TESL 524—Reading and Writing in the ESL/EFL Classroom  
Spring 2013

Class Meetings:  Thursdays, 5:30-8:00 p.m.  
January 17-May 2  
Letts Lower Level Conference Room
Instructor:  Heather Linville  
Contact Information:  Letts Lower Level, A5  
linville@american.edu

Office Hours:  Monday, Wednesday, Thursday, 3:30-5:30 p.m. (Appts. preferred)

Course Description:
This course offers an overview of the underlying concepts and practical skills that are needed for ESL and EFL students to acquire literacy in English. Students will learn methods and strategies for planning, implementing, and assessing reading and writing instruction for all ages and levels of ESL/EFL students, from pre-literacy to academic skills. Special emphasis will be put on ensuring academic success for English language learners (ELLs) in U.S. grade K-12 schools and beyond. Specific topics will include reading comprehension, content-based instruction, vocabulary development, beginning reading skills (phonemic awareness and phonics), reading fluency, academic literacy, the writing process, and reading and writing assessment. Students are required to tutor at least one English language learner (of any age or proficiency level) in reading and writing each week throughout this semester.

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), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ESOL students develop oral, reading, and writing (including spelling) skills in English.
Standard 1.b. Language Acquisition and Development  
Help ESOL students develop academic language proficiency and effective language learning strategies.
Standard 3.b. Managing and Implementing Standards-Based ESL 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 and integrate 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 classroom assessments.

