

Language Arts, Second Language Acquisition and Children's Literature

EDU 5105-01 (3 units)

Fall Term, 2024

Course Type: Hybrid Asynchronous

Tuesdays: 5:30-8:15pm

Location: 6-115

Zoom link: <https://cpp.zoom.us/j/87477121099> (located in Zoom LTI Integration: Canvas)

Meeting dates for in-person instruction: August 27, September 10, 24, October 8, 22, November 5, 19, December 3, 10

Meeting dates of Independent work: September 17, October 1, 15, 29, November 12, 26

Instructor Information

Mrs. Cecilia De La Torre, M. Ed.

Office Hours: Mondays: Before or after class by appointment or during Independent course work time: 5:30-6:30 pm

Phone: Contact through cpp email (see below)

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Department of Education (CEIS) Mission Statement

The mission of the Education Department of the College of Education and Integrative Studies is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.

LEADERSHIP by effectively communicating, collaborating and setting an example of advocacy that influences people to come together in promoting transformative educational policies, pedagogies, and practices that champion excellence, equity, and ethical responsibility for all students in diverse classrooms, schools, and communities.

EXPERTISE by engaging in the reflective study, application, synthesis, and evaluation of educational theories, contemporary issues, pedagogical practices, and research findings to

develop an informed, problem-solving perspective that permeates professional inquiry, ethical commitment, and decisive action.

APPLICATION OF KNOWLEDGE by integrating theory, research and reflective practice to render professional judgments and choices in contexts that result in decisions and actions that promote the viability of classrooms of schools and learning and by designing and conducting research that is focused on an educational problem germane to the investigator's professional interests and concerns, systematically studied in an effective, ethical manner, and formally presented as an original contribution to educational scholarship.

DIVERSITY, TECHNOLOGY & GLOBAL AWARENESS by continuing to learn about the world in the context of rapidly emerging social and technological change in order to make informed decisions and take responsible actions to cultivate, develop, and celebrate human potential in all its diverse forms.

Program Strands

In addition to the topic-specific nature of coursework and fieldwork, teacher candidates must continuously consider:

Meeting Student Needs - Learn how person, family, school, community, and environmental factors impact students' academic, emotional, and social well-being with a special emphasis on communication with parents and the use of school and community resources to support the needs of each student.

Second Language Learners – Be able to utilize principles and practices in English Language Development to support English language learners' acquisition of academic content language, comprehension skills, knowledge and understanding of the subject area.

Students with Disabilities – Use basic knowledge, skills, and strategies for effectively meeting the needs of students with disabilities, behavior plans, and other challenges within the regular classroom by differentiating instruction to the degree possible in order to provide access to the curriculum in a positive inclusive classroom climate.

Reading and Writing Across the Disciplines – Demonstrate that every teacher is a reading and writing teacher with specific emphasis on the type of reading and writing that provides access to the curriculum and builds communication skills in writing.

Teaching with Technology – How to use a variety of technologies to support effective teaching, assessment, and student learning in the classroom while being mindful of the legal, ethical, and safety issues that are continuously changing as students use technology more extensively in learning and as part of lifelong needs.

Course Information

Catalog Description

Theoretical models and pedagogical applications of language arts, writing and second language acquisition for native English speakers and English language learners. Investigation of genres, authors, illustrators and diversity in children's literature.

Prerequisites

Admission to Teacher Preparation program.

Course Learning Objectives

Upon completion of this course, the teacher candidate will be able to:

- TPE 1.1: Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- TPE 1.3: Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- TPE 1.5: Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
- TPE 1.6: Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- TPE 2.5: Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- TPE 3.1: Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- TPE 3.2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
- TPE 3.3: Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

- TPE 3.5: Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- TPE 4.3: Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- TPE 5.1: Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- TPE 5.7: Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- TPE 6.1: Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- TPE 7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
- TPE 7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
- TPE 7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguageing.

- TPE 7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
- TPE 7.10b Understand how to appropriately assess and interpret results of literacy assessments for English learner students.
- TPE 7.11 Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Dyslexia related learning outcomes:

- Contrast the experience of identifying dyslexia in English Learners with native English speakers and critically reflect on the nuances of identifying dyslexia in ELs.
- Understand the definitions of ELs at various stages of L2 acquisition.
- Recognize predictors for dyslexia shared by ELs and non-EL students.

