

Sistema Universitario Ana G. Méndez  
School for Professional Studies  
Florida Campuses  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

**EDBE 504**

**Language, Literacy and Culture**

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## **Syllabus**

**Course title:** Language, Literacy and Culture

**Code:** EDBE 504

**Duration:** 5 weeks

**Prerequisite:** None

### **Description:**

This course examines the interdisciplinary study of language and literacy in their cultural, social, and political contexts, with emphasis on linguistically diverse communities and the implications for human developmental processes. Explores the social and political conditions that endorse different language and literacy practices and doctrines and create anti-bilingual education ideologies in the U.S. Topics include language and literacy and ethnicity, identity, social class, and gender, among other related topics. Learning activities will promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.

### **General Objectives:**

At the end of the course, the student will be able to:

1. Examine definitions of language and literacy and their educational implications for instruction and assessment at all levels of the educational system and in the larger society.
2. Examine the psycho- and socio-linguistic, educational and professional bases for design and selection instructional methods, programs and policies for language and literacy education.
3. Review and critique current academic polemics and public debate of issues that affect language and literacy education for culturally and linguistically diverse student populations and individual students.

4. Structure modes of inquiry and to perform action research to discern relationships between language content and academic/ cognitive content and tasks involved in literacy instruction.
5. Evaluate programs of instruction and instructional materials in use in public schools based on criteria based in sound literacy pedagogy.

### **Texts y Bibliography**

Brock, C. & Raphael, T. (2005). *Windows to Language, Literacy, and Culture: Insights From an English-Language Learner*. International Reading Association

Collins, J. & Blot, Richard K. (2003). *Literacy and Literacies: Texts, Power, & Identity*. Cambridge, UK: Cambridge University Press.

Hurley, S.R., & Tinajero, J. V. (Eds.) (2001). *Literacy Assessment of Second Language Learners*. Boston, MA: Allyn & Bacon.

Mesthrie, Rajend, et al. (2000). *Introducing Sociolinguistics*. Philadelphia: John Benjamin.

Nieto, Sonia. (2003). *Language, Culture, and Teaching: Critical Perspectives for a New Century*. Mahwah: Lawrence Erlbaum Associates, 2003.

### **Evaluation:**

- Written term papers and essays
- PowerPoint or other audio-visual media presentations
- Critical analysis of readings
- Oral presentations
- Tests
- Research projects
- Participation and attendance to class
- Participation and collaboration in group projects
- Self-evaluations with theoretical and philosophical foundation
- Portfolio

### **Description of Course Policies**

1. This course follows the Sistema Universitario Ana G. Méndez Dual-Language Discipline-Based Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in

English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).

2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.

4. If a student is absent to more than one workshop the facilitator will have the following options:
  - a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
  - b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.

5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own (**see Academic Honesty Policy**).
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

**Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:**

- [www.google.com](http://www.google.com)
- [www.altavista.com](http://www.altavista.com)

- [www.ask.com](http://www.ask.com)
- [www.excite.com](http://www.excite.com)
- [www.pregunta.com](http://www.pregunta.com)
- [www.findarticles.com](http://www.findarticles.com)
- [www.telemundo.yahoo.com](http://www.telemundo.yahoo.com)
- [www.bibliotecavirtualut.suagm.edu](http://www.bibliotecavirtualut.suagm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flelibrary.org/](http://www.flelibrary.org/)

**The facilitator may make changes or add additional web resources if deemed necessary.**

## **Workshop One**

### **Specific Objectives**

At the end of the workshop, students will be able to:

1. Define the following concepts: personal literacy, functional literacy, school literacy and biliteracy.
2. Discuss some of the major issues in literacy education
3. Define and discuss the following: Components of language, language registers, communicative competence and discourse and written language
4. Define and discuss what is metalinguistic awareness in literacy development
5. Identify some of the most important theoretical perspectives on language and their methodological manifestations
6. Identify and define the stages of language and literacy development

### **Language Objectives**

**At the end of this workshop, students will be able to:**

1. Define concepts in their own words using correct vocabulary and grammar
2. Summarize information read and discussed in class in their own words orally and in written using correct syntax, verbs and technical jargon.
3. Propose innovative solutions through integration of new information with current knowledge in English.

### **URL's**

Personal, functional, school Literacy:

<http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/WhatIsFunctionalLiteracy.htm>

<http://coe.sdsu.edu/people/jmora/LiteracyDefinitions/sld001.htm>

How after school programs help children develop literacy

<http://www.newhorizons.org/strategies/literacy/coskie.htm>

Standards for Middle and High School Literacy Coaches

<http://www.ncte.org/announce/122956.htm>

Article on building literacy between home and school:

<http://www.ncela.gwu.edu/pubs/jeilms/vol14/nathenso.htm>

Effective Biliteracy Instruction

<http://coe.sdsu.edu/people/jmora/MoraModules/BiliteracyRoadMap.htm>

Biliteracy and Second Language Learners

<http://coe.sdsu.edu/people/jmora/MoraModules/BiliteracyRoadMap.htm>

Article on Biliteracy, Empowerment and Transformative Pedagogy

<http://coe.sdsu.edu/people/jmora/MoraModules/BiliteracyRoadMap.htm>

Students Perceptions of Biliteracy

<http://www.ncela.gwu.edu/pubs/jeilms/vol13/assess13.htm>

Definition of Biliteracy

<http://www.sil.org/lingualinks/literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatsBiliteracy.htm>

