George Mason University
Graduate School of Education

Reading/Writing for Multilingual Students
EDRD 615 001  CRN 13646
Spring 2005

Instructor: Dr. Ann Kennedy
Class Date and Time: Mondays, 7:20-10:00 pm
Class Location: Robinson B212
Contact Information and Campus Hours:
  Telephone: (703) 228 5807
  Email: akennedly@gmu.edu
  Fax: (703) 228 5815
  Office Hours: By appointment

Course Description

This course provides an introduction to the reading/writing process in first and second languages, research on reading comprehension, and effective teaching and assessment approaches for students from diverse cultural and linguistic backgrounds. Among the topics addressed are: the role of prior knowledge; interaction between reading and writing; what the research says about teaching reading and writing strategies; effective classroom practices for English language learners; role of collaboration in the reading/writing classroom; oral language development and literacy development; emergent literacy; process writing; reading and writing in the content areas; and developing authentic, performance-based assessments of reading and writing, including portfolios.

Course preparation: Although not prerequisites for this course, EDCI 516 (Bil. and L2 Acq. Research), EDCI 519 (Methods) and EDCI 521 (Curr. Dev.) and teaching experience in an ESL/bilingual/foreign language setting may significantly assist your acquisition of concepts presented in this course. See me if you have any questions.

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 and for engaging in a dialogue with classmates and the instructor through e-mail.
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 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.

Course Requirements *

1. Materials Review 30% Evaluate resources: print, software and Internet (due Week 5, Feb 21)
2. Field Project** 35% Design and pilot test a reading/writing activity or evaluate current practice (due Week 10, Mar 28)
3. Final Project** 35% Design a reading/writing activity packet; develop a technology project; or draft a journal article (due Week 16, May 2)

*If you need access to students in a classroom setting to conduct your Field Project, you can either join a teacher in this class or see me to make arrangements no later than the third week of class.

**Either the Field Project or the Final Project can be conducted in a team with 1 or 2 others in this class.

ALL ASSIGNMENTS CAN BE SUBMITTED VIA EMAIL

Textbooks

Required


Recommended (FYI only, not used in course)
ESL Standards (Downloadable [one copy only] from www.tesol.org/assoc/k12standards/it/01.html


Articles on Electronic Reserve

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
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</table>

