The University of Texas at San Antonio
Department of Bicultural Bilingual Studies

ESL 3053 Literacy in a Second Language

Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Course Description
This is a course on the relationship of reading and writing acquisition to second-language development, literacy instruction to second language learners, and the design and evaluation of appropriate materials for the teaching of literacy.

Course Purpose
ESL 3053 is designed to introduce students to the teaching of reading and writing to English language learners. In order to provide students with a solid preparation for teaching, they will be introduced to (1) theories on reading and writing acquisition as well as to practices for teaching reading and writing in school setting; (2) a range of practices to fit the needs of students of different ages and different proficiency levels; and (3) ways of evaluating materials for use in the teaching of reading and writing.

Course Objectives
Upon completion of the course, students will be able to (1) explain current theories on reading and writing, especially interactive reading and process writing; (2) present a plan to implement the theories; and (3) design and evaluate lessons and materials for different groups of English language learners.

Major Topics
1. Definitions of Literacy
2. Theories on reading, interactive models of reading
3. Theories on writing, process writing
4. Differences in L1 and L2 literacy development
5. Emergent literacy, processes
6. Relationship of literacy to language learning
7. Approaches to teaching reading
8. Approaches to teaching writing
9. Materials evaluation

Course Structure, Approach, and Philosophy
This course is designed to give all prospective teachers background on and experience in providing effective literacy instruction for English language learning students. This course focuses on the completion of meaningful and authentic individual and group projects and
presentations. You will read and write throughout the course, and reflect on the readings, your personal experiences, class presentations, class materials, and assignments. Your mastery of course content will be demonstrated in a variety of ways: your class participation, projects, presentations, assignments, and performance in the quizzes.

**ESL Standards**

**Standard I**  
The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

**Standard II**  
The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

**Standard III**  
The ESL teacher understands the processes of first- and second-language acquisition and uses his knowledge to promote students’ language development in English.

**Standard IV**  
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

**Standard V**  
The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.

**Standard VI**  
The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

**Standard VII**  
The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

This course mainly covers ESL standards V and VI, but other standards also apply in varying degrees.

**Required Textbooks and Materials**


**Criminal Background Checks**

Criminal background checks will be conducted on all students enrolled in undergraduate courses at the 3000 and 4000 level. Since observation and interaction with minors is required for successful completion of degree programs in the College of Education and Human Development, students who do not have a clear criminal background check may not be allowed to continue in the programs of the College.

**Attendance and Participation (10%)**

Most of the learning takes place in class through interactive lectures, demonstrations, hands-on activities, discussions, and cooperative learning. Thus, regular attendance and participation is essential and mandatory. **You are responsible for making sure you sign in the attendance sheet each week** and making up any absences. Each absence will result in a 2-point deduction from your attendance grade. Students may **make-up no more than 3 absences**. (Exceptions may be made by the instructor in extenuating circumstances). See below for make-up procedures.
If there is an assignment due on the day of your absence, you are responsible to turn in your work either before that day or the day after.

Punctuality is an absolute necessity for teachers. A proportionate penalty for excessive unexcused tardiness or leaving class early may be assessed. As a courtesy to the instructor and to avoid these penalties, please let me know before class if you need to leave early.

Absence Make-up Procedures:
Review the lecture PowerPoint used on the day of absence (available on Web-CT) and write a 1 page summary and response.
Other: For absences on days when no PowerPoint was used or readings completed, see instructor for alternative make-up assignment.
Be sure to clearly label your work as “Make-up” and indicate the date of the absence you are making up. Turn in make-up work as soon as possible after the absence.

You are expected to read all readings before they are presented and discussed in class. I recommend you set a specific time each week to focus on the readings for this class.

Your active participation in class is expected. Your participation includes finishing reading and project assignments on time, careful and thoughtful reflections, active participation in presentations, classroom activities, and discussions, and responsible behavior in group work.

Critical Reading reflections (30%)
You will read the book Literacy con Carino and write chapter critical reflections (total=6). Each reflection should be 2-3 pages (double space, size 12, font Times New Roman). **Deadline for turning in each chapter reflection is listed on the course schedule.**

Group Presentation/Demonstration of Literacy Activities (10%)
You will be divided into groups. Each group is responsible for reading the assigned section, and then selecting two or more of class activities highlighted in the section to model for the class. Each member must make contributions to the group work. (Sign-up sheet will be handed out on Jan. 20th and demonstration/presentation dates are listed on the course schedule)

Quizzes (10%)
Two quizzes will be given respectively in the middle of the semester and at the end of the semester. Guidelines will be given in class. The purpose of the exam is not to scare you or fail you, but to help you reinforce the key concepts and content learned in the class. If you follow the class readings and assignments carefully, you will have no problem doing well in the quizzes!

Literacy Project
1. The project must include four parts: Second Language Learning, Literacy Development, Lesson Plan, and Multiple Literacies.
2. Under each part, there are one to three small sections.
   - **Second Language Learning (5%)**
ESL writing reflection: 1) Analyze an ESL student’s writing sample (provided by the instructor). 2) Formulate a set of hypotheses about the student’s areas of possible difficulty. 3) Propose possible solutions or teaching strategies.

- **Literacy Development:** (5%)
  - A letter to parents: Get parents involved with one literacy practice at home
  - Introduction and Evaluation: Reading/Writing strategies (at least two for this project) for ELLs

- **Lesson Plan:** (20%)
  - Culturally relevant literacy lesson plan (An instruction sheet will be provided)

- **Multiple Literacies:** (10%)
  - ELLs in the community you live
  - Literacy in diverse communities: Possible multiple literacy practices for ESL learners

**Evaluation Methods and Deadlines**
All assignments and their due dates are clearly indicated on the class schedule (see below). Detailed guidelines for each assignment are included on this syllabus or on Web-CT. Partial credit will be given for late work. However, exceptions may be made with instructor approval for extenuating circumstances. In order to receive a grade for this class, all assignments must be completed and turned in.

If for any reason you will not be able to present at your scheduled time, please contact the instructor as soon as possible so that the presentation schedule can be re-arranged. A full-grade reduction will be given if you do not notify me at least one day prior to class that you will be unable to present at your scheduled time.

**Grading System**
Attendance and Participation 10%
Projects & Presentations
  * Critical Reading Reflections 30%
  * Group demonstration/presentation of literacy activities 10%
  * Two Quizzes 10%
  * Literacy project 40%