

**Moravian College**  
**EDUC 100.2**  
**Introduction to Education of English Language Learners**  
**Fall 2015**  
**Tuesday/ Thursday**  
**Instructor: Mrs. Mary S. Colon, M.Ed.**  
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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.

### **Learning Accommodations**

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling 610-861-1401. 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 (text cell phone). Students are responsible for all missed work. Missing more than one class will affect your final grade unless you provide a valid reason with documentation. (Health Center or doctor note) (Missing 2 classes= one full grade lower; 3 classes= two full grades lower; 4 classes= three full grades lower.) In addition, arriving late or leaving early is not acceptable; these will be noted and may also impact your grade. (Two lates= 1 absence)

## **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 The Owl at Purdue (<https://owl.english.purdue.edu>).

## **Additional Information**

Class Format: We will use a variety of instructional approaches- warm-ups, discussions/reviews of previous class material/ readings, demonstrations/modeling, videos/ PowerPoints, individual or small group activities, and wrap-up activities. (Not all elements may be covered in each session.)

Work Load Expectation: You should expect to work an additional 4-6 hours outside of class for each week.

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 it rings- you supply a snack for the class!) If you have an emergency situation, please make arrangements with me before class.

## **General Information**

Course material and information will be posted on Blackboard. Group emails may be used to communicate with the class. Make sure that you are able to access both.

Maintain all work products in a 3-ring binder. (This will be used for your reflective portfolio.) Clearly identify your work (name, date).

All written work will be typed (12 pt. font).

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 within that week.

## **Evaluations/ Grading Rubrics**

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.

Participation/ Attendance 30 pts.

1 pt.

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

½ pt.

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

0 pts. Missed class

### **Text Guiding Questions (30 pts.)**

A series of questions pertaining to each chapter, reading, and/or video clip will be posted on Blackboard. You are responsible for answering these in writing and submitting them electronically the day before class.

2 pts. - Questions satisfactorily completed.  
Assignment is submitted on time.

1 pt. - Questions partially completed or not completed satisfactorily.  
Assignment submitted late.

0 pts. - Assignment not completed or submitted.

### **Text Review Session (10 pts.)**

You will be conducting a review of a chapter from our Curtin text. This will be a partner activity. You may use the guiding questions as part of your review, but must also develop questions, a prompt, or an activity designed to encourage deeper understanding of major concepts within the text. Your review should last no more than 10-15 minutes.

### **Criteria**

5 pts. – Content - Clear focus on major concept(s); uses materials generated by students and instructor.

Presentation - Demonstrates forethought/practice; utilizes allotted time well; professionally conducted

3.5 pts. - Focus on major concept(s); uses some student- and instructor-generated materials.

Presentation - Demonstrates some practice; utilizes time allotted; tone, pacing, etc. adequate

2 pts.

Content - Focus not clear or unrelated to major concept(s); uses only instructor-generated materials.

Presentation - Hesitant, choppy; time allotted not utilized; tone, pacing, etc. need work

### 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.

### 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 visual representation -shoebox, bag, or poster autobiography - that relates your cultural story. Include artifacts, objects, and visuals to share with the class. Note the cultural aspect represented and your reason for inclusion. In addition, consider the linguistic needs of an ELL. Your project should be dominantly visual, with less reliance on language! This project will be peer- and instructor-evaluated.

	15 pts	11 pts
<b>Content</b>		
Examples of aspects of culture, both shared culture and personal culture: objects or visual	Multiple examples provided (min. 6) of cultural indicators. Examples are appropriate and clearly identified with culture.	Some examples provided (4-5) of cultural indicators. Examples are adequately associated with culture.
<b>Presentation</b>		
Display appearance	Display is neat, showing student effort and consideration.	Display is neat. Most objects are labeled.
Linguistic component	All items clearly labeled with explanation. Linguistic consideration clearly evident.	Some linguistic consideration evident - language may be sophisticated, etc
<b>Content</b>	<b>9 pts</b>	
Examples of aspects of culture, both shared culture and personal culture: objects or visual	Fewer than 3 examples offered of cultural indicators. Examples may not be appropriate or connection to	
<b>Presentation</b>		
Display appearance	Display exhibits no planning or consideration. Labels missing, messy, or illegible.	
Linguistic component	No linguistic consideration evident- reliant on language.	

