Michigan State University
Course Syllabus
FLT 842 – Reading in a Foreign Language
Section 730 – Online

Instructor: Dr. Amanda Lanier Temples
Office: B380 Wells Hall
Office Phone: 517-884-7764
Email: templesa@msu.edu
Course Website: http://d2l.msu.edu → FLT 842 Reading in FL
Program Website: http://maflt.cal.msu.edu
Office hours: By appointment (see details below)

COURSE DESCRIPTION
Reading is one of the most complex tasks that human minds have learned to do over the last several thousand years, and yet we often take it for granted. Learning to read again in an additional language brings us back to the precise and demanding levels of identification and awareness that allow us to decode writing into meaningful text. We can transfer some of our reading skills into the new language, but we also must resist interference and develop new skills. This course covers the processes and pedagogy of reading in second and foreign languages, ranging from the cognitive processes of reading to the roles that literacy plays in our lives. Topics will include components of literacy skills in multiple languages and writing systems; sociocultural approaches to literacy and literacy practices; ways of analyzing the increasingly wide range of texts that language learners will need to interpret and produce; digital literacies; and specific pedagogical approaches for developing reading and other aspects of literacy in language courses. The topics we discuss will be relevant for learners of various target languages, from beginning readers to highly proficient users of multiple languages. In addition to weekly discussions and tasks, students in this course will design activities and lessons for teaching reading, analyze texts in the target language, read and present current research relevant to the population of learners you teach, and conduct a case study of reading development in language learners.

COURSE OBJECTIVES
By the end of the semester, students in this course will be able to do the following:
1. Identify, describe, and analyze reading processes in the reader’s first language and multiple languages;
2. Recognize, discuss, and explain the challenges of decoding and interpreting texts in multiple languages and writing systems;
3. Address the needs of linguistically, culturally, and cognitively diverse readers;
4. Design effective activities and lessons for the teaching of reading, vocabulary, and digital literacy and articulate thorough and well-supported rationales for these activities and lessons;
5. Make use of various tools for analyzing texts for the purposes of teaching language learners;
6. Assess and evaluate reading proficiency and development more effectively;
7. Motivate foreign language learners to read more extensively and strategically;
8. Interpret, respond to, and apply scholarly research on literacy in multiple languages;
9. Engage meaningfully in the academic literacy practices of discussing course readings, locating and presenting research articles, carrying out constructive peer review processes, and producing a well-structured literature review with accurate source attribution.

COURSE READINGS

Additional readings including scholarly journal articles and book chapters will be available through our course page on MSU’s online learning management system, D2L (http://d2l.msu.edu), or directly through the MSU library. See the Course Materials list below and our D2L course page for further information.
ONLINE COURSE PAGE AND COURSE MANAGEMENT

The Web space for this course is on Michigan State University’s current learning management system, Desire2Learn. Log in at http://d2l.msu.edu using your MSU NetID and password. Because this course is fully online, our D2L page is essentially our classroom. This page will be used for sharing materials, linking to external sites and tools, submitting assignments, communicating via email and discussion board, completing quizzes, reporting grades, and more. D2L runs well in most browsers (Internet Explorer, Chrome, Firefox) and can also be accessed with mobile devices. Note that you can set up various alerts in D2L that will send a message to your email account or phone when you have new items, upcoming due dates, and so on.

Because D2L will be so essential to the functioning of our course, it is essential that you familiarize yourself with D2L as soon as possible if you have not used it before. Please explore the help page and our D2L page on your own, but if you still need assistance, do not hesitate to let me know. If you are attempting to complete a task or submit an assignment on D2L and have technical trouble, you can contact the D2L support team by clicking Help from within D2L and submitting a request online or by phone.

Local: (517) 432-6200  
Toll Free: (844) 678-6200  
Email: reachout@msu.edu

HARDWARE AND SOFTWARE

In order to participate in this course, you will need the following technology, all of which I hope you already have at your disposal. D2L runs well in most browsers (Internet Explorer, Chrome, Firefox) and can also be accessed with your mobile phone. Note that you can set up various alerts in D2L that will send a message to your phone when you have new items, upcoming due dates, and so on.

