

# **Moravian College**

## **EDUC 100.2**

### ***Introduction to Education of English Language Learners***

#### **Spring 2013**

Tuesday/ Thursday, 7:30-8:40 AM

Instructor: Mrs. Susan C. Sillivan

Contact: [mescs01@moravian.edu](mailto:mescs01@moravian.edu) / 484-838-9995

EDUC 100.2 introduces students to children with cultural and linguistic backgrounds and their families. This course is an introduction to teaching a variety of children who are English language learners and offers a comprehensive overview of learning theories and teaching strategies. Students will learn 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 student success.

#### **Course Objectives**

Upon completion of this course, the student will:

1. Understand the key theories relating to ELL students and the relationship between family and community in the academic performance of their children (I B 1-6; II A 1; II D 1).
2. Identify the basic principles of ELL methodology; describe their implementation in a variety of ELL classroom contexts, including structured English immersion classrooms, bearing in mind content performance standards and PDE's English Language Proficiency Standards (ELPS) (I B 4-6; II A 1-3).
3. Indicate and employ the principles and processes of various methods and strategies in lesson planning and learning activities for development of the four language modes (reading, writing, speaking, listening) (I A 1-3; I B 2,4,6; II A 1-3).
4. Use research-based educational theories, principles, and instructional practices for comprehensive instruction of ELL students (II A 1-3).
5. Describe and evaluate designated assessment instruments and rating scales for

- ascertaining language proficiency in terms of appropriateness for use with ELL students and identifying language and literacy skills of L2 learners in order to plan effective instruction (II B 1-3).
6. Provide comprehensible grade-appropriate or advanced curriculum content to ELL students, by employing systematic instructional strategies, including contextualization of key concepts (II A 1-4; II D 2).
  7. Demonstrate lessons employing effective, research-based ELL strategies to provide specific academic content based on grade-level content and performance standards, incorporating questioning strategies using familiar English grammar and sentence structure (I A 1-3; II A 1-3; II D 2).
  8. Appreciate and value culturally and linguistically diverse students and their families, working with them in an accepting, respectful, and supportive manner, 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).

Adapted from Desjardin, EDUC 100.2, 2012

### **Required Texts**

Curtin, E. M. (2009). *Practical Strategies for Teaching English Language Learners, Pathways to Teaching Series*. Upper Saddle River, NJ: Pearson

Herrell, A.L., & Jordan, M. (2008). *50 Strategies for Teaching English Language Learners*. Upper River Saddle, NJ: Pearson

Supplementary materials will be used throughout the semester. These may include articles, videos, and/or podcasts.

### **Learning Accommodations**

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **Academic Honesty**

The Moravian College Student Handbook outlines academic honesty policy. Failure to follow this policy may result in a failing grade for this course. Consult the APA style manual for citation requirements to avoid problems.

## **Attendance**

Students are required to attend every class. If a personal emergency such as illness occurs, please notify me immediately (cell phone). Students are responsible for all missed work. In addition, arriving late or leaving early is not acceptable; these will also be noted. Missing more than one class will affect your final grade unless you provide a valid reason with documentation. (Missing 2 classes= one full grade lower; 3 classes= two full grades lower; 4 classes= three full grades lower.)

## **Reference Formatting**

All references and formatting must follow the *Publication Manual of the American Psychological Association*. Use the current edition. Citation information is also available on line at <http://owl.english.purdue.edu/owl/resource/560/01/>.

## **Additional Information**

*Class Format:* We will follow a general structure of warm-up activity, review of previous class material, demonstration/modeling, video/ PowerPoint, individual or small group activity, and wrap-up activity. (Not all elements may be covered in each session.)

*Work Load Expectation:* You should expect to work an additional 8-10 hours outside of class for each session.

*Food:* Please do not eat during class. You may bring a beverage with a secure lid.

*Cell Phones:* Cell phones must be off. If you have an emergency situation, please make arrangements with me before class.

## **Evaluations**

Multiple methods of evaluation are used to assess learning, in order to meet the needs of diverse learners. Specific rubrics follow.

### *General Information*

You will outline all text chapters (Curtin). These will be used for reference in class and will be placed in your notebook/portfolio.

When viewing a video, you will either be reflecting upon it based on guiding questions, making notes, or reacting in written format. These will also be placed in your notebook/portfolio.

Clearly identify your work (name, date).

All written work will be typed (12 pt. font) and maintained in a notebook/portfolio. Spelling and grammar are part of all work. Remember to use spellcheck!

