EDRD 615: Teaching Reading/Writing in Bilingual/ESL Settings
July 21-30, 8:30am - 3:30pm, Location: RA 109
Instructor: Sherry L. Steeley
ssteeley@gmu.edu
703-575-8938 (h)

COURSE SYLLABUS

Course Description

This course provides an introduction to the reading/writing process in first/second language development, research on reading comprehension, effective teaching and assessment approaches for students with diverse cultural/linguistic backgrounds. Topics will include: role of prior knowledge; cognitive interaction between reading/writing; research on teaching reading/writing strategies; effective classroom practices for English language learners; role of collaboration in the reading/writing classroom; oral language and literacy development; emergent literacy; process writing; reading/writing in content areas; and developing authentic, performance-based assessments of reading/writing (including portfolios).

Course Outcomes

Students completing EDRD 615 will be able to:

1. Analyze recent research on the reading/writing process with implications for teaching students from diverse cultural and linguistic backgrounds.
2. Apply first/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. Develop assessment activities for students from diverse cultural/linguistic backgrounds.
6. Incorporate process writing (including peer/self-assessment) into classroom instruction.

Relationship to Program Goals and Professional Standards

EDRD 615 addresses the following program goals and professional standards.

1. Graduate School of Education Goals

   Diversity
   - Infuse diversity into the experience, training, and practice of students, faculty, and staff
   - Ensure that diverse issues are reflected in curriculum and syllabi
   - Ensure that diverse issues are reflected in GSE partnerships with schools, communities, and families

   Reflective, Research-based Practice
   - Encourage reflective and research-based practice for GSE faculty and for our students in their own practice

   Research and Scholarship
   - Conduct exemplary research that shapes our academic disciplines, educational practice, and public policy
   - Promote the intellectual stimulation of a GSE learning community

2. Interstate New Teacher Assessment And Support Consortium (INTASC) Principles

   Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
   Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

3. Teachers of English to Speakers of Other Languages (TESOL) Standards

Domain 1: Language
Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.

Standard 1.a. Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

Standard 1.b. Language acquisition and development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

Domain 2: Culture
Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content area achievement.

Standard 2.a. Nature and Role of Culture. Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

Standard 2.b. Cultural Groups and Identity. Candidates know, understand, and use; knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.

Domain 3: Planning, Implementing, and Managing Instruction
Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.
**Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction.** Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

**Standard 3.c. Using Resources Effectively in ESL and Content Instruction.** Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

**Domain 4: Assessment**
Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

**Standard 4.a. Issues of Assessment for ESL.** Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

**Standard 4.b. Language Proficiency Assessment.** Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

**Standard 4.c. Classroom-Based Assessment for ESL.** Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

**Domain 5: Professionalism**
Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

**Standard 5.a. ESL Research and History.** Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

**Standard 5.b. Partnerships and Advocacy.** Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students’ families.

**Standard 5.c. Professional Development and Collaboration.** Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

**Nature of Course Delivery**
The course is delivered through a variety of face-to-face, on-line and individualized instructional strategies. During class meetings there are large group, small group and individual activities. Students also conduct independent research and field experience, as well as communicate with each other and the instructor via an email listserv.

**Course Texts**

**Required:**


**Select readings from:**
Course Requirements

1. Materials Review  20 points  Evaluate resources: print, software/online (due: 7/23-7/26)
2. Writing Project  20 points  Work through writing process to produce a narrative; reflect on process for classroom adaptability (due: 7/28)
3. Final Project  30 points  Design a reading/writing activity packet; develop a technology project; or draft a journal article (due: 7/30)
4. Field Project  30 points  Design and pilot test a reading/writing activity or evaluate current practice (due: upon completion)

1. 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. (GSE Diversity/Learning Community/Research; INTSAC 1,2, 3, 7, 9; TESOL 1b; 2a, 2b; 3a, 3b, 3c; 5c)

Task: To identify and evaluate materials and resources—print, software, and online—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 4 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 international 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 2-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).
4. Cite assigned readings where ever 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 list the materials reviewed. Put an asterisk by the most useful materials.
7. Provide a one paragraph summary that synthesizes what you have learned from this assignment.

