COURSE OUTLINE

Course Description: This course provides an introduction to the reading/writing processes in foreign/second languages, research on reading comprehension, and effective teaching and assessment approaches for students in K-12 schools. Among the topics addressed are: reading goals and standards for foreign language learning; socio-cultural perspectives on reading and writing; multimedia computer-assisted reading; interaction between reading and writing; research on teaching reading and writing strategies; effective reading skills and strategies; and performance-based assessments of reading and writing.

Text:

Required

(2) Required CD Rom 50 Years of Northeast Conference Report – Price = $20 – Make checks payable to (Northeast Conf on the Teaching of Foreign Languages) NECTFL
(3) ACTFL Performance Guidelines K-12 Learners: Reading and Writing – found at www.actfl.org
(4) Subscribe (free!) On-line Journal, Reading in a Foreign Language http://nflrc.hawaii.edu/rfl
(5) Teaching Foreign Languages (TFL) Library Web: www.learner.org

Optional

Cambridge University Press.

Course Delivery:
This course is highly interactive by design. It is predicated upon learning by doing and
discovery learning. Assessment is based on performance-based assignments. This class
will be engaged in cooperative learning, small group discussions, whole class
discussions, peer feedback, short lectures, student-led micro teaching simulations, guest
speakers, peer feedback, videos, multimedia, and reflection. Two options are offered on
the mid term and final projects. Students are encouraged to select a project that has
particular relevance to their own respective teaching circumstance. Rubrics are provided
for the teaching simulation and midterm and final projects.

Students With Special Needs:
Students with disabilities that affect their ability to participate fully in the course or who
require special accommodations are encourage to speak with the instructor so that
appropriate accommodations might be arranged.

Relationship to GSE Program Goals, National Standards, and Professional
Organizations:
The EDRD 597 relationship to the GSE program goals include:

1. Knowledge base for teaching in the foreign/second language classroom. Learn the
fundamental concepts of the knowledge base pertaining to ESL, English as a second
dialect, and the teaching of other second and foreign languages; second language
acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. Utilization of research. EDRD 597 students should be able to understand and
critically evaluate second language learning theories and engage in systematic
investigation of the knowledge base to inform their own or others teaching practices.

3. Classroom teaching. EDRD 597 students should be able to plan and manage a second
language class effectively and be able to evaluate and selectively apply a range of
teaching strategies as appropriate to their student’s needs and characteristics. For this
purpose, they will need to be able to assess different teaching situations and changing
conditions in culturally and linguistically diverse classrooms, so as to select appropriate
teaching procedures and adapt to teaching students with differing learning styles and
cultural backgrounds.

4. Curriculum. Students will develop the skills needed to design, implement
foreign/second language teaching strategies.
The EDRD 597 relationship to National and State Standards include:
The American Council on The Teaching of Foreign Languages Standards for Pre-K-12 Students
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
National Board for Professional Teaching Standards (NBPTS)
Virginia Foreign Language Standards of Learning (SOLs)

The EDRD 597 relationship to professional organizations include:
EDRD 597 follows the guidelines and recommendations made by the American Council on the Teaching of Foreign Languages (ACTFL), the National Association for Bilingual Education (NABE), and the National Association for Multicultural Education (NAME). ACTFL along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. NABE and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals rights and needs.

Course Outcomes: Students completing EDRD 597 will ....

- Be able to demonstrate ability to teach reading and writing in a foreign/second language using the reading goals and standards for K-12
- Analyze recent research on the socio-cultural perspectives of reading/writing process for students in a foreign/second language
- Describe developmental stages of reading/writing and suggest appropriate instructional techniques for each.
- Use scaffolding approaches to teach pre-reading, during-reading, and post-reading strategies
- Develop assessment activities for use in a foreign/second language reading/writing setting
- Incorporate multimedia in computer assisted reading in foreign/second language classes

Students will be expected to use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet.
Students are encouraged to attend any professional conferences in the Metro area.
Students will be expected to...

1. Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.
2. Complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline.
3. Purchase and maintain a three-ring binder which will be used for all course materials and should be brought to class every week.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-Class Teaching Demonstration</td>
<td>30%</td>
</tr>
<tr>
<td>Mid Term Project</td>
<td>25%</td>
</tr>
<tr>
<td>Final Project</td>
<td>25%</td>
</tr>
<tr>
<td>Readings, Participation &amp; Attendance</td>
<td>20%</td>
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</tbody>
</table>

Useful Foreign/Second Language Websites

- American Council on the Teaching of Foreign Languages (ACTFL)
  www.actfl.org
- Northeast Conference on the Teaching of Foreign Languages (NECTFL)
  www.nectfl.org
- National Capital Language Resource Center (NCLRC)
  nclrc@nicom.com
- International Reading Association
  http://www.gsh.org/ira
- Fairfax County Public Schools (Foreign Languages)
  http://www.fcps.12us/DIS/OHSICS/forlang/
## COURSE SCHEDULE

INTASC Standards: Principles #1, 2, 4, and 7

### Jan 22


Assignment:
Subscribe to electronic journal, Reading in a Foreign Language p. 1 of syllabus

**Article # 2:** (Arens & Swaffar), Reading Goals and the Standards for Foreign Language Learning

### Jan 29

**Week # 2 – Reading Goals and National Standards. During-reading Strategies** (Predicting, Drawing pictures, Skipping unknown words)

Assignment:

**Article # 3:** (Bamford & Day), Teaching Reading

### Feb 5

**Week # 3 – Teaching Reading Post-reading Strategies** (Reading Response Logs, Anticipation Guides, Literacy Scaffolds, Semantic Mapping, Think Aloud, Read Aloud, Echo Reading, Guided Reading, Silent Sustained Reading)

Assignment:
Search NECTFL CD-Rom for articles on Reading Strategies

**Article # 4:** (Rusciolelli), Student Responses to Reading Strategies Instruction

### Feb 12

**Week # 4 – Reading Strategies // Authentic Tasks for Diverse Learners – Intensive Reading, Extensive Reading, Skimming, Scanning, Bottom-up, Top-down, The Take-Five Model**

IN-CLASS TEACHING DEMONSTRATION: Pre-Reading Strategies

Assignment:

**Article # 8:** (Day & Bamford) Top 10 Principles for Teaching Extensive Reading
<table>
<thead>
<tr>
<th>Feb 19</th>
<th>Week # 5 - Extensive Reading</th>
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<tbody>
<tr>
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<td>IN-CLASS TEACHING DEMONSTRATION: During-Reading Strategies</td>
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<tr>
<td></td>
<td>Assignment</td>
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<td>Article # 1: (Sangrene-Granville) African Folktales: 5 Techniques</td>
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<tr>
<th>Feb 26</th>
<th>Week # 6 - Using Manipulatives for Teaching Reading and Writing</th>
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<tr>
<td></td>
<td>IN-CLASS TEACHING DEMONSTRATION: Post-Reading Strategies</td>
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<tr>
<td></td>
<td>Assignment Article # 9: (Adair-Hauck &amp; Donato) The PACE Model</td>
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<tr>
<td></td>
<td>Search NECTFL CD-Rom for articles on Using Authentic Materials to teach Reading</td>
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</table>

<table>
<thead>
<tr>
<th>Mar 4</th>
<th>Week #7 – A Story-based Approach // Organizing Content and Planning Lessons Using Authentic Materials</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Work on Mid Term Projects</td>
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</table>

