Approved by Undergraduate Council 4/10/2012 Sharon Gill

Open in full window.

Attachments:

no file selected

	ID	Attachment
Delete	136	TSL 560 Literacy Development in the ESL Classroom.
		1

NEW COURSE FORM

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: Today's Date:

   b. * Department/Division:

   c.
      * Contact Person Name: Email: Phone:

      * Responsible Faculty ID (if different from Contact)   Email: Phone:

   d. * Requested Effective Date: Semester following approval OR   Specific Term/Year [1]

   e.
      Does the change make the course a UK Core course?   Yes   No

      If YES, check the areas that apply:

      Inquiry – Arts & Creativity   Composition & Communications – II

      Inquiry – Humanities   Quantitative Foundations

      Inquiry – Nat/Math/Phys Sci   Statistical Inferential Reasoning

      Inquiry – Social Sciences   U.S. Citizenship, Community, Diversity

      Composition & Communications – I   Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning?   Yes [4]   No

   b. * Prefix and Number:

   c. * Full Title:

   d. Transcript Title (if full title is more than 40 characters):

   e. To be Cross-Listed [2] with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact [3]

hours   for each meeting pattern type.

Lecture	Laboratory[1]	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	Seminar	Studio
Other	If Other, Please explain:		

g. * Identify a grading system: Letter (A, B, C, etc.)   Pass/Fail

h. * Number of credits:

i. * Is this course repeatable for additional credit?   Yes   No
If YES: Maximum number of credit hours:
If YES: Will this course allow multiple registrations during the same semester?   Yes   No

j. * Course Description for Bulletin:

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience   Service Learning   Both

3. * **Will this course be taught off campus?**   Yes   No
   If YES, enter the off campus address:

4. **Frequency of Course Offering.**

   a. * Course will be offered (check all that apply):   Fall   Spring   Summer   Winter

   b. * Will the course be offered every year?   Yes   No
      If No, explain:

5. * **Are facilities and personnel necessary for the proposed new course available?**   Yes   No
   If No, explain:

6. * **What enrollment (per section per semester) may reasonably be expected?**

7. **Anticipated Student Demand.**

   a. * Will this course serve students primarily within the degree program?   Yes   No

   b. * Will it be of interest to a significant number of students outside the degree pgm?   Yes   No
      If YES, explain:

8. * **Check the category most applicable to this course:**

   Traditional – Offered in Corresponding Departments at Universities Elsewhere
   Relatively New – Now Being Widely Established
   Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

   a. * Is this course part of a proposed new program?   Yes   No

If YES, name the proposed new program:

b. * Will this course be a new requirement [5] for ANY program? Yes No

If YES [5], list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

---

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Graduate School   5/3/12   Brian Jackson

<div align="center">

TSL 560: Literacy Development in the ESL Classroom
(3 cr.)

</div>

Instructor:

Dr. Francis Bailey	Modern and Classical Languages
1051 Patterson Office Towers	University of Kentucky
Tel: 859-257-7025	E-mail: francis.bailey@uky.edu

Class Meetings :
+ Monday: 4:30 – 6:30 (Class meeting)
+ Tuesday: 5:30 – 7:00 (Practicum)

Office Hours: Wednesday: 3:00 – 5:00 pm

Bulletin Course Description:

This course is designed to introduce students to theory, research and teaching applications of second language literacy development in the ESL classroom. This is a field-based course and students will study current teaching methods of literacy instruction and apply those ideas in a practicum ESL classroom.

Course Overview

Literacy is foundational for the modern, industrial world and is the parent to both science and schooling. It lies at the heart of education and plays an essential role in the education of English language learners. However, school texts and writing tasks present significant challenges to second language learners. Educators working with these students must become adept at analyzing texts for the linguistic, cultural and world knowledge required to learn from school based reading and writing tasks.

This course is designed to explore the nature of literacy and its development in the school context.   In order to gain insights into literacy, we must come to terms with its pivotal function in society and the types of linguistic knowledge required to use it effectively. Students will study current theories of second language development in reading and writing. They will also explore current approaches to literacy instruction from beginning level literacy development to more advance literacy practices. They also will have opportunities to apply these ideas to their teaching of ESL students in a practicum setting.

Essential Questions

1. Social: What is the function of literacy in society? How does literacy support the normative order? What are its subversive powers?
2. Linguistic: How do written texts differ linguistically from oral texts? What are the linguistic challenges that English learners face in mastering high level literacy skills? What are the linguistic competencies that students must master in academic settings?

3. Learners: How do students' backgrounds – linguistic, cultural, socio-economic - influence their learning of literacy?   What impact does oral language competence have on developing written language competence (and vice versa)?
4. Teachers: How can language teachers design curriculum and classroom activities that support literacy and academic development?

