

EDRD 414 Teaching Reading in a Multicultural Setting Master Syllabus

COURSE INFORMATION

Instructor:

Office Location:

Office Hours:

Phone:

Email:

COURSE DESCRIPTION

Strategies for teaching reading and developing language skills in a multicultural setting.

COURSE RATIONALE

The purposes of this course are consistent with the university's mission, "by teaching we learn". The Center's mission, "facilitating learning for a diverse world"; Department of Education's mission, "to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading processes and teaching techniques...and actively encouraging the lifetime reading habit." The course, Reading 414, using the constructivist model of learning, is designed to develop abilities and skills in understanding, interpreting, and administering effective and fair policies and practices for students and school personnel.

REQUIRED TEXTS

- ***Admission to and continuation in the Teacher Education Program at CWU requires that the student purchase LiveText. The student must present proof of purchase to the Certification Office, Black 228.***
- ***LiveText Artifact Posting***
Students who fail to post artifacts to LiveText will not receive credit for the assignment and will fail the course.

Opitz, M.F. (Ed.) (1998). *Literacy instruction for culturally and linguistically diverse students*. Newark, NJ: International Reading Association.

Pratt, L., & Beaty, J.J. (1999). *Transcultural children's literature*. Boston: Allyn & Bacon.

COURSE TOPICS

Awareness & attitudes toward literacy
Understanding the reading process
Teacher beliefs
Literacy instruction & diverse learners
Enhancing reading comprehension for diverse learners
Using writing to develop reading
Multicultural children's literature

COURSE CONCEPTUAL FRAMEWORK

The constructivist model asserts that:

- Knowledge is actively created by the learner
- Knowledge is "constructed" or made meaningful when learners relate new information to prior knowledge or existing structures of knowledge
- Knowledge "constructs" are shaped by experience and social interaction
- Members of a culture collaboratively establish knowledge

STANDARDS BASE

Central Washington University Center for Teaching and Learning (CTL):

CTL 1 DOMAIN: Candidates demonstrate subject matter knowledge in areas of endorsement.

In this course students will:

Demonstrate knowledge of the literacy process. K1.1.3, K1.2.1, K1.2.2	Written exams, oral presentations, UESL/ESL partner activities
Demonstrate knowledge of various approaches for developing literacy K1.3.1, K2.1.4, S2.1.1,	Written exams, article reviews, oral presentations
Demonstrate knowledge of Children’s literature for diverse learners. S1.2.3	5-lesson instructional unit (LiveText) , read alouds, book talks, oral presentations, written exams
Demonstrate knowledge of various instructional activities for teaching children from diverse populations. K2.1.1, S2.1.1, S2.1.2, K7.1.1	5-lesson instructional unit (LiveText) , oral presentations, article reviews
Demonstrate knowledge of constructing a classroom environment that would foster literacy in children from diverse populations. K2.1.4, K3.1.1	Written exams, displays, case studies, class participation
Understand & explain various values, life styles, history & contributions of various subgroups. S1.1.2, K2.1.2	UESL student (CWU campus), dialogue journal, autobiography
Demonstrate knowledge of resources and professional organizations that foster literacy. S8.1.1	Journal critiques, internet research, teacher surveys
Demonstrate Professionalism within the categories of: preparation, attendance, quality standards, late assignments and modeling. S8.1.2	Class attendance, class participation, personal demeanor, class collaboration, quality projects
Students will be able to identify and utilize technology. S4.3.1	Curricular materials, oral & written presentations, demonstrations

REQUIRED TECHNOLOGY

All students must have an active **LiveText** account.

INSTRUCTIONAL METHODS and ACTIVITIES

The primary student learning activity will be cooperative learning, student presentations, individual and group projects, and small group simulations-role playing activities related to reading/literacy development. Secondary instructional strategies would be lecture, demonstration, and the use of videos.

GRADING

“C” grade indicates that a student has made substantial progress toward meeting the objectives of the course. The grades above a “C” are used for those students who have demonstrated some degree of superiority. See page 32 of the University catalog for more details.

Academic Dishonesty Policy

Academic dishonesty is defined in the CWU Student Conduct Code (11.B). If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

Students who have special needs or disabilities that may affect their ability to access information, materials, or activities presented in this course are encouraged to contact the DSS Director/ADA Compliance Officer on campus at (509) 963-2171 for information regarding additional-related educational accommodations.

BIBLIOGRAPHY

Brown, S.C., & Kysilka, M.L. (2002). *Applying multicultural and global concepts in the classroom and beyond*. Boston: Allyn & Bacon.

Cummins, J., Brown, K., & Sayers, D. (2007). *Literacy, technology, and diversity. Teaching for success in changing times*. Boston: Allyn & Bacon.

Diaz-Rico, L.T., & Weed, K.Z. (2nd ed.) (2002). *The crosscultural, language, and academic development handbook*. Boston: Allyn & Bacon.

Faltis, C.J. (3rd ed.) (2000). *Joinfostering. Adapting teaching for the multilingual classroom*. Upper Saddle River, NJ: Merrill.

Gipe, J.P. (6th ed.) (2006). *Multiple paths to literacy. Assessment and differentiated instruction For diverse learners, K-12*. Upper Saddle River, NJ: Pearson.

Hadaway, N.L., Vardell, S.M., & Young, T.A. (2002). *Literature-based instruction with English Language learners K-12*. Boston: Allyn & Bacon.

Harris, V.J. (Ed.) (1993). *Teaching multicultural literature in grades K-8*. Norwood, MA: Christopher-Gordon Publishers.

Hernandez, H. (1997). *Teaching in multilingual classrooms*. Upper saddle River, NJ: Prentice-Hall.

Classic Texts

Cummins, J. (1989). *Empowering minority students*. Sacramento, CA: California Association for Bilingual Education.

TENTATIVE COURSE SCHEDULE

Dates	Topics	Readings	Assignments
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
			Final Exam