Course description

This course presents an overview of the research and practical implications of teaching reading and writing in the secondary content areas to English language learners (ELLs).

Required Text

Additional readings are available on Blackboard (listed below). Please print out and bring a hard copy of Blackboard readings with you to each class to allow you to participate in class discussions most effectively. Or if you prefer to bring your laptop to class, you can always refer to your electronic copy.

Departmental and Second Language Education and Culture Program Goals

The goal of teacher preparation programs at the University of Maryland at College Park is to prepare discipline-based, reflective practitioners for a pluralistic society through research-based inquiry. Students preparing to be certified ESOL teachers learn to be reflective, to develop a broad repertoire of teaching skills, to develop relationships with culturally and linguistically diverse students and colleagues, and to base their teaching practice on sound theory and research. Program standards are aligned with the five domains of the NCATE/TESOL standards: Language, Culture, Planning for Standards-Based ESL and Content Instruction, Assessment, and Professionalism. Students are expected to adopt critical perspectives and to apply theory to research and practice in culturally and linguistically diverse setting.

Course Performance Objectives:

At the conclusion of this course, students will be able to meet the following MSDE performance objectives:
1. design strategic instruction using appropriate reading materials to achieve content area goals (Part I)
2. use a variety of strategies to promote students independence in content area reading and writing (Part II)
3. use a variety of texts and approaches, including technology, to assist students who are having difficulty in reading and writing (Part II)
4. incorporate methods in the content areas to address the diverse backgrounds of their students including culture, language (dialect and ESOL), disabilities, and giftedness (Part II)
5. teach lessons in the content areas focused on text-based concept development (Part II)
6. implement coherent classroom approaches for assessing content area literacy (Part II)
Assignments and evaluation

1. **Class participation** (15%): This class is not intended to be a lecture class, as student input and ideas are vital to our learning. Class meetings will rely heavily upon discussion of the assigned readings. Your participation grade will be based on your **active contribution to and group leadership of class discussions**. This includes actively sharing understandings as well as engaging the class with interesting questions and ideas, both in class oral and written reactions. You will, on one occasion, work in pairs/groups to lead a discussion based on the readings. You will earn 8% of your grade for participation in class discussions and 7% for group facilitation of a discussion. Regular attendance is thus very important in this course, and your final grade will be affected if you are absent more than once, or if you come to class late or leave early.

2. **Written reading reactions** (15%): On 3 different occasions during the semester, you are required to post a Blackboard response (approximately one page) to the readings for the week (i.e. for Tuesday or Thursday). Your responses should consist of your analysis of and reaction to the points and arguments made in the readings and they should include questions of clarification as well as provocative and interesting observations and/or questions that explore the implications of the readings. Also, on 3 different occasions that you do not post, read the postings by others and respond/react to one posting (you may choose to reply to more). **Responses must be posted no later than Monday or Wednesday at 4 p.m.** (i.e. on the Monday or Wednesday prior to our discussion of the readings in class), to give enough time for class members and instructor to read responses before class. The purpose of these postings is to encourage you to engage at a more profound level with the readings, to ask about points that confused you, to engage with classmates in a less formal forum, and to prime discussion for the upcoming class meeting. A Piece of advice: It is advisable to respond to chapters and issues that stand out for you, either because they connect to your past and present experiences, or you want to know more about them.

3. **Personal Reflection Paper (Initial)** (10%): Learning is meaningful if it connects with individuals’ experiences. The purpose of this reflection paper is to provide the opportunity for you to make connections between this course and your personal experiences (past, present and future). In this initial reflection paper, you will write about your experiences and identities as a reader, writer and (language) learner. Who am I as a (language) learner/teacher, reader and writer? What do I like to read and why? In what kinds of writing do I engage and why? What do I like to learn? What are my learning, reading and writing abilities, strategies and challenges? In what ways do my social and cultural experiences (with family, friends, teachers, media, internet etc.) influence my learning, reading and writing? In what ways do my personal experiences connect to my interest in English language learners? What do I know about this group of learners? What do I want to know about them? Why am I interested in them? These and similar questions could guide your reflection. **NB: There is no page limit. This is your PERSONAL REFLECTION. Do not refer to books, articles, class readings, Internet sources etc. for information.**

