

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DIVISION OF ELEMENTARY, LITERACY, AND SECONDARY EDUCATION

EDPD502.641

Developmental Reading: Secondary English Language Learners
3 Credits, Fall 2013
Tuesdays, 4:00-7:00PM
Arlington Mill HS, Room 209
co-located at the Career Center (816 S. Walter Reed Drive)

PROFESSOR:

Name: Ann A. Kennedy, Ph.D.

Office hours: Before class or by appointment

Office location: Room 209, Arlington Mill HS

Office phone: 703 228 8239

Email address: akennedy@gmu.edu

COURSE DESCRIPTION:

This course is an introduction to the development of literacy for secondary English language learners (ELs). The course provides an introduction to the reading/writing process in English as second language, presents current research on developing reading comprehension, as well as effective instructional, monitoring, and assessment approaches for secondary ELs.

Among the topics addressed are: the five areas of literacy focus—phonics, phonetic awareness, vocabulary, fluency and comprehension; the interaction between reading and writing; the importance of oral language proficiency and literacy development; the need to identify reading levels of each student; the role of prior knowledge and cultural and linguistic backgrounds in reading comprehension; and the importance of interactions among factors of motivation, self-efficacy, authenticity, and success.

The practical element of the course may involve action research. Participants can complete assignments based on data from their own classrooms as an ongoing component of instructional practice. This course responds to VDOE Teacher Performance Standards 1-7.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. Analyze recent research on the reading/writing process for implications for teachers of English language learners.
2. Apply first and second language acquisition research to teaching reading/writing to ELs and/or struggling readers.
3. Describe developmental stages of reading/writing and suggest appropriate instructional techniques for each.
4. Use various formal and informal assessments to diagnose students' reading levels and monitor literacy progress of each student.
5. Discuss the interactions of the five areas of literacy.
6. Describe each student's reading levels.

7. Use assignments to develop an action research plan, collect and analyze data, and develop interventions based on best practices in literacy instruction.
8. Review materials to ascertain appropriateness for classroom use.
9. Observe, analyze, and report on a class lesson and compare to the research on best practices.
10. Design and/or compose a final project that synthesizes the main aspects of literacy education.

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Course delivery is accomplished through a variety of in-class, on-line, and individualized instructional strategies. Instruction includes:

- *Presentations* (i.e., lectures assisted by presentations and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Student presentations of data* to lead discussion;
- *Blackboard* web-based course management system.

The seminar format of the course requires the active participation of all students. As an experiential course, it is structured around discussion and hands-on activities. Therefore, it is critical that students attend all classes, actively participate in class, and keep up with the readings as well as to ask questions for clarification, exploration, or discussion.

| Dates | Topic/Activities | Readings |
|--------------|---|---|
| 1. | Introduction to the Course Know Your Students | <i>Definitions</i> <i>What's Hot, What's Not?</i> <i>Facts about Reading</i> <i>Pre-reading Strategy: Anticipation Guide & Analysis</i> <i>During-reading Strategy: INSERT</i> Discussion: "I" Poem/"Where I am From" |
| 2. | Post-reading Strategy: <i>Anticipation Guide</i> Questions & Answers: <i>What Works and What Doesn't</i> Discussion • Materials Review (Samples) | <ul style="list-style-type: none"> • (Re-visit) Fielding & Pearson, "Reading Comprehension: What Works" • Ganske et al., "Questions Teachers Ask About Struggling Readers and Writers" • McTighe & O'Connor, "Seven Practices for Effective Literacy" • Ivey & Fisher, "Learning from What Doesn't Work" |
| 3. | Oral Language & Literacy Presentation of Data of Students Matching Ss & Texts • Readability Formulas | <ul style="list-style-type: none"> • August et al., "Developing Oral Proficiency in Dual Language Learners—The Vocabulary Improvement and Oral Language Enrichment and Literacy through Stories (VIOLETS) Program" • Helman & Burns, "What Does Oral Language Have to Do With It? Helping Young English-Language Learners Acquire a Sight Word Vocabulary" (JSTOR) • Cassady, "Wordless Books" |
| 4. | Vocabulary Development Demonstrations • Feedback on MR • Cueing Systems | <ul style="list-style-type: none"> • Juel & Deffes, "Making Words Stick" • Blachowicz & Fisher, "Vocabulary Lessons" • Kelley et al., "Effective Academic Vocabulary Instruction in the Urban Middle School" <p>DUE: Draft of Materials Review</p> |
| 5. | Phonics Presentation of MR | <ul style="list-style-type: none"> • Ivey & Baker, "Phonics Instruction for Older Students? Just Say No" <p>DUE: Materials Review</p> |
| 6. | Phonemic Awareness | <ul style="list-style-type: none"> • Rasinski & Padak, "Teaching Phonemic Awareness" (hc) • Gaskins, "Word Detectives" |
| 7. | Strategies • LEA • Interactive Graphic Organizers | <ul style="list-style-type: none"> • Drucker, "What Reading Teachers Should Know About ESL Learners" • Fisher et al., "Seven Literacy Strategies That Work" |
| 8. | Assessment | <ul style="list-style-type: none"> • Dennis, "I'm Not Stupid": How Assessment |

