George Mason University
College of Education and Human Development
Division of Elementary, Literacy, Multicultural and Secondary Education
Reading and Writing Strategies for English Language Learners
EDUC 500.616

Syllabus

Instructor: Lisa Jacobsmeyer   Email: jacobsla@pwcs.edu

Class Days & Times: June 25 – June 29, 2012 (8:30 am – 3:30 pm)
                        July 2 and 3, 2012 (8:30 am – 3:30 pm)
                        Plus pre-class/post-class assignments

Class Location: June 25 – June 29 at Ann Ludwig School
                        July 2 and 3 at Independent Hill, Room 135

Office Hours: After class and by appointment

Course Description:

   This course provides an introduction to the literacy development, the reading and writing processes in first and second languages, research on reading comprehension, effective teaching and assessment approaches for students from diverse cultural and linguistic backgrounds. The topics addressed are as follows: recent research on reading comprehension; bi-literacy acquisition; interaction between reading and writing; current practice in literacy instruction; evaluating reading and writing growth in the classroom; authentic, performance-based assessments of reading and writing, and socio-cultural factors that contribute to student achievement.

Course Outcomes:

   Students completing this course will be able to:

- Analyze recent research on the reading and writing processes for implications for teachers of students from culturally diverse and second language backgrounds.
- Apply first and second language acquisition research to teaching reading and writing to second language learners.
- Describe developmental stages of reading and writing and suggest appropriate instructional techniques for each.
- Use scaffolding approaches to teach pre-reading, during-reading, and post-reading strategies.
- Model for students reading and writing strategies appropriate to various learning tasks.

- Develop assessment activities for use with students from culturally and linguistically diverse backgrounds.
- Incorporate process writing, including peer and self-assessment in classroom instruction.
- Identify and address socio-cultural issues relevant to student achievement.

Relationship to Program Goals and Professional Standards

EDUC 500 addresses the following 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. **English Language Proficiency (ELP) Standards**

   The WIDA Consortium's English Language Proficiency Standards for English Language Learners (ELLs) in Pre-Kindergarten through Grade 12 provide that language learners meet proficiency standards across multiple dimensions.

   WIDA Standards

English Language Proficiency Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
English Language Proficiency Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts.**
English Language Proficiency Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics.**
English Language Proficiency Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science.**
English Language Proficiency Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies.**

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.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Nature of Course Delivery:

Students are expected to be active participants in the class and to help create a unique classroom experience for everyone involved. Brief lectures or PowerPoint presentations help to structure the course. Students will be actively involved through in-class and online discussions, collaborative learning, large and small group activities, and student presentations. Students are also expected to communicate with the instructors and each other through reflective writing entries. Directions for accessing and participating through Blackboard will be described in a separate communication.

Texts:

Peregoy, Suzanne F. and Boyle, Owen F. (2008). *Reading, Writing, & Learning in ESL*, 5th ed. New York: Longman.

Additional reading materials will be provided by the instructor.

Course Schedule

Date	Topic	Homework Readings	Bring to Class
Pre-Class Assignments		**P &B, Chapters 1, 2, and 3** *Needs Assessment Survey (5 pts.; due Fri., 6/22 by 5 pm) *Case Study Background (15 pts., due in class 6/25)	

Monday June 25 (8:30 a.m. – 3:30 p.m.)	-Introduction
	  ▪ Housekeeping
	  ▪ Getting to know you
	  ▪ Syllabus
	
	-WIDA Resources:
	    ELP Standards
	    Mission and History
	
	-Culture (Chapter 1)
	
	-Second Language Acquisition (Chapter 2)
	
	-Components of a Literacy Program – "The Big Picture"
		P&B Chapters 4 and 6 (for Tuesday)	**Case Study Background (Due in class, 8:30 am)**

Tuesday June 26 (8:30 a.m.- 3:30 p.m.)	-WIDA Resources: Academic Language -Oral Language Development (Chapter 4) -Vocabulary Development (Chapter 6)	**P&B Chapters 5 and 8 (for Wednesday)**	