**PERSONAL REFLECTION (INITIAL) DUE SEPTEMBER 10, 2009**

**Personal Reflection Paper (Final)** (20%): The final reflection paper requires you to take a critical look at your initial reflection in the light of your experiences in this course, including your reading and writing experiences. You are to rewrite your experiences and identities as a reader, writer and (language) learner, this time considering what you have learned in this course. Your paper should integrate your personal experiences, class readings, class discussion, your responses and reactions to class readings and discussions. You may consider the following and similar questions in writing your final reflection paper: What have I learned in this course about ELLs? What major issues have I identified, discussed or argued about in this course (particularly through my reading responses and reactions)? In what ways do these thoughts relate to my personal experiences as a reader,
writer and learner? In what ways have my reading and writing experiences in this course influenced (i.e. affirmed and challenged) my initial thinking about ELLs and about helping this group of students learn to read and write? Based on my personal experiences, including the ones in this course, what suggestions do I have regarding preparing pre-service teachers to teach ELLs reading and writing in the content areas. NB: There is no page limit. This is a CRITICAL, REFLECTIVE PAPER. You are required to make specific references to class readings, articles, Internet sources etc. to support your analysis of your experiences.

PERSONAL REFLECTION (FINAL) DUE DECEMBER 10, 2009

4. Course Journal (Electronic or hardcopy) (5%): Often times we lose very important aspects of our experiences because we do not record them as they occur. In order that you may keep track of your thinking, questions, arguments, discussions and experiences in this course, you are required to create, keep and make use of a journal for this course. In this journal, record and reflect on key thoughts, insights from classmates and instructor, as well as personal experiences that stand out for you in this course. NB: This is to be submitted together with the final personal reflection (12/10/09).

5. Proposal for a lesson plan with strategy integration, materials adaptation and technology assistance (10%): In this project you will work in pairs/groups to prepare a DETAILED Lesson Plan to be used with secondary (or elementary) ELLs. The lesson plan will incorporate 5 major sections:

(i) Explanation of purpose and description of educational setting

(ii) adaptation (modification) of appropriate content area materials

(iii) detailed discussion of reading and writing strategies

(iv) description of the technology you select to use in teaching or assessing the lesson

(v) suggestions/recommendations regarding the selection of reading and writing strategies to be used with ELLs in the content areas

The lesson plan proposal is to be turned in prior to the final project, and should outline the topic of the lesson, standards guiding the development of the lesson objectives, specific content and language objectives of the lesson, and at least some of the activities you plan to include. The proposal should discuss the setting for the lesson (including content area and grade level(s), length of lesson period, learners’ proficiency level, their L1s, and their backgrounds). You should also briefly describe the grade-level appropriate materials that you have found (in a textbook, online, etc.) and indicate how you will modify them to be appropriate for the proficiency levels of your ELLs. Additionally, list the reading AND writing strategies that you plan to use in making the content of the lesson accessible to your ELLs. Finally, select specific and helpful online tools or technology and indicate how you will use these tools - (i.e. to assess OR teach and facilitate the learning of the specified content).

LESSON PLAN PROPOSAL DUE OCTOBER 1, 2009.
6. **Presentation of lesson plan proposal (5%)**: You will give a brief presentation on your lesson plan proposal (a maximum of 15 minutes). You will explain the objectives and phases of your lesson, describe the appropriate materials you have found, explain the reading and writing strategies you plan to use and describe the selected online tools or technology you will use to teach OR assess an aspect of the lesson. You are required to support your presentation with a visual (e.g. you may prepare handouts OR use powerpoint [a maximum of 3 slides] or any media of your choice).

**SIGN-UP FOR YOUR PRESENTATION**: Dates - October 8 & 22, Nov 3

**Final Lesson Plan project (final written plan: 20%)**: You will turn in a detailed unit plan for teaching reading and writing to ELLs in a secondary (or elementary) content area. The lesson must include objectives, activities, grade-level appropriate materials that you have found (in a textbook, online, etc.) and modified to be appropriate for the proficiency levels of your ELLs, your rationale for lesson activities and materials (based on how they meet lesson objectives), and a description of how student learning will be assessed. See detailed guidelines and samples on Elms/Blackboard.

