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Final MA Portfolio

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FINAL MASTER'S PORTFOLIO

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A Final Portfolio

Submitted to the English Department of Bowling Green

State University in partial fulfillment of

the requirements for the degree of

Master of Arts in the field of English

with a specialization in

Professional Writing and Rhetoric

August 1st, 2018

Dr. Khani Begum, First Reader

Prof. Kimberly Spallinger, Second Reader

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Analytic Narrative

This student selected to pursue his Master of Arts in the field of English with a specialization in Professional Writing and Rhetoric in order to advance his professional development, allow him to teach writing classes at the secondary and post secondary levels, and to further his academic knowledge of the fields of writing and rhetoric. The methodologies in the selected works were a blend of both worlds that he was familiar with: English as a Second Language or English as a Foreign Language (ESL/EFL) along with writing and rhetoric. He selected these works because they highlight the previous specializations he completed along with his new specialization from this degree.

The first selected work, “The usage of English in technical communication in China” originated in his ENG 6410 course, Research in Professional and Technical Writing. The work was the main project in the course, where the professor had allowed the students the autonomy to select an area within technical communication, research and write about it. This student selected China because he has had experience in teaching Chinese students, along with the almost exclusive usage of English as an academic or professional international language by choice by the Chinese. These two reasons interested him to study it more and ponder on if English was an effective choice for Chinese speakers to use for technical communication. Professor Begum, this student’s first reader, made the following suggestions to revise the work: pagination, overall grammatical revision, paraphrasing and/or shortening instead of long blocks of quotations, and proper MLA formatting for the paper as well as for the works cited.

These revision suggestions are not only correct in the student’s belief, but allowed him to really hone in on proper MLA formatting as well as to address his preference to write in long, winding sentences. Such long sentences can lead to grammatical errors and confusion, which this

student is completely aware of and tries to address it the best he can most of the time. The paraphrasing and/or shortening of quotations were something that the first reader and the student had to come to a compromise on, because the student felt that the quotations really helped substantiate his rationale. Ironically his default preference is to paraphrase and not use direct quotations, because he feels that by using one's own words it helps to give the author more a more convincing stance. However he will make some concessions in certain situations, such as this particular paper.

The second selected work that this student chose for his portfolio was “Exploding with laughter and excitement...” from his ENG 6800 Seminar in English Studies: Post 9/11 Global Film course. Again, this particular work was the final project for the class, in which the professor assigned the students to create a film or other similar media project that tackled a particular post 9/11 global film issue of their choosing. Said project was supposed to be accompanied by a narrative piece, explaining their rationale, research, and conclusions, as to which this student selected this narrative portion of the project for his final portfolio. This student chose to focus on Muslims in film in the post 9/11 arena, focusing on how they are portrayed, how Muslim actors view themselves, and what is in the future for Muslim roles and the people who play them. The reasoning behind this choice was it struck very close to home for this student, who is Muslim and was raised on post 9/11 Muslim shows and acting. It is something that this student was already well-versed in and knew quite a lot about before selecting this particular film course, so he wanted to expound upon it in an academic manner.

Since the narrative piece was only a portion of the project, Dr. Begum, who was also the professor for this particular course, advised that this student expound on the paper in order to make it worthy and a respective piece in its own right for the final portfolio. That being said, this

student found fourteen scholarly, peer-reviewed articles that either directly addressed the student's rationale or gave evidence for it. The overall rationale also had to be more focused and re-written in order to stand on its own from the accompanying film aspect of the initial project. In the end, the initial narrative for the film course was eight pages with no citations or sources, and grew into a fifteen page, well-researched, cited, revised stand-alone work in its own right.

The third selected work, "Filling the Gap..." originated in ENG 6200, Teaching of Writing course. This particular selected work was the final course project, which had to be some aspect of teaching writing. Again, this student elected to focus on combining his specializations via writing with ESL and Generation 1.5 students. The latter term, Generation 1.5, can be defined as students of immigrants who may or may not have been born in this country, who speak another language besides English at home, but whose entire academic career has been in English. These students in particular are vulnerable to falling in-between the educational cracks because their fluency of English is typically equal to that of a monolingual student, however they could be missing cultural encoding, idioms, and an understanding of the language that is unique to monolingual speakers from a monolingual household. Due to these factors, Generation 1.5 students could be labeled the 'invisible' or 'hidden' ESL students, because they will rarely be labeled as such but could be at a disadvantage when directly compared to their monolingual peers.

As per this student's first reader's suggestions, the biggest issue with this work was formatting and grammar. After several revisions the paper was much cleaner, properly formatted, and an overall better version than what was initially drafted. Again, this student was reminded of their typically overly long sentence tendencies and confusing grammar points. In fact, after this particular third selected work revision, this student came to the understanding that a majority of

his completed work that had been accepted and graded by his previous and current professors were improperly formatted according to MLA or even APA standards. Surprisingly, no professor had ever mentioned such issues before. Regardless, properly revising these works have ingrained into him the proper formatting methods of APA and MLA, in particular the references or works cited pages.

Finally, the last work selected for this portfolio was his Read 180 & System 44 Teacher's Manual. This manual was the culmination of a series of works done within the ENG 6400 Professional/Technical Writing course. The majority of the course consisted of working on smaller chunks of a much larger manual of some type of the student's choosing. Since this student was a Reading teacher last year, specifically using the Read 180 and System 44 curricula, he decided that it would be in his best interests to create a teacher's manual for said curricula. His reasoning behind this was that the overall curricula had no simple, plain to read and use guidebook. All of the manuals created and distributed by the parent company of the curricula were bloated, long-winded, confusing, and in general not teacher friendly. The overall goal of the manual was to be written by a teacher for a teacher, to have more of a direct conversation and give guidance or suggestions based on the teacher's experience with the curricula, short cuts, and preferred ideas or usages of the curricula in certain situations.

Since this last selected work was a manual and not a more traditional type of written research project, this student's first reader suggested that he create an introductory piece, as well as paginate in MLA formatting. Since the manual derives directly from the curricula, there is no traditional works cited reference sheet at the end either. The first reader also suggested revising for some longer sentences and grammatical issues, which were easily taken care of because the manual acted like a mirror: the first half dealt with Read 180 while the other half dealt with

System 44. Since these programs are so interconnected, many of the sentences were repeated time and time again due to covering and identifying the material in the same manner. Before revising the manual, this student felt as if it were not ready for publication to a mass audience, something to be kept in a closer circle amongst peers. After the revision process, this student feels more comfortable with the idea of mass publication, if that were to become a possibility.

Although all four of this selected works feels substantive to this student, if he had to choose just one to be ‘the’ substantive work, he would have to select the first work, ‘The usage of English in technical communication in China’. The reasoning behind this are varied: it is the longest piece of work out of the other three similar projects, it covers an extremely niche, yet focused topic, and it adds to the field of research and pushes scholars in the field to pursue the questions put forth from the conclusion of the research. However, this student would like to give an honorable mention to the ‘Exploding with laughter...’ work. One reason being, the first reader for this capstone also recommended that this particular paper could be revised, peer reviewed, and published for an academic source. Secondly, there is little to no coverage or research into that specific topic covered in the paper. Although the sources the student found did mention his selected topic, they never tackled directly, head on in the manner that this student did so in his own words. The only source that came close mostly more on racial discrimination rather than religious discrimination. The sources that did focus on religious discrimination either had bias issues, or their conclusions were too focused on a select number of issues or topics and did not give any suggestions or questions as to what the future holds for Muslims in the media and entertainment industries.

In conclusion, this student has no regrets in pursuing this degree. He has grown academically, professionally, and broadened his horizons on what it means to be a technical

communicator in and outside of the classroom. He aspires to continue to pursue his passion of combining his specializations in and outside of the realm of teaching. His aim is to become an academic researcher within this combination of unique fields that he has found himself at the crossroads of, because he understands that such unique pathways are constantly expanding and opening. Eventually these will become part of the norms accepted in the fields of academia and education, and he wants to be on the forefront of such groundbreaking architecture.

Muhammed Saadiq

Dr. Heba

ENG 6410

18 May 2018

The usage of English in technical communication in China

Introduction

China is a country that has entered the world stage at a breakneck pace. The government and its people want to be the first in every field and be recognized as equals amongst the other groups of people and countries that they look up to for aspiration. One method that they practice in order to achieve their goals is to learn and use professional and academic English. Due to this, this writer has decided to focus on the usage of English in technical communication and how it affects writers in China. The research and discussion will specifically cover the current state of the usage of English in technical communication in China, how that it affecting their universities, writers, methods, and end users. If possible this writer would like to understand if English is the best choice, and if so, which type of English or dialect would work best for them.

Currently there is a big push from some researchers and companies to use Plain English in the global technical communication field. Other researchers have pointed to the downside and shortcomings of Plain English that make it harder for nonnative speakers to communicate to their audiences properly. The current situation is that since technical communication is still a fairly new field, the only real established communication in the field is the usage of English as the default language. How that is taught and used varies company to company and country to country, which is why there is a push by technical communication professors to focus on global

relations, localization methods, and cultural understandings in order to better prepare their students.

China presents a unique situation and perspective, as it is an ancient culture and land that highly values its history and achievements. The last one hundred and fifty years has brought great change to China, and they are doing their best to make sure that they are a dominant world super power. The geopolitical world is allowing many countries to become economic powerhouses, and English is being used as a means to an end to accomplish things such as world trade and respect on a global level.

Review of Literature

English as the established lingua franca of technical communicators

As Aina et al. and the second Louhiala-Salminen & Kankaanranta article make clear, English has become the established lingua franca of technical communication. This is mostly due to the fact that America has established the global trade and economy, giving them an advantage and a reason for other countries to adopt English in many forms. Louhiala-Salminen & Kankaanranta have discovered that English is used internally in companies with or without native speakers present in communication matters. This proves that English is the right language to use for technical communication.

On top of English already dominating the technical communication field, China values English as the language of education, professionalism, advancement, and commerce (Hu 93). Although the Chinese language and culture are still valued, revered, and held in high regard, English is viewed as a means of modernization and a tool to become a global powerhouse (Hu

93). For these reasons, China has focused its efforts on getting as many of its people in the professional and business worlds to master and use the English language in their professional lives.

Preparation at the University level in China

Universities seem to have two ideas in mind when teaching English to their students: use native Chinese teachers who may or may not be fluent in English, or use native English speaking teachers who may or may not know any Chinese or have any cultural awareness at all (Nunan, 595). Both of these choices have a massive, lasting impact on actual learning from the students. If a native Chinese speaking but non-fluent English teacher directs a class, the students miss out on the opportunity for proper pronunciation, cultural questions, linguistical issues, idioms, and any cross cultural awareness that might be helpful. When a native English speaking teacher directs the class, the students can benefit from all of the shortcomings listed; however the downside is that the native English speaker might have little to no Chinese language and culture knowledge. Due to the teacher's shortcoming, the chance of true cross cultural learning and understanding cannot happen.

These two standards both present other problems. For example, Nunan points out on page 596 that little to no code switching happens with speakers of Chinese trying to learn English. Code switching is a linguistical usage of blending and using two languages together in conversation. Many scholars consider it a natural progression of two or more languages being used in a society for whatever number of reasons. The lack of code switching indicates that the Chinese students are compartmentalizing English as something that should only be used for a

particular place or time, such as work or school. The drawbacks of putting a language in a box like that is that its speakers cannot grow or feel comfortable in the language because they only use it for such small instances that their time to practice is short and there is another purpose or goal that is considered more important than speaking properly. (Auer, 2013)

A third standard outside of the two main ones mentioned above is bilingual teaching. This form of teaching is when the teacher speaks both languages fluently, and uses their knowledge and expertise to build bridges between both languages. Recently bilingual secondary education teaching has become the latest type of ESL teaching in America, and it is slowly catching onto the international stage. Depending on the demographic, other language teachers such as Polish, Urdu, or Chinese are also taught by professional teachers who speak both English and the target language. This type of teaching is found to have the best impact on students as they might not know the material being taught in *either* language, so by having a fluent speaker of both to teach in both simultaneously allows the student to gain maximum knowledge and experience in the target curricula as well as their languages.

This third standard of bilingual teaching was observed by Cargill. However, due to the issue compartmentalizing within Chinese culture, there is little to no interdisciplinary work or usage of bilingual teaching, especially in the science classes (pg. 7). Since technical communication and science are so intertwined, the bilingual standard currently being used in China has a long way to come in order to be effective and thus useful to students.

Something to note of interest that Thrush discussed in her article “Globalizing the technical communications classroom: killing two birds with one stone.” is the issue of plagiarism in Asia. As Thrush describes it from an article by R.R. Jordan:

“...it is quite normal for students to quote from authorities/books without feeling the need to acknowledge the source; nor is it necessarily expected. Criticism of published works is unacceptable as it displays disrespect for authority. Consequently, student will often present extracts from books or articles in an uncritical way.” (70)

This is important to note that a native Chinese teacher might not place any stress on plagiarism while a non-native Western teacher might place too much emphasis on an issue that could be completely foreign to the students. Since technical communication’s backbone is professionalism and citing research or sources, this could severely undermine any work that the students might do in their future jobs. It is important that such a cultural mentality be explained and understood in the realm of global technical communication for any and all Asian students.

Preparation at the University level in America for a Chinese audience and coworkers

The other side of the coin is that Chinese technical communication workers do not operate in a vacuum, especially when it comes to anything using the English language. Since Chinese technical communication workers want to have their work published for an English speaking audience or for other technical communicators who are also using English, it is important to see how native English speaking technical communication students and workers are being prepared to work with such international workers such as the Chinese. Unfortunately, it appears that Americans are just as ill-equipped to know about any other culture, much like the Chinese students are suffering from a lack of foundational language skills.

Maylath discusses how technical communication classes and their students are ill equipped to properly prepare future writers for global understanding and translation, using his own class as evidence of this. Maylayth starts off by stating that:

“...the spread of English as a foreign language, particularly in science, business, and technical writing, has probably deterred both instructors and students from focusing much attention on preparing text for translation.” (340)

He created his technical writing class to specifically include a cultural awareness piece, in particular starting off with awareness of idioms and acronyms (pgs. 345-346). His main contention was that he was not doing enough work on such a vast topic because he was teaching an introduction course to technical writing, and he recommended that several classes could be created for the sole purpose of tackling cultural and linguistical awareness.

Thrush further validates his point by doing similar generalized research from established writers and coming to the same conclusion. She states in a now dated article:

“As little as we know about technical communication in other countries, it is startling how little research has been done on subcultures within the United States, especially in light of the fact that they are expected to make up 21-25 percent of the workforce by the year 2000.”

(Multicultural issues in technical communication, 1997)

While the article is a bit old, her point rings true because those who went to school back in the late 90's and early 2000's are now supposedly the seasoned professionals of today. It appears that while entire classes and curricula have been constructed to tackle this purpose, the answer to the question of 'is it enough?' can be attempted to be answered by Matveeva.

Matveeva's research was the best as she surveyed a variety of different technical communicators who all reported on the need to improve and double down on preparing their students. They reported how it would be impossible and unfair to the students to cram intercultural training and knowledge into their classes, and she points to the idea of creating new classes that specifically tackle this point. This would alter the coursework and load of the degree so this is something that she did not discuss as it was outside of the scope of her research.

Possible the best quote from one of the respondents would be:

"I don't want to say Canadians are like this, Japanese are like this, Arabs are like this. Culture is complicated and I don't want to teach basic stereotypes." (pg. 402, 2008)

From the above cited sources, it is clear that while the preparation on the Chinese side is lacking and has its own issues, their Western counterparts are doing little to nothing of their own to fix and tackle their own set of unique issues. This a perfect storm of incompetence that we can now see reflected in global technical communication.

