# AMLA-550

# Literacy Strategies for Language Learners

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## B.R.E.W Statement |

The mission of Concordia College and the Department of Education aim to engage you in humane, energetic, knowledgeable, and professional ways with your immediate community as well as globally. The effort you put toward *being responsibly engaged in the world* should be evident in the way you approach teaching and students.

The purpose of the curriculum at Concordia College is to prepare students to become responsibly engaged in the world. This overarching aim is accomplished via the five Goals for Liberal Learning:

- ◊ **Love of learning**
- ◊ **Intellectual skills and transferable intellectual capacities**
- ◊ **Understanding of disciplinary, interdisciplinary, and intercultural perspectives, and their connections**
- ◊ **Examined cultural, ethical, physical, and spiritual self-understanding**
- ◊ **Responsible participation in the world**

*"Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential."* **Kofi Annan**

## Purpose of the Course |

AMLA-550 focuses on literacy strategies for language learners in various contexts. Multilanguage learners have distinct needs as they develop literacy skills, and their alphabetic and phonological awareness impacts their ability to progress in reading and writing. In this course, students will read and discuss research around language development in learners as it relates to literacy, including phonological awareness and phonological transfer. Students will also investigate and evaluate a variety of approaches for supporting literacy development such as translanguaging, assessment in both the L1 and L2, phonemic awareness and decoding, acquisition of vocabulary, and explicit versus interactive teaching. Ultimately, students will apply the readings, discussions, and conference activities to their own classroom by designing materials to support their own students' literacy.

## Course Goals |

◊ Explore the particular literacy needs of language learners via current research and literature

◊ Reflect on both what can be learned from others at the STAR conference and on their own work.

◊ Create materials that support language learners' literacy development in a culturally and linguistically sustaining manner.

## Course Objectives | Students will be able to:

◊ Describe the specific needs of language learners as they develop literacy skills at different proficiency levels and ages.

◊ Identify effective strategies for supporting literacy development among language learners

◊ Evaluate the strengths and challenges of a variety of strategies that can be used with language learners to teach literacy

◊ Create original materials for their own classroom based on readings, discussions, and sessions at the STAR Conference.

## Course Readings & Assignments |

This course is variable credit by participant. The assignments and expectations for students in each credit section will be clearly noted with each assignment. In Moodle, all assignments will also be flagged according to the credit option.

## Required Text and Readings |

Lems, K., Miller, L., & Soro, T. (2017). ***Building Literacy with English Language Learners*** (2nd ed.). The Guilford Press: New York, NY. **[3 - 4 credits only]**

Other selected reading will be drawn from one chapter of ***Languages and Children: Making the Match*** by Curtain & Dahlberg (2016) and a chapter from ***Translanguaging with Multilingual Students*** by Garcia and Kleyn (2016). Other selected publications related to research and literature on literacy instruction for multilingual students will be integrated into the course as needed to support course topics. All readings will be available in Moodle. **[All credits options]**

## Course Assignments |

Participation in online asynchronous discussion forums through Moodle (written) and short Flipgrid discussions (oral).

**Grade:**

√**+ = 95:** You actively contributed to the discussion with questions and/or comments related to the session topic, linking readings and your own experiences to the topic.

√ **= 90:** You made average contributions to the discussion, making some connections to the readings and your experiences.

√**- = 70-85:** You contributed little to the discussion with no connections to the readings and your experiences.

**0:** You did not contribute at all.

## Reflection Assignments |

**Grade: Letter Grade (A/B/C/F) via a Rubric**

Journal assignments will be posted in Moodle and should allow you to make sense of the readings in your own way. Please make sure that you are examining the readings in a critical, academic manner, while also drawing your own connections. The format of the journals will change slightly for each of the two books, and the articles we read will follow a different format.
**[1 - 2 credits: Complete reflections for only the readings they are assigned]**
**[3 - 4 credits: Complete reflections for all readings]**

**A Grade:** The journal thoroughly addresses all of the questions and clearly demonstrates an ability to think thoughtfully and critically about the literature. You make specific connections between your own teaching and the literature being read.