*Late work*

If you are unable to submit work in a timely fashion, you are required to hand in a written explanation on the due date. If the work is submitted within that week, it will be evaluated and lowered by a half grade. If submitted within two weeks (with written explanation), your grade will be lowered by one full grade.

<b>REQUIRED ASSIGNMENTS</b>	<b>POINTS</b>
Participation/ Attendance	15
In-class work products/ Reflections/Outlines/ Case Study (portfolio)	10
Celebration of Cultures Project	10
Quizzes (2) <i>2 @ 10 pts. each</i>	20
Teaching Strategy Presentations (2) <i>2@10pts. each</i>	20
Development and Presentation of Lesson Plans (2) <i>2@ 20 pts. each</i>	40
Final Project and Presentation	25
<b>TOTAL</b>	<b>145</b>

*Grading rubrics*

**Participation/ Attendance 15 pts.**

**1 pt.**

- Attended full class.
- Voluntary participation in all class discussion, groups, etc.
- Prepared for class (read material, outlines, etc.)

**½ pt.**

- Missed class OR late arrival/early departure (1x)
- Participation limited- may respond only when called on; disengaged
- Preparation not evident- information inconsistent or not obvious

**Portfolio 10 pts.**

In-class work products, Reflections/Outlines/ Case Study

Criteria	5 points	3 points	1 point
Required elements: Chapter outlines Video Reflections Case Study Graphic Organizers Misc.	All work is present and completed in a satisfactory manner according to specifications (typed, etc.)	Most work is present. Some items (2) may be missing or incomplete.	Numerous items either missing or not adequately completed.
Organization	Items clearly labeled and dated; organized in logical manner.	Items are not clearly identified or dated; organization adequate.	No organization evident.

**Celebration of Cultures Project 10 pts.**

In order to better understand the cultures of others, we must first understand our own. Reflect on your personal culture. Devise a shoebox autobiography that relates your cultural story. Include artifacts, objects, and visuals to share with the class.

**Quizzes (2@) 10 pts.**

We will conduct a student-led review of material to be assessed before each quiz.

### Strategy Presentations (2@) 10 pts.

Choose two strategies from the indicated sections of Herrell and Jordan. Explain how you can embed the strategy in a lesson or activity. Bring all materials needed to offer a complete explanation.

Criteria	5 points	3 points	1 point
Demonstration- Application of theory	Clear explanation of how and why strategy is used; application is logical and easy to comprehend; all materials present	Basic explanation of how/why strategy is used; application is adequate and understandable; all materials present	Inadequate explanation of how/why strategy is used; may be disorganized or lacking in complete materials
Presentation- Articulation, pace, eye contact, volume and tone	Clear articulation, with good volume and pacing; body language proper throughout; tone conveys enthusiasm	Clear articulation, with Adequate volume and pacing; posture and eye contact appropriate; tone inconsistent	Articulation, volume, and pacing may be unclear or inconsistent; little or no eye contact; poor posture; tone inappropriate

### Development and Presentation of Lesson Plans (2@) 20 pts.

You will develop and present two lessons based on current research and theories of SLA. All components will be designed with the lesson's essential questions in mind. Lesson plan format will be provided in class. Describe the lesson thoroughly, with an embedded strategy or adaptation for students who are ELLs. In addition to your written lesson plan, you will present the lesson to the class. (See rubric following.)

### Final Project and Presentation 25 pts.

We have examined our own cultures, in order to understand the cultures of other. As your final project, you will select one cultural group (from the approved list) in which you are interested. Your goal is to help our learning community better understand and appreciate the attributes of that culture.

Prepare a 3-4-page paper, with accompanying class presentation, highlighting important factors for teachers to consider when teaching students from this background. Include:

- Overview of demographics (present and past)
- Language factors (phonology, syntax, etc.)
- Cultural practices different from dominant U.S. culture
- Specific holidays, traditions, rituals celebrated
- Typical food

- Literature – story, poem, etc.
- Any additional information you feel pertinent and essential

Your presentation should be approximately 10 minutes. Be creative! You may do an interactive activity, demonstrate cooking, present a Power Point, teach a dance or language lesson. Include a 1-page overview or Power Point handout for the class to use as a reference. (See rubric following.)

## **Grading Scale**

### **A**

94-100%

A- = 90-93%

Student demonstrates superior knowledge of information and concepts; critical thinking used in creative ways to analyze, apply, and evaluate information; work exceeds requirements.

### **B**

B+ = 87-89%

B = 84-86%

B- = 80-83%

Student exhibits more than adequate knowledge and comprehension of information and concepts; application of course material is evident; additional connections and topics, etc. developed through work.

