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EDCI 6423

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EDCI 6423-495 **Fall 2015**

TEACHING READING/LANGUAGE ARTS IN A MULTICULTURAL SOCIETY

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College of Education and Human Development Mission:

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practioners who develop, implement, and evaluate effective education and human development programs/service through a program of study grounded in the interaction of theory, practice, and research.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competences of teacher candidates viewed through the lens of the theory-practice- research interaction model. (See additional documents for elaboration.) As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

Catalogue Description: Designed to provide the student with an understanding of differences in a multicultural society and with a variety of programs designed for teaching students with language and cultural differences.

Learning Outcomes and Objectives:

As a result of the course, participants will:

1. Apply understanding of languages and cultures to linguistic and cultural aspects of literacy education in diverse school and community settings. (COEHD: IB 1,2,3; IIAB; IIIABCD; ACEI: 2.1, 3.2)

2. Better assess language and literacy of diverse learners and make linguistically informed decisions about curriculum and instruction. (COEHD: IB1,2,3; IIA; III ABCD; ACEI: 2.1, 3.2)

3. Use appropriate instructional strategies for diverse English language learners. (COEHD: IB1,2,3; IIAB; IIIABCD; ACEI 2.1, 3.2)

4. Discuss current trends in ESL, bilingual, and urban education related to literacy research and practice in various related fields. (COEHD: IB1,2,3, IIAB; IIIABCD; (ACEI 2.1, 3.2)

5. Explain theories on first and second language acquisition related to literacy research and practice in various related fields. (COEHD: IB1,2,3; IIAB, IIIABCD; ACEI 2.1, 3.2)

6. Appreciate and respect linguistic and cultural diversity of learners within families, schools, and communities. (COEHD: IB1,2,3: IIAB; IIIABCD; IV ABC: ACEI 2.1, 3.2)

7. Critically evaluate controversial issues, problems, and solutions regarding curriculum and instruction of linguistically and culturally diverse learners. (COEHD: IB1,2,3: IIAB; IIIABCD; IV ABC; ACEI 2.1, 3.2)

8. Examine national, state, and local standards in the fields of reading, English language arts, and ESL. (COEHD IB1,2,3; IIIABCD; IVABC; ACEI 2.1)

9. Explore multiple literacies of diverse learners and how various media and technologies can enhance language acquisition, literacy, and content knowledge. (COEHD: IB1,2,3; IIA, IVABC; ACEI: 2.1; 3.2)

10. Continue to develop professional knowledge, especially for advocacy for linguisticaly and culturally diverse learners.

Required Texts:

Lems, K., Miller, L. D., and Soro, T.M. Teaching Reading to English Language Learners: Insights from Linguistics. The Guilford Press, 2010. 9780805862096

Tamasi, S., and Antieau, L. Language and Linguistic Diversity in the US: An Introduction. Routledge, 2015. 978-0-415-80668-8

Optional Texts:

Adger, C., Wolfram, W., and Christian, D. Dialects in Schools and Communities. Erlbaum, 2nd edition, 2007 9780805843163

August, D. and Shanahan, T. Developing Reading and Writing in Second Language Learners: Report of the National Reading Panel on Language-Minority Children and Youth, Center for Applied Linguistics, 2008. 9780805862096

Chappell, S. V. and C. J. Faltis, (eds.) The Arts and Emergent Bilingual Youth: Building Culturally Responsive, Critical and Creative Education in School and Community Contexts. Routledge, 2013. 20139780415509749

Diaz-Rico, L.T., Strategies for Teaching English Language Learners, Pearson, 3rd edition, 2013 9780133137866

Gipe, J. P. Multiple Paths to Literacy: Assessment and Differentiated Instruction for Diverse Learners, K-12, 8th edition, Pearson, 2014. 0780132849388

Kachru, B., Kachru, Y, and C. Nelson, eds., Handbook of Research on World Englishes, Routledge, 2009. 9781405188319

Meier, T. Black Communications and Learning to Read: Building on Children's Linguistic and Cultural Strengths. Erlbaum, 2007. 97808050557603

Opitz, M. (Ed.). Literacy Instruction for Culturally and Linguistically Diverse Students. International Reading Association, 1998. 97800872071940

Required Websites:

Center for Applied Linguistics: www.cal.org
National Association for Bilingual Education: www.nabe.org
National Council of Teachers of English: www.ncte.org
International Literacy Association: www.reading.org
Teachers of English to Speakers of Other Languages: www.tesol.org

