TESL 524--Reading and Writing in the ESL/EFL Classroom
Spring 2011

Class Meetings: Thursdays, 5:30-8:00 p.m.
January 13 - April 28 (No Class March 10)
Instructor: Heather Linville
Contact Information: McKinley, 156
linville@american.edu
202-885-2130 (office)
Office Hours: Mondays, Wednesdays and Thursdays, 3:30-5:30 p.m. (Appointments preferred)

Course Description:
The course focuses on the underlying concepts and practical skills that are critically needed for ELLs to acquire literacy in English that will help ensure their academic success in U.S. schools, grades K-12 and beyond. Teachers will learn methods and strategies for planning, implementing, and assessing literacy instruction for ELLs. The course will highlight aspects of literacy instruction that are common to all students, but will emphasize needed modifications for ELLs. Specific topics will include reading comprehension, vocabulary development, beginning reading skills (phonemic awareness and phonics), reading fluency, content comprehension, academic literacy, and the writing process.

Course Standards and Learning Outcomes:
This class will address the following TESOL/NCATE Standards:

Standard 1.a. Describing Language
• Apply knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English. (1.a.1)
• Apply knowledge of morphology (the structure of words) to assist ESOL students’ development of orally and literacy skills in English. (1.a.2)
• Apply knowledge of syntax (phrase and sentence structure) to assist ESOL students in developing written and spoken English. (1.a.3)
• Apply understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and producing a wide range of vocabulary in English. (1.a.4)
• Apply knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings. (1.a.5)

Standard 1.b. Language Acquisition and Development
• Help ESOL students develop academic language proficiency. (1.b.11)
• Help ESOL students develop effective language learning strategies. (1.b.13)

Standard 3.b. Managing and Implementing Standards-Based ELL and Content Instruction
• Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material. (3.b.2)
• Provide activities and materials that integrate listening, speaking, reading, and writing. (3.b.3)
• Provide standards-based reading instruction adapted for ESOL learners. (3.b.7)

Course Goals:
By the end of the course students will be able to:
• analyze a variety of approaches to the teaching of L2 literacy.
• explain linguistic, sociocultural, and individual factors that influence the literacy development of students of different ages and educational, cultural and L1 backgrounds.
• Utilize and evaluate a variety of techniques for L2 reading and writing instruction in language- and literacy-focused as well as content-area classes.
• Plan, prepare for, and implement standards-based L2 reading and writing instruction effectively.
• Assess L2 reading and writing using appropriate standardized and classroom assessments.

Course Texts:
Required:


Recommended:

*Supplementary materials will be distributed as needed, available on Blackboard or placed on e-reserve.*

Requirements:
Attendance is key for course success, as is active class participation. You are required to complete all assigned readings **before** class. All work must be handed in by the due dates established; late work receives a grade reduction. Assignments have varying due dates as described below.

Academic Integrity:
You are subject to the Academic Integrity Code of American University. Please see this website for more information: [http://www.american.edu/provost/registrar/regulations/reg80.cfm#list](http://www.american.edu/provost/registrar/regulations/reg80.cfm#list). All work you submit must be your own or must be properly documented. In addition, collaborative work and work already submitted in other classes must be approved in advance by the instructor.

