GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Curriculum and Instruction/Teaching ESL
EDRD 615 - 001
Reading/Writing for Multilingual Students
Fall 2004
4:30 – 7:10 pm Wednesdays
Rob A 101

Name: Claudia Kilmer
Office phone: 703-393-7608 ext 289
Home phone: 703-368-8351 (not after 9 pm)
Office hours: after class
Email address ckilmer@gmu.edu

Prerequisites: EDCI 516 and EDCI 519

COURSE DESCRIPTION:
This class develops instructional competencies in reading/writing approaches for students from culturally and linguistically diverse backgrounds, and examines teaching reading/writing across the curriculum, biliteracy acquisition, historical and current reading/writing approaches for second language learners, preliteracy skills for younger and older English language learners, and special issues in developmental and diagnostic reading for language minority students.

NATURE OF COURSE DELIVERY:
Lecture; class discussion; experiential learning.

Course Objectives*
Students completing EDRD 615 will be able to:
1. Analyze recent research on the reading/writing process for implications for teachers of students from culturally diverse and second language backgrounds.
2. Apply first and second language acquisition research to teaching reading/writing to second language learners.
3. Describe developmental stages of reading/writing and suggest appropriate instructional techniques for each.
4. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading strategies.
5. Model for students reading and writing strategies appropriate to various learning tasks.
6. Develop assessment activities for use with students from culturally and linguistically diverse backgrounds.
7. Incorporate process writing, including peer and self-assessment, into classroom instruction.
* Students will be expected to use a personal computer for preparing course requirements and teaching materials.

PROFESSIONAL STANDARDS:
EDRD 615 meets the following TESOL/NCATE Standards for Teacher Preparation

Language - 1a, 1b
Culture - 2b
Planning, Implementing, & Managing Instruction - 3a - c
Assessment - 4a
Professionalism - 5a - c

For a complete description of the TESOL/NCATE Standards, please go to the following web site:

www.ncate.org/standard/programstds.htm and look under Specialty Program Standards, then TESOL Standards.

REQUIRED TEXTS:
Selected readings in a course packet

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

1. Materials Review 30% Evaluate resources: print, software and internet (due Week 6, Oct. 6)

2. Field Project* 35% Design and pilot test a reading/writing activity or evaluate current practice (due Week 10, Nov. 3)

3. Final Project* 35% Design a reading/writing activity packet, or develop a technology project, or draft a journal article (due Week 15, Dec. 8)

*Either the Field Project or the Final Project can be conducted in a team with 1 or 2 others in this class.
<table>
<thead>
<tr>
<th>Criteria / Score</th>
<th>No evidence 0 points</th>
<th>Beginning (Limited evidence) 2 points</th>
<th>Developing (Clear evidence) 3 points</th>
<th>Accomplished (Clear, convincing, substantial evidence) 4 points</th>
<th>SCORE</th>
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</table>

TOTAL POINTS : _______

18-20 points = 4
13-17 points = 3
8-12 points = 2
7 and below = 1

Scores for the three projects will be averaged.
Grading Scale
A = 4.0 – 3.6  B+ = 3.5 – 3.3  B = 3.2 – 2.8  B- = 2.7 – 2.5
C = 2.4 – 2.0  F = 1.9 and lower