- MSU NetID and email account, set up and checked regularly (every 24 hours at minimum)
- Reliable and relatively fast internet connection
- Microsoft Office or compatible suite of word processing and presentation software
- Web camera and microphone for videos, online conferences, etc.
- Adobe Acrobat or other PDF reader (free download)

CLASS POLICIES

1. COURSE MODULES AND WEEKLY ACTIVITIES

As mentioned above, this course consists of 12 modules. Each module will become available by the end of the day on Friday of the current week, and weekly assignments will be due on the following Thursday by midnight. (For the purposes of this course, it may help to think of Friday as the first day of the week.)

Many online courses allow students to complete tasks at their own pace, as long as the requirements are completed by the end of the semester. In this program, however, courses rely on regular and consistent participation. It is recommended that you set aside 6-12 hours per week for course tasks. Your workload will vary depending on when you have major assignments due. Please plan to complete assignments on time each week. In most cases, you will receive feedback via D2L in a matter of days.

2. INSTRUCTOR-STUDENT AND STUDENT-INSTRUCTOR COMMUNICATION

Because this class is online, our communication by internet and phone will be very important. For communication that pertains to the whole class, I will use News announcements in D2L or MSU email. For individual communication, I will use your MSU email account, not a personal account (this choice is for security and consistency). Please make sure that you check your MSU account regularly (at least every 24 hours) or have your MSU email forwarded to an address that you do check regularly. You may also email me directly at any time at templesa@msu.edu. Additionally, we will make use of a virtual meeting tool called Zoom for synchronous (real-time) communication such as office hours, review sessions, etc.
Making Appointments: Throughout the semester, you are welcome and encouraged to make appointments with me for office hours. We can make use of the phone or Zoom video meetings. If you live near East Lansing, you may certainly come to my office. In order to make an appointment, go to the following ScheduleOnce site (also listed on our D2L home page) and select at least two available times:

http://www.meetme.so/amandatemplates

Please strive to make these appointments at least 24 hours in advance. I will confirm the time and send further instructions. For brief questions, feel free to call without making an appointment.

3. GENERAL REQUIREMENTS FOR WRITTEN WORK

a. **Content and quality:** All assignments are expected to be well written. Assignments will be graded on **depth of coverage** (comprehensive/thorough treatment of the topic reflecting a clear understanding of the subject), **presentation** (clear, concise, readable prose), and **argument** (strength of evidence, and attention to counter arguments where necessary). You will need to use effective strategies for planning, editing, and proofreading your work. Carefully review and follow the individual Guidelines document for each written assignment, found in the Assignment Guidelines folder in D2L.

In many cases, you will submit multiple drafts of major assignments. For these assignments, even the first draft needs to fulfill the assignment guidelines completely and will receive instructor and often peer feedback. In addition, you are encouraged to ask someone you trust to review your writing before submitting it to me. This practice is recommended for non-native and native speakers of English and will improve your control of language and style. No professional writing assistant may provide you with help on content, though you can ask someone to proofread your work (i.e., correct spelling and grammar errors). Your assignments must be original and not used in any other class (prior or present) without approval by me and the professor of that other class. Any use of others’ work or ideas other than properly cited references to published material will be considered plagiarism and subject to disciplinary action. The MSU Writing Center now offers online help.

b. **Document Format:** MAFLT instructors all require the use of APA format, though they may modify requirements to some extent. All work should be typed and double-spaced. By default, use Times New Roman size 12 font and 1-inch margins all around. Cover pages are not required, but you must use a clear heading that contains your full name, the course number, the date, and the name of the assignment. Here is an example:

| Ima Nay Student |
| FLT 841 – Temples |
| October __, 2016 |

Title of Paper (Draft 1)

c. **File Format:** Turn in all written assignments that must be turned in electronically in MS Word format (.doc or .docx). I should be able to open Word files created in any version of Microsoft Office (or compatible with MS Office) 2013 or earlier. Please be aware that OpenOffice documents are not always smoothly compatible with MS Word and D2L. Do not submit PDFs. I will not accept PDFs for assignments. Do not submit other document types unless you have checked with me that I can read them on my computer and run them through MSU’s plagiarism checker.

