

**BSL 571**  
**SOCIAL, CULTURAL, AND LANGUAGE INFLUENCE ON LEARNING**  
**SPRING 2008**

*BSL 571 is a required course for the Masters in Reading and Reading Specialist Certification.*

**College of Education**  
**Department of Language, Literacy, & Special Populations**

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**Text/Readings:** Diaz-Rico, L.T. & Weed, K.Z. (2006). The Crosscultural, Language, and Academic Development Handbook. Boston, MA: Allyn & Bacon THIRD EDITION

Perogoy, S. & Boyle, O. (2005). Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers. Boston, MA: Pearson Education, Inc. FOURTH EDITION.

Fadiman, A. (1997). The Spirit Catches You and You Fall Down. New York: The Noonday Press (Can be borrowed from a library.)

Publication Manual for the American Psychological Association (Fifth Edition). Washington, D.C.: APA (Already purchased for previous course, RDG 530)

In addition to the required course readings, graduate students will self-select books and professional journals related to the course content.

**Course Description:** This course helps describe languages, differences between languages, predictions of difficulties faced by a language learner, and helps teachers develop strategies to deal with the needs of second language learners from varied linguistic backgrounds. It examines sociocultural factors in the language classroom, interpersonal relations, concepts, models, and strategies for pluralistic teaching.

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Activities</b></li> </ul> (* indicates field-based activity)	<ul style="list-style-type: none"> <li>• <b>Performance Assessment</b></li> </ul>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• State Standards</li> <li>• IRA Standards</li> </ul>
#1 Demonstrates an understanding of theories, processes, and principles of language, as these relate to literacy acquisition as a means for transmitting cultural values.	<ul style="list-style-type: none"> <li>• Engages in discussion groups to explain, compare, contrast, and critique theories</li> <li>• *Evaluates present classroom practices in light of current theory and research</li> <li>• *Applies theories, processes, and principles to classroom</li> <li>• Demonstrates understanding of theories, processes, and principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion rubric</li>   <li>• Focus Question #1 rubric</li> </ul>	<b>3.2k, 3.3k, 4.1k, 4.2k, 4.5k</b>  <b>4.1s</b>  <i>1.1; 1.3</i>

<p>#2 Recognizes and values cultural, linguistic, and ethnic diversity</p>	<ul style="list-style-type: none"> <li>Engages in discussion groups focused on issues of diversity in the classroom</li> <li>Interviews parents and students of diverse cultural groups</li> <li>Participates as a member of a cultural research group</li> </ul>	<ul style="list-style-type: none"> <li>Discussion rubric</li> <li>Interview #1 rubric</li> <li>Presentation of cultural research rubric</li> </ul>	<p><b>2.19k, 4.5k</b></p>
<p>#3 Discusses and writes reflectively about the linguistic, sociological, cultural, cognitive, and psychological bases of the reading, writing, listening, and speaking.</p>	<ul style="list-style-type: none"> <li>Engages in discussion groups focused on issues of diversity in the classroom</li> <li>Discusses models of reading/writing instruction and best practices that reflect those models</li> <li>Demonstrates understanding of language factors that influence literacy development</li> <li>Interviews: parent, child, and school personnel</li> </ul>	<ul style="list-style-type: none"> <li>On-line discussion rubric</li> <li>Model lessons rubric</li> <li>Focus Question #2 rubric</li> <li>Interview #2 rubric</li> </ul>	<p><b>1.2k, 2.4k, 3.2k, 3.3k, 4.1k, 4.2k, 4.5k</b></p> <p><b>1.2s, 1.31s, 4.1s</b></p> <p>1.2</p>
<p>#4 Applies a variety of instructional strategies and materials that promote the acquisition of literacy</p>	<ul style="list-style-type: none"> <li>Participates in discussions reviewing strategies and sharing ideas</li> <li>*Implements instructional strategies and utilizes materials and resources in the classroom that promote literacy learning for all children</li> <li>*Participates as a member of a group which develops and evaluates strategies for literacy learning.</li> <li>Presents best practices in using appropriate materials for diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of strategies lessons rubric</li> <li>Model lesson rubric</li> <li>Discussion rubric</li> <li>School presentation rubric</li> </ul>	<p><b>1.2k, 2.19k, 2.20k, 3.4k</b></p> <p><b>1.2s, 1.24s, 1.31s, 3.1s, 3.3s, 3.4s, 3.5s</b></p> <p>4.1; 4.2</p>
<p>#5 Identifies the issues in assessing second language learners' reading and writing and creates lessons that are culturally responsive.</p>	<ul style="list-style-type: none"> <li>*Creates model lessons that incorporate best practices and sound assessment</li> </ul>	<ul style="list-style-type: none"> <li>Model Lesson rubric</li> </ul>	<p><b>2.4k, 2.5k, 3.5k, 3.6k</b></p> <p>3.2s</p>
<p>#6 Discusses the social, cultural, and language influences on learning by reading professional journals and publications and then applying these concepts in their teaching.</p>	<ul style="list-style-type: none"> <li>Utilizes professional publications in the developing of new strategies for the classroom.</li> <li>Utilizes research in the presentation of instructional changes to school personnel</li> </ul>	<ul style="list-style-type: none"> <li>Model Lesson project and strategies lesson rubrics</li> <li>Focus Question #3 rubric</li> </ul>	<p><b>44.6k</b></p> <p><b>4.1s, 4.2s,</b></p>
<p>#7 Shares knowledge and skills with other professionals</p>	<ul style="list-style-type: none"> <li>Participants in discussion groups focused on issues of diversity in the classroom</li> <li>Shares information learned with school personnel</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Rubric</li> <li>Focus Question #3 rubric</li> </ul>	<p><b>3.2s, 3.5s, 4.1s, 4.2s,</b></p>

