EDFS 671: Teaching Reading and Writing to K-12 Speakers of Other Languages (ESOL)

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Telephone: 843-953-6353
Location: College of Charleston, North Campus
Office Hours: Tuesdays and Thursdays 10:00 - 12:30 and by appointment.
Graduate Hours: 3 Graduate Hours
Semester: Spring, 2013
Texts: Selected articles

Course Description:
This course is intended to provide a theoretical foundation for the teaching of reading and writing English to limited English proficient (LEP) learners in K-12 schools. Topics include theories of the development of literacy in a second language, contrastive rhetoric, and formal and informal reading/writing assessment strategies. Instructional techniques appropriate for learners with prior schooling in the native language as well as those with limited or no prior schooling will be demonstrated. Participants will be exposed to approaches consistent with the whole language philosophy, such as dialogue journal writing, reading/writing workshop, family literacy, writing for publication, and writing in the content areas. Emphasis will be given to integrating second language reading and writing instruction.

College of Charleston Teaching and Learning Standards
Standard I: Evidence theoretical and practical understanding of the ways learners develop.
Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.
Standard III: Evidence a variety of strategies that optimize student learning.
Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
Standard V: Communicate effectively with students, parents, colleagues, and the community.
Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.
Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

TESOL Pre-K-12 Standards
Goal 1. Standard 1 (G1,S1) To use English to communicate in social settings: Students will use English to participate in social interactions
Goal 1. Standard 2 (G1,S2) To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment
Goal 1. Standard 3 (G1,S3) To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence
Goal 2. Standard 1(G2,S1) To use English to achieve academically in all content areas: Students will use English to interact in the classroom
Goal 2. Standard 2 (G2,S2) To use English to achieve academically in all
content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form

**Goal 2. Standard 3 (G2,S3)** To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

**Goal 3. Standard 1 (G3,S1)** To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting

**Goal 3. Standard 2 (G3,S2)** To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting

**Goal 3. Standard 3 (G3,S3)** To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence (G2,S2)

**Goals/Standards/Objectives**

- √ Class participants will use appropriate vocabulary to discuss L2 acquisition and literacy instruction. (U. of Charleston Std I, II)(TESOL G1,S1; G2,S2)
- √ Class participants will discuss optimal ways in which L2 learners process information. (U. of Charleston Std I, II, III)(TESOL G3,S1)
- √ Class participants will discuss L2 acquisition in regard to learning environments and other variables. (U. of Charleston Std I, II, III)(TESOL G2, S3)
- √ Class participants will examine and apply teaching techniques for optimal L2 learning across content areas. (U. of Charleston Std I, II, III)(TESOL G3.S1; G3,S1)
- √ Class participants will explore L2 learning in regard to reading processes. (U. of Charleston Std I, II, III)(TESOL G2,S2)
- √ Class participants will explore L2 learning in regard to writing processes. (College of Charleston Std I, II, III)(TESOL G3,S1)
- √ Class participants will identify and apply methods of scaffolding learning for K-12 LEP students. (U. of Charleston Std I, III, IV, V)(TESOL G2,S3)
- √ Class participants will analyze areas for potential collaboration to benefit L2 learners. (U. of Charleston Std I, IV, V, VI)(TESOL G3,S3)
- √ Class participants will analyze culture as it relates to L2 learning. (U. of Charleston Std I, VII)(TESOL G1,S2; G1,S3)
- √ Class participants will cite current research on L2 acquisition in a research paper and in presenting course projects. (U. of Charleston Std II) (TESOL G2,S2; G3,S2)