The **file name** for each and every file you submit should include **your last name** and the **title of assignment**. If there will be multiple drafts of the assignment, also indicate the draft number. Please keep in mind that I have many students in multiple courses, and you want me to be able to easily identify your work.

- **WRONG:** ImaNayStudent_Paper1.docx
- **WRONG:** FLT842_AssignmentName.docx
- **RIGHT:** LastName_FLT842_AssignmentName_Draft1.docx

If your file name is vague or lacks a name, I will be unable to locate your work. Please check with me if you are unsure if I can read your file.
d. **Submitting Written Work:** All assignments should be submitted to the appropriate D2L dropbox. (Please note that this dropbox has nothing to do with the web tool Dropbox.com.) These folders will close after the due date. Please do **not** submit papers by email unless you are having technical trouble with D2L and cannot resolve it through the Help Desk. After you believe that you have uploaded your file, I recommend that you refresh the page and make sure that it appears in your D2L dropbox. Again, read the Guidelines document for each assignment carefully. You may be asked to submit papers to a shared folder on Google Drive or post them to a D2L Discussion thread to facilitate sharing and collaboration with peers.

Students often ask about the importance of staying within **length requirements.** The recommended range for each task is intended to help you estimate the scope and demands of the assignment. Points will be deducted if the length is more than 10% above or below the limit. If your document is too short, consider adding another key point, further examples, or more detailed explanations. If your document is too long and you are finding it difficult to cut it down, return to your outline and reconsider what material is most important for fulfilling the purpose of this paper. You may need to remove or combine sections or reorganize the content in other ways.

e. **Citations:** When your written assignment includes references to published works of any kind, use APA format to cite the original source (you can use find examples in the list of readings below and/or use the online resources listed below, on our D2L page, and on our MAFLT Library Guide). While I fully understand that using sources appropriately is an academic skill that you may still be acquiring in graduate school and will support you in that process, you must strive to observe appropriate citation practices in **any and all work** you submit for this course. That includes papers, presentations, quizzes and exams, discussions, and so on. See further information on academic integrity and penalties for plagiarism in the University Policies section.

Note that APA format also provides guidelines on using non-sexist and inclusive language. If you need more information about what constitutes sexist language and how to avoid it, you can consult the APA manual or talk to me. Please see further information on academic honesty and plagiarism under University Policies.

4. **LATE ASSIGNMENTS**
You are responsible for handing in all assignments on time (by 11:59 PM on due date). I have the right to refuse acceptance of any late assignments. If you know that you will need to turn in an assignment after the due date, you may request an extension. In these cases, a percentage (beginning at 10%) from that assignment score will be deducted. The only exception to this policy is a documented medical emergency.