**PLEASE NOTE**: The Lesson plan project will be submitted as work in stages, with the different components submitted on different dates (see Assignments/Presentations schedule for due dates):

- Write the Introduction: state your purpose and describe the educational setting. (10/27)
- Turn in original and modified materials of your lesson plan, and explain HOW and WHY you modified the original materials. **However**, if you consider that the materials you have selected are appropriate and need no modification, explain their suitability and how you will use them with ELLs. (10/27)
- Describe and explain 2 of the strategies you will adopt in the lesson. (11/17)
- Describe the technology you will use and explain how you will use it. (11/17)
- Final write-up: Put all the components together and write your conclusion (11/24)

**Lesson activities and content should be your original work**, not obtained from resources that share already designed lesson plans. The written unit plan should be part of a larger project which lays out the lesson plans in the unit (standards, objectives, activities, assessment), uses our class readings, and uses at least 3 readings in addition to class readings (this is the literature review) to provide a rationale for your teaching choices. **You can see details for this project in a Blackboard file.**

**FINAL LESSON PLAN PROJECT DUE NOVEMBER 24, 2009**

**FINAL LESSON PLAN PROJECT DUE NOVEMBER 24, 2009.**

****LATE WORK IS NOT ACCEPTED EXCEPT IN THE CASE OF A SERIOUS EMERGENCY****

If you know in advance that you will not be able to turn something in on the due date due to religious observance or participation in university activities at the request of university authorities, you must make arrangements with me to turn in the work PRIOR TO the due date. **In the case of an emergency or serious illness, late work will only be accepted if you contact me (by e-mail or in person) ahead of time, or as soon as possible following the incident.**

Evaluation is according to the following scale:

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<td>A-</td>
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<td>B+</td>
<td>87-89.99</td>
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Schedule of readings and assignments

NOTE: Students are to read the material AHEAD of the class period; to identify key concepts and strategies presented by the authors; and to have some personal reaction/response to what they have read. They should be prepared to discuss their response to the readings and to share responses with colleagues in the class.

WEEK 1: FOCUS: 1. Understanding ELLs in the U.S.
Tuesday, September 1
Introductions and course overview
Colombo (2009), Preface, xiii-xvii

Thursday, September 3
Colombo (2009), Chapter 1: Demographics, history, and the changing roles of teachers


WEEK 2: FOCUS: On Second Language Acquisition (SLA) (Introduction)
Tuesday, September 8
Colombo & Furbush (2009), Chapter 2: SLA: What mainstream teachers need to know

Thursday, September 10
SLA cont.
ASSIGNMENT ON PERSONAL REFLECTION DUE

WEEK 3: FOCUS: Culturally Responsive Instruction
Tuesday, September 15
Colombo & Furbush (2009), Chapter 3: Culture, adolescents, and culturally responsive instruction

Thursday, September 17

WEEK 4: FOCUS: Helping Adolescent ELLs Develop Academic Literacy
Tuesday, September 22:


Thursday, September 24:
Colombo (2009), Chapter 5: Planning for enduring understanding

WEEK 5: FOCUS: Vocabulary development with ELLs

Tuesday, September 29
Colombo & Furbush (2009), Chapter 9: Building academic language
Thursday, October 1
Calderon (2007), Chapter 3: Vocabulary development: The foundation for reading in the content areas

LESSON PLAN PROPOSAL DUE

WEEKS 6 & 7: FOCUS: Literacy and Reading Comprehension with ELLs

Tuesday, October 6
Hinchman, K. (2008). Intervening when older youths struggle with reading: Teach me what I need to know next. In Conley, M. W., et al (Eds.), Meeting the challenges of adolescent literacy: Research we have, research we need (pp. 11-35). New York: The Guilford Press. (Blackboard)

Thursday, October 8
Levine & McCloskey (2009), Chapter 7: Developing literacy with ELLs: Focus on READING

Tuesday, October 13
Reading strategy instruction continued

Lesson Plan Proposal Presentation I (2 presentations)

Thursday, October 15: Enhancing ELL Reading through Technology

WEEK 8: Tuesday, October 20 & Thursday, October 22
FOCUS: Connecting Reading & Writing to Students’ Personal Experiences
   A Poetry Gallery Activity

