**EDRD 620: TEACHING READING AND WRITING
IN FOREIGN/WORLD LANGUAGES IN PK-12 SCHOOLS
Spring 2008
Thursday 7:20-10:00 PM**

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COURSE OUTLINE

A. Course Description: This course provides an introduction to the reading/writing processes in foreign/second languages, research on reading comprehension, and effective teaching and assessment approaches for students in K-12 schools. Among the topics addressed are: reading goals and standards for foreign language learning; socio-cultural perspectives on reading and writing; multimedia computer-assisted reading; interaction between reading and writing; research on teaching reading and writing strategies; effective reading skills and strategies; and performance-based assessments of reading and writing.

Course Materials and Texts:
Required
1. **Course Packet Reader – Special Topics in Education, EDRD 620, Teaching Reading/Writing in Foreign/World Languages K-12.** Available in the Fairfax campus bookstore.
2. **CD Rom 50 Years of Northeast Conference Report** – Price = $25 – Make checks payable to (Northeast Conference on the Teaching of Foreign Languages) NECTFL
3. **ACTFL Performance Guidelines K-12 Learners: Reading and Writing –** found at http://www.actfl.org
4. **Subscribe (free!) On-line Journal,** *Reading in a Foreign Language* found at http://nflrc.hawaii.edu/rfl
5. **Teaching Foreign Languages (TFL) Library** found at www.learner.org

Optional
1. Hall Haley, M. & Austin, T. (2004). Content-based second language teaching and learning: An interactive approach. Allyn & Bacon. Boston, MA.
2. Hall, J.K. (2001). Methods of teaching foreign languages. New Jersey: Merill/Prentice Hall.
3. Carrell, P. (1992). Interactive approaches to second language reading Cambridge University Press.

B. Course Outcomes: Students completing EDRD 620 will:
1. Be able to demonstrate ability to teach reading and writing in a foreign/second language using the reading goals and standards for K-12
2. Analyze recent research on the socio-cultural perspectives of reading/writing process for students in a foreign/second language
3. Describe developmental stages of reading/writing and suggest appropriate instructional techniques for each.
4. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading strategies
5. Develop assessment activities for use in a foreign/second language reading/writing setting
6. Incorporate multimedia in computer assisted reading in foreign/second language classes

Students will be expected to use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet.
Students are encouraged to attend any professional conferences in the Metro area.

C. Relationship to Program Goals and Professional Organizations

Course Student Outcomes (above)	ACTFL/NCATE Standards Domain	INTASC Principles
1	2c, 3b, 4a, 4b, 4c	P7
2.	2a 3b	P3 P4
3.	3a 3b	P2 P3
4.	2c 3b 4a 4b 4c	P2 P3 P4 P6 P7
5.	4b 4c 5a	P8
6.	4c	P6

Key: TESOL/NCATE Standards and Domains
        INTASC = Standards for Licensing Beginning Teachers, where P = principles

1. *Knowledge base for teaching in the foreign/ second language classroom*. Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. *Utilization of research*. EDRD 620 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others teaching practices.

3. *Classroom teaching*. EDRD 620 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their student's needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.

4. *Curriculum*. Students will develop the skills needed to design and implement foreign/second language teaching strategies.

The *EDRD 620* relationship to National and State Standards include:
- The American Council on the Teaching of Foreign Languages Standards for Pre-K-12 Students
- Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
- National Board for Professional Teaching Standards (NBPTS)
- Virginia Foreign Language Standards of Learning (SOLs)

The EDRD 620 relationship to professional organizations include:
EDRD 620 follows the guidelines and recommendations made by the *American Council on the Teaching of Foreign Languages* (ACTFL), the *National Association for Bilingual Education* (NABE)*,* and the *National Association for Multicultural Education* (NAME). ACTFL along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. NABE and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals' rights and needs.

D. Course Delivery:
This course is highly interactive by design. It is predicated upon ***learning by doing*** and ***discovery learning***. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection. Two options are offered on the mid term and final projects. Students are encouraged to select a project that has particular relevance to their own respective teaching circumstance. Rubrics are provided for the teaching simulation and midterm and final projects.

Students with Special Needs:
Students with disabilities that affect their ability to participate fully in the course or who require special accommodations are encourage to speak with the instructor so that appropriate accommodations might be arranged.

Students will be expected to...