**Activities, Due Dates, and Points Values:**

1. Participants will post a Reading Response Log entry for the 20 assigned Module readings. (See template.) **See Course Calendar. 5 points each**
2. Participants will post a Reflective Journal entry for the 20 assigned Modules. (See Template.) **See Course Calendar. 5 points each**
3. Participants will post Summaries/Reflections for five of the Module Activities. (See template.) **See Course Calendar. 5 points each**
4. Participants will post 10 Internet Log (IL) entries covering explorations of 10 different sites regarding aspects related to the Teaching of Reading and Writing to English language learners (ELLs). IL entries should give site address and a brief analysis of the resource (50 to 75 words). February 12, 19, 26; March 5, 19, 26; April 2, 9, 16, and 23. 10 points each

5. Participants will examine their own experiences reading in a second language (or a third or fourth) through reading 5 minutes in that language at 6 different times (30 minutes total). Participants will post six L2 Reading Reflections based on reading these self-selected materials (Please identify the material read for each entry.) February 5, 19; March 5, 19; April 2 and 16. 10 points each

6. Participants will write a 5-page (excluding cover and note pages) Research Paper to be posted no later than March 25. Paper will formatted using the APA style of writing. Google “APA writing style” for examples. 100 Points

7. Participants will create a short PPP that can be used as part of a professional development program at their local school. Target audience: non-ESOL teachers. April 23.

You will notice that the readings in OAKS are not all current. They are all, though, excellent journal articles. On page 5 of this syllabus, you will see updated journal articles. You will have an opportunity to compare and contrast some of the “old” articles with the more current ones and in some cases, you will be able select on which article you will comment.

Assessment, Feedback, and Grading.
- Ongoing feedback is provided through Discussion Board postings for course participants for Modules components (Module Reflective Journal, Reading Response Log, Activities, Internet Journal, and L2 Reading Journal).
- Research Papers posted electronically will have electronic feedback.
- Course grades will be assigned according to the above distribution points.
- For your grades, keep a running average: total earned points divided by total possible points.
- C is the lowest passing grade for graduate courses. All assignments should be turned in on time. Late assignments will result in point reductions: one letter grade for each day an assignment is late.

See the following website for the CofC honor code handbook: http://www.cofc.edu/abut/document/handbook.pdf. Honor code violations will result in an XF for the class indicating failure of the course due to academic dishonesty.

Course Calendar: Topics and Dates

January 26 Meeting at North Campus
1). Introductions 2). Review of Syllabus 3). Nettiquete 4). OAKS Workshop

February 2 Module 1: Use All Four Modes to Teach/Develop English Literacy
Anderson, Role of Metacognition
February 9
Module 2: Reading and Writing Should Be Learner Centered  
*Krashen, Lexile Framework*

February 16
Module 3: Ongoing Assessment Guides Instruction  
*McQuillan, 7 U.S. Reading Myths*

Module 4: Theoretical Framework for L2 Literacy Development  
*McLaughlin, Reading Myths and Misconceptions*

February 23
Module 5: Mentors in Reading/Writing Instruction  
*Morse, Unschooled Migrant Youth*

Module 6: Teacher Read Alouds: Advertising the Product  
*Trelease, Trelease Handbook Ch. 1.*

March 2
Module 7: Family Literacy Activities: Building Bridges Between Home and School.  
*Allington, 10 Principles*

Module 8: Ways with Reading: Explore and Enjoy  
*Urzua, Cross-age Tutoring*

Module 9: Language Experience Approach with Fiction, Nonfiction, and Poetry  
*Taylor, LEA*

March 9
Spring Break

March 16
Module 10: Pass the Poetry: Nourish the Spirit, Feed the Soul  
*Gasperro & Faletta, Cr. Drama w/Poetry*

Module 11: Strategies for Priming the Writing Pump  
*Krashen, Futility of Spelling Grind*

March 23
Module 12: Dialog Journals: Conversations with Our Students  
*Peyton, Dialog Journals*

Module 13: Developing Academic Reading Skills: Science Focus  
*Rd/Writing in Content Areas*

March 30
Module 14: Developing Academic Reading Skills: Social Studies Focus  
*Krashen, Case for Narrow Reading*

