

George Mason University
College of Education and Human Development
Graduate School of Education



Concentration:
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDRD 610:
Content Literacy for English Language Learners, PK-12
3 Credits

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Office Hours: by appointment
Meeting Location: Blackboard

Course Description

A. Prerequisites/Co-requisites

- a. EDRD 515: Language and Literacy in Global Contexts AND:
- b. EDCI 519: Methods of Teaching Culturally & Linguistically Diverse Students

B. Catalog 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. Requires 20 hours of PK-12 classroom fieldwork.

C. Expanded Course Description

This course provides a specific focus on content area literacy for English language learners (ELL) and other language minority students (LMS) at all levels. Candidates in this course will examine literacy research and instruction related to teaching specific subject matter including social studies, science, mathematics, and the arts to English language learners. Participants critically analyze and demonstrate teaching approaches

for English literacy and biliteracy in content areas. An important goal for this course is promoting collaboration between grade-level teachers, as well as literacy and language personnel in academic success of ELL and language minority learners. The cultural context of learning is also considered. Among the topics addressed are: sociocultural and sociopolitical dimensions of teaching academic content; principles for content area instruction; identity and self-concept formation; learning and collaboration across the curriculum; differentiated instruction for ELL/LMS; strategies for reading and writing for academic purposes; formative assessment in the content areas; analyzing resources and materials; dimensions of learning social studies, science, and math content; students with interrupted schooling; critical literacy; and advocacy in support of academic equity for language learners.

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 **September 1, 2015 at 8AM EST**.

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 **Tuesdays**, and **finish** on **Mondays**.
- **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, and you are unable to come to the Mason campus, 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.

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/en-US/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

Course Requirements

EDRD 610 is comprised of class participation and a series of course products and assessments aimed toward providing evidence of meeting the course objectives (see Schedule). It will include hands-on learning projects where you will work collaboratively with your classmates to promote content literacy among English language learners. Attached to this syllabus are the specific descriptions and evaluation criteria for each of the course requirements.

Course Outcomes

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.

Course Expectations

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 two or more absences will not receive credit for the course.***

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

Netiquette:

As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

For our class, here are some netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

We will also set some expectations and norms around discussion during our first week to ensure that everyone has had an opportunity to voice what type of online environment supports your learning.

Late assignments:

It is expected that all assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit.** Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class.

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.*

Relationship to Program Goals and Professional Organizations

TESOL/NCATE Standards Addressed:

Domain 1. Language - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

Standard 1.a. 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.

Domain 2. Culture - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as It Affects 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.

Domain 3. Planning, Implementing, and Managing Instruction - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

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

Standard 3.b. 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 3.c. 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.

Domain 5. Professionalism - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the communities to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. 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 5.b. 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.

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/

Textbooks

Required Texts:

Freeman, Y. & Freeman, D. (2008). *Academic language for English language learners and struggling readers: How to help students succeed across content areas*. Portsmouth NH: Heinemann. ISBN: 9780325011363

Reiss, J. (2011). *Content Strategies for English Language Learners* (2nd Edition). New York: Allyn & Bacon. ISBN: 9780132479752 120

Wilson, A. & Chavez, K. (2014). *Reading and representing across the content areas*. New York: Teachers College Press. ISBN: 9780807755679

Recommended Books:

Gottlieb, M. & Ernst-Slavit, G. (2014). *Academic Language in Diverse Classrooms: Definitions and Contexts*. Corwin Press. ISBN: 9781452234786

Pressley, M. & Allington, R. (2015). *Reading instruction that works*. (4th ed.) New York: Guilford Press. ISBN: 9781462516803