Class Overview:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13</td>
<td>Introduction and course overview</td>
</tr>
<tr>
<td></td>
<td>Reading, writing and SLA</td>
</tr>
<tr>
<td>1/20</td>
<td>Working with ELLs</td>
</tr>
<tr>
<td></td>
<td>The nature of reading, part I</td>
</tr>
<tr>
<td></td>
<td>Reading/writing connection</td>
</tr>
<tr>
<td>1/27</td>
<td>The nature of reading, part II</td>
</tr>
<tr>
<td></td>
<td>Oral language development</td>
</tr>
<tr>
<td></td>
<td>Instructional approaches and philosophies</td>
</tr>
<tr>
<td>2/3</td>
<td>Emergent literacy</td>
</tr>
<tr>
<td></td>
<td>Beginning reading (phonemic awareness and phonics)</td>
</tr>
<tr>
<td>2/10</td>
<td>Creating a classroom literacy community</td>
</tr>
<tr>
<td></td>
<td>Reading fluency</td>
</tr>
<tr>
<td></td>
<td>Vocabulary development, part I</td>
</tr>
<tr>
<td>2/17</td>
<td>Vocabulary development, part II</td>
</tr>
<tr>
<td></td>
<td>SIOP</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2/24   | Reading in the content areas, part I  
        | Pre-reading strategies                                               |
| 3/3    | Reading in the content areas, part II  
        | Comprehension strategies                                             |
| 3/10   | No class: Spring Break                                               |
| 3/17   | Adult literacy  
        | Sociocultural views of reading/writing                               |
| 3/24   | Using literature to teach reading and literacy                        |
| 3/31   | Academic reading and writing, part I  
        | Process writing and ELLs                                              |
| 4/7    | Academic reading and writing, part II  
        | Teaching ESL/EFL composition                                         |
| 4/14   | Writing feedback  
        | Reading and writing assessment                                       
        | Generation 1.5 learners                                              |
| 4/21   | Preparing the reading/writing lesson plan                             |
| 4/28   | Micro-teaching presentations                                         |

Assignment Description and Due Dates:

“Try it out” Application and Reflection (3x semester: 30%)  
Feb.10 (#1), Mar. 17 (#2), Apr. 7 (#3)
After reading and learning about specific methods and techniques for teaching reading/writing, you will apply a strategy with students you teach. Write a short description (1-2 pages, single-spaced) of what you did and a reflection on how it went and how you would change it in the future.

Reading/Writing Portfolio (1x semester: 50%)  
April 21
Portfolio entries:
1. Journals. You will choose a minimum of five of the following journal entries to be included in your portfolio. Each journal should be 1-2 pages, single-spaced.  
   25% of portfolio
   a. Journal #1: Describe yourself as a reader and a writer both in your L1 and in your L2 (and L3 etc. as applicable).  
      Draft due 5:00 p.m. January 20 (electronic submission always preferred).
   b. Journal #2: Describe your current experiences of teaching reading and writing to ELLs: provide a profile of the students you teach, the program model, successes and challenges.  
      Draft due 5:00 p.m. February 3.
   c. Journal #3: Describe the classroom literacy community that would be most conducive to L2 reading and writing success in your teaching context.  
      Draft due 5:00 p.m. February 17.
   d. Journal #4: Describe and analyze the methods and techniques for teaching content to ELLs that is best for your teaching context.  
      Draft due 5:00 p.m. March 3.
   e. Journal #5: Reflect upon the sociocultural theories of reading and writing discussed in class.  
      Discuss how this will affect your teaching of reading/writing to ELLs.  
      Draft due 5:00 p.m. March 24.
   f. Journal #6: Reflect upon your experience with process writing both as a student and as a teacher.  
      Describe how you use or will use process writing with your ELLs.  
      Draft due 5:00 p.m. April 14.
2. Introduction and conclusion. A short (1 page, single-spaced maximum) introduction to what is contained in the portfolio should be written as well as a much more extensive (3-4 pages, single-spaced) conclusion. The conclusion should be a final reflection on your philosophy regarding teaching reading and writing to ELLs based on the journals in the portfolio and the class material. It should be grounded in theory as well as reflective on practice, using proper citation of academic sources. **25% of portfolio**

*Lesson Plan and Micro-teaching (1x semester: 20%) April 28*
Using the standards-based lesson plan format provided, write a lesson plan that incorporates best practices for teaching reading and writing to ELL students. You may choose to write one lesson plan that explicitly includes the integration of reading and writing instruction, or you may write two plans, one of which focuses on reading, and the other on writing. The lesson plan can be turned in for preliminary feedback on April 7. On April 28 each student will present a short micro-teaching of a part of his/her lesson plan.

**Evaluation**

<table>
<thead>
<tr>
<th>“Try it out” applications and reflections (3)</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>50%</td>
</tr>
<tr>
<td>Lesson plan and micro-teaching</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**TESL 524**

Spring 2011

Linville, H. A