



MORAVIAN COLLEGE
A SMALL NATIONAL TREASURE

EDUC 100.2, *Introduction to Education of English Language Learners*

Class meeting days: Wednesdays; 8:55 – 10:05 a.m. and Fridays; 11:45-12:55 a.m.

Dr. Jean DesJardin • Fall 2010

Office: PPHAC 302; Office Phone: 610-861-1317 • Office Hours; Wednesdays 10:15-11:15 a.m. or Fridays; 10:30-11:30 a.m.

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Literacy is an active phenomenon, deeply linked to personal and cultural identity. Its power lies not in a received ability to read and write, but rather in an individual's capacity to put those skills to work in shaping the course of his or her own life." - Paulo Freire

EDUC 100.2 introduces students to children with cultural and linguistic backgrounds and their families. This course is an introduction to challenges of teaching children who are English language learners and offers a comprehensive overview of learning theories and teaching strategies. Students will learn theories, historical foundations, and current research in the field and apply that information to basic principles, issues, and strategies for teaching children who are English language learners. Attention will be given to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education. Student will learn clear models of strategic teaching leading to children's success and for promoting school-family partnerships. EDUC 100.2 has a 40-hour field experience. Current clearances are required. Refer to Moravian College Field Experience Manual.

EDUCATIONAL FRAMEWORK:

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child; and to teach so that words and actions inspire a will to learn.

PURPOSE OF COURSE:

The purpose of this course is to present foundations of knowledge about children with various cultural and linguistic backgrounds and their families. The students will acquire the theoretical background, current research in the field, and specific instructional skills necessary to analyze children's current level of language competence and ways to support learning for children in their field experience. The students will also focus on the application of knowledge in working with families who influence learning and development for their children.

COURSE OBJECTIVES:

Upon completion of this course, the student will:

1. Understand the major theories pertaining to students who are ELLs and the relationships between family and community in the academic performance of their children (I B 1-6; II A 1; II D 1).
2. Define the basic principles of ELL methods and describe their implementation in ELL classroom contexts, including structured English immersion classrooms, based on content performance standards and PDE's English Language Development Standards (I B 4-6; II A 1-3).
3. Identify and apply the principles and procedures of different methods and strategies in lesson plans and learning activities for reading, writing, listening, and speaking skills (I A 1-3; I B 2,4,6; II A 1-3).
4. Apply pedagogical theories, principles, and instructional practices for comprehensive instruction for students who are ELL (II A 1-3).
5. Identify and evaluate selected assessment instruments and rating scales for assessing language proficiency in terms of appropriateness for use of students who are ELL, and diagnosing language and literacy skills of L2 learners in order to effectively plan instruction (II B 1-3).
6. Use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible for students who are ELL (II A 1-4; II D 2).
7. Present a demonstration lesson using appropriate and effective ELL strategies to deliver specific academic content based on the grades K-3 content and performance standards, including questioning strategies utilizing familiar English grammar and sentence structure (I A 1-3; II A 1-3; II D 2).
8. Approach working with students who are culturally and linguistically diverse and their families with an open mind, and a respectful, supportive and understanding demeanor regardless of personal beliefs or biases (I B 1-6).
9. Focus on every child and family, and their appropriate needs (II D 1-6).

LEARNING ACCOMMODATIONS:

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to

present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Day students who wish to disclose a disability and request accommodations for this course must contact Mr. Joseph Kempfer, Assistant Director of Learning Services for Disability Support, (extension 1510). Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

TECHNOLOGY STATEMENT:

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. Most coursework will use *MyEducationLab* to enhance the textbook learning by use of videos, vignettes, study guides, etc. The courses are also dependent on the use of Blackboard. All syllabi, agendas, assignments, and journal articles will be placed on Blackboard. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

REQUIRED TEXT:

Diaz-Rico, L. T. (2008). *Strategies for Teaching English Learners*, 2/E. NY: Allyn & Bacon

FIELD COMPONENT STATEMENT:

Students registered for EDUC 100.2 must be simultaneously registered for the associated lab or field practicum. You must attend one of the two following meetings held by Ms. Modjadidi:

- August 31st, 2010 at 5:00 p.m. in PPHAC 102
- September 2, 2010 at 11:45 a.m. in PPHAC 102

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in

field experiences only when all required clearances documents are current and indicate, “no record exists”. Students are also required to have a negative result on a current tuberculosis test. For more detail about field experiences, refer to the Moravian College Field Experience Manual.