Materials Review Projects Due: 7/23-26

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>
</tr>
</thead>
<tbody>
<tr>
<td>All about me</td>
<td>Friends</td>
</tr>
<tr>
<td>Friends</td>
<td>Changes</td>
</tr>
<tr>
<td>Changes</td>
<td>Mysteries</td>
</tr>
</tbody>
</table>
2. Consider the following criteria for materials review:
(a) Potential for meeting your students’ needs in reading/writing and reflecting research;
(b) Appeal to students, adaptability, and layout & language
I’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/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>Points</th>
<th>Demonstrated Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</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>4</td>
<td>Competent</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>3</td>
<td>Minimal</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>1-2</td>
<td>Unsatisfactory</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>
</tr>
</tbody>
</table>

2. Writing Process Project

Purpose:
To experience the writing process as a student/writer to better understand how it works, and to analyze that experience as a teacher to be able to adapt it for use in a particular class. (GSE Diversity, Reflective Practice, INTASC 1-9; TESOL 1a, 1b; 2a, 2b; 3a, 3b, 3c; 4a, 4b, 4c; 5 c).

Task: To write a narrative -- a story that moves through time -- while learning a writing process that includes pre-writing, drafting, peer response, self-assessment, and revision. The idea of writing as a recursive process that is aided by peer feedback is widely accepted in composition pedagogy. Some of you may be proponents of the draft-feedback-revision cycle and may use it in your own writing; you may learn some new techniques. Those of you who are not as familiar with the process will learn how to implement it in your classroom.
This project asks you to step into the role of a student of writing, which will allow you to model tasks for your students and to empathize with them as they develop their writing skills. By analyzing this project as a teacher, you will be
challenged to see how these particular techniques can be adapted for different purposes with different student populations.

How to do it:
1. Participate in all in-class writing workshops. Between classroom workshops, you should draft and revise your narrative. The narrative is simply a story from your life; it requires no research or documentation.
2. Optional: Keep a log/journal of your reactions to the workshops and your writing. This may help you organize your thoughts as you prepare to write your reflection.
3. Write a 2-3 page reflection that has two components: a reaction as a student/writer and an analysis as a teacher. In the first part, provide cognitive feedback that explains what you learned as writer and affective feedback that explains how you felt about the parts of the process and why. In the second part, describe your target student population and instructional objectives, and how you would adapt this assignment to fit their needs. This project is due 7/28. Turn in the final draft of your narrative and two copies of your reflection.

Reflection on the Writing Process: Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Demonstrated Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Outstanding</td>
</tr>
<tr>
<td>✓</td>
<td>Reacts to all parts of the assignment: genre, brainstorming/prewriting, drafting, revision, self-assessment, and sample criteria sheet.</td>
</tr>
<tr>
<td>✓</td>
<td>Analyzes the process from your point of view as a student and a writer, including cognitive and affective feedback.</td>
</tr>
<tr>
<td>✓</td>
<td>Analyzes the assignment from your point of view as a teacher, specifically addressing adaptations necessary for classroom implementation.</td>
</tr>
<tr>
<td>✓</td>
<td>Clearly describes the target classroom population and instructional objectives.</td>
</tr>
<tr>
<td>✓</td>
<td>Writes clearly with few stylistic errors.</td>
</tr>
<tr>
<td>15</td>
<td>Competent</td>
</tr>
<tr>
<td>✓</td>
<td>Reacts to most parts of the assignment.</td>
</tr>
<tr>
<td>✓</td>
<td>Describes the process from your point of view as a student and a writer, including some cognitive and affective feedback.</td>
</tr>
<tr>
<td>✓</td>
<td>Describes the assignment from your point of view as a teacher, addressing some adaptations necessary for classroom implementation.</td>
</tr>
<tr>
<td>✓</td>
<td>Incompletely describes the target classroom population and instructional objectives.</td>
</tr>
<tr>
<td>✓</td>
<td>Writes fairly clearly with some stylistic errors.</td>
</tr>
<tr>
<td>10</td>
<td>Minimal</td>
</tr>
<tr>
<td>✓</td>
<td>Summarizes the process; includes little feedback.</td>
</tr>
<tr>
<td>✓</td>
<td>Addresses few adaptations necessary for classroom implementation.</td>
</tr>
<tr>
<td>✓</td>
<td>Reacts to a few parts of the assignment.</td>
</tr>
<tr>
<td>✓</td>
<td>May not describe target classroom population.</td>
</tr>
<tr>
<td>✓</td>
<td>Writes somewhat incohesively.</td>
</tr>
<tr>
<td>5</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>✓</td>
<td>Briefly mentions the process; includes little feedback.</td>
</tr>
<tr>
<td>✓</td>
<td>Incompletely examines the assignment from a teacher’s point of view.</td>
</tr>
<tr>
<td>✓</td>
<td>Reacts minimally to the assignment.</td>
</tr>
<tr>
<td>✓</td>
<td>Does not describe target classroom population.</td>
</tr>
<tr>
<td>✓</td>
<td>Writes with errors that interfere with readability.</td>
</tr>
</tbody>
</table>

