

**San José State University
College of Education
Division of Teacher Education**

Classroom Issues in Second Language Development & Emergent Literacy

EDTE 262 Sect. 3 Code #33725
Summer Session 2002
Class Hours: MTuWTh 12:00 – 4:00
Room: SH 239
Units: 3

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Hours: M-Th 11:00am

SYLLABUS

College Vision/Mission/Values

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter, each is necessary, and neither is sufficient in the absence of the other.

The mission of the College of Education is to prepare educators who have the knowledge, skills, and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

In the College, we believe that a democracy requires that all students have access to a high quality education based on fairness and respect for all. In addition, we believe that educators at every level must:

- have knowledge of their subject matter and their students,
- value and engage in ethical practice and justifiable pedagogy,
- develop dispositions and habits of mind that aim to ensure that all students have equitable access to educational opportunities that enable them to develop their talents, abilities, and potentialities.

Finally, a democracy requires that all stakeholders be fully involved in the collegial community. We envision ourselves as a learning community of practitioner/scholars in continuous dialogue and inquiry that enable us to revisit, review, and revise our practice in an ongoing response to twenty-first century issues and circumstances.

COURSE DESCRIPTION:

Teachers need to understand the nature of language (phonology, morphology, syntax, semantics, pragmatics, etc.), how language is acquired and how literacy development builds on and intertwines with oral language development across a variety of sociocultural settings. Furthermore, teachers need an understanding of how oral language uses in the classroom relate to, promote, and enhance reading and writing development among linguistically and culturally diverse students, including mainstream, monolingual

English speakers. EDTE 262 presents current research and theory on relationships between oral and written language development and use from infancy through adolescence among various language and cultural groups in the United States. Classroom implications are drawn from the research and current curriculum innovations such as whole language, cooperative learning and process approaches to reading and writing are discussed in relation to research and theory presented in class. Concurrent with studies of oral language development and use, the relationship between oral language and written language will be examined.

This course builds on advances in the fields of child language, psycholinguistics, and sociolinguistics. Focusing on studies related to first and second language children and students, this course reviews language development theory and research and relates these to today's views on "developmentally appropriate practice" in schools. Given the linguistic and cultural diversity among students, a major goal of the course is to describe not only what is known about universals in language development, but to explain issues related to language differences in terms of dialect and second language acquisition. While language issues form the central focus of the course, these issues are discussed within the sociocultural contexts of language use in the home, family, community and, most importantly, the school. Reviewing research on language development in social context, will help you understand what research has to say about the language development of diverse students. Through such understanding, you will be better prepared to make developmentally appropriate educational decisions.

COURSE TEXTBOOK:

Freeman, David E. and Yvonne S. Freeman, 2001, **Between worlds: Access to second language acquisition (2nd ed.)**, Portsmouth, NH: Heinemann.

Peregoy, Suzanne & Boyle, Owen, 2001, **Reading, writing, and learning in ESL: A resource book for K-12 teachers (3rd ed.)**. White Plains, N.Y.: Longman.

COURSE OBJECTIVES:

The teacher candidate will be able to:

1. Examine the changing demographics in the schools of California and the implications of those changes for instruction.
2. Define and discuss the significance of the levels of linguistic analysis traditionally used to describe oral languages.
3. Explain the factors and processes that lead to language variety and change.
4. Describe the basic processes and stages of the acquisition of English as a first and second language, and explain implications for elementary and secondary school instruction.
5. Describe English language development among first and second language learners as it occurs in later childhood and adolescence, and draw implications for instruction.
6. Compare and contrast oral and written language development drawing upon current theory and research.
7. Critically compare a reading readiness viewpoint with an emergent literacy perspective on early reading/writing development.

8. Discuss how sociolinguistic differences between home and school language use (e.g., dialect and discourse style differences) may affect a student's classroom learning experience.
9. Develop orientations and skills enhancing their ability to interact with and prepare **all** students to become equally effective participants in a multicultural world.
10. Critically discuss education/research projects that have aimed to tailor instruction to sociocultural patterns in the home and community to improve diverse students' school performance.
11. Evaluate classroom arrangements and interaction that will effectively foster reading and language learning.

COURSE TOPICS:

1. Oral languages and topics of linguistic study and analysis: linguistic description in terms of phonology, morphology, syntax, semantics, pragmatics; language evolution and change; language varieties (dialects); communicative competence.
2. First and second language views of language acquisition: behaviorist, innatist, cognitive, psycholinguistic, sociolinguistic, etc.
3. Language acquisition overview; topics in the study of child language; cognitive, emotional and social factors in first and second language acquisition; developmental sequences in the acquisition of English: phonology, morphology, syntax, semantics, and pragmatics; language development in later childhood and adolescence; and classroom practices that enhance learning and link language development to literacy learning.
4. Language and cultural differences affecting school performance, second language acquisition, and dialect differences.
5. Language and literacy development in upper elementary, middle school and high school.
6. Oral language, reading and writing as mutual supports for social interaction and critical thinking.
7. Writing instruction and research as it relates to first and second language students.
8. Reading instruction and research as it relates to first and second language students.
9. Reading and writing across the curriculum.

