

EDUC 684: Supporting L1 and L2 Literacy Development
Spring 2004
WED 3:30-6:30
Springfield Public Schools
Cohort I

PROFESSOR:

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Description

The purpose of this course is to provide beginning and experienced teachers with a forum for researching how their classroom practices support and/or constrain the literacy development of second language learners, specifically students' ability to produce and interpret high-stakes literacy practices in a critical way.

To achieve this purpose, this course is designed to meet four goals: First, this seminar will support you in exploring a sociocultural perspective of literacy development and in contrasting this perspective to other theoretical orientations in the field of second language learning and teaching. Second, this course will give you an opportunity to read case studies of L1 and L2 literacy development drawn from a variety of elementary and middle school contexts. Third, in collaboration with other members of the seminar, you will be guided in developing an in-depth analysis of the literacy practices of a focal second language learner in your class. Last, you will be supported in becoming more versed in how to use computer-assisted means of teaching and conducting classroom based research. This aspect of the course is designed to make sure that the English Language Learners with whom you work will be able to use technology in ways that support their academic progress (see technology syllabus and schedule).

As a way of uniting these four goals, all of our work this semester will focus on the analysis and preparation of multimedia case studies of the literacy development of a second language learner. These case studies will yield a powerful representation of what a sociocultural understanding of L2 literacy development looks like in actual classroom practice and will allow you and others to reflect on how learning contexts can be modified to support second language learners in acquiring academic ways of reading and writing that are important to them and their communities.

Organization

Each class session will have the following format:

3:30: Reading log share and attendance

3:45-4:45: Discussion/lecture for the day's topic
4:45-5:00 Break
5:00-6:00 Research workshop
6:00-6:30 Technology Training

Class will start at 3:30 sharp and each class will have a VERY FULL agenda. I will do my best to keep to the above format while allowing our work to move in unexpected, interesting directions. I find this to be one of the toughest challenges in teaching this course so I will count on your valuable feedback to guide me.

Requirements

- Participation 20%: You are expected to attend all classes and contribute actively to class discussions and your group's projects. This grade will be based on your attendance. If you miss a class, you are required to develop that days log entry into a 3-5-page paper with references. If you miss two classes, the highest grade you can achieve is a B. If you miss more than two classes, you will have to re-take the course. If you arrive after 3:45 you will be marked as late. Three "lates" equal one absence.
- Logs 20%: You are also expected to maintain a 1-2 page reading log for each week's readings. In this log you are to: 1) List important terms/concepts/quotes you would like to discuss 2) answer the question listed in the course syllabus (all parts). The purpose of these entries is to "hold still" the main ideas in the reading so that class discussion will be more informed. I will collect and respond to these journals three times during the semester. Your grade for this requirement will be based on the degree to which you actively engage in a dialog with the authors and the ideas discussed in class through your own writing in these weekly assignments.
- E-memos and presentation 20%: Over the course of the semester, each group will present a case study of the literacy practices of a second language learner. These presentations will be works-in-progress and are intended to provide the presenters with a forum for receiving valuable feedback as their work unfolds. Therefore, you are not expected (nor are you encouraged) to present a final product. Rather, your presentation will be based on your group's ability to articulate a question or set of questions, to present data (e.g., samples of student writing, video clip, and the like), to brainstorm some ideas about what you think is going on, and to connect your emerging ideas to the literature in the field (I will provide more detailed guidelines in class). Your grade for this aspect of the course will be based on a review of all e-memos turned in weekly. The subject of each weekly e-mail will be given in class. These e-mails are designed to "sub-goal" the larger project and keep me informed of any difficulties you may encounter.
- Final project: 20%: At the end of the semester you will hand in your literacy case study. You will turn in an individual paper reflective of your group's analysis. This paper will be graded according to the degree to which it reflects an investment in the collaborative process and an understanding of the topics discussed in class (I will provide more detailed guidelines in class).

- **Course portfolio including your data plan and data set on CD 20%. On this CD you should have: 1) logs, 2) ememos, 3) presentation slides, 4) data plan and data set (fieldnotes, transcripts, interviews, samples of student work, video clips and the like), and 5) your final paper**

Grading

You are free to select either a Pass/Fail or a letter grade for this class. Let me know by the second class session which you prefer.

All projects, papers, and journals are due on the dates assigned. If you do not get everything in on time, I cannot guarantee that I will be able to give you feedback.

If you have any condition, such as a physical or sensory disability, which will make it difficult for you to carry out the work as I have outlined it above, or if you need extra time to complete assignments for whatever reason, please notify me in the first two weeks of the course so that we may make appropriate arrangements.

Last, I strongly discourage you from taking an incomplete except in cases of emergency discussed with me prior to the end of the semester. In the event that you do receive or request an incomplete, you must meet with me to fill out the appropriate paperwork. Other than signing the necessary forms, all aspects of obtaining and submitting paperwork related to incomplete are your responsibility.

Office hours and advising

My office hours are **Mondays 3:30 – 5:30** in room 206 Furcolo Hall. You may reach me at 413.577.0863 or by email at gebhard@educ.umass.edu. I prefer email.

Required texts and materials (Available at Amherst Book Store in Amherst or on line)

The required texts for this class are both theoretical and practical in their orientation.

1. Dyson, A. 1993. Social Worlds of Children Learning to Write. New York: Teachers College Press.
2. Peregoy & Boyle (2001) Reading, writing, and Learning in ESL. New York: Longman.
3. Reading distributed in class
4. A file box or other method for storing and organizing collected data
5. A CD or jump drive on which data and course projects will be stored

Readings and logs:

I have made an effort to assign no more than 70 pages of reading for each class. I have also structured the syllabus so that the more challenging topics are tackled at the beginning of the semester when you are not feeling the pressure of the end of the semester crunch. Note that readings are to be completed on the days listed and that log entries should be made *before* class. Students in the past have found it helpful to do log entries right after reading the assignment when the material is fresh in their **mind**.

Case Study Projects

These case studies will be continuations of your work during the fall. Completing e-memos with the support of your group will help sub-goal and scaffold the task of completing this larger project. The final paper should have the following format:

- A title page
- A statement of the problem
- The research questions
- A summary of context and focus event
- A profile of the focus student(s) with information about why his or her learning is important to understand (e.g., represents a case of something teachers and students' can learn something important from)
- Data collection activities
- Summary analysis of students literacy practices (genres, functions, social roles)
- Summary of teaching practice to support student in developing competence in a specific genre
- Reflections: Summary of insights gained (e.g., changes in your understanding of what literacy is and how it develops) and implications for changes you would like to make to your future practices. In this section you are expected to make connections to the literature.
- Complete references using APA

Paper should be proofread and reflect a knowledge and command of academic writing practices (see handout).