Wednesday June 27 (8:30 a.m. - 3:30 p.m.)	-WIDA Resources Can Do Descriptors -Emergent Literacy (Chapter 5) -Learning to Read (Chapter 8) -Small group/mini presentations meetings (Pre-planning)	**P&B Chapters 7 and 9 (for Thursday)**	
Thursday June 28 (8:30 a.m. - 3:30 p.m.)	-WIDA Resources Model Performance Indicators -Learning to Write (Chapter 7) -Reading to Learn: Content Area Reading and Writing (Chapters 9 and 10) -Small group/mini presentations meetings (Pre-planning)	**P&B Chapters 10 and 11 (for Friday)**	
Friday June 29 (8:30 a.m. - 3:30 p.m.)	-WIDA Resources ACCESS for ELLs -Reading to Learn: Content Area Reading and Writing (Chapters 9 and 10) -Small group/mini presentations meetings (Pre-planning)	**WIDA Narrative (15 pts., due 8:30 am on Monday)**	
Monday July 2 (8:30 a.m. - 3:30 p.m.)	-WIDA Resources Discussion -Assessment (Chapter 11) --Small group/mini presentations meetings (Pre-planning)	**Evaluation of Online Instructional Resource (5 pts.)**	**WIDA Narrative (Due in class 8:30 am on Monday.)**
Tuesday July 3 (8:30 a.m. - 3:30 p.m.)	-Small group/mini-lesson presentations -Discussion of Post-Course Assignments -Course evaluation		**Evaluation of Online Instructional Resource (Due in class 8:30 am on Tuesday.)** **Small group/ mini-lesson presentations**

Post-Class Assignments		**Journals/ Strategies Log due July 13 by midnight. (Emailed to instructor)**	
		Lesson Design and Narrative due July 13 by midnight. (Emailed to instructor)	

Course Requirements, Assignments and Evaluation Criteria:

All participants are expected to turn in the completed assignments on or before the date noted in the Course Schedule. (If you were wait-listed and registered late, please contact your instructor **IMMEDIATELY**.) Specific assignment instructions and assessment rubrics will be found below.

Needs Assessment Survey (pre-class assignment)	5 points
Case Study Background Assignment (pre-class assignment)	15 points
WIDA Narrative (Class week assignment)	15 points
Evaluation of Online Instructional Resource	5 points
Mini-lesson Presentation (in-class assignment)	15 points
Lesson Design and Narrative (post-course assignment)	20 points
Journal/Strategies Log (post-course assignment)	15 points
Class Participation	10 points

Grade Scale and Rationale:

Grading Scale		Points/Percent
A+	=	98-100
A	=	94-97
A-	=	90-93
B+	=	85-89
B	=	80-84
C	=	75-79
F	=	74- or below

A grade in the "A" range indicates that all criteria were met at an outstanding level; a grade in the "B" range shows that some but not all of the criteria were met and the content is at an above average level; grades in the "C" range or lower indicate fair to average performance with few of the criteria met.

Class Participation and Attendance:

The class participation grade will be based on the frequency, objectivity, and relevance of contributions to class discussions, as well as attendance, and general classroom participation. Since this is an intensive, one week course, attendance is <u>required</u>. Unexcused absences will result in a reduction of the grade.

Class Participation Rubric
(10 points of total grade)

Meets or Exceeds Standards (A) 9-10 points	Partially Meets Standards (B) 7-8 points	Attempts Standards (C) 0-6 points
Consistently demonstrates strong determination in the pursuit of solutions; monitors his/her level of involvement; develops and uses a number of strategies to keep self on track.	Consistently shows determination in the pursuit of solutions and uses strategies to keep self on track.	Sporadically shows determination in the pursuit of solutions and rarely uses strategies to keep self on track.
Often cites from readings; uses readings to support contributions/ often associates readings with the topics being discussed.	Occasionally cites from readings; sometimes uses readings to support contributions; occasionally associates readings with topics being discussed.	Rarely able to cite from readings; rarely uses readings to support contributions; rarely associates readings with topics being discussed.