5. **WITHDRAWAL POLICY**
If you are enrolled in this course, then I assume that you will be participating in the course and completing assignments on a weekly basis, beginning with the first week of class. If you decide to withdraw from the course, please inform me as soon as possible. YOU must then un-enroll YOURSELF from the course. For information about dropping a course, go here: [http://www.reg.msu.edu/ROInfo/EnrReg/Lateadds.asp](http://www.reg.msu.edu/ROInfo/EnrReg/Lateadds.asp).
COURSE REQUIREMENTS
The following table provides a summary of the tasks and assignments for this course. You will also receive a Guidelines document via D2L pertaining to each major task.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Weight</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td><strong>Module Tasks</strong></td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Each week, read the D2L Discussion prompts and respond in about 200 words per thread. Typically, there will be two discussion threads. One will ask you to reflect on the week’s readings, and the other will describe a task that should encourage you to think about and investigate the applications and implications of that content more deeply. In order to receive full points for the week, participate in each thread by submitting a primary post and replying substantially to at least one of your classmate’s posts and any attachments. Your primary post is due midnight Thursday of the current week. You have until the following Thursday to complete responses to classmates. (In other words, by the end of Module 2 you will be responding to others’ posts on Module 1 content and writing new posts for Module 2.)</td>
<td>Every week Complete primary posts by Thursday midnight Respond to classmates’ posts within the next week</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Task Design</strong></td>
<td>10%</td>
<td>Module 2</td>
</tr>
<tr>
<td>Your first larger assignment asks you to present a reading task, relying on your existing understanding of teaching reading in a foreign language and new input on reading processes. A template will be provided, and you can and should draw on materials that you are using or have used in the past to teach reading. In addition to the activity and the texts that would be used in it, you will submit a brief rationale that explains what component skills of reading are being taught and how they should develop through this activity. Length: 1-2 pages for the activity, 250 words for the rationale.</td>
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<tr>
<td><strong>Text Analysis for Reading Instruction</strong></td>
<td>10%</td>
<td>Module 6</td>
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<tr>
<td>The materials that we use to teach reading are almost as important as the techniques and strategies that we use with them. This activity will develop your ability to select and analyze texts for overall readability and specific features. Tools and tutorials will be provided. You may choose to use the same texts for this assignment and in your case study lesson plans (see below). Length: about 500 words, plus texts and tables or charts.</td>
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<tr>
<td><strong>Literacy Research Article Presentation</strong></td>
<td>15%</td>
<td>Module 10 – Present your article Module 11 – Respond to classmates’ presentations</td>
</tr>
<tr>
<td>For this assignment you will select, read, critique, and present a recent article that discusses reading processes and/or literacy practices in your target language. This article must present an original research study and appear in a scholarly journal or book. You can use MSU library resources to learn more about these types of work and how to locate appropriate sources. The full assignment asks you to create a presentation (using PowerPoint or another tool), record it as a narrated video (tools and tutorials provided), and share it with your classmates via D2L. You will also watch and respond to classmates’ presentations. Length: 10-12 minute video.</td>
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<tr>
<td><strong>Case Study of Foreign Language Reading Development</strong></td>
<td>35%</td>
<td>Step 1 – Module 2 Step 2 – Module 8 Step 3 – April 20 (draft) May 4 (final)</td>
</tr>
<tr>
<td>The final and most extensive task for this course involves tracking and promoting the development of literacy in an additional language among a group of learners. (If you are not currently teaching or tutoring, contact me as early as possible to discuss alternative options.) This project consists of three steps: 1) Observe, assess, and analyze the needs of these readers and write a preliminary report of about 500 words; 2) Develop lesson plans that you believe will meet their needs and provide a rationale of about 250 words for these plans; 3) Evaluate the learners’ growth and the success of the</td>
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</table>
instructional approaches you tried. In your final report, draw on the work you produced in the first two steps, but go on to explain how well you believe your intervention addressed the needs of your learners, why, and what you would do differently in the future. Use scholarly articles, books and book chapters, and other sources to support the points that you wish to make. Your final paper should be about 10 pages in length (2500 words) and must make use of at least 10 sources, of which at least 6 must be substantial scholarly sources.

GRADING SCALE

Grading is an extremely complex task. I view each course as a developmental process and each draft of each assignment as a step in that process. Also, I value transparency and clarity in grading. To that end, you will receive a rubric for each assignment detailing the features that I expect to see, and I will use this rubric to assign your grades and provide specific comments. I expect you to use these comments to improve further drafts and assignments. In addition, I will read all the submissions for a given task before assigning grades. Thus, to a certain extent, you are in competition with each other for grades in this course; however, since you are all Masters and Ph.D. students, I expect each of you to receive a 3.5 or above.

If you get a 94% or above in this class, you will receive a 4.0. This shows that you met all requirements for the course and demonstrated your learning to an exceptional degree, and you even exceeded expectations in this course. Scores between 88% and 93% equate to 3.5, 82% to 87% to 3.0, etc.

<table>
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<tr>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>94% or above</td>
<td>The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course.</td>
</tr>
<tr>
<td>88% to 93%</td>
<td>The student met all requirements for this course and demonstrated his or her learning very well.</td>
</tr>
<tr>
<td>82% to 87%</td>
<td>The student met most of the requirements for this course and demonstrated his or her learning relatively well.</td>
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<tr>
<td>76% to 81%</td>
<td>The student did not fulfill all requirements for this course. Learning was demonstrated adequately.</td>
</tr>
<tr>
<td>70% to 75%</td>
<td>The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.</td>
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</table>

At the end of the semester, I reserve the right to adjust final averages based on the distribution of grades in the class. If I do adjust the grades, they will be adjusted fairly across all students, and they will only be adjusted upward.