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:
The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
<table>
<thead>
<tr>
<th>Week</th>
<th>Content/Requirements</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept. 1</td>
</tr>
<tr>
<td></td>
<td>Introductions and course preview</td>
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<tr>
<td></td>
<td>Discussion: KWL; learning styles</td>
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<tr>
<td></td>
<td>Pre- and Post-Reading Strategy Demonstration: Anticipation Guide</td>
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<td>2</td>
<td>Sept. 8</td>
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<td></td>
<td>Review syllabus</td>
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<td></td>
<td>3 interactive elements of reading</td>
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<td></td>
<td><strong>READINGS:</strong> Fielding &amp; Pearson; post-reading 3-2-1</td>
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<tr>
<td></td>
<td>Perego &amp; Boyle, Chapter 1</td>
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<tr>
<td>3</td>
<td>Sept. 15</td>
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<td></td>
<td><strong>Post-reading:</strong> +, -, interesting</td>
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<tr>
<td></td>
<td>L2 Acquisition</td>
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<td>Discussion: Cueing systems, tapping prior knowledge, focusing on meaning</td>
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<td></td>
<td>Strategic processing</td>
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<tr>
<td></td>
<td>Snowball fight</td>
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<tr>
<td></td>
<td><strong>READINGS:</strong> Perego &amp; Boyle, Chapter 2</td>
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<tr>
<td></td>
<td>Perego &amp; Boyle, Chapter 7, pp. 264-277</td>
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<tr>
<td>4</td>
<td>Sept. 22</td>
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<td></td>
<td>Classroom practices; scaffolding</td>
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<td>Reciprocal teaching</td>
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<td>Questioning the text</td>
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<td></td>
<td><strong>READINGS:</strong> Perego and Boyle, Chapter 3</td>
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<tr>
<td></td>
<td>Barry: Reading strategies teachers say they use</td>
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<tr>
<td></td>
<td>Fournier and Graves: Scaffolding adolescents’ comprehension of short stories</td>
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<tr>
<td>5</td>
<td>Sept. 29</td>
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<tr>
<td></td>
<td>Guest presenter: using Norman Rockwell in the classroom</td>
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<tr>
<td></td>
<td><strong>Due:</strong> Draft of Materials Review for peer feedback</td>
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<tr>
<td>6</td>
<td>Oct. 6</td>
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<tr>
<td></td>
<td>Oral language development &amp; literacy development</td>
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<td></td>
<td>T-P-S: 3 concepts to discuss</td>
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<td></td>
<td>Vocabulary</td>
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<td></td>
<td><strong>Due:</strong> Materials Review</td>
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<tr>
<td></td>
<td><strong>READINGS:</strong> Perego &amp; Boyle, Chapter 4</td>
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<tr>
<td>Date</td>
<td>Objectives</td>
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</tbody>
</table>
| Oct. 13 | Emergent Literacy  
Strategic teaching  
6 assumptions about learning  
**READINGS**: Peregoy & Boyle, Chapter 5 |
| Oct. 20 | Readers’ Characteristics & Strategies  
B-D-A  
Assign jigsaw for Samway  
**READINGS**: Peregoy & Boyle, Chapter 7, pp. 277-297  
Albright: Bringing the Ice Maiden to life |
| Oct. 27 | Reading & Writing as Interactive Processes  
Start Writing Project  
**Due**: Midterm Feedback form (p. 26 Syllabus)  
**Due**: Draft of Field Project for peer feedback  
**READINGS**: Peregoy & Boyle, Chapter 6  
Samway: “Writer’s Workshop” (28 pages to download)  
| Nov. 3 | The Writing Process  
Writing Strategy Experience: Peer Feedback  
**Due**: Field Project  
**READINGS**: Anderson: The writing process rejected  
O’Shaugnessy: Everything I know about teaching language arts |
| Nov. 10 | The Writing Process: revising  
**READINGS**: Weller: Guiding children toward revision  
Sinha: Peer response or peer approval? |
| Nov. 17 | Content Reading & Writing: Introduction  
During-Reading Demonstrations: Using Graphic Organizers  
Discussion: L2 learners in Math, Science, & Social Studies; investigation into expository text structure in content areas  
Writing across the curriculum  
**READINGS**: Peregoy & Boyle, Chapter 8 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>Nov. 24</td>
<td>No Class – Thanksgiving</td>
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<tr>
<td>Dec. 1</td>
<td>Content Reading &amp; Writing: Continued</td>
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<tr>
<td></td>
<td>Post-reading Strategy Demonstrations: T-lists &amp; Accordion paragraphs</td>
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<tr>
<td></td>
<td>Vocabulary development, graphic organizers</td>
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<td></td>
<td>Manipulatives in the reading/writing classroom</td>
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<tr>
<td></td>
<td><strong>Due:</strong> Draft of Final Project for peer feedback</td>
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<tr>
<td></td>
<td><strong>READINGS:</strong> Peregoy &amp; Boyle, Chapter 9</td>
</tr>
<tr>
<td>Dec. 8</td>
<td>Literacy Assessment</td>
</tr>
<tr>
<td></td>
<td>Assessment Demonstrations: Informal Reading Inventories</td>
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<tr>
<td></td>
<td>Discussion: Informal v formal assessments, Degrees of Reading Power</td>
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<tr>
<td></td>
<td>(DRPs), teacher observation, self- &amp; peer-assessments</td>
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<td></td>
<td>Assessment Experience: Diagnostic spelling tests</td>
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<td></td>
<td><strong>Due:</strong> Final Project</td>
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<tr>
<td></td>
<td><strong>READINGS:</strong> Peregoy &amp; Boyle, Chapter 10, pgs. 376-387</td>
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<tr>
<td></td>
<td>Paulson and Henry: Degrees of Reading Power</td>
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<tr>
<td>Dec. 15</td>
<td>Need to check the date</td>
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</table>
Assessment of Course Projects