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| | <p>Analysis:</p> <ul style="list-style-type: none"> • Pre-LAS • HILT Assessments | <p>Drives (In)Appropriate Reading Instruction (JSTOR)</p> <ul style="list-style-type: none"> • Pandya, “Unpacking Pandora’s Box: Issues in the Assessment of English Learners’ Literacy Skill Development in Multimodal Classrooms” (hc) • Lenski et al., “Assessing English-language Learners in Mainstream Classrooms” <p>DUE: Draft of Field Project</p> |
| 9. | <p>Fluency</p> <p>Discussion: Word Sorts, Found Poems</p> <p>Video: <i>How Difficult Can This Be?</i></p> <p>Guest Speaker: Sarah Epling</p> | <ul style="list-style-type: none"> • Rasinski et al., “Building Fluency Through the Phrased Text Lesson” • Prescott, “The Power of Reader’s Theater” • Rasinski, “Fluency is Fundamental” <p>DUE: Field Project</p> |
| 10. | <p>Literacy Models</p> <p>Guest Speaker: Louise Vogel</p> | <ul style="list-style-type: none"> • Fisher & Ivey, “Evaluating the interventions for struggling adolescent readers” |
| 11. | <p>Long-term Learners</p> <p>Guest Speaker: Francesca Reilly-McDonnell</p> | <ul style="list-style-type: none"> • Menken & Kleyn, “The Difficult Road for Long-term English Learners” <p>DUE: Error Analysis</p> |
| 12. | <p>Comprehension</p> <p>Guest Speaker: Betsey Minihan</p> | <ul style="list-style-type: none"> • Brown, “The Road Not Yet Taken: A Transactional Strategies Approach to Comprehension Instruction” (hc) |
| 13. | <p>Motivation</p> <p>Technology: Responsible, Effective Use in Reading</p> | <ul style="list-style-type: none"> • Tealew et al., “Getting Children In2 Books” (hc) • Guthrie, “Contexts for Engagement and Motivation in Reading” • Gambrell, “Seven Rules of Engagement” (hc) • Cummins, “Literacy Engagement: Fueling Academic Growth for English Language Learners” (hc) • Gambrell, “Motivating Kids to Read” |
| 14. | <p>Interventions</p> | <ul style="list-style-type: none"> • Hartley, “You Should Read this Book!” • Coiro, “Why Read Aloud?” <p>DUE: Draft of Final Project</p> |
| 15. | <p>Wrap-up</p> <p>Class Presentations of Final Projects</p> | <p>DUE: Final Project</p> |

Recommended resources:

www.readwritethink.org (lesson plans, ideas)

www.ira.org (International Reading Association—think about joining?)

www.gwrc.net (Greater Washington Reading Council—think about joining?)

www.eslcafe.com (*Dave's ESL Café*)

www.reading-tutors.com (*Reading Tutors*)

www.readingatoz.com (*lesson plans, ideas*)

<http://www.nifl.gov/> (National Institute for Literacy)

<http://www.cal.org/ncele/> (National Clearinghouse for Literacy Education)

<http://www.ncela.gwu.edu> (National Clearinghouse for English Language Acquisition)

<http://www.classroom20.com>

<https://www.vusra.org/> (VA State Reading Association—think about joining?)

