**CTES 7460**

**Auburn University**

Department: Department of Curriculum & Teaching

Program: English to Speakers of Other Languages Education

Course Title: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES IN P-12

Course Number: CTES 7460

Course Credit: 3 hours

Semester: Fall, 2018

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Office Hours: Mon. 1:30-3:30 PM; Wed. 1:30-3:30 PM.

Schedule: Wed. 4:00-6:50PM

Classroom: 2406 Haley Center

**1. COURSE DESCRIPTION**

**Catalog Description:**

Teaching practices and curriculum selection in P-12 ESOL.

**Overview:**

The course is designed to assist practicing and prospective teachers of second language learners in developing a knowledge base and the skills necessary for delivering effective and appropriate instruction to English language learners. This course will provide a historical foundation of ESOL methods before going on to focus on current theory-supported methods in listening, speaking, reading, writing, and vocabulary instruction.

**Required Text:**

Harmer, J. (2015). *The Practice of English Language Teaching* (5th edition). New York: Pearson.

ISBN-13: 978-1447980254

Other required readings will be supplied on Canvas.

**Student Learning Outcomes:**

1. Demonstrate knowledge of the historical context of ESOL teaching methods and explain how teaching trends have evolved.

2. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction

3. Describe the evolution of laws and policy in the ESL profession, including program models for ELL instruction

4. Organize standards based instruction for ELLs at various levels.

5. Develop ELL’s listening and speaking skills for a variety of purposes.

6. Provide standards based reading and writing instruction for ELLs at various levels.

7. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology.)

8. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

9. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

10. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

**Alabama State Teacher Education Standards**

**Instruction.** Candidates know, understand, and use standards-based ESOL and content instruction. This domain consists of three parts: planning, managing and implementing, and implementing.

1. **Planning.** Candidates know, understand, and apply concepts, researCh. and best practices to plan classroom instruction in a supportive learning environment for ELLs. Using ESL and content standards, candidates plan instruction for culturally and linguistically diverse learners in multilevel classrooms. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i) Knowledge of:

(I) State and national English language proficiency (ELP) standards.

(II) Content for Grades 6-12 in the *Alabama Courses of Study* for English

language arts, mathematics, science, social studies, and career and technical education.

(III) Best practices for helping ELLs to meet ELP and State content standards

in both self-contained ESL classrooms and mainstream content classrooms.

(IV) Strategies for sheltered instruction and accommodations for ELLs with varied schooling backgrounds.

(ii) Ability to:

(I) Plan standards-based ESL and content instruction based on the *Alabama Courses of Study* for English language arts, mathematics, science, and social studies in collaboration with colleagues.

(II) Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.

(III) Plan differentiated learning experiences based on assessment of English and first language proficiency, learning styles, and prior formal educational experiences and knowledge.

(IV) Plan for particular needs of students with limited formal schooling.

2. **Managing and implementing.** Candidates know, manage, and implement a variety of research-based teaching strategies, techniques, and resources for meeting ESOL standards by developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs in meeting the content standards as they simultaneously learn language and content. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i) Knowledge of:

(I) How to organize learning around standards-based subject matter and language learning objectives.

(II) How to incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn academic vocabulary and content area materials.

(III) Activities and materials that integrate listening, speaking, reading, and writing.

(ii) Ability to:

(I) Develop ELLs’ listening and speaking skills for a variety of academic and social purposes.

(II) Provide standards-based instruction that builds upon ELLs’ oral English to support them in learning to read and write.

(III) Provide accommodations for ELLs in standards-based reading instruction.

(IV) Provide accommodations for ELLs in standards-based writing instruction.

(V) Develop students’ writing though a range of activities, from sentence formation to expository writing.

(VI) Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.

3. **Resources and technology.** Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate the ability to:

(i) Select materials and other resources that are appropriate to students’ developing language and content-area abilities, including the appropriate use of first language.

(ii) Employ a variety of materials for language learning, including books, visual aids, props, and realia.

(iii) Use appropriate technological resources to enhance language and content-area instruction for ELLs (e.g., Web, software, computers, and related devices).

(iv) Use software and Internet resources effectively in ESL and content instruction.

**2. COURSE REQUIREMENTS**

**Attendance:**

Class attendance and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a Ch. in a book—what follows is harder to understand. Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday (one week notice required), or a subpoena. For a provisional excuse, please notify me before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence (and full attendance/participation points), you will need to provide documentation for your absence.