Lesson Plan Proposal Presentation II (10/22/09) – (2 presentations)

WEEKS 9 & 10: FOCUS: Literacy & Writing with ELLs
Tuesday, October 27
Levine & McCloskey (2009), Chapter 8: Developing literacy with ELLs: Focus on WRITING

Thursday, October 29: Responding to ELLs’ Writing

Tuesday, November 3: Enhancing ELL Writing through Technology

Lesson Plan Proposal Presentation III (3 presentations)

Thursday, November 5 (Online Session)
Checking Comprehension (Discussion based on Jodi Reiss, Chapter 7) (Blackboard)
WEEK 11: FOCUS: Assessing ELLs

**Tuesday, November 10**
Colombo & Furbush (2009), Chapter 6: Connecting with context: Assessments and essential questions

**Thursday, November 12**
Colombo & Furbush (2009), Chapter 7: Assessing content and language

WEEK 12: FOCUS: Teaching Reading & Writing in the Content Areas

**Tuesday, November 17**
Colombo & Furbush (2009), Chapter 10: Putting it together in the Science classroom

**Thursday, November 19**
Colombo & Furbush (2009), Chapter 11: Putting it together in the Mathematics classroom

WEEK 13:
**Tuesday, November 24 (Online Session/Projects in Progress)**

**FINAL LESSON PLAN PROJECT DUE**

**THURSDAY, NOVEMBER 26: THANKSGIVING HOLIDAY**

WEEK 14: FOCUS:

**Tuesday, December 1**
Colombo & Furbush (2009), Chapter 13: Putting it together in the English Language Arts classroom

**Thursday, December 3**
Colombo & Furbush (2009), Chapter 12: Putting it together in the History classroom

WEEK 15
**Tuesday, December 8: Conclusion and Evaluation**
**Thursday, December 10 (Submission of Final Personal Reflection Paper: online?)**

Other recommended Readings


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**Websites for Standards**


MSDE English Language Proficiency Standards; see [http://mdk12.org/instruction/curriculum/elp/index.html](http://mdk12.org/instruction/curriculum/elp/index.html)


ACTFL Proficiency Guidelines; see [http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm](http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm)
University and Course Policies: This course complies with all relevant University policies including:

1) Code of Student Conduct (www.studentconduct.umd.edu)

2) Code of Academic Integrity (Honor Code) (www.studenthonor council.umd.edu <http://www.studenthonor council.umd.edu/>). Students are required to comply with the University’s Honor Code, which prohibits cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The Honor Code must be written and signed on all assignments and projects.

   “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

3) University Campus Policy and Procedures on Sexual Harassment (inform.umd.edu/CampusInfo/Departments/PRES/policies/vi120a.html <http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/vi120a.html>)

4) Disability Support Services: Students who have documented disabilities and who wish to discuss approved academic accommodations for this course should inform me as soon as possible. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodations request each semester. Information is available on the web at http://www.counseling.umd.edu/DSS/receiving_serv.html.

5) Inclement Weather: If the university is closed due to inclement weather on a day this course is scheduled, check the status of university closure or delays at www.umd.edu, 301-405-SNOW, and local radio and TV stations.

6) CourseEvalUM
As a member of the University of Maryland academic community, you have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please note the dates for Fall 2009 and the link at which you can access the submission system at that time (www.courseevalum.umd.edu). If you submitted all of your evaluations in the Spring or are a new student, you can also access all posted results from Fall 2007 to the present via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it in future semesters by submitting all of your Spring 2009 evaluations once they are available. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

7) Make-up Policy: Assignments are due in the class period for which they are listed on the syllabus unless otherwise announced by the instructor or by prior arrangement. Assignments submitted after the due date will not earn full credit unless previously arranged with the instructor. Graded assignments submitted for re-evaluation may earn partial credit.

9) Contact me to discuss any questions and/or concerns about the class and/or your performance in it.

1 In the current uncertainties about the H1N1 flu, if you are even mildly sick with flu-like symptoms, please stay home and seek medical attention. You should return to class only after your fever and symptoms have abated for 24 hours. We will make arrangements for you to accomplish your class assignments.