

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Concentration in International Education FAST TRAIN ESOL**

**EDRD 610.6F1: Content Literacy for English Language Learners, PK-12
CREDITS: 3.0
FALL 2014**

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Meeting Location: online

COURSE DESCRIPTION

- A. Course Prerequisites.**
EDRD 525: Emergent Literacy for English Learners.
- B. University Catalog Course Description**
Focus on research-based instruction for teaching reading and writing in the content areas. Emphasizes similarities and differences between reading and writing in two or more languages, vocabulary development, reading fluency, and strategies for text comprehension.
- C. Expanded Course Description**
Not Applicable

Delivery Method

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on Aug. 25 at 11:30pm Eastern Standard Time.

Technical Requirements

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>

- Windows Media Player:
<http://windows.microsoft.com/enUS/windows/downloads/windows-media-player>
- Apple QuickTime Player: www.apple.com/quicktime/download
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

Expectations for participation

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on **Thursdays**, and **finish** on **Wednesdays**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. Identify language and literacy skills critical for ELL/LMS success in the content areas.
2. Plan and execute literacy activities across a range of content areas for ELL/LMS.
3. Apply first and second language acquisition theory and praxis to developing literacy, especially reading /writing, for older ELL/LMS in the content areas.
4. Utilize current theory and praxis in literacy and bi-literacy to analyze resources and materials for teaching middle school/secondary ELL/LMS in the content areas.
5. Analyze research from newer perspectives concerning implications for teachers of older children and youth from culturally diverse and second language backgrounds.
6. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading and writing strategies.
7. Model for students reading and writing strategies appropriate to various learning tasks in content area subject matter.
8. Develop performance-based assessment activities in determining the content instruction for ELL/LMS.
9. Identify major pedagogical approaches to teaching reading and writing and explain applicability to teaching older English language learners of various language backgrounds and ability.

PROFESSIONAL STANDARDS

Objectives and activities for this course will help teachers meet or exceed standards established by the:

- Teachers of English to Speakers of Other Languages (TESOL)
- National Council for Accreditation of Teacher Education (NCATE)
- State of Virginia Standards of Learning for English Proficiency and English Standards of Learning.
- TESOL Professional Standards for ESL PK-12 Licensure (visit www.tesol.org)

TESOL Domain 1

- Standard 1a: Language as a System

Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas

TESOL Domain 2

- Standard 2: Culture as it Effects Student Learning

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement

TESOL Domain 3

- Standard 3a 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 ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum

- Standard 3b: Implementing and Managing 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. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

- Standard 3c: Using Resources and Technology 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.

TESOL Domain 5

- Standard 5a ESL Research and History

Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

- Standard 5b: Professional Development, Partnerships, and Advocacy

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Relationship to Professional Organizations

EDRD 610 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDRD 610 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value # 1 Collaboration
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #4 Research Based Practice
Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	Value #5 Social Justice
Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	
Standard #9 Professional Learning and Ethical Practice		
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

State of Virginia English Standards of Learning

3.3, 3.4, 3.5, and 3.6; 4.3, 4.4, 4.5, and 4.6; 5.4, 5.5, 5.6 and 5.7
6.3, 6.4 and 6.5; 7.4, 7.5, 7.6, and 7.7; 8.4, 8.5, and 8.6; 9.3, and 9.4
10.3, 11.3, 11.4, 12.4, and 12.6

State of Virginia English Language Proficiency Standards of Learning

LEP 3.1, 3.4, LEP 3.5, LEP 3.6, LEP 3.7, LEP 3.8, LEP 3.9, and LEP 3.10
LEP 4.3, LEP 4.4, LEP 4.5, LEP 4.6, LEP 4.8, and LEP 4.9

REQUIRED TEXTBOOKS

Available as E-books

1. Freeman, Y. & Freeman, D. (2009). *Academic language for English language learners and struggling readers: How to help students succeed across content areas*. Portsmouth NH: Heinemann.
2. Gottlieb, M., & Ernst-Slavit, G. (2014). *Academic Language in Diverse Classrooms: Definitions and Contexts*. Corwin Press.
3. Reiss, J. (2012). *120 Content Strategies for English Language Learners* (2nd Edition). New York: Allyn & Bacon.