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 – 5 a-c
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Content/Requirements</th>
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</table>
| **1** Jan 24 | **Introductions and course review**  
Discussion: Definitions (ESOL, LEPs, ELLs,); Dialog journals; ESL Standards; What’s Hot/What’s Not in Literacy Education  
**Pre-Reading Strategy Demonstration**: Anticipation Guide  
**During-Reading Strategy Demonstration**: INSERT (Interactive Notetaking System for Effective Reading and Thinking)  
**Handouts**: Fielding & Pearson article, “Reading Comprehension: What Works”; student information sheet (p.24 Syllabus) |
| **2** Jan 31 | **Post-Reading Strategy**: Anticipation Guide (re-visited)  
Discussion: Importance of students’ background; ELL programs  
**Due**: Graduate Student Information Sheet (See page 24 in Syllabus)  
**READINGS**: Fielding & Pearson (handed out during first class session)  
Peregoy & Boyle, Chapter 1  
Drucker, “What Reading Teachers Should Know about ESL Learners” |
| **3** Feb 7 | **Second Language (L2) Acquisition**  
**L2 Reading Demonstration**: Applying our cueing systems  
**L2 Reading**: Irish Gaelic  
Discussion: Cueing systems, tapping prior knowledge, focusing on meaning  
**READINGS**: Peregoy & Boyle, Chapter 2; also Chapter 7, pp. 266-268 only |
| **4** Feb 14 | **Instructional Practices: Introduction**  
**Classroom Strategies (Video)**: Promoting oral language in L2 classrooms  
**Guest Speakers**: Bonnie Loriz (tentative) “Promising Strategies for Low Level ELLs”  
**Early literacy Strategy Demonstrations**: Morning Message, Wordless books, Language Experience Approach (LEA)  
**READINGS**: Peregoy & Boyle, Chapter 3  
Cassady article, “Wordless books: No-risk tools for inclusive middle-grade classrooms” |
| **5** Feb 21 | **Oral language development & literacy development**  
**During-reading Strategy (via video)**: Reciprocal teaching & Promoting oral language in L2 classrooms (“The Brain and Reading”)  
**Writing Strategy Demonstration**: Peer feedback |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Discussion</th>
<th>Due</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td>Discussion: Language functions, form v function, content-centered instruction, classroom assessment</td>
<td>Draft of Materials Review</td>
<td>Perego &amp; Boyle, Chapter 4</td>
</tr>
<tr>
<td>6 Feb 28</td>
<td><strong>Emergent Literacy</strong></td>
<td>Discussion: Reading Readiness v Emergent Literacy; Affective factors, scaffolding, on-going assessment; Reading Recovery; Family involvement; standards-based instruction and assessment (re-visit Chapter 3)</td>
<td>Materials Review</td>
<td>Perego &amp; Boyle, Chapter 5</td>
</tr>
<tr>
<td>7 Mar 7</td>
<td><strong>Linking Readers’ Characteristics &amp; Strategies</strong></td>
<td>Discussion: Classroom strategies, informal assessments</td>
<td>Pre-LAS (elementary level)</td>
<td>Perego &amp; Boyle, Chapter 7, pp. 270-297</td>
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<td></td>
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<td></td>
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<td>Fagan article, “Scaffolds to Help ELL Readers”</td>
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<tr>
<td>8 Mar 14</td>
<td><strong>The Writing Process</strong></td>
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<tr>
<td></td>
<td><strong>Writing Strategy Experience</strong></td>
<td>Peer Feedback</td>
<td>Draft of Field Project &amp; Midterm Feedback form (See page 26 in Syllabus)</td>
<td>Perego &amp; Boyle, Chapter 6</td>
</tr>
<tr>
<td>10 Mar 28</td>
<td><strong>Content Reading &amp; Writing: Pre- and During-reading strategies</strong></td>
<td>Discussion: Narrative v expository prose, text structure, word study, investigating assumptions</td>
<td>Field Project</td>
<td>Perego &amp; Boyle, Chapter 8</td>
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<tr>
<td></td>
<td><strong>Foreign Language Demonstration</strong></td>
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<td>Ganske et al. article, “Questions Teachers Ask About Struggling Readers and Writers”</td>
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<tr>
<td>11 Apr 4</td>
<td><strong>Content Reading &amp; Writing: Post-reading strategies</strong></td>
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<tr>
<td></td>
<td><strong>Post-Reading Demonstrations</strong></td>
<td>Jigsaw &amp; Using Graphic Organizers</td>
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<td></td>
<td></td>
<td>L2 learners in Math, Science, &amp; Social Studies; investigation into expository text structure in content areas</td>
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### READINGS

- **Peregoy & Boyle, Chapter 9**

### 12 Apr 11

**Content Reading & Writing: Continued**

**During-reading Strategy Demonstrations:** T-lists & Accordion paragraphs

**Pre-reading Strategies:** Vocabulary development, graphic organizers

**Guest Speaker:** Megan Moore “Using Accordion Paragraphs to Structure Writing Instruction”

**READINGS:** Blachowicz & Fisher article, “Vocabulary Lessons”

Gaskins article, “Word Detectives”

Juel & Deffes article, “Making Words Stick”

### 13 Apr 18

**Literacy Assessment: Introduction**

**Assessment Demonstrations:** Informal Reading Inventories

**Discussion:** Informal v formal assessments, Degrees of Reading Power (DRPs), teacher observation, self- & peer-assessments, Interest inventories

**Assessment Experience:** Diagnostic spelling tests

**READINGS:** Peregoy & Boyle, Chapter 10

### 14 Apr 25

**Literacy Assessment: Continued**

**Writing Strategy Experience:** Peer feedback

**Discussion:** Standardized testing, spelling analysis

**Assessment Demonstration:** Running Records

**Due:** Draft of Final Project

**READINGS:** Peregoy & Boyle, Chapter 7, pp. 298-309

Prescott article, “The Power of Reader’s Theater”

### 15 May 2

**Last class**

**Demonstration:** Using Manipulatives for Teaching Reading & Writing

**Forms:**

- a) EDRD 615 course feedback (see p. 27 Syllabus);
- b) GSE course evaluation

**Accepted on this date:** Final Project

**Due:** Final Project

### Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at [www.gmu.edu](http://www.gmu.edu).
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 project will be assessed using the criteria specified in the Scoring Rubric for each project. I will be going over the criteria in class and will present past students’ projects as exemplary cases. 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 specifically for help!). I assign a rating on the merits of the project itself as it compares to the criteria specified in the scoring rubric. I will most likely not know your identity until after I have finished reading all projects and begin to record the scores. This is why it is very important that you meet each criterion on the Scoring Rubric.