Components of Language

[http://www.serve.org/nche/downloads/read\\_ch5.doc](http://www.serve.org/nche/downloads/read_ch5.doc)

<http://www.nap.edu/html/prdyc/ch2b2.html>

<http://homepage.psy.utexas.edu/homepage/Faculty/Markman/PSY305/PDF/Language1.pdf>

[http://www.us.oup.com/us/companion.websites/9780195189766/student\\_resources/Supp\\_chap\\_mats/Chap10/Components\\_of\\_Language/?view=usa](http://www.us.oup.com/us/companion.websites/9780195189766/student_resources/Supp_chap_mats/Chap10/Components_of_Language/?view=usa)

Language Registers

[http://esl.about.com/od/advancedspeaking skills/a/v\\_register.htm](http://esl.about.com/od/advancedspeaking skills/a/v_register.htm)

Communicative Competence

<http://www.nclrc.org/essentials/goalsmethods/goal.htm>

<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/GudInsFrALnggAndCltrLrningPrgrm/AspectsOfCommunicativeCompeten.htm>

Discourse and Written Language

<http://www.caselink.education.ucsb.edu/casetrainer/CLADContent/CladLanguage/node4/theory/OralWrittenLanguageFunctionsPurposes.htm>

<http://litd.psch.uic.edu/personal/jwiley/literacy.pdf>

Metalinguistic Awareness

<http://litd.psch.uic.edu/personal/jwiley/literacy.pdf>

Stages of Language and Literacy Development

<http://reta.nmsu.edu/reading/willows/stages.pdf>

[http://www.everythingsl.net/in-services/language\\_stages.php](http://www.everythingsl.net/in-services/language_stages.php)

### **Assignments to do before Workshop One**

Instructions:

1. Read the module. Pay special attention to the rubrics, since they will be used to assess your knowledge.
2. Search for and read information on each of the topics mentioned on the above objectives and come prepared for class discussion.
3. Look for information on the different theoretical perspectives of language and come prepared to discuss them in class.
4. Prepare an activity for each of the stages of language and literacy development and bring it to workshop one to be presented in class. This work will be presented orally and a written copy will have to be turned in to the facilitator in Essay format. The essay will include a brief explanation of each of the stages followed by the suggested activities to meet the needs of students at each of the stages.

### **Activities**

1. The facilitator will use an icebreaking activity of his/her preference as an introductory activity.
2. The expectations, criteria, portfolio and course requirements will be socially discussed with students.
3. The facilitator will divide the class into three small groups, depending on the amount of students. Each group will be assigned one of the following concepts: personal literacy, functional literacy, school literacy and biliteracy. Each group will define the concept assigned by creating a concept map. Students will provide with examples of each of the concepts.
4. After given enough time, students will present the information to the rest of the class. The facilitator will share his/her expertise when necessary to clarify doubts or to expand on the discussion.
5. The facilitator will divide the class into four small groups different from the groups made for the activity above to discuss the following concepts with students Components of language, language registers, communicative competence and

discourse and written language Each group will be assigned one of the concepts and will create a concept map that describes and identifies the elements involved for each of the concepts assigned.

6. After given enough time, a discussion will be led and the facilitator will guide the students to clarify any questions or doubts that may occur.
7. The facilitator will discuss the concept of metalinguistic awareness in literacy development with the students and will lead the students to provide with examples and share information found on the concept.
8. Through a power point presentation the facilitator will present the different theoretical perspectives on language and their methodological manifestations
9. The facilitator will discuss the stages of language acquisition and the stages of literacy development with the students.
10. Students will be paired and each pair will be assigned a stage of language acquisition and literacy development. Each pair will discuss the activity brought for the stage assigned. After given enough time, students will discuss the activity to the rest of the class and will explain how the activity aligns to the stage assigned.
11. If time allows the facilitator will discuss next workshop's assignments to make sure students all clear on what is expected of them.

### **Assessment**

1. Learning Journal (Appendix A): Based on the information presented in class today, what are the implications of the concepts presented on bilingual teachers?
2. Oral Presentation (Appendix B)
3. Class participation (Appendix C)
4. Written Essay (Appendix D)

## **Workshop Two**

### **Specific Objectives**

At the end of the workshop, students will be able to:

1. Identify and describe the different approaches to reading instruction
2. Discuss the different theoretical orientations toward reading instruction
3. Synthesize and describe the different components of an effective literacy program
4. Evaluate and describe the components of a balanced literacy approach including the semantic/syntactic processes in reading

### **Language Objectives:**

**At the end of this workshop, students will be able to:**

1. Summarize the main ideas using correct grammar and spelling in English after having searched for and read information for class discussion
2. Identify the relevant needs of a literacy program to develop an action plan to address these needs effectively demonstrating command of the English language through the use of correct grammar, vocabulary and verbs
3. Present a persuasive argument to support one's (his/her) personal point of view orally and in written through logical ideas and correct use of syntax and pronunciation