You are expected to spend four hours per week for a total of ten weeks in your field experiences between September 27th and December 8th, 2010. During your field experiences, you will observe your cooperating teacher as she/he teaches, discuss teaching methods with your cooperating teacher, and have the opportunity to teach students yourself. Your conduct and dress must meet Moravian College standards. Assignments related to the field experience are explained below.

OTHER INFORMATION:

Academic Honesty = Please follow the academic honesty policy as stated in the 2010-2011 Student Handbook on page 46.

<http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. Failure to follow these guidelines may result in failing this course.

Attendance = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing any class without a phone call or e-mail prior to class time will significantly lower your overall grade. Arriving late or leaving early will also be noted. If you do not have an acceptable reason, your final grade will reflect it.

Food = Water is allowed, but we will be moving around too much to be eating.

Cell Phones = Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class.

Expected Work Load – For this course, it is expected that you will work between 8-12 hours for preparation for each class outside of class.

References and formatting = Use the Publication of the American Psychological Association, (Current edition) for references and formatting of your papers.

Grading Scale: The evaluation of each assignment will be based upon the following criteria.

A 94-100% A- = 90-93%	Superior knowledge regarding details, assumptions, implications, superior thinking with information relevant to application, critique, and relationship to other information. Your work goes beyond requirements and shows perception and insightfulness.
B 84-86% B- = 80-83% B+ = 87-89%	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information. You go beyond the requirements enhancing your work by adding additional resources, related areas or topics.
C 74-76% C- = 70-73% C+ = 77-79%	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of early childhood field. You meet all requirements adequately.

Check your student handbook for more specific grade percentages.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Late work:

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

Written work requirements:

- All handed in written work needs to be done on a computer. Use your spell checker. Meaning and mechanics both are graded.
- It needs to be organized and identified.
- **Please do not hand in work in the plastic page holders.**

Class Time Arrangements:

We meet one time per week for this class. For part of our time together, I will lead demonstration lessons. Some of the time, we will review our text through activities, the Internet, and the Smart Board. Other times, we will interact with mini lessons. Some class time will be for group work or to view teaching videos. You will be required to view some videos on your own time. Weeks may vary, but I will give you an advanced weekly schedule on Blackboard.

COURSE REQUIREMENTS

There exists a philosophy in assessment of learning that suggests the use of multiple methods uncover the most accurate information about student understanding and progress. It is also believed that multi methods of assessment address the needs of diverse learners; that is some learners express their thoughts and ideas verbally or through more in-depth written or creative projects, while others feel most comfortable participating in a written exam. In response to these ideas about assessment, students in this course will be evaluated in the following areas:

1. Professional Participation - Weekly Critical Thinking and Discussions (10 points)

Professional behavior and participation are vital to your role as a learner and educator. Attendance, punctuality, and coming prepared to learn, and to collaborate with others are all essential professional behaviors. Please come on time and prepared to incorporate reflections on the reading, personal experiences, opinions and questions in a positive, responsible and professional manner. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Besides lecture, class time revolves around discussion in the form of think-pair-share, jigsaw group activities and, small and large group dialogue. Attendance and participation will be calculated weekly and averaged. It will be worth 10% of your total grade (see **Professional Participation Rubric**).

2. Development of Lesson Plan and Demonstration (Paper and Presentation) (20 points)

Based on a theory and current research in the field, you will develop a lesson plan with an embedded adaptation/strategy for children who are ELLs. Clearly state the theory and current research in the field and how that is aligned to your lesson design. Describe the lesson thoroughly including all the essential elements for a professional lesson plan (e.g., specific objective for the lesson, setting the stage or anticipatory set, procedures – with task chain, authentic assessment of learning). Describe the lesson with embedded adaptation/strategy in enough detail that another teacher could duplicate your lesson design. You will present the lesson to the class so please come prepared with all the materials needed to execute the lesson (see **Development of Lesson Plan and Demonstration Rubric; Due: Sign-up Sheet; October 15 – November 19, 2010**).

