



LONG BEACH STATE UNIVERSITY
College of Education

Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

**California State University, Long Beach
Department of Teacher Education
EDRG 558: Language Study for Reading Teachers
Summer 2021**

Professor: Dr. Shelley Hong Xu

Virtual Wonderland: If you have any course-related wonders and questions, please post them in Virtual Wonderland under Discussions on BeachBoard. Anybody in this online community can reply to the questions posted. Please subscribe this so that you can read wonders, questions, and responses.

Email: If you do need to send me a private email at shelley.xu@csulb.edu, please state on the subject line of your email: your name and specific content (e.g., Jane Doe Class Activity 2.3). Your name on the subject line helps me keep track of the communication between you and me. Your specific content on the subject line is important for my timely attention and an expedite response. I do not want your emails to be "lost" in many emails I receive each day.

In any communication between you and me, academic language is expected. I will try to respond to your emails within a period of 24-48 hours during weekdays.

Office Hours: by appointment

BeachBoard Access

Access this course on BeachBoard - <https://bbcsulb.desire2learn.com/>. You log in with your CSULB Campus ID and BeachID password. Bookmark this link for future use. Once logged in to BeachBoard, you will see the course listed. Click on the title to enter the course.

BeachBoard Help:

- 1 Email for help: beachboard@csulb.edu.
2. Call for help: (562) 985-4959

3. BeachBoard FAQs <https://www.csulb.edu/academic-technology-services/beachboard-support/beachboard-faqs>

College of Education Vision and Mission Statement

Vision: Equity & Excellence in Education

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Department of Teacher Education Vision Statement

The Department of Teacher Education at CSULB prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents, and families. Our inquiry- and experience-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

Course Description

EDRG 558 Language Study for Reading Teachers (3). The relationships among phonology, morphology, semantics, syntax, and pragmatics, and the teaching of reading. The focus is on developing phonemic awareness, phonics, decoding strategies, vocabulary, spelling, grammar skills, and comprehension in emergent and developing readers, including English language learners. Includes evaluation of instructional materials. Traditional grading only.

Course Format

This online course with 5 modules requires class members to (1) read, critically analyze, and discuss textbooks, articles, and/or online course materials, and (2) generate meaningful discussions concerning the purpose, content, methods, and assessment of the reading and writing process. Course participants should be prepared (1) to discuss online topics and assigned readings for each module, (2) to work collaboratively online with other class members; and (3) to complete each module's assigned class tasks, class activities, and course assignments, and submit class activities and course assignments online on due dates as specified in the course schedule and in the checklist for each module.

Required Texts:

1. Freeman, D. E. & Freeman, Y.S. (2014). *Essential linguistics: What teachers need to know to teach ESL reading, spelling, and grammar* (2nd ed.). Portsmouth, NH: Heinemann.
2. Supplementary readings posted on the Beachboard under a specific module.

Student-Based Learning Outcomes:

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

1. Articulate an understanding of linguistic concepts (phonology, phonetics, morphology, semantics, syntax, orthography, and pragmatics), and research and theories related to first and second language acquisition.
2. Describe the relationships among syntax, morphology, orthography, and writing development in emergent and developing readers and writers; the relationships among semantics, pragmatics, and comprehension development in emergent and developing readers; and the relationships among phonology, morphology, semantics, and the teaching of vocabulary and decoding strategies.

3. Explain how linguistic differences between English and a native language may influence literacy and language development of English language learners.
4. Analyze and discuss an appropriate program of instruction in phonemic awareness and phonics, including assessment and evaluation of student performance; an appropriate program for improving the writing of emergent and developing writers, including grammar and the writing process; and an appropriate vocabulary, word study, and spelling program for emergent, developing, and proficient readers, including assessment and evaluation of student performance; and
5. Apply an understanding of linguistic concepts, and relevant research and theories in literacy instruction (phonology, phonetics, morphology, semantics, syntax, orthography, and pragmatics).