Washburn-Moses, ["25 Best Internet Sources for Teaching Reading"](#) (google)

VDOE Teacher Performance Standards

- **Performance Standard 1:** Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
- **Performance Standard 2:** Instructional Planning: The teacher plans using the Virginia Standards of Learning, APS curriculum, effective strategies, resources, and data to meet the needs of all students.
- **Performance Standard 3:** Instructional Delivery: The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
- **Performance Standard 4:** Assessment of and for Student Learning: The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.
- **Performance Standard 5:** Learning Environment: The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, students-centered environment that is conducive to learning.
- **Performance Standard 6:** Professionalism: The teacher maintains a commitment to professional ethics, communicates effectively and takes responsibility for and participates in professional growth that results in enhanced student learning.
- **Performance Standard 7:** Student Academic Progress: The work of the teacher results in acceptable, measurable, and appropriate academic progress.

REQUIRED TEXTS:
Articles are listed below

| Session | Readings |
|---------|---|
| 1. | (In-class activities) |
| 2. | <ul style="list-style-type: none"> • <u>Fielding, L.G., & Pearson, P.D. (1994). Reading comprehension: What works. <i>Educational Leadership</i>, 51(5), 62-68.</u> • <u>Ganske, K., Monroe, J.K., & Strickland, D.S. (2003). Questions teachers ask about struggling readers and writers. <i>The Reading Teacher</i>, 57(2), 118-128.</u> • <u>McTighe, J., & O'Connor, K. (2005). Seven practices for effective literacy. <i>Educational Leadership</i>, 63(3), 10-17.</u> • Ivey, G., & Fisher, D. (2005). Learning from what doesn't work. <i>Educational Leadership</i>, 63(2), 8-14. |
| 3. | <ul style="list-style-type: none"> • August, D., Artzi, L., Haynes, E.F., & Corwin, L. (2012). Developing oral proficiency in dual language learners—The Vocabulary Improvement and Oral Language Enrichment and Literacy through Stories (VIOLETS) program. <i>AccELLerate</i>, 4 (2), 2-4. • Helman, L.A., & Burns, M.K. (2008). What does oral language have to do with it? Helping young English-language learners acquire a sight word vocabulary. <i>The Reading Teacher</i>, 62(1), 14-19. • Cassady, J. K. (1998). Wordless books: No-risk tools for inclusive middle-grade classrooms. <i>Journal of Adolescent and Adult Literacy</i>, 41(6), 428-433. |
| 4. | <ul style="list-style-type: none"> • Juel, C., & Deffes, R. (2004). Making words stick. <i>Educational Leadership</i>, 61(6), 30-34. • Blachowicz, C.L., & Fisher, P. (2004). Vocabulary lessons. <i>Educational Leadership</i>, 61(6), 66-69. • Kelley, J. G., Lesaux, N. K., Kieffer, M. J., & Faller, S. (2010). Effective academic vocabulary instruction in the urban middle school. <i>The Reading Teacher</i>, 64(1), 5-14. |
| 5. | <ul style="list-style-type: none"> • Ivey, G., & Baker, (March 2004). Phonics instruction for older students? Just say no. <i>Educational Leadership</i>, 61(6), 35-39. |
| 6. | <ul style="list-style-type: none"> • Rasinski, T.V., & Padak, N.D. (2001). Teaching phonemic awareness. In <i>From phonics to fluency: Effective teaching of decoding and reading fluency in the elementary school</i>. New York: Addison Wesley Longman. • Gaskins, I.W. (2004) Word detectives. <i>Educational Leadership</i>, 61(6), 70-73. |
| 7. | <ul style="list-style-type: none"> • Drucker, J.J. (2003). What reading teachers should know about ESL learners. <i>The Reading Teacher</i>, 57(1), 22-29. • Fisher, D., Frey, N., & Williams. D. (2002). Seven literacy strategies that work. <i>Educational Leadership</i>, 60(3), 70-73. |
| 8. | <ul style="list-style-type: none"> • Dennis, D.V. (Dec.2009/Jan 2010). "I'm not stupid": How assessment drives (in)appropriate reading instruction." <i>Journal of Adolescent and Adult Literacy</i>, |

