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

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Location for Face to Face (F2F) Classes: North Campus, College of Charleston, Rm 121
Office Hours at Main Campus: Tuesdays and Thursdays 2:00 – 4:00 p.m. at 86 Wentworth Education Building, Rm. 112. (Make an appointment, please).
North Campus: By appointment
Semester: Spring, 2016

Texts:
• *From Ideas to words: Writing strategies for English language learners* by Laman,
• *Reading, writing and learning in ESL* by Peregoy and Boyle, and
• *Pattern poems: Creative writing for language acquisition* by Moulton and Holmes (PDF available free online), and research articles from peer reviewed, professional journals.

Technology Requirements:
• OAKS Access
• C of C email (Check daily.)
• Google Drive

Course Description:
This course provides 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, including common core.
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 discuss dialogue journal writing, writing to learn journals, reading/writing workshops, 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)
• Discuss optimal ways in which L2 learners process information. (U. of Charleston Std I, II, III) (TESOL G3, S1)
• Discuss L2 acquisition in regard to learning environments and other variables. (U. of Charleston Std I, II, III) (TESOL G2, S3)
• Examine and apply teaching techniques for optimal L2 learning across content areas. (U. of Charleston Std I, II, III) (TESOL G3, S1; G3, S1)
• Explore L2 learning in regard to reading processes. (U. of Charleston Std I, II, III) (TESOL G2, S2)
• Explore L2 learning in regard to writing processes. (U. of Charleston Std I, II, III) (TESOL G3, S1)
• Identify and apply methods of scaffolding learning for K-12 LEP students. (U. of Charleston Std I, III, IV, V) (TESOL G2, S3)
• Analyze areas for potential collaboration to benefit L2 learners. (U. of Charleston Std I, IV, V, VI) (TESOL G3, S3)
• Analyze culture as it relates to L2 learning. (U. of Charleston Std I, VII) (TESOL G1, S2; G1, S3)
• 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)

**Grading Scale:**

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<tr>
<th>UNDERGRADUATE GRADING SCALE</th>
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<tr>
<td>Letter Grades</td>
<td>Percentage Range</td>
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- A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses.
- There are no minus grades in graduate courses.

All course papers must be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.
http://owl.english.purdue.edu/owl/resource/619/01/

**Honor System:**
All courses in the School of Education, Health, and Human Performance operate under the College of Charleston Honor Code found in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/
Students are responsible for reading, understanding, and adhering to the Code of Conduct.

**Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:
http://writing.wisc.edu/Handbook/QPA_paraphrase.html
https://www.indiana.edu/~istd/example1paraphrasing.html
http://owl.english.purdue.edu/owl/resource/619/01/

**ADA Accommodations:**
In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.

**Mission:**
The mission of the School of Education, Health, and Human Performance at the College of Charleston 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. Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.

**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.

Community Statement:
- For this online course, all students are expected to treat one another with respect, to attend to assignments and comments in a timely fashion. Contribute to peer discussions or questions at least twice a week besides posting your own response. Take time to read and reply to others. Learn from one another.
- We will meet three times Face to Face (F2F) and work both individually and collaboratively online. During the first F2F meeting, we will solidify the calendar, get to know one another, and review usage for OAKS if needed.
- Comments to peers help us to create a community even though we do not meet F2F. Therefore, serious, engaged comments are imperative for success in this class.

Writing Requirements:
- As we investigate reading/writing strategies to use in your classrooms, you will be expected to write with your students; that is, create the same type of document your students will be asked to develop. You will share your personal writing with us on OAKS, just as you should have yours students share their writing in class. For
example, we will discuss and share introductory poems. Later, each of you will post a personal Biopoem. (Get to know your classmates!)

- There will be a student sample space in the discussion post section of OAKS. As you try assignments with your students, please post some of your successes for all of us to see. (Change the names of your students to be sure privacy is maintained.) Must submit at least one sample. (5 points.) These samples may come from something you tried in the “Try this” sections of Laman’s book, or it may be something new that you have discovered through research or something on the original pattern poem collection. (Be sure to tell us from where the idea came.)

- Help for term paper design is in the content section of OAKS. We have a Writing Lab at North Campus as well as on Main Campus if you are in need.

- I am always willing to meet at least a week before deadlines to conference about papers/submissions. (Computer opportunities for those of you far away.)

**Reading Requirements:**

- As we investigate various techniques for teaching reading, you will be expected to evaluate the ideas presented in all readings based on the utilization of the concepts in your classes, discussing what works and what does not work. If you adapted, or are planning to adapt, the strategy in a certain way, tell us how that will look in your room and why you have made the changes.