RESOURCES

Your primary resource and the starting place from which you will link to other resources is our Desire2Learn page at [http://d2l.msu.edu](http://d2l.msu.edu). Note the list of Links in the navigation bar and the corresponding User Links box on the home page. Another very important resource and starting place is the MSU Library Research Guide that has been specifically designed for our program by our liaison librarian, Stephanie Perentesis. You can access this page at [http://libguides.lib.msu.edu/maflt](http://libguides.lib.msu.edu/maflt). This useful guide will help you to identify articles and books that are required readings or useful sources for your paper and presentations. You are welcome to contact Stephanie (perentel1@msu.edu) for assistance with your library research for the course tasks. She understands the nature of these assignments and can guide you in your search. Here are some of the websites that may be useful to you during this course and beyond. Please let me know if you have questions about any of these sites. You will also be welcome to recommend other resources to each other via D2L.
• Professional Resources:
  o ACTFL - American Council on the Teaching of Foreign Languages: http://www.actfl.org
  o TESOL - Teaching English to Speakers of Other Languages: http://www.tesol.org
  o NFLRC – National Foreign Language Resource Centers: http://www.nflrc.org
    (particularly CLEAR, CARLA, and COERLL)
  o LinguistList: http://linguistlist.org/
  o MLA Language Map: http://www.mla.org/map_main

• Writing and Research:
  o MSU Library Guide for MAFLT Program: http://libguides.lib.msu.edu/maflt
  o MSU Writing Center Services: http://writing.msu.edu/services/ - online tutoring available
  o Google Scholar: http://scholar.google.com/ - Modify the settings to tell Scholar to connect to the MSU library and offer options for downloading citation information. Look for further instructions in the MAFLT Library Guide.
  o Library links to citation style guides, citation management software, tutorials, and related resources: https://www.lib.msu.edu/research/cite-resources/.
  o OWL at Purdue – APA Style Guide: http://owl.english.purdue.edu/owl/resource/560/01/

• MSU Academic Calendar: http://www.reg.msu.edu/roinfo/calendar/academic.asp

As you seek out sources for your research article presentation and your final task rationale, the following journals may be good places to start. They should serve as reliable sources of high-quality research on sociolinguistics and spoken language, either as their main focus or as one of many topics. Some of these journals focus on English as a second language and others focus on languages other than English.

<table>
<thead>
<tr>
<th>Journal of Second Language Writing</th>
<th>Foreign Language Annals</th>
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<tbody>
<tr>
<td>Reading in a Foreign Language</td>
<td>Annual Review of Applied Linguistics</td>
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<tr>
<td>Reading and Writing</td>
<td>Language Learning &amp; Technology</td>
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<tr>
<td>Reading Research Quarterly</td>
<td>Bilingualism: Language &amp; Cognition</td>
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<tr>
<td>Modern Language Journal</td>
<td>System</td>
</tr>
<tr>
<td>TESOL Quarterly</td>
<td>Language Learning &amp; Technology</td>
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</tbody>
</table>

UNIVERSITY POLICIES

Academic Integrity:
The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University. The MAFLT Program adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See MSU Policies on Academic Integrity.)

You are responsible for knowing MSU’s policy on academic honesty and plagiarism. Plagiarism can include accidental failures to cite appropriately, blatant use of others’ words or ideas without proper attribution, self-plagiarism involving submission of the same paper in multiple courses, and other activities that constitute breaches of trust between instructors and students regarding student work. Familiarize yourself with this site: http://www.msu.edu/unit/ombud/academic-integrity/. Note that this web site states that “plagiarism not only is legally wrong but also morally corrosive… Any paper based upon the writing of others should acknowledge every source used.”
Academic integrity also assumes that any and all work submitted by a student is generated by that student for the purposes of that course. Therefore, students should never:

- claim or submit the academic work of another as one’s own
- procure, provide, accept or use any materials containing questions or answers to any examination or assignment without explicit authorization from the instructor
- use the [http://www.allmsu.com](http://www.allmsu.com) website to complete any work for this course
- complete or attempt to complete any assignment or examination for another individual without proper authorization
- allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization
- submit coursework completed for another course to satisfy the requirements of this course.