### **URL's**

A Balanced Approach to Reading Instruction

<http://www.balancedreading.com/balanced.html>

A Scientific Approach to Reading Instruction

<http://www.lonline.org/article/6251>

Balanced Literacy Approach

<http://www.sedl.org/reading/topics/balanced.html>

Whole Language Reading Instruction

<http://www.indiana.edu/~reading/ieo/bibs/whole.html>

Balanced Reading Instruction

<http://www.indiana.edu/~reading/ieo/digests/d144.html>

National Institute for Literacy / Question About Reading Instruction

[http://www.nifl.gov/partnershipforreading/questions/questions\\_about.html](http://www.nifl.gov/partnershipforreading/questions/questions_about.html)

Myths of Reading Instruction

<http://www.sedl.org/reading/topics/myths.pdf>

Theoretical Orientations toward Reading

<http://www.bie.org/files/researchtcm.pdf>

[http://instructional1.calstatela.edu/mmousta/Research\\_on\\_Effective\\_Reading\\_Instruction,\\_K-4.htm](http://instructional1.calstatela.edu/mmousta/Research_on_Effective_Reading_Instruction,_K-4.htm)

Components of Effective Literacy Programs

<http://instech.tusd.k12.az.us/balancedlit/handbook/blcomp.htm>

<http://books.google.com/books?id=gmsO7OegUIAC&pg=PA10&lpg=PA10&dq=compon+ents+of+effective+literacy+programs&source=web&ots=2KdRljCzaN&sig=zwL1FVSOvsWUGwk4c5ru2G0PJt8&hl=en#PPA10,M1>

Effective Family Literacy Programs

<http://www.doe.mass.edu/familylit/resources/evidence-based/guidelines.doc>

## **Assignments to do before Workshop Two**

Instructions:

1. Students will search for and read information on the topics to be discussed during this workshop and they will come prepared to discuss them in class.
2. Students will prepare a list of the components of an effective literacy program to be turned in. The document will include the following elements: Title page, introduction, an essay explaining the importance of having a strong literacy program in place, the components of an effective literacy program with a brief description of each one of them, a reaction that will include student's point of view of the components and the implications these components have on bilingual teachers and or bilingual programs (See appendix D for rubric).
3. Students will search for major components of the balanced literacy approach. Based on the found components, students will bring a proposed balanced literacy approach program to be implemented at their schools. Students will come prepared to present their program orally to the rest of the class (See Appendix E for Guidelines and Rubric).

**Activities**

1. The facilitator will lead student into a discussion to review what was discussed in class during the last workshops as a means to relate today's topics to last workshop's topics.
2. The facilitator will pose the question and will ask students to reflect on it; "What makes a literacy program to be a successful one?"
3. The facilitator will divide the class into small groups and will ask each group to share the list they brought with them. Each group will be given easel pad paper and markers; they will come up with a drawing that represents a strong effective literacy program based on the information found.
4. After given enough time, each group will present their creative drawings to the rest of the class. The facilitator will provide with his/her expertise to expand on the discussion and to clarify any doubts that may occur.
5. After the presentations have been completed, the facilitator will discuss with students some of the major aspects of the balanced literacy approach to set the stage for students' presentations.
6. Students will present their designed or proposed balanced literacy approach program to be implemented at their schools (See Appendix E for Guidelines and Rubric).
7. The facilitator will provide overall feedback to students' presentations.
8. If time allows the facilitator will discuss next week's assignments to make sure students are clear on what is expected of them.

**Assessment**

1. Learning Journal (Appendix A):
2. Oral Presentations (Appendix B)
3. Class Participation (Appendix C)
4. Essay Writing (Appendix D)
5. Program Design (Appendix E)

## Workshop Three

### Specific Objectives

At the end of the workshop, the student:

1. Analyze the Grapho-phonetic system of English and identify components of contrastive linguistics, placing emphasis on the following areas:
  - a. Phonemic awareness in literacy development,
  - b. Cross-linguistic transfer and biliteracy development
2. Evaluate and explain the theories of reading comprehension from the L2 language proficiency and comprehension of text perspective, placing emphasis on the following areas:
  - a. Whole Language Approach & literature-based instruction,
  - b. Matching language levels with demands of written text
3. Identify and explain literacy instruction programs for language minority students, taking into consideration the following:
  - a. Models of biliteracy instruction,
  - b. Issues in biliteracy and second-language reading

### Language Objectives:

**At the end of this workshop, students will be able to:**

1. Propose solutions and strategies using a variety of vocabulary, including technical jargon in an appropriate manner.
2. Summarize the main ideas using correct grammar and spelling in English after having searched for and read the assigned article to be discussed in class.
3. Diagram the thought process used to solve the problem in an organized manner through the construction of a concept map, students will present the ideas in the concept map using correct grammar, pronunciation and verbs.

### URL's

Early literacy development: Sequence of Acquisition

[http://literacyencyclopedia.ca/pdfs/Early\\_Literacy\\_Development\\_Sequence\\_of\\_Acquisition.pdf](http://literacyencyclopedia.ca/pdfs/Early_Literacy_Development_Sequence_of_Acquisition.pdf)

Phonemic Awareness

<http://www.manatee.k12.fl.us/sites/elementary/palmasola/rcompindex1.htm>

<http://reading.uoregon.edu/pa/>

<http://www.time4learning.com/readingpyramid/awareness.htm>

<http://www.tampareads.com/phonics/phonicsindex.htm>

[http://www.reading.org/downloads/positions/ps1025\\_phonemic.pdf](http://www.reading.org/downloads/positions/ps1025_phonemic.pdf)

