

ELAN 7503: Content-Based Instruction in ESOL

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Course Description

Rapid demographic shifts in combination with high-stakes school reform in recent years have put increasing pressure on *all* teachers to meet the academic, social and language interests of bilingual/multilingual students. How can mainstream and ESL teachers support emergent bilingual learners/ English Learners (ELs) to use content-based language in ways that value and build on what they already know and can do with language? Based on a critical sociocultural perspective (e.g. Gibbons, 2004; Gutierrez, 2008; Halliday & Matthiesen, 2004; Vygotsky, 1978), this course investigates the language and content demands of subject areas such as Science, Literature and History. It also explores ways in which content area curricula can be designed and assessed to meet the socio cultural and linguistic interests of emergent bilingual students. Essential understandings in the course are the following:

- How socio cultural theories of language and literacy support the design and implementation of language-based content instruction (e.g. Vygotsky and Halliday)
- How teachers' analysis and scaffolding of the language and content demands of academic discourses (e.g. History, Science, Mathematics and Literature) help language minority students read and write in specific subject areas
- How incorporation of students' funds of knowledge needs to be a key component in designing content-based instruction
- How collaborative team teaching and a critical multiliteracies approach (e.g. use of multimodality) can provide students with enhanced understanding of complex academic registers

Required texts

Gibbons, P.F. (2002). *Scaffolding language, scaffolding learning*.

Fang, Z., & Schleppegrell, M. (2008). *Reading in Secondary Content Areas: A Language-Based Pedagogy*.

Hoffman, E. (1990). *Lost in Translation: A life in a new language*.

Perez, B. (2004). (Ed.). *Sociocultural contexts of language and literacy*.

Additional readings will also be available through Elearning commons

Policies

Academic Honesty: All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including course failure and/or dismissal from the university. Plagiarism will result in course failure. Refer to the APA publication manual for correct

referencing and citations <http://www.apastyle.org/>. All academic work must meet the standards contained in "A Culture of Honesty." Please see: http://www.uga.edu/academic_honesty/index.html

Students with Disabilities: I am personally committed, as is the University of Georgia, to full inclusion of students. If you have a documented disability and require academic accommodations, please contact me individually. You may also contact Disabled Student Services (DSS), 706-542-8719 (voice) 706-542-8778 (TTY) or on the web at www.drc.uga.edu .

Cell Phones

Students must turn off cell phones during class time.

Assignments and grading scale:

Participation and Attendance	20%
Presentation of one assigned reading and core scaffolding	20%
Field Notes	20%
Final Project	30%
Reflection Paper	10%

Grading scale: 94-100 A, 91-93 A-, 88-90 B+, 84-87 B, 81-83 B-, 78-80 C+, 74-77 C, 71-73 C-

Course Requirements

Class Attendance and Participation (20%)

Regular class attendance and active participation is required for all students. You are expected to keep up with the readings and come to class prepared to take responsibility for discussions and independent or group presentations. The following assignment is also part of this grade:

Reading Log: One of the best ways to prepare for class is to read the assigned reading(s) ahead of time and to answer the question(s) designated for that week. Please always bring your reading log to class to share. The reading log is a place for you to 'think on paper,' to try out different perspectives on theories and praxis in content-based instruction. Please date and label each posting to elearning commons. It is also recommended that you respond to other logs when you feel they have highlighted an important issue. At least ten reader reactions over the course of the term are required. The reading responses will be graded twice during term.

You are expected to inform the instructor of any planned absences in advance and as soon as possible for unplanned absences. *Absences in excess of two will result in a half-grade deduction (for example A—A-) for each additional absence.*

Field Work and Literacy Biographies (20%)

Literacy Bag and Profile: You will bring a Literacy Bag to class (details to be provided) and after you have read Hoffman's book *Lost in Translation* you will write up a literacy profile of your experiences in second language contexts, preferably in content area literacy contexts. (Paper to be handed in)

Observation Log: You will be required to submit **four** observation logs (of at least FOUR classroom sessions) that provide a detailed account of teaching and learning activities in a mainstream classroom where the content area (e.g. literature, Math) is the same as what you

are specializing in this semester. In writing your field notes, you will follow ethical guidelines in conducting qualitative research (all names of students/ teachers and schools will be pseudonyms). You will receive advice and pertinent information about this activity in the first quarter of our course (see schedule below).

