For ESL lecture notes, look up graduation rates comparing all students to ELLs

LIN 544
Literacy and Language Development
Spring 2013

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Office Hours: Tuesday 1:30-4:30

The purposes of this class are for you to:
- understand how complex literacy and language are;
- understand how you and your future students learn content through literacy
- explore how you can, and how you should help your students be better readers and writers in your content areas, and
- become more aware of your own reading and writing processes.

Required texts:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>January 31st</td>
<td>Descriptions of Literacy and Language</td>
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</table>
| February 7     | Aspects of Literacy: Linguistic, Cognitive, and Sociocultural | 1. AL chapter 1  
2. Gee, “Languages, identities, and discourses”  
3. Pressley, “Skilled reading”  
4. Fang & Schleppegrell, “Disciplinary literacies across content areas”  
(2-4 are on Blackboard under documents) | Literacy task #1  
(summary of 4 texts and reflection on the reading process) |
| February 14    | Sociocultural aspects of literacy          | Li, chapters 1-4                                                                  |                                                      |
| February 21    | Sociocultural Aspects of literacy, continued | Li, chapters 5-7                                                                  | Literacy task #2  
(Annotations of Li)                                      |
| February 28    | Linguistic issues                          | AL, chapter 2                                                                     | Literacy Task #3, reading guide                       |
| March 7        | Linguistic issues and literacy             | Articles depending on your content area (see below)                              | Homework #1: posting within your content area groups |


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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>March 14</td>
<td>Cognitive issues and literacy</td>
<td>1. Brown, “The road not yet taken”</td>
<td>Literacy Task #4, reflection on reading</td>
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<tr>
<td>March 21</td>
<td>Spring Break</td>
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<td>March 28</td>
<td>Teaching literacy in the academic disciplines</td>
<td>AL, chapter 4 plus the additional chapter related to your content area</td>
<td>Homework #2: posting within your content area groups</td>
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<td>April 4</td>
<td>Catch-up</td>
<td></td>
<td>Prepare a handout and microteaching activity in groups</td>
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<td>April 11</td>
<td>Microteaching</td>
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<td>April 18</td>
<td>Writing</td>
<td>1. Shanahan, “Overcoming the dominance of communication”</td>
<td>1. Hand in a revised version of your microteaching based on your classmates’ feedback.</td>
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<td>2. Jacobs, “We learn what we do”</td>
<td>2. Self-assessment of microteaching</td>
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<td>3. Jacobs, “Rethinking common assumptions” (on BB under course documents)</td>
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<tr>
<td>April 25</td>
<td>First and Second Language Acquisition</td>
<td>1. Peregoy &amp; Boyle, “Second Language Acquisition” (on Blackboard under documents)</td>
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<td></td>
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<td>2. Deussen et al., What teachers should know (focus on your content area)</td>
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<tr>
<td>May 2</td>
<td>First and Second Language Acquisition</td>
<td>1. Gitlin et al., “The production of margin and center”</td>
<td>The readings of these articles will be completed as a jigsaw task. You will only be responsible for reading one article.</td>
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<td>2. Coulter &amp; Smith, “English Language Learners in a comprehensive high school”</td>
<td>Literacy task #5 (summary of article)</td>
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<td>4. Collier &amp; Thomas, Dual-language programs (on Blackboard under documents)</td>
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<tr>
<td>May 9</td>
<td>Literacy in full</td>
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<td>Literacy task #6, jigsaw summary</td>
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*These readings may change*
**Presence requirements:** You are required to be present in class (for the entire class) on days marked with an asterisk. On those days, you will be completing group tasks. In addition, if you miss more than 2 class periods or you miss chunks of more than two classes, your grade will be dropped. Keep in mind that the knowledge base of the course does not reside solely in the readings that you do for each week; it resides in the classroom interaction, in the questions that come up, and in the exploration of ideas through discussion. Please note that if you’re sick or have another legitimate reason to be absent, those absences are **not counted in addition** to the two that you’re allowed.

**Submission guidelines and grades:** Submit all work as a hard copy. The exception to the requirement to provide a hard copy is the homework. It is your responsibility to keep track of your grades on Blackboard. If you notice inaccuracies or grades that were not entered, let me know. Do not ask me whether I have posted a grade until I have returned the work to you. If I have forgotten to post a grade, please bring in the copy you submitted to me. You must also keep track of your overall grade; it is your responsibility to make sure you are maintaining an average that will allow you to pass this course. Extra credit is possible, but do not ask to make up work in the final weeks of the semester.

**Readings:** There will be readings assigned each week. Discussion, homework and literacy tasks will reflect your understanding of the reading material. **You are responsible for bringing your copies of the assigned readings to class.** (If you don’t, you may be marked absent.) We will look closely at the texts during class.

**Homework:** The purpose of the homework is to enable you to exchange ideas prior to in-class discussion. The homework will be postings on a small-group discussion board. You will produce a minimum of two substantial postings in which you refer specifically to material under discussion, either by citing ideas and page number references or by quoting (with page number references). In your initial posting, you should also post a question or provide a comment that will provoke discussion; in your second posting you should respond to the comments/questions provided by others. (Each of these homeworks will be worth 45 points).