3. Final Project

Purpose: To synthesize learnings, developing an intervention (activity packet, technology packet, journal article) with appropriate linguistic, socio-cultural, assessment, and professional applications for your classroom/professional practice. (GSE Diversity, Reflective, Research-based Practice; INTSAC 1-9; TESOL 1-5).

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 multimedia computer programs, website 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 the 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. 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 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 on the last day of class, July 30.

Final Project: Scoring Rubric

Points Demonstrated Competence
30 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.
22 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 or coherence and/or many stylistic errors.
15 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.

7 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.

4. Field Project

You will conduct the Field Project in a classroom setting, and undertake a field project based on your teaching status. Pre-service teachers will observe the application of reading and writing strategies in second language classrooms. In-service teachers will undertake an action research project related to literacy/development of reading/writing skills in a second language context. Specify which option you are conducting across the top of your cover sheet.

Fieldwork reports are due as soon as possible after completion. If you have not yet undertaken fieldwork, you have one year to fulfill the assignment.

Full descriptions of fieldwork requirements follow.

(GSE Diversity, Reflective Practice; INTSAC 1-9; TESOL 1-5)

Course Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Content / Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/21 (am)</td>
<td>Introductions and course overview. What we know and want to know about the reading/writing process, instruction, and assessment: KWL by grade level groups. Fill out information sheets</td>
</tr>
<tr>
<td>7/21 (pm)</td>
<td>Turn in information sheets. Review of previous summer classes – challenges of integrating coursework for international classrooms; Setting the stage – defining culture in the classroom; importance of understanding sociolinguistic interactions; Literacy traditions from home and community; and SLA research. Workshop 1: brainstorming. READINGS: Perego &amp; Boyle: Chps. 1 &amp; 2</td>
</tr>
<tr>
<td>7/22 (am)</td>
<td>Classroom strategies. Group work – phases of cooperative group development, jigsaw; Thematic instruction – organizing thematic instruction, functional language and literacy uses in thematic instruction; Scaffolding and assessment of English learners. READINGS: Perego &amp; Boyle, Ch. 3</td>
</tr>
<tr>
<td>7/22 (pm)</td>
<td>Oral language in perspective. The relationships among the four language skills; Promoting oral language development in the classroom – songs, drama, etc.; Oral language development through content-area instruction. Workshop 2: Peer feedback; plot outlines. READINGS: Perego &amp; Boyle, Ch. 4; Routman, Ch. 2.</td>
</tr>
<tr>
<td>7/23 (am)</td>
<td>Emergent literacy: Research-based instruction and assessment. Phonemic awareness. Contrasting – emergent literacy and reading readiness; influence of the home environment on literacy; Strategies that promote early literacy; Contextualized phonics and spelling skills instruction for language learners. READINGS: Perego &amp; Boyle: Ch. 5; Routman, Ch. 3.</td>
</tr>
</tbody>
</table>

Material/Article Review #1
7/23 (pm) English learners and process writing. What research tells us about second language writing; The process and developmental phases of writing; Collaborative contexts; Strategies to assist writers – clustering, freewriting, mapping; Assessing the writing process. Workshop 3: Writing the first draft.

Readings: Peregoy & Boyle: Ch. 6

7/26 (am) Reading and literature instruction. What the research tells us about reading in a second language. Working with reading response groups; Developmental phases in second language reading; Characteristics and Strategies – beginning and intermediate readers; Technology to enhance learning.


Readings: Peregoy & Boyle: Ch. 7; Routman Chs. 7-8. Material/Article Review #2

7/27 (am) Content reading and writing: pre-reading and during reading. What research tells us about reading and writing across the curriculum for English language learners. Student’s interaction with text; and Meta-cognition and learning from text.