Course Materials

Required Materials:

Tompkins, G. E. (2016). *Language Arts: Patterns of practice (9th ed.)*. Upper Saddle River, NJ: Merrill Pearson Education, Inc. ISBN 978-0135224618

Recommended Materials:

Diversity book list:

Priya Dreams of Marigolds Marsala by Meenal Patel

A Crown for Corina by Laekan Zea Kemp

Why We Dance: A story of hope and healing by Deidre Havrelock

Blue Sky White Stars by Sarvider Naberhaus

Too Many Mangos by Tammy Pikai

The Water Princess by Susan Verde

Luli and the Language of Tea by Andrea Wong

Rainbow Weaver by Linda Elovitz Marshall

Chapter book list:

One Crazy Summer by Rita Williams-Garcia

The Boy in the Striped Pajamas by John Boyne

Restart by Gordon Korman

Out of my Mind by Sharon M. Draper

Hatchet by Gary Paulson

Tuck Everlasting by Natalie Babbitt

California dyslexia guidelines:

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

Technical Requirements

Hardware

- PC/Mac
- Monitor with minimum resolution of 1024x768
- Speakers or headphones

Software

- [Adobe Flash Player](https://get.adobe.com/flashplayer/) - download at: <https://get.adobe.com/flashplayer/>
- [Adobe Acrobat Reader](https://get.adobe.com/reader/) - download at: <https://get.adobe.com/reader/>
- [Java](https://java.com/en/download/) - download at: <https://java.com/en/download/>
- Internet Browser - [Blackboard supported browsers](#):
https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student/015_Browser_Support/013_Browser_Support_for_October_2014

Students' Obligations

Minimum Technical Skills

You are expected to have basic computer knowledge including, but not limited to:

- Using email and attachments
- Downloading, editing, saving, and submitting files
- Copying and pasting
- Downloading and installing software

Getting Help

If you are having trouble understanding concepts, it is your responsibility to seek help by contacting the instructor.

If you are having difficulties with using Blackboard-specific tools or features, refer to the [Blackboard eHelp](#) page. More complicated Blackboard inquiries can be directed to the [IT Service Desk](#). Both links to the Blackboard eHelp page and IT Service Desk can be found under the “Technical Support” section located on the left navigation menu of this course.

Assignments

All information will be posted in Canvas. Announcements will be posted weekly.

Language Arts textbook chapter presentation (Anchor assignment): 20 points

In groups, students will present information that was covered in one of the chapters of the Tompkins textbook. Students will lead their classmates in a lively discussion about the issues covered in their chapter.

Diversity book list and reflection: 12 points

Students will read from a selected list of children’s books that highlight diverse people/themes. Students will write a reflection about their diverse book chosen and how it can be used to teach students focusing on summary, favorite personal part of book, objective, theme and hands-on activity you would teach students.

Tompkins chapter reflections: 2 points each = 24 points total

Students will write brief reflections about important information covered in the Language Arts textbook chapters. Each reflection will be focused on assigned readings, videos, class discussions, guest speakers, etc. for that week. This is not a summary but a critical reflection related to the prompts from the perspective of a future teacher. Each reflection should be at least 300 words.

Chapter book personal reflection: 12 points

Each student will choose and read one literature book that is appropriate for any grade within the upper elementary or middle school range (4th to 8th grades) from a list. Each student will read the chapter book and write a personal reflection about the book focusing on: character traits, theme, plot, reading comprehension skills and share three specific teaching points (objectives) that can be used throughout the book from the perspective of a future teacher.

Second language acquisition strategy presentation: 12 points

The purpose of this assignment is to give teacher education students opportunities to create a lesson and strategy designed for second language learning. In groups, students will prepare a second language development lesson and strategy and teach this lesson to their classmates.

Class Participation: 18 points

- In education courses, class attendance is extremely important. You are allowed one free absence in this course. After this free absence, you will lose 5 points from your class participation grade for each subsequent absence.
- If you miss a class, you must send an email to the professor acknowledging the absence.
- Students who must miss more than one class session because of excusable reasons (serious illness, death in family, etc.) and who wish to earn a perfect class participation grade should talk with the professor about completing alternate activities.
- Students with more than four absences may be dropped from the course.
- Class participation includes posting comments on the discussion board. You must post comments for at least three chapter presentations during the semester.

Grading

Late Submissions: Late assignment submissions will lose 2 points per day. No assignments will be accepted after the Tuesday of Finals week.

Evaluation of Outcomes/Assignments Overview

Assignment	Points Possible	Weight	Aligned Outcomes & TPEs
Anchor Assignment: Language arts chapter presentation	20	20%	1.5, 3.1, 3.3, 5.1, 7.6, 7.7, 7.8
Diversity book list and reflection	12	12%	1.3, 4.3, 7.3
Tompkins Chapter reflections (12 chapters, 2 points each)	24	24%	1.5, 3.1, 3.3, 5.1, 7.6, 7.7, 7.8
Chapter book personal reflection	12	12%	1.5, 3.1, 3.3, 5.1, 7.6, 7.7, 7.8
Second language acquisition strategy presentation	12	12%	1.6, 2.5, 3.5, 6.1, 7.10, 7.11
Class participation	18	18%	5.7, 7.10, 7.11
TOTAL	100	100%	

GRADING SCALE*

Score (%)	Letter Grade	As your instructor, this means... (examples provided in green; consult the university catalog for detail)

94 – 100	A	<i>Superior work</i>
90 – 93	A-	
88 – 89	B+	<i>Very good work</i>
84 – 87	B	
80 – 83	B-	
78 – 79	C+	<i>Adequate work</i>
74 – 77	C	<i>Minimally acceptable work</i>
70 – 73	C-	<i>Unacceptable work</i>
69-60	D range	
≤59	F	

*You must earn a C to pass this course.