### Culminating Country/Culture Paper and Presentation 50 pts.

## **SEMESTER CALENDAR**

### **WEEK 1**

Introduction Topics: Introduction to course; Background; Connecting to ELL experience

Session 1: 9/01/15

1. Introduction to EDUC 100.2
  - a. Why EDUC 100.2?
  - a. Syllabus
  - b. Texts
2. Activity: What do I know? Partner/whole group
3. Fast Facts About ELLs
4. Assignment for next class: Read "The Diversity of English Language Learners" & "Common Questions" (Colorin Colorado- For educators/ Background Information)

Session 2: 9/03/15

1. Activity: The LL Experience (graphic organizer)
2. Discuss readings- major concepts
3. Graphic organizer
4. Assignment for next class: Read Curtin, Chapter 1; answer questions.

### **WEEK 2**

Introduction Topics: Historical Foundations; Identification of and Models for ELLs

Session 3: 9/08/15

1. Discuss readings- questions  
Focus: Past and Present ELLs
2. Assignment for next class: Watch "Every Teacher- A Teacher of English Language Learners " (<http://www.youtube.com/watch?v=Q0QfRf-I9Vw>); prepare short outline of ELL program for your group.

Session 4: 9/10/15

1. How are ELLs identified? How are ELLs placed?  
-requirements  
-WIDA
2. What types of programs are available to ELLS? (group)
3. Assignment for next class: Read Curtin, Ch. 3; answer questions.

### **WEEK 3**

Culture and Family Topic: Definition of terms; Culture's Role at Home and at School;  
Silent Period

Session 5: 9/15/15

1. What is culture?
2. Discuss reading and questions.
3. How is culture reflected in the classroom?
4. Assignment for next class: Read "Overcoming Triple Segregation". Work on culture presentation for 9/16. Choose country for paper/presentation.

Session 6: 9/17/15

1. Activity: Share article with partner
1. Meeting students ' cultural needs: culture- language connection
2. What is the Silent Period?
3. Assignment for next class: culture project.

WEEK 4

Culture and Family Topics: Presentations; Role of family in the Classroom

Session 7: 9/22/15 & 9/24/15

1. Assignment: Read "Learning about Your Students' Backgrounds" (Colorin Colorado: For Educators, Reaching Out to ELL Students and Families). Work on country/ culture paper/presentation.

1. What role do family and community play in the education of ELLs?
2. How can we involve parents in our schools?  
- Small group brainstorm w/ visual
3. Assignment: Read Curtin, Ch. 10; answer questions. Continue working on country/culture paper/presentation. Develop 3 review questions

WEEK 5

Culture and Family Topics: Family and Community Ties; Quiz 1

Session 9: 9/29/15

1. Continue working on country/culture paper/presentation.

Session 10: 10/01/15

1. QUIZ 1
2. Assignment for next class: Select strategy from sections II & III to present with partner/group. Work on culture paper/presentation. Read Curtin, Ch. 2; answer questions.

WEEK 6

Instruction Topic: Theories of Second Language Acquisition

Session 11: 10/06/2015

1. Make connections: reflect on your personal language study/acquisition
2. Theories of SLA

3. Assignment for next class: Read Herrell & Jordan, Section III. Work on culture paper/presentation.

Session 12: 10/08/2015

1. Stages of SLA and CAN-DO descriptors (WIDA)

-How can this help guide planning?

-apply to students

2. Assignment for next class: Finish paper/presentation for

WEEK 7

Culture (completion) Topic: Country/Culture Presentations

Instruction Topic: Planning Instruction

Session 13: 10/15/15

1. Country/Culture presentations

Session 14: 10/20/15

1. Country/Culture presentations conclude

2. How do we plan effective lessons? PDE SAS format

3. Demonstration of lesson planning

-begin partner/ group lesson plan

4. Assignment for next class: Work on strategy presentation. Read Curtin, Ch. 4; answer questions.

WEEK 9

Instruction Topics: Lesson planning format; strategy presentations #1

Session 15: 10/22/15

1. Discuss reading and questions

2. Strategy presentation #1

3. Review lesson planning: examine SAS format.

4. Sheltered Instruction: What is it? How do we implement it?

5. Assignment for next class: Read Curtin, Ch. 5; answer questions. Work on group lesson plan. Read Herrell & Jordan, Section IV.

