



CATALOG YEAR 2010-2011
(Please use separate form for each add/change)

COLLEGE: Education _____

Current Catalog Page(s) Affected _____

Course: Add: X Delete: _____ Change: Number _____ Title _____
 (check all that apply) SCH _____ Description _____ Prerequisite _____

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, provide change and attach page with changes in red and provide a brief justification.

EDRD 6303 Current Trends and Issues in Literacy and Biliteracy, 3 sch.

Course Description: Recent research and development in theories and practices in the field of literacy and biliteracy will be explored and analyzed, as well as critical issues, including current educational policy and best practices, using findings from psycholinguistic, sociolinguistic, and multicultural research on the influence of social, cultural, political, and psycholinguistic factors that affect the development of literacy and biliteracy of L1 and L2 children.

Prerequisite: Doctoral Standing

Justification: This course is required of Doctoral Students who are pursuing the Ed.D. in Curriculum + Instruction, with a minor in Biliteracy.

Program: Add: _____ Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

Minor: Add: _____ Delete: _____ Change: _____ Attach new/changed minor.
 If in current catalog, provide change and attach page with changes in red.

Faculty: Add: _____ Delete: _____ Change: _____ Attach new/changed faculty entry.
 If in current catalog, provide change and attach page with changes in red.

College Introductory Pages: Add information: _____ Change information: _____
 Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Approvals:

	Signature	Date
Chair Department Curriculum Committee	<u>Jennifer Coronado</u>	<u>8/11/10</u>
Chair Department	<u>Cathy L. Guerra</u>	<u>8/11/10</u>
Chair College Curriculum Committee	<u>[Signature]</u>	<u>8/11/10</u>
Dean	<u>[Signature]</u>	<u>8/11/10</u>

EDRD 6303
Current Trends and Issues in Literacy and Biliteracy
Fall 2010
Hybrid Format: Online and Saturdays
August 28, Sept. 25, Oct. 23, & Nov. 20 (9:00 – 11:30 a.m.)
****A Significant Amount of Online Work Will Be Required****

Instructor: Dr. Cathy Guerra

Office: KL 416B

Office Phone: 326-2438

Email: cgsakta@tamiu.edu

Office Hours: Monday and Wednesday 4:00 – 5:00 p.m. or by appointment

Course Description

Recent research and development in theories and practices in the field of literacy and biliteracy will be explored and analyzed, as well as critical issues, including current policy and best instructional practice, using findings from psycholinguistic, sociolinguistic and multicultural research on the influence of social, cultural, political, and psycholinguistic factors that affect the development of literacy and biliteracy. Prerequisite: Doctoral standing.

Required Textbooks

Handbook of Research on Literacy and Diversity, Edited by Lesley Mandel Morrow, Robert Rueda, and Diane Lapp, 2009, Guilford Press.

Choice Words: How our Language Affects Children's Learning, Edition 1, by Peter H. Johnston, 2004, Stenhouse Publishers.

Course Objectives

Students will:

- Analyze recent trends in literacy curriculum and instruction in the U.S. and in different countries to identify and describe common factors and their influence on development of literacy of young L1 and L2 children.
- Describe and analyze social, political, and cultural issues related to the literacy education of young L1 and L2 children.
- Describe and analyze the difference between bilingualism and biliteracy.
- Create a model for literacy/biliteracy instruction based on current trends and issues in literacy education, theories and models of reading instruction, and best practices based on research.

Instructional Activities

- Students will write a professional position paper in which they discuss and elaborate on the "Rights of All Students to Quality Literacy Education," based on their analysis of literacy instruction in the U.S. and other countries and various social, political, and cultural issues relation to the literacy education of young L1 and L2 children.

- Create an education framework for literacy/biliteracy education based on current research in literacy education, and social, political, and cultural factors that impact the literacy development of young L1 and L2 children.
- Readings. Students will complete assigned readings and write an in-depth analysis based on the concepts discussed in class.
- Short Paper (3-5 pages). Students will write a paper in which they analyze, synthesize, or build on the course materials. The paper will include the following:

For one country, which has a majority and minority language. If the country you choose has more than one minority language, choose one minority language to focus on in your paper. For that country describe:

- The majority and minority language situation
- A brief history of the contact between the majority and minority language groups.
- A brief overview of the educational system, including the language(s) of instruction.
- Language policies toward the minority language group.
- Educational options for the language minority children.

Based on your analysis of your findings, what do you predict will happen to the language minority group, in terms of literacy in the majority and minority languages of the country? What recommendations do you have for improving the outlook for the minority language group?