Teacher Performance Assessment

Senate Bill 2042 (Chapter 548, Statutes of 1998) requires all candidates for a preliminary Multiple Subject and Single Subject Teaching Credential to pass an assessment of teaching performance in order to earn a teaching credential. The California Commission on Teacher Credentialing (CCTC), in cooperation with Educational Testing Service (ETS), designed the California Teaching Performance Assessment (CA TPA). The CA TPA measures the attributes of the Teaching Performance Expectations (TPEs) that describe the knowledge and abilities required of beginning California teachers that were adopted by the Commission in September 2001. The TPEs describe what all California beginning teachers need to know and be able to do to qualify for the Preliminary Multiple, Single Subject, or Educational Specialist Teaching Credential. While Educational Specialist Credential candidates are responsible for TPEs, they are not at this time required to complete TPAs. This course is designed to support your development in meeting designated TPEs that are required to successfully complete the TPA. For additional information on the TPA, visit the CTC website.

Course Policies

Academic Integrity

All of the work completed in this course is expected to be your own. Plagiarism or cheating will not be tolerated in this course.

Unauthorized recording, dissemination, or publication of academic presentations or materials for any purpose is forbidden.

Any violation of any published University policy, rule, regulation or presidential order will result in student discipline action.

The University is committed to maintaining academic integrity throughout the university community. Academic dishonesty is a serious offence that can diminish the quality of scholarship, the academic environment, your academic reputation, and the quality of a Cal Poly Pomona degree. All forms of academic dishonesty at CPP are a violation of University policy

and will be considered a serious offense. Academic dishonesty includes, but is not limited to plagiarism, cheating, use of unauthorized study aides, falsifying university documents (such as fieldwork logs), and any action that gains an unfair academic advantage. Refer to the University Catalog for further information.

It is the responsibility of all students to be informed of what constitutes academic dishonesty and to follow the policy. A student who is aware of another student's academic dishonesty should report the instance to the instructor of the class, the test administrator, or the head of the department within which the course is offered.\

Consequences for academic dishonesty will include a zero on the assignment with no opportunity for resubmission and the completion of a Statement of Concern for your CPP file. Additionally, students will be referred to the Office of Student Conduct and Integrity where they may face additional consequences. Students may also receive a possible F in the course and/or removal from the credential program.

Academic dishonesty is also a violation of Teacher Performance Expectation (TPE) 6 (Developing as Professional Educators) and could result in the California Commission on Teacher Credentialing (CTC) refusing you a teaching credential.

For more information, visit the [Academic Integrity Policies](#) page:

<http://www.cpp.edu/~judicialaffairs/academic-integrity-resources/academic-integrity.shtml>.

Plagiarism

Researchers and educators do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism).

Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another person (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. ***The key element of this principle is that you do not present the work of another (in whole or part) as if it were your own work*** (APA, 2010). For additional support on plagiarism, please reference the [CPP Library Tutorials](#). Also see Princeton's [Plagiarism Examples](#).

Netiquette

Netiquette refers to the behavior that you are expected to follow when communicating online. It covers both common courtesy in an online environment and the informal ground "rules" for navigating in cyberspace. For this course, you are asked to follow these basic guidelines:

- When writing an email to your instructor, include the class name and section, along with a description, in the subject line. For example: COM 206.01 RE: Design Project.

- Use a signature with your full name at the end of your emails.
- Remember that slang can be misunderstood or misinterpreted – use your “academic” voice. pls dnt use txt lang when sending messages 2 me.
- Be aware of your tone and avoid sentences typed in all caps – it implies online “screaming” or “shouting.”
- Do not send angry messages known as “flaming.”
- Do not use offensive language.
- Be sensitive to those with cultural and/or linguistic backgrounds, as well as different political and religious beliefs.
- Respect different views and opinions.
- Provide constructive feedback and use good judgment when composing responses to your classmates.
- Be professional and use good grammar and spelling. Consider writing your discussion posts, assignments, and online correspondence in a text editor to check for spelling and grammar before pasting it into an online submission.