Different topics on Literacy Development

<http://www.eduplace.com/rdg/res/literacy/>

<http://www.netc.org/focus/challenges/literacy.php>

<http://library.adoption.com/Teaching-and-Training-Children/Understanding-Literacy-Development-in-Young-Children/article/3380/1.html>

Cross-Linguistic Transfer

[http://coe.sdsu.edu/people/jmora/MoraModules/CrosslingTransfer.pps#272,1,Cross-linguistic Transfer in Spanish/English Biliteracy](http://coe.sdsu.edu/people/jmora/MoraModules/CrosslingTransfer.pps#272,1,Cross-linguistic%20Transfer%20in%20Spanish/English%20Biliteracy)

[http://findarticles.com/p/articles/mi\\_ga3809/is\\_200201/ai\\_n9067682](http://findarticles.com/p/articles/mi_ga3809/is_200201/ai_n9067682)

[http://brj.asu.edu/content/vol25\\_no4/pdf/ar9.pdf](http://brj.asu.edu/content/vol25_no4/pdf/ar9.pdf)

<http://lshss.asha.org/cqi/content/abstract/38/3/249>

Biliteracy Development

<http://coe.sdsu.edu/people/jmora/MoraModules/BiliteracyFrmwk.htm>

<http://coe.sdsu.edu/people/jmora/MoraModules/MetalingTransfer.htm>

Theories of Reading Comprehension

[http://www.teachingenglish.org.uk/think/read/reading\\_theories.shtml](http://www.teachingenglish.org.uk/think/read/reading_theories.shtml)

[http://www.landmark.edu/institute/assistive\\_technology/reading\\_overview.html](http://www.landmark.edu/institute/assistive_technology/reading_overview.html)

<http://www.questia.com/googleScholar.qst?docId=76953345>

<http://iteslj.org/Articles/McCarthy-Reading.html>

<http://www.indiana.edu/~reading/ieo/bibs/whole.html>

<http://www.ericdigests.org/1992-3/library.htm>

<http://homepage.eircom.net/~seaghan/articles/9.htm>

[http://www.americanreadingforum.org/98\\_yearbook/pdf/01\\_monaghan\\_98.pdf](http://www.americanreadingforum.org/98_yearbook/pdf/01_monaghan_98.pdf)

<http://sunzi1.lib.hku.hk/hkjo/view/45/4500071.pdf>

<http://www.btinternet.com/~ted.power/esl1212.html>

<http://www.btinternet.com/~ted.power/esl1204.html>

[http://www.englishaustralia.com.au/index.cgi?E=hcatfuncs&PT=sl&X=getdoc&Lev1=pub\\_c05\\_07&Lev2=c04\\_paltr](http://www.englishaustralia.com.au/index.cgi?E=hcatfuncs&PT=sl&X=getdoc&Lev1=pub_c05_07&Lev2=c04_paltr)

<http://www.vu.union.edu/~melnicki/wget/www.btinternet.com/~ted.power/teflindex.htm>

Models of Biliteracy Instruction

<http://coe.sdsu.edu/people/jmora/MoraModules/BiliteracyRoadMap.htm>

<http://www.iteachilearn.com/cummins/biliteratempowerment.html>

### **Assignments to do before Workshop Three**

Instructions:

1. Search for and read information on the topics to be discussed in class and come prepared for class discussion.
2. Search for information and activities to develop phonemic awareness as part of literacy development
3. Search for an article to be shared in class dealing with cross-linguistic transfer and biliteracy development. Read the article and write a brief summary pointing out the major points discussed in the article and write a reaction that includes how this information is beneficial for bilingual or ESL teachers. Make sure to include an introduction and a conclusion.
4. Based on the whole language approach to teaching reading, search for an activity that is used to teach reading, bring it to class and make a copy for each classmate to have. Come prepared to explain the activity to classmates.
5. Search for literacy instruction programs and make sure you identify the model of biliteracy instruction used, and find out if there are any issues in biliteracy and second-language reading

### **Activities**

1. The facilitator will review last workshop's discussed material and will clarify any questions students may have.
2. The facilitator will discuss the concept of grapho-phonetic system of English through a power point presentation, examples or by dividing the class into small groups and assigning a task that will help students define and explain the concept.

3. The facilitator will lead a discussion on the components of contrastive linguistics, placing emphasis on the following areas:
  - Phonemic awareness in literacy development,
  - Cross-linguistic transfer and biliteracy development
4. Students will be given some time to share their articles with their classmates and will turn in the written assignment to the facilitator as they present. Students will be assessed on criteria used for oral presentations (Appendix B) and written essay (Appendix D).
5. The facilitator will divide the class into small groups where each group will be assigned a reading instruction theory, including whole language. Each group will be given enough time to create a concept map on easel pad paper where each theory will be outlined including all the specific elements of the theory discussed.
6. Once the theories have been covered and questions have been clarified, the same groups of students will share the whole language activities brought to class and will choose one (the best) to be presented to the rest of the class. Each student however is responsible for handing out a copy of the activity brought to each classmate.
7. The facilitator will discuss some models of biliteracy instruction as well as some major issues encountered in biliteracy and second-language reading with students.
8. Once the models and issues have been discussed and there are no questions and / or doubts on behalf of students, they will share some of the literacy programs found as part of the class discussion.
9. Learning Journal: If you were to design a literacy program at your school, which elements would you take into consideration in order to meet the needs of your student population?