### **C**

C+ = 77-79%

C = 74-76%

C- = 70-73%

Student shows basic knowledge of terminology, information and concepts. Work requirements are adequately met, but not expanded.

## Development and Presentation of LESSON PLAN RUBRIC 10 pts.

Criteria	5 pts.	3 pts.	1 pt.
<p><b>Rationale</b></p> <p>Application of theory in classroom practice; use of strategy/adaptation</p>	<p>Rationale is clearly and concisely explained-connection clarified through example from current research; includes precise connection to teaching ELL students</p>	<p>Understanding of rationale evident; includes connection to teaching ELL students</p>	<p>Vague rationale with no apparent connection from research to classroom use.</p>
<p><b>Demonstration</b></p> <p>Explanation of strategy implementation; use of supports; elements of lesson design</p>	<p>Demonstration extremely clear in explanation of how/when/why to embed strategy; describes visuals and/or technology used to support strategy; all lesson elements completely and clearly developed; comprehension of lesson design clearly evident.</p>	<p>Demonstration is basic; all lesson elements present and developed.</p>	<p>Demonstration of lesson is not well organized or explained; some lesson elements present.</p>
<p><b>Presentation</b></p> <p>Articulation Enthusiasm Professional delivery</p>	<p>Clear articulation, with good volume and pacing; body language proper throughout; tone conveys enthusiasm; professionally delivered- appropriate attire.</p>	<p>Clear articulation, with adequate volume and pacing; posture and eye contact appropriate; tone inconsistent; appropriate attire.</p>	<p>Articulation, volume, and pacing may be unclear or inconsistent; little or no eye contact; poor posture; tone inappropriate</p>
<p><b>Written Plan</b></p> <p>Lesson overview Explanation of strategy implementation; use of supports; elements of lesson design</p>	<p>Rationale is clearly and concisely explained-how/when/why to embed strategy; connection clarified through example from current research; includes precise connection to teaching ELL students; all lesson elements completely and clearly developed.</p>	<p>Basic comprehension of rationale evident, including connection of research to classroom use; all lesson elements developed with understanding of each.</p>	<p>Vague rationale with no apparent connection from research to classroom; lesson is not well organized or explained; some lesson elements present.</p>



**FINAL PROJECT AND PRESENTATION: Culture 25 pts.**

<b>Criteria</b>	<b>5 points</b>	<b>3 points</b>	<b>1 point</b>
<b>Demographic Information:</b> current information (immigration, location, etc.) Valid website *	All information clearly stated. Incorporates current information on immigration status of this population. Includes historical and present-day information.	Information shows basic understanding of current immigration status.	Limited or out-of-date information; understanding of current immigration status not evident.
<b>Language Factors:</b> Components of language with examples	Clear understanding of language issues, concerns, factors. Provides clear examples of each.	Basic understanding of language issues, concerns, factors, supported with a few examples of each.	Limited understanding of language issues; limited or no examples.
<b>Cultural Components:</b> traditions, values, food, holidays, religion, social practices	Clear understanding of cultural components with multiple examples.	Basic understanding of cultural components with a few examples.	Limited understanding of cultural components and issues; limited or no examples.
<b>Presentation:</b> Articulation Enthusiasm Professional delivery	Clear articulation, with good volume and pacing; body language proper throughout; tone conveys enthusiasm; professionally delivered- appropriate attire.	Clear articulation, with adequate volume and pacing; posture and eye contact appropriate; tone inconsistent; appropriate attire.	Articulation, volume, and pacing may be unclear or inconsistent; little or no eye contact; poor posture; tone inappropriate
<b>Written paper:</b> Current information Required components	Demonstrates thorough understanding of chosen cultural population of students and their families. Information well developed and clearly stated, explaining all required components. Well organized and professionally written; perfect mechanics.	Demonstrates basic understanding of chosen cultural population of students and families. Information sufficient; one required component missing. Organization basic; some errors in spelling, punctuation, etc.	Demonstrates little or no understanding of chosen cultural population. Information lacking- only one component addressed. Organization poor, with weak sentence and paragraph structure. Multiple errors in spelling, etc.