| Mar 11 | Week #8 – No Class! Spring Break! |

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<tr>
<th>Mar 18</th>
<th>Week # 9</th>
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<tbody>
<tr>
<td></td>
<td>Incorporating The Theory of Multiple Intelligences in Reading and Writing</td>
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<td>MID TERM PROJECTS DUE NEXT WEEK!</td>
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<td>Assignment: Article # 11 (Shen) The role of explicit instruction in ESL/EFL reading</td>
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<tr>
<th>Mar 25</th>
<th>Week # 10 – Reading and Writing for Meaning</th>
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<tr>
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<td>MID TERM PROJECTS PRESENTED</td>
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<td>Assignment: Article # 10 (Gascoigne) Documenting the initial second language reading experience: The readers speak</td>
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<td>Apr 1</td>
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<tr>
<td><strong>Week # 11 – Interaction between Reading and Writing</strong></td>
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<tr>
<td>IN-CLASS TEACHING DEMONSTRATION: Using Authentic Materials/Realia</td>
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<tr>
<td><strong>Assignment: Article # 6: (Vollmer) Sociocultural Perspectives on Second Language Writing</strong></td>
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<tr>
<td>Search NECTFL CD-Rom to search for articles on Technology and Teaching Reading</td>
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<tr>
<td><strong>Week #12 Story-based Approach to Teaching Grammar – Pre, During, and Post reading support</strong></td>
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<tr>
<td>IN-CLASS TEACHING DEMONSTRATION: Multimedia Computer-Assisted Reading and Writing</td>
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<tr>
<td><strong>Assignment: Article # 5: (Gascoigne) Reviewing reading: Recommendations versus reality</strong></td>
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<tr>
<th>Apr 15</th>
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<tbody>
<tr>
<td><strong>Professor Haley in San Diego presenting at AERA</strong></td>
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<tr>
<td><strong>Week #13 - Performance-based Assessment of Reading and Writing</strong></td>
</tr>
<tr>
<td><strong>Assignment: Article # 7: (Olivares-Cuhat) Learning strategies and achievement in the Spanish writing classroom: A case study</strong></td>
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<tr>
<th>Apr 22</th>
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<tbody>
<tr>
<td><strong>Week # 14 – Preview of Final Projects / Peer Feedback</strong></td>
</tr>
<tr>
<td>IN-CLASS TEACHING DEMONSTRATION: Performance-Based Assessment</td>
</tr>
<tr>
<td><strong>Assignment: Article 12: (Byrd) Practical tips for peer editing tasks</strong></td>
</tr>
<tr>
<td><strong>Work on Final Project</strong></td>
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<table>
<thead>
<tr>
<th>Apr 29</th>
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<tbody>
<tr>
<td><strong>Week # 15 – Presentation of Final Projects</strong></td>
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</table>
GUIDELINES FOR TEACHING IN-CLASS READING AND WRITING DEMONSTRATIONS

1. Prepare a lesson plan (to be distributed in class) using page one of the template provided. This is to be distributed in class. **Page two of the lesson plan is to be completed after your teaching simulation and submitted to Professor Haley the following week.** Read at least three articles on teaching reading and writing in foreign/second languages you have chosen, in addition to the short reading in our texts or textbooks.

2. You will work individually for your teaching demonstration. Plan your time carefully. You have a maximum of 20 minutes to teach. You may take another 5 minutes to provide background information about the activity and we will take 5 minutes at the end of your demonstration to give you feedback and ask questions from the class.

3. The demonstration may include:
   - Background information about the method/skill/strategy
   - The type of class your particular demonstration is intended for, e.g., level of proficiency, grade level, type of class, etc.
   - Skills you are teaching and basic objectives of the lesson
   - Special teacher-made materials; props and realia are strongly encourage
   - Possible follow-up activities to the lesson you have presented
   - How you might conduct assessment of the lesson you have presented, if appropriate
   - Others you can think of....

4. **BE CREATIVE!**

5. Try to spend less time talking about the method/skill/strategy, more time demonstrating it. You may decide to introduce your lesson by describing the method first or you may wish to immerse us in the experience and explain after the demonstration.

6. We will be your students. You may assign us whatever roles and ages you wish.

7. Prepare a handout for the class AND your lesson plan. It can be short. It might be a summary of some points you have made or it might be sharing something from the lesson you have developed that class members might like to use in their own teaching.
EVALUATION of your teaching demonstration will be based upon the following criteria:

- Quality of lesson plan
- Simulation done in target language
- Effective Use of Time
- Evidence of Preparation
- Flexibility
- Creativity
- Accurate Summary
- Useful Handout