In assessing your work, my goals are to provide you with feedback for improvement, to determine the extent to which you have met the standards and criteria for performance, and to be as fair and objective as possible.

1. I will provide each of you with individual feedback on your projects. This feedback will not only reflect to what extent you have met the standards for performance but also how you can do better on your next project. The criteria for each project are quite similar. The feedback may include suggestions for improving critical thinking, linking assigned readings to your project, elaborating on implications, or improving writing skills for graduate level work. If you need clarification on my evaluation of your work, please ask me.

2. Each teacher’s project will be assessed using the criteria specified in the Scoring Rubric for each project. I will be going over the criteria in class. To assess each project, I conduct a blind, criterion-referenced assessment; I do not know the identity of the author of the project I am rating (unless you have asked me for help in preparing the assignment). I assign a rating on the merits of the project itself as it compares to the criteria specified in the scoring rubric. This is why it is very important that you meet each criterion on the Scoring Rubric.

3. To ensure fairness, I will not look at your name on the cover. This helps maintain anonymity and fairness in the rating process. You can help me achieve my fairness goal by putting your name on the cover sheet only and not on any other page of your project (appendices, teacher letters, forms, etc.). Do not make your paper look distinctive in any way (fancy fonts, colorful cover pages, etc.) Papers with one staple in the upper left hand corner are preferred to folders, covers, or book-like stapling. I use blind assessments to eliminate potential bias on my part and to be as fair to you as I can.
Other Assessment Issues

Absences: If you know that you will be late to or absent from class, please call me at my office (703-393-7608) before or on the same day of the class. Ask the secretary to leave a message in my mailbox or email me. Your presence in each class meeting is highly valued. Absence from class means you miss the presentation and group discussion, and we miss your contribution to the session. Students absent 3 or more times will have their final grade reduced by one letter grade.

Late projects: If you need to request an extension of time to turn in a project, please call me or see me before the due date to talk about it. No more than one late project will be accepted from any one student.

Revised papers: You will have sufficient opportunities to get feedback on your projects from your peers and from me before you hand it in. Therefore, once your project has been turned in, scored, and returned to you, please do not ask for additional opportunities to revise it.

Plagiarism: Avoid plagiarism, which is using an author’s words without citing the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code.

Double dipping: Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It’s unethical.

Grade Incompletes (IN): Are not automatically assigned and are discouraged. If you need to request an Incomplete grade, you will need to show serious cause for this decision (see Graduate Catalog). I will review your status in this course to determine whether to grant your request.
About your Current Teaching Status

To fulfill the requirements of this course, you will need direct access to students and instructional and assessment materials in ESL, foreign language, and/or immersion classrooms. There should be at least 10 students in this classroom. Here are some possible scenarios:

1. **You are currently teaching in an ESL/FL/Immersion** on a part- or full-time basis. You can work with these students to meet course requirements.

2. You are currently teaching in a classroom, but **not with ESL/FL/Immersion students**. You will need to talk with teachers in one of these settings and observe their students.

3. **You are NOT currently teaching in a classroom** with 10 or more students. You will need access to curriculum and assessment materials and students. Some options include:

   A. Volunteer to help a teacher in Category 1 above with assessment activities in exchange for information for your course projects. This has been a successful approach for many students. On average, plan on spending 2-4 hours per week with your teacher.

   B. Work as a substitute teacher in Category 1 on a short or long-term basis. Work with the needs of these students to meet course requirements.

