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, Off Campus
Term of Offering Summer 2013 - Seven Week Summer Session
Level/Career Graduate, Undergraduate
Rationale for proposing this offering To provide TESOL Endorsement coursework to CCS teachers via O&E offering
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. A major emphasis will be the teaching of emergent literacies.

Attachments
• 5610 Syllabus for CCS summer 13.doc: Custodio Syllabus
  (Syllabus. Owner: Wisnor,Steven Thomas)
• 5610 OneTimeSupplement for SU'13.doc: Custodio form
  (One Time Form Supplement. Owner: Wisnor,Steven Thomas)

Comments

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>Wisnor,Steven Thomas</td>
<td>12/06/2012 02:24 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>12/06/2012 04:26 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Odum,Sarah A. Zircher,Andrew Paul</td>
<td>12/06/2012 04:26 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ________________
2. Enrollment Capacity 20 ________________
3. Waitlist Capacity ? ________________
4. Final Exam:
   - [ ] Yes  [ ] No
   - [ ] Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
     a. Exam Seat Spacing ________________
5. Special Instructions or Additional Information
   This class is specifically for Columbus City School teachers and will take place off campus in a school. The class will be one week in length, (7 hours a day for five days in June) with an additional day in August for presentation of final projects.

6. Class Search Title (18 character limit) **Language Arts in the Bilingual/Multicultural Classroom**
   Ed T and L 5610

7. Display in Class Search:
   - [ ] Yes  [ ] No

8. Credit Hours 3 ________________

9. Course Components (check all that apply):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Laboratory
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Independent Study

10. Graded Component (check one):

   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Laboratory
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Independent Study

11. Campus of Offering (check all that apply):
   - [ x ] Columbus
   - [ ] Marion
   - [ ] Newark
   - [ ] Lima
   - [ ] Mansfield
   - [ ] Wooster (ATI)
12. Prerequisites and Exclusions only for Columbus City School teachers

13. Permission to Enroll in this course:  ☑ No Consent needed  ☐ Department Consent
                                            ☐ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date       June 3-7 and August 2, 2013

2. Previous quarter(s) of offering and enrollment    Summer 2012

3. Expected enrollment for proposed quarter of offering 20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site    Columbus Global Academy

6. Will course be taught in distance learning format:  ☑ Yes  ☐ No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate level, 3 hours</td>
<td>Graduate level, 3 hours</td>
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</table>

<table>
<thead>
<tr>
<th>Class/Lab Contact Time:</th>
<th>45 hours in class and 90 hours outside</th>
<th>45 hours in class and 90 hours outside</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>none</td>
<td>none</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Exclusion or Limiting</th>
<th>Limited to Columbus City Schools teachers</th>
<th>Limited to Columbus City Schools teachers</th>
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<tbody>
<tr>
<td>Grade Options (Check)</td>
<td>□ Letter □ S/U □ Progress □ Letter □ S/U □ Progress</td>
<td></td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td>444</td>
<td>15</td>
</tr>
<tr>
<td>Total hours of class meetings:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of each class:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):
The hours of the class are the same, but the course is only for Columbus City School teachers.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Brenda Custodio</th>
<th>Rank</th>
<th>Lecturer</th>
</tr>
</thead>
</table>

Qualifications (explain any difference in rank/qualification from on-campus instructors)
The instructor is not a full-time faculty member.

Explain differences in teaching arrangements from on-campus offerings
The class will be taught off campus in one week and one extra day, not the typical one day a week.

Student Services (explain how they will be provided to off-campus students):
Registration  **Offered on site by Outreach and Engagement**
Office Hours  **Immediately before and after class or by appointment**
Academic Advising  **provided by full-time staff on campus**

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
1. Unit: School of Teaching and Learning  
   Course Number: Ed T & L 5610 for Columbus City Schools  
   Title: Language Arts in the Multicultural/Bilingual Classroom  
   Level: Undergraduate/Graduate  
   Credits: 3 semester credits  
   Instructors: Dr. Brenda Custodio  
   Contact Information: custodio.1@osu.edu or cell phone 614-371-1011

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 5610 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 full day sessions over a one-week period in June with a curriculum project due by August 2.

3. Relationship to Other Courses/Curricula

   EDUC T & L 5610 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

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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 <strong>Student article review and presentation</strong></td>
</tr>
<tr>
<td>7</td>
<td><strong>Organizing the Lesson</strong> Developing reading and language proficiency simultaneously</td>
</tr>
</tbody>
</table>
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

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

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

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

Final Project Presentations (August 2)
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.

**Grading Scale**

- 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

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.”