1. Attend <u>all</u> class sessions, *arriving on time,* and actively participate during large and small group discussions and activities.
2. Complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline.
3. Purchase a three-ring binder which will be used to organize all course materials and should be brought to class <u>every week.</u>

COURSE REQUIREMENTS	POINT VALUE	DUE DATE
1. Class Preparation and Participation	10 points	On-going
2. WebQuest Presentation	15 points	2/14/08
3. In-Class Teaching Demonstration	25 points	Refer to sign up sheet
4. Mid Term Project	25 points	4/03/08
5. Final Project	25 points	5/01/08

• Using the designated ratings scale, requirements 1-5 will be added to calculate a final course grade.

GRADE	SCORE
A	93.0-100 points
A-	90.0-92.9 points
B+	88.0-89.9 points
B	83.0-87.9 points
B- or below	

Useful Foreign/Second Language Websites

American Council on the Teaching of Foreign Languages (ACTFL)
www.actfl.org
Northeast Conference on the Teaching of Foreign Languages (NECTFL)
www.nectfl.org
National Capital Language Resource Center (NCLR*C)*
nclrc@nicom.com
International Reading Association
http://www.gsh.org/ira
Fairfax County Public Schools (Foreign Languages)
http://www.fcps.edu/DIS/OHSICS/forlang/

COURSE SCHEDULE

INTASC Standards: Principles #1, 2, 4, and 7 ACTFL/NCATE 2a, 2b, 2c

Jan 24
Week # 1 – Introductions and course overview. Reading partners. Purposes for reading. <u>Pre-reading Strategies</u> (K-W-L, Anticipation Guide, SQ3R, Graphic organizers/ Inspiration & KidsSpiration). Professional organizations. // Complete Surveys & Questionnaires.
Assignment: --Subscribe to electronic journal, *Reading in a Foreign Language* (p. 1 of syllabus) --Preview WebQuest at: <u>http://mason.gmu.edu/~mferro/edrd620webquest/</u> **Article # 2:** (Arens & Swaffar), Reading Goals and the Standards for Foreign Language Learning

INTASC = P #7 ACTFL/NCATE 4a, 4b, 4c

Jan 31
Week # 2 – Reading Goals and National Standards. <u>During-reading Strategies</u> (Predicting, Drawing pictures, Skipping unknown words). Sample Pre-Reading activity. //Recap Needs Analysis **STUDENTS MUST SIGN UP FOR WEBQUEST GROUPS.**
Assignment: Work on WebQuest Projects **Article # 3:** (Bamford & Day), Teaching Reading

INTASC = P#2, 3, 4 ACTFL/NCATE 3a, 3b

Feb 7
Week # 3 – Teaching Reading // <u>Post-reading Strategies</u> (Reading Response Logs, Anticipation Guides, Literacy Scaffolds, Semantic Mapping, Think Aloud, Read Aloud, Echo Reading, Guided Reading, Silent Sustained Reading) **STUDENTS MUST SIGN UP FOR TEACHING DEMOS**
Assignment: --Complete WebQuest Projects—Finalize Presentations --Search NECTFL CD-Rom for 2 articles on "Reading Strategies." Prepare to discuss. **Article # 4:** (Rusciolelli), Student Responses to Reading Strategies Instruction

INTASC = P#2, 3, 4 ACTFL/NCATE 3a, 3b

Feb 14
Week # 4 – Reading Strategies Discussion **WEBQUEST PRESENATIONS TONIGHT**
Assignment: **Article # 8:** (Day & Bamford) Top 10 Principles for Teaching Extensive Reading **Article# 13:** (Barnett & Jarvis-Sladky) Teaching and Reaching All Learners

INTASC = P#2, 3, 4 ACTFL/NCATE 3a, 3b

Feb 21
Week # 5 - Authentic Tasks for Diverse Learners – Intensive Reading, Extensive Reading, Skimming, Scanning, Bottom-up, Top-down, The Take-Five Model // Extensive Reading IN-CLASS TEACHING DEMONSTRATIONS: Pre-Reading Strategies
Assignment **Article # 1:** (Sangrene-Granville) African Folktales: 5 Techniques

INTASC = P#2,3,4 ACTFL/NCATE 2a

Feb 28
Week # 6 - Using Manipulatives for Teaching Reading and Writing IN-CLASS TEACHING DEMONSTRATIONS: During-Reading Strategies GUEST SPEAKER: Cecilia Abare, PWCS
Assignment: Search NECTFL CD-Rom for 2 articles on "Using Authentic Materials to Teach Reading." Prepare to discuss. **Article # 9:** (Adair-Hauck & Donato) The PACE Model

INTASC = P#2,3,4 ACTFL/NCATE 2a, 2b, 2c

Mar 6
Week #7 –   A Story-based Approach // Organizing Content and Planning Lessons //Using Authentic Materials IN-CLASS TEACHING DEMONSTRATION – Post-Reading Strategies
Assignment: Visit Dr. Haley's Multiple Intelligences Research Studies (MIRS) web site at http://gse.gmu.edu/research/mirs/ Prepare to discuss. (Don't forget mid-term projects!)

