

**UNIVERSITY OF THE SACRED HEART
EDUCATION GRADUATE PROGRAM
SISTEMAS DE INSTRUCCIÓN Y TECNOLOGÍA EDUCATIVA**

COURSE TITLE : Literacy Development in English
COURSE NUMBER : ING 625
CREDITS : Three credits (three hours a week, 1 session)
DESCRIPTION :

This course studies the classroom teaching of reading, writing and speaking in an English as a second/foreign language context. The approach focuses on language arts integration and process. Students will explore methods, strategies, techniques and assessment procedures. They will also evaluate, select, modify, adapt and create their own materials for developing literacy within the whole language perspective in their classroom. The more teachers know about what beginning readers and writers do, the more empowered they will be to make instructional decisions. To this end, the course will involve a research component involving a classroom case history.

JUSTIFICATION:

This graduate course answers the need to develop a process oriented approach to implanting and developing literacy within the whole language context in the ESL/foreign language classroom. Based on both sociolinguistic and psycholinguistic learning theories, the whole language approach to literacy places the emergent reader in a new dynamic: a practical and participative context, from the very beginning of his/her literacy experience.

The material in this graduate course also responds to the research of the last twenty years, which highlights new ways that children learn to read, write and speak.

OBJECTIVES:

The student will:

1. Study the theories which support literacy development.
2. Understand the links between reading and writing concepts.
3. Learn, internalize and communicate the theories of ESL language acquisition as seen in a whole language classroom.
4. Define whole language and its practical ramifications.
5. Evaluate, adapt, create and apply strategies and techniques for

- teaching reading, writing, and oral communication in a whole language environment.
6. Value and respect Children's literature as a key tool in literacy development.
 7. Understand case study research from the classroom as a unique opportunity in personalized literacy research.
 8. Consider student writing as well as Children's literature in literacy development.
 9. Chose the most relevant from a variety of assessment techniques for his/her particular classroom, to best monitor and assess student evolution in tile whole language process.
 10. Familiarize himself/herself with the Department of Education of Puerto Rico English Standards and incorporate them into the curriculum for literacy development.

CONTENT:

I. Theoretical Framework

- A. Whole language
- B. Second language acquisition
- C. Reading process
- D. Writing process

II. Reading

- A. The reading process
- B. Reading in a second language
- C. The stages of reading
 1. Emergent literacy
 2. Beginning reading
 3. Developing reading

III. Writing process

- A. The writing process
- B. Techniques and strategies
- C. The reading, writing, speaking connection

IV. Organizing and planning the teaching of reading

- A. English standards in Puerto Rico
- B. Lesson planning
- C. Unit planning

D. Curriculum planning

V. Research

- A. Choosing a case history
- B. Identifying classroom student needs
- C. Working with an individual case history
- D. Theoretical dimension
- E. Linking the theory and practice
- F. Portfolio presentations of research

METHODOLOGY:

Cooperative group work
Group discussions
Group presentations
Field experiences
Expository presentations - individual
Research workshop
Research presentations

ASSESSMENT:

Individual and group participation
Research project
Presentations-oral, teaching materials
Tests & written reports
Field experiences
Creation of materials
Lesson plans
Micro teaching

RESOURCES:

Goodman, K. (1986). What's whole in whole language? Portsmouth, NH: Heinemann Educational Books Inc.

Hittleman, D. R. (1988). Developmental reading. K-8: Teaching from a whole language perspective. Columbus, Ohio: Merrill Publishing Company.

Rothlein, L. and Meinbach A.M. (1991). The literature connection: Using children's books in the classroom. Glenview, Illinois: Scott, Foresman and Company.

Temple, C. and Gillet, J. (1996). Language and literacy. New York:

HarperCollins College Publishers.

REFERENCES:

Hittleman, D. R. (1988). Developmental reading. K-8: Teaching from a whole language perspective. Columbus, Ohio: Merrill Publishing Company.

Laughlin, M. (1990). Literature-based reading: children's books and activities to enrich the K-5 curriculum. Phoenix, Arizona: Oryx Press.

Mallet, J. (1975). Classroom reading games activities kit. New York: Center for Applied Linguistics.

Nevarez, S. (1993). Experiences with literature: A thematic whole language model. New York: Addison-Wesley.

Spangler and Field (1996). Lets begin reading right. New York: Merrill Publishing.

Tomkins, G.E. (1997). Literacy for the twenty-first century: a balanced approach. Saddle River, New Jersey: Merrill.

Vacca R. and Gove, M. (1995). Read and learning to read. New York: HarperCollins College Publishers.