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

ESL 6043: Family and Adult Literacy in Language Minority Communities

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:
Theoretical and practical aspects of family and adult literacy development in language minority communities. Topics will include relationships between oral and written language, second language literacy, and relationships between literacy and social, economic, and political factors. Implications for program development and implementation will be discussed; students will participate in a field-based activity in which they will observe an adult literacy program in San Antonio and interact with participants, faculty and staff.

Course Objectives:
Students will gain an understanding of the major theoretical and practical issues regarding literacy, including:

- cognitive and social consequences of literacy
- social and cultural functions of literacy, especially in relation to formal and informal education;
- relationships and differences between oral and written language, and between purported oral and literate cultures;
- theoretical issues regarding the relationships between first and second language literacy;
- theoretical issues in biliteracy;
- contemporary instructional models and approaches in adult literacy education.

COURSE REQUIREMENTS:
Students are expected to attend all classes, complete all reading assignments, participate in class discussions, take all exams, turn in all assigned reports, give a final oral report, and participate in the field-based experience.

1) Criminal Background Check
   A requirement for any course with field work in the public schools is that every UTSA student must submit to a criminal background check. No students are allowed in a school (field placement) until this check is conducted and confirmed by the administration of the College of Education and Human Development (COEHD).

2) PROFESSIONAL CONDUCT:
   - Students are expected to demonstrate professional conduct in class and field based placements.
Please turn OFF cell phones, pagers, and laptops before class begins!

A) Attendance
Attendance of scheduled classes and field-based experience are MANDATORY for the completion of this course. In order to be considered present for the class, the student must arrive on time and remain for the entire class period.

- At the second (3) absence the student will receive a reduction in the final grade by one (1) letter grade. Each additional absence may result in a failing grade for the class (For example, a “B” may be lowered to “C” and then a “D”).
- Missing 30 minutes of a class session due to late arrival, early leave or extended break will constitute an absence at the second (2) incident. This affects your final grade in the course as well as the instructor final rating of student performance and professionalism.

B) Cell Phones, Laptop Computers, etc.
During class time, ALL cell phones and laptops are to be turned OFF. No students are to leave the classroom to answer a call, nor are you allowed to answer a phone call in class. Students must have permission to use a laptop during class time otherwise they should remain off.

- There is NO smoking allowed in class as per university policy (Handbook of Operating Procedures, Administrative Memorandum No. 5.1, 5.2).

C) Field Placement Site
As UTSA students you must demonstrate professional conduct and wear attire that is appropriate for working in educational settings. Students must adhere to all policies and regulations of the public school or facility serving as a field-base site. Any breach of professional ethics or conduct deemed unsuitable by the cooperating teacher in the field placement and the course instructor could result in the teacher trainee being dropped from the course or disciplinary action by the university following the policies specified in the UTSA Handbook of Operating Procedures (HOP).

3) Reading Assignments
It is imperative that students arrive at each class having thoroughly read all of the assigned readings. Students are responsible for bringing the textbooks and other required material to class each week. Students should be prepared to ask questions and discuss the readings in class. After field experiences have begun, students should relate the content of the readings to field experiences. Students who repeatedly do not complete the reading assignments may have points deducted from the final grade.

4) Class Participation
During class sessions, students will participate in activities designed to apply, analyze, synthesize, and evaluate educational theories and assessment practices. Class activities require that students prepare, generate and participate in discussion. Students are expected to have read the chapters in order to participate in class discussion and activities.

- Each student will be responsible for leading a group discussion, activity or presenting a key concept from assigned readings each week. Students should utilize previous experience and field based observation and experiences in presenting and discussing key concepts from the readings.

5) Written Assignments
All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments must be prepared on a computer with word processing software, unless specified otherwise. Please spell check and edit your papers before submitting them for a grade (no do-over).
Please provide a cover sheet for each assignment, which includes your name, the course name/number and the title of the assignment/topic and the date. All assignments turned in should be stapled together with pages numbered. Full credit cannot be earned for work that does not meet these requirements. All assignments should be presented in final, edited form on or before the due date.

All class assignments are due at the beginning of class. Assignments turned in at the end of class are considered late.

If you are absent on the day an assignment is due, you should make arrangements to submit your assignment on time to avoid the loss of points for late submission. NO incomplete assignments will be accepted.

6) Incompletes and Make-up work

No incompletes will be given except for extreme extenuating circumstances. No makeup work will be given without special arrangement prior to the scheduled due date except for extreme extenuating circumstances.

Grading:
1. Filed Experience=40%
2. Family and Adult Literacy in Language Minority curriculum project=20%
3. Field experience and readings reflective Journals=20%
4. 20-minute oral report based on field experience and curriculum project: 5%
4. Class participation/preparation/attendance=15%

Required Texts:

Materials on Reserve in the Library or WEBCT:

A. Articles/chapters (assigned readings):


6. Terrence Wiley, Literacy and Language Diversity in the United States, ERIC/CAL, 2005
Field Work

As part of this course you will have to complete 10 hour of filed work. This will work will be completed at the English for Speakers of Other Languages, Citizenship Preparation (ESOL) program provided by Northside Independent School District. This will provide you the student with practical aspects of family and adult literacy development in language minority communities.

Assignments

Reflective Journal

As part of this course I’m going to ask you to keep a Journal of your field work and/or thought you have about readings and your experiences both inside and outside of the classroom. In this journal you will connect theory and practice as you are expected to critically analyze reading and apply then into your experiences in the field or in your careers. You will turn two journal entries every two weeks. Journal entries should be between 2-3 pages in length.

Family and Adult Literacy in Language Minority curriculum project

You will create a curriculum aimed at serving the minority language populations. You will be provided with a handout with complete details.

20-minute PowerPoint report based on field experience and curriculum project

You will provide the class with a 20 minute oral presentation of your curriculum and field experience.