Course Assignment Descriptions

Class Assignments

Project	Goal	Points toward Grade	Due Date
Participation	Candidates are expected to actively participate on-line in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Reflection on learning and on application of new knowledge is expected. <i>TESOL/NCATE Standards: 1b, 3a, 4a, & 5a</i>	21 pts	Each week; Exit Slip DUE Saturday
Content Teacher Presentation	Participant's presentation and associated graphics (handouts) to share information with content instructors on how to prepare to teach ESL students in the content areas. Each presentation should specify age level, audience and general context for its use. <i>TESOL/NCATE Standards 1b, 3a, 3c, 5a, & 5b</i>	10 pts	Varies
Teachers as Readers Annotated Bibliography	As part of a Professional Learning Community read and select a series of books or articles about teaching ESL learners in the content areas (with annotated bibliography) for "teachers as readers" series. The purpose of the annotated bibliography is to give you an opportunity to explore relevant and timely research and practices for working effectively with ESL learners in content area classrooms. <i>TESOL/NCATE Standards 1b, 2a, 3c</i>	15 pts	10/20
Updated Philosophy of Teaching (PBA)	Revise your Philosophy of Teaching statement that you wrote in EDCI 516/EDUC 537 to reflect your professional growth to date. <i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, & 5a, 5b</i>	14 pts	12/4
Content Literacy Project (PBA)	Plan collaboratively with other colleagues to improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS <i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, 4c, & 5a, 5b</i>	30 pts	12/8
Field Experience Documentation (PBA)	Candidates will complete a minimum of 20 hours of school-based field experiences. Field experience must be documented by submitting a Field Experience Log of Hours and Evaluation form which must be submitted to Blackboard. http://cehd.gmu.edu/assets/docs/fast_train/PBA_ESOL-FieldworkGuidelines.pdf	10 pts	12/8

Evaluation Criteria are listed with each assignment.

All written papers **MUST** be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, please use the APA website (<http://www.apastyle.org/>) or the OWL at Purdue is an excellent resource <http://owl.english.purdue.edu/owl/resource/560/01/>.

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: TCLDEL 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);
1. 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);
2. 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/>
3. 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.

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 the 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 Register’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 APTDIE office.

Additional Course Policies

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 with the instructor will be through the Mason e-mail system.

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 TCLDE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Students with Disabilities: Please inform the instructor on the first day of class if you require accommodations. Those seeking accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Plagiarism: Avoid plagiarism, which is using an author's words without citing the author in your paper. Follow APA (6th edition) writing and citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code. It is grounds for dismissal from the program and from GMU.

Blackboard Requirements

Every candidate registered for any Curriculum and Instruction course with a required PBA is expected to submit it to Blackboard (regardless of whether the course is an elective, a one-time course or part of an undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN), even if the candidate has submitted the assessment as a hard copy or via email. All TCLDE licensure courses have required Performance Based Assessments (PBA). The required PBAs for this course are the **Philosophy of Teaching, Content Literacy Project, and Field Experience documentation.** All students must post these to Blackboard, where they will be reviewed and graded. Please see the TCLDE website for more information.

GMU Policies and Resources for students

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.
- 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/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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. [See <http://cehd.gmu.edu/values/>]

Tentative Course Schedule

Note: Calendar is tentative and may be modified in line with course needs.

Week	Start Date	Focus question(s)/ Topics	Readings	Activities	Assignments
1	9/1	Who are we? How do we want to interact as a learning community? Who are our students?	Syllabus Freeman & Freeman, Chap 1	Discussion board: <ul style="list-style-type: none"> • Syllabus • Discussion & Participation Norms • Week 1 	
2	9/8	What challenges do our EL students face when reading and writing?	Freeman & Freeman, Chap 2 & 4 (p. 71-91) Gottlieb & Ernst-Slavit, Chp 1	Discussion board: <ul style="list-style-type: none"> • Content Area PLCs • Week 2 	
3	9/15	What is academic language? Why is it challenging?	Freeman & Freeman, Chap 3 & 4 (p. 91-102) Wilson & Chavez, Chap 1 & <ul style="list-style-type: none"> • Select your content area chapter to read. 	Discussion board: <ul style="list-style-type: none"> • Week 3: Jigsaw-mixed content areas • <i>Ongoing Content Area PLCs</i> 	
4	9/22	How do we support and build content knowledge? Why?	Reiss, Chap 2, 5 & 6 Gottlieb & Ernst-Slavit, Chp 4 <ul style="list-style-type: none"> • Focus on your content area 	Discussion board: <ul style="list-style-type: none"> • Week 4 • <i>Ongoing Content Area PLCs</i> 	Content Teacher Presentations

