GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

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This course takes place online at Blackboard.gmu.edu, using the Blackboard course software at **http://courses.gmu.edu**. *Participants will receive an email with directions for accessing the course material.*

Course Description
Course Prerequisites: EDCI 516 or EDCI 519. Note that EDCI 510 or LING 520 are also helpful preparation for this course.

This course provides an in depth focus into the issues and practices affecting middle and secondary school literacy for English language learners (ELL) and other language minority students (LMS). Particular emphasis will be placed on content area reading/writing processes in first/second language, research on reading comprehension, effective teaching and assessment approaches for students with diverse cultural/linguistic backgrounds. Topics include: role of prior knowledge; cognitive interaction between reading/writing; research on teaching reading/writing strategies; effective classroom practices for older English language learners; psychological and socio-cultural dimensions for teaching older ELLs; the role of collaboration with colleagues (ESL specialists, grade-level teachers, literacy coaches, etc.); formal and informal literacy assessments (including performance based assessments).

Course Objectives:
Students completing this course will be able 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 biliteracy 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.

* Adapted from MME- EDRD 615, EDRD 525 syllabi

Assignment Overview:

Assignment	%	Description	Due date
1. Class Participation	15	Complete readings, participate in online discussions, including responding to all questions and interacting with peers.	On-going
2. Analysis Project	15	Analyze a research study.	*July 29*
3. Case Study	25	Analyze the oral and literacy levels of an adolescent ELL.	*July 9*
4. Content Literacy Project (**also turn in your Field Experience failure to do so will give you a failing grade for the <u>course</u>**)	25	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	*July 9*
5. Collaborative Learning Project	20	Work with classmates to create a presentation on a content area using digital media.	*July 20*

You can find detailed guidelines and scoring rubrics for each assignment in subsequent sections.

Required Textbooks:
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.
Ruddell, M.R. (2007) (5th ed.). T*eaching* c*ontent reading and writing.* Hoboken, NJ: John Wiley & Sons.
Carrasquillo, A.& Rodriguez, V. (2002) (2nd ed.) *Language Minority Students in the Mainstream Classroom*. Multilingual Matters (pdf files on-line)

Recommended:
Peregoy, S. F. and Boyle, O. F. (2005). Reading, Writing, & Learning in ESL: A Resource Book for K-12 Teachers. Longman Publishers USA
Other course readings will be provided by instructor, either through GMU Electronic reserves or blackboard.gmu.edu.

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) as well as, the National Council for Accreditation of Teacher
Education (NCATE)* and the 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: Langauge 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
Visit http://www.doe.virginia.gov/VDOE/Instruction/ESL/ for complete descriptions of each standard.

GRADING
http://jiju.gmu.edu/catalog/apolicies/gradstandards.html

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	2.70 – 3.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	2.60	
A-	90-93	2.30	
B+	85-89	2.00	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	1.60	
C*	70-79	1.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	<1.00	

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

> In this course, students must perform at a level beyond expectations in order to earn 3 points for an assignment. This includes reading articles that are listed as optional readings and discussing them both within the discussion board and as relevant, within assignments.

The Professional Development Portfolio
The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. A performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

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

Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website: http://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidelines.pdf for more information.

Attendance Policy:
FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as evidence of lack of participation. In online courses failure to logon as indicated in the course outline is considered an unapproved absence.

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 withdraws will be permitted.

"Absences" from online sessions

If you know that you will miss a week online, please notify me prior to the beginning of the week.   Absence means that you miss interacting with and contributing to group discussions. While illness and official travel are reasonable impediments, missing more than three will result in an unsatisfactory grade.

Late projects

If you need to request an extension of time to turn in a project, please **EMAIL ME BEFORE THE DUE DATE** to talk about it. **No more than one late project will be accepted from any one student and any late projects will receive a total 5 percent deduction for each day it is late.**

Plagiarism and Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. (Mason catalog). Refer to this hyperlinked** GMU Honor Code for further details.