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| | <p>53 (4), 283-290.</p> <ul style="list-style-type: none"> • Pandya, J.Z. (2012). Unpacking Pandora's box: Issues in the assessment of English learners' literacy skill development in multimodal classrooms. <i>Journal of Adolescent & Adult Literacy</i>, 56(3), 181–185. • Lenski, S. D., Ehlers-Zavala, F., Daniel, M. C. & Sun-Irminger, X. (2006). Assessing English-language learners in mainstream classrooms. <i>The Reading Teacher</i>, 60(1), 24–34. |
| 9. | <ul style="list-style-type: none"> • Rasinski, T., Yildirim, K., & Nageldinger, J. (2011). Building fluency through the phrased text lesson. <i>The Reading Teacher</i>, 65(4), 252-255. • Prescott, J.O. (2003). The power of Reader's Theater. <i>Scholastic Instructor Magazine</i>, 22-27. • Rasinski, T.V. (2003). Fluency is fundamental. <i>Instructor</i>, 113(4), 15-20. |
| 10. | <ul style="list-style-type: none"> • Fisher, D., & Ivey, G. (2006). Evaluating the interventions for struggling adolescent readers. <i>Journal of Adolescent and Adult Literacy</i>, 50 (3), 180-189. |
| 11. | <ul style="list-style-type: none"> • Menken, K., & Kleyn, T. (2009). The difficult road for long-term English learners. <i>Educational Leadership</i>, 66(7). |
| 12. | <ul style="list-style-type: none"> • Brown, R. (2008). The road not yet taken: A transactional strategies approach to comprehension instruction. <i>The Reading Teacher</i>, 61(7), 538-547. |
| 13. | <ul style="list-style-type: none"> • Tealew. W. H. (2007). Getting children in2books: Engagement in authentic reading, writing, and thinking. <i>Phi Delta Kappa</i>, 498-502. • Guthrie, J.T. (2001). Contexts for engagement and motivation in reading. <i>Reading Online</i>, 4(8). International Reading Association: Washington DC. • Gambrell, L. B. (2011). Seven rules of engagement: What's most important to know about motivation to read. <i>The Reading Teacher</i>, 65(3), 172–178. • Cummins, J. (2011). Literacy engagement—Fueling academic growth for English language learners. <i>The Reading Teacher</i>, 65(2), 142-146. • Gambrell, L. (2004). Motivating kids to read. <i>Instructor</i>, 113(5), 10-11. |
| 14. | <ul style="list-style-type: none"> • Hartley, J. (2008). You should read this book! <i>Educational Leadership</i>, 65(6), 26-31. • Coiro, J. (2000). Why read aloud? <i>Early Childhood Today</i>, 15(2), 12-14. |
| 15. | |

COURSE ASSIGNMENTS:

1. Materials Review 25% Evaluate print, Internet (and software) sources (due Week 5). See instructions below (pp. 8-9)
2. Field Project 25% Design and pilot test a reading/writing activity **or** observe and evaluate current practice (due Week 9). See instructions on p. 10.
3. Error Analysis 20% Identify and analyze errors in EL or NES writing and design a mini- lesson focused on intervention (due Week 11). See instructions on p. 11.
4. Final Project 30% Choose from 3 options:
 - a) Design a reading/writing activity packet;
 - b) Develop a technology project; or
 - c) Draft a journal article(due Week 14). See instructions on p. 12.

Assignments: Descriptions

1. Materials Review—due Week 5

Purpose: To locate and evaluate existing instructional and assessment materials for increasing the reading comprehension and writing proficiency of a particular student or students specific to age, grade, and language proficiency level.

Assignment: To identify and evaluate materials and resources—in print and on the Internet—for teaching reading and writing. Software materials can also be used. You may want to focus resources on a particular theme. (See p. 9 for suggestions).

This assignment aims to assist secondary teachers to develop an awareness of reading/writing activities and materials for students of varying levels of language proficiency (beginning, intermediate, advanced) from various language backgrounds in various instructional settings.

To meet this challenge, 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 (or don't reflect!) current research. Analyze the materials for usefulness for your focal student/s according to the readings of EDUC. The project will also prepare you to become an expert on literacy resources for your student/s.