University Resources

Accessibility

Cal Poly Pomona, as a learning-centered university, is committed to student success. Students with disabilities are encouraged to contact the instructor or to visit the [Disability Resource Center](#) (DRC) to coordinate course accommodations.

Blackboard Accessibility

- [Blackboard accessibility information](#)
- [Navigating Blackboard using a screen reader](#)

Learning Resource Center

The [Learning Resource Center](#) (LRC) is a service designed to develop student success. Learn about opportunities available for tutoring, workshops, test preparation, and study skills.

Student Services

[Student Services](#) provides information about the various student services offered at Cal Poly Pomona such as advising, library resources, and health services.

Aligned Teacher Performance Expectations [TPES]

TPE 1: Engaging and supporting all students in learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educators

TPE 7: Effective Literacy Instruction for All Students

The full text of the Teaching Performance Expectations (TPEs), Adopted June 2016 can be found at:

<http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf>

Course Schedule

Session & Location:	Date:	Topics & Readings due from Tompkins text:	Assignments Due (turn in before Monday session):
Session 1: Main Campus	August 27	Review Syllabus Review assignments: • Tompkins chapter reflections • Class participation Review Group presentations: • Anchor assignment-Language Arts textbook chapter presentation • Second language acquisition lesson & strategy presentation Chapter 1: Learning and the Language Arts	Choose groups for Anchor assignment Language Arts textbook chapter presentation Choose groups for Second language acquisition lesson & strategy presentation Tompkins Chapter 1 & 2 Reflection questions due

		Chapter 2: Teaching and Assessing Language Arts	
Session 2: Independent	September 3	Begin to reach out to classmates to form groups for presentations: • Anchor assignment Language Arts textbook (preview and look through Chapters in Tompkins textbook) • Second language acquisition lesson & strategy Become familiar with Canvas & EDU 5105 schedule and assignments	
Session 3: Main Campus	September 10	Review Assignments: • Diversity book list & reflection • Chapter book list reading & reflection Chapter 3: Emergent Literacy Chapter 4: Oral Language: Listening and Talking Review ELA/ELD Framework	Tompkins Chapter 3 & 4 Reflection questions due Choose: Chapter book from list Choose: Diversity book from list

		English Learners: lesson plan and strategies	
Session 4: Independent	September 17	Read Diversity book Begin to read: Chapter book	Sign-up for Second language acquisition lesson & strategy presentation (select group members) Sign-up for Textbook Chapter presentations (select group members)
Session 5: Main Campus	September 24	Chapter 5: Written Language: Reading & Writing Chapter 11: Language Tools: Grammar, Spelling, Handwriting Discuss Diversity book list & reflections Touch base: Second language acquisition lesson & strategy presentation groups Touch base: Anchor assignment Language Arts textbook chapter presentation groups	Tompkins Chapter 5 & 11 Reflection questions due Diversity book reflection due
Session 6: Independent	October 1	Continue to read Chapter book Meet with Anchor assignment Language Arts textbook chapter presentation groups	

		Meet with Second language acquisition lesson & strategy presentation groups	
Session 7: Main Campus	October 8	Chapter 6: Visual Language: Viewing & Visually Representing Chapter 7: Building Vocabulary	Tompkins Chapter 6 & 7 Reflection questions due Second language acquisition lesson & strategy presentations Groups 1, 2 & 3
Session 8: Independent	October 15	Continue to read Chapter book Meet with Anchor assignment Language Arts textbook chapter presentation groups Meet with Second language acquisition lesson & strategy presentation (as needed)	
Session 9: Main Campus	October 22	Chapter 8: Comprehending & Composing Stories	Tompkins Chapter 8 Reflection question due Second language acquisition lesson & strategy presentations Groups 4, 5 & 6
Session 10: Independent	October 29	Continue to read Chapter book Meet with Anchor assignment Language Arts textbook chapter presentation Meet with Second language acquisition	

		lesson & strategy presentation (as needed)	
Session 11: Main Campus	November 5	Chapter 9: Investigating Non-fiction	Tompkins Chapter 9 Reflection question due Tompkins Textbook Chapter presentations: Chapters 4, 5 & 6
Session 12: Independent	November 12	Continue to read Chapter book Meet with Anchor assignment Language Arts textbook chapter presentation (as needed)	
Session 13: Main Campus	November 19	Chapter 10: Exploring Poetry	Tompkins Chapter 10 Reflection question due Tompkins Textbook Chapter presentations: Chapters 7, 8, 11
Session 14: Independent	November 26	Finish Chapter book	Chapter book reflection due
Session 15: Main Campus	December 3	Chapter 12: Putting It All Together	Tompkins Chapter 12 Reflection question due Check Canvas make sure all assignments have been turned in
Finals	December 10	Finals	Finals