3. Field Experience and Reflection Paper from Observations (4 - formal observations = 5 points each; 20 points)

The 40-hour fieldwork experience in EDUC 100.2 is designed to expose students to issues concerning students who are English Language Learners and their families. You will conduct **four** one-hour formal observations at the same classroom setting working

with a professional from the field. These observations connect to course material and will be graded using the attached **Formal Observation Reflection Summary Rubric**.

Observation #1: During your first formal observation, interview the teacher/ESL professional to obtain specific information about teaching children who are ELLs. Reflect on the following: Overall program philosophy (e.g., how are children who are ELLs supported in the classroom?), How is communication established with parents (caregivers)?, What are the most pressing issues or greatest challenges for the teacher?, What kind of assessments are used with the children?, What specific techniques/strategies does the teacher use to support the child(ren)'s English language learning? **Due: October 6th (W) or October 8th (F).**

Observation #2: During your second formal observation, observe the professional as he/she interacts with a child who is an ELL. How does the professional support the child's development in the following areas: listening, speaking, reading, writing, and/or in a content area (e.g., social studies, science, math)? What activities and materials were used to support child learning? Reflect on the knowledge gained in class and link that knowledge to the specific activities observed between the professional and the child who is an ELL. **Due: October 20th (W) or October 22nd (F).**

Observation #3: During your third formal observation, observe the teacher/professional as he/she interacts with a parent(s) or caregivers of a child who is an ELL. Reflect on ways that the professional utilized open-ended questions and active listening. In what ways are family members involved in the child's educational program? How is communication achieved between family members/significant caregivers and professionals? Did the teacher/professional utilize an interpreter? If so, what techniques were used and how was communication established? **Due: November 10th (W) or November 12th (F).**

Observation #4: During your fourth formal observation, analyze how culture plays a role in teaching and learning. How does the professional embed the children's culture (e.g., values, roles, routines, traditions) in the curriculum, instructional strategies, and performance-based assessment? How does culture link to the PA state standards? Provide specific examples for each. **Due: December 8th (W) or December 10th (F).**

4. **Quizzes** (3 quizzes will be given throughout the semester; 5 points each = 15 points) Quizzes will consist of content-based (e.g., true/false) and higher-level thinking (e.g., applied short answer questions).

Quiz #1 – September 22nd (W) or September 24th (F)

Quiz #2 – October 13th (W) or October 15th (F)

Quiz #3 – November 10th (W) or November 12th (F)

5. Final Exam (35 points)

The final exam will be cumulative and consist of multiple-choice, short answer content-based, higher-order thinking, and knowledge (e.g. theory, content) to application (e.g., teacher and classroom situation) type questions (i.e., vignettes).

Grading Policy: The following distribution indicates the points that will be awarded for the course requirements:

Required Assignments	Points Possible
Professional Participation/Weekly Critical Thinking and Discussions	10
Development of Lesson Plan and Presentation	20
Field Experience Reflection Papers	20
Quizzes (3)	15
Final Exam	35
Total	100

Professional Participation Rubric (10 points)

Student _____ Date _____

	Attendance	Participation
	<p>Attended class for the week; arrived and left class on time.</p> <p>½ point</p>	<p>Strong participation; Collaborates well with others (e.g., encouraged discussion in group; shared ideas with group) and comes to class having read materials and <u>very</u> prepared.</p> <p>½ point</p>
	<p>Attended class for the week; arrived late or left early <u>one</u> time OR missed the class.</p> <p>0 points</p>	<p>Participates when called on, supports group projects but does not seem to have read the chapter; inconsistency of information provided to group OR very disengaged in class discussions or group work – does not seem prepared for class.</p> <p>0 points</p>
TOTAL POINTS		

*Student and professor will tally this weekly.