Student Learning Outcomes

This course is designed to facilitate understanding in the following areas. Participants will be able to:

1. analyze literacy practices in terms of their social functions;
2. design an ESL literacy curriculum for both beginning level learners and more advanced learners;
3. apply a genre approach to ESL writing development in lesson planning;
4. apply strategies and techniques for teaching basic and more advanced literacy skills;
5. use strategies for analyzing subject matter texts and academic tasks;
6. plan lessons that are guided by language and content objects that are appropriate to the grade levels and proficiency levels of targeted students;
7. plan lessons that are informed by research and theory on second language acquisition;
8. use supplementary materials (including graphic organizers, visuals, and manipulatives) to make content comprehensible.

Textbooks: The following texts should be purchased for this course:

- Rose, M. (2006). *Lives on the Boundary*. New York: Penguin.

- Derewianka, Beverly. (2008). *Exploring How Texts Work*. Newtown, NSW, Australia: Primary English Teaching Association.
- Fitzgerald, J. & Graves, M. (2003). *Scaffolding Reading Experiences for English-language Learners*. Norwood, MA: Christopher Gordon Publishers.

Course Requirements

1. Participation: Course participation involves being prepared for class by completing course reading and interacting thoughtfully and responsibly in class discussions. A key element of participation in this course is the ability to work cooperatively with all concerned in the practicum teaching experience.

2. Lesson Planning & Reflective Writings: Course participants are required to post on BlackBoard their weekly lesson plans and reflective writings on teaching issues from the practicum and course readings.

 3. Literacy Instruction Paper: Students will write a culminating paper 7 – 10 pages on the following questions:

- What is literacy?
- What are your beliefs about the development of ESL reading and writing skills?
- What are your beliefs about the teaching of reading and writing for English learners?

4. Lesson Planning (Graduate requirement): Submit two lesson plans with reflective analysis:

* Text Analysis: Select a text appropriate for your learners and curriculum and analyze it using the frames introduced in the course.

*Writing Task Analysis: Analyze writing tasks using a genre perspective.

5. Practicum: Course participants teach ESL literacy skills and practices to English language learners.

Undergraduate Student Grades
A passing grade requires satisfactory completion of all course requirements.

* Class Participation	10%
* Practicum Literacy Instruction	40%
* Reflective Writings	30%
* Literacy Instruction Paper	20%

Note: Undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.

Graduate Student Grades

* Class Participation	10%
* Practicum Literacy Instruction	40%
* Reflective Writings	20%
* Two Lesson Plans	10%
* Literacy Instruction Paper	20%

Grading Scale

<u>Undergraduate</u>

A = 90–100 percent
B = 80–89 percent
C = 70–79 percent
D = 60–69 percent
E = below 60 percent

<u>Graduate</u>
A = 90–100 percent
B = 80–89 percent
C = 70–79 percent
E = below 70 percent

Note: There is no final exam for this course. The culminating course task is the "Literacy Instruction" paper.

Classroom Behavior Policies

      Students should come to class prepared to responsibly participate in class discussions and tasks. There should be no use of electronic devices, except for their pedagogical applications. Students are expected to treat all class participants with respect and courtesy, in whole class and small group settings.

Academic Integrity

      Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

      Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

      Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

      When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

      Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

      Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

      If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course,

you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policy for Attendance
This course is designed to be a graduate course, with a teaching practicum. Students must consistently attend their practicum sessions, as well as the regular course sessions. A maximum of two class sessions can be missed. If you do have to miss a class, you are responsible for 1) notifying the instructor, prior to class; 2) making arrangements to collect course materials; 3) posting or turning in any course assignments due that day.

Course Policy on Academic Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please see the course instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide the course instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu).

Topic Schedule

	Monday	Tuesday
Week 1	Course Introduction Practicum Orientation What is literacy? You as Reader	No Practicum Teaching
Week 2	Lesson Planning Whole-Part Teaching Teaching for Comprehension Practicum Orientation	No Practicum Teaching
Week 3	Core SLA Principles Early Reading Instruction L2 Reading Research Lesson Planning for Vocab. Devel.	Practicum Teaching
Week 4	Early Reading Instruction Case Studies of ELL Language Experience Approach	Practicum Teaching
Week 5	Writing Instruction You as Writer L2 Writing Research Process Writing	Practicum Teaching
Week 6	Writing Instruction L2 Writing Research Genre Approach to Writing	Practicum Teaching
Week 7	Writing Instruction Responding to Writing Genre Approach to Writing	Practicum Teaching

Week 8	Writing Instruction L2 Writing Development Genre Approach to Writing	Practicum Teaching
Week 9	Developing Thematic Units Scaffolding Reading Text Analysis	Practicum Teaching
Week 10	Developing Thematic Units Activate Prior Knowledge Reading Strategies	Practicum Teaching
Week 11	Content-based Instruction Language vs. Content Objectives Developing Thematic Units	Practicum Teaching
Week 12	Academic Literacy Text to Self Connections Text models	Practicum Teaching
Week 13	Academic Literacy Text to World Connections Sentence frames	Practicum Teaching
Week 14	Discourse: Cohesion & Coherence Discourse: Intertexuality Text to text connections	Practicum Teaching
Week 15	What is literacy? You as literacy teacher	Practicum Teaching