5	9/29	How do we support building vocabulary knowledge? Why?	Freeman & Freeman, Chap 6: pp. 122-143 Reiss, Chap 8	Discussion board: <ul style="list-style-type: none"> • Week 5 • <i>Ongoing Content Area PLCs</i> 	Content Teacher Presentations
6	10/6	How do we integrate academic language into our instruction? Content & language objectives WIDA standards	Freeman & Freeman, Chap 6, pp. 143-153 Gottlieb & Ernst-Slavit, Chap 2	Discussion board: <ul style="list-style-type: none"> • Week 6 • <i>Ongoing Content Area PLCs</i> 	Content Teacher Presentations
7	10/13	How do we support building metacognitive strategies and skills? Why?	Reiss, Chap 4 Bb readings	Discussion board: <ul style="list-style-type: none"> • Week 7: jigsaw- mixed content areas • <i>Ongoing Content Area PLCs</i> 	Teacher as Reader Annotated Bibliography Content Teacher Presentations
8	10/20	How do we support building cognitive strategies and skills? Why?	Reiss, Chap 9 & 10 Bb readings	Discussion board: <ul style="list-style-type: none"> • Week 8 	Content Teacher Presentations
9	10/27	How do we support academic writing?	Freeman & Freeman, Chap 5 Bb readings	Discussion board: <ul style="list-style-type: none"> • Week 9 	Content Teacher Presentations

10	11/3	How do we ensure that assessment focuses on learning?	Reiss, Chap 7 & 11 Gotlieb & Ernst-Slavit, Chp 5	Discussion board: <ul style="list-style-type: none"> • Week 10 	Content Teacher Presentations
11	11/10	How do we align our lessons and/or units to support our EL students?	Freeman & Freeman, Chap 7 Gottlieb & Ernst-Slavit, Chap 2 Bb readings	Discussion board: <ul style="list-style-type: none"> • Week 11 • Content Area PLCs 	
12	11/17	How do language learner identities influence how our students learn?	Bb readings	Discussion board: <ul style="list-style-type: none"> • Week 12: jigsaw-different articles 	
13	11/24	Thanksgiving Break			
14	12/1	How do our own identities influence the way we teach our language learner students?	Bb readings	Discussion board: <ul style="list-style-type: none"> • Week 14 	Updated Philosophy of Teaching (PBA) DUE 12/4
15	12/8	Presentation		Discussion board: <ul style="list-style-type: none"> • Week 15 	Content Literacy Project (PBA) Field Experience Documentation (PBA)

Assignments

1. Participation (21 pts)

A) Group Discussion Guidelines

- 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).
- Postings should be a minimum of one short paragraph to a maximum of two paragraphs.
- 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.
- Address the questions as much as possible (don't let the discussion stray).
- Paraphrase and cite from the texts that support your postings. Include page numbers when you provide direct quotes.
- Build on others responses to create threads.
- Bring in related prior knowledge (work experience, prior coursework, readings, etc.)
- Use proper etiquette (proper language, typing, etc.).

Please note that on certain weeks you will be asked to discuss in small group (e.g. content area PLC, mixed content area groups for jigsaw readings) as well as contribute to a larger discussion. Do your best to contribute equally, but I am also aware that this may be challenging. During the first week, we will discuss what are our shared expectations are for online discussion and protocols.*

There will be a grade assigned for 7 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. The following rubric will be used:

Online Discussions Rubric				
Criteria	Excellent	Good	Average	Poor
Timely discussion contributions	Postings are well distributed throughout the module. (Posts span four or more time periods). Initial posting is on time.	Postings are mostly distributed throughout the module. (Posts span three time periods). Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week. (Responses are posted at one time). Initial posting is late.
Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned reading	It is very clear that readings were understood and incorporated well into responses.	The readings were understood and incorporated into responses.	The postings demonstrate a questionable relationship to reading material.	It is not evident that readings were understood and/or not incorporated into discussion.

Adherence to on-line protocols*	All on-line protocols followed	1 online protocol not adhered to in the module.	2-3 online protocols not adhered to in the module.	4 or more online protocols not adhered to in the module.
Points	3	2	1	0

B) Exit Slip Journal

Towards the end of each week, you will complete an Exit Slip Journal entry that details your current thinking on the questions and/or topics given our readings/discussions. The Exit Slip entry is to help you process your learning and to provide me insight into your developing understanding and perspectives; your entry will also help me to adjust instruction and/or provide direct support for our next session or ongoing assignments. These entries will only be read by your instructor. It is expected that your response is brief, but connected to your discussion responses and the readings in relationship to your evolving/changing thinking and perspectives on how to provide opportunities for EL students to learn.