## **SEMESTER CALENDAR**

### **WEEK 1**

*Topics: Introduction to course; Current status of ELLs*

#### **Session 1: 1/15/13**

1. Introduction to EDUC 100.2
  - a. Syllabus
  - b. Texts
2. Survey: What do I know? What do I believe?
3. Why EDUC 100.2?
  - a. Current status of ELLs
4. Acronym Dictionary: terms commonly used in relation to teaching ELLs
5. Video: "ELLS: Culture, Equity, and Language" (tentative)
6. Assignment for next class: Read "The Diversity of English Language Learners" (Colorin Colorado)

#### **Session 2: 1/17/13**

1. Classroom in School XYZ: beginning our case studies
2. Video: "I Don't Know Where to Start" (from *Starting Points: Teaching English-Language Learners*) [Reflection]
3. Assignment for next class: Read and outline Curtin, Chapter 1; read "The Demographic Imperative" (notes)

### **WEEK 2**

*Topics: Historical Foundations; Models for ELLs*

#### **Session 3: 1/22/13**

1. Comparing Past and Present ELLs: How have they changed? How have they stayed the same? (chart)
2. What challenges face classroom teachers of ELLs today?
3. Continue video as needed
4. Continue building case study: additional background
5. Assignment for next class: Watch "Every Teacher- A Teacher of English Language Learners" (<http://www.youtube.com/watch?v=Q0QfRf-I9Vw>)

#### **Session 4: 1/24/13**

1. Models for ELLs: How are ELLs identified? How are ELLs placed?
2. What types of programs are available to ELLs? (partner)
3. Work on case study: additional information; develop general questions/issues to be considered

4. Assignment for next class: Prepare presentation for class.

### **WEEK 3**

*Topics: Models for ELLs; The Role of Culture*

#### **Session 5: 1/29/13**

1. Program presentations (partner)
2. Video: "Gestures Around the World"
3. What is culture?
4. Case study: what cultural issues are expected/noted?
4. Assignment for next class: Read and outline Curtin, Chapter 3

#### **Session 6: 1/31/13**

1. Meeting students' cultural needs: culture- language connection
2. Video: "Community Connection" (from *Starting Points: Teaching English-Language Learners*) [Reflection]
3. Case study: confer with colleagues
4. Assignment for next class: Prepare 4 questions for our guest speaker.

### **WEEK 4**

*Topics: Guest Speaker; The Role of Culture*

#### **Session 7: 2/5/13**

Guest Speaker: Doris Correll, Director of ESL programs, BASD

#### **Session 8: 2/7/13**

1. A Celebration of Cultures- Culture project presentations
2. How is culture reflected in classrooms?  
- Apply to your case study student
3. Assignment for next class: Read and outline Curtin, Ch. 10

### **WEEK 5**

*Topics: Family and Community Ties*

#### **Session 9: 2/12/13**

1. What role do family and community play in the education of ELLs?
2. Communicating with parents- examples, resources
3. Video: "Parents as Partners"
4. Assignment for next class: Read "Learning about Your Students' Backgrounds" (Colorin Colorado)- including video at end

### **Session 10: 2/14/13**

1. Video: *One Child, Two Languages* (Reflection)
2. How can we involve parents in our schools?  
- Small group brainstorm w/ visual
3. Assignment for next class: Read and outline Curtin, Ch. 2; develop 3 review questions (Curtin, video content, etc.)

### **WEEK 6**

*Topic: Theories of Second Language Acquisition*

### **Session 11: 2/19/13**

1. Make connections: reflect on your personal language study/acquisition (chart)
2. Theories of SLA: ppt; Cummins- "5 Principles"
5. Video "Bringing Language Alive" (from *Starting Points: Teaching English-Language Learners*)
3. Assignment for next class: Read and outline Curtin, Ch. 4; QUIZ

### **Session 12: 2/21/13**

1. Video: *One Child, Two Languages in Action* {Reflection}
2. QUIZ: all content covered to 2/19/13 (including Curtin, 1-3,10; videos, class discussions/presentations)
3. Assignment for next class: Read Herrell & Jordan, Sections I and II. Select a strategy to demonstrate to the class on 3/12/13

### **WEEK 7**

*Topic: Planning Instruction*

### **Session 13: 2/26/13**

1. How do we plan effective lessons? PDE SAS format
2. Demonstration of lesson planning
3. Examination of the role of standards: TESOL, PDE
4. Assignment for next class: Review PDE site for standards and SAS information

### **Session 14: 2/28/13**

1. Continue working on lesson and unit planning: formats, thematic, etc.  
- Begin lesson plan
2. Video: "Getting Your Message Across" (from *Starting Points: Teaching English-Language Learners*) [Reflection]

3. Assignment for next class: Strategy presentation due; read and outline Curtin, Ch. 5

## **WEEK 8: SPRING RECESS March 2- March 11**

### **WEEK 9**

*Topics: Guest Speakers (tentative), Interactive Teaching Strategies; Strategy presentations*

#### **Session 15: 3/12/13**

1. Guest speakers (tentative): Content area teachers will discuss their challenges of teaching ELLs in a mainstream classroom and how they met these challenges
2. Strategy presentations
3. Assignment for next class: Lesson plan draft due; read and outline Curtin, Ch. 6

#### **Session 16: 3/14/13**

1. Thinking outside the box: interactive teaching and student engagement
2. Video: *One Child, Two Languages in Action* –supporting students in the classroom
3. Assignment for next class: Read Herrell & Jordan, Section IV and V. Select one strategy to demonstrate in class on 3/28.