Course Requirements and Grading:

1. Active Participation and Attendance 10%
2. Research Paper or Project on Language, Culture, and Literacy Education 40%
3. Examination Essays (Combined Midterm and Final: 40% (20% each)
4. Panel Presentations Based on Selected Required Readings (10%)

Policy on Attendance:

Attendance is required at the University of New Orleans, whether the course is taught traditionally in person or on-line. Regular attendance is incorporated within the gradig structure listed on the syllabus. For an on-line course, regular postings are expected. For classes taught in person, students sign in. Students are expected to fulfull any field experiences of a course. This course will consist of face-to-face class meetings as well as reallocated independent field experiences sith some on-line documentation, as appropriate (TBA). Evidence of attendance will be sign-in sheets for class meetings and postings on Moodle or email attachments. From time to time, students do need to miss selected classes for serious professional or personal reasons. It is the instructor's discretion to allow for alternate arrangements for independent accommodations.

Policies on Student Conduct, Academic Integrity, Disabilities, and On-Line Authentication:

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Conduct Code for further information: http://www.studentaffairs.uno.edu.

It is the University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements Students with disabilities should contact the Office of Disabi8lity Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to: http://www.ods.uno.edu.

To ensure academic integrity all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are the responsibility of the student. The University of New Orleans partners with Proctor U, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam, and reliable internet connections.

Course Calendar: Fall 2015 (Subject to revision as appropriate to course evolvement)

August 20 — Welcome, Orientation
Linguistic and Cultural Issues in Literacy Education

Browse: All Texts and Diversity Websites
Read: Tamasi, Ch. 1
Explore Diversity in Language and Culture Around Us
And Re-Imagine a literate New Orleans Area, Rich in Creative Arts, Languages and Cultures.

Part I: Linguistic and Cultural Diversity in Schools and Communities

August 27 — Diversity across Languages and Cultures
Aspects of Multicultural Education

Read: Tamasi, 2, 3, 9; Adger, 1, 8

September 3 — Diversity Within English: Regional Dialects in Schools

Read: Tamasi 4, 5; Adger, 2, 4

September 10 — Diversity Within English: Social Dialects in Schools
Vernacular and Standard English

Read: Tamasi 6, 7, 8; Adger, Appendix

September 17 — Discourse Diversity Within Schools and Homes

September 24 — Deficit vs. Difference Attitudes/Philosophies
Code-Mixing and Code-Meshing
Read: Tamasi 3, 15; Adger , 3, 4

Part II: Curriculum and Instruction for Literacy/Language Arts

October 1 — Integrated Language Arts, Balanced Approaches,
Literature-Based Instruction, Developing Oral Language

Read: Lems 1, 3; Adger 5, 8

October 8 Cultural and Linguistic Diversity in Families, Schools, and Communities
First Language Acquisition
First and Second Language Acquisition
Teaching English as Another Language

Read: Lems 2, 3

Midterm Examination Essay is due! (TBA)

October 15 Fall Break

October 22 Southeast Regional TESOL Conference in New Orleans
Moodle Day
Visit Websites on Bilingualism and Bilingual Education

October 29 Graduate Panel Presentations on Diverse School Populations and Literacy/Language Instruction (to continue during semester)

Based on Tamasi: 10, 11, 12, 13, 14 Lems: 4, 5, 6, 7, 8, 9

Part III: Curriculum and Instruction for Literacy Education

November 5 Writing Processes and Teaching Writing

Read: Adger, 6
Lems, 9

November 12 Reading Processes and Teaching Reading
Developing Composing and Comprehending Abilities
Reading Fluency
Research Papers Are Due!

Read: Lems 8, 7

November 19 Language Skills Instruction for Learning to Read and Spell
Orthographies Across Languages and Cultures
Aspects of Grammar Instruction Related to Composing and Comprehending Sentences

Read: Lems 4, 5, 6

November 26 Linguistic Diversity: Pilgrims, Native Americans, and Beyond
Language and Literacy Practices for Thanksgiving

Moodle for Thanksgiving Holidays

December 3 Professional Issues and Professional Development about Diverse Learners and Their Multiliteracies, Creative Arts and Media

Read: Selected Publications

December 10 Final Examination Papers Due

Thank you for a splendid semester!