I will check the postings on the morning of class. If you post in the afternoon of the class day, you won’t receive credit. It is your responsibility to ensure that your computer and internet connection works. It is your group’s responsibility to ensure that postings are completed in a timely manner, that is, that group members have posted in time to allow for responses. You cannot make up this homework for any reason.

**Literacy tasks:** These assignments are of different types; they are meant to deepen your comprehension of the readings. The medium is the message: the tasks themselves are course content.

**Microteaching task:** You will prepare a lesson plan in your content area connected to the linguistic or cognitive aspects of literacy.

Your grade for microteaching will break down as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Handout: This handout will explain your microteaching activity. You should also include an assessment question to give your classmates.</td>
<td>180</td>
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</table>
Self-assessment | 80 points
---|---

Grading for the course overall:

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Literacy task #1 (summary of four texts and reflection on the reading process)</td>
<td>120 points</td>
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<tr>
<td>Literacy task #2 (annotations of Li)</td>
<td>120 points</td>
</tr>
<tr>
<td>Literacy task #3 (reading guide for chapter 2 of AL)</td>
<td>110 points</td>
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<tr>
<td>Literacy task #4 (reflection on the reading process)</td>
<td>90 points</td>
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<tr>
<td>Literacy task #5 (article summary)</td>
<td>90 points</td>
</tr>
<tr>
<td>Literacy task #6 (summary of jigsaw discussion)</td>
<td>120 points</td>
</tr>
<tr>
<td>Homework assignments (2)</td>
<td>90 points (each worth 45)</td>
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**Content Area Readings (March 7)**


**Other Articles on Blackboard:**


The University Senate Undergraduate and Graduate Councils have authorized that the following required statements appear in all teaching syllabi (graduate and undergraduate courses) on the Stony Brook Campus.

**Americans with Disabilities Act:**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

**Academic Integrity:**
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity,
including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

**Critical Incident Management:**
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.
Literacy task #1
Summarize each of the 4 texts in no more than 2 paragraphs (2 paragraphs per text).
Alternatively, you may write an outline for each text. Your summary does not need to include
the details of the text, but it must be specific enough to make it clear you’ve read and understood
each author. Remember that your summary does not have to follow the structure of the text
itself. You may not use quotations.
Conclude by comparing the 4 texts; this comparison should be two pages at least. How do the
texts contradict or support each other? What questions do you have? What surprised you?
Note: require them to revise once.
Day One
For the first day of class.
1. As students come in, ask them to write the answer to the following two questions:
   What is literacy?
   Why do the Common Core State Standards focus on literacy in all content areas?/Why is this class required?

2. Go over syllabus and identify purposes of course: Focus on electronic presentations, asking them to get this chore out of the way.
   Understand how complex literacy is.
   Understand how assisting students to be better readers and writers means assisting them to understand course content.
   Greater knowledge of their own reading processes.

3. Pass out 4 texts (“The Raven,” Lincoln’s 2nd inaugural address, article on earthquakes, math examples). Tell them to concentrate on texts outside their content area (divide the class into 2 sides and have one side first read the 1st two texts, one read the 2nd.) As they read, they should write down the answer to this question:
   What do you need to know or be able to do to read these texts?

4. This should lead to a discussion of linguistic, cognitive and sociocultural dimensions of literacy.

Linguistic issues: grammar, vocabulary, text structure

Cognitive: These are mental processes. The word “cognitive” refers to thinking skills.
“Metacognitive” is thinking about thinking. It’s important to understand that these behaviors can be unconscious for skilled readers and writers, but they can also be brought up to the conscious level. The point about consciousness is important because it means that these behaviors can (and should) be taught.

- Processing (the ability to associate sounds and letters, automaticity). Automatic can refer to the ability to automatically recognize words or word parts without sounding them out.
- Use of cognitive skills or reading strategies. There are many cognitive skills. They include predicting and checking predictions, previewing, asking questions, making inferences, and connecting what you’re reading to what you already know.
- The ability to monitor what you understand and what you don’t. This is a metacognitive skill. Readers check their understanding of what a text means as they read or write it, that is, they’re thinking about comprehension. If they don’t understand or if they think what they’re writing is not effective, they use a cognitive skill to make sense of the text or to change what they’re writing to have it make sense to the reader. For example, they might reread or, if they’re writing, they might decide to look at another paper to see what a different writer did in a similar situation.

Sociocultural: Because literacy is not something we’re born with we all learn or are socialized into different ways of reading and writing in different cultural contexts.
• For example, there is a very famous study carried out by an educator named Shirley Brice Heath in the U.S. in the 1970s and early 1980s. At that time, she was training teachers in North Carolina. She noted that many children in the public schools were not successful. Poor African-American children were unsuccessful in school from the very first and white children from working class families were successful for a year or two and then they also began to fail. She spent ten years observing and interacting with families from both communities and found that both groups had literacy practices or ways with words that were very different from what was expected of the children in school. For example, the children in the poor black community were expected to compete for attention in verbal interactions. Parents or caregivers were less likely to modify their speech specifically for the children. One of the ways children competed for attention was through storytelling, inventive narratives that combined fact and fiction. However, this kind of verbal interaction and these kinds of stories were not valued by the school; in fact, teachers saw children who used them as disruptive. The poor white children had other issues. They were read to regularly at home, but taught to focus on the literal meaning of stories, not on interpretation. When they got to the higher grades in school, this focus held them back, as teachers expected interpretation and critical thinking. These examples indicate that there isn’t one single literacy but different ways of interacting, reading, and writing that are valued by different communities.