### **WEEK 10**

*Topic: Lesson Plan Presentations; Developing Literacy Skills in ELLs*

#### **Session 17: 3/19/13**

1. How can we develop essential literacy skills? Strategies that work
2. Video: “Supporting ELL Students Through Partner Work”; additional video support- “Talking To the Text”, “Visual Literacy “

#### **Session 18: 3/21/13**

1. Lesson plan 1 presentations
2. Focus on vocabulary: strategies and activities for making content area vocabulary comprehensible
3. What does differentiation mean? How can we use it to support our ELLs? (video examples)
4. Assignment for next class: Read and outline Curtin, Ch. 7

## **WEEK 11**

*Topic: Strategy Presentations; Content Area Instruction and ELLs*

### **Session 19: 3/26/13**

1. What linguistic difficulties do ELLs face in math classes? Analyze sample (chart)
2. What methods, strategies, and activities are most effective for ELLs?
3. Video: "Math Challenges for ELLs" (tentative)
4. Assignment for next class: Strategy Presentation 2 due; read "Ten Ways to Support ELLs in Math" (Scholastic)

### **Session 20: 3/28/13**

1. Strategy Presentations 2
2. Analyze science challenges for ELLs (chart)
3. What to do- and what not to do! Examples of teaching methods (videos?)
4. Confer with your colleagues: Apply math/science challenges to your case study student. What can you do to make your instruction effective and engaging?
5. Assignment for next class: Read "Math Instruction for English Language Learners" and "Using Science to Develop ELLs Language Skills" (Colorin Colorado)

## **WEEK 12**

*Topic: Content Area Instruction and ELLs*

### **Session 21: 4/2/13**

1. The Challenge of Social Studies Instruction: Materials and perspective  
-Examination of varied texts
2. Integrating vocabulary and language into content area instruction
3. Assignment for next class: Choose a short story, poem, etc. to bring to class for Analysis. Consider what your case study student might find challenging.  
PLUS- Develop 3 review questions to prepare for quiz 4/9/13

### **Session 22: 4/4/13**

1. Focus on literacy: building reading and writing skills in all classrooms
2. Review for quiz
3. Assignment for next class: QUIZ; Read Curtin, Ch. 9; Lesson plan 2 draft due

## **WEEK 13**

*Topic: Motivation and Classroom Management*

### **Session 23: 4/9/13**

1. The learning- motivation connection: what makes a student *want* to learn?
2. QUIZ: all content covered form 2/21/13 including texts, videos, presentations, etc.
3. Assignment for next class: Review your case study student. Describe 3 ways in which you would motivate and engage him/her.

### **Session 24: 4/11/13**

1. Jigsaw activity: "How Motivation Affects Learning and Behavior"
2. Confer with colleagues: refer to your case study student
3. Assignment for next class: Read and outline Curtin, Ch. 8; Lesson Plan Presentation 2 due

## **WEEK 14**

*Topic: Assessment and Monitoring ELLs*

### **Session 25: 4/16/13**

1. Lesson Plan Presentations 2
2. Why do we assess students? – Formal vs. informal, performance-based; with content areas (review)
3. How do assessments inform us?
4. Video: *One Child, Two Languages in Action* – assessing ELLs
5. Assignment for next class: Examine the WIDA site. (Download WIDA Sample Items)

### **Session 26: 4/18/13**

1. Mandated assessment of ELLs: NCLB
2. WIDA: Can-Dos; procedure; use
3. Other standardized assessments for ELLs
4. Assignment for next class: Final presentation due; work on portfolio for last class

## **WEEK 15**

*Topic: Course Review; Final Presentations*

### **Session 27: 4/23/13**

1. Final Presentations

## **Session 28: 4/25/13**

1. Final Presentations
2. Revisit survey: what changes have occurred in your thinking/attitude?
3. Course review

Please note: Specific articles and videos may vary, depending upon availability, weather conditions, class pace, and student needs/interests. The instructor reserves the right to modify the syllabus when necessary to complete the course requirements.