Recommended Texts

[Academic Language in Diverse Classroom Series \(2013-2014\)](#)

(See item 2 for specific books that might be most relevant to your needs)

- See here for ways to cite works in e-books (<http://blog.apastyle.org/apastyle/2009/09/how-do-i-cite-a-kindle.html>).
- Please use this extensive [APA Style Guide](#) for help with writing academic papers.

Technology Resources

- All students are required to have access to a computer with Internet access and a current GMU email account.
- Relevant Websites:
 - U.S. DOE, Education Resources Information Center
<http://www.askeric.org/Virtual/Lessons/Guide2.html>
 - The Gateway Collection of Lesson Plans (U.S. DOE)
<http://www.thegateway.org/collections.html>
 - Education World – Lesson Planning
http://www.education-world.com/a_lesson
 - International Baccalaureate Organization – Online Curriculum Center (OCC)
<http://www.ibo.org/>
 - Virginia Standards of Learning
<http://www.knowledge.state.va.us/main/sol/sol.cfm>
 - American Psychological Association
<http://www.apa.org>
 - Child Abuse Prevention
http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/requirements.html

Grading Policy: At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

Students must maintain a 3.0 average and a grade of B or higher for licensure and master's degree. *All course assignments and field experience activities must be satisfactorily completed before the final grade is awarded.*

Integrity of Work: FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code ([http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Field Work Assessment

Each student is required to complete 20 hours of fieldwork for this course. The fieldwork will be performed in conjunction with the Project Based Assessment for the course, the *Content Literacy Project*. The fieldwork will be marked as:

- **Satisfactory:** completion of all assignments with high quality in a timely and efficient manner.
- **Unsatisfactory:** incomplete and/or low quality of assignments submitted or work submitted than one week late from due date.
- NOTE: Failure to submit documentation of successful completion of your **field work in a timely manner** will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

GMU E-mail & Web Policy

Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are

responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.*

Online Participation/Attendance Policy

Students are expected to participate in all online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with more two or more absences will not receive credit for the course.**

Performance Based Assessment (PBA)

All courses in FAST TRAIN will have a required Performance Based Assessment (PBA). The required PBA for this course is the *Content Literacy Project*. This assignment must be posted to Task Stream, where it will be reviewed and scored.

Late Work/Submissions

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

COURSE ASSIGNMENTS

Assignment Overview:

Assignment	%	Description	Due date
Discussion Participation	35	Complete readings, participate in online discussions, including responding to all questions and interacting with peers. <u>6 graded discussions (6% each)</u>	On-going
Case Study	30	Analyze the oral and literacy levels of an adolescent ELL.	Oct. 2
Content Literacy Project (also turn in your Field Experience form to avoid failing grade for the <u>course</u>)	35	Plan collaboratively with other colleagues improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS	Dec. 4

ASSIGNMENTS

1. Group Discussion Participation - Guidelines

1. Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
2. Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
3. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
4. Address the questions as much as possible (don't let the discussion stray).
5. Paraphrase and cite from the texts that support your postings. Include page numbers when you provide direct quotes.
6. Build on others responses to create threads.
7. Bring in related prior knowledge (work experience, prior coursework, readings, etc.)
8. Use proper etiquette (proper language, typing, etc.).

There will be a grade assigned for 6 of the weeks during the semester. Weeks when the grading will occur will not be announced. This is done to ensure that the quality of participation stays at a consistent quality level.

2. Case Study

Purpose

To evaluate aspects of language, reading/listening, and writing/speaking of ELL in the content area classroom and make recommendations for instruction. **Note:** Before beginning this project seek permission, where required, and establish rapport with the classroom teacher and student. Confidentiality will be protected as information gathered for this project will not be shared with other school, county, state officials, etc. The goal is to assist you in developing knowledge about the demands of content area learning for ELL and improve your ability to provide instruction. You **MAY** use students you teach.

Work with a student while reading Chapters 1 – 5 of Freeman & Freeman

I highly recommend that you run assessments in your student’s first language (if you can) before applying them in your student’s second language.