Mar 13
Week # 8 – No Class! Spring Break! (Work on mid-term projects--due April 3rd!)

INTASC = P#2, 3   ACTFL/NCATE 3b

Mar 20
Week # 9—Incorporating The Theory of Multiple Intelligences in Reading and Writing // Mid-term Pulse Checks IN-CLASS TEACHING DEMONSTRATION-- Multimedia Computer-Assisted Reading and Writing
Assignment: Search NECTFL CD-Rom for 2 Articles on Technology and Teaching Reading. Prepare to discuss. **Article # 14:** (MacDonald) A Touch of Class: Internet Technology and Second/Foreign Language Education **Article # 11** (Shen) The role of explicit instruction in ESL/EFL reading

INTASC = P#2, 3   ACTFL/NCATE 3b

Mar 27
Week # 10 – Reading and Writing for Meaning / Using Technology to Enhance Meaning GUEST SPEAKER: Magda Cabrera, FCPS
Assignment: **Article # 10** (Gascoigne) Documenting the initial second language reading experience: The readers speak **Mid-term Projects Due Next Week!**

INTASC = P# 1,2,3,4 ACTFL/NCATE 1b, 3a

Apr 3
Week # 11—Preview sociocultural perspectives // MID-TERM PROJECT SHOWCASE TONIGHT
Assignment: **Article # 6:** (Vollmer) Sociocultural Perspectives on Second Language Writing

INTASC = P#1,2,3 ACTFL/NCATE 1b, 3a

Apr 10
Week #12—Story-based Approach to Teaching Grammar – Pre, During, and Post reading support IN-CLASS TEACHING DEMONSTRATION: Using Authentic Materials/Realia
Assignment: Search NECTFL CD-Rom for 2 articles on "Performance-based Assessments of Reading/Writing." Prepare to discuss. **Article # 7:** (Olivares-Cuhat) Learning strategies and achievement in the Spanish writing classroom: A case study

INTASC = P#8   ACTFL/NCATE 5a, 5b, 5c

Apr 17
Week #13 - Performance-based Assessment of Reading and Writing GUEST SPEAKER: Dr. Rebecca Fox, GMU
Assignment: **Article #12:** (Byrd) Practical tips for peer editing tasks **Article # 5:** (Gascoigne) Reviewing reading: Recommendations versus reality

INTASC = P#8   ACTFL/NCATE 5a, 5b, 5c

Apr 24
Week # 14 – Preview of Final Projects / Peer Feedback IN-CLASS TEACHING DEMONSTRATION: Performance-Based Assessments
Assignment: Work on Final Project

May 1
Week # 15 – FINAL PROJECT PRESENTATION SHOWCASE // Evaluations

Due February 14, 2008 / Instructor Ferro
http://mason.gmu.edu/~mferro/edrd620webquest

A Web What?
A WebQuest is an online lesson that includes specific tasks, processes, resources, a measure of evaluation, and a conclusion. It can be either a short lesson designed to help learners acquire new knowledge or a longer lesson that asks learners to use newly acquired knowledge to analyze, synthesize and evaluate their own learning. Although WebQuests can be done by individual students, most are designed for discovery learning in small groups. There are two important features that distinguish WebQuests from traditional research assignments. The tasks simulate real-life situations and the information needed to complete the tasks is predominantly obtained from internet resources.

Two Reasons for the Webquest Project in EDRD 620:
First, through discovery learning, you will learn how to use a WebQuest as a pedagogical tool. As you proceed through the WebQuest, think about the tasks, processes, resources, and evaluations that are included. How might the activities appeal to the cognitive, linguistic, and cultural diversity of today's language learners? How might you be able to use something similar in your own teaching?