*Students are able to miss two classes and still receive 10 points for the semester.

**Field Experience –
Formal Observation Reflection Summary Rubric (20 points)**

Student _____ Date _____

Criteria	1 point	½ point	0 points	COMMENT
Formal Observation – Reflection Questions	Addressed all parts of the assignment.	Addressed some parts of assignment.	Minimally addressed some of the assignment.	
Data Collection	Evidence that data was collected from formal observation with examples for each included from the observation.	Evidence that some data was collected from formal observation with few examples.	Data collection was limited with only 1 example included.	
Summary	Summary synthesized explicitly what was seen and heard at the setting.	Parts of the summary were unclear what exactly was seen and heard at the setting.	Summary was vague and it was unclear what was observed at the setting.	
Details	Multiple examples were included throughout the summary to support the formal observation.	Some details were included to support the formal observation.	Few or no details were included to support the formal observation.	
Conventions	Summary was free of spelling and grammatical errors.	Summary has up to three grammar and/or spelling errors.	More than three spelling and/or grammar errors were present.	

Development of Lesson Plan and Demonstration Rubric (20 points)

Name _____ Date _____
Topic/Subject _____ Section _____

CRITERIA	5 POINTS (exceeds competency)	3 POINTS (meets competency)	1 POINT (needs a lot of improvement)
Overall rationale for lesson – linking theory/classroom understanding to practice (i.e., rationale for lesson, use of the adaptation/strategy – when and why, and overview of lesson).	Very well stated rationale; explains the link between theory to practice by providing an example of current research/understanding <u>and</u> how it applies to teaching children who are ELLs.	Basic understanding of rationale and provides explanation of research to practice for teaching children who are ELLs.	Very limited understanding of rationale for teaching with no direct link from research/theory to practical use.
Demonstration lesson with embedded adaptation/strategy (i.e., clear explanation of how to do the adaptation/strategy, visuals/technology to support lesson and adaptation/strategy, includes all elements of lesson design – specific objective, setting the stage, motivation, procedures – <u>task chain</u> , summary/closure, authentic assessment of learning).	Very clear lesson demonstration; very clear explanation of how to embed the adaptation/strategy into lesson design; includes <u>ALL</u> elements of lesson design with a clear focus and understanding for each element.	Basic demonstration of lesson; includes ALL elements of lesson design.	Demonstration of lesson seems disorganized and does not flow well; includes some lesson elements.
Presentation Skills (i.e., clear articulation, enthusiastic about the lesson and adaptation/strategy, professional attire)	Clear articulation, proper volume, steady rate, good posture & maintained eye contact throughout presentation, very	Clear articulation, proper volume, steady rate, good posture & eye contact, some enthusiasm present,	Some inconsistencies with volume, unclear speech, little or no eye contact, rate too fast or too slow,

	enthusiastic, appropriate professional attire.	appropriate professional attire.	little expression, inaudible or too loud, professional attire lacking.
Written Presentation (i.e., clear rationale for lesson design and using the adaptation or strategy – when and why teachers would use this adaptation/strategy, overview of lesson clear explanation of how to do the adaptation/strategy, visuals/technology to support lesson and adaptation/strategy, includes all elements of lesson design – setting the stage, motivation, procedures, summary/closure, authentic assessment of learning).	Very well stated rationale; explains the link between theory and practice by providing an example of current research or understanding <u>and</u> how it applies to teaching children who are ELLs; very clear explanation of how to embed the adaptation/strategy into lesson design; includes <u>ALL</u> elements of lesson design with a clear focus and understanding for each element.	Basic understanding of rationale and provides explanation of research to practice for teaching children who are ELLs; includes ALL elements of lesson design with an understanding for each element.	Very limited understanding of rationale for teaching with no direct link from current research or theory to practical use use of adaptation or strategy for this lesson; lesson seems disorganized and does not flow well; includes a few of the lesson elements.

