

San José State University
Language and Literacy in Culturally Diverse Classrooms
TE Collaborative - EDEL 108A
Course #24413, Section 20

Instructor:	Jolynn Asato, Ph.D.
Office Location:	SH 440
Telephone:	(408) 924-3638
Email:	Jolynn.asato@sjsu.edu
Office Hours:	Tuesdays 2-4 or by appointment
Class Days/Time:	Tuesdays 9:00-11:45
Classroom:	SH 334

San Jose State University
College of Education
Mission Statement

The Elementary Education Department encompasses a cohesive community of scholars and supervisors who pride themselves in meeting the vision and mission of the campus, college, and department.

Vision

Our vision is to prepare ethical and social justice oriented teachers who create relevant, rigorous, transformative educational experiences, attuned to students' academic, cultural, linguistic, social, and emotional needs.

Guiding Principles

As a program, we are committed to: preparing a diverse community of teachers, across factors including race, culture, class, language, gender and sexual orientation; serving a diverse range of communities, including underserved and under-resourced schools; and offering equity and social justice oriented perspectives. Four key principles drive these commitments, as follows:

1. Teaching as a Political Act

We believe that teaching is a political act. Our program engages candidates to develop an educational philosophy, grounded in theory and the socio-political context of schooling, towards challenging social and educational injustice.

2. Teaching as Praxis

We believe that teaching should be informed by both theory and research. Our program develops candidates' abilities to 1) reflect deep content knowledge of the disciplines, 2) make student centered pedagogical choices informed by

theory 3) leverage cultural wealth toward student empowerment, and 4) engage alongside teachers, students, and communities to co-create dynamic changes within curriculum and neighborhoods.

3. Teaching as a Reflective Practice

We believe that teachers must be reflective and collaborative. Our program offers candidates continuous, collegial and dynamic learning opportunities. Candidates develop an orientation of reflection and inquiry.

4. Teaching as a Complex Activity

Teaching is a complex challenging profession. Our program develops candidates' academic, political, social and emotional orientations for resilience.

Course Goal

This course is designed to increase beginning teachers' knowledge of the nature of language/literacy and its acquisition and use among pre-school to adolescent children in culturally and linguistically diverse classrooms. The coursework is both theoretically based and practically applicable so that participants are able to differentiate literacy instruction as well as provide a rich classroom context for oral and written English language development.

Big Ideas/Essential Questions

1. What is literacy?
2. How do we cultivate and sustain communities that enable students to become life long learners?
3. How do we teach literacy in ways that foster meaning making, strategies and skills?
4. How and why do we assess literacy to guide instruction?
5. How do we ensure that we facilitate access to the curriculum for all students?

Standards/Course Objectives

Standard 7: Preparation to Teach Reading-Language Arts

Course Objectives:

- * Students will gain knowledge and practice in the ten components of a balanced, comprehensive reading program for grades K-8:
 - Phonemic Awareness
 - Concepts about print and letter recognition
 - Systematic, explicit phonics and other word identification strategies
 - Spelling instruction
 - Vocabulary development
 - Reading comprehension
 - Relationships among reading, writing and oral language
 - Diagnosis of reading development: the use of assessment and evaluation information
 - Structure of the English language.
 - Writing process

* Students will apply & design lessons using theoretical perspectives on language acquisition and literacy development as a process, within a cultural context, with specific attention to the state adopted English Language Development and Reading/Language Arts Standards.

* Students will analyze current research on the reading and writing process and implications for the classroom

* Students will examine and design a variety of instructional strategies for teaching language arts and reading /writing to the full range of learners (*including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners*) in culturally and linguistically diverse classrooms.

- Students will evaluate and use a variety of assessment tools that will serve to guide instruction in reading, writing and oral language.
- Students will attend to the social and emotional dimensions of teaching and learning and apply this lens to their literacy pedagogy.

Standard 12: Professional Perspectives Toward Student Learning and the Teaching Profession

Course Objective:

* Students will reflect on their own literacy instruction and curriculum design, noting strengths and 'next steps' in order to continue growth as a professional educator.

Course Objectives in Relationship to the Knowledge Base Continuum



The knowledge base continuum depicted above represents the cyclical process of theory's adaptation. This methods course, which focuses on the teaching and learning of literacy, develops beginning teachers' knowledge base by examining best practices and the application of these practices in specific classroom contexts. We also look at the theory and research that undergirds these best practices and explores how teachers can effectively adapt these practices in their own specific contexts. For example, students will explore a classroom practice such as writer's workshop by looking at classroom

application of this instructional method as well as understanding theoretical rationales for adapting such an approach.

Required Texts

Common Core Standards: <http://www.cde.ca.gov/re/cc/>

Legrandis, D. (2008) *Launching Writing Workshop in Pictures*

Strickland, K. (2005). *What's after assessment?* Portsmouth, NH: Heinemann.