You will earn points by attending class and arriving on time (see grading plan below). Late assignments lose 10% credit per day. If your absence is excused, any assignment will be due the following day and will begin to incur late penalties on the second day unless you provide daily updates of continuing excusing information. Assignments may be sent by course e-mail to avoid late penalties. If you do send work by e-mail, address it carefully and watch for error messages or for my acknowledgement. Note: *E-mail errors will not negate late penalties.*

**Grading Plan:**

The final grade for the course is based on the following:

90%-100%= A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F

\*Please note that this is only a plan; point totals for the course may change during the semester if assignments are added or deleted. Detailed instructions will be available in Canvas.

Grades will be weighted the following ways:

**Classroom Expectations and Group Norms:**

* + Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate.
  + The class will start and end at the instructor’s designated time. If you arrive late or leave early, points will be deducted from your attendance and participation.
  + No unauthorized guests.
  + Cell phones, beepers, and pagers must be turned off or placed on vibrate mode. Inappropriate use of cell phones and other technology during class time will result in loss of points.

**Online Expectations:**

Students are expected to complete ½ of the course workload online via Canvas. You are expected to check Canvas often for assignments and announcements. The course is set up in weekly modules (see calendar for dates). The module starts on Thursdays and work must be completed by 6:00 PM on Wednesdays so that you can apply your learning in our face-to-face class on Wednesdays. Instructions will be provided in Canvas.

**Assignment Requirements:**

All assignments must be typed unless otherwise noted by the instructor. If your assignment contains excessive writing errors *it will not be accepted*. Make sure to proof read any submitted work before turning it in. Typographical and grammar errors will result in the lowering of an assignment grade. All assignments will be submitted via Canvas. Only use PDF or Word files when uploading to Canvas.

**3. University and College Policies**

**Participation**:

All students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**4. Tentative Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Reading | Assignment |
| August 22 | Introduction to Course |  |  |
| August 29 | Historical Methods & Cases | * Harmer pp. 54-70 * Diaz-Rico Chap 4 (pp 115-125) |  |
| September 5 | ESOL Program Models | * Wright Ch. 5 * Short & Echevarria Ch 1&2 |  |
| September 12 | Lesson Planning | * Harmer Ch. 12 & 13 * Dutro & Moran | ESOL Methods Critique |
| September 19 | Scaffolding &  Differentiation/  WIDA | * Harmer Ch. 7 and pp. 86-111. * Baecher et al * Walqui | Description of Tutoring Subject Due |
| September 26 | Vocabulary | * Harmer Ch. 15 * Graves, August & Mancilla-Martinez Ch. 5 * Walters | Homework 1 is due |
| October 3 | Listening | * Harmer Ch. 19 * Brown & Lee * Vandergrift & Goh |  |
| October 10 | Reading | * Harmer Ch. 18 * Grabe & Stoller 3 * Gebhard Ch. 11 |  |
| October 17 | Speaking | * Harmer Ch. 16 & 21 * Newton Ch. 12 | First five hours of tutoring Lessons are due. |
|  |  |  |  |
| October 24 | Writing | * Harmer Ch. 8 & 20 * Peregoy & Boyle Ch. 8 | Homework 2 is due |
| October 31 | Teaching across age levels | * Harmer pp. 80-86 * Shin * Schwarzer |  |
| November 7 | Materials & Technology | * Harmer pp. 71-79 and Harmer Ch. 11 * Scrivener Ch. 15 | Test is due |
| November 14 | Classroom Interaction & Management | * Harmer Ch.6, 9 & 10 * Gebhard Ch. 5 | Homework 3 is due |
| November 21 | Thanksgiving Break-No Class | | |
| November 28 | Special Populations of ELLs | * DeCapua & Marshall * Olson * Pereira & de Oliveira | Tutoring Lesson Plans 2 are due |
| December 5 | Wrap-up class | No readings for this week | Teacher Reflection Paper is due |

**References for Assigned Readings** (these readings will be posted in pdf form in the individual weekly modules on Canvas)

Baecher, L., Artigliere, M., Patterson, D. K., & Spatzer, A. (2012). Differentiated instruction for English language learners as “variations on a theme”: Teachers can differentiate instruction to support English language learners. *Middle School Journal, 43*(3), 14-21.

Brown, H. D. & Lee, H. (2015). Chapter 15 Teaching listening. In Teaching by principle: An interactive approach to language pedagogy (pp. 314-343). New York: Pearson.