Second, you will enhance your knowledge of the major topics in this course by completing a jigsaw activity. With jigsaw activities, each small group is asked to investigate a specific topic (a piece of the jigsaw) in order to become "the experts." Once the group has completed its investigation, the members will report their findings in a 20-minute Power Point presentation. As the groups shares their findings, the pieces of the jigsaw are put in place to form "the whole puzzle" of EDRD 620.

Getting Started:
The WebQuest for EDRD 620 is a self-contained lesson (including the rubric) available online at http://mason.gmu.edu/~mferro/edrd620webquest Once you are assigned to a group, you should follow the instructions on the WebQuest for completing your group's specific tasks.

> **Groups:** On the first night of class, you will complete the Needs Assessment Survey (page 22 of syllabus). Based on the information gathered on the Needs Assessment, your instructor will help you form the WebQuest groups during the second class. *Please do not change groups without first consulting your instructor.*

> **Presentations:** Each group will present a **20-minute PowerPoint presentation** on **February 14, 2008.** Although the presentation is a group effort, each student will receive an individual grade. See the WebQuest for all the details and the grading rubric.

EDRD 620: GUIDELINES FOR TEACHING IN-CLASS DEMONSTRATIONS
Students <u>Must</u> Sign-up for Topic and Date (Week 3)

1. Prepare a lesson plan using page one of the template provided (page 11 of syllabus). This is to be distributed in class as part of your handout. <u>Page two of the lesson plan—the reflective phase—(page 12 of syllabus) is to be completed after your teaching simulation and submitted to your instructor the following week.</u> Your lesson plan should be based on information gained from at least three articles on *teaching reading and writing in foreign/second languages* that you have read, in addition to the short readings from our weekly assignments.

2. You may work with *one classmate* for your teaching demonstration. Plan your time carefully. You have a **maximum of 20 minutes to deliver your instruction**. In the case of two presenters, this time should be shared equally. You may take another 5 minutes to provide background information about the activity and we will take 5 minutes at the end of your demonstration to give you feedback and ask questions.

3. The demonstration should include:
    *   Background information about the method/skill/strategy
    *   The type of class your particular demonstration is intended for, e.g., level of proficiency, grade level, type of class, etc.
    *   Skills you are teaching and basic objectives of the lesson
    *   Special teacher-made materials; props and realia are <u>strongly</u> encouraged (Please do not use complete lessons copied from a text-book)
    *   Possible follow-up activities to the lesson you have presented
    *   How you might conduct assessment of the lesson you have presented, if appropriate
    *   Others you can think of....

4. **<u>BE CREATIVE!</u>**

5. Spend less time talking about the method/skill/strategy and more time demonstrating it. You may decide to introduce your lesson by describing the method first or you may wish to immerse us in the experience and explain after the demonstration.

6. We will be your students. You may assign us whatever roles and ages you wish.

7. Prepare a handout for the class in addition to your lesson plan. The handout can be short. It might be a summary of some points you have made or it might be sharing something from the lesson you have developed that class members might like to use in their own teaching.

<u>EVALUATION</u> of your teaching demonstration will be based upon the following criteria:
*   Quality of the complete lesson plan
*   Engagement and Effectiveness of Segment Presented
*   Language proficiency and simulation done in target language
*   Effective Use of Time
*   Evidence of Preparation (3 articles referenced) and Reflection (second page of lesson plan)
*   Creativity (in lesson design and segment presentation)
*   Accurate Summary
*   Useful Handout

Topics and Sign-Up for In-Class Teaching Demonstrations

Feb 21 – Week # 5   **(1) Pre-Reading Strategies Focus**

      a. _____

      b. _____

Feb 28 -- Week # 6   **(2) During-Reading Strategies**

      a. _____

      b. _____

Mar 6 – Week # 7   **(3) Post-Reading Strategies**

      a. _____

      b. _____

Mar 20 – Week # 9   **(4) Multimedia Computer-Assisted Reading & Writing**

      a. _____

      b. _____

      c. _____

Apr 10 – Week # 12   **(5) Using Authentic Materials/Realia**

      a. _____

      b. _____

Apr 24 – Week # 14   **(6) Performance-Based Assessments**

      a. _____

      b. _____

EDRD 620: SAMPLE LESSON PLAN FOREIGN/WORLD LANGUAGES

Teacher_____ School_____

Grade(s)_____ Language(s)_____ Level(s)_____

Date_____ Number of Students _____ Time_____

PLANNING PHASE

1. Performance/Task-based Objectives:

2. Standards:
  National:
  State:
  Local:

TEACHING PHASE

1. Preparation
  Lesson Outline
  Theme or Topic:
  Vocabulary:
  Verb(s):
  Grammatical structure(s):
  Cultural perspectives:
  Listening/Reading/Viewing selection(s):
  Materials:
  Technology:
  Warm-up Activity:

2. Presentation and Practice
  Three Modes:
  Interpersonal Activities:
  Presentational Activities:
  Interpretive Activities:

  Methods/Approaches/Strategies:

3. Evaluation / Assessments

4. Expansion / Extension

5. Other:
  Homework:
  Closure:
  Follow-up:

(Continued…)

REFLECTION PHASE
Efforts to Accommodate:
> Visual learners:
> Auditory learners:
> Kinesthetic learners:
> Specials needs learners (Disabled and/or Gifted):
> Heritage/Native speakers:

What worked well?

What didn't work well?

What will you do differently as a result of this plan?

How might this lesson be improved?

One important thing I learned was:

_____

EDRD 620: Teaching Reading and Writing in Foreign/World Languages
Teaching Demonstration Checklist

Presenter(s):_____
_____

Strategy/Theme _____   **Date**_____

2.5 =Excellent .5 =Poor	.5	1.0	1.5	2.0	2.5
Quality of Lesson Plan					
Handout and Summary True to Strategy/Theme					
Target Language Proficiency					
Evidence of Preparation					
Use of Teacher-Developed Materials					
Flexibility in Response to Students					
Efficient Use of Time					
Class rapport, warmth, enthusiasm					
Creativity of design and presentation					
Quality/Usefulness of Lesson Handout(s)					

Comments:

Recommendations:

EDRD 620: GUIDELINES FOR MID-TERM PROJECT
Resources for Teaching Reading and Writing in Foreign/World Language Classrooms
Due April 3, 2008 / Instructor Ferro

Option A: Reading Library
Objectives:
1. To identify and evaluate materials and resources from --print, software, and the Internet– for teaching reading and writing in foreign/second language classrooms.
2. To search for materials of particular interest to you in the areas of teaching reading and writing in order to gain a greater appreciation for the breadth and depth of available resources and how they reflect current practices and research.

Task:
To create a library of materials for increasing the reading comprehension and writing proficiency of a particular student population specific to age, grade, and level of language being studied.

Choose a grade or level from one of the following categories that interests you:
- Elementary FLES or Immersion (grades 3-6)
- Middle School Immersion or Level 1
- High School Levels 1-5, AP, IB

What to do:
1. Identify five (**5**) resources for the library. Make sure you have a balanced distribution across print materials, computer software, and Internet web sites. Look for a variety of resources, not just in the fields of education and foreign languages. Look for materials that can help you increase the reading and writing abilities of students in the grade or level you chose. You may consider both fiction and non-fiction print materials.
2. Examine the resources as to their effectiveness and appropriateness in terms of content, language, language level, culture, and student interest potential.
3. Prepare a written report – (**5-page minimum, double-spaced, 12pt font**), on your findings, grouping print, software, and web materials. Provide an introductory section describing the specific purpose of your resource search: For which grade or level was the library intended? What were the primary goals and/or objectives for assembling this library? Type each source's name and publication information in boldface as the subheading to the paragraph where you will review it.
4. Cite **at least two assigned readings** to support your evaluation of the resources.
5. Provide a one paragraph summary that synthesizes what you have learned from this assignment.
6. Attach sample pages from the resources that provide evidence for your evaluation.
7. Include a **References** page of assigned readings to which you referred in your report as well as a complete list of materials reviewed.

<u>**Option B: Technology Project**</u>
Using Technology to Enhance the Teaching of Reading and Writing in the Foreign/Second Language Classroom

Videotape, HyperStudio, Multimedia PowerPoint, WebQuest, Blog, Wiki or Other Technology-based Project

1.   Prepare a 30-minute videotape, electronic game/activity book, WebQuest, Blog, Wiki, Multimedia PowerPoint slide presentation, or other type of technology-based project on a course outline topic of your choice and apply it to a teaching reading and/or writing in the foreign/second language classroom setting. The purpose of the project is to focus on one topic and inform teachers about its implications for teaching.