Web address for state standards: <http://www.tea.state.tx.us>

Web address for IRA standards: <http://www.reading.org/advocacy/standards/introduction.html>

**Course Format:** The content of this course is delivered On-line utilizing Blackboard. In addition, course concepts are learned through self-study, collaborative study, small group discussions, and small group presentations. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products, discussions, and presentations. The ESSENTIAL overall objective for this course is that the students learn the fundamental principles, generalizations, and theories related to the teaching and learning of diverse cultural groups. In addition, there are two IMPORTANT overall objectives: (1) they learn to apply course material and concepts to improve thinking, problem solving, and decisions and (2) they develop specific skills, competencies, and points of view needed by professionals in the field who teach culturally and linguistically diverse learners.

**Course Content:**

Course overview, technology explanations and explorations, beginning reflections

Culture and cultural diversity

Theoretical foundations for language acquisition

Psychological and sociocultural factors

Language structure and use

Classroom literacy strategies for English language learners

Language assessment and instruction

School structure, policies, and procedures

Topics to be continued throughout the masters program and which are embedded in the content:

- Meeting the literacy needs of a diverse population
- Implementing and integrating appropriate literacy technology in the classroom
- Professionalism: How a professional educator thinks, acts, and speaks
- Selection of course material for portfolio

**Course Requirements:**

- 1) **Professionalism/Participation.** It is expected that graduate students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work be completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.
- 2) **Readings, viewings, postings.** This online course is divided into week blocks of time (Monday through Sunday). Class documents and assignments can be found on Blackboard and will be available for reading the weekend prior to actual due dates. Students have specific due dates to either post answers and responses on Blackboard to colleagues or to email specific assignments to the instructor/professor. The evaluations of these postings and responses will be made by the instructor/professor utilizing the Online Discussion rubric. See Document 2.
- 3) **Assignments with rubrics.** In addition to the online discussion of course texts, students will complete seven assignments that are accompanied with detailed rubrics: Focus questions, Cultural Project, Interviews, and Lesson Plans.