Possible penalties for breaches of academic integrity include: (a) receiving a penalty grade on the assignment, (b) failing the assignment, or (c) failing the class. Please note that unfortunately all three types of penalties have been given out to MSU undergraduate and graduate students before. If I give you a penalty, I am expected to and will inform the director of your program and other relevant faculty of the penalty. Note that plagiarism can lead toward expulsion from MSU.

**Use of Social Media Derived from the Course:**

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students that are the copyrighted property of the course instructor are subject to the following conditions of use:

- **Use of instructional materials:** Students may use course materials including videos, lecture slides, and readings only for their own course-related purposes.
- **Sharing of instructional materials and recordings:** Students may not post any course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor, and if applicable, any students whose voice or image is included in the recordings.
- Any student violating the conditions described above may face academic disciplinary sanctions.

**Online Instructional Rating System:**

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the “online SIRS” system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at [http://sirsonline.msu.edu](http://sirsonline.msu.edu).

**Disability Accommodation Requests:**

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on
the web at http://www.rcpd.msu.edu. Once your eligibility for an accommodation has been
determined, you will be issued a verified individual services accommodation (“VISA”) form.
Please present this form to me at the start of the term and/or two weeks prior to the
accommodation date (test, project, etc.). Requests received after this date will be honored
whenever possible. Please visit: http://www.rcpd.msu.edu/Awareness/Home.

MSU Religious Observance Policy:
It has always been the policy of MSU to permit students and faculty to observe those holidays set
aside by their chosen religious faith. Students who are absent from classes on these days should
not be seriously disadvantaged. It is the responsibility of those students who wish to be absent to
make arrangements in advance with their instructors. (Please see

PLEASE NOTE: This syllabus is subject to change at the instructor’s discretion. No changes will be
made to the values of the major course requirements in final grade calculation or the major objectives
of the course. Other changes will be announced via D2L and the online syllabus will be updated.

COURSE MATERIALS

Textbooks:
ISBN: 978-0415810562


Readings from other books:

& M. A. Snow (Eds.), Teaching English as a second or foreign language (4th ed., pp. 170-188).
Boston, MA: National Geographic/Heinle.

pedagogy and practice in second language teaching (pp. 140-148). Cambridge: Cambridge
University Press.

Devine, & D. Eskey (Eds.), Interactive approaches to second language reading (pp. 218–232).
Cambridge, UK: Cambridge University Press.

R. Helms-Park (Eds.), Reading in a second language: Cognitive and psycholinguistic issues (pp.


Readings from scholarly journals (search and access via MAFLT Library Guide):


Supplemental readings:


Reference information and links to additional readings and resources will be provided via D2L.
## FLT 842 – COURSE SCHEDULE – Spring 2017

