George Mason University
Graduate School of Education

EDRD 615 - Syllabus
Teaching Reading/Writing in Multicultural/Multilingual Settings
FALL 2005
Wednesdays, 4:30 - 7:10 p.m., AQ 104

Professor: Dr. Shelley Wong

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Course Description

This course provides an analysis of approaches to curriculum, current research, theory and pedagogy of reading and writing to second language students from diverse cultural and linguistic backgrounds. The theoretical framework for the class is sociocultural and critical. It includes an introduction to the reading/writing process in first and second languages, what makes texts difficult, and effective teaching and assessment approaches for students from diverse cultural and linguistic backgrounds. Among the topics addressed are: language, text and context, critical and feminist readings of text, reading and writing connections, effective classroom practices for English language learners; role of collaboration in the reading/writing classroom; oral language development and literacy development; emergent literacy & phonemic awareness; process writing; reading and writing in the content areas; and developing authentic, performance-based assessments of reading and writing.

[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. Describe psycholinguistic, interactive and critical models of reading; describe and apply theories of the writing process; compare models of literacy and orality and analyze text difficulty in a second language for students from culturally diverse and second language backgrounds.

2. Identify major pedagogical approaches to the teaching of reading and writing and explain their applicability to teaching second language learners. Analyze recent research on first and second language literacy, especially from newer literacy perspectives.

3. Assess students’ needs; plan appropriate teaching strategies including scaffolding and lessons, assess student progress;

4. Identify the challenges involved in identifying and referring English as a second language students from a variety of home languages for services in special education. Describe developmental stages of reading/writing and suggest appropriate instructional techniques for each.

5. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading strategies.

6. Model for students reading and writing strategies appropriate to various learning tasks.

7. Develop assessment activities for use with students from culturally and linguistically diverse backgrounds.

8. Incorporate process writing, including peer and self-assessment into classroom instruction.

9. Use phonemic awareness activities to develop reading skills in emergent language learners.
* 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.

The objectives and activities for this course will help teachers meet or exceed standards established by the Teachers of English to Speakers of Other Languages (TESOL) and the American Council of Teachers of Foreign Languages (ACTFL) for teacher preparation in reading.
Course Requirements *

1. **Materials Review**
   30% Evaluate instructional resources: print, software, Internet (due Week 6)

2. **Field Project**
   35% Design and pilot test a reading/writing activity or evaluate current practice (due Week 11)

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

* 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 2 others in this class.

Textbooks

**Required**


**Optional**


## Course Schedule

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<th>Wk.</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>Introductions and overview of course objectives, textbooks, and requirements. What we know and want to know about the reading/writing process, instruction, and assessment: <strong>DEMO: KWL.</strong></td>
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<tr>
<td>2</td>
<td>9/3</td>
<td>What the research says about reading comprehension in first and second languages. Literature response groups. Teaching for strategies. Tapping readers’ prior knowledge. <strong>DEMO: Pre-Reading Strategies- Anticipation Guides.</strong></td>
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<tr>
<td>5</td>
<td>9/24</td>
<td>Emergent literacy: Research-based instruction and assessment. Phonemic awareness. Word Study. ESL Grade K Literacy Instruction. <strong>DEMOs: Morning Message &amp; Language Experience Approach.</strong></td>
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Readings  
**Fielding & Pearson, 1994 (copies available from instructor)**  
**Peregoy & Boyle, Ch. 7, pp. 257-266**  
**Peregoy & Boyle, Ch. 3; Mallow & Patterson, Ch. 4 & pp. 19-20.**  
**Peregoy & Boyle, Ch. 4; Mallow & Patterson, Ch. 5**
Video: Benchmark School. First draft due for Peer Feedback on Materials Review.

Readings  Perego & Boyle, Ch. 5; Ch. 7 -pp. 267-279  
Mallow & Patterson, Ch. 2 & pp. 136-139; 206-213.

6  10/1  Using art, drama, & music to contextualize literacy skills. Dramatic play, readers’ theater, photo essays. Reading/Writing Workshop in Grade 4.  

Readings  Perego & Boyle, Ch. 7  
Mallow & Patterson, Ch. 3

Video: Brain & Reading.

Readings  Perego & Boyle, Ch. 7 & pp. 280-289  
Mallow & Patterson, Ch. 9, pp.135-155.

8  10/15  What the research tells us about writing in first and second languages. Teaching approaches that facilitate acquisition of writing in a second language. Process writing and writers workshop.  
Pre-Writing Strategies: I remember. Mid-Term Feedback Forms.

Readings  Perego & Boyle, Ch. 6; Samway, "Writers' workshop..." (NCBE web site)

Inventories. Miscue Analysis. Assessment inquiry process.

Readings  Mallow & Patterson, Chs. 6 - 8, Peregoy & Boyle, Ch. 7


Readings  Mallow & Patterson, Ch. 11

11  11/5  What the research says about reading and writing in Content Areas: Pre-Reading and During-Reading Strategies. DEMO: T-Lists. From T-lists to Accordian Paragraphs. Post-reading Strategies: Journal writing. Field Project due.

Readings  Peregoy & Boyle, Ch. 8
Mallow & Patterson, Ch. 9, pp. 156-171.


Readings  Peregoy & Boyle, Ch. 9, Mallow & Patterson, Ch. 10


Readings  Mallow & Patterson, Chs. 7 & 8

14  11/26  Thanksgiving Holiday - No Class
15 12/3  Last class. What have we learned and where do we go from here? KWL Wrap up. Feedback Forms. Course evaluation forms. Final Projects due on or before this date.