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.

Official Catalog Course Description

Current approaches to the teaching and learning of reading and writing in English as a Second Language. The relationship of second language reading and writing to language learning, including oral development. A critical evaluation of existing literacy materials available for second language learners.

Objectives
Students will
- Become familiar with current reading theory and research with a particular understanding of interactive models of reading
- Become familiar with current writing theory & research with a focus on the writing process
- Be able to articulate the role of second language literacy in second language development as well as in cognitive and academic development
- Be able to articulate the relationship between first and second language reading and writing as well as oral language
- Gain experience in evaluating different commercially available reading materials
- Develop a set of pedagogical practices for teaching literacy to a particular age proficiency level of students
- Plan and deliver effective ESL literacy lesson plans
- Assess and provide various types of feedback to second language readers and writers

Required Textbooks


Optional Textbook

Supplemental Readings
*Posted on WebCT.*

Course Structure, Approach, and Philosophy
This course is designed to give Masters-level language and content-area teachers (or future teachers) background on and experience in providing effective literacy instruction for ESL students. The readings will provide the stimulus for in-class presentations and discussion. We learn best by doing, thus, rather than I lecture each class, course participants will present the required readings and lead the class in discussion and through appropriate hands-on activities. I will provide commentary and clarification where needed, and will also present material each class session. This course also focuses on the completion of meaningful individual and group projects. You will read and write throughout the course, and reflect on the readings, class presentations, and assignments. Your mastery of course content will be demonstrated through the work you complete in this course. Assignments will be graded using a rubric (see below).

Technology
Technology in education in general, and in the field of language education in particular, is growing in importance, thus it is imperative that teachers learn to use it effectively. All projects and assignments completed outside of class must be completed using a word processor, and checked for spelling and grammatical accuracy. Students should *save all work on a computer disk and make back-ups.* Students must log into and use WEB-CT to complete this course. E-mail will be used to communicate with the instructor and other class members. Some projects will require the use of the internet for research, and the use of multimedia software. Guidelines and instruction will be provided in class.

Web-CT Course Site
A Web-CT Course Site has been established for this course. Please let me know if you have any difficulty accessing the site. It contains a copy of this syllabus, project guidelines, supplemental readings which are not in your textbooks, general course information, external links, and our course On-line Discussion Board. Also, important announcements, updates, and new documents may be posted there during the course, so be sure to check it regularly.
**Students with Disabilities**
If you have any disabilities that require accommodations to successfully complete this course, please speak to me before or after class, or come and see me during my office hours. Students will also need to register with UTSA’s Office of Disability Services (http://www.utsa.edu/disability/).

**Civility in the Classroom**
Students are expected to assist in maintaining a classroom environment that is conducive to learning. To assure all students have the opportunity to gain from time spent in class, students are prohibited from engaging in any form of distraction. This is especially important in an education course where most students are currently, or are working towards, becoming a teacher, and behavior in the classroom is reflective of your “fitness to teach” (See COEHD Fitness to Teach Policy). Inappropriate behavior in the classroom shall result, minimally, in a request to leave the classroom.

**Academic Honesty**
Scholastic honesty is expected and required. It is a major part of university life, and contributes to the value of your university degree. All work submitted for this class must be your own. Copying or representing the work of anyone else (in print or from another student) as your own is plagiarism and cheating. This is unacceptable in this class and also prohibited by the University. Information on scholastic dishonesty, including plagiarism, is provided in the *Student Code of Conduct*, Section 203 “Scholastic Dishonesty.” When in doubt, consult the instructor.

**Children**
We love children, but we prefer they are not present in the course as we talk about the best ways to educate them 😊. If you have children, please make every effort possible to ensure adequate child care through the duration of this course. In extenuating circumstances and last-minute emergencies, you may bring your children to class as a last resort, as long as they remain quiet and do not disturb the learning environment. Students who consistently bring children to class will be asked to make appropriate arrangements for child care, or else will need to drop the course and retake it at a later time.

**Attendance**
Much of the learning that takes place will occur in class through the presentation of readings, discussions, hands-on activities, and demonstrations. Thus, regular attendance and participation is required. Each absence will result in a 2-point deduction from your attendance grade. A proportionate penalty for excessive unexcused tardiness or partial attendance may also be assessed.

If you are going to be absent on the day of your scheduled Reading Presentation, it is imperative that you let me know at least 2 hours prior to class (10:00 a.m.) so that adjustments to the course schedule may be made. **A full letter-grade reduction will be given if you do not notify me at least two-hours prior to class that you will be unable to present at your scheduled time!!**
Students may make-up no more than 2 absences. (Exceptions may be made by the instructor in extenuating circumstances). Students with an approved absence may make up the absence by following the procedures outline below.

**Absence Make-up Procedure**

1. Write a one-page summary and reaction for each of the required readings
2. Write a one-page summary of any instructor-related presentations
3. Turn in hard-copies of the above to the instructor as soon as possible following the absence. Clearly mark these as “Make-up” and indicated the date of the absence you are making up.

*Alternative make-up assignments may be arranged for non-typical class sessions. See instructor.*

**Projects and Assignments**

**Reading Assignments**
You are expected to read all required readings before they are presented and discussed in class. Given the amount of reading, I strongly recommend you set a specific time each day to focus on the readings for this class. You will not only read, but also react to the required readings on Online Discussion Board (see below).