3. To ensure fairness, I will cover your name on the cover page. 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. If you have any suggestions as to how I can make the assessment process fairer, please let me know.
Other Assessment Issues

Absences: If you know that you will be late to or absent from class, PLEASE CALL ME AT MY OFFICE BEFORE OR ON THE SAME DAY OF THE CLASS. Leave a message on my voicemail (703 228 5807) 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.
Guidelines for Working in Teams

Either the Field Project or the Final Project may be conducted in a team with 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_____________________________________

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?
      Very well    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?
      Very high    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.

1. The total assignment will be 3 pages.

2. 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.

3. 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.

4. Write up a 3-page critique 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).

5. Cite assigned readings wherever possible to support your evaluation of each resource.

6. Attach a bibliography of assigned readings you referred to in your report and a list of the materials you reviewed.

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

*The Materials Review project is due Week 5, February 21, 2005.*
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 (& SOLs) at the following grade levels:

<table>
<thead>
<tr>
<th>Grades K-2</th>
<th>Grades 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>All about me</td>
<td>Friends</td>
</tr>
<tr>
<td>Families</td>
<td>Communities</td>
</tr>
<tr>
<td>Changes</td>
<td>Culture</td>
</tr>
<tr>
<td>Dreams</td>
<td>Heroes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes</td>
<td>Choices</td>
</tr>
<tr>
<td>Conflict</td>
<td>Government</td>
</tr>
<tr>
<td>Heroes</td>
<td>Success</td>
</tr>
<tr>
<td>Immigration</td>
<td>Transformations</td>
</tr>
</tbody>
</table>

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 have an hour of class time for you to meet in groups/pairs 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>Rating</th>
<th>Demonstrated Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>Outstanding</strong></td>
</tr>
<tr>
<td>▪</td>
<td>Completely describes target population.</td>
</tr>
<tr>
<td>▪</td>
<td>Analyzes usefulness and limitations of a variety of resources.</td>
</tr>
<tr>
<td>▪</td>
<td>Makes research-based suggestions for developing materials for a specific student population.</td>
</tr>
<tr>
<td>▪</td>
<td>Refers to assigned readings to support analysis.</td>
</tr>
<tr>
<td>▪</td>
<td>Prepares a concise, coherent critique with few errors in writing or formatting.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Competent</strong></td>
</tr>
<tr>
<td>▪</td>
<td>May not describe target population.</td>
</tr>
<tr>
<td>▪</td>
<td>Describes some aspects of usefulness and limitations of each resource.</td>
</tr>
<tr>
<td>▪</td>
<td>Makes some suggestions for developing materials and may limit observations to a broad student population.</td>
</tr>
<tr>
<td>▪</td>
<td>Refers to few assigned readings to support observations.</td>
</tr>
<tr>
<td>▪</td>
<td>Prepares a critique that may be too long, contain some errors in writing, or lack coherence.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Minimal</strong></td>
</tr>
<tr>
<td>▪</td>
<td>May not describe target population.</td>
</tr>
<tr>
<td>▪</td>
<td>Describes few aspects of usefulness and limitations of each resource.</td>
</tr>
<tr>
<td>▪</td>
<td>Makes few suggestions that are research-based for developing materials.</td>
</tr>
<tr>
<td>▪</td>
<td>Refers to few assigned readings to support observations.</td>
</tr>
<tr>
<td>▪</td>
<td>Prepares a critique that lacks coherence.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>▪</td>
<td>Does not describe target population.</td>
</tr>
<tr>
<td>▪</td>
<td>Describes few aspects of usefulness and limitations of each resource.</td>
</tr>
<tr>
<td>▪</td>
<td>Makes almost no suggestions for developing materials.</td>
</tr>
<tr>
<td>▪</td>
<td>Refers to no assigned readings to support observations.</td>
</tr>
<tr>
<td>▪</td>
<td>Prepares a critique that lacks coherence.</td>
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</tbody>
</table>
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, videos, 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, 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.

