

***SCHOOL OF EDUCATION***

***COURSE SYLLABUS***

**Course: EDUC 649**

**Course Title: Teaching English Language Learners**

**Term:** Fall 2010

**Days/Times: Mondays: 5:30 to 8:30**

**Class Location:** Gregory

**Faculty:** M. Alayne Sullivan, Ph. D.

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**Office Hours:** Mondays and Tuesdays: 4:00 to 5:30

**CATALOG COURSE DESCRIPTION**

This course is an advanced study of teaching English learners. It deepens and broadens the second language development knowledge, skills and abilities acquired during the professional teacher preparation program.  Candidates acquire specialized skills designed to meet the instructional needs of English learners.

**Program Learning Outcomes**

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| LO1. Summarize and critique historical and contemporary perspectives regarding cultural diversity. |
| LO2. Analyze and explain the impact of cultural and cross-cultural variables on communication styles, learning and educational outcomes. |
| LO3. Describe and interpret the impact of phonology, syntax and semantics on English Language Learners’ language development and production. |
| LO4. Design and conduct theoretically grounded qualitative and quantitative research and assessments; report and interpret results. |
| LO5. Design, implement and assess culturally responsive practices and educational environments to improve learning for all students. |
| LO6. Demonstrate evidence-based ethical decision-making aligned with goals of educational justice. |

**Course Learning Outcomes for EDUC 649**

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**Course Objectives**

The course is structured to accommodate CTEL (California Teachers of English Learners) standards 9 & 10, with standards 6 & 8 also accommodated. Each of the statements below is designed in specific connection with particular CTEL standards:

6.1 **Principles of standards-based assessment and instruction**;

6.2 **Role, purposes, and types of assessments** for English learners;

6.3 Assessment instruments for use with English learners in order to minimize cultural and linguistic bias;

6.4 **Language and content-area assessments** for English learners.

8.1 Research-based **approaches and methods** for teaching English language development;

8.2 Strategies for promoting **listening and speaking** proficiency;

8.3 Strategies for teaching **reading and writing** as outlined in the ELD Standards and ELA Framework;

8.4 **Specially Designed Academic Instruction Delivered in English (SDAIE)**.

9.1 Knowledge of **cultural concepts and perspectives,** particularly with regard to their impact on English learners and their families;

9.2 Knowledge of issues relating to **cultural contact** (e.g., processes of cultural contact, social-emotional issues attributed to cultural contact, and phases of acculturation);

9.3 Knowledge regarding **cultural diversity in California and the United States,** including major historical and current demographic trends and migration-immigration patterns;

9.4 **Cross-cultural interactions** and how they are affected by cultural differences in communication patterns.

10.1 The **role of culture in the classroom and school** and its impact on English learners’ learning and achievement?

10.2 Support for a **culturally inclusive learning environment**?

10.3 Understanding of **family and community involvement**

10.4 Knowledge of **culturally inclusive curriculum and instruction**,

**Outcomes/Assignment Matrix for EDUC 649**

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|  | Relevant Learning Experience | Core Assignment & Criteria |
| LO2. **Analyze and explain the impact of cultural and cross-cultural variables on communication styles, learning and educational outcomes**. | **Class Notes/Participation** | 1. 1. Week-to-week notes relative to class proceedings; 2. 2. Completion of suggested activities in regard to major course elements (i.e. Case Study, Readings & Discussions); 3. 3. School Context Details: some notes will be generated within class as various activities are pursued. |
| LO4. **Design and conduct theoretically grounded qualitative and quantitative research and assessments; report and interpret results**. | **Case Study** | 1. 1. Data Gathering; 2. 2. Introduction & Literature Review; 3. 3. Methods & Results; 4. 4. Format, Structure & Style.   See rubric within syllabus for this project. |
| **LO5. Design, implement and assess culturally responsive practices and educational environments to improve learning for all students.** | * **Core-Text Reading-Responses** | 1. Substantive Commentary;  2. Format & Organization;  3. Voice.  - see rubric- |
| LO6. **Demonstrate evidence-based ethical decision-making aligned with goals of educational justice.** | * **Web-Site Review & Presentation** | 1. Educational Justice & ELL’s;  2. Academic Achievement & ELL’s;  3. Teaching Activities for ELL’s.  4. Policy Issues and ELL’s |

**Candidate Evaluation:**

Candidates will be held accountable for all of their course readings and are expected to stay engaged in class, take notes, and review those notes regularly. Other assignments are intended to demonstrate the candidates’ competency in second language learning theories and their practical application to their chosen educational context. Professionalism and honesty in written and oral assignments is an expectation without compromise. Late work will not be accepted unless prior arrangements have been made with the instructor.

