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

ESL 6063 Advanced Second Language Literacy
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
Current approaches and theories of advanced second language literacy, with a focus on the integration of reading and writing. Review of research on second language reading and second language writing. Theory-based practice in literacy development in a second language.

Objectives
• Students will review the latest research related to literacy development for ELL students, and gain an understanding of needed further research in this area.
• Students will become familiar with current issues in L2 reading and writing research and their implications for practice;
• Students will gain experience in critically reviewing the existing literature on a course topic;
• Students will develop methods for applying the findings of current research to L2 teaching contexts.
• Students will design and carry out their own action research projects related to effective advanced literacy instruction for ELL students.

Required Textbooks


📖 Supplemental Readings available on WEB-CT.

Optional Textbooks (order through Amazon.com or other bookseller).

Course Structure, Approach, and Philosophy
This course is designed to give Masters-level language and content-area teachers background on and experience in providing effective advanced literacy instruction, defined here as literacy instruction for older students and adults, and/or for students at more advanced levels of English language proficiency.

The readings will provide the stimulus for in-class presentations and discussion. We learn best by doing, thus, rather than I lecture every night, 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 regularly. This course also focuses on the completion of meaningful 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 successful completion of projects and activities.

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 may require the use of the internet for research, and the use of multimedia software.

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, readings which are not in your textbooks, general course information, external links, and the Discussion Board (see below). Also, important announcements, updates, and new documents may be posted there during the course, and attendance and grades will be updated weekly, so be sure to check it regularly. Students are also encouraged to post their own presentations on Web-CT so others in the class will have access to them.

Attendance
Regular attendance and participation is required. Each absence will result in a 2-point deduction from your attendance grade. Students may make-up no more than 2 absences. (Exceptions may be made by the instructor in extenuating circumstances). A proportionate penalty for excessive unexcused tardiness or partial attendance may be also assessed. See below for make-up procedures.

If you are going to be absent on the day of one of your scheduled presentations, it is imperative that you let me know at least 2 hours prior to class 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.
**Make-up Procedure**
You may make up an absence by doing all of the following: (a) Post answer and responses on the discussion board, (b) read and write a 1-page summary of the optional reading (if any) presented on day of absence, and (c) review any PowerPoints or other materials posted on Web-CT from the day of the absence. Alternatively, you may complete CD-Rom or On-Line based work on case studies related to L2 Literacy (see instructor).

**Assignments and Projects**

**Quick Share of Strategy for Improving Vocabulary, Comprehension, and Fluency**

Each student will select and present a strategy selected from the following book (available on WEB-CT):


The strategies will be presented at the beginning of each class. Presentations are 10 minutes long. Please do not just tell us about or explain the strategy. Show us! To earn full credit for this assignment you must (1) arrive on time the days you present your strategies, and (2) include a demonstration (as much as you reasonably can within the time limit). Provide handouts as necessary to explain the strategy and have the class members try it. **Missed presentations may not be made up!** If you know you will be absent, you must find another student to switch presentation dates with, and let the instructor know in advance. (5 points)

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

**Discussion Board (WEB-CT)**
An online Discussion Board has been set up on our course WEB-CT site. Prompts related to each set of readings will be posted. You will respond to the prompt by posting an answer to the question. In addition, you will also respond to at least one other students’ answer. These prompts are designed to (a) help you keep up with the required readings, (b) help you reflect on your own learning, understanding, practice and experiences, (c) provide a resource for you to prepare for your comprehensive examinations, thesis research, or future study and research, and (d) create greater opportunities to interact with and learn from your peers. There are no length requirements, but each reflection should sufficiently answer the question and should include one or more examples of personal experience.

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 day each set of readings is presented**. Due dates are clearly indicated on syllabus.
There are a total of 10 prompts, however, you may skip one prompt of your choosing. In other words, you are only required to complete 9 of the 10 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. (Total = 18 points max; and extra credit of 2 points if post answers and responses to all 11 prompts).

In responding to your peers, you 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 are strongly encouraged to print and/or save discussion board postings (yours and/or those posted by other class members) to use as a resource for preparing for comprehensive exams.

**Reading Presentation and Discussion Leading**

Each student will present and lead discussions on 2 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 sufficient time for discussion or appropriate 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 in order to receive a grade*). 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.
Literacy Case Study of an Advanced ELL/ESL/EFL Student
Select an advanced English Language Learner, English as a Second Language, or English as a Foreign Language student to work with throughout this course. This student may be a student in your own classroom or ESL program, a friend who is a current 4-12 or adult ESL/EFL student, or a student in one of your colleague’s classrooms or programs. (Note: students in Grades 2-3 may be used if (a) they are classified as “advanced” or “advanced high” in their oral English language proficiency, and (b) they are actively receiving literacy instruction in English in their classrooms.)