DeCapua, A., & Marshall, H. W. (2011). Reaching ELLs at risk: Instruction for students with limited or interrupted formal education. *Preventing School Failure, 55* (1),35-41. doi: 10.1080/10459880903291680

Diaz-Rico, L.T. (2012). Ch. 4: Programs for English language learners. In *A Course for teaching English learners* (pp. 115-125). New York: Pearson.

Dutro, S., & Moran, C. (2003). Rethinking English language instruction: An architectural approach. In G. Garcia (Ed). *English learners: Reaching the highest level of English literacy* (pp. 227-258). Newark, DE: International Reading Association.

Gebhard. J. G. (2017). Chapter 11: Teaching students to read for meaning. In *Teaching English as a foreign or second language: A self-development and methodology guide, 3rd ed.* (pp. 201-227). Ann Arbor: University of Michigan.

Gebhard. J. G. (2017). Chapter 5: Classroom management. In *Teaching English as a foreign or second language: A self-development and methodology guide, 3rd ed.* (pp. 72-91). Ann Arbor: University of Michigan.

Grabe, W. & Stoller. F. L. (2018). Chapter 3 Building an effective reading curriculum: Guiding principles. In J. M. Newton, D. R. Ferris. C. C. M. Goh, W. Grabe, F.L. Stoller, and L. Vandegrift (Eds.) *Teaching English to second language learners in academic contexts: Reading, writing, listening, and speaking* (pp. 28-47). New York: Routledge.

Graves, M., August, D., & Mancilla-Martinez, J. (2013). Teaching word-learning strategies. In *Teaching vocabulary to English language learners* (pp. 73-102). New York: Teacher’s College Press.

Newton, J. (2018). Chapter 12: Building an effective speaking curriculum: Guiding principles. In J. M. Newton, D. R. Ferris. C. C. M. Goh, W. Grabe, F.L. Stoller, and L. Vandegrift (Eds.) *Teaching English to second language learners in academic contexts: Reading, writing, listening, and speaking* (pp. 201-218). New York: Routledge.

Olsen, L. (2014). *Meeting the unique needs of long-term English language learners: A guide for educators*. National Education Association.

Pereira, N., & de Oliveira, L. C. (2015). Meeting the linguistic needs of high-potential English language learners: What teachers need to know. *TEACHING Exceptional Children, 47*(4), 208-215.

Peregoy, S. F., & Boyle, O. F. (2014). Ch. 8 English learners and process writing. In *Reading and writing and learning in ESL* (pp. 286-337). New York: Pearson.

Schwarzer, D. (2009). Best practices for teaching the “whole”adult learner. *New Directions for Adult and Continuing Education, 121*, 25-33. doi: 10.1002/ace.322

Scrivener, J. (2011). Ch. 15: Tools, techniques and activities. In *Learning teaching: The essential guide to English language teaching*, 3rd ed. (pp. 349-379). New York: Macmillan.

Shin, S. J. (2010). Teaching English language learners: Recommendations for early childhood educators. *Dimensions of Early Childhood, 38*(2), 13-21.

Short, D. J., & Echevarria, J. (2016). Chapter 1 Understanding academic language: A second language for all. In *Developing academic language with the SIOP model* (pp. 1-17). New York: Pearson.

Short, D. J., & Echevarria, J. (2016). Chapter 2 Maximizing language development in lessons. In *Developing academic language with the SIOP model* (pp. 18-34). New York: Pearson.

Vandergrift, L. & Goh, C. M. (2012). Chapter 4 Factors that influence listening success. *In Teaching and learning second language listening: Metacognition in action* (pp. 56-77). New York: Routledge.

Walters, J. D. (2010). Carrying vocabulary learning outside the classroom. In D. Nunan & J.C. Richards (Eds). *Language learning beyond the classroom* (pp 23-32). New York: Routledge.

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism, 9(*2), 159-180. doi: 10.1080/13670050608668639

Wright, W. (2015). Ch. 5 Program models for English language learners. In *Foundations for teaching English language learners: Research. theory, policy and practice* (pp. 89-118). Philadelphia: Caslon.