**Candidate Assessments**

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| Case Study: (25 pts) – see criteria in assessment rubric |
| * Core-Text Reading-Responses (25 pts) – see criteria in assessment rubric |
| * Web-Site Review & Presentation (25 pts) – see criteria in assessment rubric |
| * Professional Engagement (25 pts) – see criteria in assessment rubric |

**REQUIRED READINGS**

Freeman, David E. and Freeman, Yvonne S. (2009), *Academic Language for English Language Learners*

*and* *Struggling Readers*, Portsmouth, NH: Heinemann.

Gibbons, Pauline. (2002), *Scaffolding Language, Scaffolding Learning, Teaching Second Language*

*Learners in the Mainstream Classroom****.*** Portsmouth, NH: Heinemann.

Hinkel, E. (2015). *Effective Curriculum for teaching L2 writing: Principles and techniques*. New York

Routledge. ISBN: 978-0-41 5-8899-8

Rubric for Case Study

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| --- | --- | --- | --- |
| Major Criteria For  Case Study  *One student with significant ELL language processing challenges is identified. This student’s academic work is documented for one subject area in regard to expressive and receptive language processing in reading, writing, speaking and listening engagements.*  NOTE: Teams of 2 or 3 persons can complete this project collaboratively | **A Range**: Work in this category is exemplary, often surpassing standards and outlined criteria.  A | **B Range**: Work in this category is very good, fulfilling most outlined criteria. One or two elements of each major criteria may not be present or are inexactly fulfilled.  B | **C/D Range**: Work in this category reflects inconsistent attention to outlined criteria as well as class explanations. Two or more elements of each major criterion are omitted or fulfilled incompletely or inexactly.  C |
| **Data Gathering** | - Rough notes of about one full, handwritten page twice a week;  - Comprehension patterns observed & records gathered for reading, writing, discussion & listening activities;  - Note communication patterns: seeking help from teacher or with other students; |  |  |
| **Introduction & Literature Review** | - a one-page introduction offers (a) brief highlights of key theory & research texts in the 5ish page lit. review; (b) a synopsis of the ELL challenges observed; (c) methods used for data gathering; and (d) pattern of results obtained re data/observations;  - a 5ish-page lit. review (a) outlines key theoretical highlights; (b) key research findings from literature; (c) practice-based elements from literature reviewed; and (d) connections between theory, research and practice elements reviewed and the “case” being presented;  - logical transitions and connections for readers so that ***it is possible that with assistance this work may be submitted to a journal for publication.*** |  |  |
| **Methods & Results** | - a 4ish page methods section outlines (a) major approaches used for data collection, (b) rationale for selection of participant, (c) explanation of data, and (d) results. |  |  |
| **Format, Structure, Style** | - APA publication style adhered to;  - appropriate headings used;  - reference pages presented ***in addition to*** assigned pages for Intro, Lit. Review & Methods & Results & Appendices |  |  |

