Moravian College

EDUC 100.2
Introduction to Education of English Language Learners

Spring 2013

Tuesday/ Thursday
Section A: 8:55-9:45 AM
Section B: 1:10-2 PM

Instructor: Mrs. Susan C. Sillivan
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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. Guest speakers are tentatively scheduled; the actual dates may change depending upon speakers' personal schedules.

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 and put away**. 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. The instructor reserves the right to consider qualitative factors when assessing all work.

General Information
You will summarize all text chapters (Curtin) using a variety of graphic organizers and/or note-taking methods. 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, participating in a discussion board, 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. If absent for a quiz or presentation, it is the student's responsibility to arrange a make up time.

REQUIRED ASSIGNMENTS	**POINTS**
Participation/ Attendance	30
In-class work products/ Reflections/Outlines-Graphic Organizers (portfolio/Discussion Boards	35
Case Study (*ELL Student Profile)*	35
Celebration of Cultures Project	30
Quizzes (3) *3 @ 10 pts. each*	30
Teaching Strategy Presentations (2) *2@20pts. each*	40
Development and Presentation of Lesson Plan	50
Final Project and Presentation	50
TOTAL	300

A = 280+ pts. *B+ = 261-269 pts.* *C+ = 231-239 pts.*

A-= 270-279 pts. *B = 252-260 pts.* *C = 220- 230 pts.*

B- = 240-251 pts. *C- = 210-219*

Grading rubrics

Participation/ Attendance 30 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 35 pts.

In-class work products, Reflections/Outlines + Discussion Boards

Criteria	15 points	11 points	9 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.
Discussion Boards	**5 Pts.** Responses demonstrate understanding, evaluation, and synthesis of material; clearly focused on prompt.	**3.5 Pts.** Responses demonstrate general understanding of the topic; focused on prompt.	**2 Pts.** Responses not relevant to prompt or topic.

Case Study 35 pts.

You will be assigned an ELL student profile at the beginning of the semester. You will be considering this student's needs in a variety of situations, as well as reconciling these with your own concerns, choices, etc. as an instructor. Your goal is to "build" the best educational experience possible for the students, while meeting the demands placed on you as an educator.

Criteria	15 pts.	11 pts.	9 pts.
Required elements (graphic organizers, reflections, visual)	All work is completed, indicating thoughtful and professional consideration of student needs.	All work is present and adequately completed.	Work is incomplete, missing, or fails to demonstrate careful consideration.
Organization	Items clearly labeled and dated; organized in logical manner.	Items are not clearly identified or dated; organization adequate.	No organization evident.
VISUAL	**5 pts.** Visual representation clearly demonstrates concepts with creativity.	**3.5 pts.** Visual representation illustrates concepts.	**2 pts.** Visual representation not clear or contains irrelevant material.

Celebration of Cultures Project 30 pts.

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

	15 pts.	11 pts.	7 pts.
CONTENT Examples of aspects of culture, both shared culture and personal culture: objects or visuals	Multiple examples provided (min. 5) of cultural indicators Examples are appropriate and clearly identified with culture	Some examples provided (3-4) of cultural indicators Examples are adequately associated with culture	Fewer than 3 examples offered of cultural indicators Examples may not be appropriate or connection to culture may be tenuous
PRESENTATION Use of voice: tone, pace, volume Delivery of presentation	Voice tone, pace, and volume are clear and appropriate Eye contact throughout Presentation flows smoothly, indicating forethought and practice	Voice tone, pace, and volume are adequate Some eye contact Presentation shows some practice	Voice tone, pace, and/or volume not appropriate, interfering with meaning Little or no eye contact Hesitant, uneven delivery indicates little or no practice or forethought

Quizzes (3@) 10 pts.

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

Strategy Presentations (2@) 20 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	10 points	7 points	5 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 50 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 50 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 offer any activity that clearly demonstrates the culture- music, food, dress, etc. 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+ = 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 50 pts.

Criteria	10 pts.	7 pts.	5 pts.
Rationale Application of theory in classroom practice; use of strategy/adaptation	Rationale is clearly and concisely explained- connection clarified through example from current research; includes precise connection to teaching ELL students	Understanding of rationale evident; includes connection to teaching ELL students	Vague rationale with no apparent connection from research to classroom use.
Demonstration Explanation of strategy implementation; use of supports; elements of lesson design	Demonstration extremely clear in explanation of how/when/why to embed strategy; describes technology used to support strategy; all lesson elements completely and clearly developed; comprehension of lesson design clearly evident.	Demonstration is basic; all lesson elements present and developed.	Demonstration of lesson is not well organized or explained; some lesson elements present.
Materials: Differentiation	Materials clearly chosen for ELLs, including visuals and manipulatives; use and rationale described thoroughly.	Materials adequate for ELLs; some description and rationale included.	Materials not clearly appropriate for ELLs; no description or rationale offered.
Presentation 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
Written Plan Lesson overview Explanation of strategy implementation; use of supports; elements of lesson design	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.	Basic comprehension of rationale evident, including connection of research to classroom use; all lesson elements developed with understanding of each.	Vague rationale with no apparent connection from research to classroom; lesson is not well organized or explained; some lesson elements present.

FINAL PROJECT AND PRESENTATION: Culture 50 pts.

