

# COURSE SYLLABUS

**Course:** Teaching Reading and Comprehension to English Language Learners, K-5

**Presenters:** Margarita Calderón

**Credits:** 3 Graduate Credits

**Required eBook:** *Teaching Reading & Comprehension to English Learners, K-5*, Margarita Calderón, Solution Tree Press, 2011

## Course Overview

In this course, Dr. Margarita Calderón outlines techniques for elementary teachers seeking to improve the reading and comprehension skills of English learners in their classrooms. With straightforwardness, patience, and humor, Dr. Calderón leads workshop participants through the steps needed to select vocabulary for reading, pre-teach this vocabulary, and model comprehension strategies like think-alouds and partner reading. Writing and editing strategies complete the picture.

Dr. Calderón connects instructional practice with the Common Core State Standards, and backs up her recommendations with research:

- Command of a large vocabulary frequently sets high-achieving students apart from less successful students (Graves, 2006).
- English learners benefit from discussions about cognates, affixes, pronunciation, decoding, multiple meanings, phrasal clusters, and idioms using the word in question (Calderón et al., 2009).
- Strategies for learning vocabulary and strategies for reading comprehension should not be taught separately but in the context of the text students are about to read (Calderón, 2009).
- For English learners, vocabulary knowledge, reading, and writing are connected and must be practiced in all the disciplines (National Research Council, 2010).

How easily can Dr. Calderón's suggestions be implemented in the classroom? Participants will get an immediate answer to that question, as workshop participants demonstrate the principles they've learned. Educators will also observe first-hand that the techniques that strengthen the skills of English learners provide sound instruction for all students.

## Presenters' Bios

**Margarita Calderón, Ph.D.**, is professor emerita and senior research scientist at the Johns Hopkins University School of Education. She has conducted research, training, and curriculum development for teaching language, reading comprehension, and content knowledge to K-12 English learners. Her work has focused on effective instructional processes, two-way and dual-language programs, teacher learning communities, and professional development for schools with language minority populations and striving adolescent readers. Dr. Calderón's research has been supported by the Carnegie Corporation of New



York, U.S. Department of Education, U.S. Department of Labor, National Institutes of Health, and the Texas Educational Agency.

A native of Juárez, Mexico, Dr. Calderón is a recognized expert in education with more than one hundred publications to her credit. She is a respected member of several panels and national committees, and she has been welcomed internationally as a visiting lecturer. Dr. Calderón has created and directed her own national institutes for administrators, teachers, and parents. She has experience as a classroom teacher, bilingual program director, professional development coordinator, professor or educational leadership graduate programs, and teacher supervisor.

Dr. Calderón earned a doctorate in educational management, applied linguistics, and organizational development through a joint Ph.D. program at Claremont Graduate University and San Diego State University.

### **Course Objectives**

After completing this course, educators will know:

- How to recognize the diversity of English learners (ELs) in their classrooms
- The importance of building vocabulary among ELs in the early grades
- The recommendations of the Common Core State Standards regarding the teaching of reading and writing

### **Student Learning Outcomes**

After completing this course, educators will be able to:

- Select vocabulary for pre-teaching
- Use a seven-step process to pre-teach vocabulary
- Use strategies to teach reading comprehension, including think-alouds and partner reading
- Use strategies to teach writing and editing
- Reflect on their own practices with the goal of improving the reading, writing, and editing skills of English learners

### **Unit 1: Introduction**

In a lively workshop format, Dr. Calderón provides an overview of the classroom realities for English learners (ELs), including the breadth of experience they bring. Educators complete this unit with a better understanding of their students' needs, the importance of vocabulary acquisition to school success, and ways to enlist family support.