The Plain English Movement & its detractors

The Plain English Movement is an attempt to help combat the aforementioned issues found in the universities in order to give some organization and set structure to what the students should be using and learning. Plain English tries its best to take out all of the cultural and idiomatic words that English speakers use on a constant basis in order to give non-native English speaking users an easier chance to learn and use a language that can be in sharp contrast to their own. Chinese in particular being a tonal language has severe disadvantages in attempting to use English or vice versa. Even though *pinyin*, or the Latinized alphabet of Chinese words that is extremely popular for social media, youth, and texting, is a form of English, it is so specialized to Chinese speakers that no English speaking person can accurately use or understand it without a solid foundation of Chinese. Even then, one has to be taught which English letters correspond with the Chinese sound.

Thrush points out that it is possible that using Plain English might be the best choice in terms of choosing a particular type of English to use in technical communication. She also found with another researcher that both nonnative and native speakers of English have work to do in order to better work together and understand each other and create a better end product (Multicultural issues in technical communication, pgs. 422-424). In her starting article of introducing Plain English, she gives the famous example of the Chinese airplane pilots crashing into a mountain in 1989 because the pilots did not understand the computer warning them to 'pull up'. In fact, the last words of the pilots were: 'what does 'pull up' mean?' (Plain English?, pg. 289). While this is a perfect example of a failure of properly training and teaching non-native speakers to use software and hardware that interfaces in English, issues like this will always exist

to some extent or another if a person is not learning and paying attention. Even Thrush points out that it would be nearly impossible to get every university and professor in the world to agree on teaching using Plain English (pg. 295).

While one could assume that many educators and researchers would get behind such a movement like Plain English, there are many people who are against it and argue that a more individualistic approach is needed in order to properly address each country, language, and culture's work with English. Riley & Mackiewicz did research on how well Plain English takes care of cultural and linguistical issues and found problems. The authors argue that Plain English is at odds with polite, cultural, and linguistical strategies that are encoded in non-native speakers when they try to use any language. Their two main issues are that Plain English does not follow a 'polite' English model (something that other authors have created for the sake of showing the shortcomings of Plain English, as evidenced on pg. 14), and the issue of tone and being direct with non-native speakers, in particular Asian speakers, creates new road blocks for Plain English implementation.

For example, they argue that Plain English directs speakers to speak in an active voice; while they recommend that the Polite English model prefers an agent-less, passive voice. Their argument is that the agent-less, passive voice allows Asian speakers in particular to remain indirect, as they would in such languages like Chinese, while still being clear and getting their point across (pgs. 14-15). Another issue they bring up is Plain English's advice to stick to short, curt sentences, while the Polite English model argues for longer sentences. Their purpose behind it is that teaching longer sentences allows the students to follow a more native pattern of speaking, and not limiting them to a box of stunted English.

The two authors make several good points that all are attempting to tackle the issues of learning English while at the same time scaffolding them towards more native, fluent-like levels of language ability. For example, while discussing tone and active voice on page 15, the authors point out that the usage of the second person word ‘you’ can come off as offensive to many English speakers, especially in terms of advice giving:

“You smoke too much. You do not need to smoke, you can chew gum or something. You drink too much coffee, too and You should learn how to play basketball better because you don’t play very well (pp. 71-72). Such advice clearly displays the Plain English principles of using active voice sentences and the pronoun you to refer to the addressee. In addition, examples like these suggest that NNSs (non-native speakers) may also state criticisms, which threaten positive face, more directly than native speakers do.” (pg. 15)

The authors argue that by teaching Polite English and showing the students how to express themselves in a more courteous manner, everyone wins. The NNSs feel more confident in their English skills and talking to others who are native or fluent, and the native or fluent speakers do not feel offended and might compliment the NNSs for their correct usage of English and following courteous, cultural norms.

At the same time, the authors concede that Plain English has its uses and advantages, for example in writing a business letter (pg. 16), official forms of communication within a business (pg.17), and official replies to business communication (pg. 19). Simultaneously, the authors state that a working knowledge of both Plain and Polite English is worthwhile in technical communication and other career fields, as they are both halves of how many native speakers

operate (pgs. 19-20). While they give ideas for using Polite English and Plain English in order to accommodate for the speaker's desire to use polite language, but they do not discuss how to widely implement this, as their article was purely an exploration act.

Real World Experiences

Outside of the academic world, it is important to look at how the English language is being understood and used by Chinese speakers with English speaking, non-Chinese counterparts. Sweeney and Zhu found that some native speaking workers are over and under accommodating towards their nonnative counterparts, which leads to confusion on the nonnative side. They did a study where they had native Chinese speakers interact with native English speakers in English. The purpose was to test how the two groups attempt to communicate in a shared language that one group might lack in fluency. Some examples of over accommodating are using yes/no questions such as: "was that good?", instead of a more detailed question. The native speakers were afraid that the non-native speakers would have trouble communicating beyond basic commands. Another example of over accommodating would be when the native speaker would ask the same question in multiple ways, immediately one after the other, hoping that the speaker would understand one and answer it. In fact, the speakers got confused and thought that they had to answer each question individually (pgs. 483-492).

An example of under accommodating would be not realizing that they were using idiomatic phrases or cultural issues, such as "to feel the pinch", "wrap up", "to stretch money" and "a step in the right direction." These immediately confused the non-native speakers, who tried to comprehend the words in a more realistic sense and how it applied to the situation, rather

than asking what they meant. There are some initiatives in place to counter this confusion, found in the following two articles:

Michael Jarvis shows how native students are being taught cultural understandings to better prepare themselves for a more globalized English usage towards an international audience. He created a class to specifically tackle this problem, and the main assignment has students pick five local people who speak a different native language that is not English and interview them. Leading up to the interview, he makes them write out the questions that they are interested in asking and then dissect the words that they chose and how that might confuse the person from an idiomatic or cultural perspective (pgs.218-219). The results showed that while more than 60% of the class felt that they benefited from the assignments, there was some 'resistance' in some students, particularly when it came to stereotypes and assumptions about others during the course (pgs. 223-229). He ultimately recommended that students should travel more, make more diverse friends, and to encourage universities to offer similar opportunities to force students to study and ponder on non-native students (pgs. 234-235).

Starke-Meyerring et al also showcased global partnerships which are trying to be accommodating for both culturally versed and ignorant workers, while teaching them how to learn from each other through work. The biggest issue in the way is budget and location constraints, as the companies that they interviewed claimed to be pressed for budgeting and time in terms of holding workshops when their workers need to be doing their jobs (pg. 27). However, they do not might holding sessions if it leads to more contracts or deals, and co-opting assignments with different companies while making connections that way (pg. 29)

In a follow up to those ideas, Meredith Smith shows that it is possible that most nonnative English speaking technical workers and consumers of advertisements have reached a

point where they just grow accustomed to their own language in a westernized format. Places where this is common have languages which have concurrent writing systems in Latin, like *pinyin* in Chinese, Urdu speakers in India and Pakistan, or the current Turkish alphabet, which took Latin as its current writing form over the Arabic alphabet. Since these communities have so much exposure to Latin based alphabets, Smith argues that it gives them the confidence and comfort in using and learning English, also while making assumptions or giving them the feeling of over confidence in their English language skills (pgs. 12-14). This has its benefits and drawbacks when working with other native speaking English professionals. It is beneficial that the speakers feel confident to reach other to their peers and counterparts but then confusion and questions can arise when the limits of English knowledge is reached.

Cargill et al discusses how culturally and historically, Chinese people view things as a means to an end, and do not understand or appreciate using things outside of their prescribed usage. After interviewing one student, Cargill came to the conclusion that the student felt that they used to learn English just to take tests, and nothing more. As she states:

“In other words, the student felt their need would be better met through English for some “specific” purposes, rather than the kind of general English they have been learning for the sake of tests.” (4)

The authors further discuss how even though the student feels that their English needs to be given a better purpose, other countries and cultures have benefited by incorporating the language into everyday usage and life. China and India both share a past of being colonized by Britain, Hong Kong in particular for China. Indians have ‘Hinglish’, a blend of English and Hindi, and both languages are code switched heavily in the news, on the streets, in signs, for business transactions, for the uneducated and the graduate students (Nunan, 597). While one

might see some English used on streets for tourists and the like, in general most native people do not use English as an everyday tool.

Unfortunately, the massive cultural and linguistical differences between Chinese and English has led to some growing pains, and while many companies have made an attempt to hire English speaking Chinese workers or at least encourage them to improve their skills, other companies have sought a cheaper, more creative solution. Lara Farrar reports to CNN that Chinese companies participate in an interestingly common practice of hiring Western-looking foreigners in order to pretend to be some type of worker or connection to a Western, English speaking company. According to the article, the mere presence of a Western looking person who speaks English gives a level of professionalism and seriousness to a company, allowing them to appear to have the finances and power to accomplish whatever goals they are claiming to achieve. These actors or stand ins are typically told to not speak unless given directions to do so, given a fake name and background story that they have to know and be able to pretend to live, and business cards with the company's information on it to give 'solid evidence' of their honesty. (Farrar)

Limitations to this topic & issues with Chinese writing styles when transitioning to English usage

The real limitations of this topic are two pronged: we need more of a firsthand Chinese experience and research study into these issues, and we need more data in general. There are many more cultural issues, particularly from the Chinese government and recent (i.e. in the last one hundred years) wars that have shaped the current geopolitical landscape and the direction of

the country and its people. The first of the Louhiala-Salminen & Kankaanranta articles shows that this topic requires more research and is possibly more important than most technical communicators currently realize (pgs. 4-5). Another issue is that some of the articles this writer used for this paper are now dated, and no researchers have come out to replace them yet. Technical communication is still in the infancy stages of development, and it is progressing in a rapid paced environment of technology and global networking. Even an article written in the last decade could be considered dated. More research needs to be taken and surveys on my topic points need to be addressed by those working and living in the technical communication world in order to assess how the state currently is compared to what is in the research.

The biggest issues in terms of helping the Chinese progress are also unfortunately embedded in their culture. Barnum and Huilin as well as Hui write in both of their studies that Chinese culture has an overwhelming focus on ‘face’, where presentation and how one appears in public overrides everything else, even if it is an affront or lie (Hui, pgs. 96-98; Barnum and Huilin, pg. 156). Barnum and Huilin make amazing points of reference in the Chinese style of writing that are huge barriers for technical communication, such as:

- inductive over deductive order, which should actually benefit Chinese students since inductive order is considered scientific, however in recent years and due to the teachings in Western universities, deductive order has taken hold in technical writing (pg. 152)

- Headings are far less common and not important, which is reflective in Chinese writing where capital letters do not exist and certain aspects of writing styles like italics and bolding do not have the same effect or meaning in the usage of the Chinese characters (pg. 151)

- The usages of synthetic thinking patterns over Cartesian thinking patterns. Synthetic here means to look at everything how they are interconnected and make something whole out of

little parts, where Cartesian thinking analyzes and breaks down a larger work into smaller pieces or ‘chunking’. While there are benefits to both thinking patterns, these conflicting methods make it difficult for Chinese and Western technical communicators to process and understand their counterparts (pg. 151).

-The order of writing is reversed, as in flipping the traditional method of writing where the main point is in the beginning, and the new information comes later. Chinese writers put the background knowledge at the end of the paper, not as an afterthought but as a way of building from new to old, in contrast to how Westerners write from old to new. (pg. 154)

-A writing style that has a love of verbose, poetic prose, with references to military power or might. Chinese writers prefer to write in a more traditional, poetic style, even in technical communication, and refer to power or might in order to showcase authority and strength. These types of prose are at odds with technical writing, which typically want things cut and dry, analytic, and not in a flowery way or unneeded comparisons. (pgs. 156-158)

All of these issues can be addressed, but the crux is that both the student and the professors need to be aware of them in order for everyone to learn and figure out either how to work around them or make them work for their writing goals.

Conclusion

As mentioned in Maylath and other sources cited above, there is simply not enough time or resources to properly prepare their students before they enter the field as new career agents for all of the global nuances and information. One professor interviewed in Matveeva’s research stated that personal experience with a culture is the best method of learning, while another feared

that attempting to teach different cultural values within one semester would be the equivalent of teaching stereotypes which would only make the situation worse. However what is being done by technical communicator writers themselves is while they are on the job they are working towards understanding other cultures and making it work for them. While this obviously leads to financial success, which is the primary driver in the initiation of this, there is another positive side effect. The backend reward is that there is a community of trust and understanding built between the writers and they are paving the road to making technical communication a foundation of intercultural understanding and unity.

China has a long way to go in order to be considered and valued in terms of technical communication, but the Western world as well has its own issues in building their side of the bridge to help close the gap of miscommunication and understanding. It takes both sides to come together and work as one unit to figure out the best way to approach our separate and competing issues that make a mess of our ultimate goal of communication. Much is currently being done today at the secondary educational level. There is an increased interest in learning Chinese as witnessed in this writer's own school districts, which need fluent Chinese instructors to fill the needs of the students and administrations. It cannot just be the leaders of the technical communication world that will take charge in helping us become better writers. The interest starts at home and in the foundational schools, in the playgrounds and the stores, in order to learn from each other and become one species in harmony.

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Exploding with laughter and excitement: the Muslim journey to fostering understanding via the entertainment industry

Hollywood loves to follow story formulas: Main character does X or has issue with X, has love interest Y, fights bad guy Z. Main character is okay with, learns to control or overcomes X, gets Y, defeats Z, wins, credits roll. Pop culture and the pulse of America play a massive role in deciding who gets which role and does what. When Hollywood first started, the bad guy was the Jews, then it became the Germans, the Nazis, the Japanese, the Italians, the Russians, the Vietnamese, and then the Russians again. These caricatures were not chosen at random but rather purposefully selected based on current wars or problems that America was going through with a particular group. Every time, Hollywood played a role in either reinforcing a stereotype about the group, or redeeming them in order for the next group to come along and play the bad guy. In our post 9/11 world, the current caricature is the Muslims, and by extension, Islam.

Since 9/11, there has been an increase in the interest for Muslims, Islamic culture, and stories with Muslims in it to be in as many films as the production companies can approve. Unfortunately, a majority of these films and shows stereotype Muslims as terrorists or violent, mindless killers and their preferably Western victims into a very specific scenario that is played over and over again, enforcing the mentality of 'us vs. them'. There is, however, been a pushback from Muslims and non-Muslims alike to show a more complete and complicated

picture of Muslims and Islamic culture. For this final project, this author would like to focus on the Muslim internal reaction to the post 9/11 world within the film and media industries. In particular the focus will be on how Muslims are type casted, their usage of humor, self deprecation, and stories done with a pro Muslim slant: television shows like *Little Mosque on the Prairie*, *Sleeper Cell*, films like *Traitor* and *Eagle Eye*, and ‘comedic activists’ like Dean Obeidallah.

Casting a Long Shadow: Implicit & Explicit Stereotyping

While the entertainment industry pretends to be unbiased and outside of the effect that the media industry has on the national fabric and culture, they do play a significant role in the country’s mentality of whatever is portrayed on the screen. Films like *The Kingdom*, *Munich*, the *Die Hard* series, *Syriana*, *Zero Dark Thirty*, and *American Sniper* have all played a role in emphasizing and pointing out the ‘us vs. them’ mentality that most stereotypical Americans hold in their head: the white, strong American males are the knights and ‘gatekeepers’ against the ‘horde’, foreign, typically brown, womanizing Muslims or ambiguous other terrorists. For purposes of this paper, the term ‘us vs. them’ is defined as ‘Muslims vs. non-Muslims’, but it is important to note that in the real world it can also mean anything considered white, European, Christian, stereotypical American vs. anything that is not any of that (i.e., Chinese Buddhists, Indian Sikhs or Hindus, African with native religious beliefs, etc.).