**B Grade:** The journal addresses all of the questions and demonstrates an emerging ability to think thoughtfully and critically about the literature. You also make some connections between your own teaching and the literature being read.

**C Grade:** The journal addresses some of the questions, but does not demonstrate a strong ability to think thoughtfully and critically about the literature. You make few to no connections between your own teaching and the literature being read.

**F Grade:** The journal was either incomplete or completely off topic.

## Classroom Materials Project |

Based on the needs of your own students and curriculum, develop materials for your class(es). You should develop a minimum of 5 artifacts that could be from any of the following categories; you must have artifacts from at least two different categories.

**Category 1: A unit plan** (a suggested unit plan format will be posted on Moodle)

**Category 2: Lesson plans with accompanying materials** (a suggested lesson plan template will be posted on Moodle)

**Category 3: Assessments** (summative or formative, traditional or authentic/ performance-based)

**Category 4: Technology-based activity**

**Category 5: Project-based learning/Genius Hour activity**

You will complete a first draft of your artifacts, then exchange with another student from class to provide feedback for each other. You will then have an opportunity to edit based on feedback. Your final draft of your artifacts will be assessed via a rubric. The rubric will be posted to Moodle.
[**1 credit: Create 1 artifact; exchange with a peer is optional]**
**[2 credits: Create 2 artifacts and exchange with a peer]**
**[3 credits: Create 3 artifacts and exchange with a peer]**
**[4 credits: Complete the assignment as described above]**

## Grade Distribution |

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|---|---|
| **Participation (asynchronous and synchronous)** | **25%** |
| **Reflections Assignments** | **25%** |
| **Classroom Materials Project** | **50%** |

## Grading Scale |

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|---|---|---|---|
| **A 100 - 93** | **B 86 - 83** | **C 76 - 73** | **D- 62 - 60** |
| **A- 92 - 90** | **B- 82 - 80** | **C- 72 - 70** | **F 59 and below** |
| **B+ 89 - 87** | **C+ 79 - 77** | **D+ 69 - 67** | |

## Academic Integrity Statement |

We expect all students to act with integrity in the classroom and in completing and submitting assignments. Ultimately, students bear the responsibility of ensuring the integrity of their own work. At no time is cheating on examinations, quizzes, or assignments acceptable in this class at Concordia College. Penalties can range from a failed assignment to removal from the class. Students are also expected to exercise appropriate caution to avoid plagiarism on written assignments. Violations will be reported to the Office of Academic Affairs. Students are also expected to take appropriate measures to inform faculty or the appropriate administrative staff if they observe violations of academic integrity by any member of the academic community, including students, faculty, or staff.

## Statement on Plagiarism |

Plagiarism involves the misattribution of an idea or image. As scholars, all members of the class are required to recognize and acknowledge the intellectual contributions of others and avoid representing these contributions as their own. We must also faithfully represent the original author's intended meaning. Plagiarism may be willful or innocent, but either represents a serious violation of academic integrity. Proper scholarship requires that we give credit where credit is due. This means that only ideas which are original to the author or of common knowledge may be stated without formal attribution. All sources used in the preparation and presentation of an academic work must be carefully and thoroughly documented. This means that more than a bibliography or "List of Works Cited" must be included with all written assignments that use the ideas of others. In practice, this requirement specifies that individual ideas, quotations, and passages be properly attributed using the citation style and criteria specified by the American Psychological Association (APA).

## Accommodations for Students with Disabilities |

In accordance with the Americans with Disabilities Act, Concordia College and your instructor are committed to making reasonable accommodations to assist individuals with documented disabilities to reach their academic potential. Such disabilities include, but are not limited to, learning or psychological disabilities, or impairments to health, hearing, sight, or mobility. If you believe you require accommodations for a disability that may impact your performance in this course, you must schedule an appointment with Disability Services to determine eligibility. Students are then responsible for giving instructors a letter from Disability Services indicating the type of accommodation to be provided; please note that accommodations will not be retroactive. The Disability Services office is in Academy 106, phone 218-299-3514.

https://www.concordiacollege.edu/directories/offices-departments-directory/counseling-center-and-disability-services/disability-services/