   C. Team up with someone in this course who is willing to share his/her students with you.

**If you are in Teaching Category 2 or 3 above**, let me know by email as soon as possible (but no later than the 3rd week of class) the names of the teachers with whom you will be collaborating or the arrangements you have made to have access to a class of students.

**If you are in Teaching Category 1 above**, please consider inviting teachers from this class who are in Categories 2 and 3 to work with you or with your students.
Guidelines for Working in Teams

Either the Field Project or the Final Project may be conducted in a team with 2 others in this course.

1. Based on suggestions received from other teachers who have worked in teams to complete projects, you need to discuss carefully each team member's role in the project. **Each of you should take a lead role**, but you should not proceed without getting feedback from your team and informing them of your progress, consulting them for ideas, and so on. Taking a lead role means that you will be the person primarily responsible for a particular task; it does not mean that you will be working alone. In some cases, team members may decide to take two lead roles each. Draft an agreement specifying each team member's lead role and how and when each person will contribute to the team, and submit your proposal to me.

   Lead roles may include:
   - presenting instructional activities to the team for feedback;
   - identifying outside readings that can inform your project and sharing them with the team;
   - presenting ideas on how to provide scaffolding;
   - identifying a school site and arranging for a pilot test (field project only);
   - drafting an outline of the team project; and
   - preparing the initial draft of the written report.

2. **Make sure at least one teacher on your team is currently in a classroom setting and has three or more years of full-time teaching experience.**

Team Process Assessment

To provide your team and this instructor with feedback on your perceptions of how the team functioned as a unit, you will be asked to complete a Team Process Assessment form (see next page). With this form, you will indicate how each team member fulfilled his/her lead role as well as how you feel your participation contributed to the success of the group. The Team Process Assessment form assures individual accountability of each team member and provides the instructor with insights as to how you perceive teammates' contributions. This information will be confidential. Your self-assessment and the assessment of teammates will be used to inform the individual rating assigned to each team member.

Rating Options

Members of each team will inform the instructor as to whether they prefer to receive a team rating or individual ratings.
Team Process Assessment

Your name_______________________________

Lead role______________________________

Your teammates' names__________________

Date______________

Circle one response or write a response for each item.

1. Assessment of Team Process
   
   A. How did your team work together as a single unit?
      
      Fairly well    OK    Not so well

   B. How could your team have improved its performance?

2. Assessment of Peers
   
   A. What was the level of productivity and collaboration of your peers?
      
      Pretty high    Acceptable    Not enough

   B. Make a statement to support your choice in the preceding statement.

3. Assessment of Self
   
   A. How would you rate your own level of productivity and collaboration?
      
      Maximum    Acceptable    Minimum

   B. How could you have improved your contribution to your team?

4. Other comments?
Materials Review

Purpose: 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 language proficiency level.

Task: To identify and evaluate materials and resources—print, software, and on the Internet—for teaching reading and writing.

This course aims to assist teachers of a wide range of learners (K-12, adult, university) develop reading/writing activities and materials for students of varying levels of language proficiency (beginning, intermediate, advanced) from various language backgrounds in various instructional settings (ESL, foreign language immersion, foreign language high school, math, science, social studies). As such, the challenge is to meet every teacher’s needs.

To meet this challenge, you will search for materials of particular interest to you in the areas of teaching reading and writing. You will gain a greater appreciation for the breadth and depth of available resources and how they reflect current research. In addition, the project will also prepare you to become an expert on literacy resources for your student population.

How to do it:

1. Identify from 7 to 10 resources; you should include a fairly equal distribution across print materials, computer software, and Internet websites. Look for a variety of resources, not just in the fields of education and ESL. Look for materials that can help you increase the reading and writing abilities of your students; consider both fiction and nonfiction print materials.

2. Write up a report on your results, grouping print, software, and web materials. Describe your current teaching position and 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 focus? Type each source’s name and publication information in boldface as the subheading to the paragraph where you will review it.

3. Write up a 3-page critique (total) of the limitations and advantages of each resource with regard to the objectives of this course and the instructional approaches presented in our assigned textbooks. Focus your critique on the usefulness of each resource for teachers who want to develop instructional materials and activities for your particular student population (specify age range, language proficiency level, instructional needs and objectives).