#### **Unit Objectives**

After completing this unit, educators will know:

- How to recognize the diversity of English learners (ELs) in their classrooms



- The importance of building vocabulary among ELs in the early grades
- The recommendations of the Common Core State Standards regarding the teaching of reading
- Strategies for engaging families of English learners

### **Student Learning Outcomes**

After completing this unit, educators will be able to:

- Reflect on the needs of English learners in their classrooms

### **eBook: The Diversity of Students and Programs**

Participants read “Chapter 1: The Diversity of Students and Programs” in the eBook of *Teaching Reading & Comprehension to English Learners, K–8*, and respond to the questions that follow.

### **eBook: The Educational Needs of Young ELs**

Participants read “Chapter 3: The Educational Needs of Young ELs” in the eBook of *Teaching Reading & Comprehension to English Learners, K–8*, and respond to the questions that follow.

### **eBook: The Most Critical Year: First Grade**

Participants read “Chapter 4: The Most Critical Year: First Grade” in the eBook of *Teaching Reading & Comprehension to English Learners, K–8*, and respond to the questions that follow.

## **Unit 2: Selecting Words to Teach**

In this unit, teachers learn how to select vocabulary worthy of instruction. Dr. Calderón goes beyond content-related vocabulary, identifying polysemous words, idioms, information-processing words, connectors, and cognates as words that ELs need to make meaning from text. Educators complete this unit with a solid understanding of these terms, and it won't be long before students know them, too.

### **Unit Objectives**

After completing this unit, educators will know:

- How to identify three tiers of words for pre-teaching
  - Tier 3: subject-specific
  - Tier 2: phrasal clusters, idioms, polysemous words, information-processing words, connectors, words that provide specificity
  - Tier 1: words known by general education students, but not necessarily by ELs



### **Student Learning Outcomes**

After completing this unit, educators will be able to:

- Select vocabulary for pre-teaching

### **eBook: Selecting Words to Teach**

Participants read “Chapter 5: Selecting Words to Teach” in the eBook of *Teaching Reading & Comprehension to English Learners, K– 8*, and respond to the questions that follow.

### **Unit 3: Teaching Vocabulary**

In this unit, Dr. Calderón describes a seven-step process to teach vocabulary that maximizes students’ opportunities to speak and interact with each other. We see this process as it’s implemented in a 5<sup>th</sup>-grade math class for the very first time, and students describe what they learned.

#### **Unit Objectives**

After completing this unit, educators will know:

- Strategies for pre-teaching vocabulary that maximize student interaction and opportunities for practice

#### **Student Learning Outcomes**

After completing this unit, educators will be able to:

- Use a seven-step process for pre-teaching vocabulary

### **eBook: Teaching Vocabulary**

Participants read “Chapter 6: Teaching Vocabulary” in the eBook of *Teaching Reading & Comprehension to English Learners, K– 8*, and respond to the questions that follow.

### **Unit 4: Teaching Reading**

In this segment, Dr. Calderón models the use of think-alouds and partner reading to improve comprehension. We visit a 3<sup>rd</sup>-grade classroom to see these strategies in action, as students read about laws and civic responsibilities.



### Unit Objectives

After completing this unit, educators will know:

- The recommendations of the Common Core State Standards regarding the teaching of reading
- How to use think-alouds and partner reading to teach strategies for reading

### Student Learning Outcomes

After completing this unit, educators will be able to:

- Use think-alouds and partner reading to improve reading comprehension
- Use Bloom's Taxonomy to help students formulate questions about material they've read

### eBook: Teaching Reading

Participants read "Chapter 7: Teaching Reading" in the eBook of *Teaching Reading & Comprehension to English Learners, K – 8*, and respond to the questions that follow.

### Unit 5: Teaching Writing

In this unit, Dr. Calderón makes clear the connection between reading and writing in the content areas. She provides practical strategies for reviewing vocabulary, writing, and editing, all of which encourage students' delight in the process and pride in the finished work. We visit a 2<sup>nd</sup>-grade classroom to see the launch of a science writing activity, and students describe what they learned.