Assignments

|  |  |
| --- | --- |
|  | Point Value |
| Attendance and Participation: | 45 |
| ESOL Methodology Critique | 25 |
| ESOL Strategy Demonstration | 25 |
| Homework Assignments -3 assignments at 10 points a piece | 30 |
| Take home Test | 50 |
| Lesson Plans | 7 pts per lesson |
| Tutoring Reflection Paper | 50 |

**Details on Assignments**:

1. *ESOL Strategy Demonstration: (25 points)*

You will sign up to demonstrate a ESOL strategy that would be useful to implement in an ESOL classroom. The demonstration should correspond to the day on the schedule where that topic is discussed. For instance, if you want to do a reading strategy, you should sign up to present on October 17. You will simulate this demonstration in class by pretending you are our teacher and we are your students. The creativity with which you choose to do this demonstration/simulation is up to you. Please bring all materials you will need and have them ready before class begins on your assigned presentation date. After that you will explain how this activity is based on theory to facilitate language acquisition. You then should describe what the benefit of the strategy would be to an English learner.

See Appendix A for Rubric

1. *Homework Assignments*- There will be three homework assignments throughout the course of the semester based on course content. Details will be provided as the semester progresses.

1. *ESOL Methodology Critique (20 points)*

You will critique one of the language methods that is mentioned in Harmer Ch. 4. You will have to do outside research to complete this assignment. Specifically you must answer the following questions:

1. What is the historical context of this method? (How did this method get started? What was the perceived need for this method?)
2. What are the tenets on which this method is based? (What are the theories of language development and language learning that were represented through this method?)
3. What is the intended audience for this method? (What level of proficiency?)
4. If this method has waned in popularity, what were the issues that led to this decline? If the method is still popular today, what are the issues that contribute to its continued relevance?

See Appendix B for Rubric

1. *Tutoring Project*

You will be asked to tutor an English language learner to study their language skills. You will meet with your subject 10 times throughout the course of the semester for a total of 10 hours of contact time. (If you want to meet for longer time periods with fewer overall meetings that is fine as long as you meet the 10 hours of required meeting time). Please keep track of your time spent tutoring. Five hours will be due mid-semester, with the remaining five due at the end of the semester.

Initial description of tutoring subject (one paragraph) due 9/20- Your purpose is to provide a brief introduction to the person- You should make up a pseudonym for the participant so that their identity is protected. Tell me in a paragraph the age, background of the person- how long have they been learning English, occupation, their goals in learning English. (10 points)

**Required Format for Lesson Plan** (Each lesson plan is worth 7 points- 1 point for each category.)

1. ***Content Objective:***

2***. Language Function***: Identify which function of language the lesson is trying to achieve. Resources will be available on Canvas.

3. ***Vocabulary***: List any new vocabulary that you will teach as part of this session.

4. ***Practice***: Describe the practice or application activities for the student:

1. ***Scaffolding***-What scaffolding will you provide to meet the unique levels and needs of your student?
2. ***Assessment***- Describe how you will assess learning.

After You have taught the lesson:

1. ***Theoretical Issues*:** Make a bulleted list of at least three theoretical issues from course readings that occurred in this session

* Possible issues could include (but are not limited to) issues related to WIDA and proficiency, timing of the lesson, theory related to teaching any of the language skills)

**See Appendix C for Rubric**

1. **Tutoring Reflection Paper**

You will write a 5 page paper which you write at the end of your experience identifying eight things that you have learned from working with an EL student. Each point should be discussed and supported in its own separate paragraph which includes relevant examples from your experience and citations from course readings that tie your point to theory or research. After your description of what you have learned, you should write a concluding paragraph that talks about the overall impact of this experience on your future teaching career.

See Appendix D for Rubric

**Appendix A: ESOL Strategy Demonstration**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score\_\_\_\_\_\_\_\_\_\_\_/25**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERION:** | 1-2 | 3-4 | 5-6 |
| **Explanation of Teaching Strategy** | Explanation is hard to follow or does not fully explain the procedures of the activity . | Explanation covers the main points of the strategy, but more details would be needed to actually implement the strategy. | Explanation highlights the main steps in the strategy in a way that is easy for teachers to apply. |
| **Connection to Theory** | Presenter does not make explicit connections on how the strategy would benefit ELLs. | Presenter summarizes how strategy would benefit ELLs and explains how the strategy is supported by theory. | Presenter provides definite connections to teaching practice, and offer suggestions for translating it into various contexts. |
| **Class Participation** | Meandering or off-topic conversation or conversation involved limited student participation | Presenter prepared questions but questions were too broad or difficult to answer; did not provoke discussion | Outstanding direction--Presenter prepared questions carefully and kept discussion consistently on track, on-topic |
| **Preparation and timing** | Looks hastily or poorly prepared; discussion goes less than 30 minutes. | Adequate preparation and time spent on discussion | Well prepared and carefully thought out; 30 minutes in length (an overview or plan is helpful here) |
| **Visuals**  **(1 point)** | Visuals are attractive and well organized to direct student participation |  |  |