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. Attach a bibliography of assigned readings you referred to in your report and a list of the materials you reviewed. Put an asterisk by the most useful materials.

7. Provide a one-paragraph summary that synthesizes what you have learned from this assignment.

The Materials Review project is due Week 6, October 6, 2004.

Materials Review Suggestions
Locate non-fiction and fiction books and non-print materials that can be used to increase the reading and writing abilities of your students. Consider students’ interests at the following grade levels:

<table>
<thead>
<tr>
<th>Grades K-2</th>
<th>Grades 3-5</th>
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<tbody>
<tr>
<td>All about me</td>
<td>Friends</td>
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<tr>
<td>Families</td>
<td>Communities Culture</td>
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<td>Changes</td>
<td>Dreams</td>
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<td>Heroes</td>
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<td>Living things</td>
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<tr>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
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<tr>
<td>Changes</td>
<td>Choices</td>
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<td>Conflict</td>
<td>Government</td>
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<td>Heroes</td>
<td>Immigration</td>
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<td>Success</td>
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<td>Mysteries</td>
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<td>Transformations</td>
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<td>Responsibility</td>
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What other themes can you think of as you review the materials?

2. Consider the following criteria for materials review:

(a) Potential for meeting the your students’ needs in reading and writing and reflecting the research base;

(b) Appeal to students, adaptability, and layout & language

We’ll try to find an hour of class time for you to meet in grade-level groups to discuss the materials you found and to get feedback from your peers on the viability of your choices.

1. What materials did you identify?

2. What appeals most to you about these materials?

3. How can these materials help you increase the reading and writing abilities of your students?

4. What might you need to do to adapt the materials for your students?
## Materials Review Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria / Score</th>
<th>No evidence 0 points</th>
<th>Beginning (Limited evidence) 2 points</th>
<th>Developing (Clear evidence) 3 points</th>
<th>Accomplished (Clear, convincing, substantial evidence) 4 points</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>Describes target population</td>
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<tr>
<td>Analyzes usefulness and limitations of a variety of resources</td>
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<tr>
<td>Makes research-based suggestions for developing materials for a specific student population</td>
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<tr>
<td>Refers to assigned readings to support analysis</td>
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<tr>
<td>Prepares a concise, coherent critique with few errors in writing or formatting</td>
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**TOTAL POINTS:**

**Comments:**

14
Field Project

You will conduct the Field Project in a classroom setting. You have two options: (A) design and pilot test a reading and/or writing activity or (B) evaluate current practice. Specify which option you are conducting across the top of your cover sheet.

Option A

Design and pilot test (try out) a reading and writing activity based on the assigned readings, class demonstrations, and/or your materials review. This option is best suited for those currently teaching in a classroom setting. Projects might focus on any of the teaching approaches on our syllabus and in the readings, including: teaching reading comprehension strategies, the Language Experience Approach, Anticipation Guides, Reciprocal Teaching, Think-alouds, Morning Message, Graphic Organizers, T-Lists, integrating oral language with reading/writing activities, responding to literature, writers’ workshop, journal writing, teaching reading/writing in the content areas, self-assessment, and any of various assessment tools. You will pilot test your activity by trying it out in an actual classroom setting with real, live students. You will submit a brief, written report on this experience with lessons learned and suggestions for revising your reading/writing activity.

Option B

Analyze current teaching practices in reading/writing used by an ESL/FL/bilingual teacher and make recommendations based on assigned readings, class discussions, and/or your materials review. This option is best suited for those not currently teaching in a classroom setting. You will need to meet briefly (about 30 minutes) with one or more teachers to discuss how they approach the teaching of reading and writing. What are teachers actually doing for reading/writing instruction and assessment, what challenges are they facing, and what approaches do you recommend? To what extent are teachers using any of the instructional/assessment approaches addressed in our course syllabus? You will submit a brief, written report on your findings and make recommendations for improving the effectiveness of current practice and bringing it in line with the research base on teaching reading and writing to second language learners. Rather than provide detailed descriptions of classroom activities, prepare a critique and analysis of key instructional approaches being used and how they compare to the assigned readings.
Preparing the written report

In writing up the field project, please be sure to address the following topics:

1. How did you collect the data (observations, interviews, both, how many hours did you observe, which classes did you observe)?