Module 15: Building Schema with Trade Books in Art, Music, Math, and More  
*Crandall et al., Using Cognitive Strategies to Develop English Language and Literacy*
**April 6**  
Module 16: Strategies to Sustain Silent Reading  
*Reading Logs*

Module 17: Writing Our Stories and Reading About Theirs  
*Hudelson, ESL Children's Writing*

**April 13**  
Module 18: Pictures: A Growing List of Uses in Developing L2 Literacy  
*Moudraia, Lexical Approach to L2 Teaching*

Module 19: Computer Assisted Language Learning: All Levels, All Ages  
*Krashen, 100 yrs of spelling research*

**April 20**  
Module 20: Big Deal and Little Deal Publishing  
*Simic, Publishing Children’s Writing*

Final Meeting at North Campus  
Presentations

### Current Readings

<table>
<thead>
<tr>
<th>Module</th>
<th>Author</th>
<th>Title and Resource Information</th>
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| 1      | Yuko Iwai | The Effects of Metacognitive Reading Strategies: Pedagogical Implications for EFL/ESL Teachers  
The Reading matrix 2011, Volume 11, Number 2, April 2011 |
| 2      | Stephen Krashen | Does Intensive Decoding Instruction Contribute to Reading Comprehension?  
Knowledge Quest / Social Scholarship |
| 3      | Vicki A. Jacobs | Adolescent Literacy: Putting the Crisis in Context  
| 4      | Magaly Lavandenz | From Theory to Practice for Teachers of English Learners  
The CATESOL Journal 22.1, 2010/2011 |
| 5      | Carolyn Sattin Bajaj | Home-School Conflicts and Barriers to the Academic Achievement of Children of Latin American Immigrants  
Perspectives on Urban Education, Spring 2009, Pages 5-19 |
| 6      | Alejandra Varela | Read-Alouds Helpful in High School ESL Classes  
Forum Reflections  
Reading Today, April/May 2008 |
<p>| 7      | Stephen Krashen | Language Education: Past, Present and |</p>
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<td>Anh Tran</td>
<td>Modified Extensive Reading for English-Language Learners</td>
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<td></td>
<td>David Schwarzer</td>
<td>Best Practices for Teaching the “Whole” Adult ESOL Learner New Directions for Adult and Continuing Education, No. 121, Spring 2009 <a href="http://www.interscience.wiley.com">www.interscience.wiley.com</a></td>
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<td></td>
<td>Rachel Jingyun Ong</td>
<td>Drama! An Exciting Way to Engage English Language Learners Illinois Reading Council Journal, Vol. 39, No. 4 Fall 2011</td>
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<td>Ruth Shagoury Hubbard with Virginia Shorey</td>
<td>Worlds beneath the Word: Writing Workshop with Second Language Learners (Language Arts, Vol. 81 No. 1 September 2003)</td>
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<td>Angela Creese</td>
<td>Content-Focused Classrooms and Learning English: How Teachers Collaborate <em>Theory Into Practice</em>, 49:99-105, 2010</td>
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<td>Nancy L. Hadaway</td>
<td>A Narrow Bridge to Association for Supervision and Curriculum Development – pages 38-41</td>
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<td></td>
<td>Neil J. Anderson</td>
<td>The Role of Metacognition in Second Language Teaching and Learning ERIC DIGEST EDO-FL01-10, April 202</td>
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<td>Helen Dunkelblau</td>
<td>ESL Students Discover the Rewards of Reading through Reader Response Journals (URL forthcoming)</td>
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<td></td>
<td>Cheri Williams and Paola Pilonieta</td>
<td>Using Interactive Writing Instruction with kindergarten and First-Grade English Language Learners Early Childhood Education J (2012) 40:145-150</td>
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<td></td>
<td>Olga Moudraia</td>
<td>Lexical Approach to Second Language Teaching ERIC Digest EDO-FL-01-02 June 2001</td>
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<tr>
<td></td>
<td>Rod Ellis</td>
<td>Principles of Instructed Second language Acquisition CALdigest, December 2008</td>
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Templates

Name:

Reading Response Log Module #___________

1. A sentence that spoke to me or caused a reaction in me:

2. My thinking about this sentence:

Reflective Journal Entry:

1. The most important thing I learned:

2. My question is

Module Activity summary/reflection:
Research Paper

I’ve included some of the most common errors my students make when writing research papers.