COURSE SCHEDULE FOR EDUC 100.2 – Fall, 2010
Introduction to Education of English Language Learners

Week/Date	Content/Activities	Readings/ Assignments	Assessment	PDE Competency
Week 1 9/1; 9/3	Introduction to Course/Syllabus/Text Topics: English Language Learners, Their Families, and Their Teachers; Current status in US and Professional Organizations	Chapter 1 and 2; <u>Read</u> “Ms. Allen’s Elementary School Teaching Experience” vignette – be ready to discuss current challenges for teaching students who are ELL.	Professional Participation (PR Rubric Quiz #1; Formal Observation Reflection Rubric	I. A. 1, 2; I. B. 1, 2; II. C. 1, 3, 4 Professionalism; legal responsibilities related to serving ELLs; definition of common terms; professional resources
Week 2 9/8; 9/10	The Critical Role of the Teacher Topics/Questions: What are the most challenging issues for teachers who have children who are ELL in their classroom? What is <i>Critical Pedagogy</i> ? What would this look like in the classroom?	Chapter 3 and <u>Read</u> : Ms. Bingham’s fourth grade experience. Be ready to (1) describe the misunderstanding that she had with the student, (2) explain the role that a child’s culture plays in the way we teach, and (3) reflect on how you could alleviate cultural miscommunications in your classroom.	PR Rubric Quiz #1 Formal Observation Reflection Rubric Final Exam	I. B. 1 – 4, 6 II C. 1, 3-4 II D 1. Educational foundations, theory and work
Week 3 9/ 15; 9/17	A Critical Sociological Look at Language and Power; Theories of Freire, Tollefson, Foucault, Cummins, and Fairclough; Cultural aspects of learning	Chapter 3 and <u>Read</u> : “Ms. Zelden’s first grade experience” vignette.	Professional Participation Rubric Quiz #1 Final Exam	I. A 3: Differences between academic language and social language; I. B. 1 – 3 Cultural aspects of learning; II. D. 1: Educational foundations, theory/policy

Week 4 9/22; 9/24	<p>Views of Teaching and Learning; Educational Psychology and Postmodern Pedagogy</p> <p>Topics: Comparing cognitive approaches to learning (e.g., behaviorist, constructivist); Teaching to the whole person, Krashen and Terrell's Natural Approach; Post modern approaches to teaching children who are ELLs; Application of theory to practice</p> <p>Quiz #1 (Chapters 1-3)</p>	<p>Chapter 4 and <u>Read</u>: "Oana's first day of school experience" vignette</p> <p><u>Video Workshop</u>: "Using Student Self-Assessment to Evaluate Communication Skills". As you watch, think about ways to apply performance-based assessment to improving oral skills for ELLs.</p>	<p>Professional Participation Rubric</p> <p>Quiz #1</p> <p>Development of lesson plan/demonstration Rubric</p> <p>Final Exam</p>	<p>I B. 1-4; 6 I C. 1. II. C. 3. II. C. 1, 2</p>
Week 5 9/29; 10/1	<p>Performance Based Learning; Standards-Based Learning; Assessment</p> <p>Topic/Questions: What is performance based learning? ; How can instruction be aligned to TESOL standards?; What is the purpose and functions of assessment? How can teachers use performance-based assessment to gather information about a child's level of academic functioning?</p> <p>How is a <u>task chain</u> related to assessment?</p>	<p>Chapter 5 and <u>Read</u> vignette: "Ms Aldrich and Henri" Be ready to discuss Henri's learning strategies</p> <p><u>Video Workshop</u>: "Using Graphic Organizers to Analyze Literature" Be ready to define a mind map and Venn diagram and think of ways that you could use each to teach literacy skills for students who are ELLs.</p>	<p>Professional Participation Rubric</p> <p>Quiz #2</p> <p>Formal Observation Reflection Rubric</p> <p>Development of lesson design and demonstration Rubric</p> <p>Final Exam</p>	<p>II A. 1, 2, 3 II B. 1-3 II D. 1, 2</p>
Week 6 10/6; 10/8	<p>Learner Strategies (e.g., learner autonomy) and Learner-Focused Teaching</p> <p>Topics: Specific Learner</p>	<p>Chapter 6 and <u>Read</u> vignette: "Ms. Drake's first grade classroom and Liza's experiences"</p>	<p>Professional Participation Rubric; Quiz #2; Formal Observation of</p>	<p>I. B. 2 II. A. 2, 3</p>