### **Assessment**

1. Learning Journal (Appendix A):
2. Oral Presentations (Appendix B)
3. Class Participation (Appendix C)
4. Essay Writing (Appendix D)

## Workshop Four

### Specific Objectives

At the end of the workshop, the student will be able to:

1. Plan a literacy instruction program evaluation
2. Identify and describe authentic reading assessments
3. Explain and support how assessment informs instruction, taking into consideration the following:
  - a. Policy issues in standardized assessment of reading,
  - b. The role of language assessment in literacy instruction

### Language Objectives

At the end of this workshop, students will be able to:

1. Identify the relevant needs to develop an action plan to address these needs effectively after having completed the literacy instruction program evaluation using correct syntax, technical jargon and logical sequence of ideas.
2. Develop ideas in order to address problems in an effective way by identifying and describing authentic reading assessments and presenting them orally and in written demonstrating command of the language.
3. Compose an essay proposing a solution using a variety of vocabulary, including technical jargon in an appropriate manner.

### URL's

Write the URL's and a brief description.

Information on how to conduct a program evaluation.

[http://www.managementhelp.org/evaluatn/fnl\\_eval.htm#anchor1575679](http://www.managementhelp.org/evaluatn/fnl_eval.htm#anchor1575679)

<http://teacherpathfinder.org/School/Assess/assess.html>

<http://learningstore.uwex.edu/pdf/G3658-1.pdf>

Different Program Evaluations Performed

<http://ceee.gwu.edu/Services/ProgEvalex.html>

Information on and different types of authentic reading assessments

<http://pareonline.net/getvn.asp?v=2&n=6>

[http://findarticles.com/p/articles/mi\\_pris/is\\_199012/ai\\_2977446510](http://findarticles.com/p/articles/mi_pris/is_199012/ai_2977446510)

<http://www.eduplace.com/rdg/res/litass/auth.html>

<http://www.ncte.org/about/over/positions/category/assess/107609.htm>

<http://www.nclrc.org/essentials/reading/assessread.htm>

#### Assessment and Instruction

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as500.htm>

<http://www.learner.org/channel/workshops/readingk2/session7/index.html>

<http://www.ericdigests.org/1996-1/based.htm>

Policy issues involved with standardized tests:

[http://www.cal.org/caela/esl\\_resources/digests/accountQA.html](http://www.cal.org/caela/esl_resources/digests/accountQA.html)

[http://www.mcrel.org/PDF/PolicyBriefs/5003PI\\_PBEarlyLiteracy.pdf](http://www.mcrel.org/PDF/PolicyBriefs/5003PI_PBEarlyLiteracy.pdf)

<http://www.aapschool.org/pdf/Testing%20Primer%20Revised.pdf>

<http://www.cde.state.co.us/cdeadult/assessment.htm>

#### Language Assessment and Literacy Instruction

<http://www.catesol.org/literacy.html>

[http://www.cal.org/projects/archive/nlpreports/Executive\\_Summary.pdf](http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf)

<http://www.madison.k12.wi.us/tnl/langarts/focusreading.htm>

<http://coe.sdsu.edu/people/jmora/RICAprep.htm>

#### **Assignments to do before Workshop Four**

Instructions:

1. Search for and read suggested URLs and other recommended material and come prepare to class to contribute to class discussion.
2. Search for and identify a literacy program that calls your interest, or choose the literacy program implemented at your school and perform an evaluation using the format provided in appendix F. Bring the evaluation done to class to be turned in as a project and come prepare with a short presentation that summarizes your findings to be presented in class.
3. Search for and identify different types of reading assessments to be discussed in class. Make sure to include a description of the assessment, when was it implemented first and which states use it.
4. Come prepared to discuss how assessment guides instruction and some of the policies involved in standardized assessments.

5. Come prepare to discuss the role of language assessment in literacy instruction and the implications it has on literacy programs and teachers.

### **Activities**

1. The facilitator will review last workshop's material to build on background knowledge and make connection between last workshop and today's workshop.
2. The facilitator will lead a discussion about the concept of program evaluation and some of the major components of the process of program evaluation.
3. Students will present their program evaluations to their classmates. Time of presentation will be determined by the facilitator depending on the number of students. A written copy must be turned in to the facilitator in essay format.
4. After having finished with the presentations, the facilitator will lead students into a discussion on the concept of authentic assessment and how it related to the assessment of reading.
5. The facilitator will divide the class into small groups. Each group will discuss a reading assessment assigned by the facilitator. Each group will discuss the reading assessment assigned and will create a concept map that will include all of the components of the assessment, objectives, what areas it measures, including the states that administer the test and when was it first launched. After given enough time, students will present their work to the class.
6. The facilitator will create new groups, if time allows, each group will be assigned to create a role play, news cast, T.V. Commercial or other to explain the role assessment plays in instruction, specifically when dealing with Second Language Learners in a bilingual environment. After given enough time to prepare, students will perform to their classmates. If time does not allow, the topic can be discussed as the facilitator chooses to do so.
7. Students will be divided into pairs, and each pair will be given a T-Chart. On the left column they will write a statement on language assessment and on the right column they will write the impact that the statement has on literacy instruction. After given enough time, students will turn in their T-Chart to the facilitator and will present it to their classmates if time allows. After finishing presenting and

discussing the T-Charts, students will discuss the implication that these statements have on teachers, students and literacy programs.