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<th>Do</th>
<th>Don’t</th>
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<tr>
<td>Use third person references.</td>
<td>Use first or second person references: I, me, us, we; you, your, etc. (1 pt. off for every use.)</td>
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<tr>
<td>Include a thesis statement: one statement that can be used as a “road map” for your reader. <strong>Bold type your thesis statement.</strong> Asking you to make it bold forces you to identify your thesis. (If you can’t identify your thesis statement, you don’t have one.)</td>
<td>Include two or more sentences or statements as your thesis statement. <strong>Statement is singular. (10 pts. off for no bold thesis statement.)</strong> Your thesis should clearly state what your paper is going to be about and your paper should follow your thesis’ order. We will go over this in class.</td>
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<td>Support your thesis statement.</td>
<td>Write without a point to support. (Points taken off according to severity of problem)</td>
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<td>Separate main thoughts into paragraphs</td>
<td>Include page-long paragraphs with no thought to separation of ideas. (1 pt.)</td>
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<td>Organize your paper so that thoughts are coherent and build upon one another.</td>
<td>Include sentences and paragraphs that are disjointed or don’t have anything to do with one another.</td>
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<td>Include a page number if you have a direct quote or a percentage.</td>
<td>Include a quote without proper citation. (1 pt.)</td>
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<td>Transition into your quotes. Examples: According to. . . Smith claims that. . .</td>
<td>Include (“plop”) a citation into a paragraph without a proper transition. (1 pt.)</td>
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<td>Simplify your sentences. Be concise.</td>
<td>Use extra words where fewer will suffice. Examples: She will not go to Europe <strong>due to the fact</strong> that. . . She will not go to Europe <strong>because</strong>. . .</td>
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<td>Use last names for researchers.</td>
<td>Use first names. Stay gender neutral. (1 pt.)</td>
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<td>Include all the elements of a cover page: page header, running head, title, your name and institution</td>
<td>Write your first page as if it were an MLA paper. (1 pt. off for every element not included)</td>
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<tr>
<td>Use transitions from paragraph to paragraph</td>
<td>Jar your reader by jumping into a new idea without a proper transition. (1 pt.)</td>
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Keep in mind that your paper should also include a reference page with at least five refereed journals. (You may use books, brochures, pamphlets, reports, newspaper, magazines, personal communication, internet entries, etc., but these must be **in addition** to the refereed journal entries.)
### Research Paper Graphic Organizer

<table>
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<th>Title:</th>
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<td>Introduction:</td>
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| Thesis Statement: |  |

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<th>Topic Sentence for Supporting Paragraph</th>
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<tr>
<td><strong>Topic Sentence for Supporting Paragraph</strong> (You are not limited to three.)</td>
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| Conclusion |  |

| Reference Page |  |

**Keep in mind what the different parts of your paper should do:**

1. Introduction: Grab your reader’s attention
2. Thesis statement: Tell your reader what your paper is about and your position on the subject. (You will then support that position.)
4. Conclusion: Bring your thoughts to a logical conclusion while “echoing” your first paragraph. Do not introduce any new ideas.

Possible Research Paper Topic Ideas
1. You may focus on a specific language/culture and research the specific challenges faced by individuals from that culture.
2. Bi-literacy
3. Mass media
4. Computers and literacy
5. Phonics
6. Vocabulary Development
7. Popular Literature
8. Scaffolding Strategies
9. In-service topics that will benefit your school and/or district.

School of Education, Health and Human Performance

Mission Statement
The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Conceptual Framework
Making the Teaching-Learning Connection.

Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

- Understanding and valuing the learner.
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.