GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Division of Elementary, Literacy, Multicultural & Secondary Education Reading and Writing
Strategies for English Language Learners
EDUC 500.618

Syllabus

Instructor: Carol J. Zurat

Class Days & Times: Jan. 17, 24, 31   4:30 – 7:30 p.m.
Feb. 7, 14, 21, 28
March 7, 14, 21, 28
April 4, 11, 18, 25

Class Location: Hylton High School, Woodbridge, VA

Office Hours: Before class and by appointment
Zuratcj@pwcs.edu   cell: 202-286-2519

Course Description:

This course provides an introduction to the literacy development and the reading and writing processes in first and second languages, research on reading comprehension, and effective teaching and assessment approaches for students from diverse cultural and linguistic backgrounds. Among 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; and authentic, performance-based assessments of reading and writing. Extensive research will be shared regarding use of appropriate websites that enhance learning for student use in the classroom, and for extended practice at home.

Course Outcomes:
Students completing this course will be able to do the following:

- 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
- Develop familiarity and plan lessons using appropriate online websites, and software programs.

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. **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.

Graduate School of Education (GSE) Syllabus Statements of Expectations:

- 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 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 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 course. See gmu.edu/students/drc or call (703) 993-2474 to access the DRC.

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 discussions, cooperative learning strategies, 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.
Texts:

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

Additional reading materials will be provided by the instructors and/or posted on Blackboard.

Course Requirements, Assignments and Evaluation Criteria:

All students are expected to turn in the completed assignments on or before the date noted in the "Course Topics" section below. Specific assignment instructions and assessment rubrics will be found at the end of this syllabus.

Needs Assessment Survey	10%
Case Study Background Assignment	20%
Resource Guide for Lesson Design Project	25%
Lesson Design Project & Mini-Presentation	25%
Reflective Essay	15%
Class Participation	5%

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. Unexcused absences will result in a reduction of the final grade.

Grade Scale and Rationale:
Each assignment carries a point value.

Grading Scale		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.

Needs Assessment Survey: 10% of grade

This assignment has the following goals:
1. To give participants the opportunity to identify their areas of strength and their areas of weakness in the subject of teaching reading and writing to English Language Learners.
2. To give the instructor 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.

Participants will complete the survey during the first class and submit it to the instructor.

Questions requiring more than a circled response should offer specific details and /or examples that give insight into the teachers' strengths and weaknesses in relation to teaching reading and writing to language learners.

This assignment is worth 10% of your final grade.

Scoring Rubric for Needs Assessment Survey

Meets/Exceeds Standard (A)	Partially Meets Standard (B)	Attempts Standard (C)
Thoroughly completes the survey. Answers each	Answers all of the questions, but little detail is	Doesn't answer all of the questions.

question and gives detailed responses for questions that require more than a circled answer.	provided for questions that require more than a circled answer.	

Case Study Background: 20% of grade
 This 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 instructor information on the kinds of problems and situations the participants encounter in their teaching situations so that the instructor can match theory and practice to the participants' needs.
4. To provide background information relevant to the lesson plan design project.

To complete this assignment, follow the steps below:
1. Provide contextual data by beginning your narrative with a **description of the teaching setting**. Research this data from PWCS website or other sources. Give percentages please. 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 pullout ESOL model, a push-in ESOL model or and inclusion model?
4. Conclude with a **reflection** on why you chose this student or group of students or this situation. What have you done already to address the situation and how do you feel about whether your strategies or guidance have helped? Write a description of what you have already done to address your concerns, tell if it worked or if it did not and why. **Include what specific reading or writing concern you are describing.** (For example: Jose has difficulty decoding words within a story and this impacts his comprehension.)
5. If you do not have ESOL students on your caseload, then you will have to "borrow" them from another teacher's class.

The format for this assignment is as follows:
- Your paper should be 3 – 4 pages in length.
- Your paper should be double spaced with font no smaller than 12 point.
- Each section (1-4) should be clearly labeled.
- This assignment is worth 20% of final grade.