Helman, L., Bear, D., Templeton, S., & Invernezzi, M. (2012). *Words their way with English learners: Word study for phonics, vocabulary, and spelling*. 2nded. New Jersey: Pearson Education.

Recommended Texts

Ray, K.W. (2001) *The writing workshop: Working through the hard parts (And they're all hard parts)*. NCTE.

Zarillo, J. (2011) *Ready for revised RICA: A test preparation guide for California's Reading Instruction Competence Assessment 3rd edition*. Boston, MA, Pearson.

Classroom Protocol

Full participation in classroom activities. Please come prepared with notes or comments in response to readings. Also be prepared to respond in writing to readings at the beginning or end of class discussion (in an in-class quick-write format).

Alerts in case of absences. Email the instructor *before the class* if you will be absent and contact a classmate to take notes and discuss what you missed.

Completion of all written assignments. (See descriptions below).

A note about technology in class. I am a strong proponent of using technology to enhance and facilitate learning. Our use of technology in class (cell phones and computers) should enrich the learning and increase participation for everyone. If you need to use your devices for notes or classwork, do maintain that focus. Be mindful of your engagement and refrain from using your device for activities that draw your attention away from classroom discussions and activities. This includes social media sites, texting, email, work for other classes, etc. Be present! In order to keep disruption to a minimum, please turn off your cell phones during class unless you have talked to me about a situation that may require you to answer a call or a text.

Adhere to SJSU expectations about classroom behavior. See Academic Senate Policy S90-5 (<http://www.sjsu.edu/senate/s90-5.htm>) on Student Rights and Responsibilities.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic](#)

[Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy S07-2](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information,

follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on



Facebook. (Note: You need to have a QR Reader to scan this code.)

Assignments and Grading Policy

1. Formative Assessments: (20 points) On-going
Students will be continuously involved in a variety of formative assessments. Students will complete weekly responses to assigned reading on a discussion board on Canvas. In addition, students will be asked to reflect on the course material on Padlet, at the end of every class. Fifteen points are given if all are completed satisfactorily. Instructor will offer ongoing feedback about the quality of these “tickets”. The remaining five points will be given with regards to the quality of daily participation in class discussions and in-class assignments. There is a rubric for evaluative criteria related to in-class participation posted on Canvas.

2. Word Study Demonstration (20 points) Assessments Due: **February 17**
Lesson Demonstration: **March 17**

Students will administer the Words Their Way Spelling Inventory to their entire class. They will analyze the results and sort the children into developmental groups using the Feature Analysis and Class Composite forms. Students will then engage in designing a word sort activity for one developmental group. After leading their classmates in this activity, students will write a reflection on what they learned through the participation in this activity.

4. Content Area Literacy Lesson (15 points) Due Date: **April 1**
Students will select a text that they may utilize in a content area. They will create a plan that identifies the literate demands of the text and design a lesson or set of lessons that utilizes literacy strategies (vocabulary, comprehension, etc.) to help students access the content objectives.

5. Writing Craft Lesson (15 points) Due Date: **April 29**
Students will prepare a mini-lesson designed to model and teach a writing strategy. They will teach the lesson to a small group of their peers and facilitate a discussion about the lesson. A lesson plan will be submitted on the date of the mini-lesson. Sample lesson and evaluation checklist will be provided.

6. Writing Workshop: Unit on Digital Storytelling (20 points) Due Date: **May 17**

Students will participate in an inquiry unit on digital storytelling culminating in the creation of their own digital story. Throughout the composing process, students will engage in activities associated with conducting a writing workshop. Students will write two in-class reflections on their learning process. At the end of the unit, students will present their completed digital stories to the class along. The digital story will be evaluated by a set of criteria generated by the class.

5. Reading Children’s Literature (10 points) Due Date: **May 6**
Over the semester, students will read a variety of books representing a variety of different genres and developmental levels. Students will analyze the texts for instructional opportunities in both reading comprehension and writing craft lessons. Students will post their reviews with examples of instructional

opportunities on the EDEL 108A Pinterest Board
<http://www.pinterest.com/drjollynn/reading-scavenger-hunt-spring-2015/> .
Beginning February 10, students will sign up to give a 5 minute book talk in class.

Grading: A = 90-100 B = 80-89 C = 70-79

-Successful completion of this course is contingent upon passing grade on all assignments.

-Extra credit opportunities are not provided.

Revision Policy

Students will be able to revise unacceptable assignments by instructor invitation only. The revision will be due two weeks after a conference with the instructor. Only completed assignments will be accepted or eligible for revision. The final grade for the assignment will be determined by averaging the scores from both submissions.

