New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [ ] Graduate credit [X] Professional credit [ ]

1. School/Division: Education
2. Academic Subject Code: EDUC
3. Course Number: L505 (must be cleared with University Enrollment Services)
4. Instructor: various
5. Course Title: Second Language Literacy Instruction

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2010
7. Credit Hours: Fixed at 3.0 or Variable from 3.0 to 4.0
8. Is this course to be graded S/F (only)? Yes [X] No [ ]
9. Is variable title approval being requested? Yes [X] No [ ]

10. Course description (not to exceed 50 words) for Bulletin publication: Explores the role of world knowledge, language knowledge, and literacy knowledge in second language literacy development. Topics include critical literacy, culturally responsive curriculum, differentiation, miscue analysis, strategies for promoted comprehension, writing, and vocabulary development across the curriculum, current research, and effective assessment, assistance, and pedagogy.

11. Lecture Contact Hours: Fixed at 3.0 or Variable from 3.0 to 4.0
12. Non-Lecture Contact Hours: Fixed at 0.0 or Variable from 0.0 to 1.0
13. Estimated enrollment: 18 of which 100 percent are expected to be graduate students.
14. Frequency of scheduling: 4 / yr Will this course be required for majors? Yes - ESL
15. Justification for new course: required for revised ESL program
16. Are the necessary reading materials currently available in the appropriate library? Yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:
Beth Byerly
Department Chairman/Division Director
Date 12 - 2 - 08

Dean of Graduate School (when required)
Date

Approved by:
Tom Joz
Dean
Date 11/19/2007

Chancellor/Vice-President
Date

University Enrollment Services
Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724
University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
EDUC L505 Second Language Literacy Instruction
Graduate Course: L505
Dr. Annela Teemant

Course Description
This is the fourth of six courses and a practicum leading to ESL certification. In this methods course, we explore the role of literacy development in content area learning. Specifically, the course focuses on expanding mainstream teachers' understanding of second language literacy development, so that they can support second language learners' literacy and content learning. Building on previous learning, this course extends the concepts of Communication, Pattern, and Variability to literacy. Using the Five Standards for Effective Pedagogy as the pedagogical orientation for teaching, educators are encouraged to use five ESL Guidelines for Curriculum Development that support literacy development and content learning. You will be asked in this course to learn and apply concepts with English Language Learners in school settings.

Course Purposes
Students will:
1. identify their own attitudes, assumptions, and beliefs related to literacy, its role in learning, and its development in second language learners and articulate how their own attitudes and actions contribute to or hamper literacy development.

2. identify and analyze the role of reading and writing in their curriculum to tailor learning opportunities for second language learners that promote literacy development and academic achievement. (Input and Interaction)

3. identify and analyze the reading and writing development of their second language learners to appropriately promote further literacy development. (Stages of Development and Errors/Feedback)

4. identify and analyze individual differences among learners to explore instructional alternatives that would support second language learners' literacy development across a variety of contexts and academic domains. (Types of Proficiencies and Types of Performances)

Textbooks:


Additional Media Resources:


Learning Activities:
A variety of learning activities and assignments will be used to help students understand the concepts related to literacy development. Reflective writing, critical readings and incidents, literacy assessments, data analysis, presentations, and case studies will be used to develop a sound understanding of second language literacy development. Assignments will focus on active learning, and alternatively require individual, pair, and cooperative learning groups to enrich learning.

Attendance Policy:
This course is grounded in the belief that learning is a socially constructed process. In fact, active learning is a central feature of this course. Furthermore, the concepts presented through the video segments promote a conversational approach to learning. Concepts are immediately explored and applied through learning activities. For these reasons, full credit is only available to those students who attend each session and are present for the entire session. When absent, students can make up a maximum of 75% of the points for the session by producing written evidence that they completed each learning activity. This will not replace process points allocated for classroom participation.

Grading Policy:
In this course, your grade is based on participation in a learning process (i.e., process points) and the creation of individual and group products (i.e., individual and group product points), which emerge from participation learning activities and completion of homework. In addition, you will be asked to complete independent projects—major assignments—which will be evaluated for evidence of how you are learning and growing as a professional. Finally, you will represent your professional development in relationship to educating students of cultural and linguistic diversity at the end of the course.
### GRADING SUMMARY

<table>
<thead>
<tr>
<th>Type of Points</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>20 points for participation in learning activities during class (20 x 15 wks; plus 20 teacher assigned points for participation).</td>
<td>320</td>
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<tr>
<td>Product</td>
<td>Individual and group products from learning activities and homework</td>
<td>150</td>
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<tr>
<td>Major Assignments</td>
<td>HW 5.2: Definitions: Who Is My SLL?</td>
<td>15</td>
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<tr>
<td></td>
<td>HW 5.3: Text Modifications</td>
<td>30</td>
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<tr>
<td></td>
<td>HW 6.2: Needs: What Needs Does...</td>
<td>15</td>
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<tr>
<td></td>
<td>HW 6.3: Observing Interaction</td>
<td>30</td>
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<td></td>
<td>HW 7.2: Analysis of Student Work</td>
<td>Final</td>
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<tr>
<td></td>
<td>HW 8.2: My Student's Current Realities</td>
<td>15</td>
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<td></td>
<td>HW 8.3: Variability Matrix</td>
<td>30</td>
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<td></td>
<td>HW 9.1: Content Area Literacy...</td>
<td>Final</td>
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<td></td>
<td>HW 9.2: Reflection for Change...</td>
<td>Final</td>
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<td></td>
<td>LA 10.3: Documenting My Learning</td>
<td>15</td>
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<td></td>
<td>CD-ROM Assignments</td>
<td>160</td>
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<tr>
<td>Final Assessment</td>
<td>HW 4.3: Portfolio</td>
<td>200</td>
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<td>Total Points</td>
<td></td>
<td>980</td>
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**Grading Scale:**