Topics For In-Class Teaching Demonstrations

Feb 12 – Week # 4    (1) Pre-Reading Strategies
Feb 19 – Week # 5    (2) During-Reading Strategies
Feb 26 – Week # 6    (3) Post-Reading Strategies
Apr 1 – Week # 11    (4) Using Authentic Materials/Realia
Apr 8 – Week # 12    (5) Multimedia Computer-Assisted Reading & Writing
Apr 22 – Week # 14   (6) Performance-Based Assessment
EDRD 597 – READING/WRITING DEMONSTRATION
Teaching Reading & Writing in
Foreign/Second Languages
in PK-12 Schools

4 = Outstanding      1 = Poor

Presenter:_________________________

Theme:___________________________  Date:__________

<table>
<thead>
<tr>
<th>Quality of Lesson Plan</th>
<th>Simulation done in target language</th>
<th>Effective use of time</th>
<th>Evidence of Preparation</th>
<th>Flexibility</th>
<th>Creativity</th>
<th>Accurate Summary</th>
<th>Useful Handout</th>
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Comments/Recommendations:____________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Sample Lesson Plan – Secondary Level
FOREIGN/SECOND LANGUAGES

Teacher_______________________________  School_____________________
Grade(s)_____________  Language(s)_________________  Level(s)_____________
Date________________  Number of Students __________   Time________________

PLANNING PHASE
Performance/Task-based Objectives
1. 
2. 
3. 

Standards:
National__________________________________________
State__________________________________________
Local__________________________________________

TEACHING PHASE
(1) Preparation
Lesson Outline:
Warm-up Activity______________________________
Theme or Topic_________________________________
Vocabulary____________________________________
Verb(s)_______________________________________
Grammatical structure(s)_________________________
Cultural perspectives____________________________
Listening/Reading/Viewing selection(s)_____________
(2) Presentation and (3) Practice
Three Modes:
Interpersonal Activities:__________________________

Presentational Activities:__________________________

Interpretive Activities:____________________________

Methods/Approaches/Strategies:

(4) Evaluation
(5) Expansion/Extension
Sample Lesson Plan continued

Other Activities:
Materials: _______________________________________

Assessment: _______________________________________

Technology: _______________________________________

Homework: _______________________________________

Closure: _______________________________________

Follow-up: _______________________________________

REFLECTION PHASE
Efforts to Accommodate

Visual learners ___________________________________

Auditory learners ___________________________________

Kinesthetic learners ________________________________

Specials needs learners (Disabled and/or Gifted) _____

Heritage/Native speakers ___________________________

What worked well?

What didn’t work well?

What will you do differently as a result of this plan?

How might this lesson be improved?

One important thing I learned was

_______________________________
GUIDELINES FOR MID-TERM PROJECT
Due March 25, 2004

Resources For Teaching Reading and Writing in Foreign/Second Language Classrooms

**Option A**

Objectives:
To locate information for developing instructional and assessment materials for increasing the reading comprehension and writing proficiency of a particular student population specific to age, grade, and level of language being studied.

Tasks:
2. You will search for materials of particular interest to you in the areas of teaching reading and writing. Try and gain a greater appreciation for the breadth and depth of available resources and how they reflect current practices and research.

What to do:
1. Identify 5 resources; try to have a balanced distribution across print materials, computer software, and Internet websites. Look for a variety of resources, not just in the fields of education and foreign languages. Look for materials that can help you increase the reading and writing abilities of your students; consider both fiction and non-fiction print materials.
2. Prepare a written report – (5-page minimum, double-spaced, 12pt font), on your findings, grouping print, software, and web materials. Describe your current or future teaching situation or for whom these materials will be used. Include your students’ learning needs in reading and writing as you perceive them at this point in time. Provide an introductory section describing the specific purpose of your resource search: what was your primary goal and/or objective? Type each source’s name and publication information in boldface as the subheading to the paragraph where you will review it.
3. Focus your critique on the usefulness of each resource for teachers who want to develop instructional materials and activities for your particular student population.
4. Cite assigned readings wherever possible to support your evaluation of each resource.
5. Attach a few sample pages from the resources that most interested you.
6. Include a References page of assigned readings to which you referred in your report and a list of materials reviewed. Put an asterisk by the most useful materials.
7. Provide a one paragraph summary that synthesizes what you have learned from this assignment.
Option B

Using Technology to Enhance The Teaching of Reading and Writing in the Foreign/Second Language Classroom

Videotape, HyperStudio, PowerPoint, Clip Art, WebQuest or Other Technology-based Project

1. Prepare a 30-minute videotape, electronic game/grammar book, Web Page, PowerPoint slide presentation, or other type of technology-based project on a course outline topic of your choice and apply it to a teaching reading and/or writing in the foreign/second language classroom setting. The purpose of the project is to focus on one topic and inform teachers about its implications for teaching.