How to do it:

1. The total assignment will be 3 pages (plus one page of references). First, decide on your focus **group** or focus **student**. Decide on a **theme** around which you will build your report. Identify from 7 to 10 resources; try for a fairly equal distribution across print materials and Internet websites (and software, if possible). Look for materials that can help you increase the reading and writing abilities of your student/s; consider both fiction and nonfiction materials. *Professor will share sample papers in class.*

2. Write a report on your results, grouping print, software, and web materials:
 - Describe your students’/student’s learning needs in reading and writing.
 - Then, for each of the 7-10 resources, use the title and publication information as the sub-heading. In a few sentences, analyze the limitations and advantages of each resource *with regard to the objectives of this course and the instructional approaches presented in our assigned readings, videos, and discussions*. Focus your critique on the usefulness of each resource for teachers who want to develop instructional materials and activities for your particular student/s.
 - Cite assigned readings wherever possible to support your evaluation of each resource.
 - Attach a page of references of assigned readings. You may cite other sources, but your grade will be based on citations from the readings of the course.
 - Provide a one-paragraph summary that synthesizes what you have learned from this assignment.
 - Use APA Style format. (A mini-lesson will be given in class).

Materials Review Suggestions

The following are common themes in grade levels:

| | |
|-------------------|--------------------|
| Grades 6-8 | Grades 9-12 |
| Changes | Choices |
| Conflict | Government |
| Heroes | Immigration |
| | Courage |
| | Success |
| | Transformations |
| | Justice |
| | Mysteries |
| | Responsibility |

Materials Review—Scoring Rubric

| Score | 1 | 2 | 3 | 4 |
|------------------------------|---|--|---|---|
| Criteria | | | | |
| Description | Fails to describe focus group or student | Does not describe focus group or student adequately | Gives adequate description of focus group or student | Completely describes focus group or student |
| Resources | Does not follow directions—lacks appropriate resources | Describes few aspects of each resource; lacks depth | Offers aspects of usefulness and limitations of each resource; may ignore reading level | Analyzes usefulness and limitations of a variety of resources related to same theme |
| Materials Development | Ignores directions regarding material development | Offers few research-based suggestions for developing materials | Designs research-based suggestions for materials development | Designs comprehensive research-based suggestions for materials development |
| Research Support | Fails to apply class readings to support ideas | Citations to class readings may not clearly support ideas | Refers to few class readings to support ideas | Cites class readings when appropriate; may use serial citations |
| Academic Writing | Does not follow directions; neglects grammar, coherence, APA style. | Submits a review that lacks coherence, may contain grammar and/or spelling errors; little attempt to use APA | Submits a review of inappropriate length, containing errors in writing and/or APA, and/or problems with coherence | Submits a concise, coherent review with few errors in writing or APA formatting. |
| Punctuality | Submits late after conferring with professor on or after deadline | NA | Submits late after conferring with professor in advance | Submits on or before deadline |

Scoring: 22 – 24 = A; 20 – 21 = B; 18 – 19 = C; 16– 17 = D

2. Field Project –due Week 9

Purpose: Apply knowledge of current best practices by conducting a Field Project in a classroom setting.

- A. If you are currently teaching, design and pilot test an original activity. Base your activity on strategies and/or techniques that have been discussed in class that have inspired you to be experimental. Test your hypotheses. What have you been doing for literacy instruction? What is your challenge? How might you change your instructional practice? How are you going to assess students' learning? Observe how your students react. Tell your story of design, implementation, and reflection;
- B. If you are not currently teaching, analyze current teaching practices by observing reading/writing instruction in a colleague's classroom. Make recommendations based on assigned readings, class discussions, and/or your materials review. Previous to observing, find out how he/she approaches the teaching of reading and writing. What is the teacher doing for literacy instruction and assessment, and what challenges is he/she facing? What approaches might you recommend? Submit a brief report on your findings and make recommendations for improving the effectiveness of current practice and based on course readings. Avoid detailed descriptions of classroom activities; focus on an analysis of key instructional approaches and how they compare to the readings of the course.