Always willingly participates; responds frequently to questions; contributes insightful point of view.	Often willingly participates; occasionally responds to questions; occasionally shares point of view	Rarely willingly participates; rarely able to respond to questions; rarely shares point of view.
Always acts appropriately during class; always present.	Often acts appropriately during class; present most of the time.	Distracted or distracting behavior in class; present some of the time.
Always demonstrates commitment through preparation; always on time.	Generally prepared; rarely arrives late.	Generally unprepared; rarely arrives on time.

Pre-Course Assignments:

For this course you will need to complete **two (2) assignments** prior to the first class. Please read each assignment carefully as the method for submitting is different.

<u>**Pre-course Assignment I**</u>
Needs Assessment Survey (use the following link to complete:
http://www.quia.com/sv/581144.html **and the secret word is: reading)**
This assignment is 5 points of final grade and is **due by 5 pm, June 22, 2012**.

This pre-assignment has the following goals:
1. To give participants the opportunity to identify their areas of strength and areas of weakness in the subject of teaching reading and writing to English Language Learners.
2. To give the instructors the opportunity to identify the degree of background knowledge and skills the participants have in the area of teaching reading and writing to English Language Learners.

This assignment was designed to assist the instructors in ensuring that the participants' goals for teaching reading and writing to English Language Learners are met during the course.

This assignment is worth 5 points of your grade. It will be graded based on the following rubric:

<u>**Scoring Rubric for Needs Assessment Survey**</u>
(5 points of your grade)

Meets/Exceeds Standard (A) 5pts.	Partially Meets Standard (B) 4pts.	Attempts Standard (C) 0-3pts.
Thoroughly completes survey. Answers each question & gives detailed responses for 11 & 12.	Answers all of the questions, but little detail is provided for 11 and 12.	Doesn't answer one or more of the questions.

Case Study Background
This assignment is worth 15 points of your grade it is due on Monday, June 25, 2012 (please bring hard copy to class and give to your instructor).

This pre-assignment has the following goals:
1. To give participants the opportunity to reflect and formulate questions they want addressed in this course.
2. To give participants the opportunity to reflect on a specific English language learner or group of learners whose reading and writing needs they want to address.
3. To give the instructors information on the kinds of problems and situations the participants encounter in their teaching situations so that the instructors can match theory and practice to the participants' needs.

One of the challenges in this course is to address needs, concerns and questions which have arisen from **your** teaching situations. Some of you are general education teachers who have English Language Learners (ELLs) in your class or anticipate having them as students. Others are English as Second Language (ESL) teachers who are looking for new strategies or have been asked for reading and writing strategies for ELLs by classroom teachers. This assignment is designed for you to reflect on what you want to get out of this course. This information will be used and referred to by the instructors throughout the course. For you, this information will serve as the scenario for the mini-lesson you present on Friday.

To complete this writing assignment, follow the steps below:

1. Provide contextual data by beginning your narrative with **a description of your teaching setting**. Describe the school site, including information on demographics, socioeconomic factors, school size and any other important information about the school.
2. **Describe the child or group of children you are referencing** by telling the age, home language, length of time learning English and any other information that will help to understand the learning situation of the child.
3. **Describe the teacher** (it could be you) who needs assistance or strategies for ELLs. Tell about years of teaching, languages spoken, attitude towards language learners and any other important information that will help us understand the situation. For example: Does your school offer a pull-out ESOL model, a push-in ESOL model, an inclusion model or sheltered ESL model?
4. **Conclude with a reflection** on the challenges the teacher or you have encountered in teaching reading and writing to ELLs. What has the teacher done already to address the situation and how does the teacher feel about whether the strategies or guidance has helped? Write a description of what has already been done to address the concerns, tell if it worked or if it did not and why. **Include specific reading or writing concerns you are describing.** (For example: Juan has difficulty decoding words within a story and this impacts his comprehension.)

The format for this assignment is as follows:
- Should be no longer than 2-3 pages in length.

- Use 12 point font and 1 inch margins on all sides.
- Each section (1-4) is clearly labeled.
- Your name is included on a header on every page.