2. In what type of classroom are you teaching or observing (e.g., ESL, foreign language, 3rd grade)?

3. What are the instructional objectives of the reading/writing activities you are reviewing/designing (e.g., reading in social studies)?

4. Who are the students? What are their learning needs and strengths? How were these determined?

5. If you choose Option A, describe how you implemented your reading/writing activity and with whom (3-5 students are adequate). How would you improve your approach based on the results of the pilot test? 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.

6. If you choose Option B, on what basis are you making recommendations? How does the teacher's approach to teaching reading and writing reflect the research base on literacy instruction, and in particular, what we know about the second language acquisition process? Your analysis should be the longest section of your report. Include examples of student handouts. Avoid using the teacher’s real name in your report. Instead, refer to teachers as Teacher A, Teacher B, and so on.

7. Provide citations to the assigned readings throughout your project (beginning on Page 1 of your report) to support the design, your observations, to inform lessons learned, and to make recommendations for improving practice. References to readings assigned for other courses are not useful for the purposes of this project -- which aims to determine if you are connecting what you have read IN THIS COURSE with your course projects. Challenge yourself by citing additional outside readings that specifically address your topics.

8. Include a conclusion that synthesizes the points made in your paper (issues identified and addressed).
Guidelines

1. Put your name on the cover sheet only, please, not on every page. This helps maintain anonymity in the assessment process.

2. Turn in no more than 3 typed pages (plus supporting documents).

3. See the Style sheet for this course for details on writing style.


Field Project Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria / Score</th>
<th>No evidence 0 points</th>
<th>Beginning (Limited evidence) 2 points</th>
<th>Developing (Clear evidence) 3 points</th>
<th>Accomplished (Clear, convincing, substantial evidence) 4 points</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly describes instructional setting, students, and instructional objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bases rationale and description of project on research base and includes sample formats</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports development or analysis by citing assigned and outside readings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draws research-based revisions or recommendations based on data collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes clearly with few stylistic errors</td>
<td></td>
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</tbody>
</table>

TOTAL POINTS: ______

Comments:
Final Project

Options

A. **Reading/writing activity packet:** Develop at least 3 original (not photocopied from another source), never-before used (by you) instructional and assessment activities for teaching reading and/or writing to second language learners. Describe students, learning needs, instructional objectives and setting. Aim for depth rather than breadth. 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.

B. **Technology Project:** Design a technology project that will help (a) your students increase their proficiency in reading and/or writing or (b) other teachers in teaching students to read and write. Your project must be original and might include hypermedia computer programs, web-site activities, a web-page, a PowerPoint presentation for your students or a teacher workshop, or any other project that makes use of videos, audiotapes, or other technology. Base your project on our assigned readings, provide a research-based rationale, and be sure to refer to the readings as they support your design. For the teacher workshop, provide an outline of activities (agenda) with approximate length of time for each activity indicated.

C. **Journal article:** Draft an original journal article similar to those appearing in issues of *The Reading Teacher* or the *TESOL Journal*. Base topic on assigned class readings and provide a research-based rationale for your approach to teaching reading/writing. Select your topic from those on our course syllabus. Specify the audience for whom you are writing (ESL, grade-level, foreign language teachers). Reflect on how you have changed your approach to teaching reading/writing as a result of taking this course or how you plan to teach reading/writing in the future. Prepare a draft of a journal article as you might submit it to a journal (not formatted in columns but as an original manuscript).

Tasks

1. Identify the classroom setting, target population, students' learning needs, and the instructional objectives.
2. Refer to assigned readings throughout your paper to support the points made; refer to outside readings wherever relevant.
3. Show how each activity or main point reflects your instructional objectives. Describe each activity in detail. Include content and materials.
4. Discuss how each activity or main point addresses issues of second language acquisition and reflects the research base.
5. Provide English translations for any materials submitted in a language other than English (for teachers of foreign languages).
6. Proofread your paper carefully for stylistic and formatting errors.
Guidelines

1. Specify which option your paper addresses on the cover sheet.

2. Your project should range between 5 and 7 pages (single-spaced, double-spaced between paragraphs); 3 pages could be devoted to your narrative. The cover sheet does not count as part of this page limit. Put your list of references on the last page of your paper (this also isn't included in the page count). Be creative in putting several examples on a single page, perhaps by reducing page size.