Indeed, every single source for this paper highlight how reinforcing stereotypes only feeds into the current mentality and no matter what nuances such characters might actually bring to the movie, the end goal is the same: they (Muslims) are the enemy that must be destroyed, and thus worth less in the eyes of the ‘victors’ (Western, European, white skinned people) than a real person’s (anyone who is not a minority in the West) life. Hamza et al.’s survey on Muslim/Arab

bias in the media found that around half of all respondents thought only negative thoughts of Muslims and Arabs when considering them as a general population, that the media is biased against them, and that it must cause depression for them (p.23). Incredibly, even though such respondents understood the bias and felt bad about it, more than 63% of the same respondents would not change the channel for such bias programming nor would they donate to help any Muslim or Arab causes (pg. 23). The article did not try to seek an explanation for this discrepancy, but the results speak for themselves: even though most people understand there is a bias and they might feel bad, their overall mentality is to 'go with the herd' and hold onto these self-admitted false or ignorant beliefs. The real question is, why do they feel that they should stick to the herd when they know or feel that it is wrong; the answer can only be described as a feeling of comfort or safety that staying in a group gives a person.

Going off of that point, people who tend to watch these negative slanted movies will subconsciously pick up on the anti-Muslim bias will also, like anyone else seeking justification, look for justification in the news they watch and people they associate with (example conversation: hey, look at this article saying things that justify the stuff they did in *American Sniper*. Go USA!). These ideas are not just limited to America, as Nahid Kabir wrote an article on how the exact same issues are occurring in Australia even though the country has a completely different relationship with Muslims and immigrants in general due to policy and historical differences (Kabir, pg. 5). This proves that Western media plays such a powerful role in foreign countries who share a similar culture or language compared to the USA.

In fact, the Muslim as a dirty, foreign other who is not only barbaric but typically a physical representation of pure evil has been implicitly and explicitly reinforced for decades. Professor Jack Shaheen wrote an extremely detailed, intricate article titled 'Hollywood's Muslim

Arabs', which was published only a few months before 9/11, where he did a blow-by-blow account of every single time an Arab and/or Muslim was portrayed in a negative light without allowing for any dissent or questioning of the issue in films as well as television. Professor Shaheen was a prominent Lebanese Christian professor who, after seeing how his children were consuming mass media that put Arabs in a constantly negative light, made it his life mission to put these issues on the forefront of his work and in the public's eyes. His follow-up book and documentary *Reel Bad Arabs* discusses how this hatred and vilifying of Muslims and Arabs post 9/11 expounded such negativity hundreds of times over, to the point where no matter what Muslims tried to do or say, they just couldn't shake the mindset of many Westerners.

Muslim Reactions: Damned if we do, damned if we don't

It would be very easy for most Muslims to just simply ignore this blatant xenophobic behavior and live their lives. A majority of Muslims do this, hoping that by role modeling and living a 'normal' life, any and all non-Muslim Americans that they interact with or befriend would come to see that over time, they just as 'normal' as anyone else, themselves included. There are two issues with this mentality: one, a majority of Muslims do this since it is the 'easy' or 'lazy' route, and in fact most minorities do this because they do not see any point in putting forth additional time and energy into 'proving' that they are 'normal'. The second issue is this method of 'proving normalcy' typically doesn't work how most people think it would work. In an example situation, a Muslim befriends a non-Muslim, and that non-Muslim understands that *that* particular Muslim does not fit into their stereotypical, negative viewpoint of Muslims. Instead of coming to the conclusion that their viewpoint is wrong, said non-Muslim simply labels his/her Muslim friend as a 'super minority', or an 'exception to the rule', thus justifying their friendship with a Muslim who 'isn't one of *those* types of 'scary' Muslims', and goes about their

life. The non-Muslim might even use their friend as a shield to say ‘I’m not xenophobic or Islamophobic because I have a Muslim friend! See?’ This will ring familiar to any other minority in America, whether it’s Central Americans (I don’t hate all illegals/ ‘Mexicans’), African-Americans (I have black friends!), or homosexuals (I don’t hate gay people, I have gay friends!).

In order to properly attack the problem, without getting into a religious conversation that might come off as proselytizing, one needs to penetrate multiple layers of a person’s viewpoint. The most effective way of doing this in the 21st century is via media, specifically some form of entertainment. This is why it is essential that Muslims not only portray positive characters but ‘normal’ ones as well. Unfortunately many people confuse ‘positive’ with ‘normal’, so these terms, while not equal, hold false equivalency in today’s society. While the stereotype of non-Muslims is to have a Muslim cast as the role of a terrorist, the stereotype of a Muslim is to get cast as the token Muslim character who will ‘hopefully’ show or explain how ‘peaceful’ and ‘normal’ Islam is, much like most other religions. In this scenario, most Muslim actors, comedians, entertainers, authors, and commentators (political or otherwise) are trapped into two different stereotypes: terrorist (we want to kill everyone) or hippie (we want to love everyone). Television shows like *24* and *Homeland*, which were/are immensely popular, really played on the terrorist/hippie stereotypes, even though the show runner for both shows swears it was not his intention, putting it bluntly: “Muslims are just the terrorists for right now, last time it was the Russians.” (GQ) Not only is this stereotyping disingenuous, but it is degrading and sets Islam and Muslims to two settings: kill or hug, neither of which is true for the religion or its followers. A true ‘normal’ Muslim character should use Islam as a backdrop to their character, not the sole focus of their character development.

Muslims have struggled to balance what is considered ‘normal’ with what is considered Muslim or Islamic. In truth, having a mix of both is beneficial because it provides a more complete picture in terms of the normalcy of Muslims. Since Islam has over a billion followers and no monolithic leader like a Pope, regardless of sect, to say that every Muslim has their own interpretation of what constitutes as Muslim or Islamic is the most simplified way to express the complexity of what it means to be a Muslim today. Not surprisingly, it is extremely difficult to find companies that want to fund movies or television series with a pro-Muslim slant that gives actual Muslims the creativity and power to present it in a way that would be appealing to both Muslims and non-Muslims alike. *Little Mosque on the Prairie* was thankfully an exception to that ‘rule’. Created and run by a Muslim, funded by a production company run by Baha’is (a religion that is an offshoot of Islam), written by a group of mostly non-Muslims, and starring an even mixture of Muslims and non-Muslims alike, it is a rare example of a ‘normal’ and truly positive portrayal of Muslims in a Western setting.

From terrorist to hippie and back again: shows with Muslims

The show blends conservative characters who are Muslim and non-Muslim, along with more liberal characters who also follow and don’t follow the same faith. Some characters pray, others don’t, some wear hijab, others don’t. While Islam appears to play a central role in the show, the themes and overall goals of each episode are applicable to everyone regardless of religion, race, gender, etc. Some topics are family, friends, and just everyday life. The show brought such immense interest that it was broadcasted ahead of schedule and lasted six mostly healthy seasons. Although set, based, and run by Canadians, the show is easily applicable to any Western (North American, Australian, or European) viewpoint. Although topics like terrorism are covered, which seems to be an unfortunate requirement by Muslims nowadays, over the

course of six seasons the writers found much more to discuss outside of terrorism. The fact that the main setting of the show is a mosque, which is not actually a true mosque but one that is set within a church which has extra space, would seem to be too limited actually uses the space well as members of both Christian and Muslim communities interact with each other on a daily basis. While some could criticize its stereotyping of conservative or liberal Muslims, there are so many different characters in the show with so many levels of nuances that it almost covers the entire spectrum of Muslim in the West.

The best article written on the show (Sandra Cañas' "The Little Mosque on the Prairie: Examining (multi) cultural spaces of nation and religion.") highlights everything mentioned so far, but criticizes the show for not diving deep enough into the intricacies of Islam and its various forms, in particular how such a diverse, multicultural, multiethnic group of Muslims appears to be so homogenous and not warring with each other via various mentalities or sects. In particular the article calls out 'Sunnis, Sufis, and Shittes' (Cañas, pg. 209), and how no mention of any sect was made. However, the author of this paper would argue against Cañas' idea that such intricacies should be presented to a non-Muslim audience when the goal is just to present Islam and Muslims in a neutral or positive light. Getting into the 'nitty gritty' of Sunnis vs. Shi'as, other sects and even the concept of schools of thought in Islam is so beyond foreign to a non-Muslim audience that if one were to even attempt to get into the details it might immediately feel like a lecturing class assignment rather than a show.

While *Little Mosque on the Prairie* is a good, wholesome family sitcom, it does not appeal to everyone, especially in a 21st century world where many shows reign supreme on action, violence, sex, nudity, and drama. *Sleeper Cell* attempted to fill this void in an 'Islamic' way. Based on a terror cell in America that is watched by a Muslim FBI agent in order to bait,

trigger, and capture Muslims who are planning terrorist attacks by pretending to a terrorist himself. While the idea is interesting, the show quickly delves into the graphic, sex-driven mindset of an American audience and typical ‘mature’ American show. They portrait the main Muslim character as someone who is not religious at all, while trying to live a double life as a ‘religious person’, as well as showing all of the other characters’ emotional and physical baggage and conflicts. Evidently these two opposing mindsets crash, along with every other person in the terrorist cell. As the show only lasted two seasons (and two cells!), the writers tried to cover every stereotype of a Muslim character along with its exact opposite. There was the gay Muslim terrorist who hated himself for being gay but couldn’t stop sleeping with random men, there were several converts to the faith who all came from various walks of life and couldn’t change completely to fit an Islamic lifestyle (drugs, music, pork, alcohol, sex, almost everything deemed un-Islamic), and almost everyone on the show has a graphic sex scene with someone else, regardless if they are married or not.

Scholars and researchers are torn on whether or not this show is beneficial to Muslims. All of them bemoan the graphic nature of the show (just the violent scenes, not the sexual ones), however none of them actually highlight how the characters do so-called ‘haraam’ (Arabic for ‘forbidden’, used quite often in Islam to label actions that are sins in the faith) or hypocritical acts, instead focusing solely on how the show portrays Muslims as terrorists. To the authors of the various researched articles, the show just made sure to put the ethnicities of the characters in such a diverse way that it makes it seem like *anyone* could be a secret Muslim terrorist, thus ruining the entire plot point that Islam is not an ethnical or country specific religion, which is what this author believes was supposed to be the original intent. It does make sense that non-Muslims would take it in this way, especially because the show never specifically mentions how

Islam is a religion for anyone or everyone, it is just implied through the various races of the characters.

Only one source, Lars Engels' MA thesis, actually focuses on how such diversity and complexities of the characters in *Sleeper Cell* can break down stereotypes and barriers of Muslims being monolithic and of one mind set to a Westerner audience. The thesis does stress how the character's overarching belief that the West must be attacked for one reason or another is still a terrible plot point and only reinforces how violent Muslims supposedly are, but then again, how can one dispel an untruth without addressing it head on as one would expect them to? Engels' thesis also discusses how *Sleeper Cell* intertwines and links African American struggles in contemporary America to the Muslim's struggles in contemporary America, specifically since the main character is both African American and Muslim. While this may be true, and for sure historically there is a link to many African Americans heritage and Islam, such a connection is most likely lost on a general Western audience, since it would require years' worth of history lessons to understand such connections and links.

Due to the graphic content of *Sleeper Cell*, most Muslims might object to the idea that it is a 'pro-Muslim' type of show; however the point is it shows Muslim characters not only doing non-Muslim things but how diverse they all are allows people to draw connections to themselves. These are 'normal' things that non-Muslims do and struggle with every day, and thus it gives a humanizing side to Muslims. The show is about Muslims where the pro and antagonist are Muslims, in a post 9/11 world, dealing with real Muslim issues of daily life, entrapment, and terrorism. It could be argued that viewers would just say how hypocritical terrorists are, but that's okay, because almost everyone is a hypocrite to some extent. Other television shows like *Quantico*, *Outsourced*, *Mr. Robot*, *Community*, *Bones*, and *The Blacklist* all

have major or minor characters who are different types, varieties, and styles of Muslims, particularly in a Western setting. *The Bold Type* even features a Muslim lesbian hijab-wearing character, which is shocking for both Muslims and non-Muslims alike, but a portrayal of real life issues and people.

One interesting caveat that Professor Shaheen points out in ‘Hollywood’s Arab Muslims’ is that either from a lack of Muslim actors and actresses or from a lack of willingness on such actors’ parts, a majority of Arab and Muslim roles in movies and television are done by Jews or Israeli Jews. This actually plays into the negative mindset mentality, as it allows Jews to negatively portray Muslims, especially Palestinians, as less than human, barbaric, and not deserving of mercy. Professor Shaheen points out on page 29 how Eugene Levy once portrayed a generic Muslim/Islamic character in *Father of the Bride Part II* who literally screams ‘mumbo-jumbo, a random mix of Farsi and Arabic, at her (his wife)’ (pg. 29), which showed not only the lack of care on the movie producer’s part to even stick to one language, but further drove the idea home about such a foreign, presumably Muslim man’s control over his wife by berating her in public.

Another twist to Muslim characters is who is actually portraying the character. In movies such as *The Mummy*, Oded Fehr is the generic Muslim mystic leader, and even the series *Sleeper Cell*, Oded Fehr is the main antagonist and leader of both sleeper cells. The kicker is Oded Fehr is an Israeli Jew who also speaks Arabic, and even in the *Sleeper Cell* series he is introduced in the most implausible of ways, as a ‘secret’ Muslim masquerading as a devout Jew in public. He even claims in the show that he does this in order to ‘stay close to the enemy and not draw attention to himself’, which, as a real life Jew, is so tongue in cheek to portray the reverse of the majority of roles he has played in his real life, he might as well have labeled his character as a

‘mockumentary’. Some Muslim actors argue that the Israeli Jews are taking the roles because there is not enough actual Muslim actors willing to accept the roles (GQ). For whatever reason Israeli Jews are portraying a majority of Muslim or Arab characters, a majority of Muslim or Arab actors who *are* portraying Muslim characters are torn on whether or not accepting these roles are beneficial or not. Much like the thesis earlier, the actors either think that it is good that an actual Arab or Muslim plays a negative role, or they think that it is only perpetrating the stereotypes (Newsweek, GQ).

Television shows and networks have the flexibility and ability to not worry about such high financial budgets like movies, which have continued to show Muslims in a negative stereotype with few positive ones far and in-between. It is sad that a majority of Google searches of ‘movies with positive Muslim characters’ have to go back to 1977 (*The Message*) and even include animated characters (the sultan from *Aladdin*) in order to create a top ten list of positive Muslim characters (with two plots dealing with terrorism). Two movies in particular decided to tackle Muslims as a main plot point, both doing so in different manners. *Traitor* is a 2008 spy thriller in which the main character is a devout Muslim who is deep undercover for an US intelligence contractor; while the main pro and antagonist are, like *Sleeper Cell*, both Muslim, the film suffers from clichés and stereotypes of Muslims which ultimately make it more stereotypical and not effective in terms of showing the ‘normalcy’ of Muslims. *Eagle Eye* is a completely different film as it was not intended to be about Muslims, but does so as a ruse. The film opens with a bombing of a Muslim funeral, and leans heavily on the idea that the antagonist is Muslim, even using an Iranian Bha’i actor (Anthony Azizi, who later went on to boycott doing any more ‘terrorist’ roles according to GQ & Newsweek) as part of a bomb making process, only seemingly cementing the idea that it was a film about Muslims as the terrorists. Eventually the

film reveals the major plot point that the terrorist and antagonist is not a person at all but a computer that has artificial intelligence sufficient enough to believe that by creating a major terrorist attack against the government that built and thinks it controls is the only way to ‘fix’ the government.