Double dipping

Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It's unethical.

Grade Incompletes (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.

Work Samples

For purposes of NCATE Accreditation, student work samples from the designated NCATE assignment will be collected for program review. The instructor will also request voluntary permission to use student samples.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT EXPECTATIONS

Student Expectations

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

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

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

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

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

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

Campus Resources

- 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/].

- 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/].

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

CLASS SCHEDULE

Prepare for the class by having the reading, assignment, learning modules activity ready during the week in which it appears on the schedule.

Week	Date	Topic / Activities	Readings	Assignments Due
1	14-May	- Defining our population - Challenges of content literacy for ELL/LMS - Writing content & Language Objectives - Teaching Academic Language and Subject Area content • Write a content area literacy lesson for your CLP	Syllabus & Sample student work Freeman & Freeman (Ch.1, 6,7)	On-line Discussion
2	21-May	- Academic & Conversational Language - Academic Registers - Supporting Academic Writing (Sentence & Paragraph level) • Deliver your lesson & begin to write your CLP	Freeman & Freeman (Ch.2,3,5);	On-line Discussion
3	28-May	- Assessing literacy and content knowledge • Continue to write your CLP • Work with student for your case study	Ruddell (p.345-363)	On-line Discussion
4	4-Jun	- Evaluating instructional materials • Write steps 1 – 3 for your case study project	Ruddell ch. 3	On-line Discussion
5	11-Jun	- Coping with Academic texts & textbooks • Write steps 4 – 5 for your case study project	Freeman & Freeman Ch. 4	On-line Discussion
6	18-Jun	- Role of the teacher in adolescent literacy - Reading theory and L2 acquisition - Comprehension in the content classroom	Ruddell p.16-18; Ruddell Ch. 2, 4	Week 6 module (on-line)
7	25-Jun	- Teaching Bilingual Students (Sheltered Approaches) - Vocabulary in the content classroom	Ruddell Ch. 5, 6	Week 7 module (on-line)

8	2-Jul	- Integrating Language through the Content areas
		  • Review of Case Study and CLP
		  • Orientation to the collaborative project (review samples)
			C&R Ch. 7,8,9	On-site
				Drafts Due (Case Study & CLP)

9	9-Jul	- Reading across the curriculum for ELLs • Collaborative project group work	Ruddell Ch. 7	On-site CLP (*Taskstream*) + Case Study final draft Due
10	16-Jul	- Writing across the curriculum for ELLs • Collaborative project group work	Ruddell Ch. 8	On-site Collaborative Projects Due (July 20)
11	23-Jul	• Research Study Analysis		Week 11 module Analysis Project Due (July 29)
12	30-Jul	• Review and comment on all collaborative projects posted by classmates.	Collaborative Projects	Week 12 module
		Wrapping it up		

* Optional readings can come from articles posted on the Blackboard site.

ASSIGNMENTS AND RUBRICS

1. Class and Group Discussion Participation

Guidelines
1. Regular contributions to online class modules, including responding to all questions thoroughly and completely, extending topical discussion through integration of topics, readings, and experience, and challenging and leading colleagues to new understandings.
2. Completion all of the assigned course readings and referencing them in weekly assignments, integrating them with experiences and fieldwork.
3. Participation in all group activities related to assignments, including taking responsibility for feedback to peers in group settings, meeting deadlines, and providing feedback.
4. Sharing insights, information, and relevant experiences with classmates.
5. Respecting the opinions, ideas, and contributions of others.