Week	Task
2	<ul style="list-style-type: none"> ○ Identify an adolescent ELL student. ○ Write a paragraph description for the student based on first language skills and development, demographics and the school context.
	<ul style="list-style-type: none"> ○ Read Chapter 1 and interview the students using the questions from Application #2 (pg.21). Write up the responses. ○ Use ONE of the following assessment instruments: <ol style="list-style-type: none"> 1. Common European Framework: This is used throughout most of Europe and Latin America: CEF Teacher's Guide 2. US based descriptors from WIDA: http://www.wida.us/standards/elp.aspx 3. Use the SOLOM (found on ‘course content’) to give you an overall idea of the students’ oral levels. ○ Analyze the results.
3	<ul style="list-style-type: none"> ○ Collect a representative writing sample from the student. ○ Apply the SWLOM (found on ‘course content’) to gain a general idea of the students’ writing levels. Write a paragraph with your initial thoughts on what the student does well and what needs improvement. ○ Provide recommendations on writing instruction after reading chapter 5.
4	<ul style="list-style-type: none"> ○ Pick a content-area textbook for the student. Choose a challenging section of text. Analyze it according to: <ul style="list-style-type: none"> ○ Reiss, Ch. 9 ○ F&Freeman - Application #1 in chpt.4 ○ Provide recommendations for working with the text (either for the student or the teachers)
5	<ul style="list-style-type: none"> ○ Write a one page summary. ○ Revise, edit and turn in. (Use the suggested format below.)

- Create a short presentation of your project to share on the discussion board. The presentation can be a narrated power point or a poster (i.e., screencastomatic.com or edu.glogster.com).

Suggested format for the report:

Introduction
Oral Language Proficiency level with examples for support
Writing abilities
 Sample
 Analysis (with citations)
 Recommendations
Reading abilities
 Sample
 Analysis (with citations)
 Recommendation
Textbook
 Analysis
 Recommendation
Summary
List of references

(Maximum 12 pages double-spaced)

3. Content Literacy Project – Performance Based Assessment (PBA)

1. Professional Development, Partnerships and Advocacy (Standard 5b): Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources and advocate for ELL's.
2. Using Resources and Technology Effectively in ESL and Content Instruction (Standard 3.c) Candidates are familiar with a wide range of standards-based materials, resources, and technology and choose, adapt and use them in effective ESL and content teaching.

Tasks

Early in the semester seek permission, where required, and establish rapport with a classroom teacher and students. You may use your own classroom for this project, but, you will be expected to confer with other stakeholders e.g, colleagues, parents other resource teachers to: plan, teach, and reflect upon the project (e.g., reading specialist/literacy, ESL specialist, content area teacher).

1. Consult with the teacher, parents and other stakeholders to identify the specific content you wish to teach where English language learners are predominant in the class.
2. Identify the language proficiency level, literacy skills, background and prior content knowledge students will need to understand the content you wish to teach
3. Select at least two instructional strategies listed in class text(s) as a basis for developing a lesson plan/activity outline provided in this syllabus.

4. Create a lesson plan that includes technology tools that can be used and note any adaptive materials that should be included. Only design activities that are tailored specifically for this semester and for this course.
5. Share the draft lesson plan with your on-line group and receive feedback from your peers.
6. Review the feedback and make changes to your lesson plan.
7. Use the lesson in your classroom and keep anecdotal notes, student work samples to help your recall important information about the experience.
8. Reflect on the content literacy plan and its implications for future teaching using the evidence you have collected; tie your conclusions to the literature on teaching ELL students.

Writing Your Report

Part A- Introduction (2 pgs)

- Describe the students in the class (e.g., age range, grade level, language proficiency levels, language backgrounds, socioeconomic backgrounds, social class, etc.)
- Indicate and briefly describe the purpose and basic content covered in the class
- State the factors you considered that led you to design the lesson such as: poor skill development in a certain area, low comprehension of a particular content area skill or concept, to improve student motivation through the innovative use of a certain literacy strategy.
- Briefly describe how you collaborated with your colleagues and what you learned from them to develop the lesson.
- Briefly describe how you collaborated with parents or other stakeholders.
- Show why the strategies you chose are precisely relevant to your students' needs. ***Justify your choices using the course readings.***