Other movies that should receive a honorable mention would have to be *Body of Lies*, *The Four Feathers*, *The Reluctant Fundamentalist*, and *Salmon Fishing in the Yemen* all have major or minor characters who are obviously Muslim and present a complex character that is not a stereotype or a foil. Unfortunately two of those movies’ plots focus heavily on terrorism, with Muslims as the perpetrators. It is a sad but true state in which Muslims will most likely never be able to escape entirely as it is one of those things that constantly shows up just when people tend to not think about it in order to keep the mythos alive. Some Muslims tend to shy away from the terrorism element of their stereotype, while others embrace it and use it as a way of reaching to people in order for them to think deeply on their perceived notions of what it takes to be a Muslim, like in the last segment of Muslims in the entertainment industry.

Mixing politics, religion and comedy: Muslim social activists who want to help create a new narrative

The last form of entertainment that this author will cover is comedy, something that tends to bind people of all walks of life because people enjoy laughing and poking fun at each other. Muslim comedians probably have it the worst in terms of what is considered to be a difficult job to make money in because everyone is expecting them to make terrorism jokes. Some Muslim

comedians, like Dave Chappelle, or comedians who were raised Muslim or within an Islamic culture but are not Muslim any longer, like Aziz Ansari, have forged their own unique path in the world of comedy without using the topic of terrorism or their faith (or lack of it) as a focal point of their stand up. Others use their faith as the main premise of their stand up in order to reach out to the world and show them that Muslims are just as human as anyone else. One Muslim in particular has led entire tours, comedy specials, and created documentaries based on his Islamic upbringing: Dean Obeidallah.

Dean Obeidallah is half Palestinian and half Italian, born and raised in America. Although he started off his life as a lawyer, he changed to comedy and then with 9/11 decided that he was going to make it his mission to bring Muslim comedy to Americans in order to show Americans that Muslims can be funny and comparable to other non-Muslim lives in the West as they have many of the same friend, family, relationship, cultural, and religious issues. He went on to found the New York Arab-American Comedy Festival, run a comedy tour titled “The Axis of Evil” and a documentary film “The Muslims are Coming!”. He has had the chance to give many Muslim, Islamic background, or Arab comedians’ exposure, namely Ahmed Ahmed, Maz Jobrani, Aron Kader, Nick Youssef, Helen Maalik, Won Ho Chung, and Maysoon Zaid. Maysoon Zaid and Dean Obeidallah have even gone back to the Middle East and literally founded standup comedy acts/tours in several countries, namely Jordan, Oman, Palestine, and the UAE (About Dean).

It is from these comedians’ stand-up routines that non-Muslims and Muslims alike can get together, laugh, and start to build relationships. By using laughter to tear down the social or cultural walls that we build around each other, we can see that all of humanity has several overlapping commonalities that transcend all social constructs. Via all of these mediums in the

entertainment industry, Muslims and their neighbors can start the process of having a conversation about what is similar and different about each other, and fostering understanding and tolerance in the long run. It is not perfect but it is a start to destroying ignorance, one scene or laugh at a time (About Dean).

Conclusion

If any one thing is learned or stressed in this paper, it should be that Muslims and Islam are not a monolithic people or religion, and they are just as complex and American as anyone else can be. Time will tell if Americans and the West can ever accept Muslims as who they are and not assume that they are all violent, terrorists coming from backwards countries or a religion that wants the total destruction of everyone else. In fact, the more diverse we become and the more we study history and understand how we have all been able to live up to this point should prove that Muslims and Islam are as compatible in America as Judaism and Christianity. If Hollywood could continue to extend and invest in such shows as *Little Mosque on the Prairie* and movies such as *Eagle Eye*, we might be able to come to the understanding that it is not people who are the problem, but politics, governments, and the reinforced myths of the mysterious 'other' that must be quelled and kept in check before we all succumb to actions that we will ultimately regret.

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ENG 6200

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Filling the Gap- Generation 1.5 & ESL Writers in the Secondary and College Classroom

America was built on a foundation of diversity; sayings like ‘from many, one’ are even written on our money. While many could argue that many Americans strive for a more homogenous and nationalistic way of life, the fact is that many Americans are quickly not relating to the country’s majority ‘traditional’ identity of a monolingual (specifically English) ‘WASP’ (White Anglo-Saxon Person). In replacement of it is a more culturally diverse and aware WASP as well as people who are not easily identifiable. They can be from anywhere else in the world, however they all desire the same thing: they want their language and culture to be just as respected and tolerated as English and the WASP culture of old. At the same time, everyone knows and understands that to get ahead in America, a person needs to be fluent in English. From that understanding, we have seen an explosion of growth in two types of students in the last decade: ESL and Generation 1.5. From these two types of students are our latest challenges in teaching writing, and it is up to us to identify what they are and how we can help the students who suffer from these challenges.

Before we identify the issues, we need to identify the groups that are dealing with said issues. ESL is a commonly known entity in America, the so-called ‘old guard’ of minority students. Almost every person is aware of the acronym’s meaning: English as a Second Language. Over the years different acronyms and labels have been created or used but all mean the same general concept: ESL, ELL (English Language Learners), LEP (Limited English

Proficiency), ESOL/TESOL (English Speakers of Other Languages/Teaching English to Speakers of Other Languages), and for those learning English overseas, EFL (English as a Foreign Language). Since this group is easily identifiable and has been in existence for what could be centuries in terms of the American educational system, the majority of research, teaching strategies, methodologies, and textbooks have been created specifically for them and their needs. Currently a rough estimate puts the number of bilingual speakers in America at around 20% of the population, and as many as 10% of all students in America speak a language besides English as their native language (Fast Facts).

As more and more ESL students moved to America, they have given birth to the latter group, known as Generation 1.5. Generation 1.5 students are the children of immigrants or native born citizens whose first language is not English, and thus their native language is typically that of their parents and not English. However something unique and interesting happens with this group: almost all of their academic learning and knowledge is in English. Even many of their social interactions are in English. They watch movies and television in English, sing and dance to English music, read novels in English, and make school friends speaking English. However at home and in many family led social situations, a language besides English is used. This helps create the illusion to almost everyone, including the student themselves, that their native and first language is English. From this fallacy, these students are given the short end of the educational stick. Regardless of any implicit or explicit cues as to their English fluency levels, they are placed in native level classes and expected to excel like their monolingual peers. The issue is that most of the time they need support and help in cementing their foundation in English writing, and both the student and the teacher can be at a loss in terms of what disconnect the student is facing.

Most educators and scholars label Generation 1.5 students as simply a different form of ESL students, and their ‘native’ language is not English. The truth is more complicated than that; although all of the researched articles and fellow peers have labeled these students as having their native language as something other than English, this writer disagrees, and believes a majority of Generation 1.5 students would agree with him. These students are in an extremely unique situation, in which they were taught and learned two languages at the same time in two completely different contexts. The label that this writer uses for their other language is their ‘home’ or ‘family’ language rather than their native language, while English is their ‘academic’ language. Most people don’t realize that to be considered literate and educated in a language, they must have formal schooling, training, or be privately taught in that language.

It is important to also point out that a majority of the articles that were read and used in this research paper defined Generation 1.5 students as ‘being born outside of America, coming to America at an early age, and having extensive formal instruction in English’(Roberge, Siegal, and Harklau, 2009). Some references were made to students born in America, as this writer has defined, but both this writer and the other articles stress the fact that Generation 1.5 is an ‘umbrella’ term that can be difficult to define and encompass all students who may be labeled as such. Something else that both this writer and the scholars agree with is that a majority of Generation 1.5 students typically only have oral knowledge of their home language, and may only be able to read their home language if it is written using the Latin alphabet, a bastardization of the actual written form of their home language that makes complete sense to them due to their unique bilingualism.

An example of this would be Urdu, which uses a Semantic script to write. Speakers of Urdu are typically Muslim, and thus also study and know some Arabic, which is written

similarly in the same Semantic script; however key differences in pronunciation, letters, and grammar structure make the two languages distinct from each other in writing. That being said, this writer has met many Urdu speakers who are orally fluent in their language but cannot read or write in it, even though they might be able to speak, read, and write in Arabic. However they can write Urdu using the Latin alphabet since they can speak, read, and write in English.

Interestingly, what Latin letters they use to mimic Urdu pronunciation versus actual Latin letter pronunciation might be very different since the Latin alphabet was not created to pronounce many Urdu sounds. This makes reading Urdu in Latin script by a non-Urdu speaker impossible to be understood as it is a substitute for writing in Urdu and used by those with fluency in both languages.

Literacy is also just one key to being educated in a language; while some Generation 1.5 students have gone or will go to language schools in their home language, they will mostly not learn much beyond basic literacy skills and perhaps some more vocabulary. They typically will not be formally taught subjects in their home language like history, mathematics, science, art, and even their home language's grammar structure or reading/writing skills like they would get at a more formal or academic school. In this aspect, they are academically stunted in their language. For example, if given a newspaper in their home language, they might be at a loss as to what is being discussed in a cultural, social, or political aspect because they did and do not live in a country where their home language is used in everyday life. From this these students feel much more comfortable in reading a novel or newspaper in English, or even discussing learning their home language in English.

The issues that Generation 1.5 students face are just as complicated and complex as their language situation. It is true that many Generation 1.5 students can emulate language issues or

‘signs’ just like their ESL counterpart might, like idiomatic or grammatical mistakes. However Generation 1.5 students typically have extremely small grammatical issues (examples can range from improper usage of definite articles, prepositions, etc., it varies widely depending on the home language) that ESL students may or may not share in common with them. Their vocabulary might also be limited but not in formal, academic words; rather social language or synonyms might be missing. They usually suffer from a lack of idioms, collocations, and some cultural contexts/knowledge as this is mostly built from constant use, exposure, and social situations. While these latter examples might sound like ESL student issues, it’s actually different; ESL students typically have little to no knowledge of idioms, collocations, or cultural context and need years of experience to become fluent in these aspects. Generation 1.5 will have some knowledge of commonly used idioms, collocations, or cultural contexts, so much to the point that most people would label them ‘native’ English (i.e. monolingual) speakers who ‘just know’ another language. The difference between ESL students and Generation 1.5 in this aspect is that the Generation 1.5 students might have some confusion or need some explanation of idioms, while ESL students would need to be taught entire lessons on the history, meaning, and usages of such idioms in order to be able to be on the same level.

Now that a background and knowledge of the issue is established, the question is how can we deal with such issues in the classroom and help these students. The answer is just as complicated as the students themselves. While almost any ESL student can be taught using the same textbooks and strategies regardless of their first language, as they are all ‘blank slates’ in terms of English language learning, Generation 1.5 students do not typically identify as ESL or ELL students and can even take offense to the idea that they do not know, write, or speak English ‘like a native person’ or on a ‘fluent level’. Most Generation 1.5 students view

themselves as being equally fluent in both languages, and most have the level of confidence of a native speaker in both languages. Due to this perspective, it is important to not shame the student or make them feel different, but one needs to guide them to the idea that they need some help in exposure to certain linguistic contexts that their upbringing might not have included.

A good starting point for this road to realization is by peer reviewing their writing, as well as editing directly from the teacher. In this writer's personal experience, most Generation 1.5 students that seeing their writing critiqued easily catch on to their issues and learn from their mistakes, however this is a limited tool as it does not cover the gambit of the different kinds of mistakes a student might make. A typical peer review or check from a teacher might help the student check their most common or 'favorite' mistakes, but in order to attempt to bring them to a 'native level' of fluency, one needs to 'attack' the problem from all sides. Terese Thonus wrote a journal on servicing Generation 1.5 students in university writing centers, which is a great idea for Generation 1.5 students of all ages. K-12 students can go to a tutoring center or have a private tutor in placement of a university level writing center, and the effects could be the same. In her article, she pointed out a few key points to best help Generation 1.5 students outside of a peer review or teacher edit.

Some good tips she gives that she evidences from recording sessions with Generation 1.5 students is rhetoric practice, offer explicit direction, give examples of sociopragmatic conventions, avoid 'intuition' questions, and affirm heritage (Thonus). Rhetoric practice here means having the student read aloud and give oral answers, because the student might struggle with some pronunciation and grammar structure while speaking. This is a great point, and could even apply to monolingual students (but more so for K-12 monolingual students), as new academic vocabulary or even written social contexts might be confusing for a Generation 1.5

student. Explicit direction here means correcting students directly, either while speaking or writing, so more of an advanced version of what this writer was referring to when he mentioned the teacher reviewing their writing. Sociopragmatic conventions are especially important as this is what the student is typically missing the most of: the so-called 'BICS' of English. In the ESL 'world', we have defined language into two types: BICS and CALP. BICS stands for Basic Interpersonal Communication Skills, i.e., social language; CALP stands for Cognitive Academic Language Proficiency, i.e., academic language.

Although not directly mentioned earlier, the essence of the two types were discussed. BICS is typically the first version of a language that a person learns: through direct and personal socialization. CALP on the other hand can be avoided completely and the person could still be considered fluent; many scholars and research indicate that BICS can be mastered within six months to two years of using or learning a language. CALP needs five to seven years of studying or learning for so-called mastery; what most people would spend in a primary school educational level time frame. ESL students are missing both BICS and CALP versions of English, and thus need to learn both; Generation 1.5 students on the other hand typically have a strong version of CALP and a 'mixed bag' version of BICS. Since this is counter-intuitive of how a language should be learned, so-called 'mis-firings' or 'mixed wires' can occur in Generation 1.5 speech and especially writing skills (Cummins 2008).

As Thonus mentions, direct practice in idioms, collocations, and other social language greatly benefits the students. Another thing that she pointed to was 'avoiding intuition questions'. Here she means assuming the student knows a grammar rule and then 'calling out' that student for not knowing the rule or a similar language issue. This goes hand in hand with shaming or marginalizing a student's culture, heritage, or home language; it should be respected

and affirmed. A great specific example was seen by Thonus, where a Cambodian student was not affirmed because the other students and the teacher/tutor were unaware of native word for Cambodian language: Khmer. Since they were unaware of this word, they labeled it as 'Cambodian', which made the student feel like his class didn't understand the difference nor cared to ask (Thonus).

While it might sound trivial in a social context, in an academic context this type of behavior can emotionally scar a student for life. Since most people are unaware of all of the historical and social contexts a language or its people can have, we tend to simplify things: any language spoken in China is 'Chinese', even though there are hundreds of languages and two majority languages that are different from each other in China. The same goes for 'Indian' or 'Hindi' another country where hundreds of languages are spoken and given equal status to each other. The entire continent of Africa is given a similar treatment to large majorities of its hundreds of languages, which are erroneously referred to as 'African'. In the case of Cambodia, whose name in English comes from French transliteration of the word Khmer, Khmer is the word for the language and the people who speak it, and it overlaps the actual country's name of Cambodia. That being said, it is important to label a language as it wants to be labeled and not what a person feels like labeling it out of ignorance or laziness.

Another great strategy that teachers can use for Generation 1.5 and ESL students would have to be student-centered learning or teaching. Let the students guide the process, teach or help each other, give 'mini lessons', do group projects, and let the teacher sit on the 'back burner' simply guiding the whole process. Many articles recommended this as an 'advanced version of peer review', because these students need social interaction while using English (Mendonca, Johnson). As the classroom is changing and technology is advancing, many researchers and

scholars are also discussing the usage of such new technology in the ESL and Generation 1.5 classroom. A study done on the effects of having the students' type their writing on computers found that students preferred to use this method instead of the old fashioned paper and pencil way of writing. However this preference for technology showed that their grades actually improved by typing their work according to the article's study with a probability of .08 (Sullivan, Pratt).