Scoring Rubric for Pre-Course Case Study Assignment
(15 points of your grade)

Meets/Exceeds Standards (A) 11-12 pts	Partially Meets Standard (B) 9-10 pts	Attempts Standard (C) 0-9 pts
Chooses a real situation that can be addressed in class and provides sufficient background data for all participants to understand the context and the problem. No or little additional information is needed in order to understand the concern.	Selects a concern or situation that is very general. More information is needed to understand how to address the concern. Important details about the student and teaching concern are missing.	Does not present a concern or states very general concerns with few details. Does not provide a working situation.
3 pts	2 pts.	1 pt.
No grammatical, spelling, or punctuation errors.	Several grammatical, spelling, or punctuation errors.	Multiple grammatical, spelling, or punctuation errors.

In-course Assignments (3)

Narrative of WIDA Website
(This assignment, worth 15 points of your final grade, is due at the beginning of class on Monday, July 2, 2012. Please bring hard copy to class for instructor.)

This assignment has the following goals:

1. To synthesize the information learned from the WIDA website.
2. To reflect on how WIDA resources will impact participants in their educational role.
3. To allow participants to connect WIDA standards and the instruction of English language learners.
4. To make recommendations about the WIDA Website to colleagues in your building.

To complete this assignment:

- Participants will write a short narrative (2-3 pages double spaced) on what was learned during the investigation of the WIDA Website.
- Respond to the following questions:
  - How will WIDA impact you in your educational role?

o   What connections will you make between the WIDA standards and the instruction of English language learners?
o   What components of the website would you recommend to colleagues in your building?

Narrative of the WIDA Website
(15 points of your grade)

Meets/Exceeds Standard (A) 11-12 points	Partially Meets Standard (B) 9-10 points	Attempts Standard (C) 0-8 points
Narrative provides a detailed and in depth summary of the WIDA website. Responses show clarity of thought, insightful reflection, and multiple references to the website. Recommendation directly addresses participant's and colleague's needs.	Narrative provides limited detail and general summary of the WIDA website. Responses show clear and reflective thinking, and several references to the website. Recommendation is too general to address participant's and colleague's needs.	Narrative does not provide detail and a very limited summary of the WIDA website. Responses show limited reflections and few to no references to the website. Recommendation is not included.
3 pts	**2 pts.**	**1 pt.**
No grammatical, spelling, or punctuation errors.	Several grammatical, spelling, or punctuation errors.	Multiple grammatical, spelling, or punctuation errors.

Mini-Lesson Presentation
(This assignment is worth 15 points of final grade and is due on Tuesday, July 3, 2012.)

Your small group will conduct a 20-minute mini-lesson. The main goal of this assignment is to design an activity that incorporates reading and writing strategies for English language learners that you can present to your fellow classmates <u>as if they were your students</u>. **This mini-lesson can be used as the basis of your Lesson Design Project.**

This assignment has the following goals:
1. To practice a new teaching technique that will accommodate your ELLs
2. To incorporate at least one reading strategy and one writing strategy into a 20-minute lesson.
3. Identify the Language Objectives and ELP Standard(s) (as taken from the WIDA Summative Framework) for the lesson.

To complete this mini-lesson assignment, follow the steps below:

1. Form a group of no more than 4 people.

2. Choose a scenario from one of the case studies that the members of your group prepared (Pre-Course Assignment II.) Design a lesson to meet the needs of that student or group of students.
3. Present your 20-minute lesson to the class as if they were your students. You will need to provide a brief explanation of their hypothetical age, proficiency level, etc. before beginning your presentation.
4. Each group member will need to evaluate the presentation of another group and the participation of his or her group members and own participation.

The mini-lesson will be graded using the following criteria:
- The activity contains a reading and writing strategy
- The content presented builds on a scenario from one of the case studies in your group.
- The content presented is accurate, interesting and appropriate for the intended age, proficiency level, etc.
- The language objective is clear to the observers/participants.
- The sequencing is logical and the presentation is clear.
- Time is well managed (within 15-20min).
- All group members participated.