Target: 3 pages (maximum 800 words)

Field Project: Scoring Rubric

| Criteria | Score | 1 | 2 | 3 | 4 |
|---------------------------------------|-------|---|--|---|--|
| Description | | Fails to describe context | Does not describe context adequately | Gives adequate description of context | Completely describes instructional setting, instructional objectives, and students |
| Data Collection & Analysis | | Does not follow directions—lacks appropriate citations | Fails to support some analysis with class readings | Observes and supports with some class readings | Observes and supports analysis with appropriate class readings (citations) |
| Recommendations | | Fails to make appropriate recommendations | Makes few recommendations | Makes some appropriate recommendations based on class readings | Makes correct recommendations based on class readings |
| Academic Writing | | Does not follow directions; neglects grammar, coherence, APA style. | Submits a report that lacks coherence, may contain grammar and/or spelling errors; little attempt to use APA | Submits a report of appropriate length, but may contain errors in writing and/or APA, and/or some problems with coherence | Submits a concise, coherent report with few errors in writing or APA formatting. |
| Punctuality | | Submits late after conferring with professor on or after deadline | NA | Submits late after conferring with professor in advance | Submits on or before deadline |

18 – 20 = A

16 – 19 = B

14 – 15 = C

12 – 13 = D

3. Error Analysis—due Week 11

Based on the lecture, demonstration, and class discussion in week 10, you will be asked to analyze authentic writing of one of your ELs. Identify and categorize the errors, prioritize the errors, and decide on one focal error to address. Then design a mini lesson: How would you make the writer aware of his/her error? How would you instruct the writer to improve his understanding of his/her error? How would you assess his/her understanding?

Your paper will be comprised of:

- a. the raw data (the writing samples of the writer);
- b. your presentation of the errors (suggestion: a chart);
- c. your focus and rationale for choosing that particular error;
- d. your mini lesson (write out the plan, the exercise(s), the assessment)

Error Analysis: Scoring Rubric

| Score | 1 | 2 | 3 | 4 |
|--|---|--|--|--|
| Criteria | | | | |
| Data Collection | Fails to organize data clearly | Some data is unclear | Presents data clearly | Presents data comprehensively and clearly |
| Error Analysis | Chooses unreasonable errors to analyze | Chooses questionable errors; may not be reasonable | Chooses errors based on reasonable expectation; includes examples | Chooses critical errors, based on reasonable expectation; supports with examples |
| Intervention: Choice & Design | Fails to address appropriate focal error | Chooses appropriate error; may fail to connect mini-lesson and/or assessment | Chooses appropriate focal error; designs mini-lesson and assessment | Chooses reasonable focal error; designs strong mini-lesson and assessment |
| Academic Writing | Does not follow directions; neglects grammar, coherence, APA style. | Submits a report that lacks coherence, may contain grammar and/or spelling errors; little attempt to use APA | Submits a report of appropriate length, may contain errors in writing and/or APA, and/or a few problems with coherence | Submits a concise, coherent report with few errors in writing or APA formatting. |
| Research Support | Fails to support claims with class readings | Includes few class readings to support claims | Includes class readings to support claims | Exploits many class readings to support claims |
| Punctuality | Submits late after conferring with professor on or after deadline | NA | Submits late after conferring with professor in advance | Submits on or before deadline |

22 – 24 = A

20 – 21 = B

18 – 19 = C

16 – 17 = D

4. Final Project—due Week 14

Options

A. Reading/writing activity packet: Develop at least 3 original (not photocopied from another source) instructional and/or assessment activities for teaching reading and/or writing to second language learners or struggling readers. Describe student/s, 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. Discuss length with professor.

B. Technology Project: Design a technology project that will help (a) your student/s increase their proficiency in reading and/or writing or (b) content teachers in teaching students to read and write or (c) parents understand how to help their children with reading. Your project must be original and might include hypermedia computer programs, web-site activities, a web-page, a 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 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. You will not want to include citations from course readings within presentations; therefore, submit a one-page report of which references influence the design of your project. Discuss length with the professor.

C. Journal article: Compose an original journal article similar to those appearing in issues of *The GWRC Journal: Making Literacy Connections* (professor has samples). Base your topic on assigned class readings and provide a research-based rationale for your approach to teaching reading/writing. Select your topic from those on our course syllabus. Specify the audience for whom you are writing (ESL, grade-level, foreign language teachers, tutors for struggling, reluctant readers). 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/tutor reading and/or writing in the future. Prepare a manuscript of a journal article as you might submit it to a journal (a.akennedy@gmail.com--put *GWRC Submission* in subject). Maximum 1500 words.

Final Project—Rubric

Each project has a different scoring rubric. When you have decided which option to choose, I will give you a rubric to guide your writing/creating.

Use APA style for citations and reference list.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].