- 95-100%    A
- 90-94      A-
- 85-89      B+
- 80-85      B
- 75-79%     B-
<table>
<thead>
<tr>
<th>Learning Activities and Homework Assignments</th>
<th>Number</th>
<th>Page Numbers</th>
<th>Possible Points</th>
<th>Actual Points</th>
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</thead>
<tbody>
<tr>
<td>Homework Preview: Understanding Second Language Literacy (Practicum)</td>
<td>LA 1.5/HW 1.1</td>
<td>p. 1-29</td>
<td></td>
<td></td>
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<tr>
<td>Understanding Second Language Literacy (Practicum; Turn in p. 1-37)</td>
<td>LA 1.5/HW 1.1</td>
<td>p. 1-29</td>
<td>10</td>
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<tr>
<td>Exploring a Student’s Development (Practicum)</td>
<td>PA 2.1</td>
<td>p. 2-26</td>
<td>10</td>
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<td>Understanding the Literacy Needs of Students (Practicum)</td>
<td>LA 3.4</td>
<td>p. 3-9</td>
<td>10</td>
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<tr>
<td>Using a Literacy Inventory</td>
<td>PA 3.1</td>
<td>p. 3-12</td>
<td>30</td>
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<td>Conducting an Individual Language and Literacy Assessment (Resource: LA 4.6, p. 4-24)</td>
<td>PA 4.1</td>
<td>p. 4-34</td>
<td>30</td>
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<td>Probing Pedagogy: Part 1 (Practicum: Elem/Sec CD Studies 1 &amp; 2 Due Session 8b)</td>
<td>Handout PA 4.1</td>
<td>Handout pp. 4-45-46</td>
<td>30</td>
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<tr>
<td>Probing Pedagogy: Part 2 (Practicum: Elem/Sec CD Studies 3 &amp; 4 Due Session 8b)</td>
<td>Handout PA 5.1</td>
<td>Handout pp. 5-65</td>
<td>30</td>
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<tr>
<td>Probing Pedagogy: Part 3 (Practicum: Elem/Sec CD Study 5 Due Session 8b)</td>
<td>Handout PA 6.1</td>
<td>Handout p. 6-50-51</td>
<td>30</td>
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<tr>
<td>Summarizing Second Language Literacy (Elem/Sec CD Studies)</td>
<td>PA 7.2</td>
<td>pp. 7-42-7-44</td>
<td>30</td>
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Additional Policy:
1. Students with Disabilities
The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 protects students with disabilities. Both of these civil rights laws provide protection for persons with disabilities in regards to education, among other things. Any person with appropriate documentation of their disability should speak with the instructor to discuss accommodation options. Please consult IUPUI’s Adaptive Educational Services if you have questions related to accommodations (http://www.iupui.edu/~sldweb/aes/).

2. Religious Holiday Observance
Please notify the instructor by the end of the 2nd week if you require accommodations for absences due to religious observance. Please note that according to the policy, “Students seeking accommodation for religious observances must make a request in writing by the end of the 2nd week of the semester to the course instructor and should use the “Request for Course Accommodation Due to Religious Observance Form.” Further the policy states, “It is not campus policy to require accommodations when students wish to travel to share a holiday with their families. Most religions are represented in the Indianapolis area and can provide appropriate observances.” Please review the full IUPUI policy at http://registrar.iupui.edu/religious.html .

3. Policy on Scholastic Dishonesty
Students are expected to observe academic honesty in all their activities. Students who violate University rules regarding scholastic integrity are subject to disciplinary penalties, including possibility of failure in the course and dismissal from the University. Academic misconduct is defined as “any activity that tends to undermine the academic integrity of the institution...” Academic misconduct may involve human, hard-copy, or electronic resources... Policies of academic misconduct apply to all course-, department-, school-, and university related activities, including field trips, conferences, performances, and sports activities off-campus, exams outside of a specific course structure..., and research work outside of a specific course structure (such as lab experiments, data collection, service learning, and collaborative research projects).... Academic misconduct includes, but is not limited to, the following:.....cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty.” (IUPUI Code of Students Rights, Responsibilities, and Conduct, p. 7). The full code can be viewed at http://www.iupui.edu/code .

Reminder:
Please feel free to make use of IUPUI’s University Writing Center (http://www.iupui.edu/~uwc/index.html.html) The Writing Center is dedicated to assisting both experienced and inexperienced writers with all types of composition, at any stage of the writing process, and in any discipline. It is a free service available to all IUPUI students, faculty, and staff, at both the graduate and undergraduate level. The Writing Center is a place where you can sit down with an experienced reader who will provide assistance with your writing. Additionally, tutors can assist you with other writing-related projects such as resumes, scholarship letters, etc.