Rubric for Reading and Responses

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| Major Criteria For  Reading Responses | **A Range**: Work in this category is exemplary, often surpassing standards and outlined criteria.  A | **B Range**: Work in this category is very good, fulfilling most outlined criteria. One or two elements of each major criteria may not be present or are inexactly fulfilled.  B | **C/D Range**: Work in this category reflects inconsistent attention to outlined criteria as well as class explanations. Two or more elements of each major criterion are omitted or fulfilled incompletely or inexactly.  C |
| **Substantive Commentary** **NOTE: From week-to-week, suggestions & formatting will be offered for manageable ways to complete these responses to the readings.** | - Candidates’ comments are organized in accordance with bold-faced and centered headings within each chapter, starting with title;  - One pivotal quote from each boldfaced section is (a) introduced with an orienting remark, (b) related to two or three details from that boldfaced segment of text, and (c) accompanied by a tenish sentence commentary/response that;  - References are made to (a) relevant practical experience, (b) relevant comments about candidates’ theory and/or major beliefs, and (c) reference to how the quoted textual segments align with the evolution of Major Assign. |  |  |
| **Format & Organization** | - Bold-faced headings within the core text are used to organize the written responses;  - 1-inch margins, 12-point font, and 1.5 spacing is used in word-processed responses;  - 2 full pages of written text (or more) are generated in response to each chapter;  - responses to the core text are brought to class and used as the basis for substantive discussion about text each week; |  |  |
| **Voice** | - Informal yet thoughtfully assembled language is used as candidates develop (a) seminal quotes and (b) responses;  - Ideas for Major Assignment are explored;  - Theory/major beliefs are presented as they evolve and are modified with acceptance of their tentative nature;  - Paraphrasing of key theory and practices is responsibly undertaken with patience for inexactitude. |  |  |

Web-Site Review & Presentation

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| Major Criteria For  Web-Site Review & Presentation  NOTE: A presentation of about 15-20 minutes will be completed. | **A Range**: Work in this category is exemplary, often surpassing standards and outlined criteria.  A | **B Range**: Work in this category is very good, fulfilling most outlined criteria. One or two elements of each major criteria may not be present or are inexactly fulfilled.  B | **C/D Range**: Work in this category reflects inconsistent attention to outlined criteria as well as class explanations. Two or more elements of each major criterion are omitted or fulfilled incompletely or inexactly.  C |
| **Educational Justice & ELL’s** | - Show us your site (for your presentation);  - Tell us why you like this site (be real);  - Take us to 5 key links from the site;  - Talk about why you’re taking us to these links;  - Find something within the site - somewhere – that links to your current segment of reading within whatever book we’re reading when you present – see course scheduling for reading … read us a segment and align some part of the content from the site with this particular segment of reading. |  |  |
| **Academic Achievement & ELL’s** | - Find 3 details about academic achievement and ELL’s;  - present some data from the site related to ELL’s and academic achievement;  - highlight specific aspects of literacy processing and ELL’s (reading, writing, speaking and/or listening);  - find some emphasis on theory, research, practice & policy related to ELL’s and academic achievement |  |  |
| **Format & Structure** | - present one 3ish page handout (copied for all in class) from this site providing a rationale as to why a theoretical, research, practice or policy emphasis is the basis for the handout;  - fluid transitions are made as you negotiate from one point to the next through site;  - the presentation is dynamic reflecting careful preparation and engagement in the content of the site; |  |  |

Rubric for Professional Engagement

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| Major Criteria For  Professional Engagement | **A Range**: Work in this category is exemplary, often surpassing standards and outlined criteria.  A | **B Range**: Work in this category is very good, fulfilling most outlined criteria. One or two elements of each major criteria may not be present or are inexactly fulfilled.  B | **C/D Range**: Work in this category reflects inconsistent attention to outlined criteria as well as class explanations. Two or more elements of each major criterion are omitted or fulfilled incompletely or inexactly.  C |
| **Attendance & Notes** **NOTE: An organized week-to-week set of notes will be due for final class.** | - candidates are cognitively, aesthetically, and physically “present” for elements of web-site work, class activities, readings, and work on curriculum unit;  - candidates’ class work reflects sensitive listening and respect for professor and colleagues’ presentations, questions, and discussion;  - notes are taken in each class relative to presentations, assignment explanations, strategies, and content area literacy processes |  |  |
| **Preparation** | - Candidates complete assigned readings, web-site reviews and responses, class activities, and work toward Case Study according to Course Calendar details;  - Candidates’ presentations are made in accordance with Course Calendar and in-class suggestions;  - Various assigned responses to texts, and activities are completed with conscientious attention and in-class guidelines |  |  |
| **Professionalism** | - Candidates’ interact with one another in class, throughout collaborative meetings out of class, and via web-site postings with respect;  - Disagreements and varying viewpoints are expressed with respect for positions of others;  - In-class decorum is maintained;  - Cell phones, I-Pods, and other devices do not intrude on respectful attention and engagement of candidates. |  |  |