Presentation of Assigned Reading through Scaffolding Workshop (20%)

You will be required to design a scaffolding workshop based on one of the following content areas: Social Studies, Science, History, Mathematics and Literature or other area that you select with the instructor (see e.g., Fang & Schleppegrell, 2008). With a partner be prepared to present the more difficult concepts in Fang & Schleppegrell for that content area and develop scaffolding activities for the class to access them. A sign-up sheet will be circulated the third class meeting. You will have a 30-45 minute period for the activity. Your role is to engage the participants in an experiential activity that provides them with a deeper understanding of the concepts in the readings. You are encouraged to use handouts, illustrative materials and multimedia. These sessions will be videotaped and if they are of high quality, we will provide copies of them to the teacher whose class you are observing. *NB: On your assigned day, you and your partner are also expected to respond to classroom discussion thread on the week of your facilitation and incorporate comments in your presentation.*

Final Project (40%):

Based on the grade level and subject matter that you have selected as your focal area (and that are related to your classroom observations), you will develop a final project with the help of two other class members (*but written alone*) that has the following components:

- ❖ Three to four page description of theoretical assumptions that undergird your pedagogical approach (e.g. drawing on Vygotsky, Halliday or other socio cultural theorists)
- ❖ Thorough description of Specific School Context with use of field notes and other data you have collected during term (grade, curriculum frameworks, content area)
- ❖ Analysis of Language and Literacy Demands in Content Area (with in-depth analysis of an excerpt from text book unit) (Please use Fang and Schleppegrell to help you with this)
- ❖ Description of Scaffolding Activities that would provide emergent bilingual (ELs) in your particular environment with understanding of a core concept in your selected content area (using Gibbons (2002) and other readings to help you develop your approach). There is an expectation that you will use multiliteracies as an essential element in your scaffolding.
- ❖ Reflection paper on what you have learned from conducting field work, textual analysis and your final project

Please note: If the final paper and the scaffolding activities are well designed and executed, you may be encouraged to share your final work with the teacher (s) you observed during the term.

Harman, ELAN 7503 Schedule (Subject to change!)

Week	Topic	In Class	Reading due	Assignment due
Jan 12 th Week 1	Introduction Discussion of	Overview Free write on “What is	None	None

	<p>Carol Lee's Podcast about socio cultural approaches to teaching</p>	<p>your definition of literacy and how does it connect to language?"</p> <p>Analyze terms in handout</p> <p>Discussion of what a literacy bag is</p>		
<p>Jan 19th Week 2</p>	<p>Why Content-based Instruction?</p> <p>Why use this approach in our classroom? Out of the classroom?</p> <p>LITERACY BAG</p>	<p>Log Share</p> <p>Ruth: Presentation on different approaches to content-based instruction in US and other countries</p> <p>(All class members: Bring literacy bag to class to share). Someone videotapes to share at end of term</p>	<p>Hoffman: First section (Paradise) in <i>Lost in Translation</i></p> <p>Perez, B. (2004). Chapters 1 and 2. <i>Sociocultural contexts of language and literacy</i>. Mahwah, NJ: Erlbaum.</p>	<p>Log 1: Based on your reading of Perez, explain why it is important to address the needs of linguistically diverse students in mainstream classrooms. Think about the different approaches used to do this. What about your own experiences?</p> <p>Bring your literacy artifact and be ready to explain what type of literacy and what discourse community it belongs to.</p>
<p>Jan 26th Week 3</p>	<p>Integration of Everyday Talk and Content Area teaching</p> <p>Why is it important to integrate students' own</p>	<p>Ruth: Socio cultural paradigms on language and literacy</p> <p>Role playing: Share your reading log with group by role playing scenario with class</p>	<p>Elearning commons:</p> <p>Gibbons, P. (2006). Chapter 1 & 2. Socio cultural theories of language learning . <i>Bridging Discourses</i>.</p>	<p>Log 2: Based on your reading of Gibbons and Lantolf explain how you would scaffold students' understanding</p>

