San José State University
Department of Linguistics and Language Development

LLD 293: Teaching College-Level Reading and Writing to Linguistically and Culturally Diverse Classes

Fall 2018

Course and Contact Information

Instructor:	David Malinowski
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Office Hours:	Tuesday/Thursday 1:00 – 2:00 PM, and by appointment.
Class Days/Time:	Tuesday/Thursday 3:00 – 4:15 PM
Classroom:	Clark 205
Prerequisites:	Any of the following: LING 101, LING 107, or ENGL 103

Course Format

This course meets in the usual face-to face format once a week. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Leaning Management System course login website at http://sjsu.instructure.com. You will need to access Canvas to check updates, read additional materials, and submit most of the assignments. You are responsible for regularly checking Canvas and the messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

SJSU Catalogue text: Theoretical foundations of literacies; strategies and approaches to teaching academic reading and writing to culturally and linguistically diverse classes in college and other postsecondary contexts.

Instructor's description: This course will help students prepare to teach college level academic reading and writing courses to diverse audiences in both the US and international contexts. While the main focus will be on teaching English reading/writing, students may also gain knowledge and skills for teaching reading/writing in other languages.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. articulate a role for themselves as teachers of reading/writing, including specific reflection on power relations in the teaching context;

2. identify how students' backgrounds, institutional policies, and the larger social context intersect and affect the reading/writing classroom;

3. describe and critique different approaches to teaching reading and writing at the college level (e.g., product, process, genre, etc.);

4. explain the theoretical bases for the different approaches;

5. assess student needs in a real (or hypothetical) reading/writing class;

6. evaluate materials for teaching reading/writing;

7. describe strategies they would use in teaching a particular reading/writing class.

Required Texts/Readings

• Reading packet at Maple Press (330 S. 10th St, San José (408-297-1000))
• Access to class website hosted by Canvas**: *http://sjsu.instructure.com*

Course Requirements and Assignments

Requirement	Description	Weight
Observation reports (2)	Observe two developmental reading/writing classes in the local area (taught by different teachers). Turn in 2 reports consisting of field notes and reflections (format will be provided).	20%
Short homework assignments	Respond to occasional short homework assignments.	5%
Facilitation in teams	Facilitate the class discussion of one of the readings. Students will sign up in pairs or threes to lead the class on a particular date.	10%
Tutoring report	Tutor a college-level reader/writer for a minimum of 3 hours, in 2 or 3 separate sessions, and write a report about your experience. Format will be provided.	20%
Online interactive discussion of readings	Contribute to online interactive discussions on course readings (minimum of 6 contributions and 6 responses is required for full credit). Format will be provided.	15%
Final project (paper)	The final project is designed to integrate knowledge and skills students have gained throughout the course. It will	25%

	consist of two main components: 1. A review of at least 4 additional resources about a particular approach to teaching reading/writing; 2. Application of this approach to a real experience in the field, which could be your tutoring experience, your classroom observation experience, or your own teaching experience. You will be expected to turn in a final paper of 12-15 pages, double-spaced. Other format details will be provided.	
Presentation on final project	Make a short oral presentation on your final project to your peers at the end of the course.	5%

Final Examination or Evaluation

The final project (both paper and oral presentation) will serve as the final evaluation for this course. Our final meeting time will be December 17th, 2:45-5:00 pm. On this day we will have student presentations and you will be expected to turn in your final paper.

Grading Information

• Grading will be based on the total points earned in the class (see table below).
• For specific assignments, rubrics and detailed instructions will be provided in class.

97% - 100% - A+ (4.0)
93% - 96.9% - A (4.0)
90% - 92.9% - A-
87% - 89.9% - B+
83% - 86.9% - B
80% - 82.9% - B-
77% - 79.9% - C+
73% - 76.9% - C
70% - 72.9% - C-
67% - 69.9% - D+
63% - 66.9% - D
60% - 62.9% - D-
Below 60% - F

- A grade of less than B on any one assignment will allow for one further revision of that assignment.
- For borderline grades, class participation will be taken into account.
- Final grade may not exceed 100%.
- All assignments except "extra credit" are required, and any single assignment that is not completed will result in an F for the entire course.

Incompletes are rarely given and must be negotiated with your instructor.

Late work policy

- Assignments are due by the time posted on Canvas or, if work is due in class, by the beginning of the class period.

- Late work credit: Over the entire course of the semester, <u>one</u> assignment may be turned in late (up to one week) with no penalty; please use this option wisely! In case you use this option, you must indicate on the assignment that you are using your "late work credit."

- Other late assignments will be assessed a 10% penalty for each day late. No assignments will be accepted more than 7 days after the due date. No assignments due on the final exam date (12/14) will be accepted late.

Library Liaison

Toby Matoush is the SJSU library liaison for linguistics. You can reach her by email (toby.matoush@sjsu.edu) for any questions you may have regarding research and library resources.