Your exit slip entries should be submitted by Saturdays at 11:59pm EST.

2. Content Teacher Presentation (10 pts)

You will individually prepare a brief presentation of information and associated graphics to share information with content instructors on how to prepare to teach EL students in your content area. The format of this presentation can be of your choosing; you may choose to create a short voiced-over PowerPoint, a detailed transcript, YouTube video, etc. You will also need to provide copies of handouts you would distribute.

The focus of your presentation will be a topic of your choosing related to concepts, themes, and/or instructional practices from Week 4-10:

- Supporting content knowledge/building background knowledge
- Vocabulary knowledge
- Content & language objectives
- Comprehension strategies & skills
- Academic writing
- Assessment

Additional resources will be provided in content area folders for use for this assignment. Each presentation should specify age level, audience and general context for its use. You should prepare with the idea in mind that the presentation would be appropriate to show other staff members or content area teams at your school site.

The presentations will be assessed according to:

1. Accuracy of the information presented;
2. Ability to translate key principles into practical use;
3. Clarity of explanation (e.g. why this is important? For what purpose? For what result?);

4. Appropriateness of the presentation to the audience;
5. Thoroughness and accuracy of how your presentation reflects the current knowledge of the field.

If the presentation does not embed the above criteria, a 3-5 page outline ***must*** be submitted that details all of the above information and includes a copy of the handouts. Rubric will be provided prior to assignment submission.

3. Teachers As Readers Annotated Bibliography (15 pts)

As part of a content area Professional Learning Community (PLC) with others in the class, select a shared topic of interest and read a series of books or articles about teaching ESL learners in the content areas for “teachers as readers.” As a group, you will create one annotated bibliography of books and/or articles that **everyone will have read**.

An annotated bibliography is a list of 10 citations to refereed articles or books and is followed by a brief (150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources listed (Cornell University Library, 2013).

This assignment gives your group an opportunity to explore relevant and timely research and practices for working effectively with ESL learners in content area classrooms. For each article read you must list the reference citation at the beginning (using APA format) and provide a succinct critical analysis of the article below. As a group, you will decide who is responsible for creating an annotated citation for each reading. For additional guidance and examples, please refer to the OWL at Purdue: <https://owl.english.purdue.edu/owl/resource/614/01/>

The Annotated Bibliography will be graded on the following elements (each worth 3 points each):

Breadth – To what extent did the bibliography represent the topic of study; did it include 10 articles/books related to the topic.

Objective Reasoning – Is the information shared practical and useful for classroom teachers? Was it evidenced based and supported by research?

Coverage – Do the articles represent the thinking/perspectives in the field? Were the sources relevant and current?

Writing Style – Does the bibliography conform to APA standards in all dimensions? Does the annotation conform to word limits and express and evaluation of the article?

Evaluation – Is the reader able to evaluate/judge the validity and/or trustworthiness of the reviewed article?

Note: Content Area PLC discussion groups are open to all students to join, but please select only one to actively participate in.

4. Content Literacy Project (30 pts)

You will plan collaboratively with other colleagues at your field experience site or school to improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS.

A) 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, reading specialist/literacy, ESL specialist, content area teacher, other resource teachers) to: plan, teach, and reflect upon the project.

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.

B) 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)

- State the instructional goals and student learning objectives. The objectives should show a separation between language and content objectives. (see lesson/activity plan outline)
- Document any adaptations needed in the lesson to suit individual student needs.
- Briefly summarize how you implemented the strategies and your use of technology
- 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?
- Did you meet your goals for instruction? How do you know? Provide examples/support.
- Did students meet the objectives? How do you know? Provide examples/support.

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

- What did you learn about the nature of language, literacy, and content area instruction for ELLs by using the strategies?
- What is the role of collaboration in planning and implementing content area literacy for ELLs?
- 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?
- 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?
- What additional knowledge, training, experiences do ESOL teacher need to effectively support the students' literacy development and acquisition of content?
- 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.
- 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. A lesson plan template with required elements will be available on the Blackboard site.

Part F – Presentation

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).