### Unit Objectives

After completing this unit, educators will know:

- The recommendations of the Common Core State Standards regarding the teaching of writing
- Strategies for teaching writing and editing

### Student Learning Outcomes

After completing this unit, educators will be able to:

- Use a roundtable strategy to improve student recall of content vocabulary
- Use exit passes as a tool to review content learning and informally assess student writing
- Assist students in analyzing text features
- Use a write-around strategy for collaborative writing and editing
- Use ratiocination and cut-and-grow strategies for improving writing



### **eBook: Teaching Writing**

Participants read “Chapter 8: Teaching Writing” in the eBook of *Teaching Reading & Comprehension to English Learners, K–8*, and respond to the questions that follow.

### **eBook: Ensuring and Reinforcing Comprehension**

Participants read “Chapter 9: Ensuring and Reinforcing Comprehension” in the eBook of *Teaching Reading & Comprehension to English Learners, K–8*, and respond to the questions that follow.

### **eBook: Cooperative Learning**

Participants read “Chapter 10: Cooperative Learning” in the eBook of *Teaching Reading & Comprehension to English Learners, K–8*, and respond to the questions that follow.

## **Unit 6: Conclusion**

Dr. Calderon reviews research regarding writing. Educators offer advice for launching reading and comprehension strategies for the English learners in your school.

### **Unit Objectives**

After completing this unit, educators will know:

- How educational research on the teaching of writing applies to classroom practice

### **Student Learning Outcomes**

After completing this unit, educators will be able to:

- Reflect on their own practices with the goal of improving the reading, writing, and editing skills of English learners

### **Methods of Instruction**

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)



- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

### Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

### Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

### Grading Policy

- A: 3.4 – 4.0
- B: 2.7 – 3.3
- C: 2.0 – 2.6
- F: < 2.0

### Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below



Reflection Question	Participant has provided rich detail and supporting examples from the course content.  Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.	Participant has included appropriate content from the course content.  Participant has made thoughtful comments in direct response to the prompts.	Participant has included little that indicates consideration and comprehension of course content.  Participant has answered most questions directly but some too briefly.	Participant has included little to no content indicating consideration and comprehension of course content.  Participant has not addressed the specific questions posed.  Participant has not responded to all reflection questions.  Participant has copied from the course transcript without synthesis or analysis.
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## Midterm

In this midterm, you will describe three of your English learners, and then choose a non-fiction text selection to work on with your class. You will select vocabulary to pre-teach to your class and then create the steps to pre-teach the words you've chosen. After completing this exercise with your class, you'll answer reflection questions about the experience.

Note: if you are a kindergarten or first-grade teacher, please describe how you'll adapt these activities for non-readers. See Chapters 3 and 4 of *Teaching Reading and Comprehension to English Learners, K-5*, for suggestions.

1. Choose three students (current or former) who are English learners. Describe each in terms of EL categories (found on pages 7 - 9 of *Teaching Reading and Comprehension to English Learners, K-5*) and level of language proficiency (found on pages 10 and 11). Include a description of each student's background as well as tests scores or informal assessments that support your conclusions (Please do not use students' or family members' names).
2. Select text from a lesson you'll work on as a class. Select nine vocabulary words to be pre-taught, and complete the Vocabulary Tiers chart, which may be accessed from Unit 5 by clicking on the Resources button in the eClassroom.
3. Describe and model the seven steps you'll use to pre-teach five of the vocabulary words, using the right-hand column of the table on page 72 as a guide. Please include the dialogue you'll use with the students with steps 1 - 7 listed for each of the five words.