Course Outline

Day	Date	Reading	Topic
1	June 20		Introductions and Course Review Who are our English Language Learners What Factors Influence their Academic performance An English Language Development Lesson
2	June 24	F&F Ch 1-2 P&B Ch 1	What influences how teachers teach
3	June 25	F&F Ch 3	Learning theories
4	June 26	F&F Ch 4, 5 P&B Ch 2	Language Acquisition Second language acquisition Due: Language learning paper
5	June 27	F&F Ch 6 P&B Ch 4	Language Development in the classroom
6	July 1	F&F Ch 7 P&B Ch 3	Classroom practices to enhance learning for English learners
7	July 2	F&F Ch 8 P&B Ch 5	Issues of culture Emergent literacy Due: Position paper
8	July 3	F&F Ch 9, 10	Multiculturalism, community and school practices Final handed out
9	July 8	F&F Ch 10, 11	Family involvement Teacher Research
10	July 9	P&B 6, 7	Literacy – Reading and writing instruction Final due

METHOD OF EVALUATION

- 10% Journal Writes (Logs):** Each session there will be an assignment to write a reflective piece on some aspect of the topics being covered. These serve to both help you, the student, think about the topic from your personal experience, and to assist me in monitoring the class' understanding of the topics. These writes will be graded on a credit / no credit basis (you receive credit based on the proportion of the writes you do. They are *not* graded for content).
- 10% Language Learning History.** 1-2 page description of your learning a second language. What was the context of your learning the language (for school, for travel, for survival). What age were you? How successful were you at learning the language? What methods were used to teach you? What worked, didn't work about those methods? **Due on June 26.**
- 10% Position Paper on Language Development.** Write a 750-1000 word paper in which you reflect on the values, assumptions, and principles of language learning in a democratic society. Include your own personal philosophy for guiding your teaching practices in this paper. **Due on July 2**
- 35% Presentation of a English Language Development (ELD) lesson**
This is a cooperative assignment is to be done with a partner.
Present an ELD lesson to the class as if we were your students.
The lesson should be geared toward the type of students you envision teaching.
The presentation should take about 30 minutes
Most of you will probably be teaching in classes with a broad range of students— from native English speakers, to students who may speak little or no English. You want to design a lesson that can meet as broad a range as possible.
- Keep in mind such issues as:
- Lesson design (set, instructional methods, assessment)
 - Pedagogical theory
 - Appropriateness of content to this group
 - Pacing
 - Language use and level
 - Vocabulary development
 - Mode of instruction
 - Are both presenters participating in giving the lesson equally?
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- Include: Written lesson plan including theoretical basis (copies for students is optional)
- Also let the audience know the context of the lesson: Is this part of a larger unit; If so, what came before, and what do you have planned next.
Preface or debrief with a justification for the technique and methodology used based on second language acquisition theory and pedagogy. A written lesson plan should accompany the presentation in a standard lesson plan format, and should also include a brief paragraph citing the theory of second language acquisition upon which the technique and pedagogy of the lesson are based.
All students will give brief written feedback to the presenters.

35% Final Examination. Handed out on July 3, 2002. Due on July 9, 2002.

Always make backup copies of any papers or examinations submitted.

GRADE: The grade for this course will be reported as a letter grade: A, B, C, D, F, or I. The grade of "I" must be requested before the last day of instruction. The request for an "I" must be initiated by the student in writing. In order to request an incomplete, you must meet two conditions:

- (1) be progressing satisfactorily in the class; and
- (2) successfully complete 75% of the course requirements.

ASSIGNMENTS AND GRADING:

Grading	Assignment	Due:
10 points	Class Writes	Ongoing
10 points	Language Learning History	June 26
10 points	Language Development paper	July 2
35 points	ELD Lesson	Variable
<u>35 points</u>	Final	July 3 (handed out July 9)
100 points total		

(Late papers: up to 3 points may be deducted from grade for each class session a paper is late)

Calculation of Grade:

A+	100	C+	79 - 77
A	99 - 95	C	76 - 73
A-	94 - 91	C-	72 - 70
B+	90 - 88	D+	69 - 67
B	87 - 83	D	66 - 68
B-	82 - 80	D-	62 - 60