	<p>everyday registers and more specialized academic registers into the classroom?</p>	<p>mate</p> <p>Service Learning Activity PPT about local demographics. Susan Bleyle: Guest speaker in class with list of contacts and schools that can be observed (discussion on Field Observations etc).</p>	<p>Lantolf & Thorne: Sociocultural theories of language learning</p> <p>Hoffman, E. (1990) Finish reading memoir by second week in February</p>	<p>of particular content material through classroom talk (Identify what grade and level you are dealing with and give some details)</p> <p>Decide what reading and related core construct you would like to present</p> <p>Also decide where you will conduct field observations</p>
<p>February 2nd Week 4</p>	<p>A Functional Approach to Supporting Linguistically Diverse Students</p>	<p>Short In Class Exam on SCT theory</p> <p>Lecture: Reclaiming Recess</p> <p>Discussion and activities related to content area literacies and language demands</p> <p>Development of rubric for observation of teaching in mainstream classrooms (needs and interests of students)</p> <p>FACILITATOR (S):</p>	<p>Schleppegrell, M. (2006) Challenges of academic language in school subjects.</p> <p>Fang, Z. & Schleppegrell, M. (2008). Chapter 1.</p> <p>Gebhard, M., Harman, R., & Seger, W. (2007). Reclaiming Recess: the potential of systemic functional linguistics. Language Arts</p>	<p>Log 3: Why use language based content approach to support students in their understanding of content areas?</p> <p>Be prepared to discuss one particular academic genre in content area -- bring example from textbook or workbook you have used or in classroom you have observed</p> <p>Be prepared to discuss what classroom(s) you will</p>

				observe in next few weeks and WHY (with details about demographics etc)
Feb 9 th Week 5	Book Discussion at Ruth's House or Café of Collective Choice			
	Bring Log 4 (FOUR PAGE PAPER) Describe Your Impressions And Critiques Of The Hoffman Book and its relationship to the situation for language learners in new cultural context. Use your own experiences as integral part of paper. Be ready to share about your observation site			
Feb 16 th Week 6	Observations of Content Area Classrooms How and why do we need to analyze the language and literacy demands in a science text?	No class on campus Field Observations of content area classrooms (at least TWO separate occasions this week) Write field notes on the classroom activities (on scaffolding of language and content: how are they integrated). See guidelines in terms of using codes to mask any identities of students and teachers. Only focus on the content and language scaffolding.	Perez (2004): Please read Chapters 10-12. Refer to these readings when writing your field notes Elearning commons Bunch, G. (2006) "Academic English" in the 7th grade: Broadening the lens, expanding access In Verplaeze, Chapter 7: Using SIOP to make content based instruction comprehensible. SIOP FORM to be used as support tool when observing classrooms	Log 5: Write about talk and classroom activities that can support student learning, based on the readings Before February 23 rd , two observations of content area class. Post observations to Elearning commons discussion group
Feb 23 rd Week 7	The Language and Content of Science How is the language and content knowledge of science different	Sharing with your colleagues in Content-Area Literacies: come prepared to explain what you observed in mainstream classrooms in terms of language	Read Fang & Schleppegrell, Chapter 2: Technicality and reasoning in Science Elearning commons Bruna, Vana & Escudero (2007). What's language	Log 6: Think of how you would develop a unit in science that meets students' interests and also that helps them understand the

	<p>from everyday uses of language?</p> <p>How do we scaffold this specialized language and content for our students? How do we integrate international perspectives?</p>	<p>and content. BRING your field notes</p> <p>FACILITATOR(S):</p>	<p>got to do with it? A case study of academic language study in a high school science classroom. <i>English for Academic Purposes</i>, vol 6.</p> <p>Mohan/ Slater: Examining the theory/practice relation in a high school science register</p>	<p>complex concepts you are trying to introduce</p> <p>Conduct informal interview with linguistically diverse student (literacy and language interests and challenges etc) and be prepared to share your findings on March 22ⁿ. Your paper on interview is also due at same time.</p>
<p>March 1st Week 8</p>	<p>Reading History</p> <p>How do we support students' language and literacy development in the content area of History? How do we awaken students' critical awareness of ideology in representation of historical events</p>	<p>Visit to CMLA library for beginning research on your area of interest</p> <p>Group analysis of texts from history curriculum materials</p> <p>Analysis of problem solving and role playing of teacher/ student conferences about history</p> <p>FACILITATOR(S):</p>	<p>Fang & Schleppegrell (2008). Chapter 3</p> <p>Bunch, D. (2006). Academic English in the 7th grade: broadening the lens, expanding access. <i>Journal of English for Academic Purposes</i>, vol. 5</p> <p>Zinn, H. Chapters 1 and 2, <i>People's History</i>.</p>	<p>Log 7: Select particular history event and decide how you would teach it to A) generate language/ content awareness B) generate critical literacy awareness</p>
<p>March 8th Week 9</p>	<p>Writing and Reading School Genres</p> <p>Why and how does one support linguistically diverse students in writing in different content areas?</p>	<p>Discussion of abstract for final project</p> <p>FACILITATOR:</p>	<p>Gibbons, P. (2004). Chapters 1-7 (read whole book)</p> <p>Brisk, Horn & McDonald (2007). A scaffolded way to teach writing. In L. Verplaetse and N. Migliacci (Eds.), <i>Inclusive</i></p>	<p>Log 8: Write about the authors' approaches to teaching writing and exemplify how you would support the writing</p> <p>Be ready to</p>