Criteria	10 pts.	7 pts.	5 pts.
Demographic Information: 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.
Language Factors: 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.
Cultural Components: 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.
Presentation: 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
Written paper: 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: 8/27/13

1. Introduction to EDUC 100.2
   a. Why EDUC 100.2?
   a. Syllabus
   b. Texts
2. Activity: What do I know? (graphic organizer) Partner/whole group
3. Fast Facts About ELLs (tentative)
4. Assignment for next class: Read "The Diversity of English Language Learners" (Colorin Colorado); "The Demographic Imperative"

Session 2: 8/29/13

1. Activity: The LL Experience (graphic organizer)
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

WEEK 2
Topics: Historical Foundations; Models for ELLs

Session 3: 9/3/13

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. Classroom in School XYZ: Beginning our case studies
5. Assignment for next class: Watch "Every Teacher- A Teacher of English Language Learners " (http://www.youtube.com/watch?v=Q0QfRf-I9Vw); Herrell & Jordan, pp. 1-6. Prepare short outline of ELL program for your group.

Session 4: 9/5/13

1. Models for ELLs: How are ELLs identified? How are ELLs placed?
2. What types of programs are available to ELLS? (group)
3. Work on case study: additional information; develop general questions/issues to be considered
4. Assignment for next class: Read and outline Curtin, Ch. 3.

WEEK 3
Topics: Models for ELLs; The Role of Culture

Session 5: 9/10/13

1. What is culture?
2. Video: "Community Connection" (reflection)
3. Case study: what cultural issues are expected/noted?
4. Assignment for next class: Work on culture presentation for 9/17-9/19.

Session 6: 9/12/13

1. Meeting students ' cultural needs: culture- language connection
2. Case study: confer with colleagues
3. Assignment for next class: Read " Overcoming Triple Segregation" (tentative). Complete culture project for 9/17- 9/19.

WEEK 4
Topics: The Role of Culture

Session 7: 9/17/13

1. A Celebration of Cultures- Culture Project presentations
2. Assignment for next class: Watch video "ESL Struggles and Strategies" (tentative)

Session 8: 9/19/13

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: 9/24/13

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: 9/26/13

1. How can we involve parents in our schools?
   - Small group brainstorm w/ visual
2. Video: "Building Trust with Families"
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; Quiz 1

Session 11: 10/1/13

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

Session 12: 10/3/13

1. Complete video as needed.
2. QUIZ: all content covered to 10/1/13 (including Curtin, 1-3,10; videos, class discussions/presentations)
3. Assignment for next class: Read Herrell & Jordan, Sections II and III. Select a strategy to demonstrate to the class on 10/17/13.

WEEK 7
Topic: Planning Instruction

Session 13: 10/8/13
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. Read applicable ELP standards.

Session 14: 10/10/13

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: FALL RECESS October 12-16
Topics: Strategy Presentations

Session 15: 10/17/13

1. Strategy presentations
2. Assignment for next class: Read and outline Curtin, Ch. 6. Work on lesson plan. Compose 3 review questions for quiz.

WEEK 9
Topics: Guest Speakers (tentative); Interactive teaching; Developing Literacy skills

Session 16: 10/22/13

1. Complete Strategy presentations as needed.
2. Review for quiz.
3. Thinking outside the box: interactive teaching and student engagement
4. Assignment for next class: Read Herrell & Jordan, Section IV and V. Select one strategy to demonstrate in class on 10/29. QUIZ.

Session 17: 10/24/13

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 "
3. Quiz #2
4. Assignment for next class: Work on strategy presentation and lesson plan.

WEEK 10
Topics: Strategy Presentations; Vocabulary Development; Content Area Instruction

Session 18: 10/29/13

1. Strategy Presentations #2
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.

Session 19: 10/31/13

1. Strategy Presentations #2

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

WEEK 11
Topics: Content Area Instruction

Session 20: 11/5/13

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

Session 21: 11/7/13

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.

WEEK 12
Topics: Literacy; Motivation and Classroom Management

Session 22: 11/12/13

1. Focus on literacy: building reading and writing skills in all classrooms
2. Lesson Plans: Peer review and evaluation
3. Assignment for next class: Read Curtin, Ch. 9; Lesson plan revision.

Session 23: 11/14/13

1. The learning- motivation connection: what makes a student *want* to learn?
2. Jigsaw activity: "How Motivation Affects Learning and Behavior"
3. Assignment for next class: Review your case study student. Describe 3 ways in which you would motivate and engage him/her. Finalize lesson plan presentation.

WEEK 13
Topics: Lesson Plan Presentations; Assessment and Monitoring ELLs

Session 24: 11/19/13

1. Lesson Plan presentations
2. Assignment for next class: Read and outline Curtin, Ch. 8.

Session 25: 11/21/13

1. Complete Lesson Plan Presentations
2. Why do we assess students? – Formal vs. informal, performance-based; with content areas (review)
3. Mandated assessment of ELLS: NCLB and other standardized assessments
4. How do assessments inform us?
5. Assignment for next class: Examine the WIDA site. (Download WIDA Sample Items) Take home quiz due 12/3/13.

WEEK 14 THANKSGIVING NOV. 23-DEC.2

WEEK 15
Topics: Final Presentations; Course Review

Session 26: 12/3/13

1. Final presentations
2. Assignment for next class: Final presentation due; work on portfolio for last class (including case study).

Session 27: 12/5/13

1. Final Presentations
2. 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.