For all assignments and examinations, see **Course Schedule** at the end of this syllabus for due dates.

Classroom Protocol

- *Attendance*: Although attendance itself is not graded, regular attendance and active participation are required to do well in this class. And your attendance and participation not only help you learn—they will help your classmates too (and theirs will help you!). So…
  - Please arrive to class on time.
  - If you know you'll miss class or arrive late, please email me ahead of time to tell me.
  - If medical needs require that you miss class and/or impact your ability to complete class work on time, please show me a doctor's signed explanation.
  - If you observe a certain religious holiday, please show me written documentation far in advance (university policy: before add deadline, or at least 3 days before holiday if before add deadline).
  - Please also do not leave the classroom while class is in session except in the case of extreme personal emergency.
- *Participation:* What does "active participation" mean to us? _____
  _____
- *Technology:* How should we use technology in class generally? _____
  _____
  - Cell phones: _____
  - Computers: _____
  - Other: _____
- What other policies can help us create a positive learning environment? _____
  _____

Credit Hour Compliance Policy

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

University Policies (Overview)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. are available on the Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/ Please familiarize yourself with these policies during the first week of classes, and if anything is unclear or you simply have a question, check with me by the end of the second week.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage (http://www.sjsu.edu/provost/academic_affairs/resources/academic_calendars/). Students should be aware of the current deadlines and penalties for dropping classes (Late Drop Information, http://www.sjsu.edu/aars/policies/latedrops/policy/). Information about the latest changes and news is available at the Advising Hub (http://www.sjsu.edu/advising/).

Consent for recording of class and sharing of instructor material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 (http://www.sjsu.edu/senate/docs/F15-7.pdf) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development (http://www.sjsu.edu/studentconduct/) website for more information.

Campus policy in compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 (http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC, http://www.sjsu.edu/aec/) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](http://as.sjsu.edu/asptc/index.jsp) at http://as.sjsu.edu/asptc/index.jsp on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](http://library.sjsu.edu/about/spartan-floor) at the King Library at http://library.sjsu.edu/about/spartan-floor
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at http://library.sjsu.edu/student-computing-services/student-computing-services-center
- [Computers at the Martin Luther King Library](https://www.sjpl.org/wireless) for public at large at https://www.sjpl.org/wireless
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](http://www.sjsu.edu/at/) (http://www.sjsu.edu/at/) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.

Department Policy on Professional Behavior in Field Experiences or Internships

Students in the LLD and Linguistics programs often are required to complete field experiences as part of their course assignments. Such field experiences may include, but are not limited to, observations, interviews, language data collection, and student teaching. When they carry out these tasks, students play an important role in the community because they represent not only themselves, but also the University. Thus, they are expected to behave in a professional manner in all interactions with language informants, interviewees, teachers whom they observe, teachers in whose classes they do their practice teaching, ESL students whom they observe or teach, program coordinators or supervisors, and other people with whom they have professional interactions in

the community. Behaving in a professional manner includes treating people with respect and dignity, being on time and well organized, following through on commitments, communicating to others clearly, and refraining from any activities, comments, or jokes that could be construed as sexually harassing, racist, ethnocentric, or in any way culturally insensitive.

LLD 293 Tentative Course Schedule

The schedule is subject to change with fair notice via Canvas and via in-class announcement.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/21 (T)	Introduction to course; student questionnaires and opening activity
		PART 1: DEFINITIONS AND THEORY
	8/23 (Th)	**Topic: What is "academic English?** Reading: • Shaughnessy, Mina: "Diving in" *Discuss guidelines for online reading discussions*
2	8/28 (T)	Reading: • ICAS statement on academic literacy (Athanases blog post online as a class activity) *Discuss guidelines for observation assignment*
	8/30 (Th)	**Topic: Speaking, writing, literacy, and discourse** Readings: • Gee, James Paul: "What is literacy?" • Delpit, Lisa: The politics of teaching literate discourse
3	9/4 (T)	Reading: • Hafner, "Digital composition in a foreign or second language" • [additional reading on Canvas] *Class activity with excerpts from Sperling, Melanie: "Revisiting the writing-speaking connection* *DUE: 1st Online reading discussion*
	9/6 (Th)	**Topic: Classroom observation** Reading: • Bogdan, R.C., & Biklen, S.K. (1998). Selections from *Qualitative research in education: An introduction to theory and methods* 3rd edition (<u>on Canvas</u>) HW for next week: Explore the National Writing Project website: http://www.nwp.org/
4	9/11 (T)	**Topic: An overview of approaches** Reading • Ferris and Hedgecock Chapter 3: Composition pedagogies: Theory, principle, and practice
	9/13 (Th)	Reading • Mazak, Introduction: Theorizing translanguaging practices in higher education *(activity in class with excerpts from Garcia et al, The translanguaging classroom (Ch. 1 and 2)*
		PART II: KNOWING OUR STUDENTS
5	9/18 (T)	**Topic: Developmental or academic writing students in the US** Reading: • Delpit, Lisa. The silenced dialogue *Due: 2nd Online reading discussion*
	9/20 (Th)	Reading: • Ferris, Chapter 1: Defining L2 student audiences