7/27 (pm) Pre-reading strategies – structured overviews, preview and anticipation guides; During reading strategies – headings and subheadings, vocabulary strategies, clustering to develop vocabulary in context, and learning logs. Workshop 5: Sharing your story.

Readings: Peregoy & Boyle: Ch. 8 Material/Article Review #3

7/28 (am) Content reading and writing: Post-reading strategies for organizing and remembering. Rehearsing to organize and remember information; Venn diagrams; mapping; Writing as a learning tool across the curriculum – combining direct experience, the visual mode, and writing; collaborative research projects; and K-W-L.

Readings: Peregoy & Boyle: Ch. 9 Material/Article Review #4

7/28 (pm) By request and/or catch-up
Writing Project Due (narrative and reflection)

7/29 Assessment tools for reading & writing. Theoretical approach to literacy assessment; Assessing reading using an informal reading inventory; and linking assessment with instruction.

Readings: Peregoy and Boyle: Ch. 10; Routman: Ch. 13, Appendices: M, N, Q.

7/30 KWL Wrap-up. What have we learned and where do we go from here? Turn in Final Feedback forms. GMU course evaluation forms. Final Projects due on/or before this date.

Assessment Issues

Absences: If you know that you will be late to or absent from class, PLEASE CALL MY CELL NUMBER (703-981-5935) or SEND ME AN EMAIL BEFORE THE CLASS MEETS. 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. Absence from 25% or more (2 full days or more) will result in an unsatisfactory grade.

Late projects: If you need to request an extension of time to turn in a project, please EMAIL OR DISCUSS WITH ME BEFORE THE DUE DATE to talk about it. No more than one late project will be accepted from any one student and any late projects will receive a 5 point deduction.

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. (In progress fieldwork reports are an exception if fieldwork is to be undertaken following the completion of course).

**GSE Syllabus Statements 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](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](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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.
FIELD PROJECT OVERVIEW

Purpose
Naturally, field experiences are a critical component of any teacher education program. FAST TRAIN prepares PK-6 elementary and PK-12 ESOL teachers for international school classrooms. The three courses described in these guidelines cover bilingualism, language acquisition research, and methods of teaching ESOL in general, and specific strategies for teaching reading and writing. Since the courses have interdependent content, the field experience requirements for each have been combined for FAST TRAIN IN-SERVICE students into one action research project, called a “Field Project”.
These guidelines describe how IN-SERVICE students (e.g. those who are currently teaching in their own classrooms) will address all three courses through a field project (NOTE: Elementary FAST TRAIN students will only take 516 and 519 for the Masters component. Students in FAST TRAIN’s ESOL program will take all three courses, 516, 519 and 615.) There is a separate set of guidelines for pre-service students (e.g. those who are NOT currently teaching).

Guidelines
In-service students will conduct one project that addresses the following field experience outcomes of EDCI 516, 519 and EDRD 615.

Outcomes - 516, 519, 615

As a result of the field project, FAST TRAIN in-service students will:
Gain familiarity with second language teaching roles, goals, methods, and curricula
Rethink the application of second language teaching strategies and methods embodied in the classroom
Understand the multicultural/ multilingual dimensions and mandates of PK-12 schools, including addressing the learning needs of a culturally and linguistically diverse student body
Develop the ability to think critically about current educational issues by analyzing the advantages and disadvantages of educational approaches and practices

Process
FAST TRAIN in-service students should try and complete the field project prior to the summer meeting of the course. Since only one report is required for all three courses, students can revise it during the summer coursework. If they cannot complete the field project and report before the summer class meeting ends, they will have one year to complete it (e.g. it must be completed before the next summer). Students should submit a copy of the report to each instructor, as well as to the FAST TRAIN Coordinator (Jack Levy, jlevy@gmu.edu).

Develop a research question (puzzlement) based on material covered in EDCI 519, EDRD 615 & EDCI 516
Examine your underlying assumptions about these topics
Systematically collect data from and with your students*
Share and discuss data and research methodology with fellow teacher researchers
Analyze and interpret data
Write about your research
Share your findings with students, colleagues, and classmates
*Please check with your school officials to determine which activities require parental permission
(possibilities: questionnaires, videotaped observations, interviews)

Possible Topics
As stated, the field project needs to address the outcomes of each of the three courses. Here are some possible topics, as applied to international school students:
Enrichment and Remediation
Advocacy- Coaching Teacher Colleagues
The Teacher’s Role in Language Acquisition
Scaffolding
Multi-level Classrooms
Role of Multi-Modal Teaching
SOLs and ELLs
Use of Technology
Reading Comprehension Strategies
Linguistic Strategies

The Report - Core Features
The report should include the following core features:
1. A Consistent Internal Logic - A consistent internal logic means that the research question(s) you pose at the beginning of the paper should be answered at some point later in the paper.