Scoring Rubric for Case Study

4	Thoroughly describes the teaching setting. Includes details about the school site such as demographics, size, and socioeconomic factors. Also includes extra details that help to build a complete picture of the teaching setting.	Thoroughly describes the student or group of students. Includes details such as age, home language, and length of time learning English. Also includes extra details that help to build a complete picture of the student or group of students.	Thoroughly describes the teacher. Includes details such as years teaching, languages spoken, attitude towards language learners and model of ESOL support in the school. Also includes extra details that help to build a complete picture of the teacher.	Concern is clearly stated. Reflection includes a detailed description of the strategies that have already been tried to address the concern. Description includes analysis of the success and/or failure of the strategies attempted.
3	Describes the teaching setting. Limited details about the school site are included such as demographics, size, or socioeconomic factors.	Thoroughly describes the student or group of students. Limited details are included such as age, home language, or length of time learning English.	Thoroughly describes the teacher. Limited details are included such a years teaching, languages spoken, attitude towards language learners and model of ESOL support in the school.	Concern is not clearly stated. OR Reflection does not include a detailed description of the strategies that have already been tried to address the concern Description does not include analysis of the success and/or failure of the strategies attempted.
2	Describes the teaching setting. Details about the school site are not included. The teaching setting is unclear from the description.	Describes the student or group of students. Details about the student or group of students are not included. Who the student or group of students is not clear from the description.	Describes the teacher. Details about the teacher are not included. Who the teacher is not clear from the description.	Concern is not clearly stated. Reflection does not include a description of the strategies that have already been tried to address the concern that offers little detail for support. Description does not include analysis of the success and/or failure of the strategies attempted.

Resource Guide for the Lesson Design Project: 25% of grade

This assignment has the following goals:

1. To compile a resource guide of new resources which can be used in the participants' teaching situation. To identify and share information on theory and practical application of reading and writing for English language learners.
2. To gain an appreciation for the breadth and depth of available research on English language learning and practical application of strategies.
3. To make recommendations on specific sources to participants who are in similar teaching situations.

In addition to the resource grid, you will write a short narrative on what you learned during the search for new sources and what you recommend to your colleagues in this class. The resources you choose should reflect the student or situation in your case study and will help you in designing your lesson project to meet those specific needs.

To complete this assignment, follow the steps below:

1. Identify **at least** eight sources. You should select at least two of the same sources from the following list:
   - Books (or book chapters)
   - Articles (from journals or magazines)

- Computer software
- Internet sources (websites)
- Games   **These should be NEW and not things you already use.**
2. Be specific and fill out the information on the **Resource Guide Grid**. You can use your own grid as long as all the information is covered.
3. Be prepared to discuss your findings in class.
4. Make a copy for each member of the class.
5. Write a one-page narrative synthesizing what you learned from doing this assignment and include a recommendation for at least one of the sources you included in your Resource Guide Grid.

This assignment is worth 25 % of final grade.   (Resource Guide Grid found in Appendix)

Resource Guide Scoring Rubric

4	Selects a variety of materials and shows how they apply to meeting the needs of the student or group of students referenced in the case study.	Narrative includes a recommendation of at least one of the sources in the resource grid and addresses the participants' needs for the class as stated in the Needs Survey.
3	Selects material from at least six sources OR makes limited reference to how materials meeting the needs of the student or group of students referenced in the case study.	Narrative with recommendation is too general to address participants' needs for the class as stated in the Needs Survey.
2	Does not present a well-researched list of resources or presents a list from only one source. Makes limited or no reference to how materials can be applied to meeting the needs of the student or group of students referenced in the case study.	Narrative does not include a recommendation.

Lesson Design Project: 25% of final grade
.

This activity has the following goals:
1. To apply your knowledge of reading and writing strategies in assessing classroom expectations.
2. To apply your knowledge of research based on literacy instruction to 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 lesson that addresses the reading and writing needs of the student/students in your case study.

You should include a narrative at the end of the lesson plan explaining why the strategies and activities selected for this lesson will effectively meet the literacy needs of English language learners (in particular the needs of the student/students referenced in the case study). The narrative should be supported by at least 3 research sources from the class readings or resource guide and a bibliography should be included at the end of the narrative.

You should prepare a 10-minute presentation highlighting your lesson. Be sure to include at least three strategies from your lesson that shows how your lesson plan meets the need of the student/students referenced in your case study.