Part B- Analysis of Instruction (3 - 4 pgs)

1. State the instructional goals and student learning objectives. The objectives should show a separation between language and content objectives. (see lesson/activity plan outline)
2. Document any adaptations needed in the lesson to suit individual student needs.
3. Briefly summarize how you implemented the strategies and your use of technology
4. Describe students' reaction/behaviors in response to your instruction. Overall, did the reaction appear to be positive, neutral, or negative? Did some students appear to respond favorably, while others had a different response? Was the response to instruction based on individual student differences, group differences?
5. Did you meet your goals for instruction? How do you know? Provide examples/support
6. Did students meet the objectives? How do you know? Provide examples/support

Part C-Conclusions and Reflections (3-4 pgs)

1. What did you learn about the nature of language, literacy, and content area instruction for ELLs by using the strategies?
2. What is the role of collaboration in planning and implementing content area literacy for ELLs?
3. How can ESOL teachers work to improve teaching in the content areas to benefit Ell's language and literacy development and increase their academic achievement inside and outside of the ESOL classroom?

4. What information do you believe is critical for content area teachers to know about language development to support literacy development and academic achievement for ELLs?
5. What additional knowledge, training, experiences do ESOL teacher need to effectively support the students' literacy development and acquisition of content?
6. How might literacy specialists/coaches work with ESOL teachers to improve the literacy skills of ELLs and prepare them to meet the demands of learning across the curriculum? Be sure to use course readings to support your comments in the section.
7. Document how you can collaborate to build partnerships with colleagues and student families by identifying community and/or online resources that would be beneficial.

Part D-References

Cite the relevant course readings and other professional theory and research on literacy, language, and/or content area instruction for ELLs to justify and support your work for this project.

Part E – Appendix

Place your lesson plan here for reference while reading the report.

Part F - Create a short presentation of your project to share on the discussion board. The presentation can be a narrated powerpoint or a poster (i.e., screencastomatic.com or edu.glogster.com).

Turn in your field experience forms in Task Stream along with this project. failure to turn in fieldwork logs will result in an F for the course. Fieldwork is associated with this PBA, so you should document hours spent interviewing students, interviewing families, observing lessons, teaching lessons, or administering assessments as examples.

LESSON PLAN FORM

Lesson Title: _____

Teacher : _____ Grade: _____

Content: _____ Time: _____

Days: _____

Total Number of Students: _____ Number of ELL/LMS: _____

PURPOSE: (Why this lesson should be taught.)

ASSESSMENT SOURCE: (What data support the need for this lesson?)

INSTRUCTIONAL GOALS:

STUDENT OBJECTIVES: (What will students be able to do as a result of this lesson/activity/strategy?)

Content objectives

Language objectives

Key vocabulary

Technology Resources

STANDARDS: VA (**English Standards of Learning and English Language Proficiency Standards of Learning**) and/or Professional (NCTE, NCTM, NCSS, etc.) (What curriculum standards are addressed?)

Activate Prior Knowledge: (How you will set the stage for learning?) Link to prior learning/experiences/ build a shared understanding/ pre-teach key vocabulary.

PROCEDURE: (How you will teach the lesson? Describe how you will use the strategy. Don't just tell what the strategy is or merely indicate the steps in this strategy/activity, describe how you will execute the strategy to support content learning. What will the teacher do? What will the students do? Be specific.

ADAPTATIONS/ACCOMMODATIONS FOR DIVERSE LEARNERS (What adjustments/modifications will you make to the strategy or within the lesson to meet students' needs or special circumstances?)

CLOSURE: (How will you end the lesson? You should link this back to the goals and objectives for the lesson.)

FOLLOW-UP ACTIVITY: (How will you reinforce, extend, enhance, or enrich the strategies, skills, concepts of the lesson.)

HOME/COMMUNITY LITERACY CONTEXTS: (How will you extend the lesson or the strategies and skills learned in the lesson to students' family or community? This is not merely home work.)

ASSESSMENT/EVALUATION: (How will you determine whether or to what extent the goals and/or objectives were met?) Suggest at least two ways for you to assess students learning.

TEXTS/MATERIALS USED: (What texts and resources will you use?) Be sure you use **APA style** to cite all sources.