2. Connections to the Literature - The research question you are exploring is tied to other research that's already been done on this question. Usually this is done in either a Connections to the Literature section or a Review of the Literature section.

3. Data Collection and Findings - The data collection "tools" you used to collect evidence on your question need to be identified: Did you collect your data with interviews, surveys, test scores, observations, etc.? What were your findings from the data that you collected?

4. Reflections - Personal reflections should address (a) the assumptions you held at the outset of the project, (b) the thoughts and reactions you had during the process of completing your project, and (c) how your original assumptions may have changed as a result of completing this project.

5. Implications - The implications for your findings might consider a set of next steps you want to take, additional research that needs to be done, and/or how your findings relate to your school or teaching context. (You might choose to create a separate Implications section for your paper or you might choose to fold your implications into the final section.)

The Report - Format
The report should be organized according to the following format:
Introduction: What is the basic idea or purpose of the study? Why did you select this topic? What did you want to learn? Why? How does it relate to course content and field experience objectives?
Participants: Description of participants (e.g. language/cultural affiliation, number, age, etc.) Who were the participants? How many? What language/culture group do they represent? What other participant characteristics are relevant to this study?
Research Question(s): What was/were your research question(s)? (Did you have any expectations?) Review of Literature: What information from the course texts and other sources provide the foundation for your research on this topic?
Methodology, Data Collection and Sources: What qualitative and quantitative data collection techniques did you use? Why?
Data Analysis and Results: How was the data analyzed? What were the results? How do you interpret the results (e.g, why might they have occurred)?
Reflections/Implications/Action Plan: How did the research affect your personal assumptions (see above)? What are the implications of your research? Your conclusions? How do they relate to the course content? Research literature? What impact will this study have on your teaching? Do you have any recommendations for further study?
References: What references did you use in this project?

Report Submission, Criteria For Assessment
You only need to submit ONE report. Submit a copy of the report to instructor AND to the FAST TRAIN Coordinator (Jack Levy, jlevy@gmu.edu).
This project will be assessed using a Satisfactory/Unsatisfactory grading system. To receive a Satisfactory grade, the project must meet the following criteria:
Conforms to all requirements in topic, sources and format
Summaries are thorough
Analysis and reflection are thoughtful for all areas
 Applies knowledge of classes content, research literature and future teaching situations
Achieves field experience outcomes of three courses.
Writes clearly with few stylistic and grammatical errors
COMBINED FIELD EXPERIENCE
EDCI 516, EDCI 519, EDRD 615
PRE-SERVICE STUDENTS

FIELD EXPERIENCE REPORT OVERVIEW

Purpose:
Naturally, field experiences are a critical component of any teacher education program. FAST TRAIN prepares PK-6 elementary and PK-12 ESOL teachers for international school classrooms. The three courses described in these guidelines cover bilingualism, language acquisition research, and methods of teaching ESOL in general, and specific strategies for teaching reading and writing. Since the courses have interdependent content, the field experience requirements for each have been combined. These guidelines describe how PRE-SERVICE students (e.g. those who are NOT currently teaching) will address all three courses. (NOTE: Elementary FAST TRAIN students will only take 516 and 519 for the Masters component. Students in FAST TRAIN’s ESOL program will take all three courses, 516, 519 and 615.) There is a separate set of guidelines for in-service students (e.g. those who are currently teaching).

Process:
FAST TRAIN students should try and complete the field experience (without writing the report) prior to the summer meeting of the course. During the field experience, students can take notes according to the guidelines below. They can then write the report while attending the summer class. If they cannot complete the field experience and report before the summer class meeting ends, they will have one year to complete it (e.g. it must be completed before the next summer).