- There is an article review template on OAKS. Please use that format when reviewing each of the five required articles.
• As you respond to the chapters we read, the format for reading responses (RR) will be different depending on what we have been discussing.
  o For example the first reading response will be to create a word cloud based on the ideas you gleaned from the reading. That will be your RR for that assignment.

Posting guidelines:

• Please spell/grammar check each submission.
• All posts should be professional and respectful. (Writing in all caps suggests disrespect.)
• Text-ing abbreviations are not acceptable.
• If you are cutting and pasting items from a word document, you may need to use ctrl c (copy) and ctrl v (paste) in order to have OAKS accept your request.
• Use text support from books and articles when making a point.

Attendance:
Since this is an online class, participation counts as attendance from week to week. Something is due every week. Your attention to due dates is very important. We will also have three face to face (F2F) sessions. Attendance is mandatory for those sessions. We have two students who will Skype in to our final presentations because they are not able to attend.

Assessment, Feedback, and Grading:
• Ongoing feedback is provided through Discussion Board postings and email.
• Research Papers posted electronically will have electronic feedback. Please do not submit a pdf file. I will not be able to use comments’ program.
• Course grades will be assigned according to the above distribution 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 Requirements and Activities:
• Participation: Each week you will need to read, listen to, or view items in your texts, on OAKS, or on the Internet. You need to complete all assignments on time and to respond at least twice each week to your classmates on OAKS. Help us create a learning community.
• Word cloud: After reading Chapters 1-3 in Laman’s book, create and deposit a word cloud to summarize and emphasize your thoughts. (Discussion Box)
• Article Reviews: You need to read and summarize five (5) articles from peer-reviewed journals.
  o These do not need to be the articles you use in your paper. If you read an article and review it while trying to find information for your paper, it stands to reason that some of your articles may not be pertinent to your paper topic but will still be valuable for review.
  o Use the bulleted format that is suggested on OAKS, and APA for reference information.
  o If you read a review, posted by one of your peers, which might support your own research topic, you may use that same article for your paper, but you may not review it again as one of your five articles.
• **Reading:** Complete readings in Laman and Perego & Boyle, on the Internet, in scholarly journals/books, and on OAKS.

• **Internet Log on Google Docs:** Create an Internet Log in the Google Doc.
  
  o Post ten (10) Internet Log (IL) entries covering explorations of 10 different sites highlighting resources related to the Teaching of Reading and Writing to English language learners (ELLs).
  
  o IL entries should give site address and a brief analysis of the resource (50 to 75 words). **10 points each=100** (See sample on OAKS)

• **Walk a Mile in Another’s Shoes:** Examine your own experience as a learner of a second language by reading a brief passage in a language that is totally foreign to you.
  
  o Find a short article, children’s book, etc. that is written in a language **with which you are not at all familiar.** (If you know Spanish, don’t pick Spanish.)
  
  o Read that text for five minutes, six different times (thirty minutes total).
  
  o Imagine that you are required to demonstrate understanding in class.
  
  o Reflect about your experience/feelings after each reading.
  
  o Date and collect all six reflections to one page.
  
  o Post that one reading reflection with six data entries (a brief paragraph each) in the Discussion Box of OAKS. **10 points for each entry.** (See template on OAKS.)

• **Research Paper:** Select a topic pertaining to reading or writing activities as they might be used with ESOL students. You may even want to concentrate on the reading/writing connection. Go out of your comfort zone. If you already feel pretty confident in one aspect of literacy, research the other. Keep the following in mind when writing:
  
  o Length must be five to six pages long (Do not count title or reference pages.)
  
  o Include a separate cover page and reference page.
o Use APA writing style. (OWL Purdue has everything you need to help. APA is very different from MLA, Chicago or Turabian.)

o Summarize the paper (1 page) and post in the OAKS discussion box for class to view. (This will be similar to an abstract. Do not, therefore, include an abstract in your paper.)

o Include a clear thesis statement, and remember to conclude.

o Synthesize at least five refereed journal articles in this paper. You may have as many references as you like, and not necessarily the same as the ones you reviewed.

o Quality writing is expected.

o Topic must be about reading/writing as they apply to ESOL students.

o Deposit paper in OAKS Drop box.

o Summarize paper for OAKS Discussion box.

Midterm F2F:

o Share some best practices as you have seen them played out in the classroom (or as you imagine they would play out). Two minute limit on time.

o The rest of this meeting you will have to work with your partner on your Final Presentation. If you and your partner are able to meet another time and are able to make arrangements, you need not stay to do that.