Rubric for the Mini-presentation
(15 points of your grade)

Meets or Exceeds Standards (A) 14-15 points	Partially Meets Standards (B) 12-13 points	Attempts Standards (C) 0-11 points
Lesson contains a reading **and** a writing strategy.	Lesson contains only a reading **or** a writing strategy.	Lessons contain no reading or writing strategy.
All of the content is accurate, interesting and appropriate for the intended age, level, etc. All requirements have been met (i.e., typed lesson description, prepared presentation, and complete evaluation form).	Most of the content is accurate, interesting and appropriate for the intended age, level, etc. Most requirements have been met (i.e. typed lesson description, prepared presentation, and complete evaluation form).	Some of the content is accurate, interesting and appropriate for the intended age, level, etc. Some requirements were missing (i.e., typed lesson description, prepared presentation and incomplete evaluation form).
Language objective is clear to the observers/participants.	Language objective is somewhat clear to the observers/participants.	Language objective is unclear to the observers/participants.
All group members participated. Sequencing is logical, and the presentation is clear.	Most of the group members participated. Sequencing is mostly logical, and the presentation is mostly clear.	Few of the group members presented. Sequencing is somewhat illogical, and the presentation is unclear.
Presentation conformed to the time limit.	Presentation almost conformed to the time limit.	Presentation did not conform to the 20-minute time limit.

Mini-lesson Presentation Evaluation Sheet

Name: _____

Name of Group Members_____

Read the first question in each group and circle the best description. Read the second statement in each group and provide a narrative answer.

Assessment of Team Process

    1. How did your group work together to achieve the goals of the assignment?

Very well	Well	OK	Fairly well	Not well

    2. Briefly state how your group could improve their performance.

Assessment of Peers

    3. What was the level of productivity and collaboration of your peers?

Very high	Fairly high	High	Acceptable	Fairly low	Low

    4. Briefly state how you arrived at your evaluation of the productivity and collaboration of your peers.

Assessment of Self

    5. How would you rate your own level of productivity and collaboration to achieve the project goals?

Very high	Fairly high	High	Acceptable	Fairly low	Low

    6. State how you could have improved your contribution to your group.

Summary of Experience
    7. Use the back of this sheet to summarize your experience. Be sure to include how you applied the strategies learned in this course.

<u>Evaluation on Online Instructional Resource</u>

(This assignment is worth 5 points of final grade and is due in class at 8:30 am on Tuesday, July 3, 2012.)

You will need to identify and evaluate an online instructional resource for this assignment. The main goal of this assignment is to provide you with practical strategies and tools to evaluate digital resources to effectively teach reading and writing to your English language learners (ELLs). You will complete an evaluation template to share with your colleagues.

This assignment has the following goals:
1. To identify an online/digital instructional resource that supports reading and writing instruction for ELLs.
2. To evaluate an online instructional resource using an evaluation template that addresses technical, content, and pedagogical aspects of the resource.

To complete this assignment, follow the steps below:
1. Review the Critical Evaluation Surveys and Resource information at
   http://school.discoveryeducation.com/schrockguide/eval.html
2. Identify an online/digital instructional resource that you could use in your classroom to support an instructional and a language objective.
3. Complete ONE of the following surveys: **CRITICAL EVALUATION OF A WEB SITE: WEB SITES FOR USE BY EDUCATORS** *or* **CRITICAL EVALUATION OF AN IPAD/IPOD APP** at
   http://school.discoveryeducation.com/schrockguide/pdf/evalteacher.pdf .
4. On the survey, state a language objective and an SOL content objective that is supported by the instructional resource.
5. Submit a hard copy to the instructor at 8:30 am on Tuesday, July 3, 2012.

<u>**Evaluation of an Online Instructional Resource Rubric**</u>
(5 points of final grade)

Meets or Exceeds Standards (A) 5 points	Partially Meets Standards (B) 4 points	Attempts Standards (C) 0-3 points
Thoroughly completes the survey with a detailed narrative response. Includes both a language objective and an SOL content objective.	Answers all of the questions, but has a limited narrative response. Includes either a language or an SOL content objective.	Doesn't answer all of the questions and/or has no narrative response. Includes neither a language or an SOL content objective.

<u>**Post-Course Assignments (2)**</u>

<u>**Journal/Strategies Log Assignment**</u>
(This assignment is worth 15 points of final grade and is due by midnight July 13, 2012 by email to instructor.)