Outcomes:
As a result of the field experience requirement, students will:
Gain familiarity with second language teaching roles, goals, methods, and curricula currently used in elementary and secondary schools;
Observe the application of second language teaching strategies and methods embodied in the classroom procedures of the cooperating teachers;
Understand the multicultural/multilingual dimensions and mandates of international schools, including the learning needs of a culturally and linguistically diverse student body;
Develop the ability to think critically about current educational issues by analyzing the advantages and disadvantages of educational approaches and practices;
Discuss their school-based observations with each other, practicing teachers, and university instructors, comparing and contrasting teaching methods and styles at different levels and with culturally and linguistically diverse student populations.

Guidelines:
Students will engage in observations, interactions with international school students and in teacher interviews in the school setting. There is no minimum number of hours required - FAST TRAIN students should be guided by the objectives of the assignment. It is possible to use one observation activity to satisfy the requirements for two or more courses as long as separate reports for each course are submitted. Each report will consist of three principle sections (Narrative, Analysis, Synthesis), and will be word-processed and double-spaced. In general, each report will be between 10-15 pages.
During your visits to the site, time should be spent engaging in classroom interaction with the teacher and students. This is hopefully an interactive – rather than a passive – experience for you.
A suggested format appears below, after the description of the components. Please refer to the assessment criteria to make sure you have covered all of the necessary criteria.

Right after each visit. Summarize your learning from each observation and interview. This provides you the opportunity to connect theory to practice.

Components and Suggested Format

1. Narrative
Describe the teacher, students, program and the school setting of your field experience. Describe of the general instructional methods, assessment activities, materials and classroom management strategies. Provide information on pre and post observation interviews to a specific lesson you observed. Ask the cooperating teacher to conference about one of the lessons. For your planning purposes, a pre-observation interview may last 15 – 25 minutes, but you should be mindful of the teacher's time demands; the follow-up interview should only take 5 – 10 minutes. As you prepare for the interviews, you may want to use some of the questions below as a guide. You should leave off the specific names of teachers and schools but should give general descriptions of the school setting.

The following guiding questions may serve to target your field notes. Your written report should synthesize the information taken from your site-based teaching. You need not cover all the topics listed; they are merely guides for your notes. Use these questions to guide your interactions, observations and reflections. Try to focus on one area each time you are on-site.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>School site (e.g., city, demographics, languages spoken, socioeconomic factors, etc.). Include a brief comment on how well this school is functioning; how well it addresses intended outcomes for student achievement in literacy, personalized instruction, and parent communication; and specific areas needing improvement. Classroom (e.g., grade level, number students, number of teachers and teacher aides). Teacher (e.g., academic background, years of service, courses/ subjects taught, languages spoken, international experience). Include their teaching philosophy and how this philosophy incorporated into their teaching methods and style?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Areas</td>
<td>Instructional methods: What are the instructional methods that you use or observe? Is the class lecture-based? Collaborative? Are there question and answer sessions? Hands-on activities? Worksheets? How are multiple learning styles and needs incorporated into lesson plans? What is the percentage of time devoted to the 4 skills (reading, writing, listening, speaking) and the 5th skill of thinking? How are lessons usually introduced? Presented? What instructional activities are usually used? How cognitively demanding are they? Are the activities usually context embedded or context reduced? How do you and the teacher connect students' prior knowledge, life experience, and interest with learning goals? How are you and the teacher using verbal and nonverbal strategies (gestures, dramatic movement, facial expressions, etc.) to assist with</td>
</tr>
<tr>
<td>Students: Are they focused? Are they actively participating? Are you and the teacher interacting with all of the students? Do they understand the activity and the purpose? Are they working together well? How do they interact with you and the teacher? Do they interact with each other as a community of learners?</td>
<td></td>
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<tr>
<td>Classroom appearance: What is the seating arrangement (e.g., rows, tables, clusters of desks, cooperative groups)? What is on the walls of the classroom? Are the objectives posted for students?</td>
<td></td>
</tr>
<tr>
<td>Classroom management: What is the daily routine? How are the daily objectives implemented? Are there a variety of activities? Different instructional groupings (individual, small group, whole class). How does the teacher create and maintain an effective educational environment for students?</td>
<td></td>
</tr>
<tr>
<td>Classroom environment: What is the effect of having multiple cultures and languages in class? What is the amount of L1 and L2 used both by students and teacher?</td>
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<tr>
<td>Instructional materials and technology: Do you and the teacher use visuals and/or instructional technology (e.g., VCR, TV, Internet, and computer software)? Manipulatives? How are the textbooks used during instruction? Materials used (both professionally produced and teacher-made).</td>
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</tr>
<tr>
<td>Assessment: How do you and the teacher assess the students' second language acquisition and reading and writing development?</td>
<td></td>
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<tr>
<td>Pre- and Post-observation Teacher Interview:</td>
<td></td>
</tr>
<tr>
<td>Pre-observation Interview a. How do you like to present new material? What types of classroom activities do you prefer? How do you see your role in class? (In terms of a continuum between teacher-centered on one end, and student-centered on the other.) How do you see the role of students? How much responsibility do you provide for and expect of your students? Do you expect the same responsibility from each one? Do your students' cultural and linguistic backgrounds affect your teaching methods? If yes, in what ways?</td>
<td></td>
</tr>
<tr>
<td>In terms of the upcoming lesson: What is the objective of the lesson? What types of SLA strategies/methods will you use with the ESOL students? What types of assessment strategies will you use for reading and writing growth? What types of materials will you use?</td>
<td></td>
</tr>
<tr>
<td>Post-Observation Questions: a. What was your impression of the lesson? Do you think the objectives were accomplished? Why or why not?</td>
<td></td>
</tr>
</tbody>
</table>