			<p><i>pedagogy for English language learners: Research informed practices</i> (pp.33-54). Mahwah, NJ: Lawrence Erlbaum Associates.</p>	<p>discuss with partners how to write up abstract of your project: Content Area Language Demands and Instruction (with partner): Will include 1) Curriculum Frameworks Analysis of Language Requirements in Content Area 2) Textbook Analysis 3) Student Writing Analysis 4) Scaffolding activities to support bilingual students in content area</p>
March 15 th Week 10	Spring Vacation			
March 22nd Week 11	<p>Teaching Math</p>	<p>Guest Speaker(s)</p> <p>Share abstracts of your area of specialization with group</p> <p>FACILITATOR:</p>	<p>Fang & Schleppegrell, Chapter 4. Mathematics</p> <p>Elearning commons:</p> <p>Buchanan & Heller, Reforming Mathematics Instruction for ESL</p> <p>Gebhard et al, Teaching English Language Learners “The Language Game of Math.”</p>	<p>Log 9: Write about how Math can be scaffolded in second language based on Fang & Schleppegrell and the other readings.</p>
March 29th Week 12	<p>Critical Media Awareness</p> <p>How do we support students’ critical</p>	<p>Viewing of <i>Freedom Riders</i></p> <p>FACILITATOR(S).</p>	<p>Read Gibbons (2002): Chapters 1-5</p>	<p>Log 10 what is critical literacy and why use it?</p>

	evaluation of Media	Write up of movie/ documentary based on questions supplied by facilitators (upload critique to elearning	Elearning commons Luke & Freebody: Critical Literacy Comber, Thompson & Wells (2001). Critical literacy finds a “place.” <i>Elementary School Journal</i> , 101(4). : ONE READING chosen by each person that relates to critical media literacy	Also answer the following question: How are you mapping out your final project with your group? What content area and grade level have you decided to use? What textbooks and what sample student writing will you use? Bring 2-3 page detailed outline of final project to class
March 29 th	Presentation in Groups of ONE chapter from Perez (Part 2: Chapters 4-9): Groups will be decided in consultation with advisor. Fifteen minute presentations that highlight most important elements of each chapter with handout for group			
April 5th Week 13	Teaching Literature through language-based content instruction	WITH Viewing of video tapes of teacher using this approach in teaching literature – analysis FACILITATOR(S):	Fang & Schleppegrell (2008). Chapter 5. Reading literary texts. Willett et al (2007). Transforming standard practices to serve the social and academic learning of English Language Learners. In L. Verplaetse and N. Migliacci (Eds.), <i>Inclusive pedagogy for English language learners: Research informed practices</i> (pp.33-54). Mahwah, NJ: Lawrence Erlbaum Associates.	Log 11: Explain how you would develop a curricular unit that would meet students’ interests, your own creative interests and the language demands of literary texts Field Observations: Conduct at least two more hours in the same classroom
April 12th Week 14	Multiliteracies: How to incorporate	Presentation on Multiliteracies	Sutherland et al, (2000) Youth Cultures	Log 12: Based on the two readings,

	students' interest in media, internet and other multimodal text types into classroom teaching?	Activities related to the use of multiliteracies FACILITATOR(S)	Anstey & Bull (2006). Defining Multiliteracies. In Anstey & Bull (Eds.), <i>Teaching and learning multiliteracies</i>	discuss how to incorporate students' interest in media, internet and other multimodal text types into classroom teaching?
April 19 th Week 15	Group meeting	<ol style="list-style-type: none"> 1) Group meeting with your team to work on all parts of your project. 2) Conference Meeting in group with professor PAPER (see syllabus for details)	Fang & Schleppegrell (2008). Chapter 6: functional language analysis in the classroom Gibbons, P. (2002) Chapter 7: Learning language, learning through language and learning about language: developing an integrated curriculum.	Log 13: Use readings to help you think of your theoretical frame for paper. Do freewrite in log.
April 26 th Week 16	Reflections on your teaching and brief presentation of your whole final project		Presentation of final project as follows: <ol style="list-style-type: none"> 1) Context 2) Main finding from your analysis 3) Implications for your teaching and/or research 	Be prepared to defend your action plan (imagine you are presenting it to a school district)
May 3 rd	SUBMIT FINAL PORTFOLIO TO 125B ADERHOLD HALL BY NOON			

Other Resources

<http://www.umass.edu/accela/lc/794d/sfl/index.htm>

In the course website, you can find the syllabus, readings, schedule, lectures, ACCELA's teachers' analysis of students' work, and other additional resources.