Class Participation Scoring Rubric

Relationship to expectations	1 Progressing (unmet)	2 Meets	3 Exceeds
1. Attendance	Misses 2-3 online sessions, and/or fails to contribute regularly	Misses 1 online session or topics but otherwise contributes regularly.	Attends all online sessions and contributes regularly in assigned discussions, providing challenge and leadership to colleagues.
2. Preparation of Readings.	Prepared some of the time for thoughtful contribution to blackboard discussions.	Prepared most of the time for thoughtful contribution to blackboard discussions.	Demonstrates completion of course readings (including an optional reading) through insightful applications to online discussions.
3. Participation in activities, discussions, projects.	Minimal participation in discussions, activities, projects.	Satisfactory participation in discussions, activities, projects.	Active, weekly participation in topical online discussions, integrating experience and perspectives to inform discussion.
4. Homework, group projects.	Responds to some questions and peers.	Responds to questions and discussion prompts in factually correct ways; responds to peers regularly.	Responds to all reading related questions, and discussion prompts, makes insightful, literature-based commentary on others' work.

2. Research Study Analysis Project

Purpose:
As a graduate student you need to engage with the most current studies in the field. You also need to be aware of how studies are presented and have a general idea of how they are conducted (research methodology).
This will help you reach your own conclusions with more professional confidence because you will have a body of research behind you.

This is also a good opportunity to practice some good content area literacy strategies at a reading level that is close to your independent or instructional reading level. It will also give you an 'insider's' perspective of what it feels like to use the strategies in a before/during/after sequence that is commonly recommended for content area literacy.

Instructions

a) Pick an article from the readings folder that no one else has picked (or use another one from a peer reviewed journal).

    a. Add your thread to the Article Analyses Discussion. Use the Title listed on the Article file. (This way your class mates will know not to use that study.)

    b. Use the Adlit link for Before/During/After Strategies found at this link: http://www.adlit.org/strategy_library or an appropriate iPad app. (use at least one strategy in any of the 3 steps below)

1. On your discussion thread:
   Label your first response:
   Before reading: Then write what you know about the topic. State which strategy you plan to use for comprehending the text of the article.

   Label your second response:
   During reading: Then write one or two questions regarding what you hope to find out through the reading. Then read the research study.

   Label your third response:
   After reading: Then develop a slideshow (preferably narrated ~ can be power point, iPad application that can be shared through a link, etc.)

       Outline:
   1. Describe the study + research method+ main conclusions
   2. Explain why the topic is important
   3. Show 2-3 contributions that this study makes for YOUR practice
   4. State whether your original questions were answered. State them here, if new questions arise for you.
   5. Describe your experience with the strategy you chose (successful and/or relevant).
   6. Analyze the information you knew before and what you know now. You can do this through a visual (ie. Wordle.net, graphic organizer, picture).

b) Upload the slideshow to this third response.
c) Read 3 threads from articles analyzed by your classmates and comment.
   ✓ Use the Sentence Starters found in this link: http://www.adlit.org/article/21573/ to start your comments or use one of your own.

Rubric

3 points = Exceeds	2 points = Meets	1 point = Approaching
All 6 questions are answered completely and the slideshow is narrated.	All questions are answered completely.	Most questions are answered in a superficial manner.
Responded to 3 threads purposefully.	Responded to 2 threads purposefully.	Responded to 0 threads and/or responded carelessly.

3. Collaborative Learning Project *(We will review this thoroughly during our class meetings)*

1. Purpose
The onset of on-line learning and collaborative project work is a quickly growing reality for our learners and us as educators. Most adults were not taught this way and yet our students either formally or incidentally while trolling the web on their own. Our generation X, Y millennial or digital native students are increasingly screen-based in their learning. As student centered teachers, we need to meet them where they are while pulling up the level of cognitive and linguistic processing to instructional levels. Around the globe, our ELL adolescent learners are, likewise, pulling us to move with them into more socially constructed learning via: handheld venues (smartphones), social networks, video gaming, etc. If you haven't already done so, this is an opportunity for you to engage in learning both: new technologies via cyber-collaboration and course content.