**Course Texts:**

*Required:*


*Recommended:*


**Supplementary materials will be made available as needed on Blackboard.**

**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:**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>Jan. 17</td>
<td>Introduction and course overview</td>
<td>To be read by today:</td>
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<tr>
<td></td>
<td>Reading, writing and SLA Literacy</td>
<td>BIR, Preface and Ch. 1</td>
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<td>Gee-2004</td>
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<td>Due Sunday:</td>
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<td>Portfolio entry #1</td>
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<td>Jan. 24</td>
<td>The nature of reading, part I</td>
<td>To be read by today:</td>
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<td>Reading/writing connection</td>
<td>BIR, Ch. 2</td>
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<td>Working with ELLs</td>
<td>NTN, Ch. 1</td>
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<td><strong>Reading journals</strong></td>
<td>Bell-1995</td>
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<td><strong>Writing portfolios</strong></td>
<td>Due Tuesday:</td>
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<td></td>
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<td>Comments for Portfolio entry #1</td>
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<td>Due Sunday:</td>
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<td>Portfolio entry #2</td>
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<td>Jan. 31</td>
<td>The nature of reading, part II</td>
<td>To be read by today:</td>
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<tr>
<td></td>
<td>Oral language development</td>
<td>BIR, Ch. 3 and 4</td>
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<td><strong>LEA</strong></td>
<td>Due Tuesday:</td>
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<td>Comments for Portfolio entry #2</td>
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<td>Date</td>
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<td>Assignment</td>
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| Feb. 7  | Emergent literacy                                                   | **To be read by today:**  
BIR, Ch. 5  
NTN, Ch. 2  
Vacca et al.-2006 (Ch. 3)  
**Due Tuesday:**  
Comments for Portfolio entry #3  
**Due Sunday:**  
Portfolio entry #4 |
| Feb. 14 | Intensive reading                                                   | **To be read by today:**  
BIR, Ch. 6 and 7  
NTN, Ch. 3  
**Due Tuesday:**  
Comments for Portfolio entry #4  
**Due Sunday:**  
Portfolio entry #5 |
| Feb. 21 | Adult literacy                                                      | **To be read by today:**  
NTN, Ch. 4 and 5  
Burt & Peyton-2003  
Burt et al.-2003-pgs. 15-48  
Mikulecky-1990  
**Due Tuesday:**  
Comments for Portfolio entry #5  
**Due Sunday:**  
Portfolio entry #6 |
| Feb. 28 | Vocabulary development                                              | **To be read by today:**  
BIR, Ch. 9 and 10  
Folse-Vocabulary Myths  
Coxhead (Part 1)  
Moudraia-2001  
**Due Tuesday:**  
Comments for Portfolio entry #6  
**Due Sunday:**  
Portfolio entry #7 |
| Mar. 7  | Assessing reading                                                   | **To be read by today:**  
NTN, Ch. 6  
BIR, Ch. 8  
Seymour & Walsh-2006-Part 3  
**Due Tuesday:**  
Comments for Portfolio entry #7  
**Due Sunday:**  
Portfolio entry #8 |
| Mar. 14 | **No class: Spring Break**                                         |                                                                           |
| Mar. 21 | Using literature to teach reading and literacy                      | **To be read by today:**  
Daniels-Ch. 2-2003  
Rodriguez-2007  
**Due Tuesday:**  
Comments for Portfolio entry #8  
**Due Sunday:**  
Portfolio entry #9 |
| Mar. 28 | Approaching writing instruction                                     | **To be read by today:**  
NTN, Ch. 7  
Canagarajah-2006 |
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<th>Date</th>
<th>Assignment Details</th>
<th>Due Dates</th>
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| April 4 | Academic reading and writing, part I  
The writing process  
**Pre-writing activities**  
**Peer review** | **To be read by today:**  
F&H Ch. 1 and 2  
NTN, Ch. 8  
Writing Across Borders (video)  
**Due Tuesday:**  
Comments for Portfolio entry #9  
**Due Sunday:**  
Portfolio entry #10 |
| April 11 | Academic reading and writing, part II  
Teaching ESL/EFL composition  
Writing feedback  
**Editing activities** | **To be read by today:**  
NTN, Ch. 10  
F&H Ch. 5 and 6  
Reid-2006-Ch. 13-15  
Editing symbols  
**Due Tuesday:**  
Comments for Portfolio entry #10  
**Due Sunday:**  
Portfolio entry #11 |
| April 18 | Error correction  
Assessing writing  
Generation 1.5 learners  
**Assessment activities** | **To be read by today:**  
F&H, Ch. 7 and 8  
Reid-2006-Ch. 2 and Ch. 16  
Harklau-2003  
Chen writing samples (in class)  
**Due Tuesday:**  
Comments for Portfolio entry #10  
**Due Sunday:**  
Portfolio entry #11 |
| April 25 | Preparing the reading/writing lesson plan  
and curriculum | **To be read by today:**  
F&H, Ch. 3 and 4  
Gomez-2000  
**Due:**  
Portfolio |
| May 2 | Micro-teaching presentations | **Due:**  
Lesson plan  
Presentations |

**Assignment Description and Due Dates:**

*Reading/Writing Demonstration (15%)*  
*Dates vary*

Each student will demonstrate a reading or writing teaching technique once during the semester. This serves as a formative assessment for the lesson plan and microteaching presented at the end of the semester as a summative assessment. First, write a short explanation of the technique with appropriate support from the literature (approximately 3 paragraphs). Then, create a lesson plan including the technique for a particular student audience, also including the TESOL standard addressed. In class, introduce the technique (approximately 10 minutes) and demonstrate it (time depending on the technique; maximum 20 minutes). Also, provide some take-away material for your classmates. The possible techniques are listed in boldface in the schedule above.

*Reading/Writing Portfolio (50%)*  
*Weekly; final due April 25*

The purpose of the reading/writing portfolio is to explore, expand, and improve your
learning with respect to the course as well as with your tutee. Each week you will have a prompt to respond to and, on a rotating basis, you will read and comment on one of your classmate’s entry and he/she will read and comment on yours. The shared nature of the portfolio is important. Some of the prompts will be personal (such as, describe your own experience learning to read in your L1 and your L2), while others will be related to the course readings. For a few of the weeks, the prompt will be to try out something learned in class with your tutee and report on it. In all cases, the tone and register of the portfolio are academic and proper citations are expected. Each portfolio entry should be 2-3 single-spaced pages.