2.   Describe the teacher/student population and their needs (age, grade, and language level).

3.   Prepare an informative printed guide to your product to help a novice use it.

4.   Make reference to at least two (2) of the course articles to add support to this project.

5.   Submit your project on both CD and in paper format.

6.   Mid-term projects are due on or before **April 3, 2008.**

Analytic Scoring Rubric – Mid Term Project Option A
Reading Library
EDRD 620 – Spring 2008

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
23-25 points **A**	**19-22 points** **B**	**16-18 points** **C**	**13-15 point** **F**
Fulfillment of task			
Clearly and concisely identifies and critiques curriculum materials and resources for teaching reading and writing in world languages	Identifies and critiques curriculum materials and resources for teaching reading and writing in world languages	Partially identifies and critiques curriculum materials and resources for teaching reading and writing in world languages	Does not identify and/or critique curriculum materials and resources for teaching reading and writing in world languages
Completion of task requirements			
Selects no fewer than 5 sources that represent a wide variety of print, software, and internet materials Includes sample pages from each source that support evaluation	Selects 5 sources of materials. Sources may not represent a wide variety of print, software, and internet materials Includes one sample page from each source that supports evaluation	Selects less than 5 sources of materials that may not represent a wide variety of print, software, and internet materials Does not include one page from each source, or pages may not support evaluation	Does not select 5 sources of materials Does not include one page from each source that supports evaluation
Appropriateness and usefulness of materials selected			
Locates materials pertaining to preK-12 student populations Clearly and concisely identifies age, grade and language proficiency appropriateness Clearly and concisely mentions usefulness and limitations of materials (i.e. for whom, age, level of proficiency, grade, etc.)	Locates materials pertaining to preK-12 student populations Partially identifies age, grade and language proficiency appropriateness Partially mentions usefulness and limitations of materials (i.e. for whom, age, level of proficiency, grade, etc.)	Locates some materials pertaining to preK-12 student populations Identifies only age, grade or language proficiency appropriateness Mentions only one or no aspects of usefulness and limitations of materials (i.e. for whom, age, level of proficiency, grade, etc.)	Does not locate materials pertaining to preK-12 student populations Does not identify any age, grade or language proficiency appropriateness Does not mention usefulness and limitations of materials (i.e. for whom, age, level of proficiency, grade, etc.)
Analysis			
Writes a minimum 5-page analysis of findings that includes purpose of library and synthesis of what was learned. Makes reference to course readings to support analysis.	Writes a 5-page analysis of findings that may not include purpose of library and synthesis of what was learned. Makes partial references to course readings to support analysis.	Writes less than a 5-page analysis of findings that may not include purpose of library and synthesis of what was learned. Makes no reference to course readings to support analysis.	Does not write 5-page analysis of findings. Does not include purpose of library and synthesis of what was learned. Makes no reference to course readings to support analysis.

Student name:_____   **Score:**_____

Analytic Scoring Rubric – Mid Term Project Option B
Technology Project
EDRD 620– Spring 2008

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
23-25 points A	19-22 points B	16-18 points C	13-15 point F
Fulfillment of task			
Prepares a 30 minute technology-based project that applies to reading and writing in world languages and a user-guide intended for a novice user	Prepares a 30 minute technology-based project that applies to reading and writing in world languages and a user-guide that may not be intended for a novice user	Prepares a technology-based project that is less than 30 minutes and/or may not apply to reading and writing in world languages. The user-guide may be incomplete and/or not intended for a novice user	Does not prepare a 30 minute technology-based project that applies to reading and writing in world languages and does not complete a user-guide intended for a novice user
Completion of task requirements			
Project is based on a course topic for teaching reading and writing in world languages	Project is partially based on a course topic for teaching of reading and writing in world languages	Project is not based on a course topic for teaching of reading and writing in world languages	Project is not based on a course topic for teaching of reading and writing in world languages
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs.
Submits project on both CD and in paper format	Submits project on both CD and in paper format	Submits project on either CD or paper format	Does not submit project on either CD or paper format
Appropriateness and usefulness of materials developed			
Technology is appropriate for teacher/ student population	Technology is mostly appropriate for teacher/student population	Technology is partially appropriate for teacher/student population	Technology is not appropriate for teacher/student population
Analysis			
Prepares a printed guide of the product to help a novice use it	Partially prepares a printed guide of the product to help a novice use it	Partially prepares a printed guide of the product to help a novice use it	Does not prepare a printed guide of the product to help a novice use it
Refers to course readings to add support to project	Partially refers to course readings to add support to project	Does not refer to course readings to add support to project	Does not refer to course readings to add support to project

Student name:_____   **Score:_____**

Comments/Feedback:

EDRD 620 GUIDELINES FOR FINAL PROJECT
Due May 1, 2008 / Instructor Ferro

Option A: Field Project
Field Project on Reading and Writing in the Foreign/World Language Classroom

Objectives and Tasks:
You will conduct a Field Project in a classroom setting. You are to design and pilot test a reading and/or writing activity. Your project may focus on any of the teaching approaches/skills/strategies we have covered during this course. You will pilot test your activity by trying it out in an actual classroom setting. You will submit a brief, written report on this experience with lessons learned and suggestions for revising your reading/writing activity as well as a complete lesson plan that embeds your activity.