	Strategies, Content-Based Instruction, Computer-Assisted Language Learning		Reflection Rubric; Final Exam	II. D. 2 II. C. 3
Week 7 10/13;10/15	<p>Oracy Instruction and Promoting Listening Skills for Students who are ELLs</p> <p>Topics: Receptive language and listening to understand, Developing oral language, language systems, structures and functions; BICS and CALP; process of acquiring multiple languages; Communicative Competence</p> <p>Quiz #2 (Chapters 4-6)</p>	<p>Chapter 7</p> <p>Based on your understanding of children who are ELLs in terms of language development so far, develop three questions for the guest speaker relating to the literacy development for children who are ELLs (bring to class next week).</p>	<p>Professional Participation Rubric</p> <p>Development of lesson plan and demonstration Rubric</p> <p>Quiz #2</p> <p>Final Exam</p>	<p>I. A 1-3</p> <p>I. B 1-3</p> <p>II. A 1-3</p> <p>II. C. 3</p> <p>II. D. 1, 2</p>
Week 8 10/20;10/22	<p>Literacy Instruction for English-Language Development</p> <p>Topics: Systematic Literacy Instruction; Reading Processes, Emergent Literacy; Reading Approaches for Teaching; Strategies for Teaching Literacy to students who are ELLs; Linking Reading to Writing</p> <p>Guest Speaker: ESL Teacher who works with a variety of children in developing literacy; teaching demonstration through literature.</p>	<p>Chapter 8</p> <p><u>Video workshop:</u> "Creative Activities to Follow Reading a Story" – as you watch the video, think about ways to use creative post-reading activities in your classroom for children who are ELLs.</p>	<p>Professional Participation Rubric</p> <p>Quiz #3</p> <p>Formal Observation Reflection Rubric</p> <p>Lesson Plan Development and Demonstration Rubric</p> <p>Final Exam</p>	<p>I. A 2</p> <p>I B. 3, 6</p> <p>IIA 1-3</p> <p>IIB. 1, 3</p> <p>II D. 2</p>

Week 9 10/27;10/29	Learning Processes and the Imaginary Topics: Exploring Imagination; Drama in the Classroom; Dramatics; Music (playing; singing; creating) and linking literature to active activities that engage students learning.	Chapter 9 <u>Video Workshop:</u> “Vocabulary Development” – as you watch the video, think about other ways to teach vocabulary to ELLs.	Quiz #3 Professional Participation Rubric; Formal Observation Rubric; Lesson Plan Development/ Demonstration Rubric	I A. 3 I B. 2, 3 II. A. 1-3 II D. 1-2
Week 10 11/ 3; 11/5	Grammar through Integrated Language Skills and English Topics: Integrated skills and instructional activities, thematic unit design, integrating grammar into the curriculum and unit design.	Chapter 10 <u>Video workshop:</u> “The Relationship of Culture and Learning” – as you watch, think of examples with which you may be familiar - similar to those shown.	Quiz #3 Professional Participation Rubric; Lesson Plan Development/ Demonstration Rubric; Final Exam	I A. 1-2 I B. 2-3 II A. 1-3 II C. 2-4 II D. 1-2
Week 11 11/10; 11/12	Culturally-Based Language Teaching Topics: Definition of culture (values, codes, beliefs, rules, roles, and social relations), cultural marginal, culture shock, Culturally Compatible Instruction; Cultural Responsive Pedagogy; Culture – language teaching connection. Quiz #3 (Chapters 7-11)	Chapter 11 <u>Video Workshop:</u> “Classroom Discourse and Student Engagement”, as you watch the video, compare the type of activity shown to the teacher-managed classroom discourse in chapter 1 video – what are some advantages/disadvantages of the two approaches?	Professional Participation Rubric Quiz #3 Final Exam	I B. 1-6 II C. 3
Week 12 11/17;11/19	Discourse in the Classrooms of English	Chapter 12 <u>Video workshop:</u> “A	Quiz #3 Professional	II. A. 1-3