Week	Dates	Topics, Readings, Assignments, Deadlines
		"Why am I here" activity in class. HW for next week: Explore the Purdue OWL website: https://owl.english.purdue.edu/owl/ and the SJSU Writing Center: http://www.sjsu.edu/writingcenter/
6	9/25 (T)	**Topic: Reading and writing in foreign language contexts;** **multilingual readers and writers** <u>Readings:</u> • Reichelt, Foreign language writing: An overview • Lee, Issues and challenges in teaching and learning EFL writing in Hong Kong
	9/27 (Th)	<u>Reading:</u> • Ferris, Dana: Chapter 2: Academic language and literacy and the different L2 student audiences *Due: Observation report #1*
		PART III: TEACHING READING- PRINCIPLES AND APPROACHES
7	10/2 (T)	**Approaches to teaching reading I** <u>Readings:</u> • Hedgecock and Ferris, Chapter 1 (pp. 1-27) *Discuss guidelines for tutoring assignment*
	10/4 (Th)	<u>Readings:</u> • Hedgecock and Ferris, Chapter 1 (pp. 27-48) • Limerick, Patricia: Dancing with professors
8	10/9 (T)	**Approaches to teaching reading II: Intensive reading** <u>Reading:</u> • Hedgecock and Ferris Chapter 5 (pp. 160-184) **Due: *3rd Online reading discussion***
	10/11 (Th)	<u>Reading:</u> • Hedgecock and Ferris Chapter 5 (pp. 184-204) *Midcourse feedback from students*
9	10/16 (T)	**Approaches to teaching reading III: Reciprocal teaching** <u>Reading:</u> • Alfassi, Miriam: Reading for meaning
	10/18 (Th)	<u>Reading:</u> • Doolittle et. al., Reciprocal teaching for reading comprehension *Due: Observation report #2*
10	10/23 (T)	**Approaches to teaching reading (& writing) IV: Multimodality, Multiliteracies** <u>Reading:</u> • Finnegan, Ruth. "A mix of arts" (*on Canvas*)
	10/25 (Th)	<u>Reading:</u> • Stein, Pippa. "Representation, rights, and resources: Multimodal pedagogies in the language and literacy classroom" (*on Canvas*)
		PART IV: TEACHING WRITING – PRINCIPLES AND APPROACHES
11	10/30 (T)	**Approaches to teaching writing I: Genre-based approaches** <u>Reading:</u>

Week	Dates	Topics, Readings, Assignments, Deadlines
		• Johns, Ann: "Opening our doors" (*Genre based approach*) ***Due: 4th Online reading discussion***
	11/1 (Th)	<u>Reading:</u> • Hyland, Ken: "Genre pedagogy"
12	11/6 (T)	**Approaches to teaching writing II: Critical and eclectic approaches** <u>Reading:</u> • Benesch, Sarah, Chapter 4: Critical EAP: Theoretical influences (*on Canvas*)
	11/8 (Th)	<u>Reading:</u> • Min: Foreign language writing instruction: A principled eclectic approach in Taiwan
13	11/13 (T)	**Approaches to teaching writing III: Structural changes** <u>Readings:</u> • Glau, Gregory: "Stretch at 10" • Collins, James: "Community Writing"
	11/15 (Th)	<u>Reading:</u> • Benesch, Sarah, Chapter 6: Building community within diversity: A linked EAP/Anthropology course (*Critical and structural change*) (*on Canvas*)
14	11/20 (T)	**Approaches to teaching writing IV: Feedback and self regulation** <u>Readings:</u> • Ferris, Dana: Chapter 5, Different L2 audiences and considerations for classroom instruction • Andrade and Evans, Implementing the self regulated learning approach in the L2 writing classroom *HW for next Tuesday's class: Bring a sample of student writing to share (with permission)* ***Due: 5th online reading discussion***
	11/22 (Th)	*Thanksgiving Break – No class!*
		PART V: HANDS-ON PRACTICE
15	11/27 (T)	**Topic: Responding to student writing** *HW for next class: Bring material or strategy you want to share/be ready to demonstrate.*
	11/29 (Th)	[Materials/strategy sharing session] ***Due: Tutoring report***
16	12/4 (T)	**Sharing teacher materials and strategies**
	12/6 (Th)	***Due: 6th online discussion (reflection on your own learning, to instructor only)***
Final Mtg	Dec. 17th: 2:45- 5:00 pm	**Presentations on final papers** ***Due: Final Papers***