Due to the wide variety of ESL and Generation 1.5 students, the best method of student work is allowing the students to decide what works best for themselves. For example, this writer allows their students to make their own decisions when it comes to either hand writing their assignments or typing it into a word processing document. Whichever method is more comfortable or preferred for the student should hopefully allow the student to write to the best of their ability and learn the most during their activities. Initially when this writer started teaching ESL and Generation 1.5 students, he was reluctant in allowing computers to be used simply for the fact that almost all word processing programs highlight grammatical and spelling errors when a person types their work. Interestingly enough, after years of teaching and assessing student work, he has found a few ways that students have avoided or ignored this help. Either the student is not computer literate or does not have constant/easy access to a computer, and thus uses a basic word processing program that does not have a built-in spell or grammar checker, or the student simply ignores the help and types as they believe is correct.

Several interesting situations have happened during this writer's time when working with word processors that do point out student issues. Some students are confused, as most word processors will underline issues in different color formats, and relies on the user to hover over or right click on the underlined word to see what the issue is according to the computer. Since the

word processor never explicitly tells the student or user how to interact with the underlined formats, it requires the student to be proactive in discovering what that means. Sometimes students will ask this writer, who will explain it, and other times students who do know what the underlined formats mean will simply ignore it, believing that the computer is wrong and they are correct. In some rare cases they prefer direct teacher instruction and advice over a computer. This latter and rare occurrence usually deals with students who know how they need to learn and would prefer a human to explain an issue rather than reading something from a computer that might not understand the issue as a whole.

Either way it is interesting to see how something that most monolingual students will use and abuse such as word processor help and advice is something that is actively avoided or unknown by the people who would probably benefit the most from the actual help. Some teachers might say that it is a form of 'cheating' to use such help. However, since they are rejecting this help, the students are actually learning from their mistakes and finding out how to self-correct rather than rely on a machine. At the same time, these students are and will not be in a classroom that is designed for their needs for an extensive period of time and they might actually need the computer help. Such help might handicap them in learning their mistakes, but it might improve or keep the grades in other classes high. The difference between the two is a person explaining their issues are beneficial for a student's confidence, while a computer's help is beneficial for their overall GPA. Regardless, this writer is glad that the majorities of students do not use the computer help and prefer to self-learn, while still having access to such help in the future if they really do need it and no one is there to help them.

There is no silver bullet or one method that works for every Generation 1.5 or ESL student as the variables are too unknown and inconsistent with each student to be able to create a

‘cookie cutter’ method of teaching that would mostly work for everyone. A teacher of these students needs to be able to think on their feet within a classroom environment and be proactive in their instructional methods to best fit their student’s needs. All of the aforementioned strategies are effective and helpful to one degree or another, but a few things that were not directly discussed yet are also the most important for each student’s success: time, practice, and self-motivation. While many research articles discussed the time and practice factors, no research article that was read for this paper directly discussed self-motivation. Time and practice are so ambiguous it can be applied to every type of learning in the world; these two factors build experience and that leads into how a person uses their knowledge with self application. But self motivation is, at least to this writer, the secret key from advancing from one type of student to the next.

Without self-motivation, this writer has seen many students just coast on their knowledge and application of writing in the English language. Many students get to a level where a majority of teachers and peers can understand them and simply accept or ignore any small quirks they might write, speak, or use as just a person’s individual take on how to use the language, but that does not make it right. Students with the proper level of self-motivation are able to take themselves to a level of equality or even better than their monolingual peers, much like a doctoral student would be expected to write a better paper than an undergraduate level student. In fact there are many instances and examples where former ESL and Generation 1.5 students actually become teachers for their peers and monolingual counterparts.

This writer’s best and most ferocious grammar professor he ever had was born and raised in the Ukraine, learning to speak and use three languages before English. She was still able to get her Ph.D. in English literature and then teach English grammar to most monolingual students in

Florida. This writer will never forget his first grammar test with her, in which a classroom full of native and monolingual students all received D's and F's for their grade as we 'all didn't know anything about proper English grammar', according to her. Most of the disbelief and shock in the room was astonishing, as we not only had freshmen undergraduates straight from high school but also graduate level students who were teachers; all of whom received a failing grade for the first test assignment. This is something that will stay with this writer forever, and is a prime example of the heights of excellence that a non-native speaking student can achieve if they have the right level of self-motivation.

In closing, much like the two textbooks that were used for this paper, it is pertinent that the study, research, and understanding of ESL and Generation 1.5 students do not rest on its laurels. As research has shown, within the next few decades America will only continue to increase in its diversity and language variety, and we need to start preparing now for the wave of students that will be fast approaching us in that time. If teachers are not adequately prepared for how to at least help or point their students in the right direction for their language learning needs, we will suffer the consequences of a generation of students who will enter the workforce and world at large with subpar language skills. The outcome of such a factor could be disastrous and forever negatively shape and change the English language as we know it. It is up to us now to realize the issues and attempt to address them to the best of our abilities.

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Dr. Heba

ENG 6400

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INTRODUCTORY NOTE TO READERS

This manual was created as the final project for ENG 6400, Technical & Professional Communication. The purpose of this project was to create a manual of some type in order to assist or help educators or writers to accomplish a task. The author of this manual chose to write a teacher's manual for Read 180 and System 44, a reading curricula created for struggling and ESL readers respectively. The author of this manual chose to create this manual because the parent company of the curricula did not create a manual to help guide the teachers in using both programs in conjunction with one another. It is common practice in the state of Illinois to use both or combine the curricula into one classroom depending on the student's needs. However, the current method of learning each program is a series of manuals designed to be used solely for each program, with absolutely no attention paid to any type of combining or teaching the curricula together in one classroom. The manuals for the curricula were also written by curricula specialists, not educators who have used the program.

The author's hope for this manual was to help with common issues when attempting to use both curricula in the same classroom, as well as to give it a more user friendly feel as it is from an educator to an educator. Since this author wrote from experience, it is likely that the reader will have similar experiences and be able to understand the references and context that the manual provides. Although this manual was intended to be mass produced and shared with

educators, the parent company of the curricula did not give the author permission to do so while using or mentioning the protected intellectual property mentioned from the curricula. Thus, the author circulated it amongst his peers in his school district on an as-needs basis, and will privately it to those who request it if needed.

Read 180 & System 44 Teacher's Manual

Muhammed Saadiq

12/13/2017

Outline

- I. Overview of *Read 180*
 - a) What is *Read 180*?
 - Program Objectives
 - Student Assessments
 - Teacher Implementation
 - b) How it is it different from other programs?
 - The *Read 180* difference
 - *Read 180* vs. Jostens
 - *Read 180* vs. The Reading Edge
 - *Read 180* vs. Student Team Reading
 - c) Daily overview of the program
 - Whole Group
 - Small Group
 - Silent Reading
 - Software
 - Class rotations
 - Stand alone
 - Blended model
- II. Overview of *System 44*
 - a) What is *System 44*?
 - Program Objectives
 - Student Assessments
 - Teacher Implementation
 - b) How is it different from *Read 180*?
 - ESL/ELL
 - Native speakers
 - c) Daily overview of the program
 - Whole Group
 - Small Group
 - Silent Reading
 - Software
 - Class rotations
 - Stand alone
 - Blended model
- III. *Read 180* Workshops 1-2
 - Expected grade level for workshops 1-2
 - a) Workshop 1: Stand Up planning and support
 - Background knowledge
 - Daily implementation
 - Weekly implementation
 - Check ins
 - Project

- Timelines
 - b) Workshop 2: Water Fight planning and support
 - Background knowledge
 - Daily implementation
 - Weekly implementation
 - Check ins
 - Project
 - Timelines
- IV. *Read 180 Workshops 3-4*
- Expected grade level for workshops 3-4
 - a) Workshop 3: Life in Dystopia planning and support
 - Background knowledge
 - Daily implementation
 - Weekly implementation
 - Check ins
 - Project
 - Timelines
 - b) Workshop 4: The Hunt for Lincoln’s Killer planning and support
 - Background knowledge
 - Daily implementation
 - Weekly implementation
 - Check ins
 - Project
 - Timelines
- V. *Read 180 Workshops 5-6*
- Expected grade level for workshops 5-6
 - a) Workshop 5: Contagion planning and support
 - Background knowledge
 - Daily implementation
 - Weekly implementation
 - Check ins
 - Project
 - Timelines
 - b) Workshop 6: No Ordinary Sport planning and support
 - Background knowledge
 - Daily implementation
 - Weekly implementation
 - Check ins
 - Project
 - Timelines

- VI. *System 44* Modules
- Assessing which modules to use
- VII. Module 1: School Matters planning and support
- Background knowledge
 - Daily implementation
 - Weekly implementation
 - Check ins
 - Project
 - Timelines
- VIII. Module 2: Special Forces planning and support
- Background knowledge
 - Daily implementation
 - Weekly implementation
 - Check ins
 - Project
 - Timelines
- IX. Module 3: Game On! planning and support
- Background knowledge
 - Daily implementation
 - Weekly implementation
 - Check ins
 - Project
 - Timelines
- X. Module 4: Famous or Infamous? planning and support
- Background knowledge
 - Daily implementation
 - Weekly implementation
 - Check ins
 - Project
 - Timelines
- XI. Module 5: Fear Factor planning and support
- Background knowledge
 - Daily implementation
 - Weekly implementation
 - Check ins
 - Project
 - Timelines
- XII. Module 6: Guilty until proven innocent planning and support

- Background knowledge
- Daily implementation
- Weekly implementation
- Check ins
- Project
- Timelines

XIII. Module 7: Losing their minds? planning and support

- Background knowledge
- Daily implementation
- Weekly implementation
- Check ins
- Project
- Timelines

XIV. Module 8: Refugee Life: Starting over planning and support

- Background knowledge
- Daily implementation
- Weekly implementation
- Check ins
- Project
- Timelines

XV. Summary & Further Knowledge

- a) Food for thought
 - Implementation changes
 - Professional Learning Communities
- b) Professional Development Workshops
 - Yearly offerings

I. Overview of Read 180

Summary:

What is Read 180?

Read 180 is an intensive reading program that is designed for struggling readers.

Content:

Read 180 is an intensive reading program that is designed for struggling readers.

Everything is created for the teacher, so anyone can be taught how to use the program. There is

little to no worry about how it will be enacted differently from school to school. As long as the program is followed faithfully, there should be an increase on a student's reading level and ability.

The first step in Read 180 is assessment; each student must be assessed in Lexile and phonics to see where they are within the program. Each student will sign into the Read 180 software and take these two tests, which are shown below.

Exhibit:

This is what each student will see whenever they sign into the software:

Student Access

District: Atlantic City School Distric Server: SRI.acboe.org

Houghton
Mifflin
Harcourt.



The two tests can located at the bottom of the screen, labeled "Reading Inventory" and "Phonics Inventory" respectively.

I. Overview of Read 180

Summary:

Student assessments

The Lexile and phonics assessments are critical to Read 180.

Content:

The Lexile and phonics assessments are critical to Read 180. These two tests are the two critical benchmarks that assess how the students are progressing in the program. Each assessment easily identifies each students' progress with a tri-color system:

- red is for below basic
- yellow is for struggling or developing
- green is for progressing or at grade level

The Lexile score is based on a scale of BR-1600. BR stands for below reading or zero (as in they do not understand what they are reading at all, typically a non-native speaking student). 1600 is for roughly a senior high school student or a college freshman. The score in the hundreds place was roughly designed to equate to the corresponding grade level number. However, according to reading specialists, this 'grade level number' should not be used as an accurate tool of measurement as there are many other factors involved.

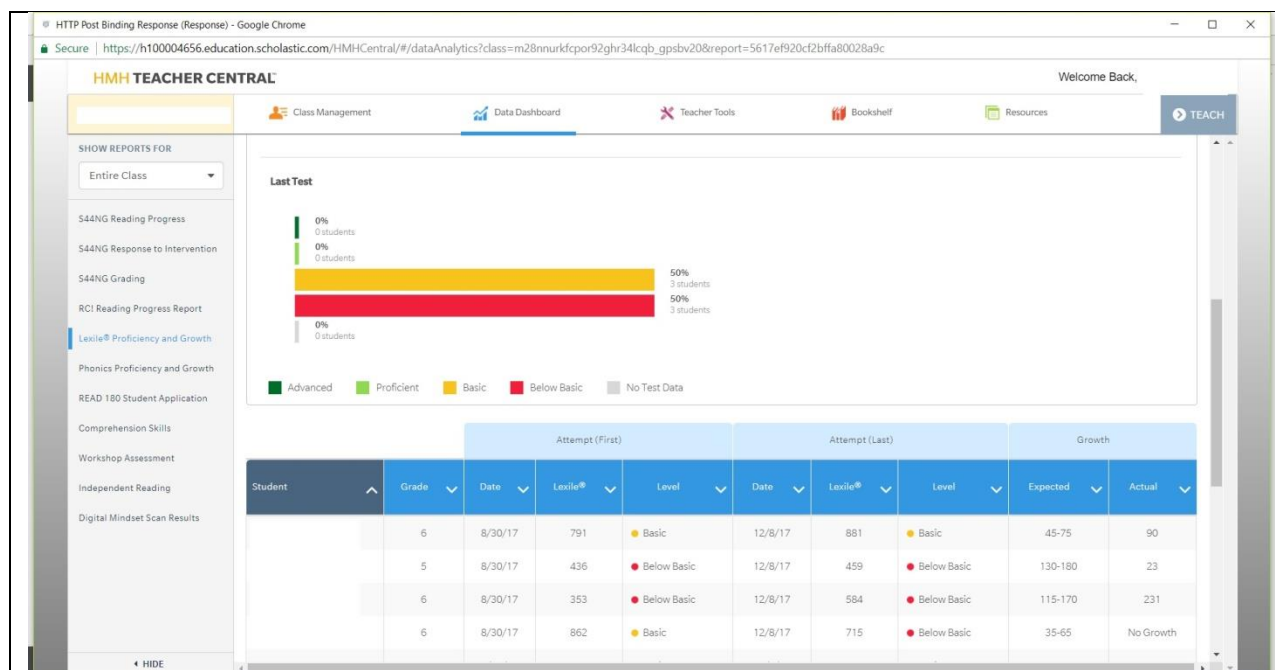
The Lexile test should be taken either quarterly or at the beginning/end of each semester, depending on what the school requires. The program typically wants to see a fifty to one hundred point gain after each assessment, but this is not always do-able in terms of student success.

In terms of the phonics assessment, if one has a below basic score and an extremely low Lexile, they need to be placed out of *Read 180* and into *System 44*. The reasoning is *System 44* is built for those who need fundamental basics of English pronunciation, sound blending, and letter recognition.

A typical *Read 180* student has a yellow or green colored assessment dot from their phonics test. If one has a yellow dot, they need to be tested quarterly along with their Lexile test to gauge progress, if they have a green dot they are considered to be on par with a typical student and do not need to be re-assessed later.

Exhibit:

This is an example of what a teacher would see when looking at student data for assessments:



The data can be located from HMH Central, which can be accessed from your school's website.

I. Overview of Read 180

Summary:

Teacher Implementation

Read 180 is designed to be done a specific way but also allows for teacher discretion in terms of implementation.

Content:

Read 180 is designed to be done a specific way but also allows for teacher discretion in terms of implementation. While a typical Read 180 program would see a three group rotation on a daily basis, factors like class size, student needs, blended class, classroom environment, space requirements, and school budget or technology set-up all play a role in how that is done.

For example, some Read 180 classes might only have six students or less. Typically it is then only feasible to do a two group rotation due to the likelihood that one could not be a group by themselves. If students are really struggling in the workshops, it is completely up to the teacher and supported by the program to use supporting worksheets, read alouds, exercises, and other lesson plans that are created by Read 180 (or the teacher) in order to help the students.