*** Field Experience Guidelines**

Timeframe

Throughout the semester

Tasks

Fieldwork is required for all ESL licensure courses. You must complete a minimum of 20 hours

of fieldwork for this class. In EDRD 610, fieldwork is tied with the Content Literacy Project. You will be expected to complete 20 hours of face-to-face interaction with a classroom teacher and students in order to complete this assignment satisfactorily. At the conclusion of the semester you will need to turn in a log of hours and a fieldwork evaluation form. Remember, fieldwork hours can be logged as classroom observation, direct teaching time, and consultation with other teachers. Have your cooperating teacher or supervisor sign off on your log of hours and evaluation form.

TASKSTREAM REQUIREMENTS

Every student registered for any FAST TRAIN course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment (*Content Literacy Project*) to TaskStream (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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/>).

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

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

PROPOSED CLASS SCHEDULE:

Prepare for the class by having the readings, assignments, project activities ready during the week in which they appear on the schedule.

Chapters					Activities	
Week / Start Date	Topics	F&F	G & ES	Reiss	Within Module	On your own
1 Aug 28	Define Academic Language (AL)	1 & 2	1		Introductions	
2 Sept. 4	Oral Lang & Registers	3		8,9,10	Interactive Presentations	Begin Case Study
3 Sept. 11	Texts & Textbooks / Introduction to WIDA	4			Presentation & Discuss ways to help Case Study student with academic texts	
4 Sept.18	Writing Sentences & Paragraphs	5			Discuss ways to nurture Case Study student's writing.	
5 Sept. 25	Vocabulary	6 (first half)	2		Interactive Presentations	
6 Oct. 2 Case Study DUE	Writing Content & Language Objectives	6 (second half)			-Interactive Presentations -Share your Case Study Presentations	
7 Oct. 9	Language & Content Standards		3		Interactive Presentations RAFT Writing	<u>Planning:</u> Write C & L Objectives for Content Literacy Project (CLP)
8 Oct. 16	Language & Content	7		2, 5 & 6		<u>Instruction:</u> Identify activities to begin the CLP by building background & presenting new material while accounting for cultural considerations

Week / Start Date	Topics	Chapters			Activities	
		F&F	G & ES	Reiss	Within Module	On your own
9 Oct. 23	School-wide AL		4			<u>Instruction:</u> Identify ways to reinforce learning through interaction, comprehension checking, assignments, review activities
10 Oct. 30				7	Share draft of the lesson plan	
11 Nov. 6	Assessment			11,12	Assessment: Analyze areas of high challenge and discuss ways to support your English learners.	Finish your CLP draft, deliver your lesson, & Write your report
12 Nov.13	Assessment		5			
13 Nov. 20	Curriculum Design		6			
14 Nov. 27	Thanksgiving Break					
15 Dec. 4 Content Literacy Project DUE (TaskStream)	Course Synthesis				Share Projects in a presentation	

ASSESSMENT RUBRICS

1. Class Participation Scoring Rubric (used for each graded discussion)

Criteria / Expectations	Exceeds 3	Met 2	Unmet 1
Timely discussion contributions	4-6 postings distributed throughout the week	3-6 postings somewhat distributed	2-6 not distributed throughout the week
Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned reading	Readings were understood and incorporated into responses	Postings have questionable relationship to reading material	Not evident that readings were understood and/or not incorporated into discussion
Adherence to on-line protocols	7-8 guidelines used	5-6 guidelines used	4 or less guidelines used

2. Case Study

** Optional readings come from the research study analysis presentations*

	3 Exceeds Standard	2 Meets Standard	1 Approaching (<i>unmet</i>)
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements
Analysis	Presents an insightful and thorough analysis of all issues identified.	Presents a complete analysis of most issues identified.	Presents a superficial analysis of some of the issues identified.
Evaluation	Thoroughly supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view.	Supports diagnosis and opinions with examples, reasons and evidence; interpretation is reasonable.	Supports diagnosis and opinions with limited reasons and evidence.
Recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents realistic recommendations supported by the information presented in course readings.	Overly general and vague with little support from preceding analysis.

Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization
APA guidelines	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines

3. Content Literacy Project Rubric

	Category	TESOL Domain	Score		
			1	2	3
			Approaches Standard <i>(Unmet)</i>	Meets Standard	Exceeds Standard
1	Understand and apply cultural values and beliefs in the context of teaching and learning to develop appropriate unit lesson plan	2	Candidates note that cultural values have an effect on ELL learning but do not address this effect in content lesson plan	Candidates plan instruction that reflects their knowledge of students' culture and how it impacts student learning	Candidates consistently design the unit lesson plan that allows students to share and apply cultural perspectives to meet learning objectives
2	Engage in collaboration with parents, content-area teachers, resource teachers, and other colleagues to design lesson plan	5b	Candidates note the value of collaboration but do not demonstrate meaningful engagement	Candidates collaborate with at least two stakeholders to design lesson plan that integrate language and content learning	Candidates provide evidence of multiple collaborations for planning and teaching that reinforce content-area and language skills throughout the lesson plan
3	Demonstrate knowledge of current language teaching methods and the field of ESL to design effective ELL instruction	5a	Candidates are familiar with different and well-established teaching methodologies but provides limited or no references to field of ESL	Candidates use their knowledge of the field of ESL to provide effective instruction and make connections between assigned reading and teaching practice	Candidates use their knowledge of the field of ESL, including referencing assigned reading and at least two optional readings, and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students
4	Plan standards based ESL and content instruction that creates a	3a	Candidates are aware of standards based ESL and content instruction but do not	Candidates plan and implement standards based ESL and content instruction that use	Candidates systematically design standards based ESL and content instruction that is student centered and

	supportive and accepting classroom environment		address learning needs individually within the unit	instructional models appropriate to individual student needs	require students to work collaboratively to meet learning objectives
5	Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for student to successfully meet learning objectives	3a	Candidates note the importance of assessments to measure students' degree of mastery of learning objectives but do not use them effectively to continue instruction throughout the plan	Candidates plan lessons that are scaffolded and link student's prior knowledge to newly introduced learning objectives and continually monitor students' progress toward learning objectives	Candidates plan lessons that are scaffolded and link students' prior knowledge to new learning objectives. Candidates connect ELLs with additional support for learning such as tutoring, homework clubs or homework buddies that continue growth outside of the classroom
6	Provide a variety of activities and materials that integrate listening, speaking, writing, and reading	3b	Candidates note that integrated learning activities build meaning through practice but offer few opportunities for students' to refine their skills	Candidates provide integrated learning activities using authentic sources. Candidates model activities to demonstrate ways student may integrate skills and provide some opportunity for practice.	Candidates design activities that integrate skills and content areas through thematic and inquiry-based units and provide multiple opportunities for students' to practice these skills.
7	Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content area material	3b	Candidates note the need for authentic uses of academic language in ESL and content-area learning but do not incorporate these into the content-area lesson plan	Candidates plan and implement activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning objectives	Candidates design and implement a variety of activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning material. Candidates collaborate with non-ESL classroom teachers to develop these authentic language activities.
8	Select materials and other resources that are appropriate to the students' developing language and content-area abilities, including appropriate use of L1	3c	Candidates note differences between content-area materials for ELLs and those for native speakers of English but do not use appropriate materials in lesson	Candidates incorporate a variety of resources at multiple proficiency levels including selections from or adaptations of materials from content-area texts.	Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas. All materials are appropriate, linguistically accessible, and used in both ESL and content instruction.
9	Use technological resources (e.g. web, software, computers, and	3c	Candidate note the ways in which computers and other technological	Candidates use technology resources to enhance, create, and/or adapt instruction to	Candidates use a variety of technology resources to obtain and create materials that promote language,

	related devices) to enhance language and content-area instruction for ELLs		resources can improve ELLs learning, but employ them on a limited basis in the lesson plan	meet ELLs language and content learning needs.	literacy, and content development in English and whenever possible the students' L1s. Candidates create new technology tools in collaboration with content-area teachers to enhance ELL instruction.
10	Clearly and professionally communicate detailed self-reflection and analysis of the unit lesson planning process		Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. More than 6 language errors prevent professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. Three to five language limit professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. No language errors ensure professional communication