

PREREQUISITE:

60 credit hours & one linguistic course

In this course we focus on using graphic organizers as the basis for teaching cognitively-complex concepts to ESL learners who do not have enough language to understand the concepts if they are expressed only in words. We also practice constructing think-alouds to model how ESL learners can deal successfully with comprehension problems in both intensive and extensive reading tasks.

TOPICS

How to use abridgements and simplifications of texts

Using graphics to teach ESL

Theories of how readers engage with texts

Intensive and extensive reading for ESL learners

ASSIGNMENTS

1. Graphics demonstrating the differences between an original text and a simplified version of the text (30%)
2. Think-alouds and graphics that model text structure for ESL learners (40%)
3. Think-alouds and graphics that model use of comprehension and writing strategies (30%)

REQUIRED TEXTS (all are inexpensive paperback editions)

Allen, G. (2000). *Intertextuality*. NY: Routledge. ISBN 0-415-17475-9.

Dickens, C. (2003). *Great Expectations*. London: Penguin. ISBN 0-141-43956-4.

Dickens, C. (1993). *Great Expectations*. Oxford/Hong Kong: Oxford University (Progressive Readers Series, Grade 3). ISBN 0-19-585453-5.

[optional] Turner, M. J. (1998). *The Study of English Literature*. Sidney, BC: Ardmere. ISBN 0-9680850-2-4.

REQUIRED SOFTWARE

Inspiration. (Obtain this from the SFU Microcomputer store or, if you are a teacher, from your school district. Many school districts in BC have adopted this software.). For a demo on the web go to <<http://www.inspiration.com>>.