At a minimum, collect the following from your student:
- Make at least two audio recordings of your student reading
  - Readings should be at or slightly above the students’ current level (ZPD)
  - Readings should be different genres (e.g., fiction/non-fiction, textbook passage/popular book passage, easier/harder, etc.)
  - Ask at least 5 comprehension questions and at least 1 open-ended type question for both readings. Comprehension questions should be of varied types including: factual recall, inference, author’s purpose, etc. Open-ended questions should be lead the reading to reflect on the text in terms of what it...
means to them (e.g., lessons learned); or how the text relates to their own life, experiences, or opinions; or how the text relates to other texts they have read.

- Analyze the reading performance with a running record or other observational tool, and analyze the results of the comprehension questions and open-ended question.

- Collect at least two writing samples from your student
  - Samples could be provided by the classroom teacher or you could have the student write something for you.
  - One sample should be collected earlier in the semester, and the other towards the end (or one from the beginning of the school year and a more recent writing sample)
  - Writing samples should be representative of un-edited work or work produced at the beginning of the writing process (i.e., no final drafts/ “published” pieces)
  - Writing samples need to be of sufficient length to allow analysis
    - If student is not capable of producing at least a paragraph of mostly intelligible text, then pick another student (i.e., student is not “advanced”)
  - Assess the writing sample with an appropriate rubric and analyze the results.

Specific details and guidelines will be provided in class and made available on Web-CT, but essentially you will evaluate the above data in light of the readings, presentations, and discussions we have had in class, and discuss the implications for improving English literacy instruction for this student.

Case study papers should be between 7 to 10 double-spaced pages in length (excluding title page, references, and appendices).

You will have 10 minutes for an oral presentation of your findings in class.

This assignment is worth a maximum of 15 points. Specific evaluation rubrics will be provided on Web-CT. A deduction of 5 points will be given for late papers (exceptions by be made in extenuating circumstances with prior notice and approval from the instructor).

**Integrated Reading-Writing Lesson Demonstration**
Each student will demonstrate an Integrated Reading-Writing Lesson for intermediate to advanced ELLs in the upper and secondary grade levels. Lessons are from Juli Kendall & Outey Khuon’s *Writing Sense: Integrating Reading and Writing Lessons for English Language Learners*. Lessons will be available on WEB-CT and details will be provided in class.

**Action Research Project**
Your final project for this class will be an Action Research Project conducted in your own or a colleague’s classroom. Specific details will be provided in class. You will submit a research proposal which must be improved by the instructor before you get started.
Final papers should be at least 7 and no more than 15 double-spaced pages in length (excluding title pages, references and appendices) and include at least 5 references, including at least 2 outside of course readings drawn from academic journals or books on L2 literacy (see list below and on Web-CT).

On the day of final, each student will be given 15 minutes to present their findings, plus 2 to 3 minutes to respond to questions from the class. Papers should be presented as if they were being presented at an academic research conference.

Overlap of this Action Research Project with your Case Study Project is allowed and even encouraged!

This assignment is worth a maximum of 15 points: (3 points for the Proposal, 7 points for the written paper, and 5 points for the oral presentation). Specific evaluation rubrics will be provided on Web-CT. A 5-point deduction will be given for projects turned in after the deadline (no exceptions!)

**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 in extenuating circumstances if you let me know in advance if you are unable to complete an assignment by the due date. **In order to receive a grade for this class, all assignments must be completed and turned in.**

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Letter Grades</th>
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</thead>
<tbody>
<tr>
<td>Attendance (10 points)</td>
<td>90-100</td>
</tr>
<tr>
<td>Participation (2 points)</td>
<td>80-89</td>
</tr>
<tr>
<td><strong>Projects &amp; Presentations</strong></td>
<td>70-79</td>
</tr>
<tr>
<td>* Strategy Quick Share (5 points)</td>
<td>60-69</td>
</tr>
<tr>
<td>* Reading Discussion Leading #1 (10 points)</td>
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<tr>
<td>* Reading Discussion Leading #2 (10 points)</td>
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<tr>
<td>* Integrated Reading-Writing Lesson Demonstration (10 points)</td>
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<tr>
<td>* Case Study of Advanced ELL/ESL/EFL Student (15 points)</td>
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<td>* Action Research Proposal and Project (20 points)</td>
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<td>* Discussion Board Postings (18 points)</td>
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**Typical Class Session Schedule**

5:30 – 5:45 Quick Shares and Announcements
5:45 – 6:20 Presentation #1
6:20 – 6:55 Presentation #2
6:55 – 7:10 Break
7:10 – 7:45 Presentation #3 or Instructor presentation
7:45 – 8:15 Instructor Presentation, Final discussion, and/or review of upcoming assignments