4. Pre-teach the vocabulary to your class as you've planned in step 3. Keep track of the time spent on each of the 7 steps of the activity. Circulate throughout the room during the think-pair-share (step 6) and take notes on good examples to share with the class as well as students who need further work.
5. Complete the following reflection questions and summative questions:
  - a. How did you model the expected behavior for each step?
  - b. How long did each step take?
  - c. What evidence do you have that students had a good grasp of the vocabulary?
  - d. What evidence do you have that students were confused or needed further instruction?
  - e. If you were to teach this lesson a second time, what would you do differently?
  - f. Based on this experience, what do you think are the merits of this process?
6. Upload each of the following **as one document in the Evidence section of the eClassroom**:
  - a. 3 student descriptions
  - b. The Vocabulary Tiers Chart
  - c. 7-step process for each of 5 words
  - d. Answers to the 6 reflection questions found in step 5, above

### Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>Choose three students (current or former) who are English learners. Describe each in terms of EL categories and level of language proficiency. Include a description of each student's background as well as tests scores or informal assessments that support your conclusions.</b>	Participant has concisely and precisely described in significant and illuminating detail 3 English language learners in terms of: <ul style="list-style-type: none"> <li>• EL categories</li> <li>• Level of language proficiency</li> <li>• Student's background</li> <li>• Test scores or informal assessments</li> </ul>	Participant has described 3 English language learners in terms of: <ul style="list-style-type: none"> <li>• EL categories</li> <li>• Level of language proficiency</li> <li>• Student's background</li> <li>• Test scores or informal assessments</li> </ul>	Participant has described 2-3 English language learners in terms of 2-3 of the following: <ul style="list-style-type: none"> <li>• EL categories</li> <li>• Level of language proficiency</li> <li>• Student's background</li> <li>• Test scores or informal assessments</li> </ul>	Participant has either described fewer than 3 English language learners and/or only in terms of 1-2 of the following: <ul style="list-style-type: none"> <li>• EL categories</li> <li>• Level of language proficiency</li> <li>• Student's background</li> <li>• Test scores or informal assessments</li> </ul>
<b>Select text from a lesson you'll work on as a class. Select nine vocabulary words to be pre-taught, and</b>	Participant has selected a text that is engaging and grade-level appropriate.  Participant has	Participant has selected a text that is grade-level appropriate.  Participant has	Participant has selected a text.  Participant has selected and identified 5-6	Participant has not selected a text.  Participant has selected and identified fewer than



<p><b>complete the Vocabulary Tiers chart, which may be accessed by clicking on the Resources button in the eClassroom.</b></p>	<p>selected and identified nine vocabulary words to be pre-taught.</p> <p>Participant has accurately completed the Vocabulary Tiers chart.</p>	<p>selected and identified 7-8 vocabulary words to be pre-taught.</p> <p>Participant has completed the Vocabulary Tiers chart.</p>	<p>vocabulary words to be pre-taught.</p> <p>Participant has partially completed the Vocabulary Tiers chart.</p>	<p>5 vocabulary words to be pre-taught.</p> <p>Participant has not completed the Vocabulary Tiers chart.</p>
<p><b>Describe the seven steps you'll use to pre-teach five of the vocabulary words. Please include the dialogue you'll use with the students, with steps 1 - 7 listed for each of the five words.</b></p>	<p>Participant has described in illuminating detail 7 appropriate steps he or she will use to pre-teach 5 vocabulary words.</p> <p>Participant has included a detailed dialogue he or she will use with the steps.</p>	<p>Participant has described 7 steps he or she will use to pre-teach 5 vocabulary words.</p> <p>Participant has included a dialogue he or she will use with the steps.</p>	<p>Participant has indicated 7 (or fewer) steps he or she will use to pre-teach 5 vocabulary words, though those steps' appropriateness is in question.</p> <p>Participant has briefly indicated the nature of the dialogue he or she will use with the steps.</p>	<p>Participant has not indicated any steps he or she will use to pre-teach 5 vocabulary words.</p> <p>Participant has not included a dialogue he or she will use with the steps.</p> <p>Or, participant has not done so for each of the 5 words.</p>
<p><b>Complete the following reflection questions:</b></p> <ol style="list-style-type: none"> <li><b>How did you model the expected behavior for each step?</b></li> <li><b>How long did each step take?</b></li> <li><b>What evidence do you have that students had a good grasp of the vocabulary?</b></li> <li><b>What evidence do you have that students were confused or needed further instruction.</b></li> <li><b>If you were to teach this</b></li> </ol>	<p>Participant has reflected thoughtfully, with illuminating detail and examples on all of the following:</p> <ol style="list-style-type: none"> <li>How did you model the expected behavior for each step?</li> <li>How long did each step take?</li> <li>Note evidence that students had a good grasp of the vocabulary.</li> <li>Note evidence of students who were confused or need further instruction.</li> <li>If you were to teach this lesson a</li> </ol>	<p>Participant has reflected on all of the following with sufficient detail:</p> <ol style="list-style-type: none"> <li>How did you model the expected behavior for each step?</li> <li>How long did each step take?</li> <li>Note evidence that students had a good grasp of the vocabulary.</li> <li>Note evidence of students who were confused or need further instruction.</li> <li>If you were to teach this lesson</li> </ol>	<p>Participant has reflected on most, but not all of the following and/or has answered some with insufficient detail:</p> <ol style="list-style-type: none"> <li>How did you model the expected behavior for each step?</li> <li>How long did each step take?</li> <li>Note evidence that students had a good grasp of the vocabulary.</li> <li>Note evidence of students who were confused or need further instruction.</li> </ol>	<p>Participant has reflected on little to none of the following and/or the responses lack sufficient detail:</p> <ol style="list-style-type: none"> <li>How did you model the expected behavior for each step?</li> <li>How long did each step take?</li> <li>Note evidence that students had a good grasp of the vocabulary.</li> <li>Note evidence of students who were confused or need further instruction.</li> <li>If you were to teach this lesson a second time, what</li> </ol>