**Evaluation:**

Grading: All assignments must be submitted on dates due. Assignments will be considered "on time" if submitted by midnight the day due. (NOTE: All due dates/times are based on **US Central Standard Time**.) Submission of work after midnight will be considered late. All assignments must be completed in order to pass this course. Late assignments with rubrics lose 10% of the points for that assignment for each calendar day late. Late assignments without rubrics will reduce Professionalism Points by 5 points for each calendar day late. Also, because your active participation is so important in an online environment, it is imperative that your interactions on Blackboard (postings, viewings, replying, etc.) be on time as well. Failure to interact with your colleagues during expected times can also result in a loss of 5 points for each calendar day late.

	<b>total points</b>
Professionalism/participation/ online discussions	60
Assignments: Focus Question #1 – theories of learning	20
Focus Question #2 – the politics of second language acquisition	20
Focus Question #3 – school speech	20

Cultural Research mini-projects	20
Interviews (2)	40
Lesson Plans	<u>20</u>
<b>TOTAL</b>	<b>200</b>

Letter grades: A= 200 - 280 B= 179 - 260 C= 159 –140

The professor reserves the right to alter course requirements to better meet the learning needs of the graduate students.

**Portfolio:** If you are pursuing the Master of Education in Reading, then upon completion of the program, you must demonstrate competence in Texas Reading Specialist standards and/or the standards for Role 6 of the International Reading Association. Competence will be assessed through coursework and a growth portfolio submitted at the end of your coursework. The growth portfolio is comprised of required entries and products of your choosing that demonstrate mastery of the standards. The required portfolio submission from this course is one focus question: either theories of learning, the politics of second language acquisition, or school speech.

### **Expectations:**

**1. Course prerequisite:** It is expected that students who register for BSL 571 online course have completed RDG 530 and have taken at least one online course in the Sam Houston State University Masters in Reading Program.

**2. Technology requirements:** It is expected that graduate students who register for this online course have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating powerpoint presentations, conducting an online search, and using library electronic reserves. Microsoft Word is the word processing program that is necessary to complete assignments. It is necessary that students have access to a computer at home since much of the work for the course is done in the evenings and on weekends. It is also expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to hit the ground running. This is NOT a place to begin learning the technology skills.

### **Student Absences on Religious Holy Days Policy**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absences(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

### **Students With Disabilities Policy:**

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling 936-294-1720.

### **Americans With Disabilities Act**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete. Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from

### **Bibliography of suggested readings:**

- Au, K. (1997). Literacy for all students: Ten steps toward making a difference. *The Reading Teacher*, 51,
- Beebe, Leslie M. (1988). *Issues in second language acquisition: Multiple perspectives*. New York: Newbury House Publishers
- Brantley, D. (2007). *Instructional assessment of English language learners in the K-8 classroom*. Boston: Pearson Education.
- Brisk, M.E. (2008). *Language, culture and community in teacher education*. New York: Lawrence Erlbaum Associates.
- Cambourne, B. (1995). Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. *The Reading Teacher*, 49, 182-190.
- Gass, S. M. (2001). *Second language acquisition: An introductory course*. N.J: Lawrence Erlbaum Associates, Inc.
- Hollins, Etta R. (1994). *Teaching diverse populations: Formulating a knowledge base*. Albany.: State University of New York Press.
- Krashen, S. & Terrell, T. (1983). *The natural approach*. Hayward, CA: Alemany Press.
- McLaren, P. (2003). *Life in schools: An introduction to critical pedagogy in the foundations of education*. Boston: Pearson Education.
- Nieto, S. (2002). *Language, culture and teaching: Critical perspectives for a new century*. N.J: Lawrence Erlbaum Associates, Inc.
- Richard-Amato, P.A. (1996). *Making it happen*. N.Y.: Addison-Wesley Publishing Company
- Savignon, Sandra (1983). *Communicative Competence: Theory and Classroom Practice*. Addison-Wesley Publishing Company
- Takaki, R. (1993). *A different mirror: A history of multicultural America*. Boston: Little, Brown & Company.
- Tollefson, J.W. (2002). *Language policies in education: Critical issues*. N.J: Lawrence Erlbaum Associates, Inc.
- Trumbull, E. (2001). *Bridging cultures between home and school: A guide for teachers*. N.J: Lawrence Erlbaum Associates, Inc.