**Appendix B: ESOL Methodology Critique (25 points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5-4 | 3 | 2-1 | Your Score/ My Comments |
| **Context:** Think of the who, what, when, where and why of the method or approach. | Paper cites two outside sources and explains how the method started, and answers the five Ws. | Paper cites one outside source, and gives a general overview of how the method started, but leaves 3 of the 5 unanswered. | Paper relies solely on course readings and only addresses one or two of the questions posed. |  |
| **Tenets:** What are the basic principles of language learning and teaching that are promoted in this method? | The paper explains the theories of language learning and teaching that were reflected in this method. | The paper includes both the theories of language learning and teaching, but more details are needed. | Either the theories of language teaching or the theories of language learning are missing. |  |
| **Audience:**describe the characteristics of the student who would most benefit from this method | The paper addresses both the level of proficiency and the learning styles of the student who would most benefit from this method. | Either the proficiency level or learning style is not adequately explained with enough detail to support the principles of the method. | The audience characteristics are not connected to the principles of the method. |  |
| **Today’s Relevance:** explains why the method still remains relevant in today’s classroom or describes the issue that led to its decline. | The reasoning is supported with sound arguments that explain the continued popularity or past decline. | The reasoning needs more supporting arguments to explain the popularity or decline. | Paper is only your personal opinion about the method and not a theoretical explanation of the method’s current status. |  |
|  |  | 5-3 | 2-1 |  |
| **Writing** |  | Paper is well-written and grammatically correct. | Paper is poorly written and grammatically incorrect. |  |
|  |  |  |  |  |

**Appendix C ESOL Tutoring Reports (Handed in Twice)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 5 | 4-3 | 2-1 | Your score/  My comments |
| Theoretical Analyses | The analysis makes a strong connection between theory and practice. Citations are well-used to support the | The analysis connects theory to practice, however, more theory and citations are needed to anchor your analysis. | There is little or no evidence of a connection between theory and practice. |  |
| Teacher Reflections | Reflections include a deep analysis of the teacher learning that occurred as a result of the session. The future direction for instructing this ELL provide tangible steps to guide the ELLs’ instruction. | Reflections offer a few points of deep analysis, but this section needs to have more details as to how the experience will impact your teaching. OR The future directions for the ELL were vague. | Reflections have a surface analysis of the sessions, but needs more detail about the teacher learning that occurred as a result of the experience. OR The future directions section was not included. |  |
|  |  | 5-4 | 3-1 |  |
| Writing |  | The writer consistently uses a variety of sentences. The writing is natural and flows smoothly. Sentences begin with a variety of words. | The writer doesn't use much variety in his or her sentences. There are numerous spelling and grammatical errors. |  |
|  |  |  | Total Points |  |

**Appendix D Tutoring Reflection Paper Rubric**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score \_\_\_\_\_\_\_\_\_/50

|  |  |  |  |
| --- | --- | --- | --- |
|  | 10-8 | 7-4 | 3-1 |
| Content | Paper clearly articulates 8 items that were learned from tutoring an ELL. Conclusion makes practical statements of how the experience will change his/her future teaching practice. | Paper describes less than 8 items or does not provide a clear description of what was learned.  Conclusion makes abstract predictions of how the experience might change his or her teaching, but there is nothing tangible mentioned. | Paper just described the tutoring experience without mentioning anything that he or she learned.  Conclusion just summarizes the points of the paper and does not make any statements about future teaching practices. |
| Experiential Support | Paper effectively cites examples from his/her experience in order to support the main points. | Paper includes some examples, but more evidence could be used to bolster the main points. | The examples included in the paper are either not present or they do not support the main points. |
| Theoretical Support | Paper cites course readings in order to connect theory and practice for each of the 8 points. | Paper cites course readings in order to connect theory and practice for 5 or 7 of the 8 points. | Paper only cites course readings three times or less. There is little or no evidence of a theoretical foundation to practice. |
| Writing Style/ Mechanics | The writer consistently uses a variety of sentences. The writing is natural and flows smoothly. Sentences begin with a variety of words. | Writer uses simple sentences. Some sentences are choppy or awkward, but most are smooth and clear. Sentences tend to begin the same. | The writer doesn't use much variety in his or her sentences. Little to no use of linking words to connect sentences. The writer uses short, repetitive sentence patterns. |