3. Type on one side of the page only, not double-sided.

4. Refer to our course Style sheet for formatting issues.

5. Do not take activities, directions or guidelines from any of our course texts (or any other copyrighted source) and translate them or otherwise use them as your own. Copying or translating copyrighted material without permission of the publisher is plagiarism and, as such, is illegal.

Final Projects are due Week 14, December 8, 2004.
## Final Project Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria / Score</th>
<th>No evidence 0 points</th>
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<th>Accomplished (Clear, convincing, substantial evidence) 4 points</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly describes target student population, teacher audience, and instructional objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specifically addresses reading/writing needs of multilingual students</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Prepares original activities, bases design on required readings, and cites those readings throughout the paper</td>
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</tr>
<tr>
<td>Provides a detailed description and analysis of each activity or main point, including a rationale for development</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes clearly with few stylistic errors</td>
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</tr>
</tbody>
</table>

**TOTAL POINTS:**

**Comments:**

______
Style Sheet

This Style Sheet has been prepared to help you prepare written projects for this course. If you follow them closely, these guidelines can help improve your writing for graduate level work. Please use the following guidelines (most are based on the American Psychological Association's [APA] publication manual, available in the university bookstore).

1. The type of Project you are submitting, your name, and the course number should appear in the center of your cover sheet only as follows:

   Field Project
   Mary Jones
   EDRD 615-Rdg./Writing M/M
   Spring 2003
   May 5, 2003

PLEASE DO NOT PUT YOUR NAME ON ANY OTHER PAGE OR FORM IN THE MATERIALS YOU HAND IN. THE NAME GOES ON THE COVER PAGE ONLY.

2. Use one staple in the upper left-hand corner of the paper—no folder covers or book-like stapling.

3. Unlike APA format, you will produce SINGLE-SPACED paragraphs that are DOUBLE-SPACED BETWEEN PARAGRAPHS.

4. Indent the first line of paragraphs rather than use block style (flush to left margin).

5. Use subheadings (boldfaced) to indicate major sections of your report. Refer to the description of tasks for each course requirement for suggestions on major sections. Leave some space between your subheadings and the text that follows it. Examples:

   **Student Population**
   
   xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
   xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

   **Current Approaches to Teaching Reading**
   
   Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
   xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

6. Avoid listing or enumerating what you want to describe (as in, "These are the
main issues: 1....2....3....). Instead, briefly summarize two or three main points you want to make.

7. If reviewing outside readings or assessment materials, provide a separate listing of these as "Outside Readings" or "Resource Materials Reviewed", with complete bibliographical information. Examples:


8. To show that you are using the ideas from the assigned readings to support the points made in your report, use within-text citations to give authors credit for their ideas. All within-text citations should appear in your reference list. Avoid direct quotations. When you cite an author's work, use a paraphrase instead of a direct quotation.

When should works be referenced? Use the following guidelines:

- When using the author(s)'s thoughts or concepts explicitly but not quoting directly (paraphrase);
- When using a thought or concept unique to the author(s) (direct quotation).
- Thoughts or concepts representing common knowledge or generally known facts should not be referenced.

A. For within-text citations, use the author’s last name only and the year of the publication. If referring to an edited volume or a compilation of different writers' work, refer to the author, the editor or publisher, and the year (page numbers are only included for direct quotations). Always check the spelling of authors' names, and pay special attention to the order of their names (These are not typically listed alphabetically but by the importance of each author's contribution to the work; lead authors are listed first because they have taken more responsibility than their co-authors). See the following examples:

*Alternative assessments have several characteristics in common. These are...* (Herman, Aschbacher, & Winters, 1992).

*According to Hill & Ruptic (1994), one must have a philosophy of instruction and assessment before beginning to plan for either.*

B. *Avoid using secondary references* (e.g., “Stiggins as cited in Sperling, 1993”) and references to unpublished materials, such as class lecture notes (“as noted by Dr. Kennedy in class on Feb. 24).