8. The facilitator will provide students with a piece of paper that has a question (facilitator's choice) for students to write a one minute paper on the content discussed in class today.
9. Learning Journal: What are some of the advantages of having a program evaluation and why is it important for every program to undergo these evaluations?

### **Assessment**

1. Learning Journal (Appendix A)
2. Oral Presentations (Appendix B)
3. Class Participation (Appendix C)
4. Essay Writing (Appendix D)
5. Program Evaluation (Appendix F)

## Workshop Five

### Specific Objectives

At the end of the workshop, the student:

1. Explain and support the interaction between content-area reading and language, taking into consideration:
  - a. L2 learners: Content-based CALLA & SDAIE,
  - b. Lesson planning of content-area reading instruction
2. Relate and explain the connection between literacy and learning Styles, taking into consideration:
  - a. Cultural Factors in Literacy Learning,
  - b. Multiple Intelligences in language and literacy development
3. Define and describe the following concepts: Family literacy, adult literacy, literate communities, formative literacy experiences
4. Identify and support ways to expand literacy learning opportunities in society

### Language Objectives:

1. Present a persuasive argument to support one's (his/her) personal point of view using correct grammar, pronunciation and verb conjugation.
2. Propose innovative solutions and strategies through the development of a lesson plan integrating new information with current knowledge in English.
3. Explain in one's (his/her) own words the problem that is presented and present innovative solutions orally and in written using correct pronunciation, grammar and syntax.

### URL's

Write the URL's and a brief description.

Content area reading and language

<http://coe.sdsu.edu/people/jmora/ContentReadMM/>

<http://www.toread.com/>

[http://books.google.com/books?id=oVR8js5XmoUC&pg=PA82&lpg=PA82&dq=content+area+reading+and+language&source=web&ots=D6i-lmil3z&sig=JR1TO-](http://books.google.com/books?id=oVR8js5XmoUC&pg=PA82&lpg=PA82&dq=content+area+reading+and+language&source=web&ots=D6i-lmil3z&sig=JR1TO-HX7tfqglm_T609dwjRNis&hl=en#PPA80,M1)

[HX7tfqglm\\_T609dwjRNis&hl=en#PPA80,M1](http://books.google.com/books?id=oVR8js5XmoUC&pg=PA82&lpg=PA82&dq=content+area+reading+and+language&source=web&ots=D6i-lmil3z&sig=JR1TO-HX7tfqglm_T609dwjRNis&hl=en#PPA80,M1)

<http://www.literacymatters.org/content/readandwrite/reading.htm>

<http://www.wm.edu/education/reading/webquests/deanna/Content%20Area%20Reading.html>

<http://www.tea.state.tx.us/reading/products/redbk4.pdf>

Content Based Models

<http://iteslj.org/Techniques/Brown-CBEC.html>

Lesson planning of content-area reading instruction

<http://coe.sdsu.edu/people/jmora/MoraModules/ELDInstruction.htm>

<http://pirate.shu.edu/~katzdani/Learning%20Station.htm>

<http://www.literacymatters.org/lessons/contentoverview.htm>

Literacy and Learning Styles

[http://www.brown.edu/Departments/Swearer\\_Center/Literacy\\_Resources/Lawlor.96.htm](http://www.brown.edu/Departments/Swearer_Center/Literacy_Resources/Lawlor.96.htm)

!

[http://www.emtech.net/learning\\_styles.html](http://www.emtech.net/learning_styles.html)

Culture and Literacy

<http://www.ciera.org/library/reports/inquiry-1/1-015/1-015h.html>

[http://si.unm.edu/Web%20Journals/articles2001/jmarinucci\\_jrn.htm](http://si.unm.edu/Web%20Journals/articles2001/jmarinucci_jrn.htm)

Family Literacy

<http://www.familit.org/site/c.gtJWJdMQIsE/b.1204561/k.BD7C/Home.htm>

[http://adulted.about.com/od/familyliteracy/f/family\\_literacy.htm](http://adulted.about.com/od/familyliteracy/f/family_literacy.htm)

<http://www-tcall.tamu.edu/litresources/famililtres.htm>

<http://www.dtae.org/adultlit/menu.html>

Literate Communities

<http://www.dtae.org/adultlit/clcp.html>

<http://ilt.msu.edu/vol4num2/murray/default.html>

### **Assignments to do before Workshop Five**

Instructions:

1. Search for and read all URLs and recommended resources and come prepare for class discussion.
2. Come prepare to discuss two of the main approaches of teaching content and literacy CALLA & SDAIE

3. Bring a lesson plan to teach reading in the content areas, following the format provided in appendix G, come prepare to teach your plan to your classmates by preparing a mini lesson to demonstrate the main objective of the lesson. The facilitator will indicate the time allowed to present the mini-lesson. This mini-lesson could be presented in pairs or groups of three depending on amount of students.
4. Bring the definition of the following concepts: family literacy, adult literacy, literate communities, formative literacy experiences
5. Search for information on how learning styles, multiple intelligences and culture influence literacy instruction and come prepare to discuss in class.