Outline of Subject Matter

1. Why do we study language? Why is language study important for reading teachers and specialists?
2. Phonetics and Orthography
 - 1). What is phonetics?
 - 2). What is orthography?
 - 3). The phonetic alphabet
 - 4). Instructional implications from phonetics and orthography
3. Phonology: The Sound System of English
 - 1). What is phonology? What are phonemes? How is phonology related to reading development? How do humans produce sounds in language?
 - 2). Developing phonological awareness
 - 3). Developing phonemic awareness
 - 4). Teaching phonics
 - 5). Stages of spelling development as related to phonemic awareness and phonics (orthography and phonology)
 - 6). Strategies for teaching phonological awareness and phonics
 - 7). Selecting and evaluating appropriate instructional materials for teaching phonemic awareness and phonics
4. Morphology and Syntax: The Structural System of English
 - 1). What is morphology? What are morphemes? How do morphemes carry meaning?
 - 2). What is syntax? How is word and sentence structure related to reading development?
 - 3). Developing word knowledge in beginning and developing readers
 - 4). Designing a spelling program
 - 5). Selecting and evaluating appropriate instructional materials for teaching spelling and word study
5. Semantics: The Meaning System of English
 - 1). What is semantics? How is semantics related to reading development?
 - 2). Semantics in relation to writing development and miscues in reading
 - 3). Semantics in relation to word study
 - 4). Developing a vocabulary program for emergent and developing readers
 - 5). Selecting and evaluating appropriate instructional materials for teaching about words
6. Pragmatics: The Functional System of English
 - 1). What is pragmatics? How is pragmatics related to reading and writing development?
 - 2). Dialect differences in native English speakers and English language learners
 - 3). The politics of language use
 - 4). Issues pertaining to culture, dialect, and linguistic diversity

5). The language of school and classroom interaction (oral and written discourse)

Student Responsibilities

1. Class Participation

Professionalism requires you to be **fully prepared** by finishing all required readings, class tasks, class activities, and course assignments.

Most modules have one or two class tasks. Most modules have no more than three class activities.

A **class task (ungraded)** is what you are required to do as if you were in a face-to-face class session. Each class task is numbered, such as Class Task 1.1 (which is Class Task #1 for Module 1). **You are not required to submit your work for class tasks, but it is important to your learning to complete every class task by the due date specified in the course syllabus and checklist.**

A **class activity (graded)** is what you are required to do as if you were in a face-to-face class session AND to demonstrate your understanding of one particular part of the course content. Each class activity is numbered, such as Class Activity 1.1 (which is Class Activity# 1 for Module 1). **You are required to submit your work for class activities by the due date specified in the course syllabus and checklist.**

You must complete ALL assigned class tasks and class activities for each module by the due date as specified in a checklist and in course schedule to earn participation points for the module.

A **course assignment (graded)** is what you are expected to do to demonstrate your understanding of the course content across several modules (e.g., Course Assignment 1 Learning about Another Language).

Please complete class tasks, class activities, and course assignments **in the order as they are presented under each module.**

2. Academic Honesty

With respect to the academic honesty, it is expected that all materials submitted as part of any class activities and course assignments are the actual work of the student whose name appears on the submitted work or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university academic policy

(<http://catalog.csulb.edu/content.php?catoid=2&navoid=30&hl=cheating&returnto=search#cheating-and-plagiarism>).

3. Course Syllabus, Class Tasks, Class Activities, Course Assignments, and Other Course Materials

You are responsible for the information and requirements stated in this course syllabus; guidelines for class tasks, class activities, and course assignments; instructional materials and announcements posted on the Beachboard; and email communications I send you. You are expected to download course materials and guidelines to your computer, and store

them in proper folders and subfolders on your computer. **Once you have completed this course, you will NOT have access to the course content on the Beachboard.**

4. Quality of Assignments and Submission of Your Work

- 1). You should word process all of your course assignments using 12-point font, black print, reasonable margins, numbered pages, and double-spacing.
- 2). Assignments are expected to have correct grammar, spelling, and punctuation.
- 3). It is your responsibility to label and submit each work to a specific place on the Beachboard as specified in each guideline for a course assignment, in the direction for a class activity, or in the course syllabus.
- 4). You are advised to keep a copy of each submitted work for your own records.
- 5). **In the event of Beachboard technical breakdowns**, please notify the professor via email shelley.xu@csulb.edu.