The lesson plan must include the following:

1. The grade level, subject and students for whom the lesson is designed
2. A content and a language goal for the lesson
3. SOL and ELP objectives (see WIDA webpage for help)
4. Building Background Knowledge prior to teaching the lesson
5. Strategies and Activities for Presenting the New Content
6. Practice and Application Strategies and Activities (help students use the new content)
7. Assessment (How you know that the students learned this content)
8. Suggested pre and post lesson activities.
9. Scaffolding should be included in each section and referenced in the narrative

Refer to exemplars for formatting options.

Lesson Design Project Rubric

4	Designed a lesson that includes all stated components.	Incorporated reading and writing strategies that met the needs of the student/students. Strategies were learned/discussed in the class.	Narrative includes a clear explanation for how selected strategies meet the literacy needs of ELLS.	Narrative includes 3 or more research citations from class readings or the resource guide.	Mini presentation focused on highlights of the lesson plan and demonstrated at least three reading/writing strategies.
3	Designed a lesson that includes at least seven of the components.	Incorporated reading and writing strategies did not meet the needs of the student/students from the case study OR strategies were not learned/discussed in the class.	Narrative includes a limited explanation for how selected strategies meet the literacy needs of ELLs.	Narrative includes at least 3 research citations from the class readings or the resource guide.	Mini presentation focused on highlights of the lesson plan and demonstrated at least two reading/writing strategies.
2	Designed a lesson that does not include at least six of the components.	Incorporated reading and writing strategies that did not meet the needs of the student/students in the case study. Strategies chosen were not learned/discussed in class.	Narrative does not include an explanation for how selected strategies meet the literacy needs of ELLs.	Narrative includes 1-2 research citations from the class readings or the resource guide.	Mini presentation rambled and did not focus on the highlights of the lesson plan and did not demonstrate at least two reading/writing strategies.

Reflective Essay: 15% of grade

This assignment has the following goals:

1. To synthesize your understanding of how to teach reading and writing to English Language Learners based on your case study, Resource Guide and Narrative and your Lesson Design Project.
2. To reflect on your own experiences during the course.
3. To model a self-reflection strategy that can be used in your teaching situation.

To complete this assignment you will need to write a 3-5 page essay describing the success or failure of your lesson plan design project. Did the strategies you chose meet the needs of the students in your case study? If they did not, explain why you think they didn't and what you could do differently in the future. If they did, explain why you think they did. (Use research from class readings and discussions to support your explanation.) Describe the impact of this course on your teaching situation. Be sure to include strategies or practices that you will continue to use when teaching reading and writing to English Language Learners in the future. **Include a bibliography at the end of your paper.** This is 15% of your grade.

Reflective Essay Rubric

4	Essay reflects teacher's understanding of how to teach reading and writing to English Language Learners by thoroughly describing the case study, Resource Guide and Narrative and the Lesson Design Project.	Description of impact on teaching situation is detailed and provides insight into the teacher's situation.	Writing is clear with few (1-2) errors in grammar or spelling.	Resources are used throughout the essay and are cited in the bibliography.
3	Essay somewhat reflects teacher's understanding of how to teach reading and writing to English Language Learners. Little description is provided of the case study, Resource Guide and Narrative and the Lesson Design Project.	Description of impact on teaching situation has few details, but provides insight into the teacher's situation.	Writing is clear with some (3-4) errors in grammar or spelling.	Resources are used only a few times throughout the essay and are cited in the bibliography.
2	Essay does not reflect teacher's understanding of how to teach reading and writing to English Language Learners No description of the case study, Resource Guide and Narrative and the Lesson Design Project.	No description of impact on teaching situation is provided offering minimal insight into the teacher's situation.	Writing is not clear with many (5-6) errors in grammar or spelling.	Resources are not used throughout the essay and no bibliography is provided.

Class Participation Rubric
Class participation is worth 5% of final grade

Meets or Exceeds Standards (A)	Partially Meets Standards (B)	Attempts Standards (C)
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.

Resource & How to access it	Resource Guide Grid: Instructional applications	Recommended for teacher or student and why
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		

APPENDIX: Resource Guide Grid