If there are System 44 students in the same class as Read 180 students, this is logistical nightmare that typically results in a completely different looking program and rotation. Depending on how many students there are in each program and their levels, it might only be

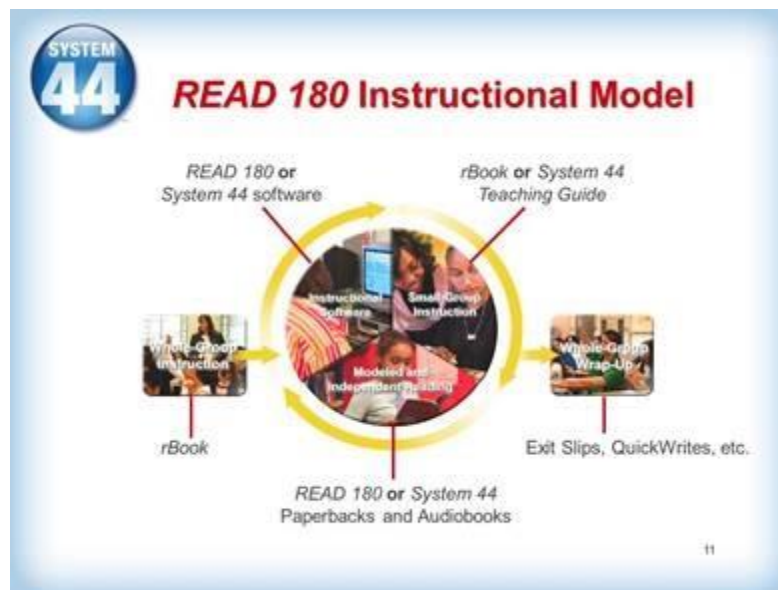
possible to do a single rotation for each group in order to teach all of the students.

If a teacher has to share a classroom with another teacher or if the school does not create a proper classroom environment for a Read 180 rotation to occur, the teacher must come up with how they will effectively follow the rotations. If the students have their own laptops or if the school has in-classroom desktops, this affects if the software rotation can even be done on a daily basis.

As one can see, there are a variety of factors and issues that can come into play that the teacher must balance with the program requirements in order to figure out how they will implement the program. Each teacher must assess their situation and come to their own conclusions, with the assistance of their district's or school's reading specialists.

Exhibit:

This is the diagram of the typical Read 180 rotations that should be implemented as closely as possible. This poster can also be hung in the room for the benefits of the students to see what they should be doing.



I. Overview of Read 180

Summary:

How is it different from other programs?, Read 180 vs. Jostens, Read 180 vs. The Reading Edge, Read 180 vs. Student Team Reading

Read 180 is a research-based program created by educators and reading professionals which uses a multi-pronged approach to improving one's reading ability.

Content:

Read 180 is a research-based program created by educators and reading professionals which uses a multi-pronged approach to improving one's reading ability. According to John Hopkins University, there are only three other programs that have 'moderate effectiveness' in terms of reading intervention. The difference between Read 180 and the other programs is that Read 180 is the only program that combines both Computer Assisted Instruction (CAI) and Instructional Process Strategies (IP), giving it the most highly effective change in students' data versus the other programs.

The other three programs are as follows:

In the Jostens program, the program only requires CAI, so no teacher needs to intervene or hold any other lessons for the students. If a teacher would like to, Jostens offers no support or materials to assist them in linking their program to what the teacher would want to work on.

In the Reading Edge program, only IP is done, putting all of the stress, focus, and work on the teacher. While this is a more traditional method, studies have shown that using a multimedia approach, especially with computer based software components, is highly effective for improving a student's reading. Since many students use technology on a daily basis, it is intuitive for them to use such software and it masks teaching as a type of game or activity, not a test or something to study.

For the Student Team Reading program, IP and cooperative learning is done, so it is more student led approach which is not effective for struggling learners and readers.

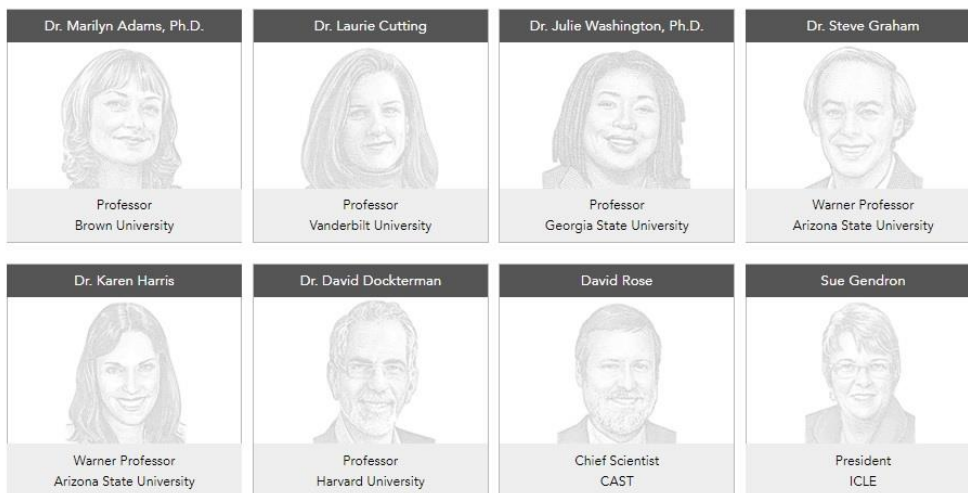
Exhibit:

Here is the list of education professionals who have helped create Read 180:

Authors



Advisors



The data can be located from HMH Central, which can be accessed from your school's website.

I. Overview of Read 180

Summary:

Daily overview of the program: Whole group, small group, silent reading, software, class rotations, standalone, blended models

In a traditional Read 180 program, there is a three pronged rotation sandwiched between two whole group sessions.

Content:

In a traditional Read 180 program, there is a three pronged rotation sandwiched between two whole group sessions. Every day in a Read 180 classroom starts off as a whole group, with the teacher doing a 'Do Now' activity. A 'Do Now' activity is typically a question on the board with a sentence starter for the students to think about what they will do or engage in today. See below for an example. After the 'Do Now', the students break up into a three pronged rotation, which consists of small group work, individual software work, or individual silent reading.

In small group work, students grouped between 2-5 students work with the teacher on a page from the provided workbook for the program (called the Real book).

In the software rotation, students are free to log onto the Read 180 software from the school's website and work on a unit within the software. Alternatively, they could read an eBook or listen to a book be read to them, or take a quiz on a book that they have read. The software is completely independent from teacher instruction and only data given on the progress within each software section is provided to the teacher. There are five sections within each unit (units are done in themes, with the students selecting which unit to do).

Each section focuses on one of the following components: writing, reading fluency, vocabulary, comprehension, and story development. Students are free to work at their own pace, along a teacher might give them deadlines or timelines to do a certain number of sections by a certain date. Quizzes can be chosen to be standard or advanced level of difficulty, and give the student a number of points for each question correct. Teachers can create a reward system for each student after reaching a certain level of points.

In silent reading, students are given time to read a book or story of their choice, and then the teacher is encouraged to have the students write about what they read and track their reading time.

These rotations should last between 15-20 minutes per rotation. At the end of the lesson, the entire class comes together for another whole group session, in which they share what they learned today or any challenges they might have had.

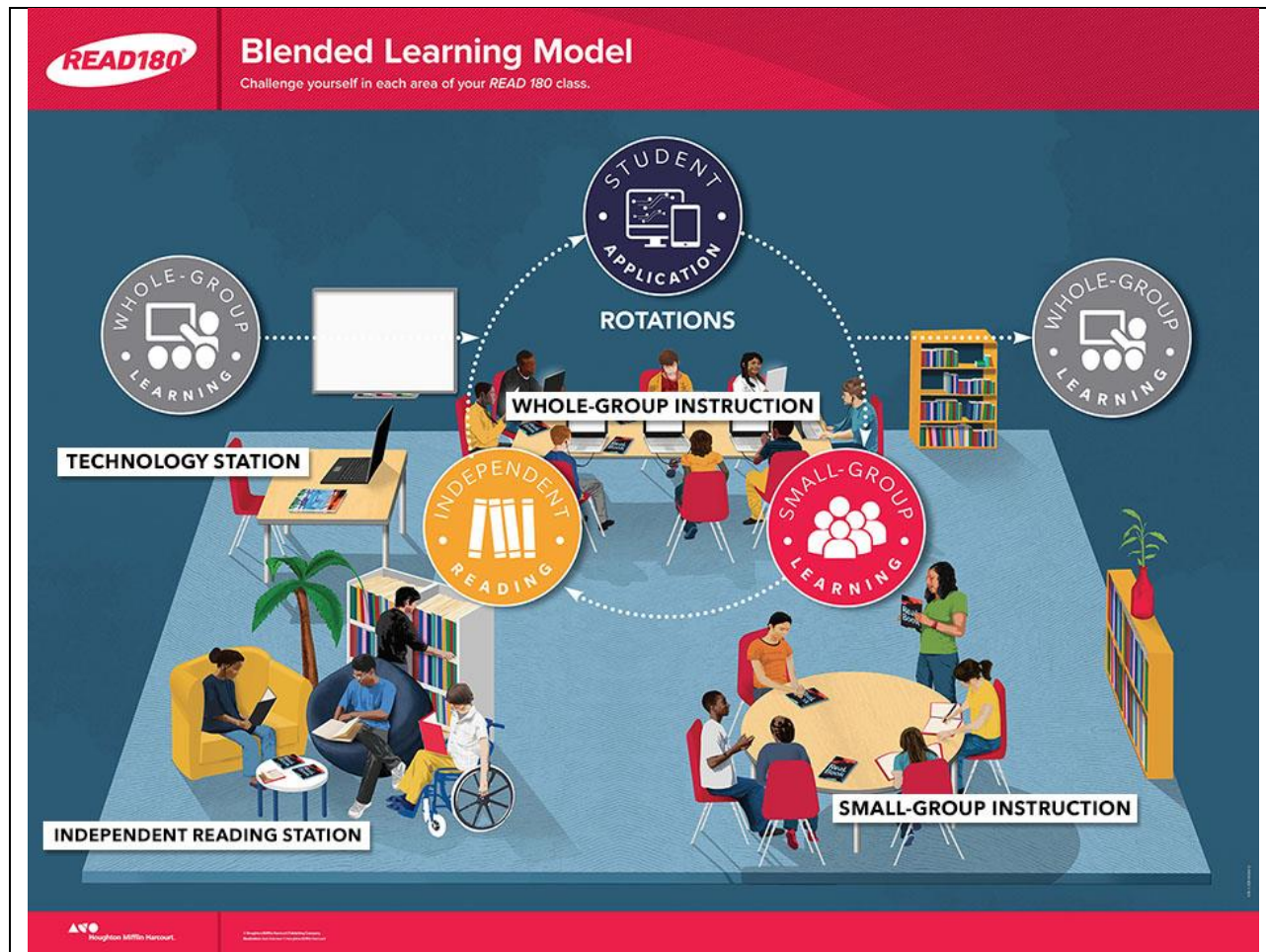
It should be noted that these rotations were made with a 'block' period in mind. If one is unfamiliar, this is where a class would last around 70-90 minutes per period, giving the students ample time for the entire class and in each rotation. However most classes are around 45-52 minutes a period, which means that in many Read 180 classrooms it is only feasible to do two rotations a day. In these classrooms, it is typical to do two rotations of 15-20 minutes sandwiched between two five minute whole group sessions.

Standalone sessions mean that everyone within the classroom is in Read 180 and not System 44.

Blended classrooms are when System 44 students are mixed in with Read 180 students. Please refer to the System 44 section of this manual to read more about how to manage or teach in a blended classroom.

Exhibit:

This is the poster of traditional rotations in a Read 180 classroom.



II. Overview of System 44

Summary:

What is System 44?

System 44 is a reading foundational program made for non-native speakers of English.

Content:

System 44 is a reading foundational program made for non-native speakers of English. System 44's name comes from the 44 sounds of the English language. In the System 44 software, there are 44 sections of the software, one for each sound or sound blend. A student must complete all sections in order to be eligible to advance to Read 180.

At the end of each section, a type of 'hidden' assessment is given to the student to gauge their understanding or knowledge of the upcoming section. If the student passes the assessment, they can skip the section that they show competence in. In System 44, more time and importance is placed on the software, with the teacher and workbook instruction given less importance.

In order for a student to be placed in System 44, they must get either BR or below 200 on the Lexile and beginning decoder on the phonics test. Students are then assessed via the software after completing a section as well as at the end of each quarter or semester to see if they are progressing on their Lexile and phonics assessments.

Depending on if a teacher has a standalone or blended classroom will depend on how a teacher implements System 44 in their classroom. A teacher can give equal time to System 44 students compared to their Read 180 counterparts for instructional time, or the teacher could let the students have more software time as it is more standalone in terms of helping the students learn the sounds and blends.

Exhibit:

This is an example of a student would see with System 44 software.

The screenshot displays the 'MyDashboard' interface for 'SYSTEM 44 NEXT GENERATION'. At the top left, it says 'Hello, Lorraine' and shows a Lexile score of 18.1 with a green progress arc. The main area features a large graphic of a keyboard with phonics tiles. The tiles are arranged in two columns. The left column contains: b, c, d, f, g, h, j, l, m, n, p, r, a, e, i, o, u, y, ar, er, or, air. The right column contains: s, t, th, v, w, th, ng, sh, ch, wh, oi, ou, a, e, i, o, u, z, oo, aw, a, oo. Below the keyboard are five colored buttons: 'THE CODE' (blue), 'WORD STRATEGIES' (orange), 'SIGHT WORDS' (purple), 'SUCCESS' (green), and 'WRITING' (teal). On the right side, there is a vertical sidebar with buttons for 'HOME', 'WORDS', 'VIDEOS', 'BOOKS', and 'STATS'. At the bottom, there are buttons for 'HELP', 'QUIT', and 'GO ON >>'. The top right corner shows 'TIME REMAINING' with a clock icon.

II. Overview of System 44

Summary:

How is it different from Read 180?

System 44 should only be used with non native speakers or native speakers who are well below their peers in terms of literacy.