**Online Discussion Board**
An online Discussion Board has been set up on our course WEB-CT site. There are specific prompt(s) related to sets of required readings. Each student will post a response to the prompt, AND respond to at least one other students’ posting. The Discussion Board fulfills several important functions, including (a) ensuring you keep up with the required readings on time, (b) ensure that you think about the readings in critical ways, (c) providing opportunities to reflect on your current and future practice, (d) provide opportunities for greater interaction, (e) provide opportunities to learn from your colleagues in the class; and (f) help you prepare for comprehensive examinations. There are no length requirements, but each reflection should provide evidence that you read and understood the reading, sufficiently answer the question, and should include one or more examples of personal experience, if applicable.

Before posting your answer to a prompt, you must complete the set of required readings first! Responses to prompts and your peers are **due before class on the date indicated on the syllabus.** Due dates for each prompt are clearly indicated on syllabus.

There are a total of 7 prompts; however, you may skip one prompt of your choosing. In other words, you are **only required to complete 6 of the 7 prompts.** Each prompt is worth 1 point, and your response to one (or more) other student’s posting is worth another 1 point (Total of 2 points max). A penalty of -.5 points will be assessed for late postings and for late responses to other students. Points may also be deducted for answers which do not adequately address the question, and/or which provide evidence that the student did not actually do any reading upon which to reflect.
In responding to your peers, you are expected to maintain a high level of professionalism. It is fine to disagree and discuss alternative views, but “flaming” or other inappropriate posts will not be tolerated, and will dealt with in the same manner as covered in “Civility in the Classroom” above.

You will not have access to your discussion board postings at the conclusion of this course. I strongly recommend that you print a copy of each of your postings and responses, or at least save them on a disk, so that you can use them a source for preparing of comprehensive exams.

The Discussion Board is a major component of this class. Failure to post responses and replies to your peers, or failure to post by the due dates, can rapidly decrease your total points and lower your final grade. (12 points, but 2 points extra credit if respond to all 7 prompts).

**Reading Presentation and Discussion Leading**
Each student will present and lead the discussion on 3 of the course readings. Presenters should quickly summarize the major points and spend the majority of the time leading the class through a discussion of the reading. Presenters are encouraged to include hands-on activities if they are clearly connected to the reading and help clarify or deepen understanding of the author’s main points.

*Do not read to us or lecture the entire time.* With a group of graduate students and experienced educators, it is much more meaningful to *engage the class in discussion* and *meaningful activities*. Points will be deducted if presenter fails to allow for discussion or activities.

Presenters must provide the instructor and each class member with a handout which summarizes the reading. This could be a copy of the PowerPoint presentation (if PowerPoint is used), a written summary, or an outline of the reading, which covers the main points. If you do not wish to provide hardcopies in class, you must upload your presentation to WEB-CT prior to class (*you still must provide one hard-copy for the instructor*). You will have a between 30 to 35 minutes for your presentation.

How you present your reading is up to you. You are welcome (but not required) to use PowerPoint or incorporate other multimedia into your presentation. If you need any special audiovisual equipment which is not already available in our classroom, please let me know at least one week in advance.

**Reading Discussion Leading Evaluation**
Each Reading Discussion Leading is worth a maximum of 10 points. Your presentations and handouts will be evaluated using the rubric below.

<table>
<thead>
<tr>
<th>10</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Student is fully prepared for presentation</td>
<td>❖ Student is prepared for presentation</td>
</tr>
<tr>
<td>❖ Student demonstrates mastery of content</td>
<td>❖ Student demonstrates understanding of content</td>
</tr>
<tr>
<td>❖ Student arrives on-time for presentation</td>
<td>❖ Student arrives a few minutes late for presentation.</td>
</tr>
<tr>
<td>❖ Mode(s) of presentation are appropriate and effective in deepening understanding of the content.</td>
<td>❖ Mode(s) of presentation are adequate for conveying content.</td>
</tr>
<tr>
<td>❖ Excellent balance of presentation,</td>
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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, will be distributed in class, or will be posted on Web-CT. Partial credit will be given for late work. However, arrangements may be made if you let me know in advance if you are unable to complete an assignment by the due date.

Grading System

<table>
<thead>
<tr>
<th>Projects &amp; Presentations</th>
<th>Letter Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (10 pts max)</td>
<td>90-100</td>
</tr>
<tr>
<td>Participation (10 pts max)</td>
<td>80-89</td>
</tr>
<tr>
<td>Reading Presentation (3 @ 5 points = 15 pts max)</td>
<td>70-79</td>
</tr>
<tr>
<td>50 Strategies (2 @ 5 points = 10 pts max)</td>
<td>60-69</td>
</tr>
<tr>
<td>ESL Curriculum Evaluation (10 pts max)</td>
<td></td>
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<tr>
<td>Literacy Lesson Plan (10 pts max)</td>
<td></td>
</tr>
<tr>
<td>Discussion Board Postings and Responses (10 pts max)</td>
<td></td>
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<tr>
<td>Annotated bibliography (10 pts max)</td>
<td></td>
</tr>
<tr>
<td>Research Paper (15 pts max)</td>
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</tbody>
</table>

Note: Incomplete Grades are rarely given, only in cases of extremely extenuating circumstances, and must be negotiated with the instructor prior to the last day of class.