

University of Memphis
Spring 2017
ENGL 7537/8537

Class day/time: Online
Room: Patterson 448
ethrush@memphis.edu

Dr. Emily A. Thrush
Patterson 401D
Office hours: M-3:30-5:30
and by appointment

English 7537. Issues in ESL Reading. (3) Emphasis on how non-native speakers of English learn to read in English, the effect of context and culture on L2 reading, and culturally related responses to reading and literacy traditions. Topics include schema theory, critical thinking, decoding versus comprehension, metacognition, text structure and varieties of reading activities.

Aims and Organization: This course explores the topic of reading in the ESL classroom, focusing on the following topics:

- how non-native speakers of English learn to read in English
- the effect of context and culture on L2 reading
- cognitive strategies in second language reading
- cultural related responses to reading and literacy traditions
- general language competence and adult second language reading
- reading across the curriculum

Students will look at representative research in these areas, evaluate texts, and develop strategies for working with multi-level ESL classes and with students of various levels of literacy.

Texts: TBA

Additional readings online..

Assignments and Written Work:

1. Readings from the texts and selected articles.

2. For each assigned reading, there will be a discussion question posted on the Discussion board on WebCT.
3. A 3-5 page review of 3 ESL reading texts relevant to your intended target group of students. Materials are available from the ESL Resource Center in Patterson 107. For K-12 classes, this review should look at reading as it is included as a component in a student text.
4. A "Web-text" a short text with supporting links. We will be looking at examples of web-texts already on the web. This can be created in most recent word processors, including Word, which is available free from the UOM computer support service in the Admin building.
5. A lesson plan for a one-hour reading class, drawing on one of the reviewed textbooks. The plan should include a summary of what the class would have been doing just prior to the lesson, a detailed analysis of how the lesson would unfold, and activities drawn from the types we will discuss.
6. A final exam.

Students with Disabilities

Any student who may need class or test accommodations based on the impact of a disability is encouraged to speak privately with the instructor to discuss your specific needs. Students with disabilities should also contact Student Disability Services (SDS) at 110 Wilder Tower, 678-2880. SDS coordinates reasonable accommodations for students with documented disabilities.