WEEK 10

Instruction Topics: Strategy presentations #1; Common Core and ELPs

Session 16: 10/27/15

1. Strategy presentation #1

2. Discuss reading and questions.

3. Check lesson plans (peer/instructor review)

4. Standards for ELLs: Common Core, and ELPs

5. Assignment for next class: Read Curtin, Ch. 6; answer questions. Work on group lesson plan.



Session 17: 10/29/15

1. Review for quiz
2. Strategy presentation #1.
3. Discuss reading and questions.
4. Assignment for next class: Work on group lesson plan. Begin individual plan (Sections I, II, III). Study for quiz.

WEEK 11

Instruction Topics: Vocabulary development; Content Area Instruction

Session 18: 11/03/15

1. Quiz 2
2. Jigsaw activity: readings on vocabulary development
3. Focus on vocabulary: strategies and activities for making content area vocabulary comprehensible
4. What does differentiation mean? How can we use it to support our ELLs?
5. Assignment for next class: Read Curtin, Ch. 7; answer questions. Read Herrell & Jordan, Section IV. Complete individual lesson plan sections IV & V.

Session 19: 11/05/15

1. Discuss reading and questions.
2. What linguistic difficulties do ELLs face in content area classes? Analyze sample (chart)
3. Video: "Math Challenges for ELLs" (tentative)
4. Assignment for next class: Read Herrell & Jordan, Section V; select strategy from IV and V to present in. Read "Ten Ways to Support ELLS in Math" (Scholastic)

WEEK 12

Instruction Topics; Types of assessments; mandated assessments; Group lesson plan presentations

Session 20: 11/10/15

1. Group Lesson Plan presentations.
2. Assignment for next class: Read "Math Instruction for English Language Learners". Work on group lesson plan presentation. Complete individual lesson plan sections VI, VII, VIII.

Session 21: 11/12/15

1. Group Lesson Plan presentations
2. Assignment for next class: Read Curtin, Ch. 8; answer questions. Continue working on individual lesson plans. Complete individual lesson plan section IX.

WEEK 13

Instruction Topics: Adapting and designing effective assessments for ELLs

Session 22: 11/17/15

1. Discuss reading and questions.
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. Review WIDA as time permits.
6. Assignment for next class: Complete section X (Assessment) of lesson plan and complete revisions.

Session 23: 11/19/15

1. Peer review of lesson plans
2. Complete assessment topics
3. Activity: Adapting assessments to meet ELL needs
4. Assignment for next class: Read Curtin, Ch. 9; answer questions. Finalize lesson plan and presentation.

WEEK 14

Motivation/Management Strand Topics: Intrinsic and Extrinsic Motivation; Motivation and Behavior; Effective Classroom Management; Lesson plan presentations

Session 24: 11/24/15

1. Lesson Plans due; presentations
2. The learning- motivation connection: what makes a student want to learn?
3. Jigsaw activity: “How Motivation Affects Learning and Behavior”
4. Assignment for next class: Review your case study student. Describe 3 ways in which you would motivate and engage him/her.

Session 25: 12/1/15

1. Lesson Plan Presentations
2. Continue motivation strand as needed
3. What is effective classroom management? models
4. Assignment for next class: Quiz 3 (on Blackboard)

WEEK 15

Topics: Technology and Resources for Teachers; Course Review

Session 26: 12/3/15

1. Quiz 3 and reflective portfolios due
2. Assignment for next class: Read Herrell & Jordan, Section VI.1

Session 27: 12/8/15

1. What role does technology play in ELL instruction?
  2. What resources are available to support classroom teachers of ELLs?
- Please note: Specific article, activities, 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.

Session 28: 12/10/15

1. What role does technology play in ELL instruction?
  2. What resources are available to support classroom teachers of ELLs?
- Please note: Specific article, activities, 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.