	Learners Topics and Questions: What is classroom discourse? Linguistic features of classroom discourse, discourse genres, cooperative learning groups, a teacher's role in promoting CALP in classroom discourse.	Bilingual Program of Heritage Language Restoration". As you watch, compare this model of bilingual education to the model in the Bethlehem Public School District – how are they the same/different in terms of philosophy, instruction, and assessments?	Participation Rubric Final Exam	
Week 13 11/24;11/26	HAPPY THANKSGIVING!			
Week 14 12/1; 12/3	Dual Language Proficiency: Schooling in Two Languages Topics and Questions: Why dual language acquisition? Models of bilingual education in US and in PA. What are some dual literacy programs? Family Involvement – family, enhancing home-school communication, use of an interpreter, school-community partnerships.	Chapter 14 - 15 <u>Video workshop:</u> "Involving Families". As you watch the video, think about ways to involve non-traditional families in their child's school – list 5 ways to encourage parental involvement in children's language and literacy development.	Professional Participation Rubric Formal Observation Reflection Rubric Final Exam	I A. 1-3 II A. 2-3 II C. 3-4 II D. 1
Week 15 12/8; 12/10	Review for Final Exam	Study for final exam	Final Exam	
Week 16 12/15;12/17	Final Exam Week			ALL competencies/ sub-competencies

This syllabus is compiled in good faith, with a schedule of readings, topics, activities, and assignments which will navigate us throughout the term. Still, the professor reserves the right to make any changes to this syllabus considered necessary for the overall success of the course. Any changes will be communicated as soon as possible.

Additional Resources

Herrell, A. L. & Jordan, M. (2008). *Fifty Strategies for Teaching English Language Learners*. 3d Edition. Upper Saddle River, NJ : Merrill.

O'Malley, J.M., & Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners*. Addison-Wesley Publishing.

Whelan-Ariza, E. (2010). *Not for ESOL Teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*, 2/E. NY: Allyn & Bacon

Young, T.A. & Hadaway, N.L. (2006). *Supporting the literacy development of English learners*. Newark, DE: International Reading Association

ENGLISH LANGUAGE LEARNERS IN PENNSYLVANIA SCHOOLS: Legal Issues and Advocacy Opportunities <http://www.elc-pa.org/pubs/downloads/english/ell-Current%20issues%20Nov%202006.pdf>

English Language Learners – What the Research *Does* and *Does Not* say
http://archive.aft.org/pubs-reports/american_educator/issues/summer08/goldenberg.pdf

Websites

PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards.
http://www.portal.state.pa.us/portal/server.pt/community/measurements_standards_policies/7531/elps_for_ells/509513

www.tesol.org/assoc/k12standards/it/07.html - ESOL standards preK-3

<http://www.manythings.org/> Many interesting activities for students who are ELLs.

<http://www.colorincolorado.org/> A wonderful comprehensive bilingual site for families and educators of students who are ELLs. This site is filled with useful information, strategies, activities, and resources for ALL teachers of students who are ELLs.

<http://crede.berkeley.edu> Center for Research on Education, Diversity, and Excellence (CREDE)

www.ncela.gwu.edu National Clearinghouse for English Language Acquisition and Language Instruction Programs (NCELA) – includes online library; useful links to national, regional, and state educational resources and databases; lesson plans, and other practical classroom information

www.sdkrashen.com/SL_Acquisition_and_Learning/index.html - Stephan Krashen's webpage

www.iteachilearn.com/cummins/bicscalp.html - Jim Cummin's webpage

<http://rubistar.4teachers.org/index.php> - webpage for making rubrics

http://edhelper.com/teachers/graphic_organizers.htm - webpages for free graphic organizers

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>

<http://a4esl.org/> - many activities for students who are ELLs (many different languages too!)

<http://www.readingrockets.org/article/c61/> - many great articles and ideas for teaching children who are ELLs