You will need a composition notebook to participate in this assignment. The main goal of this assignment is to provide you with practical strategies that you can use to help you effectively teach reading and writing to your English language learners (ELLs). Each day you will have the opportunity to journal your experiences reflecting on the new strategies learned in class.

This assignment has the following goals:
3. To experience new teaching techniques that will enhance your instruction of ELLs.
4. To reflect on class discussions, readings, classroom practices and presentations of strategies during the course of this class.
5. To develop and maintain a readily accessible log of "usable" interactive instructional strategies.

To complete this assignment, follow the steps below:
6. Complete informal entries daily on the strategies learned (done in class.)
7. When the course is completed, you will compile your reflections into a **narrative**. Chose five strategies and complete the following for each entry:
   - Name of strategy
   - Describe the strategy
   - How strategy was used in class
   - How would you modify and implement it for your grade and for lower proficiency levels.
   - How would share this strategy with your colleagues.
8. This narrative must include five strategies and address the above discussion points.
   Email the narrative to the instructor by midnight on Friday, July 13, 2012. All narratives must be double spaced, 12 point font, 1 inch margins, and 3-5 pages long.

<u>**Journal Assignment Rubric**</u>

(15 points of final grade)

Meets or Exceeds Standards (A) 14-15 points	Partially Meets Standards (B) 12-13 points	Attempts Standards (C) 0-11 points
Narrative contains 5 strategies addressing all 5 points clearly and detail. Contains no typos/mechanical or grammatical errors.	Narrative contains 4 strategies and addresses most points clearly and in detail. Contains some typos/mechanical or grammatical errors.	Narrative contains less than 4 strategies and addresses few points and/or vague in detail. Contains several typos/mechanical or grammatical errors.

<u>**Lesson Design Project**</u>
(This assignment is worth 20 points of your final grade and is due by midnight July 13, 2012 by email to the instructor.)

This activity has the following goals:
1. To apply your knowledge of teaching ELL reading and writing strategies.
2. To apply your knowledge of research based literacy instruction in a classroom setting.

After participating in class reading and writing activities and learning about specific strategies for planning content lessons for ELLs, you will design a content and language (reading/writing, science, social studies, math, etc.) lesson for English Language Learners based on the mini-lesson presented by your group or a topic you are planning to teach next year. The lesson should be for a class that is approximately 45 minutes. The Lesson Design Project will be in two parts: a lesson plan and a narrative.

The lesson plan must include the following:
- The grade level, subject and students for whom the lesson is designed
- A content and a language goal for the lesson
- SOL and ELP objectives (Content and Language Objectives)
- Building Background Knowledge prior to teaching the lesson
- Strategies and Activities for Presenting the New Content
- Practice and Application Strategies and Activities (help students use the new content)
- Informal assessment (How you know that the students learned this content other than a test/quiz)
- Suggested pre and post lesson activities.

The narrative must also include:
- An explanation as to why the strategies selected for this lesson will effectively meet the literacy needs of English Language Learners.
- 3-5 research sources
- A bibliography in APA style (see www.dianahacker.com)
- **All narratives must be double spaced, 12 point font, 1 inch margins on all sides, and 3-5 pages long.**

This assignment must be e-mailed to your instructor by midnight, July 13, 2012.

<u>**Lesson Design Project Rubric**</u>
(20 points of final grade)

Meets or Exceeds Standards (A) 17-20 points	**Partially Meets Standards (B) 14-16 points**	**Attempts Standards (C) 0-15 points**
Designed a lesson with a language and content goal.	Designed a lesson with a language and content goal.	Designed a lesson with either a language or content goal missing.
Incorporated reading and writing strategies appropriate for ELLs.	Incorporated reading and writing strategies somewhat	Incorporated reading and writing strategies that are not

	appropriate for ELLs.	very appropriate for ELLs.
Narrative includes a clear explanation for how selected strategies meet the literacy needs of ELLs.	Narrative includes a limited explanation for how selected strategies meet the literacy needs of ELLs.	Narrative does not include an explanation for how selected strategies meet the literacy needs of ELLs.