2. Rationale
By experiencing new ways to socially construct your learning on-line you will be more likely to do so with your students. Cyber-collaboration modes of learning not only help you teach in distance learning situations but also help you even when you see your students every school day. This is because they allow you to differentiate your instruction while also providing new options for your students to choose the mode they prefer. You will also have the opportunity to share your learning in an authentic and meaningful way because it will become part of the instructional material for the course. Yes… your classmates will learn from you! The result of your project will be to supplement (not supplant) the material that has already been developed for this course. You will turn in your project on the due date, receive my feedback, adjust accordingly and then post it for the week the topic is explored.

3. Instructions
   a. Topics
   You will research *content-based literacy as it is related to adolescent learners* and one of the following content areas. Choose one of the topics below to research. There is a hyper-link of resources you can visit to get you started. You can also visit association websites based on the content topic to see what is written regarding ELLs (i.e. International Reading Association; National Council of Teachers of Mathematics; National Council for the Social Studies, National

Science Teachers Association; McREL: Mid-continent Research for Education and Learning; Education Northwest).

      i. Topics
        1. Science
        2. Social Studies
        3. English Language Arts (includes Literature)
        4. Math

b. Group
Sign up for the group based on the topic of your choice. The groups are on the course menu page. Each group will be no larger than 5 members (if the group is smaller some roles will be combined)

c. Student Roles
Aside from building the topic content, you will choose an individual role for each group member.
      i. **Sourcerer** – evaluates the groups' citation formatting and link
      ii. **Triple C** – checks for clarity, conciseness and coherence for the entire presentation.
      iii. **Gummy Worm** – Digs for GUM: Grammar, usage, and mechanics. Are the words used appropriately, punctuation, spelling, etc…of an acceptable level for an academic presentation?
      iv. **Sparkler** – Provides the spark to get and keep things moving and ensures project is completed on time.
      v. **Charmer**– makes sure the product is linguistically, visually, and audibly engaging, attractive and appropriate for the target audience.

d. Start your group discussion on the discussion board (within your group space)

e. Format Options
Choose which project format you will use. *(See item 7 below labeled 'inserts' or click on the link that will take you directly to the item you wish to review.)* You can always look for video tutorials on Youtube.com or Teachertube.com
      i. Wiki
      ii. Podcast
      iii. Narrated Slide Show/ VoiceThread / iPad application presentation (Explain Everything)

4. Time Frame (4 weeks of the course)
    a. Step 1: Decide on group members, roles, format
    b. Step 2: Explore the topic content, categorize and organize
    c. Step 3: Build the content
    d. Step 4: Revise and polish

Rubric

Category	Description	Expectations			Points
		Doesn't meet	Meet	Exceeds	
Sources	Number of reliable sources for each conclusion, category or observation are listed to help the audience validate the accuracy of the information.	0 to 1	2	3 or more	
Sub-topics	Researchers independently identify creative topics, ideas/questions to pursue when doing the research.	0 to 1	2	3 or more	
Revision	Evidence of collaboration. Number of Characteristics: 1. Routinely provide useful ideas 2. Look for and suggest solutions to problems. 3. Never is publicly critical of the project or the work of others. Consistently positive about the task(s). 4. Supports the efforts of others. 5. Occasionally monitors group effectiveness and works toward that goal.	0 to 1	2	3 or more	
Timing	Group develops and maintains a reasonably clear tempo of work describing when different parts are done (e.g. Planning, research, first draft, final draft) within the group discussion board. Number of members showing this.	0 or 1	2 to 3	4 or more	
Presentation Quality Characteristics	1. Clarity, Conciseness, Coherence 2. Grammar, Usage, Mechanics 3. Engaging, Attractive, Appropriate	0 to 4	5 to 7	8 to 9	
		Total			0

5. Technical Instructions ~ Collaborative Learning Project

a. Wikis -To learn about wikis
    i. Watch this video:
        1. How to use the **wiki** PBworks (to know the general
            information) . (You can use wikispaces which may be easier
            than pbwiki)
    ii. Review this Wiki on using Wikis in the Classroom. It is loaded with
         links for more information:
         http://digitallyspeaking.pbworks.com/w/page/17791586/Wikis
    III. Create your Wiki on the course page in Blackboard (also found at:
          http://ondemand.blackboard.com/communicate.htm)

