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

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Location: College of Charleston, North Campus
Office Hours: Online class – by appointment.
Graduate Hours: 3 Graduate Hours
Semester: Spring, 2015
Texts: English Learners in 21st-Century Classrooms

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
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.
Standard 1.b. Language Acquisition and Development: Candidates understand an apply theories and research in language acquisition and development to support their ELLs’ English language and literacy learning and content-area achievement.
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.

**Standard 3.** 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.

**Standard 4.** Language Proficiency Assessment. Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

**Standard 5.** 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.

http://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs

**Activities and Point Values:**

1. Each student will be expected to lead a weekly discussion. The instructor will lead the first discussion. The student responsible for taking the lead should post his/her prompt no later than the Monday before OAKS closes for that week’s responses. **(20 points)**

2. Students will be expected to respond to the discussion leaders’ prompts with substantive comments based on their understanding of the material and their experiences. Sharing classroom activities is highly recommended. **(20 points each)**

3. Participants will post a Reflective Journal entry for the assigned Modules. Students will write about the following:
   - The most important thing I learned. . . .
   - This is important because . . .
   You are expected to write several sentences. **10 points each**

4. 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. Dur Dates: January 31, February 14, February 28, March 14, April 4 and April 11. **10 points each**

5. Participants will write a 5-page (excluding cover and note pages) Research Paper to be posted no later than March 28. Paper will formatted using the APA style of writing. Google “APA writing style” for examples. **100 Points**

6. 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. This will be your final exam, to be presented to your peers during our last meeting on April 18. **100 points.**
Assessment, Feedback, and Grading.
- 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.

Absence Policy. Participation points will be dropped for each week of non-participation. Students will be dropped if they fail to participate for two weeks.

Late Work Policy. Information is to be posted on the week it is due. Late work will not be accepted.

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

January 24  Module 1: Chapter 1, English Learners in 21st-Century Classrooms
Due: Reflective Journal Entry

January 31  Module 2: Chapter 2, Language and Language Acquisition
Due: Reflective Journal Entry and L2 Reading

February 7  Module 3: Chapter 3, Classroom Practices for Effective English Learner Instruction
Due: Reflective Journal Entry

February 14  Module 4: Chapter 4, Oral Language Development in Second Language Acquisition
Due: Reflective Journal Entry and L2 Reading

February 21  Module 5: Chapter 5, Emergent Literacy: English Learners Beginning to Write and Read
Due: Reflective Journal Entry

February 28  Module 6: Chapter 6, Words and Meanings: English Learners’ Vocabulary Development
Due: Reflective Journal Entry and L2 Reading
March 7  
Spring Break

March 14  
Module 7: Chapter 7, English Learners and Process Writing  
**Due: Reflective Journal Entry and L2 Reading**

March 21  
Module 8: Chapter 8, Reading and Literature Instruction for English Learners  
**Due: Reflective Journal Entry**

March 28  
Module 9: Chapter 9, Content Reading and Writing: Pre-reading and During Reading  
**Due: Reflective Journal Entry and Research Paper**

April 4  
Module 10: Chapter 10, Content Reading and Writing: Post-reading Strategies for Organizing and Remembering  
**Due: Reflective Journal Entry and L2 Reading**

April 11  
Module 11: Chapter 11, Reading Assessment and Instruction  
**Due: Reflective Journal Entry and L2 Reading**

April 18  
Final Meeting at North Campus  
**Due: Final Presentations**
**Research Paper**

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

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
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<tbody>
<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>
</tr>
<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>
</tr>
<tr>
<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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<tr>
<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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<tr>
<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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<tr>
<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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<tr>
<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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<tr>
<td>Simplify your sentences. Be concise.</td>
<td>Use extra words where fewer will suffice. Examples: She will not go to Europe due to the fact that. . . She will not go to Europe because. . .</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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<tr>
<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>
<thead>
<tr>
<th>Title:</th>
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<tr>
<td>Introduction:</td>
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| Thesis Statement: |

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

| 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 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.
10. Pre-reading strategies
11. Assessment
12. Writing, etc.

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.