complete a dispositions inventory for each student at those times. Any dispositions suggesting the need for support will be discussed.

Assignments, Assessment, & Schedule: Rubrics and detailed assignment information will be made available on Desire2Learn. All assignments are submitted to Dropbox on Desire2Learn. Assignments sent via email will not be considered submitted.

Assignments, Assessment, & Schedule

1. Leader of Class Discussion: 100 points

As the leader of a class discussion for the chapter you choose to present, you may follow your own instincts as a teacher about how to handle the material. Each chapter has designated questions that are to be addressed. The intent is to get the class involved in the discussion of each question.

2. Lesson Plan 250 points (two lesson plans)

Develop two lesson plan incorporating at least two literacy strategies to support students' learning in a bilingual or dual language classroom. While you may use the lesson plan format used in your school, the lesson plan **must** reflect the following:

- A) The topic
- B) Content..... 25 (points) (clearly outlined)
- C) Material.....25 (appropriate and relevant)
- D) Students' previous knowledge 25 (appropriate and used in the introduction)
- E) Learning objectives 25 (application, analysis, synthesis or evaluation)
- F) Procedures/Methods..... 50 (Actively engage students)
- G) Activities..... 50 (appropriate, interesting/develop the concepts and skills)
- H) Evaluation – to measure learning..... 50 creative/linked to the objective (s)

3. Reading strategy Demonstration and discussion 175 points

Preparar y dar una leccioncita de 10 a 20 minutos; esta leccioncita será presentada en español e ingles. Más información va hacer dada en clase

4. Bilingual Miscue Analyses and 150-word Case Studies 300 points:

You will complete two (2) Miscue Analyses with a **single elementary/middle-grade ELL child** who has received Spanish language reading instruction. These are pleasant activities for children in which they simply read a book or reading passage aloud while you tape record their reading, coding with special symbols their hesitations, attempts to “sound out” words, misunderstandings and self-corrections on a printed script, followed by a re-telling of the book/passage in the child’s own words. One miscue analysis will be conducted in Spanish, and another in English. After completing both analyses, you will write two 150-word “diagnostic reports” (one in Spanish, the other in English) with a summary of the results of each analysis followed by an instructional plan.

Grading: Miscue Analysis = 200 and 10-15 minutes Oral presentation=100. TOTAL = 300 points

Presentation is in the form of a powerpoint that includes a sample of the actual reading with miscue/s

5. Class activities (*Pruebecita o actividades de clase*) & participation 175 points

Major Concepts and Topics

- Theoretical foundations of literacy and language development
- Components of the Literacy Framework and how to use them
- The Social Context of Literacy
 - The role of native-language literacy in English language development
 - Interactions with families especially those who may defer to the teacher as the authority
 - Accepting, valuing and reinforcing the student's voice and discourse
 - Working towards national, state and local literacy standards by which students will be assessed
 - Culturally Responsive Teaching
- Literacy Acquisition for Word Study and Writing
- Stages of Writing and Reading Development
- Writing Workshop
- Writing to Learn in the Content Areas
- Children's Literature for Reading to Learn in the Content Areas
- English Language Learning
 - Characteristics of Language Learners
 - Strategies for Teaching English Language Learners
- Visual Literacy
- Critical Literacy and the Politics of Literacy
- Lesson planning and implementation

Fecha	Tópico
<u>Módulo uno</u> August 18-30	Bienvenidos! Actividades introductorias; Requisitos; Tareas Chapter 1: The Context for Developing Literacy for Bilingual Students Questions 1, 2, 3, Student presentations and reflections PowerPoint Presentation about Reading Components Becoming and Effective Teacher of Reading <i>Pruebecita o actividades de clase</i>
<u>Módulo dos</u> Sept. 1-13	Chapter 2: A Word Recognition View of Reading PowerPoint: Cognitive and Meta-cognitive Reading Strategies. A word Recognition View of Reading (p. 26-44). Questions 1, 2, & 3 Bilingual and TESOL Endorsements (Similarities/Differences) <i>Pruebecita o actividades de clase</i>
<u>Módulo tres</u> Sept. 14-27	Chapter 3: A Socio-psycholinguistic View of Reading (p. 46-77). Questions 1, 2 & 4 NM ELD standards Book and components. Due: Lesson plan (Oct 9) <i>Pruebecita o actividades de clase</i>

<u>Módulo cuatro</u> Sept. 28-Oct. 11 <u>Midterm</u>	Chapter 4: The History of Literacy Instruction in Spanish and English (p. 79-95). Questions: 1, 4 & 5. Strategies and activities to develop fluency/vocabulary, phonemic awareness/phonics and comprehension (Research in the web) Guiding Principles for Dual Language Education <i>Pruebecita o actividades de clase</i>
<u>Módulo cinco</u> Oct. 12-25	Chapter 5: Methods of Teaching Reading in Spanish Questions 1, 2 & 4 <u>Due: lesson Demonstration (Oct. 16 & 23)</u> <i>Pruebecita o actividades de clase</i>
<u>Módulo seis</u> Oct. 26-Nov. 8	Chapter 6: A Principled Approach to Teaching Reading Question 1 <i>Pruebecita o actividades de clase</i> Due: Lesson plan (Nov. 6)
<u>Módulo siete</u> Nov. 9-22	Chapter 7: Effective Writing Instruction Questions 4 Chapter 8: Stages and levels of Writing Development. Questions 3 & 4 <i>Pruebecita o actividades de clase</i>
<u>Módulo ocho</u> Nov. 23-Dec. 6th	Chapter 9: Thematic Teaching to Develop Bi-literacy. Question 1 Due: Bilingual Miscue Analyses and 150-word Case Studies (Nov 23rd) <i>Presentation of Miscue analysis: Dec. 2</i>