5. Due Dates

- 1). All class activities and course assignments are due on the date specified in the checklist for each module and in the course schedule. The date and hour are in Pacific Standard Time (PST) zone. You are responsible for adjusting the due date to your time zone if you are out of the PST time zone. After the due date, your work will NOT be accepted on the Beachboard.
- 2). If there is a strong reason that you cannot submit your work on time, please notify the professor, stating the reason and submitting appropriate documentations (if applicable) (e.g., a doctor's note).

6. Technical Competency

All students are expected to be comfortable with basic computer technology:

- Navigate around the Web and use search engines.
- Send and receive e-mail with attachments.
- Do basic word processing, including cutting and pasting.
- Open, save, and manage files.
- Create and organize folders and sub-folders and files (create, name, rename, & move).
- Upload and download files to/from the course website.
- Scan course assignments if applied.

7. Netiquette:

Students are expected to interact respectfully in the online environment. Please view the Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>).

Statement Regarding Students with Disabilities

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Policy for Withdrawal

Your success in this course is important to you and to me! Please keep me informed if you are experiencing difficulty in meeting the given deadlines of the modules and course

assignments. If you have decided to withdraw from this course (which I hope will never happen), you are encouraged to review the withdrawal policy and relevant dates at <https://www.csulb.edu/registration-and-records/dropping-and-withdrawing>.

Modules and Course Assignments

Modules

5 modules with class tasks and class activities

Course Assignments

1. Learning about Another Language
2. Spelling Development Assessment and Analysis
3. Word Study Implementation
4. Language and Literacy in Society Paper

The guideline for each assignment is posted under each specific module where the topic related to the course assignment is presented. Please use page 7 as a guide for you to locate a specific module where the guideline for a specific course assignment is posted.

1. Learning about Another Language	15
2. Spelling Development Assessment and Analysis	30
3. Word Study Implementation	25
4. Language and Literacy in Society Paper	32
5. Modules	50 (10 @ module)
Total Points	152

The course grading scale is:

A = 136-152 B = 121-135 C = 91-120 D = 91-90 F = 0-90

EDRG 558 Course Activities and Assignments

For your own convenience and reference, please use this sheet to document the due dates and grades, and to locate the guideline for each course assignment presented in a specific module.

Assignment Name	Due Date	Grade
Class Tasks and Class Activities		
Module 1		
Module 2		
Module 3		
Module 4		
Module 5		
Guideline for a Course Assignment Presented in a Specific Module		
1. Learning about Another Language (Module 1) (RSL 2.4 Practiced, and Assessed)		
2. Spelling Development Assessment and Analysis (Module 2) (RSL 3.2.2, RSL 3.2.4, Practiced RSL 3.7 Practiced, and Assessed)		
3. Word Study Implementation (Module 2) (RSL 3.2.6, Practiced RSL 3.5 Practiced, and Assessed)		
4. Language and Literacy in Society Paper (Module 2) (RSL 2.1, RSL 2.4 Practiced, and Assessed)		
Total Points		

Commented [A1]: RSL 2.4 Practiced, and Assessed
Candidates 1) identify a language spoken by English learners in their classroom; 2) learn about the chosen language; 3) identify the similarities and differences between the chosen language and English; and 4) discuss the challenges that English learners face in learning English and possible ideas for addressing these challenges.

Commented [A2]: RSL 3.2.2, RSL 3.2.4, Practiced
RSL 3.7 Practiced, and Assessed
Candidates 1) identify a group of students from their classroom; 2) identify a spelling inventory appropriate to each individual students; 3) administer the inventories; 4) analyze the results from inventories and identify strengths and needs of students' spelling development.

Commented [A3]: RSL 3.2.6, Practiced
RSL 3.5 Practiced, and Assessed
Candidates 1) identify appropriate word study activities to address the needs of students that have been identified in Assignment 2 Spelling Development Assessment and Analysis; 2) conduct the word study activities with students; and 3) reflect on students' responses to word study activities and discuss ideas for modifying word study activities.

Commented [A4]: RSL 2.1, RSL 2.4 Practiced, and Assessed
Candidates 1) identify a topic related to language and literacy use in society (e.g., advertisement, menu, TikTok videos) to which students have been exposed; 2) collect data on the topic (e.g., assembling videos on games for kids); 3) analyze data from a linguistic point (e.g., how words are used to persuade kids to play games); and 4) discuss, from an instructional point about how to use an assignment with students to motivate and engage them in learning more about language and literacy.