### **Activities**

1. The facilitator will review the material discussed during the last workshop to make a connection to today's content.
2. Students and facilitator will engage in a discussion on two most common methods of teaching content and literacy; CALLA and SDAIE
3. Students will present their mini-lessons.
4. After finishing the presentations, the facilitator will engage students in a discussion on the influences that multiple intelligences, learning styles and culture have on literacy development. If time allows and depending on the number of students, the class can be divided into three groups where each group could be assigned one of the areas to create a concept map or a T-Chart and present it to their classmates.
5. If time allows, the facilitator will divide students into four small groups to discuss the following concepts: Family literacy, adult literacy, literate communities, formative literacy experiences.
6. Students will be guided to create a concept map that illustrates each of the concepts and some of the major elements involved in each one of them.
7. If time allows, each group will present the assigned concept to the rest of the class.
8. A final discussion will take place on the different aspects discussed in class today and how they impact the teaching-learning process.

9. Learning Journal: The facilitator will provide students with a blank sheet of paper that has the following question for students to answer: What are some of the major points (at least three) that after taking this course I will take with me to become a better educator? Explain why you chose these specific points.

**Assessment**

1. Learning Journal (Appendix A)
2. Oral Presentations (Appendix B)
3. Class Participation (Appendix C)
4. Essay Writing (Appendix D)
5. Lesson Plan (Appendix G)

## **Appendixes**

**Appendix A****Learning Journal**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Day One</b>	<b>Day Two</b>	<b>Day Three</b>	<b>Day Four</b>	<b>Day Five</b>
Student turned in the journal on time assigned					
Student answers questions without deviating from the topic; ideas are well connected and follow a sequence					
Student uses critical thinking to express ideas and projects a deep understanding of the topic discussed in class					
Sentences are written using appropriate syntax, punctuation, verb usage, and grammar					
<b>Total Points</b>					

Student's Signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

**Appendix B****Oral Presentation Rubric**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Total Score</b>
<b>Content</b>		
The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence.	10	
The speaker takes into account the specific knowledge and experience of the listener	10	
The speaker uses arguments which are adapted to the values and motivations of the specific listener.	10	
The speaker uses delivery to emphasize and enhance the meaning of the message.	10	
The speaker delivers the message in a lively, enthusiastic fashion.	10	
The volume varies to add emphasis and interest.	10	
Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows."	10	
<b>Language</b>		
Student pronounces words in a clear and correct manner so as to make language understood to others	10	
Correct use of grammar and verb conjugation	10	
Use of correct use of vocabulary words to express message	10	
<b>Total Points</b>	<b>100</b>	<b>Student's Total Score:</b> _____

Student's signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

**Appendix C**

**Class Participation and Attendance Rubric**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Professor: \_\_\_\_\_

Class Participation	Excellent		Satisfactory		No Compliance	
Rating Scale	2		1		0	
Criteria	Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5	Grand Total
<b>*Attendance (20 pts. per workshop)</b>						
Demonstrates mastery of topic by providing information and data valuable to the class discussions.(2 points)						
Demonstrates interest in the group discussions by listening and respecting other's opinion(2 points)						
Participates actively in the class discussions and contributes with ideas that are relevant to the topic (2 points)						
Uses adequate verbal communication skills (2 points)						
Demonstrates initiative and creativity in the class activities. (2 points)						
<b>Total Points Obtained</b>						
<b>% Obtained</b>						

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Facilitator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX D****Essay Rubric**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
Introductory statement is clear and well stated	10	
Major or relevant details are exposed in essay	10	
Present a thesis, supporting it in a persuasive and sophisticated way, providing precise and relevant examples.	10	
Sentences are cohesive and ideas flow as the essay is read	10	
Establish a writer's relationship with the subject, providing a clear perspective on the subject matter and engaging the audience's attention.	10	
Draw conclusions that reflect the relationships or significant outcomes of the discussion.	10	
Demonstrate a comprehensive grasp of significant ideas, using them appropriately to reach a higher level of understanding in an organized manner.	10	
<b>Language</b>		
Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas)	10	
Uses grammar appropriately and correctly	10	
Manages and uses verbs appropriately and correctly	10	
<b>Total Points</b>	<b>100</b>	<b>Student's total Score:</b> _____

Student's Signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

## **APPENDIX E**

### **Balanced Literacy Approach Program Guidelines and Rubric**

Title of the program:

Goal of Program:

Objectives of the Program:

Targeted Population:

Description of the Program:

Components or elements of the program:

Personnel to be involved:

- Who will direct the program
- Are there going to be literacy coaches involved
- Are there going to be reading specialists involved
- Who will participate of this program (language arts teachers, content area teachers, etc)

Training needed for Personnel involved in the program:

Timeline for designing the program to implementation (including personnel responsible for each task, and deadlines for each task to be performed):

Expected budget needed:

Agencies that will be involved in the project:

### Rubric to Evaluate Literacy Program Design

Criteria	Points	Score
<b>Content / Written Project</b>		
Design reflects objectives of the assignment	10	
All components are present	10	
Ideas are clearly established	10	
Student demonstrates knowledge of program designed	10	
Project reflects organization and neatness	10	
<b>Content / Oral Presentation</b>		
Student establishes clear objectives of project	10	
Ideas are presented in a logical and clear manner	10	
<b>Language</b>		
Pronunciation is correct, clear and understandable to classmates	10	
Uses grammar and verbs correctly	10	
Presentation is well organized and student demonstrates mastery of content	10	
<b>Total Points</b>		