<http://wwwfp.education.tas.gov.au/english/critlit.htm>

This link is a part of a website containing teaching ideas, curriculum advice, news, reviews, information on professional learning programs and multiple links. This specific link concentrates on

critical literacy. It addresses questions such as what is critical literacy and why is it important and how does critical literacy look like in the classroom. It provides links that expand the approach as well as an annotated list of resources.

http://www.tki.org.nz/r/assessment/exemplars/index_e.php

This link displays New Zealand Curriculum Exemplars in English, Mathematics, The Arts (Dance Drama Music The Visual Arts), Science, Technology, Health and Physical Education and Social Studies. Exemplars are authentic pieces of student work, annotated to illustrate learning, achievement, and quality in relation to levels of national curriculum standards. The purpose is to highlight features that teachers need to watch for, collect information about, and act on to promote learning. It is based upon an alternative understanding of evidence based instruction that starts with the information gathered by teachers in the local context that seeks to move students forward.

There are over 75 exemplars displayed. A representative example with expository texts can be found at http://www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp_4f_e.php

<http://www.grammatics.com/appraisal/index.html>

The website is a complete reference to studying the language of attitude, arguability and interpersonal positioning. This language is studied through the appraisal framework, which concentrates on an approach to exploring, describing and explaining the way language is used to evaluate, to adopt stances, and to manage interpersonal positionings and relationships. It includes numerous references and downloads.

ELAN 7501

Criteria for class-based human subjects exemption

"Class Projects" refers to any class related work that involves human participants. Even though this work is not regarded as research (defined in the federal regulations as "a systematic investigation designed to contribute to generalizable knowledge") the Human Subjects Office must be notified prior to initiation to ensure that it falls within the parameters given below and is exempt from IRB review.

A. Parameters for Class Projects:

1. **NO MINORS:** The project cannot include minors or any other vulnerable populations like pregnant women, prisoners, those who lack the capacity to consent, non-English speaking individuals etc.

Exception: Projects conducted in established or commonly accepted educational settings, involving normal educational practices, such as: work on regular and special education instructional strategies, or work on the effectiveness of, or the comparison among instructional techniques, curricula, or classroom management methods.

2. **NO MORE THAN MINIMAL RISK:** "Minimal risk" is the probability and magnitude of harm that is normally encountered in the daily lives of healthy individuals. This also precludes the study of any illegal activities or the collection of private information that could put the participants at risk through a breach of confidentiality.

3. **NO DECEPTION:** The class project cannot include any deception. Individuals must be fully informed and given the opportunity to voluntarily consent to participation.

4. NO PUBLICATION: Data from class projects approved under this exemption cannot be used for publication or for thesis/dissertation research.

5. NO VIDEOTAPING: Audio taping is allowed only if the recording is erased upon transcription or no later than the end of the semester.

Recommended format for class project letter of consent (to use for interviewing):

Dear Participant,

You are invited to participate in a project conducted as part of the requirements for a class in the Language and Literacy Education department at the University of Georgia. For this project I will be taking field notes only to examine content based instruction. The research will be supervised by the course instructor Dr. Ruth Harman.

The purpose of this research project is to help beginning researchers learn to analyze the linguistic and cultural challenges for students in classrooms. The information generated will not be used for academic research or publication. All information obtained will be treated confidentially.

For this project, you will not have to engage in any additional interviews. I just want to observe your teaching.

For this project, I will take field notes and I will be happy to share them with you.

You are free to withdraw your participation at any time should you become uncomfortable with it. If you have any questions or concerns, feel free to contact me at {Insert phone number}. I hope you will enjoy this opportunity to share your experiences and viewpoints with us. Thank you very much for your help.

Sincerely,

{Insert your name}

Dr. Ruth Harman
Assistant Professor, Language and Literacy Education

Please sign both copies, keep one copy and return one to the researcher.

Signature of Researcher

Date

Signature of Participant

Date

For questions or problems about your rights please call or write: The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.