• Another example of the sociocultural aspects of literacy might be the ways different religious groups look at sacred texts. For example, more conservative Christians see the Bible as a text that has no errors. However, less conservative Christians read the Bible differently. They might be interested in historical background and might try to use what is written there as a general guide, not as a text that should be taken literally at every point.

• Another example would be use of a dialect in writing. Students are expected to use only one form of language in school, that is, Standard English. Teachers often judge students negatively who speak or write in other ways.

• How the Constitution is interpreted by different types of judges.

• A final and very important example would be how the literacy of academic disciplines varies. “Much as every academic discipline has its own distinct ways of looking at and communicating about the world, every academic subject area presents students with its own distinct challenge” (Heller & Greenleaf, 19). Emphasize this point—what types of questions are you asking about different types of text? Here you might focus on the history example. When, what else was going on at the time? Why does he have so many references to the Bible and God? Would you ask this sort of question about other disciplines? Consider the math problems. What kinds of information is important? What isn’t?

To sum up:

1. Literacy is learned. All children, provided they are physically able and receive plenty of language input, learn how to speak. However, no one is born literate; some languages do not even have a written form. This means that the written form of the language must be taught.
2. Literacy is complex. It has a number of different dimensions (cognitive, linguistic, sociocultural), all affected by content knowledge, background knowledge, or knowledge of the world.

3. Literacy is situational, that is, it isn’t the same in every content area. Texts differ according to organization, what’s important, the kinds of evidence provided, etc.

4. The situational nature of literacy means that an English teacher, for example, cannot teach a student how to write good lab reports. Content area teachers must teach a student how to read, write, and learn in their content areas.

5. It’s also important for teachers to understand how learners become literate because, the more knowledgeable teachers are about this process, the more likely they are to be able to assist struggling readers and writers.

6. Good teachers teach students how to learn through texts. That is, students don’t simply learn from texts and get assessed through telling what they’ve read. Students need to be actively engaged with material if they are to get something from content area classrooms. As Vacca and Vacca note, “when teachers impart knowledge with little attention to how a learner acquires that knowledge, students become nonparticipants in the academic life of the classroom” (p. 6).

7. While much of what happens in classrooms takes the form of teachers assigning a reading and students telling what they’ve learned, there are many ways to engage a student actively in reading and writing.

8. It’s impossible to teach content effectively without teaching how to learn content as well. Effective teaching is a balance between teaching how to learn and teaching the content.

4. Make point about 6 required credits of literacy for NYS (3 credits in this class and 3 infused into their methods courses.). Bring out common core learning standards that NYS has just adopted. These standards require teachers to work on literacy issues in all subject areas. The standards will be reflected in assessments.

5. **MAKE SURE TO LEAVE 15 MINUTES AT THE END OF CLASS TO DISCUSS FIRST ASSIGNMENT.** It’s on BB. Explain that they will have a chance to revise the assignment, if they wish to. If there’s time, read and think aloud from one of the texts.
Text 1

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore —
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.

"'Tis some visiter," I muttered, "tapping at my chamber door —
Only this and nothing more."

Ah, distinctly I remember it was in the bleak December;
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow; — vainly I had sought to borrow
From my books surcease of sorrow — sorrow for the lost Lenore —
For the rare and radiant maiden whom the angels name Lenore —
Nameless here for evermore.

And the silken, sad, uncertain rustling of each purple curtain
Thrilled me — filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating

"'Tis some visiter entreating entrance at my chamber door —
Some late visiter entreating entrance at my chamber door; —
This it is and nothing more."

Presently my soul grew stronger; hesitating then no longer,
"Sir," said I, "or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you" — here I opened wide the door; —-
Darkness there and nothing more.

Text 2:

Fellow-Countrymen: At this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, urgent agents were in the city seeking to destroy it without war--seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.
One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged. The prayers of both could not be answered. That of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense cometh." If we shall suppose that American slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

Text 3
1. In a given linear equation, the value of the independent variable computations decreases at a constant rate while the value of the dependent variable increases at a constant rate. The slope of this line is
   (1) positive
   (2) zero
   (3) negative
   (4) undefined

2. The formula for continuously compounded interest is \( A = Pert \), where \( A \) is the amount of money in the account, \( P \) is the initial investment, \( r \) is the interest rate, and \( t \) is the time in years. Using the formula, determine, to the nearest dollar, the amount in the account after 8 years if $750 is invested at an annual rate of 3%.

3. A cliff diver dives off a cliff 40 feet above water. Write an equation giving the diver’s height (h) in feet after t seconds. How long is the diver in the air?