Content:

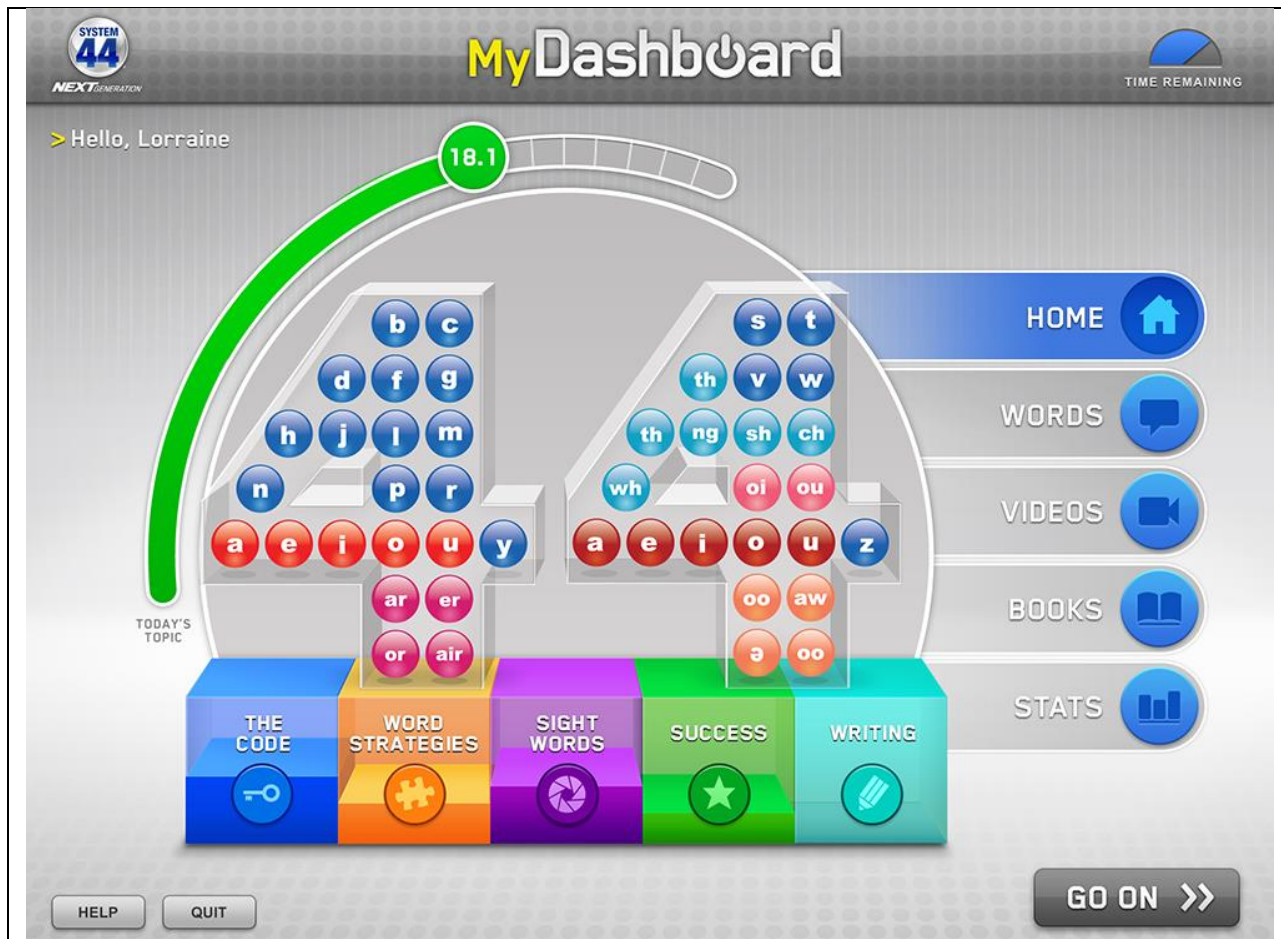
System 44 should only be used with non native speakers or native speakers who are well below their peers in terms of literacy. System 44 was designed for students who have little to no academic knowledge of the English language, so typically the only time a native student would use System 44 is if the student is in elementary school and has little to no academic knowledge of English literacy.

Even if a secondary education native speaker of English has an extremely low Lexile (around 400) and a developing phonics result, they should still be placed in Read 180 because the native student would most likely 'graduate' from System 44 within a month or less and be essentially a waste of time. Also the Read 180 software also contains levels of difficulty, so an extremely struggling reader could be placed on the lowest level of difficulty in order to work best with them.

Exhibit:

This is an example of System 44 and Read 180 software side by side to show how different it is from each other and how it would appeal to each different student.





II. Overview of System 44

Summary:

Daily overview of the program: Whole Group, Small Group, Silent Reading, Software, Class rotations, Stand alone, Blended model

Read 180 is a research-based program created by educators and reading professionals which uses a multi-pronged approach to improving one's reading ability.

Content:

In a traditional System 44 program, there is a three pronged rotation sandwiched between two whole group sessions. Every day in a System 44 classroom starts off as a whole group, with the teacher doing a 'Do Now' activity. A 'Do Now' activity is typically a question on the board with a sentence starter for the students to think about what they will do or engage in today. See below for an example. After the 'Do Now', the students break up into a three pronged rotation, which consists of small group work, individual software work, or individual silent reading.

In small group work, students grouped between 2-5 students work with the teacher on a page from the provided workbook for the program (called the System 44 book).

In the software rotation, students are free to log onto the System 44 software from the

school's website and either work on a section within the software. Alternatively, they could read an eBook or listen to a book be read to them, or take a quiz on a book that they have read or listened to. The software is completely independent from teacher instruction and only data given on the progress within each software section is provided to the teacher.

There are five sections within each section: writing, reading fluency, vocabulary, comprehension, and phonemic awareness. Students are free to work at their own pace, along a teacher might give them deadlines or timelines to do a certain number of sections by a certain date. Quizzes can be chosen to be standard or advanced level of difficulty, and give the student a number of points for each question correct. Teachers can create a reward system for each student after reaching a certain level of points.

In silent reading, students are given time to read a book or story of their choice. Then the teacher is encouraged to have the students write about what they read and track their reading time. System 44 books are extremely short, contain many images, and allow the students to become engaged in the reading at their level. For each of the 44 sections, there are around five books made to engage the reader within the sound or sound blends from that section.

These rotations should last between 15-20 minutes per rotation. At the end of the lesson, the entire class comes together for another whole group session, in which they share what they learned today or any challenges they might have had.

It should be noted that these rotations were made with a 'block' period in mind. If one is unfamiliar, this is where a class would last around 70-90 minutes per period, giving the students ample time for the entire class and in each rotation. However most classes are around 45-52 minutes a period, which means that in many System 44 classrooms it is only feasible to do two rotations a day. In these classrooms, it is typical to do two rotations of 15-20 minutes sandwiched between two five minute whole group sessions.

Standalone sessions mean that everyone within the classroom is in System 44 and not Read 180.

Blended classrooms are when System 44 students are mixed in with Read 180 students. In that situation, it all depends on how many System 44 students there are and what level they are in their assessments. In general, the more students there are, the more logical it appears to have both programs running concurrently. However if all or most of the students score high on their Lexile and phonics tests, they could use the Read 180 book for whole and small group and then use the System 44 software and books for their reading.

If a student(s) is/are too low and could not possibly use anything from Read 180, it is necessary to keep them on purely System 44. In that situation it is more likely and probable to have the students work on the software for the majority of the class and then in their small group time work on the workbook or have them read with the teacher.

Exhibit:

No image exists for a blended model of teaching.

III. Read 180 Workshops 1-2

Summary:

Read 180 Workshops 1-2

There are six workshops in Read 180. Workshops are another term for unit or chapter in the world of Read 180. Two workshops are done for each middle school year, so workshops 1-2 are traditionally done in 6th grade.

Content:

Workshop 1: Stand Up

Background knowledge

The first workshop introduces three real life young heroes who are standing up against an injustice in their community. All three heroes are from different countries and have been internationally recognized as young saviors within their countries. The theme of this workshop is to teach the students that anyone can stand up against anything at any time if they have the vision and drive to do so.

Daily implementation

Typically two pages should be done in one day, but some lessons require more time and could be broken up into two days if needed. A typical Read 180 week covers about four to six pages in a workshop, coupled with an hour of independent reading and an hour of software usage. Each class, school, and student body will vary and trial and error are a must for this type of implementation.

Weekly implementation

As we teachers know, schools love to throw curveballs into lesson plans. Read 180 teachers have the flexibility to stop, shorten, extend, or quicken the pace of any lesson and page material. Above all, software usage and independent reading are valued as heavy requirements, and should be followed as closely to their goals as possible. This is especially true when it comes to check ins.

Check ins

Each workshop has two check ins, one in the middle and one at the end. At both points the students should take a workshop test on the software. Immediately following the tests, the teacher should review the data from the test results. Each test is broken down into the following fields:

-Main Idea

-Details

-Inferences

-Character

-Plot development

-Suffix

-Prefix

-Misc. Grammar

According to reading specialists, any section in which the average score is below 60% is considered 'high priority'. Read 180 provides supplemental material which allows the teacher to re-teach each aforementioned section. It would be beneficial to have the students take the Lexile or End of Workshop test after finishing the reviewing of each section to test their comprehension in each section.

Project

Each workshop contains an end of the workshop project, which is actually an essay. These are considered optional because the material and ideas from each project are scarce at best and force the teacher to come up with creative lessons to link to the reading. Please use at your own discretion.

Workshop 2: Water Fight

Background knowledge

The second workshop focuses on water scarcity around the world, and uses real life examples for several countries in Africa. The themes of the workshop focus on how essential water is to life and what we can do to conserve, save, and re-use water for current and future generations.

Daily implementation

Typically two pages should be done in one day, but some lessons require more time and could be broken up into two days if needed. A typical Read 180 week covers about four to six pages in a workshop, coupled with an hour of independent reading and an hour of software usage. Each class, school, and student body will vary and trial and error are a must for this type of implementation.

Weekly implementation

As we teachers know, schools love to throw curveballs into lesson plans. Read 180 teachers have the flexibility to stop, shorten, extend, or quicken the pace of any lesson and page material. Above all, software usage and independent reading are valued as heavy requirements, and should be followed as closely to their goals as possible. This is especially true when it

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Check ins

Each workshop has two check ins, one in the middle and one at the end. At both points the students should take a workshop test on the software. Immediately following the tests, the teacher should review the data from the test results. Each test is broken down into the following fields:

-Main Idea

-Details

-Inferences

-Character

-Plot development

-Suffix

-Prefix

-Misc. Grammar

According to reading specialists, any section in which the average score is below 60% is considered 'high priority' and should be re-taught immediately. Anything about an 80-85% is optionally re-taught depending on the teacher's discretion.

Read 180 provides supplemental material which allows the teacher to re-teach each aforementioned section. It would be beneficial to have the students take the Lexile or End of Workshop test after finishing the reviewing of each section to test their comprehension in each section.

Project

Each workshop contains an end of the workshop project, which is actually an essay. These are considered optional because the material and ideas from each project are scarce at best and force the teacher to come up with creative lessons to link to the reading. Please use at your own discretion.

Exhibit:

Due to copyright laws, workshops cannot be exhibited.

IV. Read 180 Workshops 3-4

Summary:

Read 180 Workshops 3-4

There are six workshops in Read 180. Workshops are another term for unit or chapter in the world of Read 180. Two workshops are done for each middle school year, so workshops 3-4 are traditionally done in 7th grade.

Content:

Workshop 3: Life in Dystopia

Background knowledge

The third workshop introduces the popular culture phenomenon of dystopian novels. *The Lottery* is one of the short stories, and the workshop also relies heavily on the popular *Hunger Game* series of novels.

Daily implementation

Typically two pages should be done in one day, but some lessons require more time and could be broken up into two days if needed. A typical Read 180 week covers about four to six pages in a workshop, coupled with an hour of independent reading and an hour of software usage. Each class, school, and student body will vary and trial and error are a must for this type of implementation.

Weekly implementation

As we teachers know, schools love to throw curveballs into lesson plans. Read 180 teachers have the flexibility to stop, shorten, extend, or quicken the pace of any lesson and page material. Above all, software usage and independent reading are valued as heavy requirements, and should be followed as closely to their goals as possible. This is especially true when it comes to check ins.

Check ins

Each workshop has two check ins, one in the middle and one at the end. At both points the students should take a workshop test on the software. Immediately following the tests, the teacher should review the data from the test results. Each test is broken down into the following fields:

-Main Idea

-Details

-Inferences

-Character

-Plot development

-Suffix

-Prefix

-Misc. Grammar

According to reading specialists, any section in which the average score is below 60% is considered 'high priority'. Read 180 provides supplemental material which allows the teacher to re-teach each aforementioned section. It would be beneficial to have the students take the Lexile or End of Workshop test after finishing the reviewing of each section to test their comprehension in each section.

Project

Each workshop contains an end of the workshop project, which is actually an essay. These are considered optional because the material and ideas from each project are scarce at best and force the teacher to come up with creative lessons to link to the reading. Please use at your own discretion.

Workshop 4: The Hunt of Lincoln's Killer

Background knowledge

The fourth workshop is historical non-fiction which mostly focuses on the manhunt for John Wilkes Booth. The entire workshop relies heavily on the novel that shares the workshop's name. Since this ties into social studies, it might be beneficial to meet with those teachers and try to plan interdisciplinary units to better help the students.

Daily implementation

Typically two pages should be done in one day, but some lessons require more time and could be broken up into two days if needed. A typical Read 180 week covers about four to six pages in a workshop, coupled with an hour of independent reading and an hour of software usage. Each class, school, and student body will vary and trial and error are a must for this type of implementation.

Weekly implementation

As we teachers know, schools love to throw curveballs into lesson plans. Read 180 teachers have the flexibility to stop, shorten, extend, or quicken the pace of any lesson and page material. Above all, software usage and independent reading are valued as heavy requirements, and should be followed as closely to their goals as possible. This is especially true when it comes to check ins.

Check ins

Each workshop has two check ins, one in the middle and one at the end. At both points the

students should take a workshop test on the software. Immediately following the tests, the teacher should review the data from the test results. Each test is broken down into the following fields:

-Main Idea

-Details

-Inferences

-Character

-Plot development

-Suffix

-Prefix

-Misc. Grammar

According to reading specialists, any section in which the average score is below 60% is considered 'high priority' and should be re-taught immediately. Anything about an 80-85% is optionally re-taught depending on the teacher's discretion.

Read 180 provides supplemental material which allows the teacher to re-teach each aforementioned section. It would be beneficial to have the students take the Lexile or End of Workshop test after finishing the reviewing of each section to test their comprehension in each section.

Project

Each workshop contains an end of the workshop project, which is actually an essay. These are considered optional because the material and ideas from each project are scarce at best and force the teacher to come up with creative lessons to link to the reading. Please use at your own discretion.

Exhibit:

Due to copyright laws, workshops cannot be exhibited.

V. Read 180 Workshops 5-6

Summary:

Read 180 Workshops 5-6

There are six workshops in Read 180. Workshops are another term for unit or chapter in the world of Read 180. Two workshops are done for each middle school year, so workshops 5-6 are traditionally done in 8th grade.

Content:

Workshop 5: Contagion

Background knowledge

The fifth workshop is all about nonfiction: contagious diseases, how they are created, spread, the side effects, and consequences of having a contagious disease. The workshop relies heavily on past historical events such as the Black Death and polio, as well as current events such as the Ebola Outbreaks.

Daily implementation

Typically two pages should be done in one day, but some lessons require more time and could be broken up into two days if needed. A typical Read 180 week covers about four to six pages in a workshop, coupled with an hour of independent reading and an hour of software usage. Each class, school, and student body will vary and trial and error are a must for this type of implementation.

Weekly implementation

As we teachers know, schools love to throw curveballs into lesson plans. Read 180 teachers have the flexibility to stop, shorten, extend, or quicken the pace of any lesson and page material. Above all, software usage and independent reading are valued as heavy requirements, and should be followed as closely to their goals as possible. This is especially true when it comes to check ins.

Check ins

Each workshop has two check ins, one in the middle and one at the end. At both points the students should take a workshop test on the software. Immediately following the tests, the teacher should review the data from the test results. Each test is broken down into the following fields:

-Main Idea

-Details

-Inferences

-Character

-Plot development

-Suffix

-Prefix

-Misc. Grammar

According to reading specialists, any section in which the average score is below 60% is considered 'high priority'. Read 180 provides supplemental material which allows the teacher to re-teach each aforementioned section. It would be beneficial to have the students take the Lexile or End of Workshop test after finishing the reviewing of each section to test their comprehension in each section.

Project

Each workshop contains an end of the workshop project, which is actually an essay. These are considered optional because the material and ideas from each project are scarce at best and force the teacher to come up with creative lessons to link to the reading. Please use at your own discretion.

Workshop 6: No Ordinary Sport

Background knowledge

The sixth workshop is also nonfiction, and it deals with extreme athletes and one example of an extreme sport: free-climbing. What drives extreme athletes and how dangerous but rewarding free-climbing can be is discussed in detail.