2. Describe the teacher/student population and their needs.

3. Prepare a printed guide to your product to help a novice use it.

4. Refer to course topics to add support to this project.

5. Submit your project on both diskette and in paper format.

6. Mid-term projects are due on or before March 25, 2004
GUIDELINES FOR FINAL PROJECT

Option A
Field Project on Reading and Writing in the Foreign/Second Language Classroom

Objectives and Tasks:
You will conduct a Field Project in a classroom setting. You are to design and pilot test a reading and/or writing activity. Your project may focus on any of the teaching approaches/skills/strategies we have covered during this course. You will pilot test your activity by trying it out in an actual classroom setting. You will submit a brief, written report on this experience with lessons learned and suggestions for revising your reading/writing activity.

Preparing the written report:
In writing up the field project, please be sure to address the following topics: How did you implement the reading/writing activity? With whom? Your self-assessment and reflections on improvement should be the longest section of your report. Include examples of student handouts or teacher materials such as overhead transparencies. Your paper should be no more than 3 single-spaced (12 pt font) pages.

Option B
Reading and Writing Activity Packet

Objectives and Tasks:
Develop at least 3 original (not photocopied from another source), never-before used instructional and assessment activities for teaching reading and/or writing in a foreign/second language classroom. Describe students, learning needs, instructional objectives and setting. Aim for breadth rather than depth. Base design on assigned class readings. Rather than present detailed lesson plans, provide a research-based rationale and a narrative description of each activity. Include a description of content and materials to be used and how materials will be used.
Rubric – Option A

Rating
Demonstrate Competence

4 Outstanding
  ❖ Bases rationale and description on research and includes sample formats
  ❖ Supports development/analysis by citing all assigned and outside reading throughout paper
  ❖ Clearly describes instructional setting, students, and instructional objectives
  ❖ Writes clearly with few stylistic errors

3 Competent
  ❖ Partially bases rationale and description on research bases and includes simple formats
  ❖ Supports development/analysis by citing assigned readings inaccurately or using few assigned readings
  ❖ May describe instructional setting, students, and instructional objectives incompletely
  ❖ May write with some lack of clarity and/or consistent stylistic errors

2 Minimal
  ❖ Provides limited link between rationale and analysis of practice
  ❖ Does not support developmental/analysis by citing assigned readings
  ❖ Describes instructional setting, students, and instructional objectives incompletely
  ❖ Writes with some lack of clarity and coherence and/or many stylistic errors

1 Unsatisfactory
  ❖ Provides no link between research base and rationale or analysis of practice and includes no sample formats
  ❖ Does not support development/analysis by citing assigned readings
  ❖ Describes instructional setting, students, and instructional objectives incompletely
  ❖ Writes with little clarity or coherence and/or many stylistic errors
Rubric – Option B

4 Outstanding
- Prepares original activities, bases design on required readings, and makes citations to them to support design
- Provides a detailed description and analysis of each activity or main point, including a rationale for development
- Clearly describes target student population, teacher audience, and instructional objectives
- Writes clearly with few stylistic errors

3 Competent
- Prepares activities (some not original), bases design on required readings, and makes some citations to them to support design
- Provides a less than complete description of each activity or main point and includes a rationale
- Describes target student population, teacher audience, and instructional objectives incompletely
- Writes with some lack or coherence and/or many stylistic errors

2 Minimal
- Prepares activities (some not original) but does not base design on required readings and makes few citations to them to support design
- Provides a limited description of each activity or main point and a rationale that leaves many questions unanswered
- Describes target population, teacher audience and instructional objectives in a cursory fashion
- Writes with some lack of coherence and/or many stylistic errors