Analysis

Analyze the methods and techniques that you used and observed with relation to what has been covered in each course: EDRD 615, EDCI 516 and EDCI 519 including class discussions and readings. Be sure to give citations to the required readings as you relate what was
observed to the theories and methods covered in this course. Be sure to mention specific examples from your observations.

<table>
<thead>
<tr>
<th>EDCI 516</th>
<th>How do you think children and adults best acquire/learn a second language? Which SLA strategies/methods were used with the ESOL students you worked with? What SLA skills and knowledge do you want to your future ESOL students develop?</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 519</td>
<td>What instructional approaches worked well for this SLA age group and why? In terms of classroom management, what strategies were most effective for the students you worked with and why? What were some effective methods/strategies/assessments for working with students from many different countries? What were the areas of weakness or difficulty for students at your grade level and what could you do to overcome these difficulties?</td>
</tr>
<tr>
<td>EDRD 615</td>
<td>How does the teacher's approach to teaching reading and writing reflect the research base on literacy instruction? What types of assessment strategies will you use for reading and writing growth?</td>
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</tbody>
</table>

**Synthesis**

This final section provides you with the opportunity to draw theory and practice together by reflecting on the observations, activities, and interviews. You should comment on how your field experience applies to the readings and class outcomes for the following courses: EDRD 615, EDCI 516 and EDCI 519. You need to provide citations from course texts to support your conclusions.

What did you like most about this particular class and/or the instructor's teaching effectiveness? What did you learn in the pre- or post-observation sessions that influenced the way you perceived the students, teaching style, program, or school context? What impact will this field experience have on your future teaching?

**Criteria for Assessment**

This Field Journal will be assessed using a Satisfactory/Unsatisfactory grading system. To receive a Satisfactory grade, the journal must meet the following criteria:

Bases analysis of practice on the content of EDCI 516, EDCI 519 and/or EDRD 615 and includes many examples from field experience to clarify key points. Supports analysis by citing assigned readings throughout report. Draws research-based revisions/recommendations based on data collection during field experience. Clearly describes instructional setting, students, and instructional objectives. Writes clearly with few stylistic errors.
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?**
Please print the following information:
Name
Address
Work place/Position
Phone   (H)   (W)
Email address

Do you mind having your home phone # and email address distributed in a class list?  
No   Yes

Do you have full-time classroom teaching experience?   YES   NO  For how long?
Certified to teach in VA public schools?  Yes   No
   If yes, level of certification  ECE  ME  SEC
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)
Experience in Adult Ed?  Where?  When?  For how long?

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)?
Midpoint Feedback Form

Please answer the following questions so that I can get your perspective on how the course is going so far and respond to any areas of concern.

1. What have been the most useful aspects of this course so far in terms of understanding how to develop reading/writing activities for English language, second language, or foreign language learners?

2. Is there a specific area or activity that is working well for you? Is there an area that is not helpful? Please be specific.

3. Any other comments?

Thank you. Your feedback will be useful in tailoring the remainder of the course to best meet your needs.
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.*