Preparing the written report:
In writing up the field project, please be sure to address the following topics:
How did you implement the reading/writing activity? With whom? Your self-assessment and reflections on improvement should be the longest section of your report. Include examples of student handouts or teacher materials such as overhead transparencies or PowerPoint presentations. Your paper should be no more than three (3) double-spaced (12 pt font) pages in addition to your complete lesson plan.

Option B: Activity Packet
Reading and Writing Activity Packet

Objectives and Tasks:
Develop four (4) original (not photocopied from another source), never-before used instructional and assessment activities for teaching reading and/or writing in a foreign/world language classroom. **At least one activity must be technology-based.** Describe students, their learning needs, the instructional objectives, and the educational setting. **Aim for breadth rather than depth**. Base design of materials on assigned class readings *and* readings from the WebQuest Presentations and/or NECTFL CD-Rom. Rather than present detailed lesson plans, provide a research-based rationale and a narrative description of each activity.   The narrative should describe the content of the materials/activities and how these materials/activities will be used in a classroom setting. Include a **Reference Page** of the assigned readings to which you referred in your narrative.

Analytic Scoring Rubric – Final Project Option A
Field Project
EDRD 620– Spring 2008

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
23-25 points A	19-22 points B	16-18 points C	13-15 point F
Fulfillment of task			
Designs, implements, and reflects upon a pilot test of a reading and writing activity that highlights approaches/skills/strategies covered in the course	Designs, implements, and partially reflects upon a pilot test of a reading and writing activity that highlights approaches/skills/strategies covered in the course	Partially designs, implements, and/or reflects upon a pilot test of a reading and writing activity that highlights approaches/skills/strategies covered in the course	Does not design, implement, and reflect upon a pilot test of a reading and writing activity that highlights approaches/skills/strategies covered in the course
Completion of task requirements			
Includes a complete lesson plan based on the template used in this course Prepares a field report that includes a description of the activity's implementation and a reflective self-assessment Includes copies of teaching materials (handouts, overheads, etc.)	Includes a mostly complete lesson plan based on the template used in this course Prepares a field report that includes a description of the activity's implementation and a reflective self-assessment May not include copies of teaching materials (handouts, overheads, etc.)	Prepares an incomplete lesson plan that may not be based on the template used in this course Prepares a field report that includes a partial description of the activity's implementation and/or a partial reflective self-assessment May not include copies of teaching materials (handouts, overheads, etc.)	Does not prepare a lesson plan based on the template used in this course Does not prepare a field report that includes a description of the activity's implementation and a reflective self-assessment Does not include copies of teaching materials (handouts, overheads, etc.)
Appropriateness of activity used			
Clearly and concisely identifies age, grade and language proficiency appropriateness of activity	Partially identifies age, grade and language proficiency appropriateness of activity	Identifies only age, grade or language proficiency appropriateness of activity	Does not identify any age, grade or language proficiency appropriateness of activity
Analysis			
Field report emphasizes a reflective self-assessment and recommendations for improving the activity Refers to course topics to add support to field report	Field report emphasizes a reflective self-assessment and recommendations for improving the activity Partially refers to course topics to add support to field report	Field report does not emphasize a self-assessment and /or recommendations for improving the activity May not refer to course topics to add support to field report	Field report does not emphasize a self-assessment and recommendations for improving the activity Does not refer to course topics to add support field report

Student name:_____   **Score:**_____

Analytic Scoring Rubric – Final Project Option B
Reading and Writing Activity Packet
EDRD 620– Spring 2008

