Originating Course Information

Offering of Education: Teaching & Learning 5610: Language Arts & ESL Instruction
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Flexibly Scheduled
Term of Offering Summer 2012 - Seven Week Summer Session
Level/Career Graduate, Undergraduate
Rationale for proposing this offering This session of Edu T&L 6060 is designed for Columbus City School teachers who want to increase their knowledge of the reading process and learn how it applies to second language learners and their literacy development. The course will be taught in half-day sessions over a two-week period in June.
Description for this offering Analysis of approaches to curriculum, current research, theory, and pedagogy of second language literacy to second language students from diverse cultural and linguistic backgrounds.

Attachments

- 5610 Form summer 2012.docx
  (One Time Form Supplement. Owner: Mercerhill,Jessica Leigh)
- 5610 Syllabus for CCS summer 12.doc
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

- Approved by GSC 4/3/12 (by Mercerhill,Jessica Leigh on 04/04/2012 02:01 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
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<tbody>
<tr>
<td>Submitted</td>
<td>Mercerhill,Jessica Leigh</td>
<td>04/04/2012 02:01 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>04/04/2012 02:03 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Zircher,Andrew Paul</td>
<td>04/04/2012 02:04 PM</td>
<td>College Approval</td>
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</tbody>
</table>
Flex Course Request Form

College: EHE  
Course Bulletin Listing: EDUTL – Education Teaching and Learning

Course Number: EduTL 5610  
Generic course or decimal subdivision:  
Course Decimal: None

Level: Undergraduate  
Graduate X  
Grade Option: Letter  
Credit Hours: 3

Proposed Effective Year: 2012  
Proposed Effective Term: Summer  
Previous Terms of Offering: Summer

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: Analysis of approaches to curriculum, current research, theory, and pedagogy of second language literacy to second language students from diverse cultural and linguistic backgrounds. A major emphasis of the course will be the teaching of emergent literacy and beginning reading for those who have limited or interrupted schooling in the native language. This session of Edu T&L 6060 is designed for Columbus City School teachers who want to increase their knowledge of the reading process and learn how it applies to second language learners and their literacy development. The course will be taught in half-day sessions over a two-week period in June.

Course offered less than term length: Y  
Distribution of Class Time: 5 half day sessions (e.g. 4 hrs/day for 2 weeks)

Offering Pattern: Distance Learning Format: N (means 100% online)  
Section Size: 20  
Date Range: June 18 through June 29, 2012

Off-Campus Offering: Y  
Off-Campus ZIP code: 43211  
Off-Campus Location: Columbus Global Academy HS

Hours Out-of Class Preparation: 2 hrs times two weeks  
Total Class Meeting Hours: 35  
Length of each Class: 4 hrs

Advertised Course Title: Language Arts in the Multicultural/Bilingual Classroom

Faculty Name: Dr. Brenda Custodio  
Faculty Rank: Adjunct Asst Professor

Faculty Phone: 365-8811  
Faculty E-mail: custodio.1@osu.edu

Secondary Instructor: None  
Desired Access: 

SI Phone: None  
SI E-mail: None

Academic Advising Opportunity: By appointment and after class at Columbus Global Academy HS

Approved by the Graduate Studies Committee Chair: Date: ___________________
Approved by the School Director: _______________________________ Date: ______________
1. **Unit: School of Teaching and Learning**
   Course Number: Ed T & L 6060 for Columbus City Schools
   Title: Language Arts in the Multicultural/Bilingual Classroom
   Level: Undergraduate/Graduate
   Credits: 3 credits
   Instructors: Dr. Brenda Custodio
   Contact Information: 365-8811

2. **Description/Rationale**

   Analysis of approaches to curriculum, current research, theory, and pedagogy of second language literacy to second language students from diverse cultural and linguistic backgrounds. A major emphasis of the course will be the teaching of emergent literacy and beginning reading for those who have limited or interrupted schooling in the native language. This session of Ed T and L 606 is designed for Columbus City School teachers who want to increase their knowledge of the reading process and learn how it applies to second language learners and their literacy development. The course will be taught in half-day sessions over a two-week period in June.

3. **Relationship to Other Courses/Curricula**

   EDUC T & L 606 is a required course for undergraduate and graduate students interested in the field of TESOL. It could be also be counted as an elective in the undergraduate pre-education major in the College of Education. The curriculum introduces students to pedagogical methods, assessment, and text selection in the teaching of second/foreign language literacy. It does not duplicate or replace any curriculum offered in the FSLED offerings as it focuses on both emergent literacy and developing reading comprehension and fluency, K-12.

4. **Knowledge, Skills, and Dispositions (objectives/student learning outcomes)**

   **Course Objectives:**

   Students completing this course will be able to:

   1. Describe the psycholinguistic and interactive models of reading; describe theories of the writing process; compare models of literacy and analyze text difficulty in a second language for students from diverse cultural and linguistic backgrounds.

   2. Identify major pedagogical approaches to the teaching of reading and writing and explain their applicability to teaching second language learners.

   3. Assess students’ needs; plan appropriate teaching strategies and lessons, assess student progress; identify the challenges involved in identifying and referring English as a second language students from a variety of home languages for services in special education.
4. Select and/or adapt commercial reading texts, trade books, electronic reading programs, and literacy resources and create materials for teaching reading and writing in a second language reflecting knowledge of the learner.

