Sonoma State University
School of Education
Literacy Studies and Elementary Education Department
EDRL 521B
Reading and Writing in First and Second Languages
Fall 2003 — Monday 7-9:40 — Stevenson 3082

MaryAnn Nickel
Office Hours
Stevenson 1078F
Tuesday: 1:00 – 4:00 by appt.
Phone: 664-2082
Wednesday: 4:00 – 6:00 drop-in
maryann.nickel@sonoma.edu
Friday by appointment

Description
Research, theory, and practice focused on language development in home and subsequent
languages. Students read, discuss and critique theory and research into processes of reading and
writing, including the theoretical foundation of assessment approaches for documenting reading
and language arts progress and the relationship between literacy learning/teaching. Topics
include sociolinguistic and psycholinguistic factors in reading and writing development,
assessment-based reading and writing instruction for English language learners and struggling
readers, emergent literacy at all ages, comprehension and study strategies, instructional planning,
and evaluation and intervention approaches. Students develop a comprehensive set of strategies
for promoting fluent reading, confident writing, and purposeful conversation for diverse student
populations.

Objectives
1. Sharpen understandings about the nature of literacy acquisition and learning in classroom
   literacy planning and evaluation in light of clinical experiences (in 527A) and reading research
2. Design, implement, and critique instructional and intervention curriculum
3. Design, implement, and critique instructional and intervention models and assessment
   approaches in reading and writing.
4. Conduct focused field observations and relate findings to theory and research on language,
   literacy, and concept development in first and subsequent languages.
5. Refine theoretically-based principles for designing and evaluating contexts for language and
   concept development for all students.
6. Reflect on clinical experience as a basis for in-depth study of theoretically-based assessment
   and curriculum development.

Shared Readings
A Fresh Look At Writing by Donald Graves
Beginning To Read by Marilyn Adams
Understanding Reading by Frank Smith
Other readings, including self-selected readings will be assigned throughout the semester.

Disabilities Statement
If you have a disability that requires accommodation in this class, you must notify the
instructor before the end of the second week of class regarding the nature of the
accommodation you need. You must register with the campus Disability Resource
Center which is located in Bldg. AFC#1, 664-2677. The Center will then provide you
written documentation of your verified disability and the recommended accommodation
which you must then present to the instructor.
Assignments

The course assignments are intended to:

1. Expand your personal knowledge of all aspect of the language arts: reading, writing, speaking and listening
2. Expand your professional knowledge-base on the best practice related to teaching the language arts to first and second language learners
3. Promote active field experiences that allow you to practice and hone your understandings of the best practice related to teaching the language arts to first and second language learners

**DOCUMENTING YOUR READINGS — PERSONAL KNOWLEDGE**

**Significant Influences on your path to Deeper Understanding**

Select significant quotes from the required, assigned and choice readings that have impacted, changed, augmented or support your personal and professional view of reading, writing and the language arts. Carefully examine what you believe reading, writing, speaking and listening are in relation to learning theory and teaching practices. Your main sources should be the required course readings, but it is more than okay to see connections in the readings you have done or will do this semester in other courses. Keep a log of your favorite, significant quotes. Use a double entry journal that allows you to reflect, expand and generally muse over the quotes that push you or inform you in a deep way. The culminating product will be a reflective paper, presentation or graphic representation that includes 10 or so of the most significant quotes.

**PROJECTS AND EXPLORATIONS**

(2 Artifacts—one from Professional Knowledge and 1 from Active field Experiences)

**PROFESSIONAL KNOWLEDGE-BASE**

**Annotate at least one text from the Reading, Language and Culture Library**

Your role as a learner in this class is to learn a breadth of information on literacy. Toward that end, focus on your own personal inquiry or interest area. Identify one construct, problem, method, etc., that you would like to explore in greater depth. Read at least one text or article from the lending library. On a single page, write a summary (50-100 words) and your reaction to the information (50-100 words). You may focus on the advantages and disadvantages of the ideas or the methodology presented. You may wish to outline the steps you would take to implement the notion into your curriculum and instruction. Or you may wish to reflect on the article’s relative merits in relation to the work of our class. In all cases, your article write-up should contain a summary of information and a personal reflection.