          1. Creating a Wiki Watch It!

          2. Adding Rich Content to a Wiki Watch It!

          3. Editing a Wiki Page Watch It!

          4. Linking Wiki Pages Watch It!

          5. Viewing a Wiki Page History - New! Watch It!
b. Podcasting
    i. View to learn about podcasting
        1. This video tutorial Voki made easy
        2. This wiki to learn about podcasting
    ii. Be sure to write a transcript of the podcast. (You'll need to anyway
         to serve as a guide when you record.)
    iii. Plan for a 5 to 10 minute podcast.
c. Narrated Slide Show ~ Voice Thread/ iPad/ Power Point
    i. View this wiki for information on creating a Voicethread. Be sure to
        create content where your viewers can answer the questions in italics
    ii. Use an iPad application like: Explain Everything Presentation loaded
         on Youtube/DropBox/Google Docs

4.   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 and the Developmental Reading inventory from the Ruddell Text (p.345 – 363). 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.

Steps	Writing requirement	Task
1	**2 paragraphs - description**	o Identify an adolescent ELL student. o Write a paragraph description for the student based on first language skills and development, demographics and the school context.
2	**2 paragraphs - general background questions.** **2 paragraphs – oral language abilities**	o Read Chapter 1 and interview the student using the questions from Application #2 (pg.21). Write up the responses. o Use ONE of the following assessment instruments: o Common European Framework: This is used throughout most of Europe and Latin America: http://www.pearsonlongman.com/ae/cef/cefguide.pdf o US based descriptors from WIDA: http://www.wida.us/standards/elp.aspx o Use the SOLOM (found on 'course content') to give you an overall idea of the students' oral levels. o Describe the results.
3	**2 paragraphs – writing abilities.** **2 paragraphs – writing instruction recommendations**	o Collect a representative writing sample from the student. o 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.
4	**2 paragraphs – Reading abilities** **1 paragraph textbook section analysis.**	o Pick a content-area textbook for the student. Choose a challenging section of text. Analyze it according to the Application #1 in chpt.4 (p. 102) AND the Developmental Reading Inventory (found in the Ruddell text) o Write 2-3 paragraphs of the analysis. o Provide recommendations o Adjustments to the Developmental Reading Inventory for

	2 Paragraphs Developmental Reading Inventory	ELLs ○ for working with the text (either for the student or the teachers)
5	1 page analysis	○ on writing instruction for each student after reading chapter 5. ○ Turn your work into an academic paper or a slide show (*Be creative on the types of slideshows you can use. i.e. prezi.com, glogster.com*). (See the suggested outline below)
6	Product	

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)
    Recommendations
List of references

Case Study Rubric

	3 Exceeds Standard	2 Meets Standard	1 Approaching (*unmet*)
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. Includes an optional reading to inform the discussion.	Presents a thorough 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.
Recom-mendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents appropriate 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

5.   **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.

<div align="center">Content Literacy Project-Writing Your Report</div>

Part A- Introduction (2 pgs)
Include this information in the introduction:
▪ 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.

* Turn in your field experience forms in TaskStream along with this project as part of your grade.

LESSON PLAN FORMAT

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.

Content Literacy Project Rubric

	Category	TESOL Domain	Score		
			1	**2**	**3**
			Approaches Standard *(Unmet)*	**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 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 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

5.   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. For help identifying a fieldwork placement, review the Fieldwork and Portfolio Guidelines on Blackboard or contact the Field Work Coordinator.

At the conclusion of the semester you will need to turn in a log of hours and a fieldwork evaluation form (below). 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. Scan both forms and submit them together into your TaskStream Portfolio under "Fieldwork Logs – EDRD 610.").