1 Unsatisfactory
- Prepares activities that are not original, does not base design on required readings, and makes few citations to them to support design
- Provides little description of activities or main points or no rationale
- Describes target population, audience, and instructional objectives in a cursory fashion or not at all
- Writes with little coherence and/or many stylistic errors
<table>
<thead>
<tr>
<th>Points</th>
<th>Unsatisfactory (F)</th>
<th>Minimal (C)</th>
<th>Competent (B)</th>
</tr>
</thead>
</table>
| In-Class Teaching Demonstration | 30% | - Did not meet requirements
- Did not included summary of method chosen
- Presentation was not faithful to general philosophy and techniques of method
- Did not use of teacher developed materials
- Was not flexible in response to students’ spontaneity
- Did not have class rapport, warmth and enthusiasm of teacher
- Time is not used effectively
- Creativity is not present | - Met some requirements
- Included limited summary of method chosen
- Presentation was partially faithful to general philosophy and techniques of method
- Included limited use of teacher developed materials
- Limited flexibility in response to students’ spontaneity
- Partial class rapport, warmth and enthusiasm of teacher
- Time is somewhat used effectively
- Creativity was limited in presentation | - Met some requirements
- Included partial summary of method chosen
- Presentation was partially faithful to general philosophy and techniques of method
- Included partial use of teacher developed materials
- Partial flexibility in response to students’ spontaneity
- Class rapport, warmth and enthusiasm of teacher was present in presentation
- Time was partially used effectively
- Creativity was present in presentation |

**Mid Term Projects’ Rubrics**

| Mid Term Project Option A | 25% | - Does not identify and critique curriculum materials and resources available on the Internet
- Does not locate materials pertaining to preK-12 student populations
- Does not identify only age, grade or language proficiency appropriateness
- Does not select 5 URL web sites on the Internet
- Does not write a two-page analysis of findings
- Does not mention usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)
- Does not include one page from each web site to help demonstrate
- No reference is made to content of course to support analysis | - Partially identifies and critiques curriculum materials and resources available on the Internet
- Locates some materials pertaining to preK-12 student populations
- Identifies only age, grade or language proficiency appropriateness
- Selects less than 5 URL web sites on the Internet
- Writes less than a two-page analysis of findings
- Mentions only one or no aspect of usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)
- Does not include one page from each web site to help demonstrate
- No reference is made to content of course to support analysis | - Identifies and critiques curriculum materials and resources available on the Internet
- Locates materials pertaining to preK-12 student populations
- Partially identifies age, grade and language proficiency appropriateness
- Selects 5 URL web sites on the Internet
- Writes less than a two-page analysis of findings including usefulness of web site as well as limitations
- Partially mentions usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)
- Includes one page from each web site to help demonstrate
- Partial reference is made to content of course to support analysis |

<p>| Mid Term Project Option B | 25% | -Does not prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project | -Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project | -Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project |</p>
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<thead>
<tr>
<th></th>
<th>Project is not based on a course outline topic</th>
<th>Project is not based on a course outline topic</th>
<th>Project is not based on a course outline topic</th>
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<tr>
<td></td>
<td>Project does not apply to a teaching setting</td>
<td>Project seldom applies to a teaching setting</td>
<td>Project partially applies to a teaching setting</td>
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<tr>
<td></td>
<td>Does not describe teacher/student population and their needs</td>
<td>Does not clearly describe the teacher/student population and their needs</td>
<td>Partially describes the teacher/student population and their needs</td>
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<td>Does not prepare a printed guide to product to help a novice use it</td>
<td>Does not prepare a printed guide to product to help a novice use it</td>
<td>Partially prepares a printed guide to product to help a novice use it</td>
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<tr>
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<td>Does not refer to course topics to add support to project</td>
<td>Does not refer to course topics to add support to project</td>
<td>Partially refers to course topics to add support to project</td>
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<td>Does not submit project on either diskette or paper format</td>
<td>Does not submit project on either diskette or paper format</td>
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Marjorie Hall Haley  Page 19  6/10/2004