<p><b>lesson a second time, what would you do differently?</b></p> <p>f. <b>Based on this experience, what do you think are the merits of this process?</b></p>	<p>second time, what would you do differently?</p> <p>f. Based on this experience, what do you think are the merits of this process?</p>	<p>a second time, what would you do differently?</p> <p>f. Based on this experience, what do you think are the merits of this process?</p>	<p>e. If you were to teach this lesson a second time, what would you do differently?</p> <p>f. Based on this experience, what do you think are the merits of this process?</p> <p>The validity of participant's reflections may be in question.</p>	<p>would you do differently?</p> <p>f. Based on this experience, what do you think are the merits of this process?</p>
<p><b>Formal issues</b></p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>

## Final

For your final, you will choose a non-fiction text different from that selected for your midterm. Select and pre-teach vocabulary, then complete the following reading and writing activities with your class. Note items 1 – 6 below will require multiple lessons over the course of a week.

Note: if you are a kindergarten or first-grade teacher, please describe how you'll adapt these activities for non-readers. See Chapters 3 and 4 of *Teaching Reading and Comprehension to English Learners, K-5*, for suggestions.

- Think-aloud
- Partner Reading
- Four Heads Together (formulate questions)
- Roundtable (vocabulary review)



- Write-around
- Revision (Ratiocination or Cut-and-Grow)

Finally, you'll answer reflection questions about the experience.

Please do the following:

1. Select and pre-teach vocabulary as you did during the midterm. You are not required to write down the steps you use.
2. After pre-teaching the vocabulary, choose a reading strategy to model using a **Think-aloud** (e.g.: summarizing what you've read in your own words or what to do when you get to an unfamiliar word). **Include a citation for the text that you'll use to model this strategy, and the dialogue you'll use to model it.**
3. Have students practice the strategy during **Partner Reading**. Note examples of good strategizing to share with the class as well as students who are struggling and will need further instruction.
4. Introduce an appropriate level of Bloom's Taxonomy, and have students formulate questions based on the text using the **Four Heads Together** activity (Bloom's Taxonomy can be downloaded from the Resources section of the e-Classroom) **List the questions your students formulated based on the text.**
5. Review vocabulary using the **Roundtable** activity described in Unit 5, segments 2 and 3.
6. Have groups of students write paragraphs using the **Write-around** strategy modeled in Unit 5, segments 10 and 11. Use the **Ratiocination** strategy or the **Cut-and-Grow** strategy to have students make revisions to their work. **Provide one sample of student writing, along with the revisions made during this process.**
7. Complete the following reflection questions:
  - a. Describe the **Think-aloud** and partner reading activity as it unfolded in your classroom. What strategy did you model? Include evidence that students had a good grasp of the strategy being modeled. How did you identify students who were confused or needed further instruction?
  - b. In the **Four Heads Together** activity, what level of Bloom's Taxonomy did you introduce to your students? How did you model your expectations for this activity? What worked well? If you taught this lesson again, what would you do differently? **Please provide a list of the questions your students came up with during this activity.**
  - c. Describe the **Roundtable** activity as it unfolded in your class. What evidence do you have that it was useful in helping students recall vocabulary from the text? What strategies did students come up with for remembering more words in the second round?
  - d. Describe the writing and revision process from Step 6 above. What evidence did you have that working collaboratively assisted your students in the writing process? What improvements did you notice as a result of the **Ratiocination** or **Cut-and-Grow** activity? If the writing/revision process did not work as you anticipated, what would you do differently next time?
  - e. Consider all of the strategies discussed for the teaching of vocabulary, reading, and writing. Which will you be most likely to incorporate into your classroom instruction, and why?



### Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>After pre-teaching the vocabulary, choose a reading strategy to model using a Think-aloud. Include the text that you'll use to model this strategy, and the dialogue you'll use to model it.</b>	Participant has included the text he or she will use to model a particular reading strategy and a detailed dialogue, likely to be effective, to use to model it.	Participant has included the text he or she will use to model a particular reading strategy and a dialogue to use to model it.	Participant has included the text he or she will use to model a particular reading strategy and a dialogue to use to model it. However, that dialogue appears unclear and confusing.	Participant has not included the text he or she will use to model a particular reading strategy.  Participant has not included a dialogue to use to model it.
<b>Have students practice the strategy during partner reading. Note examples of good strategizing to share with the class as well as students who are struggling and will need further instruction.</b>	Participant has provided ample examples of good strategizing and students who are struggling, providing a clear direction for skills that require further instruction.	Participant has provided ample examples of good strategizing and students who are struggling.	Participant has provided some examples.	Participant has not noted examples of good strategizing, or examples of students who are struggling.
<b>Introduce an appropriate level of Bloom's Taxonomy, and have students formulate questions based on the text using the Four Heads Together activity. List the questions your students formulated based on the text.</b>	Participant has submitted students' questions that align with an appropriate level of Bloom's Taxonomy appropriate to the learning goals.	Participant has submitted students' questions that align with an identified level of Bloom's Taxonomy.	Participant has submitted students' questions, though they do not align with an identified level of Bloom's Taxonomy, suggesting the teacher did not offer sufficient guidance.	Participant has not submitted students' questions.
<b>Have groups of students write paragraphs using the Write-around strategy modeled in Unit 5, segments 10 and 11. Use the Ratiocination strategy or the Cut-</b>	Participant has provided an example of a group of students' paragraph with clear evidence of the revisions they made during the process.	Participant has provided an example of a group of students' paragraph with revisions they made during the process.	Participant has provided an example of a group of student's paragraph with some or few revisions they made during the process.	Participant has not provided an example of a group of students' paragraph.  Or  There is no evidence of revision.



<p><b>and-Grow strategy to have students make revisions to their work. Provide one sample of student writing, along with the revisions made during this process.</b></p>				
<p><b>Participant has answered all reflection questions.</b></p>	<p>Participant has answered all reflection questions by providing rich detail and supporting examples from the course content.</p>	<p>Participant has answered all reflection questions.</p>	<p>Participant has answered most but not all of the reflection questions and/or the validity of his or her reflections may be in question.</p>	<p>Participant has answered none to a few of the reflection questions and the validity of his or her reflections is in question.</p>
<p><b>Formal issues</b></p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>