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Due Dates</th>
<th>Readings</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Reading Processes</td>
<td>Jan. 19</td>
<td>- FL&amp;L Ch 1 Hawkins – Introduction(^1)</td>
<td>Weekly Tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Perfetti (2010) The golden triangle of reading</td>
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<td></td>
<td></td>
<td>- Grabe (2009) Teaching and testing reading in HBLT(^2)</td>
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<tr>
<td>Module 2 Literacy at home and at school</td>
<td>Jan. 26</td>
<td>- FL&amp;L Ch 4 Gee - Discourses in and out of school</td>
<td>Weekly Tasks</td>
</tr>
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<td></td>
<td></td>
<td>- Heath (1982)</td>
<td></td>
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<tr>
<td>Module 3 Needs analysis and literacy assessment</td>
<td>Feb. 2</td>
<td>- Fraser, Massey-Garrison, &amp; Geva (2015) Problems with reading</td>
<td>Weekly Tasks</td>
</tr>
<tr>
<td>Module 4 Literacy and biliteracy</td>
<td>Feb. 9</td>
<td>- Koda (2008) Impacts of prior literacy experience</td>
<td>Weekly Tasks DUE: Case Study Step 1 – Learner Observation and Analysis</td>
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<tr>
<td></td>
<td></td>
<td>- FL&amp;L Ch 8 Hornberger - Biliteracy continua</td>
<td></td>
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<tr>
<td>Module 5 Intensive reading and readability</td>
<td>Feb. 16</td>
<td>- Nation &amp; Chung (2009) Teaching &amp; testing vocabulary in HBLT</td>
<td>Weekly Tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Crossley, Greenfield, &amp; McNamara (2011) Text readability and intuitive simplification</td>
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<td>- Horst (2009) Developing... through extensive reading</td>
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<tr>
<td>Module 7 Materials for reading instruction</td>
<td>Mar. 2</td>
<td>- Burns (2012) - Text-based teaching</td>
<td>Weekly Tasks</td>
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<td></td>
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<td>- Gilmore (2007) - Authentic materials</td>
<td>Submit research article for approval</td>
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<td>- Reppen (2010) Ch 1 Using corpora in language classrooms</td>
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<tr>
<td>Module 8 Content-based learning and academic literacy</td>
<td>Mar. 9</td>
<td>- FL&amp;L Ch 2 Cummins - BICS and CALP</td>
<td>Weekly Tasks DUE: Case Study Step 2 - Lesson plan &amp; rationale</td>
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<td></td>
<td></td>
<td>- Lyster (2007) Learning and teaching through content</td>
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<td>- SIOP resources</td>
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<tr>
<td>Mar. 16 MAFFLT Spring Break</td>
<td></td>
<td></td>
<td>No new material</td>
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<td></td>
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<td>- Bartlett (2007) Bilingual literacy and social identity</td>
<td></td>
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<tr>
<td>Module 10 Cross-linguistic influences and multiliteracies</td>
<td>Mar. 30</td>
<td>- FL&amp;L Ch 6 Cope &amp; Kalantzis - &quot;Multiliteracies&quot;: New literacies, new learning</td>
<td>Weekly Tasks DUE: Research article presentation</td>
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<td>- Selected article on target language literacy</td>
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<tr>
<td>Module 11 Digital literacies</td>
<td>Apr. 6</td>
<td>- FL&amp;L Ch 10 Thorne - Digital literacies</td>
<td>Weekly Tasks</td>
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<td></td>
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<td>- Koltay (2011) The media and literacies</td>
<td>DUE: Peer response to article presentations</td>
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<td>- FL&amp;L Ch 7 Luke - Regrounding critical literacy</td>
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<tr>
<td>Case Study Report</td>
<td>Apr. 20</td>
<td>DUE: Case Study Step 3 – Evaluation and Report (Draft)</td>
<td>Submit preliminary report on Case Study of Literacy Development as per Guidelines</td>
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<td>Peer Review</td>
<td>Apr. 27</td>
<td>DUE: Peer review of Case Study materials</td>
<td>➤ Complete peer review of classmate’s case study materials</td>
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<td>➤ Virtual meeting – discuss case studies and course feedback</td>
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<tr>
<td>Final Revisions</td>
<td>May 4</td>
<td>DUE: Final version of Case Study – All materials</td>
<td>➤ By midnight on Thursday, May 4, submit final case study report. Include a clean final version as well as a cover note summarizing revisions OR a version with tracked changes.</td>
</tr>
</tbody>
</table>

1 FL&L refers to chapters from our textbook, Hawkins (2013) *Framing Languages and Literacies.*
2 HBLT refers to the *Handbook of Language Teaching* (2009). These are accessible online at no extra cost. See link in Reading list and in D2L under General Course Materials ➔ Readings.
3 Other readings may appear as PDFs in D2L under the corresponding module, or you may need to look them up in the MSU Library databases. To locate articles and e-book chapters, look up the author in the list of sources in the syllabus (also in D2L) for full reference information and then look up the article or e-book chapter using the MAFLT Library Guide.

**Note:** This schedule is subject to change at the instructor’s discretion. Students will be notified promptly and clearly of any changes, and the current schedule will be updated in D2L.