Submit each portfolio entry via Blackboard by midnight on Sunday. Respond to your assigned classmate’s entry by 5:00 p.m. on Tuesday. You will also receive feedback from the class TA (Sharla Branscombe) by 5:00 p.m. on Thursday.

At the end of the semester, you will select a maximum of 10 revised portfolio entries to include. Use the feedback given throughout the semester to revise the entries and make the portfolio the best representation of your learning throughout the semester. You will write a short (1 page, single-spaced) introduction to what is contained in the portfolio. In addition, include a much more extensive (3-4 page, single-spaced) conclusion. The conclusion should be a final reflection on your philosophy regarding teaching reading and writing to ELLs based on the entries in the portfolio, the class material, and your experience tutoring.

Portfolio entries (subject to revision—pay attention in class each week to what the prompt is for that week):
1. Describe yourself as a reader and a writer both in your L1 and in your L2 (and L3 etc. as applicable). What are you currently reading/writing, if anything? Who has been most influential in your reading/writing practice? What do you remember about learning to read in your L1? L2?
2. Describe your experience teaching reading and writing to ELLs. Provide a profile of the student(s) you teach, the program model, successes and challenges, etc.
3. Are you more of a visual learner or an aural learner? In what ways do you imagine your preference will affect your reading/writing instruction? How will this self-knowledge improve your instruction?
4. Describe what it means to be literate to you. How does this definition vary with language? What experiences did you have as a child that helped prepare you to be a literate person? Describe the level of literacy of the person you are tutoring. What are your literacy goals for this person this semester? What are his/her own on-going literacy goals?
5. Choose one technique for teaching reading/writing that we have explored in class and apply it with the student(s) you teach. Describe what you did, referring to the course material, and reflect on how it went and how you would change it in the future.
6. Referring to the readings for this week, describe how you can incorporate an extensive reading practice into your tutoring sessions. Extrapolate this to an entire class. What would that look like? How would you use such a practice to increase students’ reading fluency?
7. Describe how you incorporate vocabulary learning into your tutoring sessions. What techniques or strategies have worked well? Which ones have not? Why? Discuss the importance of vocabulary learning for your tutee as well as the list which would be most appropriate to him/her.
8. What have you learned about teaching reading thus far? What do you still need to learn?
9. Reflect on the experience of a literature circle. What are the ways you do or you could use literature to support reading instruction in your current or future teaching context? What would be the advantages of using a literature-based approach? What are some possible disadvantages?
10. Choose one technique for teaching reading/writing that we have explored in class and apply it with the student(s) you teach. Describe what you did, referring to the course material, and reflect on how it went and how you would change it in the future.
11. Reflect upon the experience of writing these portfolio entries throughout this semester. How have they expanded, deepened, increased, or added to your learning? How could that experience be improved upon from now until the end of the semester? What would be the advantages and disadvantages of using such an extended journaling experience with your student(s)? How has the shared nature of the experience added to or taken away from the experience?

12. 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 student(s).

13. Choose one technique for teaching reading/writing that we have explored in class and apply it with the student(s) you teach. Describe what you did, referring to the course material, and reflect on how it went and how you would change it in the future. Suggest the best ways to approach reading and writing instruction with such a student.

**Unit Plan (20%) and Microteaching (15%)**

May 2

Using the standards-based lesson plan format provided, write a unit plan of a minimum of three lessons that incorporate best practices for teaching reading and writing to ELL students. The student audience and context is your choice, but you may want to use the same as in the reading and writing demonstration lesson. **The focus of the unit should be developing and improving the reading and writing skills of your students.** Lesson plans or the unit plan can be turned in for preliminary feedback on April 11. On May 2, each student will present a short (15 minute) microteaching of a part of his/her unit plan.

**Evaluation**

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<tr>
<th>Task</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading and writing demonstration</td>
<td>15%</td>
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<tr>
<td>Reading and writing portfolio</td>
<td>50%</td>
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<tr>
<td>Lesson plan and microteaching</td>
<td>35%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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