5. Updated Philosophy of Teaching (14 pts)

Your paper will need to blend SLA theories and research, discussion of culturally responsive teaching and how they can shape your instruction and a vision of your classroom. You will need

to incorporate the history of ESL as well as policy issues for reflection and clarification (from knowledge in EDCI 516). You will need to incorporate understanding of multicultural education and issues of equity in the classroom as well (from knowledge in EDUC 537). Additionally, you need to describe potential steps for sharing professional staff development strategies based on your own personal reflections and analysis of student outcomes. Lastly, you need to describe how you will develop partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. **Submit on Blackboard by midnight of the due date.**

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 supportive and accepting classroom environment	3a	Candidates are aware of standards based ESL and content instruction but do not address learning needs individually within the unit	Candidates plan and implement standards based ESL and content instruction that use instructional models appropriate to individual student needs	Candidates systematically design standards based ESL and content instruction that is student centered and require students to work collaboratively to meet learning objectives
5	Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for	3a	Candidates note the importance of assessments to measure students' degree of mastery of learning objectives but do not use	Candidates plan lessons that are scaffolded and link student's prior knowledge to newly introduced learning objectives and	Candidates plan lessons that are scaffolded and link students' prior knowledge to new learning objectives. Candidates connect ELLs with additional support for learning

	student to successfully meet learning objectives		them effectively to continue instruction throughout the plan	continually monitor students' progress toward learning objectives	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 related devices) to enhance language and content-area instruction for ELLs	3c	Candidate note the ways in which computers and other technological resources can improve ELLs learning, but employ them on a limited basis in the lesson plan	Candidates use technology resources to enhance, create, and/or adapt instruction to meet ELLs language and content learning needs.	Candidates use a variety of technology resources to obtain and create materials that promote language, 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
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Philosophy of Teaching Rubric

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts	Describes few or inappropriate theories, teaching methods and history of second language teaching with many inaccuracies and does not clearly apply these to making informed instructional decisions.	Describes some theories, teaching methods and history of second language teaching with some inaccuracies and incompletely applies these to making informed instructional decisions.	Describes theories, teaching methods and history of second language teaching with (minor) inaccuracies as these apply to making informed instructional decisions.	Accurately and thoroughly describes theories, teaching methods and history of second language teaching as these apply to making informed instructional decisions.
5.a.2 Demonstrate knowledge of the evolution of laws and policy in the ESL profession	Describes few laws, policies and guidelines applicable to ESL or contains many inaccuracies.	Describes laws, policies and guidelines applicable to ESL.	Describes laws, policies and guidelines applicable to ESL students and recommends effective instructional programs, with some inaccuracies.	Accurately and comprehensively describes laws, policies and guidelines applicable to ESL students and their education and recommends effective instructional programs.
5.b.5. Advocate for ELLs' access to academic classes, resources, and instructional technology.	Describes few and unrealistic ways s/he will collaborate with colleagues in the identification and selection of materials that can enhance the learning of ESL students.	Describes how s/he will collaborate with colleagues in the identification and selection of materials that can enhance the learning of ESL students, although with some inaccuracies or unrealistic proposals.	Describes how s/he will collaborate with colleagues in the identification and selection of materials and instructional technology that can enhance the learning of ESL students.	Clearly describes, with many examples, how s/he will collaborate with colleagues in the identification and selection of materials and instructional technology that can enhance the learning of ESL students.

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
5.b.6. Support ELL families.	Articulates few or unrealistic ways in which s/he can support ESL students and assist ESL families in making educational decisions.	Articulates ways in which s/he can support ESL students or assist ESL families in making educational decisions.	Articulates practical ways in which s/he can support ESL students and assist ESL families in making educational decisions.	Clearly articulates a variety of practical and realistic ways in which s/he can support ESL students and assist ESL families in making educational decisions.
5.b.7 Serve as professional resource personnel in their educational communities	Describes self as professional resource in schools by identifying few and inappropriate techniques and dispositions for working with English Language Learners.	Describes self as professional resource in schools by identifying techniques and dispositions required to work with English Language Learners, although some of these may be inappropriate.	Describes self as professional resource in schools by identifying appropriate techniques and dispositions required to work effectively with English Language Learners.	Describes self as professional resource in schools by identifying a variety of appropriate techniques and dispositions required to work effectively with English Language Learners.