**ACTIVE FIELD EXPERIENCES CHOICES**

**Refine your Assessment and Curriculum Resource Binders**

Refine and expand the Assessment resource binder that you developed for EDRL 521A/522 block. Be sure to include assessment and curriculum approaches for documenting reading and language arts progress for use in small group and whole class settings, as well as for individual students. Annotate selected items to document how you used them and to reflect on the value of the data they provide, particularly for English language learners and struggling readers.

***OR***

**Design, Implement and Reflect on a Curricular Model that you initiate w/a group of learners**

Using your binders, course information from EDRL 521A/522 and EDRL 527A, design a curricular model that is meaningful to the students and will further your understanding of reading, writing, speaking and listening. Your plan needs to be approved by the course instructor, shared with your peers in and out of class, implemented and reflected upon.

**CLASS PRESENTATIONS**

**Presentation of an Aspect of Your Professional Knowledge-Base**

You choose the aspect of the course that is best suited to a professional presentation. You will have 20 minutes to present these ideas to your peers.
READING SPECIALIST PROFESSIONAL KNOWLEDGE AND FIELD ASSIGNMENTS

Refine your Assessment and Curriculum Resource Binders
Refine and expand the Assessment resource binder that you developed for EDRL 521A/522 block. Be sure to include assessment and curriculum approaches for documenting reading and language arts progress for use in small group and whole class settings, as well as for individual students. Annotate selected items to document how you used them and to reflect on the value of the data they provide, particularly for English language learners and struggling readers.

Conduct and Analyze Work with a Small Group of Struggling Readers/Writers
Remember, “struggling” is a broad term and this group will be diverse in many ways. It is important to use this opportunity to work effectively with a diverse group of students, particularly English language learners. Administer assessments to gain the information you need to develop, use, and critique lesson plans in reading and writing that reflect your understandings of students’ background knowledge, strengths and needs. Consider multilingual/multicultural components.

Interview Practicing Reading Specialists
You will work with your colleagues in developing an open-ended interview that you will conduct with three reading specialists. The purpose of these interviews is to gain insight into the range of responsibilities and models of the reading specialist. You will write up a focused reflection on your findings.

Design a Reading Specialist Program
Based on your work in previous coursework and your investigations in this course, develop a Reading Specialist Program that reflects your understandings and beliefs about reading and language arts, the nature of the profession, and the political/structural realities of schools today.

Course Evaluation
This course is not offered for credit/no credit.
A represents full participation in course activities, going the “extra mile” in the ‘B’ category
B indicates competence in demonstrating understanding of significant concepts, drawing implications for practice, contributing to others’ learning, producing excellent products, and effectively communicating in oral and written settings
C denotes minimal competency achieved on course tasks.
Lower grades indicate incompletion and/or inadequacy of course work.
I (Inc) is granted only after a conference w/ a written agreement about work remaining.

Course Artifacts and Activities
This course is designed to engage you in experiences that you can refine and reinvent for your own students. The depth of learning is dependent on the amount of your effort.

A. Class Participation and Collaboration
Be punctual and regular in attendance. Read all material prior to class and be prepared to share your responses and assignments in class.

B. Documenting Your Reading and Reflections

C. Projects and Explorations
The course project and explorations are intended to help you gain a deeper understanding of:
1. The Reading Process
2. Process Writing
3. Second language Learners and the instruction that follows
4. Working with Struggling Readers and Writers