***ELA Frameworks***

***ELD Pre K-12 Standards***

***Content area standards***

*Teacher selected articles.*

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University. Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty. **(For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards)**

**Attendance Policy**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments and activities in a manner approved by the instructor. Any student who misses more than two sessions of a course might be required to retake the course. Missing two classes or more is likely to result in a GPA of less than 4.0, even if all other course elements are completed with consummate excellence.

**EDUC 649: COURSE OUTLINE**

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| **WEEK** | Details | What’s Due? |
| **1** | Course Introduction: (a) getting to know each other, (b) syllabus & Blackboard, (c) structure of readings & assignments, (d) intro-presentation | You are due for this class this evening! |
| **2** |  | * Chapters 1 & 2 from Diaz-Rico, with written responses as explained in class 1; * Some notes & observations about an ELL student as we begin work on Case Study; * 2 Web-site Presentations: (1)   (2) |
| 3 |  | * Chapters 1 & 2 from Freeman & Freeman, with written responses as explained in class 2; * A focused one-page set of observational notes about a student engaged in an academic activity at school (remember that one person within your 2 or 3-person group will complete these notes – not all of you have access to academic settings); * One article obtained through some research: it will be a case study focused on an ELL student – one complementing the case study student for the Case Study major assignment; * 2 Web-site Presentations: (1)   (2) |
| **4** |  | * Chapters 1 & 2 of Gibbons, with written responses as explained in class 3; * A collection of key quotes from the readings so far: given work to date, we should have some sense about which key elements of readings to date surface for each of us as seminal, critical, & central to the understandings we are building about teaching ELL’s; * 2 Web-site Presentations: (1)   (2) |
| **5** |  | * Chapters 3 & 5 of Diaz-Rico, with written responses as explained in class 4; * A “frame” for the Case Study report, with Introduction (p. 1), Literature Review (pp. 2-6ish), and Methods (pp. 7-11ish) headings in place and at least 4 “texts” completed within references, APA style; * 2 Web-site Presentations: (1)   (2) |
| **6** |  | * Chapters 3 & 4 of Freeman & Freeman with written responses as explained in class 5; * A range of “data” derived from notes, interviews, observations and written or tape-recorded engagements of Case Study participant; * A second peer-reviewed article – a case study of an ELL that is comparable to the ELL case you are undertaking; * 2 Web-site Presentations: (1)   (2) |
| **7** |  | * Chapters 4 & 5 of Gibbons, with written responses as explained in class 6; * Further work as agreed upon in Class 6 on (a) Case Study, and (b) references for CS; * 2 Web-site Presentations: (1)   (2) |
| **8** |  | * Chapter 6 **or** 7 of Diaz-Rico, with written responses as explained in class 7; * 3ish- minute presentations from each group on Case Study work; * 2 Web-site Presentations: (1)   (2) |
| **9** |  | * Chapter 5 **or**  6 of Freeman & Freeman with written responses as explained in class 8; * Case Study work; * 2 Web-site Presentations: (1)   (2) |
| **10** |  | * Chapter 6 **or** 7 of Gibbons with written responses as explained in class 9; * Case Study mini-presentations from 3 groups as per agreed-upon criteria; * 2 Web-site Presentations: (1)   (2) |
| **11** |  | * Chapter 8 **or** 9 of Diaz-Rico with written responses as explained in class 10; * Case Study mini-presentations from 3 groups as per agreed-upon criteria; * 2 Web-site Presentations: (1)   (2) |
| **12** |  | * Chapter 7 or 8 of Freeman & Freeman with written responses as explained in class 10; * Case Study mini-presentations from 3 groups as per agreed-upon criteria; * 2 Web-site Presentations: (1)   (2)  **Final copy of Case Study Due this week or the previous week. All final work due, including an organized assembly of class notes. All previously-completed reading responses due in an organized folder to be reviewed and confirmed as “done” for final class.** |