Late Assignments

All assignments must be turned in on time. I view this course as graduate level. Therefore, I have high expectations for your performance and level of responsibility. If assignments are turned in late, I will deduct 10% for each week the assignment is delayed.

EDEL 108A: TE Collaborative, Spring 2015

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 27	Review spring course What is Writing Workshop? Children's literature: Text complexity, interest, and matching readers to books. What is Word Study?
2	February 3	Writing Workshop Craft Lesson Digital Storytelling Word Study Creating community for exploration and inquiry using a growth mindset Balancing Inquiry and Direct Instruction English Learners and the development of orthographic knowledge Spelling Inventory Assessment Read and Respond: Words Their Way Chapter 1: Developmental Word Study
	February 10	Writing Workshop Craft Lesson Word Study Development of orthographic knowledge Linguistic principles RICA Review Read and Respond: (On Canvas) Pinnell and Fountas (1998) Chapter 6: What Teachers Need to Know About Language & Chapter 9: What Children Need to Know About Letters and Words. In Words Matter. Portsmouth, NH: Heinemann. Watch: (On PD Toolkit) Watch "What is Word Study?"
4	February 17	Writing Workshop Craft Lesson Word Study Modeling Word Sorts Integration into Balanced Literacy Emergent Learners (Modeling for Word Study Presentations) Synchrony of Literacy Development Plan and practice for word study demonstrations and lessons Read and Respond: Words Their Way: Chapter 4: Word Study for Learners in the Emergent Stage.

Week	Date	Topics, Readings, Assignments, Deadlines
		Bring: Spelling Inventory and Sample of Students' Writing
5	February 24	No Class-Solo Week
6	March 3	Writing Workshop Craft Lesson Word Study Plan and practice for word study demonstration and lessons Content Area Literacy Developing Vocabulary Read and Respond: Words Their Way (Jigsaw chapters 5-8) AND (On Canvas) Robb, L. (2003) Responsive teaching in a three part framework. In Teaching reading in social studies, science, and math. New York, NY: Scholastic Professional Books.
7	March 10	Writing Workshop Craft Lesson Content Area Literacy Read and Respond: (On Canvas) Gottlieb, M. & Ernst-Slavit, G. (2014) What are the dimensions of academic language." (27-53). In Academic Language in Diverse Classrooms. Thousand Oaks, CA: Corwin Press.
	March 17	Word Study Word Study Demonstration and Presentation Content Area Literacy Text demands Comprehension strategies RICA Review Read and Respond: (In Fountas and Pinnell from last semester) Chapter 13: Understanding the demands of non-fiction texts. Bring: Copy of your mid-term from 108C.
	March 24	No Class- Spring Break
	March 31	Cesar Chavez Holiday
	April 7	Writing Workshop Introduction The emotional work of writing The writing process Content Area Literacy Workshop Read and Respond: (On Canvas) Ray, K.W. (2001). Chapter 1: Understanding the essential characteristics of the writing workshop. Writing Workshop: Working through the hard parts (And they're all hard parts). Urbana, IL: NCTE. AND Launching the Writing Workshop (pg. 1-62)

Week	Date	Topics, Readings, Assignments, Deadlines
		Due: Content Area Literacy Lesson
	April 14	<p>Writing Workshop Craft Lesson Workshop Scaffolding English Learners through the writing process RICA Review Read and Respond: Launching the Writing Workshop (pg. 63-130). AND (On Canvas) Kendall & Khoun (2006). Chapter Two: Best practices. In Writing Sense: Integrated reading and writing lessons for English Language Learners K-8 Bring: Two books that you may develop into a craft lesson.</p>
	April 21	<p>ONLINE CLASS Writing Workshop Revising Conferring with Writers Formative Feedback promoting a growth mindset RICA Review Read and Respond: (On Canvas) Ray, K.W. (2001). Conferring: The essential teaching act. in The writing workshop: Getting through the hard stuff. (And it's all hard stuff). Due: Writing Mini Lesson</p>
	April 28	<p>Writing Workshop Assessing Writing Six Traits of Writing Bring in a sample of student writing. Read and Respond: (on Canvas) Fletcher & Portalupi Assessment and Evaluation AND Chapter Three: Writing Sense: Integrating reading and writing lessons for English Language Learners K-8 Bring: A sample of student writing.</p>
	May 5	<p>Writing Workshop- Editing Teaching grammar and conventions Presenting Craft Lessons On "correcting" Read and Respond: (On Canvas) Anderson, J. (2005) Mechanically Inclined: Building Grammar, Usage, and Style into Writing Workshop Due: Digital Story is due by 5/17 at 11:50 p.m.</p>
Final Exam	May 19	<p>FINAL Writing Workshop Celebration Book Talks</p>

Week	Date	Topics, Readings, Assignments, Deadlines