C. Provide a list of references for all within-text citations only. This means that if you do not refer to a publication in your report, you should not add it to your list of references. List references alphabetically by last name, followed by the year in parentheses, the title (underlined), the place of publication, and the publisher. Use
the following examples for your list of references. Indent every line after the first in each reference. Put the period AFTER the citation or parentheses containing the reference.

9. When to use *et al.*: **Only for within-text citations of more than two authors.** Use *et al.* after the first full reference listing all authors.
10. Rather than use the following commonly used terms, use terms with more positive connotations or less relative terms such as the ones suggested below.

<table>
<thead>
<tr>
<th>Commonly used term</th>
<th>Suggested term</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEP</td>
<td>English language learner (ELL)</td>
</tr>
<tr>
<td>mainstream teacher</td>
<td>grade-level teacher</td>
</tr>
<tr>
<td>normal, average</td>
<td>typical, usual</td>
</tr>
<tr>
<td>CALP, BICS (these are outdated)</td>
<td>academic language/language of the content areas, conversational skills</td>
</tr>
<tr>
<td>Informal assessment</td>
<td>Alternative/authentic assessment</td>
</tr>
</tbody>
</table>

11. If you use **acronyms, spell out what each stands for** the first time it appears in your paper, e.g., native language (L1), English language learner (ELL). Acronyms stand alone, without periods, as in: ELL ESL
Similarly, abbreviations such as U.S. should be avoided and the entire phrase spelled out.

12. Rather than use terms particular to specific school programs (such as Level A-1, HILT-EX, etc.), use more descriptive terms, such as "beginning level" or "intermediate level."

13. Use **italics or boldface** when using special terms such as:
*The reading strategies I identified as being the students’ greatest needs were asking questions for clarification and summarizing.*
Feedback Form
Guest speaker

Your name (optional) ______________________________ Date ____________

Presenter’s name ______________________________

Topic/title _____________________________________________

Please let us know what you think of this guest presentation.

1. What did you like best about this presentation?

2. How might this presentation be improved?

3. Any other comments?

Thank you. Your comments will be considered in improving this course.
Mid-term Feedback Form

Please answer the following questions so that I can take your responses and suggestions and implement them either during the remainder of this course or the next time I teach the course.

1. What are the three most important things you have learned in this course that will help you develop reading/writing activities for English language, second language, or foreign language learners?

2. What did you like best about this course?

3. If there were ONE thing you could ask the instructor to change (such as syllabus topics, presentations/simulations/demonstrations, content, materials, or required readings and projects), what would that one thing be? Please be specific.

4. Any other comments?

Thank you for responding to these questions. Your feedback will be used to improve the course.
End of Semester Feedback Form

Please answer the following questions so that I can take your suggestions and implement them the next time I teach this course.

1. **What are the three most important things you have learned in this course that will help you develop reading/writing activities for English language, second language, or foreign language learners?**

2. **What did you like best about this course?**

3. **If there were ONE thing you could ask the instructor to change** (such as syllabus topics, presentations/simulations/demonstrations, content, materials, or required readings and projects), what would that one thing be? Please be specific.

4. **Any other comments?**

*Thank you. Your feedback will be used to improve this course.*
Materials Release Form

During this course, I have made available (in the form of Benchmark Notebooks) course papers and projects developed by students who have taken this course before you. I think you will agree that the materials are informative and instructive. Now it is time to ask you to let me use your work in the same way, as benchmarks or models for other students to review.

If you agree to give me permission to share materials produced by you for this course with students in future courses and perhaps for future publications, please sign below. On publications, if I decide to use your materials, I would acknowledge your contribution according to publisher guidelines, probably in the Foreword to the book.

Please sign either or both blanks below. Print your name in #1 if you agree to make your materials available for review by other graduate students and/or #2 if you would like your materials considered for publications I will be producing in the near future. Please also indicate below whether or not you would like your name removed from your projects. Thank you.

1. I, ____________________ ___________________, give permission for materials
   (please print your name)

   I produced to meet the requirements of this course to be used as benchmark papers for students taking this course at a later date.

2. I, ____________________ ___________________, give permission for materials
   (please print your name)

   I produced to meet the requirements of this course to be used as data and/or examples in forthcoming publications and/or presentations.

3. Please remove my name from my projects   YES     NO

______________________________    __________________________
Signature                        Date

Tel. No. ______________________ (Work or home?)