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
23-25 points A	19-22 points B	16-18 points C	13-15 point F
Fulfillment of task			
Develops and describes four exemplary research-based, original, never before used, instructional and assessment activities for teaching reading and writing in world languages	Develops and partially describes four research-based, original, never before used, instructional and assessment activities for teaching reading and writing in world languages	Develops and describes less than four research-based, original, never before used, instructional and assessment activities for teaching reading and writing in world languages	Does not develop and describe four research-based, original, never before used, instructional and assessment activities for teaching reading and writing in world languages
Completion of task requirements			
Packet represents a broad range of reading and writing activities that includes at least one technology-based activity Describes students, their learning needs, instructional objectives, and educational setting	Packet represents a broad range of reading and writing activities but may not include one technology-based activity Partially describes students, learning needs, instructional objectives, and educational setting	Packet may not represent a broad range of reading and writing activities and may not include one technology-based activity Does not clearly describe students, learning needs, instructional objectives, and educational setting	Packet does not represent a broad range of reading and writing activities and does not include one technology-based activity Does not describe students, learning needs, instructional objectives, and educational setting
Appropriateness of materials developed			
Clearly and concisely identifies age, grade and language proficiency appropriateness of each activity	Partially identifies age, grade and language proficiency appropriateness of activities	Identifies only age, grade or language proficiency appropriateness of activities	Does not identify any age, grade or language proficiency appropriateness of activities
Analysis			
Prepares a research-based rational and narrative description of each activity Refers to course readings and topics to add support to project	Partially prepares a research-based rational and narrative description of each activity Partially refers to course readings and topics to add support to project	Partially prepares a rational and narrative description of each activity that may not be based on research May not refer to course readings and topics to add support to project	Does not prepare a research-based rational and narrative description of each activity Does not refer to course readings and topics to add support to project

Student name:_____   **Score:**_____

Comments/Feedback:

Analytic Scoring Rubric – Preparation and Participation
EDRD 620– Spring 2008

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
10-9 points A	8 points B	7 points C	0-6 points F
Class Attendance			
Attends all classes or misses (1) class, arriving on time	Misses (2) classes. Arrives late.	Misses (3) classes. Arrives late.	Misses more than (3) classes. Has (3) or more late arrivals.
Homework			
Completes all assignments on time	Completes most assignments on time	Completes few assignments on time	Does not complete assignments on time
Participation			
Engages in meaningful class discussions	Engages in class discussions	Rarely engages in class discussion	Does not engage in class discussions
Participates actively in class activities	Participates in most class activities	Rarely participates in class activities	Does not participate in class activities
Provides constructive feedback to class members	Provides some constructive feedback to class members	Rarely provides constructive feedback to class members	Does not provide constructive feedback to class members

Student:_____   **Score:**_____

Comments/Feedback:

EDRD 620 / Spring 2008
Needs Assessment Survey
The purpose of this needs assessment is to determine what you already know about teaching reading and writing in a second language, what you would like to know by the end of this course, and how the instructor can best help you achieve your learning goals for EDRD 620.

1. **Please provide the following personal Information:**

   a. Name: _____

   b. Language(s) for Certification: _____

   c. Circle one: Pre-service / In-service / Other (please specify) _____

2. **Please rate the following items according to the chart:**

4 = Very familiar. I know *more* than basic descriptions.	3 = Familiar. I know basic descriptions.	2 = Somewhat Familiar I have heard of them but I still need to learn the basics.	1 = Not Familiar I have never heard of them before

Topic: **Rating**

1. The National Standards of Language Learning (the 5Cs)   ____

2. Reading Strategies   ____

3. Writing Strategies   ____

4. Performance-based Assessments   ____

5. Please rate the following technologies:

   a. Blogs   ____

   b. Wikis (such as Wikipedia)   ____

   c. WebQuests   ____

   d. Other Multimedia—please specify below:

   _____   ____

   _____   ____

3. **Have you used the above to develop lesson plans? If so, please use the space below or the back side of this survey to provide a <u>brief</u> description.**

4. **Consider the course topics mentioned in Question #1. What are *your* learning goals for this course?**

STUDENT BIOGRAPHICAL INFORMATION

Please Print <u>clearly!</u>

Name:_____

E-mail address:_____

Home phone:_____ Work phone:_____

Home
address:_____

_____

GMU Program:_____ Academic Advisor_____
Year admitted:_____ Expected completion year_____

Currently teaching?_____ If yes, where, what, and for how long?
_____

Language(s) you speak/read/write_____
Level(s) of proficiency_____

Travel experience?_____ Where?_____
For how long?_____

Career goals:_____

What you hope to gain from this
class:_____
_____
_____

Favorite leisure/pastime
activities:_____
_____