Final Exam F2F:

o You are now an expert on strategies that might engage ESOL students in Reading and Writing.

o You have been asked to give a Professional Development Session on this topic.

    o There has been an influx of students who do not speak English into all classrooms.
Teachers are complaining that they have no idea what to do.

It is your job, Mr./Ms. Expert, to present these teachers with information that will help them help their students read and write.

Be sure to remember that you will have teachers from all subject areas at this session.

Use Power Point, Prezi, Smartboard, or some other incredible resource that will WOW your audience.

Include manipulatives, realia, music, and visuals where appropriate.

Collaborate with your partner on one idea or each of you may select more than one suggestion to high light.

**Final Reflection:** Respond to these two questions in the OAKS Dropbox. (One page.) What did you learn about yourself as you worked on the assignments for this class, and how has this course changed your ideas about topics discussed?

**Reminders and Suggestions**

**Try not to let things get away from you.**

✓ Work on everything from day one. I will open boxes in OAKS so items may be posted early. (I will not get to them early, but you will be able to work ahead.)

✓ Be sure to notice that there are many items that you should be working on every week. Many weeks more that one thing is due.

✓ Use your text books as a reference. Not only do they have excellent tips but they also have ideas for you to think about and resources you can use. The Peregoy and Boyle book even has a website connection. (See the Preface.)

✓ Both books have a number of great topics which might interest you for a term paper topic, such as before, during and after strategies,
thematic units, scaffolding, sheltered instruction/speciality design, reading and writing across the curriculum, etc. Your texts may inspire you to look for publications by certain experts. There are bibliographies that you might use for your own research. Please use your texts to find a topic about which you want to know more. Be the scholar. Go above and beyond for your own benefit.

✓ Research about strategies online and at the library.
✓ Submit assignments on time, please. I know how swamped you are; if you need an extension for something, get in touch, but do not let yourself get in a bind to where you can not get caught up. Late assignments come with a penalty unless you have a legitimate excuse. Everyone is in a time bind; so, that is not a good excuse.
✓ I expect to see **three postings** from you each week on OAKS: assignments to either the Discussion or Drop Boxes and comments for two classmates in Discussions. These comments may be in response to anything. Please try to respond to everyone at least once.
✓ You may respond as often as you have time. Three is the minimum.
✓ If you start reading and researching right away, most of what we are doing should help choose your articles, complete your paper, and your presentations.
✓ Jannette Finch, the North Campus librarian, will be on our class list. Please contact her for help with your research.
✓ Our writing lab is available to you. Please use it if you need to.
✓ **OWL at Purdue is an excellent reference for APA format.**

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<tr>
<th>Due Date</th>
<th>Assignments</th>
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<tr>
<td>1/20</td>
<td>Assignment 1: Chapters 1-3 In Laman Deposit Word Cloud in Discussion Box</td>
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<td>1/26</td>
<td>Assignment 2: Lecture &amp; Bio Poem</td>
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<tr>
<td>2/3</td>
<td>Assignment 3: Journal Article 1 Read &amp; Post Response for Ch. 4-7 in Laman in Discussion Box</td>
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<tr>
<td>2/10</td>
<td>Assignment 4: Journal Article 2</td>
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| 2/17   | Assignment 5: Journal Article 3  
Read Peregoy&Boyle, Chapter 2 and Post Response to Questions in Discussion Box |
| 2/24   | Assignment 6: Journal Article 4  
Skim Chapters 6-9 of P&B and choose two aspects of reading strategies to discuss. |
| 3/2    | Assignment 7: Journal Article 5  
Deposit research on two of the following: literature circles, guided reading, text sets, SSR, content reading, word walls in the Discussion Box |
| 3/14   | Midterm F2F  
Share best practice sample (very brief)  
Post sample of a Formula Poem used with your students (See directions in Assignment 3, Week 3 on OAKS)  
Plan Final Presentations with partner |
| 3/22   | Assignment 8: Research Paper Due to Drop Box  
Summary due to Discussion Box |
| 3/30   | Assignment 9: Listen to the Lecture on Learning Logs & research them. Reflect & Post to Discussion Box as directed. |
| 4/6    | Assignment 10: Internet Log on Google Docs |
| 4/13   | Assignment 11: Walk a Mile in Another’s Shoes to Discussion Box |
| 4/18   | Final Presentation |
| 4/20   | Assignment 12: Final Reflection to Drop Box |