Course activities to attain objectives:

1. Practice, design, and demonstrate the following: Pre-reading and post-reading activities, free writing, and shared reading and writing.

2. Design reading assignments.

3. Introduction to reading assessment instruments including running records, portfolios, rubrics, and informal/formal reading inventories.

4. Analyze studies on L2 reading and writing and share with class.

5. Keep a response journal to the week’s activities.

5. Off Campus Field Experience: NA

6. Diversity

   The course explores the interconnections between the teacher’s knowledge of learners (the 2nd NCATE knowledge base) and all their rich dimensions of social identity -- racial, linguistic, religious, ethnic, gender and sexual identity, educational and socio-economic backgrounds -- with all the other 6 areas of knowledge to prepare participants to be advocates for English language learners. One important area to be discussed is the need to strengthen home-school connections to support academic achievement. Many effective ESOL teachers have developed a broad repertoire of cultural and linguistic responsiveness to second language students through their own experiences of studying a second language or living and working in a non-English speaking environment. Empathy and flexibility are dispositions which enable teachers to better know the needs of students from diverse cultural and linguistic backgrounds.
7. **Technology**

Technology provides a variety of tools to support ESL students learning across the curriculum. The course will provide opportunities for students to develop skills in areas such as web design, video, power point and electronic communication. The ESL population in the Columbus area is comprised of students who bring diverse resources to our school system. The course will model and demonstrate how technology can facilitate the development of multilingual, multicultural voices to promote academic achievement.

8. **Topical Outline**

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<tr>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to course.</strong> Discussion of course requirements. Basic introduction to second language programs in Columbus Schools. Hadaway (2002) Chapters One and Two: Second Language Acquisition and literature-based instruction.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Emergent Literacy</strong> Discussion of Tompkins book: Literacy for the 21st Century Comparison of First and Second Language reading development Development of literacy skills for underschooled and limited formal schooling students</td>
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<tr>
<td>3</td>
<td><strong>Building Fluency and Comprehension</strong> Developing fluent readers The tie between fluency and comprehension Hadaway: Chapters Three and Four</td>
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<tr>
<td>4</td>
<td><strong>Vocabulary Development</strong> Critical nature of vocabulary with ELL readers Vocabulary Activities Academic Literacy / Tier One to Three Words</td>
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<tr>
<td>5</td>
<td><strong>Teaching Reading to ELLs in the Elementary Classroom</strong> How the ESL program operates at the elementary level in CCS Review of appropriate books for the elementary ESL classroom Using picture books with ELLs <strong>Bring a picture book to share</strong></td>
</tr>
<tr>
<td>6</td>
<td><strong>Reading and Writing Connection</strong> Hadaway, Chapter Six: Writing with Literature as a Model The writing process for ELLs</td>
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</tbody>
</table>
Student article review and presentation

7 Organizing the Lesson
Developing reading and language proficiency simultaneously
Organizing for instruction: Shared reading, guided reading, language experience
approach, literature response, literature focus units, literature circles, reader’s and
writer’s workshops
Literature focus units, literature circles, reader’s and writer’s workshops
Teaching poetry, drama, and biographies
Tompkin’s video

8 Materials Selection and Presentation
Criteria for material selection (Allen, 1994)
Multicultural texts in the ESL classroom
Hadaway, Chapter Seven: Literacy learning through multicultural literature

9 Content Reading and Writing
Hadaway, Section Four: Exploring Content
Sheltered Instruction and Content-based ESL
Textbook review and study
Use of non-fiction in the ESL classroom

10 Assessing Reading and Writing
Introduction to and practice with various assessment instruments and methods:
Portfolios, rubrics, running records, miscue analysis, self-evaluation, anecdotal
records, checklists, response journals, reading logs

11-12 Final Project Presentations (August 3)
Course evaluations

9. Course Requirements/Evaluation

1. Attendance and participation 10%
2. Article presentation 10%
3. Read aloud presentation 10%
3. Journal 10%
4. Annotated Bibliography 20%
5. Final Curriculum Project 40%

Journal: Select three topics for the readings or the class discussion and write three one-page
reflections.
Article Presentation: Find an article about reading or writing instruction for ELLs and share
with the class. Write a two page critique of the article.
Read Aloud: Bring one book to class to share aloud with the classmates

Annotated bibliography: Create a list of twenty books that you would use in your classroom, based on your subject area and the grade and proficiency level you hope to teach.

Teaching Unit: Develop a teaching unit of at least five days based on a subject that you would like to teach, a novel, or a theme. Describe the setting of the class, the grade and language proficiency level of the students, and the standard that the unit would address. Include your lesson plans for the entire unit, worksheets or graphic organizers you would use, and how you would assess student progress. Specifically address how this unit would be appropriate and adapted for ELLs. Use Tompkins suggestions for developing a literature focus unit.

A 94- 100%  A-90 - 93%  B+87-89%  B-84-86%
C+77-79%  C- 70-73%  D+67- 68%  D 64-66%  F 63% and below 69%

10. Texts/Reading List/Bibliography

Required: Hadaway, Nancy; Vardell, Sylvia; and Young, Terrell. Literature-based Instruction for English Language Learners. (2002)


11. Statement of Student Rights

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.”