Student's Signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

**APPENDIX F****Program Evaluation Guidelines and Rubric****Step One:**

- Search for and identify a literacy program on the web that calls your attention or choose one that has been implemented at your school site
- Provide with a brief description of the program (including objectives, activities performed, population being target, and other information that will help others understand or have a clear understanding of the program)
- Provide with a brief description of the type of assessment used within the program to assess students progress
- Perform an evaluation based on results found on the web or at your school that demonstrates whether the program is being successful or not. Here are some samples of some techniques that can be used for investigating or obtaining data based on the kind of evaluation you will be performing:

**Overview of Methods to Collect Information**

Taken from: [http://www.managementhelp.org/evaluatn/fnl\\_eval.htm#anchor1575679](http://www.managementhelp.org/evaluatn/fnl_eval.htm#anchor1575679)

The following table provides an overview of the major methods used for collecting data during evaluations.

<b>Method</b>	<b>Overall Purpose</b>	<b>Advantages</b>	<b>Challenges</b>
questionnaires, surveys, checklists	when need to quickly and/or easily get lots of information from people in a non threatening way	-can complete anonymously -inexpensive to administer -easy to compare and analyze -administer to many people -can get lots of data -many sample questionnaires already exist	-might not get careful feedback -wording can bias client's responses -are impersonal -in surveys, may need sampling expert - doesn't get full story
interviews	when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	-get full range and depth of information -develops relationship with client -can be flexible with client	-can take much time -can be hard to analyze and compare -can be costly -interviewer can bias client's responses
documentation review	when want impression of how program operates without interrupting the program; is from review of applications, finances, memos, minutes, etc.	-get comprehensive and historical information -doesn't interrupt program or client's routine in program -information already exists -few biases about information	-often takes much time -info may be incomplete -need to be quite clear about what looking for -not flexible means to get data; data restricted to what already exists

observation	to gather accurate information about how a program actually operates, particularly about processes	-view operations of a program as they are actually occurring -can adapt to events as they occur	-can be difficult to interpret seen behaviors -can be complex to categorize observations -can influence behaviors of program participants -can be expensive
focus groups	explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation and marketing	-quickly and reliably get common impressions -can be efficient way to get much range and depth of information in short time - can convey key information about programs	-can be hard to analyze responses -need good facilitator for safety and closure -difficult to schedule 6-8 people together
case studies	to fully understand or depict client's experiences in a program, and conduct comprehensive examination through cross comparison of cases	-fully depicts client's experience in program input, process and results -powerful means to portray program to outsiders	-usually quite time consuming to collect, organize and describe -represents depth of information, rather than breadth

- After obtaining the desired data, write a complete analysis of the results obtained
- Provide with suggestions and/or recommendations as needed
- Include a conclusion with final thoughts and wrap up ideas

**Important Note:** Final project must include a presentation page, table of contents, introduction, content of program evaluation and its components.

### Rubric to Evaluate Literacy Program Evaluation

Criteria	Points	Score
<b>Written Project</b>		
Work reflects objectives of the assignment	10	
All components are present	10	
Ideas are clearly established	10	
Student demonstrates knowledge of requested task	10	
Project reflects organization and neatness	10	
<b>Oral Presentation</b>		
Student establishes clear objectives of project	10	
Ideas are presented in a logical and clear manner	10	
<b>Language</b>		
Pronunciation is correct, clear and understandable to classmates	10	
Uses grammar and verbs correctly	10	
Presentation is well organized and student demonstrates mastery of content	10	
<b>Total Points</b>		

Student's Signature: \_\_\_\_\_

- Facilitator's Signature: \_\_\_\_\_

- **APPENDIX G**

### **Mini-Lesson Guidelines and Rubric**

Instructions: Students will choose an area of language of their preference for the mini-lesson. You must keep in mind the methods, approaches and strategies that have been discussed in class throughout the prior workshops since the purpose of the mini-lesson is to demonstrate mastery of the content that has been discussed. You must bring a one page sheet with the most important highlights of your mini-lesson to share with your classmates. The following areas should be included in the mini-lesson:

- Objective
- Opening Activity (To build on students prior knowledge)
- During the mini-lesson (Students are presented with the information pertaining to the topic to be discussed)
- Application Activity (Where students put into practice the concept learned); you will design an exercise for students to perform to make sure they have understood what was presented to them.
- Expansion (this an optional activity that is either assigned to students to do at home or an activity that is performed in the classroom where they will be applying what they have learned to a new situation)
- You will need to bring the materials needed to help in the process of understanding the concept to be taught (e.g. if a game, you will need to bring the materials needed to play it)

See the following rubric as a guide to know the areas that you will be assessed and what should be included in the mini-lesson.

**Mini-Lesson Rubric**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
Objectives of lesson are clearly stated	10	
Steps are clear and understood	10	
Connection between lesson and skill to be taught are clearly stated	10	
Student used creativity in the creation of the lesson	10	
Language practice is present at all times throughout the lesson	10	
Lesson is presented in an organized cohesive way and it is easy to follow	10	
Materials needed for the lesson were brought	10	
<b>Language</b>		
Student uses language that is clear and understood	10	
Use of verbs are appropriate and correctly	10	
Syntax is appropriate and does not affect the meaning of sentences expressed	10	
<b>Total Points</b>	<b>100</b>	<b>Student's Total Score:</b> _____

Student's signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_