D. Class Presentations
This element of the course is intended to help you construct your own knowledge and that of your peers. In addition, it is intended as preparation for your future professional presentations at local, state and national conferences.
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<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic/Experiences</th>
<th>Due Today</th>
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<tbody>
<tr>
<td>Session</td>
<td>Date</td>
<td>Topic/Experiences</td>
<td>Due Today</td>
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<tr>
<td>1</td>
<td>9/8</td>
<td>• Getting to Know Each Other</td>
<td>• Turn in Name Tag</td>
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<td>• Course Overview</td>
<td>• Leave a question at the door</td>
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<td>• Your ideas</td>
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<td>• Theories of the World in Our Heads</td>
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<td>2</td>
<td>9/15</td>
<td>What is Knowledge</td>
<td>Readings: Syllabus</td>
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<td>• A Little Vygotsky</td>
<td>Smith: Chapter One</td>
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<td>• A little Smith</td>
<td>Work Due: Your course Learning Plan</td>
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<td>3</td>
<td>9/22</td>
<td>Language—What is it? How do we use it?</td>
<td>Readings: Smith: Chapters 2 &amp; 3</td>
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<td>• Semiotics/Transmediation</td>
<td>Work Due: Your active field exp. Plan-choice</td>
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<td>• Transaction</td>
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<td>4</td>
<td>9/29</td>
<td>The Two Sides of Reading</td>
<td>Readings: Smith: Chapters 4 &amp; 5</td>
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<td>• Looking at your definitions (again!)</td>
<td>Work Due: Rewrite or create your definition</td>
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<td>• Looking at those paradigms</td>
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<td>5</td>
<td>10/6</td>
<td>The Parts</td>
<td>Readings: Smith: Chapters 6, 7, &amp; 8</td>
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<td>• Letters, Sounds, Phonics, Vocab</td>
<td>Work Due: First round of quotables</td>
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<td>• Exploring the lending library</td>
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<td>6</td>
<td>10/13</td>
<td>Comprehension, meaning, Interpretation, Predictions and Personal Perspectives</td>
<td>Readings: Smith: Chapters 9 &amp; 10</td>
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<td></td>
<td></td>
<td>Or Whose right and whose wrong?</td>
<td>Work Due: Selection of choice text(s)</td>
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<td>7</td>
<td>10/20</td>
<td>Assessment Connections</td>
<td>Readings: Smith: Finish him off!</td>
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<td></td>
<td>• Investigating Basals</td>
<td>Work Due: Bring in your own stuff</td>
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<td>• Writing Lesson Plans</td>
<td>2 STARS</td>
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<td>• Lang. Arts content Standards</td>
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<td><strong>First STAR OF THE WEEK</strong></td>
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<td>8</td>
<td>10/27</td>
<td>Literature as Transaction/ INVITATIONS</td>
<td>Rereading Day</td>
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<td>• Transmediation/ARTS</td>
<td>Work Due: 3 more STARS</td>
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<td>• Fluency</td>
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<td>9</td>
<td>10/22</td>
<td>A Fresh Look at Writing—Thank You D. Graves!</td>
<td>Readings: Graves Part I</td>
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<td>• Observing ourselves and our students</td>
<td>Work Due: Writing analyses</td>
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<td>• What we learned from deep observation and reflection</td>
<td>2 more STARS</td>
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<td>10</td>
<td>10/29</td>
<td>How do you organize Writing/Reading in your classroom?</td>
<td>Readings: Graves Part II</td>
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<td>Work Due: 2 more STARS</td>
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<td>11</td>
<td>11/3</td>
<td>Teaching Writing</td>
<td>Readings: Graves Part III</td>
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<td>Special guest speaker –Lynn Garrison</td>
<td>Work Due: 2 more STARS</td>
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<td>12</td>
<td>11/10</td>
<td>What is Writing Process?</td>
<td>Readings: Graves Part IV</td>
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<td>13</td>
<td>11/17</td>
<td>Genres and Repertoire</td>
<td>Work Due: 3 more STARS</td>
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<td>14</td>
<td>12/1</td>
<td>Professional Presentations</td>
<td>Readings: Reread/choice</td>
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<tr>
<td>15</td>
<td>12/8</td>
<td>Professional Presentations</td>
<td>Work Due: 5 more STARS</td>
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<td>Final</td>
<td>12/15</td>
<td>Final—but never done—Q’s and A’s</td>
<td>Readings: Reread/choice</td>
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<td>Work Due: 3 more STARS</td>
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