Course Description:

Education 5253 is the first of two courses designed to increase the ability of secondary school teacher candidates to support literacy development for middle and high school students. Strategies of instructional intervention will be taught, modeled and observed. The theoretical base of educational research for literacy intervention is at the core of understanding purpose, validity, and implementation of instructional intervention strategies. Additional purposes are to address differences among readers and texts and to understand methods of reading assessment for adolescents and the English Language Learner (ELL). The reading process, difficulties in reading and English language learning, instruction in reading beyond elementary education, and the role of the teacher in reading instruction and assessment will be important topics in this course.

Secondary teachers are responsible for the academic success of learners in their classroom in all content areas. While being knowledgeable in the individual disciplines, there is often an unfamiliarity with the basics of literacy intervention and English language learning. This course will bridge the gap between students’ needs and teacher knowledge as students who may need specific literacy or language intervention enter the class. A rationale for involvement in improving adolescents’ and ELL students’ access to literacy will be examined and developed. Core instructional strategies will develop lifelong literacy proficiency and allow students to access text, engage in learning activities in class and at home.

Informed secondary teachers can be prepared to accelerate the language development of English learners significantly in the course of an academic year. The assumption that good teaching is enough to help acceleration of language learning does not take into consideration that secondary language acquisition is complex. Effective teaching strategies and planning can improve the quantity and quality of instruction for language learners. Implementation of instructional intervention for mainstream classes that are heterogeneous in regards to language, ethnicity, social class and academic achievement is another goal in this class. Pre-service and current teachers will learn how and why to differentiate instruction to meet diverse proficiency levels and move students beyond initial social and survival language to master academic language in reading, writing, listening and speaking. Also explored will be the importance of cultural democracy in the
classroom which fosters English learners’ connections to their home culture and language while teaching them how to navigate the mainstream culture they encounter in school.

Students will be able to

1. Evaluate personal development as a learner and relate this development to your role as a supporter of literacy and language learning in the secondary content classroom.

2. Identify theories and research which support the teaching of reading and writing strategies and the support of struggling readers and language learners in the classroom.

3. Demonstrate a working knowledge of formative and summative assessments which focus on specific dimensions of the literacy process.

4. Evaluate theories and materials designed to improve students’ attitudes and expand students’ interest in reading and writing.

5. Demonstrate an understanding of individual differences based upon each student’s preparation for school and literacy learning and the importance of assessment of literacy knowledge because of these factors.

6. Demonstrate the ability to synthesize research in the area of reading instruction, language learning, and assessment and apply it to individual readers and classroom situations.

7. Demonstrate an understanding of important differences in students and apply this consideration when developing lessons and classroom activities.

8. Explain the rationale, assessment techniques, materials, and organizational framework of various literacy and language programs and describe the benefits and cautions of each.

Expectations and Beliefs

People learn best when constructing their own meanings. Students are expected to have read each reading assignment and to be prepared to discuss readings in class. Students are expected to participate in the inquiry into the nature of literacy and language development, assessment and instruction.
People learn best in interaction with others.

Students will work in formal and informal group activities which include interaction in both class meetings and outside of class time. Each student should be prepared to carry their share of the group activity by completing any readings or written work.

Students are expected to attend all classes.

The activities in class cannot be read about or related by another student. For each class session missed with an unexcused absence, the student’s final grade will be lowered by one part of a grade. (For example: B+ to B, A- to B+) Emergencies will occur. Students are expected to call before class if an emergency occurs.

**Course Evaluation and Readings**

Active class participation, in-class written work, and attendance: 10%

Project to modify and adapt class assignment, activity and assessment for ELL student 35%

Academic Vocabulary Written Assignment 20%

Demonstration of technology tool/website to provide alternative practice in content 20%

Focused discussion of ELL support within specific content area 15%

Readings: The following book is required and is on sale at the Washington University Bookstore in Mallinckrodt Center.

*ESL-ELL Teacher’s Survival Guide.* Ferlazzo. Wiley & Sons, Inc. 9681180956
In addition, readings may be used from the following books:


*Supporting English Language Learners.* Farin A. Houk. (2005).

*Classroom Instruction that Works with English Language Learners.* Jane D. Hill and Kathleen M. Flynn. (2006).


*Teaching Content to English Language Learners.* Jodie Reiss. (2005)

*Teaching ELLs Across Content Areas.* Nan Li. (2016)


**Course Outline**

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 27</td>
<td>Introduction to course, key figures and terms,</td>
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<tr>
<td></td>
<td>Discuss secondary reading intervention, history, theory and practice,</td>
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<td></td>
<td>Introduction to published reading tests.</td>
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September 3  Teaching in a classroom focusing on cultural democracy and understanding the issues, history and research on English language instruction for students. Knowing and understanding ELL and ESL students. Ferlazzo, Chapter One

September 10  Challenges in the classroom to ensure that all students read and write effectively. Building a positive and effective environment. Ferlazzo, Chapter Two. Discussion of academic vocabulary from students’ content area and instructional strategies to support student learning in content areas. General patterns of formal and informal assessment.

September 17  Vocabulary across content areas and its importance for adolescent literacy learners and English language learners. First language influences and beginning ELLS. Ferlazzo, Chapter 3 and 4 Vocabulary assessment in connection to instruction.

September 24  Structures of intervention that support adolescent literacy learning at the intermediate ELL learning level. Key elements of a curriculum and planning for vocabulary instruction. Ferlazzo, Chapters 5 and 6.

October 1  *Decision-making of vocabulary in a content classroom-oral and written assignment. The culture of content and content instruction

October 8  Understanding and using strategic instruction for literacy and language learning including word recognition. Technology as an instructional tool for understanding content knowledge. ELL instruction in the mainstream classroom. Ferlazzo, Chapter 7.

October 15  Fall Break
October 22  
Classroom modification for content learning. Focus on assessment of text comprehension and strategies for choosing and understanding a content text.  
*Ferlazzo, chapters 8, 9, or 10. or additional chapters from professor  (focus on chapter which best represents your area of focus for teaching, share insight and examples with class)

October 29  
Connecting with concerns of motivation for literacy learners and language learners in a high school or middle school content classroom

November 5  
Research technology in the classroom  
Adapting classroom instruction to meet the needs of the learner and increase interaction in the classroom; modifying and adapting content-based assessment for language learners and struggling readers.  
Ferlazzo, Chapter 11.

November 12  
*Demonstration of technology tool/website to provide alternative instruction and practice in content.  
Adapting and modifying instruction practical applications

November 19  
Strategies to modify assignments and activities for literacy intervention and language learners; strategic instruction for adapting classroom instruction and personal teaching patterns.  
Ferlazzo,  Chapter 12, Meeting challenges in the classroom

November 26  
Providing techniques and strategies to improve classroom interaction for all students.  Strategies for learning and instruction to promote community and cultural democracy in the classroom.  
Ferlazzo, Chapter 13 Assessment of ELL students.

December 3  
* Project to modify and adapt class assignment, activity and assessment for English Language Learner/Adolescent literacy learners  
Reflection on planning for instructional interventions in reading and English language learning  for middle school and high school students.

*Assignments connected to section on course evaluation
**This syllabus and the subsequent schedule serve only as a framework for the course. Changes may be made at the discretion of the course instructor.**