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.

3. See the Stylesheet for this course for details on writing style.

4. For examples of Field Projects from last semester’s class, ask to see the Samples binder. (I usually bring it to every class).

5. Your Field Project is due Week 10, March 28, 2005.
# Field Project: Scoring Rubric

## Rating

### Outstanding
- Bases rationale and description of pilot test (Opt. A) or analysis of practice (Opt. B) on research base and includes sample formats.
- **Supports development/analysis by citing all assigned and outside readings throughout paper.**
- Draws research-based revisions/recommendations based on data collection.
- Clearly describes instructional setting, students, and instructional objectives.
- Writes clearly with few stylistic errors.

### Competent
- Partially bases rationale and/or description of pilot test (Opt. A) or analysis of practice (Opt. B) on research base and includes sample formats.
- Supports development/analysis by citing assigned readings inaccurately or using few assigned readings.
- May draw insufficient or inappropriate implications based on data collection or implications that are not based on data collection.
- May describe instructional setting, students, and instructional objectives incompletely.
- May write with some lack of clarity and/or consistent stylistic errors.

### Minimal
- Provides limited link between rationale and description of pilot test (Opt. A) or analysis of practice (Opt. B) and research base and includes few sample formats.
- Does not support development/analysis by citing assigned readings.
- Draws few implications based on data collection.
- Describes instructional setting, students, and instructional objectives incompletely.
- Writes with some lack of clarity and coherence and/or many stylistic errors.

### Unsatisfactory
- Provides no link between research base and rationale or description of pilot test (Opt. A) or analysis of practice (Opt. B) and includes no sample formats.
- Does not support development/analysis by citing assigned readings.
- Draws few implications based on data collection.
- Describes instructional setting, students, and instructional objectives incompletely.
- Writes with little clarity or coherence and/or many stylistic errors.
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 (c) parents understand ways to help their children. 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 be 3 pages. The cover sheet does not count as part of this page limit. Put your list of references on the last page of your paper. If you want to add examples or handouts, you may add a few pages to the project.

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

4. Refer to our course Stylesheet 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 16, May 2, 2005
Final Project: Scoring Rubric

Rating Demonstrated Competence

4 Outstanding
- Prepares original activities, bases design on required readings, and makes citations to them throughout 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.
- Specifically addresses reading/writing needs of second language learners.
- 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.
- Addresses reading/writing needs of second language learners, but incompletely.
- Writes with some lack of 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.
- Addresses few reading/writing needs of second language learners.
- 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.
- Does not meet needs of second language learners.
- Writes with little coherence and/or many stylistic errors.
Style Sheet

This Style Sheet has been prepared to help you prepare written projects for this course. If followed 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 2005
   March 28, 2005

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 which follows it. Examples:

   Student Population

   XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
   XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

   Current Approaches to Teaching Reading

   Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
   XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

6. 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. 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).

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. 2”).

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 (italicized), the place of publication, and the publisher.


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>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).

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."
Graduate Student Information Sheet

Please print the following information:
Name
Address
Work place/Position
Phone (H)
(W)
Email address (please write CLEARLY):

Do you have full-time classroom teaching experience? YES NO For how long?
Certified to teach in VA public schools? Yes No
Taking this course for ESL endorsement only (non-degree)? YES NO
Reason for taking this course:

Degree program you are in
Degree(s) you already have
Classroom teaching experience (specify number of years, whether full-time or part-time, in U.S. or abroad--name country)

Courses you have completed at GMU in ESL/Bilingual Ed or Linguistics? (place a check by courses). If currently enrolled, please indicate.
EDUC 532/EDCI 516 - Bil. & L2 Acq. EDCI 518 - Multicult. Ed
EDRD 614/615 - Tchg. Rdg. ENGL 520 - Descr. Lings.
Others?

Travel abroad?

What would you like to learn in this course (be as specific as possible, please)?
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  
EDRD 615 – Spring 2005

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
Spring 2005

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.**