Course Schedule
(subject to change and revision)

I understand that your school is still in session during late May and early June. Given that, only one module is due on Tuesday during the first week. For the following two weeks, two modules are due per week (Tuesdays and Fridays). This time framework allows you to have one week to focus on the big course assignment (Language and Literacy in Society Paper).

Date	Topics	Required Readings
Module 1 (RSL 2.4 Practiced, and Assessed) 6/1	<ol style="list-style-type: none"> 1. Welcome and Introduction 2. Overview of the Course 3. Overview of the Course Syllabus 4. Why Linguists Study Language 5. First Language Acquisition 6. Second and Written Language Acquisition 7. Introducing Course Assignment 1 Learning about Another Language <p>Due: by 11:59 p.m. PST 6/1/2021</p> <ol style="list-style-type: none"> 1. Class Tasks and Class Activities 	<ol style="list-style-type: none"> 1. Freeman & Freeman Chapter 1, Chapter 2, & Chapter 3 2. Wong Fillmore & Snow (http://people.ucsc.edu/~ktellez/wong-fill-snow.html)
Module 2 (RSL 3.2.2, RSL 3.2.4, Practiced RSL 3.7 Practiced, and Assessed) 6/8	<ol style="list-style-type: none"> 1. English Orthography 2. Assessment of Orthographical Development 3. English Morphology 4. Instructional Implications from Orthography and Morphology 5. Sharing Course Assignment 1 Learning about Another Language 6. Introducing Course Assignment 2 Spelling Development Assessment and Analysis 7. Introducing Course Assignment 3 Word Study Implementation 8. Introducing Course Assignment 4 Language and Literacy in Society Paper <p>Due: by 11:59 p.m. PST 6/8/2021</p> <ol style="list-style-type: none"> 1. Class Tasks and Class Activities 2. Course assignment 1 Learning about Another Language 	<ol style="list-style-type: none"> 1. Freeman & Freeman Chapter 6, Chapter 7, and Chapter 8

Date	Topics	Required Readings
Module 3 (RSL 3.2.2, RSL 3.2.4, Practiced RSL 3.7 Practiced, and Assessed) 6/11	<ol style="list-style-type: none"> 1. Semantics 2. Instructional Implications from Semantics 3. English Phonology 4. Instructional Implications from Phonology 5. Sharing Course Assignment 2 Spelling Development Assessment and Analysis 6. Sharing Possible Topics for Course Assignment 4 Language and Literacy in Society Paper <p>Due: by 11:59 p.m. PST 6/11/2021</p> <ol style="list-style-type: none"> 1. Class Task and Class Activities 2. Course Assignment 2 Spelling Development Assessment and Analysis 	<ol style="list-style-type: none"> 1. Freeman & Freeman Chapter 4 & Chapter 5
Module 4 (RSL 3.2.6, Practiced) 6/15	<ol style="list-style-type: none"> 1. English Syntax 2. Instructional Implications from Syntax 3. Sharing Course Assignment 3 Word Study Implementation <p>Due: by 11:59 p.m. PST 6/15/2021</p> <ol style="list-style-type: none"> 1. Class Task and Class Activities 2. Course Assignment 3 Word Study Implementation 	<ol style="list-style-type: none"> 1. Freeman & Freeman Chapter 9 & Chapter 10
Module 5 (RSL 2.1, RSL 2.4, RSL 3.5 Practiced, and Assessed) 6/18	<ol style="list-style-type: none"> 1. Pragmatics 2. Instructional Implications 3. Application of Linguistic Knowledge 4. Evaluating an Instructional Program 5. Sharing Course Assignment 4 Language and Literacy in Society Paper <p>Due: by 11:59 p.m. PST 6/18/2021</p> <ol style="list-style-type: none"> 1. Class Activities <p>Due: by 11:59 p.m. PST 6/25/2021</p> <ol style="list-style-type: none"> 1. Course Assignment 4 Language and Literacy in Society Paper 	<ol style="list-style-type: none"> 1. Readings listed under the module: Pragmatics; Meaning (Semantics and Pragmatics); Pragmatics in the Classroom 2. Happy Writing!