Daily implementation

Typically two pages should be done in one day, but some lessons require more time and could be broken up into two days if needed. A typical Read 180 week covers about four to six pages in a workshop, coupled with an hour of independent reading and an hour of software usage. Each class, school, and student body will vary and trial and error are a must for this type of implementation.

Weekly implementation

As we teachers know, schools love to throw curveballs into lesson plans. Read 180 teachers have the flexibility to stop, shorten, extend, or quicken the pace of any lesson and page material. Above all, software usage and independent reading are valued as heavy requirements, and should be followed as closely to their goals as possible. This is especially true when it comes to check ins.

Check ins

Each workshop has two check ins, one in the middle and one at the end. At both points the students should take a workshop test on the software. Immediately following the tests, the

teacher should review the data from the test results. Each test is broken down into the following fields:

- Main Idea
- Details
- Inferences
- Character
- Plot development
- Suffix
- Prefix
- Misc. Grammar

According to reading specialists, any section in which the average score is below 60% is considered 'high priority' and should be re-taught immediately. Anything about an 80-85% is optionally re-taught depending on the teacher's discretion.

Read 180 provides supplemental material which allows the teacher to re-teach each aforementioned section. It would be beneficial to have the students take the Lexile or End of Workshop test after finishing the reviewing of each section to test their comprehension in each section.

Project

Each workshop contains an end of the workshop project, which is actually an essay. These are considered optional because the material and ideas from each project are scarce at best and force the teacher to come up with creative lessons to link to the reading. Please use at your own discretion.

Exhibit:

Due to copyright laws, workshops cannot be exhibited.

VI. System 44 Module Assessment

Summary:

System 44 is a phonics based curriculum where phonics is valued over content. A 'module' is the term System 44 uses in place of workshop, unit, or chapter. Although one could follow the modules linearly, it is also up to the discretion of the teacher if they want to skip modules, start one later, or go back to an early one that was previously skipped.

Content:

System 44 is completely different from Read 180 because it focuses more on the student's level and getting them to be able to get into Read 180 rather than to prepare them for a 'normal' class. Due to this, teacher discretion is at the utmost importance and key to teaching any of the modules.

It would be unwise for any teacher to tell another which module to teach if the student does not have the understanding of the language to be able to comprehend the content of the module. Please read the information on the following modules, conduct meetings with other teachers if needed, and come to a conclusion on which module works best for your student or students.

Exhibit:

There is no exhibit for this section of the manual.

VII. Module 1: School Matters

Summary:

Module one in System 44 focuses on the transition from high school to college. It also focuses on how important college is for many jobs and how college can improve one's life.

Content:

Background knowledge

Module one in System 44 focuses on the transition from high school to college. It also focuses on how important college is for many jobs and how college can improve one's life.

Daily implementation

System 44 is heavily based on software usage and students should get 60-90 minutes of software time a week. The reasoning behind this is that the software helps to teach the phonics sounds and usages. After much time is spent on learning the phonics, the student can try to use some simple grammar and phonics spelling in the textbook.

It is up to the teacher's discretion on what days should be software, what days should be textbook work, and what days should be reading. It is possible to split periods between types of lessons, but it also varies on class size and student needs.

Weekly implementation

Since the goal is 60-90 minutes of software, this should trump all other goals and lessons. The modules are non-linear in design and are not designed to be completed within a certain time frame, so it is up to the discretion of the teacher as to what should be taught, when, and when should a lesson be re-taught.

Check ins

Unlike Read 180, check ins do not exist in System 44. There are invisible check ins built into the software that the student is unaware and alerts are sent to the database for the teachers to review.

Project

There is a project in each module for System 44 but since it is a writing piece like in Read 180, it is up to the teacher's discretion as to whether they should be done or not.

Timelines

There is no suggestion as to a timeline; however a student should progress heavily by the end of the year in the software. Optimally a high functioning student should be able to test out of System 44 by the end of the year, and a low functioning student should be half way through or more by the end of the year and on track to a high functioning student.

Exhibit:

Due to copyright laws, there is no exhibit for modules.

VIII. Module 2: Special Forces

Summary:

Module two in System 44 focuses on the United States Special Forces and the hunt for Osama Bin Laden.

Content:

Background knowledge

Module two in System 44 focuses on the United States Special Forces and the hunt for Osama Bin Laden.

Daily implementation

System 44 is heavily based on software usage and students should get 60-90 minutes of

software time a week. The reasoning behind this is that the software helps to teach the phonics sounds and usages. After much time is spent on learning the phonics, the student can try to use some simple grammar and phonics spelling in the textbook.

It is up to the teacher's discretion on what days should be software, what days should be textbook work, and what days should be reading. It is possible to split periods between types of lessons, but it also varies on class size and student needs.

Weekly implementation

Since the goal is 60-90 minutes of software, this should trump all other goals and lessons. The modules are non-linear in design and are not designed to be completed within a certain time frame, so it is up to the discretion of the teacher as to what should be taught, when, and when should a lesson be re-taught.

Check ins

Unlike Read 180, check ins do not exist in System 44. There are invisible check ins built into the software that the student is unaware and alerts are sent to the database for the teachers to review.

Project

There is a project in each module for System 44 but since it is a writing piece like in Read 180, it is up to the teacher's discretion as to whether they should be done or not.

Timelines

There is no suggestion as to a timeline; however a student should progress heavily by the end of the year in the software. Optimally a high functioning student should be able to test out of System 44 by the end of the year, and a low functioning student should be half way through or more by the end of the year and on track to a high functioning student.

Exhibit:

Due to copyright laws, there are no exhibits of modules.

IX Module 3: Game On!

Summary:

Module three in System 44 focuses interactive games within the scientific realm, like at

MOSI.**Content:**

Background knowledge

Module three in System 44 focuses interactive games within the scientific realm, like at MOSI.

Daily implementation

System 44 is heavily based on software usage and students should get 60-90 minutes of software time a week. The reasoning behind this is that the software helps to teach the phonics sounds and usages. After much time is spent on learning the phonics, the student can try to use some simple grammar and phonics spelling in the textbook.

It is up to the teacher's discretion on what days should be software, what days should be textbook work, and what days should be reading. It is possible to split periods between types of lessons, but it also varies on class size and student needs.

Weekly implementation

Since the goal is 60-90 minutes of software, this should trump all other goals and lessons. The modules are non-linear in design and are not designed to be completed within a certain time frame, so it is up to the discretion of the teacher as to what should be taught, when, and when should a lesson be re-taught.

Check ins

Unlike Read 180, check ins do not exist in System 44. There are invisible check ins built into the software that the student is unaware and alerts are sent to the database for the teachers to review.

Project

There is a project in each module for System 44 but since it is a writing piece like in Read 180, it is up to the teacher's discretion as to whether they should be done or not.

Timelines

There is no suggestion as to a timeline; however a student should progress heavily by the end of the year in the software. Optimally a high functioning student should be able to test out of System 44 by the end of the year, and a low functioning student should be half way through or more by the end of the year and on track to a high functioning student.

Exhibit:

Due to copyright laws, there are no exhibits of modules.

X. Module 4: Famous or Infamous?

Summary:

Module four in System 44 focuses different historical figures and asks the question: are they famous or infamous?

Content:

Background knowledge

Module four in System 44 focuses different historical figures and asks the question: are they famous or infamous?

Daily implementation

System 44 is heavily based on software usage and students should get 60-90 minutes of software time a week. The reasoning behind this is that the software helps to teach the phonics sounds and usages. After much time is spent on learning the phonics, the student can try to use some simple grammar and phonics spelling in the textbook.

It is up to the teacher's discretion on what days should be software, what days should be textbook work, and what days should be reading. It is possible to split periods between types of lessons, but it also varies on class size and student needs.

Weekly implementation

Since the goal is 60-90 minutes of software, this should trump all other goals and lessons. The modules are non-linear in design and are not designed to be completed within a certain time frame, so it is up to the discretion of the teacher as to what should be taught, when, and when should a lesson be re-taught.

Check ins

Unlike Read 180, check ins do not exist in System 44. There are invisible check ins built into the software that the student is unaware and alerts are sent to the database for the teachers to review.

Project

There is a project in each module for System 44 but since it is a writing piece like in Read 180, it is up to the teacher's discretion as to whether they should be done or not.

Timelines

There is no suggestion as to a timeline; however a student should progress heavily by the end of the year in the software. Optimally a high functioning student should be able to test out of System 44 by the end of the year, and a low functioning student should be half way through or more by the end of the year and on track to a high functioning student.

Exhibit:

Due to copyright laws, there are no exhibits of modules.

XI. Module 5: Fear Factor

Summary:

Module five in System 44 focuses different fear factors for different people and how some people have overcome those fears.

Content:

Background knowledge

Module five in System 44 focuses different fear factors for different people and how some people have overcome those fears.

Daily implementation

System 44 is heavily based on software usage and students should get 60-90 minutes of software time a week. The reasoning behind this is that the software helps to teach the phonics sounds and usages. After much time is spent on learning the phonics, the student can try to use some simple grammar and phonics spelling in the textbook.

It is up to the teacher's discretion on what days should be software, what days should be textbook work, and what days should be reading. It is possible to split periods between types of lessons, but it also varies on class size and student needs.

Weekly implementation

Since the goal is 60-90 minutes of software, this should trump all other goals and lessons. The modules are non-linear in design and are not designed to be completed within a certain time frame, so it is up to the discretion of the teacher as to what should be taught, when, and when should a lesson be re-taught.

Check ins

Unlike Read 180, check ins do not exist in System 44. There are invisible check ins built into the software that the student is unaware and alerts are sent to the database for the teachers to review.

Project

There is a project in each module for System 44 but since it is a writing piece like in Read 180, it is up to the teacher's discretion as to whether they should be done or not.

Timelines

There is no suggestion as to a timeline; however a student should progress heavily by the end of the year in the software. Optimally a high functioning student should be able to test out of System 44 by the end of the year, and a low functioning student should be half way through or more by the end of the year and on track to a high functioning student.

Exhibit:

Due to copyright laws, there are no exhibits of modules.

XII. Module 6: Guilty until proven innocent**Summary:**

Module six in System 44 focuses the judicial system in the United States and one of the key concepts of innocent until proven guilty is unique in the world.

Content:**Background knowledge**

Module six in System 44 focuses the judicial system in the United States and one of the key concepts of innocent until proven guilty is unique in the world.

Daily implementation

System 44 is heavily based on software usage and students should get 60-90 minutes of software time a week. The reasoning behind this is that the software helps to teach the phonics sounds and usages. After much time is spent on learning the phonics, the student can try to use some simple grammar and phonics spelling in the textbook.

It is up to the teacher's discretion on what days should be software, what days should be

textbook work, and what days should be reading. It is possible to split periods between types of lessons, but it also varies on class size and student needs.

Weekly implementation

Since the goal is 60-90 minutes of software, this should trump all other goals and lessons. The modules are non-linear in design and are not designed to be completed within a certain time frame, so it is up to the discretion of the teacher as to what should be taught, when, and when should a lesson be re-taught.

Check ins

Unlike Read 180, check ins do not exist in System 44. There are invisible check ins built into the software that the student is unaware and alerts are sent to the database for the teachers to review.

Project

There is a project in each module for System 44 but since it is a writing piece like in Read 180, it is up to the teacher's discretion as to whether they should be done or not.

Timelines

There is no suggestion as to a timeline; however a student should progress heavily by the end of the year in the software. Optimally a high functioning student should be able to test out of System 44 by the end of the year, and a low functioning student should be half way through or more by the end of the year and on track to a high functioning student.

Exhibit:

Due to copyright laws, there are no exhibits of modules.

XIII. Module 7: Losing their minds?

Summary:

Module seven in System 44 focuses the question on how someone can lose their mental capacity as they get older.

Content:

Background knowledge

Module seven in System 44 focuses the question on how someone can lose their mental

capacity as they get older.

Daily implementation

System 44 is heavily based on software usage and students should get 60-90 minutes of software time a week. The reasoning behind this is that the software helps to teach the phonics sounds and usages. After much time is spent on learning the phonics, the student can try to use some simple grammar and phonics spelling in the textbook.

It is up to the teacher's discretion on what days should be software, what days should be textbook work, and what days should be reading. It is possible to split periods between types of lessons, but it also varies on class size and student needs.

Weekly implementation

Since the goal is 60-90 minutes of software, this should trump all other goals and lessons. The modules are non-linear in design and are not designed to be completed within a certain time frame, so it is up to the discretion of the teacher as to what should be taught, when, and when should a lesson be re-taught.

Check ins

Unlike Read 180, check ins do not exist in System 44. There are invisible check ins built into the software that the student is unaware and alerts are sent to the database for the teachers to review.

Project

There is a project in each module for System 44 but since it is a writing piece like in Read 180, it is up to the teacher's discretion as to whether they should be done or not.

Timelines

There is no suggestion as to a timeline; however a student should progress heavily by the end of the year in the software. Optimally a high functioning student should be able to test out of System 44 by the end of the year, and a low functioning student should be half way through or more by the end of the year and on track to a high functioning student.

Exhibit:

Due to copyright laws, there are no exhibits of modules.

XIV. Module 8: Refugee Live: Starting Over

Summary:

Module eight in System 44 focuses refugees from around the world and what they must deal with after becoming a refugee.

Content:

Background knowledge

Module eight in System 44 focuses refugees from around the world and what they must deal with after becoming a refugee.

Daily implementation

System 44 is heavily based on software usage and students should get 60-90 minutes of software time a week. The reasoning behind this is that the software helps to teach the phonics sounds and usages. After much time is spent on learning the phonics, the student can try to use some simple grammar and phonics spelling in the textbook.

It is up to the teacher's discretion on what days should be software, what days should be textbook work, and what days should be reading. It is possible to split periods between types of lessons, but it also varies on class size and student needs.

Weekly implementation

Since the goal is 60-90 minutes of software, this should trump all other goals and lessons. The modules are non-linear in design and are not designed to be completed within a certain time frame, so it is up to the discretion of the teacher as to what should be taught, when, and when should a lesson be re-taught.

Check ins

Unlike Read 180, check ins do not exist in System 44. There are invisible check ins built into the software that the student is unaware and alerts are sent to the database for the teachers to review.

Project

There is a project in each module for System 44 but since it is a writing piece like in Read 180, it is up to the teacher's discretion as to whether they should be done or not.

Timelines

There is no suggestion as to a timeline; however a student should progress heavily by the

end of the year in the software. Optimally a high functioning student should be able to test out of System 44 by the end of the year, and a low functioning student should be half way through or more by the end of the year and on track to a high functioning student.

Exhibit:

Due to copyright laws, there are no exhibits of modules.

XV. Summary & Further Knowledge

Summary:

This just scratches the surface of what Read 180 and System 44 have to offer. There are a variety of resources and materials out there that HMH offer to assist teachers throughout the year.

Content:

Food for thought

Implementation changes

We as teachers should come together and offer insightful advice to HMH. We can offer advice in ways that they can improve their curricula on a yearly basis because we are the ones who use it on a day to day basis and see the end results of our labor from the resources that they provide.

Professional Learning Communities

This author cannot stress how important local professional learning communities are in order to properly implement and check one's usage of the curricula. Other teachers are a great resource of knowledge, ideas, and ways to help students achieve success than any other body of resource could possibly imagine being one day.

Professional Development Workshops

HMH has a local representative who is on call to service your needs. They will visit once a year and observe a lesson to give recommendations and suggestions. There are also online classes that they offer and customer support via telecommunication.

HMH offers full day professional development workshops for Read 180 and System 44 throughout the year, but typically around the beginning of the school year and near the end. Please contact your local reading specialist or HMH representative in order to find out more

about your local workshop offerings.

Exhibit:



