ELL 206 English Language Learners
Westminster College

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Office Hrs: By appointment

Course Overview

The course is designed to infuse the teachers competencies related to meeting the instructional needs of English language learners. The course will explore the language, culture, standards-based instruction, assessment, and professionalism in order to understand and teach linguistically diverse learners effectively. ALL certification students PreK-12 are required to take this course.

Outcomes

Based on Pennsylvania Standards, students will be able to gain understanding and knowledge of and skills in:

A. Language
   1. Demonstrate knowledge of language systems, structures, functions, and variation.
   2. Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development.
   3. Identify the differences between academic language and social language.

B. Culture
   1. Identify sociocultural characteristics of ELLs including educational background and demographics.
   2. Describe how ELLs' cultural communication styles and learning styles affect the learning process.
   3. Describe how ELLs' cultural values affect their academic achievement and language development.
   4. Identify bias in instruction, materials and assessments.
   5. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families.
   6. Observe culturally and/or linguistically diverse instructional settings.

C. Standards-based instruction
   1. Apply research, concepts and theories of language acquisition to instruction.

2. Implement appropriate research-based instructional strategies to make content comprehensible for all ELLs.
3. Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards.

D. Assessment
1. Use PA ELPS to design content assessment.
2. Identify issues related to standards-based formative and summative assessment for *all* ELLs.
3. Use assessment data to differentiate and modify instruction for optimal student learning.

E. Professionalism
1. Describe the legal responsibilities related to serving ELLs.
2. Demonstrate collaborative, co-teaching models for serving ELLs.
3. Define common terms associated with English as a ESL/ESOL.
4. Identify professional resources and organizations related to serving ELLs.

Students can expect:

Variety – Whole class, small groups, cooperative learning, peer teaching, hands on activities and critical writing

Social Interaction – Learning is not passive. We will depend on each other for learning through discussion, debate, questioning

Opportunities – You will be expected to choose one culture and learn about it by interviewing the "first person" from that specific culture and doing a more in depth research.

Fairness – As a teacher, this is crucial. If at any time, you feel you have been treated unfairly, please speak with me so we can clear up any misunderstanding.

The Instructor expects:

Professionalism – Be on time, speak respectfully, be attentive in class

Integrity in your assignments – All written assignments are expected to demonstrate college level work with correct use of grammar, writing mechanics, spelling and proper format. Plagiarism or turning in others' work as your own will result in a meeting with the Department of Education to determine your status as an education student.

Responsibility- All assignments are due at the beginning of class and considered late thereafter.

Attendance- You are expected to attend each class. Unexcused, missed classes will result in a significant lowering of your class involvement score. **You must e-mail me explaining the reason prior to class. It will be difficult to earn an "A" if you have missed a class without prior notification (Do NOT ask a friend to tell me).**

I am very interested in your development as a teacher and will make every effort to be available to you. Please do not hesitate to call at school, home, make an appointment, or drop by the office.

Course Texts:

Required:
Freeman, D. & Freeman, Y. (2007). *English Language Learners: The Essential Guide*. New York, NY: Scholastic.

Supplementary:
Language Proficiency Standards (Pennsylvania Department of Education) www.pdesas.org

Course Requirements:

- All students are required to read assigned readings from the required texts.
- All students will be responsible for additional/outside reading.
- All students need to use appropriate resources including the ones from on line for the research paper and presentation.
- All students will get engaged in case studies and role playing activities.
- Each student will be expected to participate in class discussions. This will require coming to class prepared.
- The instructor reserves the right to require additional course assignments in congruence with course objectives. Students who plagiarize will receive a grade of F for the assignment, with the potential of failing the course, depending on the level of dishonesty.

Assignment Requirements:

Assignment	Due Date	Points
Attendance/Participation	n/a	50
L2 Lesson	February 14th	5
Midterm	March 1st	50
4 journal entries Each entry should be 1-2 pages: • 2 before midterm	March 1st	20(10 points each)
• 2 before the final	May 3rd	20(10 points each)
Culture in a bag mini presentation with handout	March 13th	10
Strategies presentation with handout	April 3rd	20
Shadowing an ELL paper 6-8 pages	April 17th	30
Lesson plan with presentation	Last 2 weeks of class	40
Cumulative portfolio 3-ring binder with 5 Tabs	April 19th	30
Final	Finals Weeks as Assigned	50

Grading Scale:

93% and up = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
77-79% = C+
73-76% = C
70-72% = C-
67-69% = D+
63-66% = D
60-62% = D-
59% and less= F

This Course will be divided into five units:

The Student
The Language
The Culture
The Family
The Classroom /The Content

Tentative Course Schedule:

The Student

January 17th (Tue)

Topic: Introduction to the Course
Review Syllabus
Likert scale activity
Readings Completed Prior to Class: none
Due Today: none
Assignments: Culture Survey DUE: January 19th

January 19th (Thursday)

Topic: Introduction/Overview
History of ESL in Pennsylvania ESL Law
Sheet of Acronyms and Researchers
Activity: Children's Books/Share Out
Readings Completed Prior to Class: Introduction pg 4-11
Due Today: Culture Survey
Assignments: none

January 24 (Tue)

Topic: Know Your Students
Lecture on the Different Types of ELL students
Cortes' Contextual Interaction Model
Activity: Case Study complete chart share out
Readings Completed Prior to Class: Chapter 1
Due Today: none
Assignments: Shadowing of an ESL person DUE: April 17th

January 26th (Thursday)

Topic: Socratic Seminar: Case Study: Hoang Vinh
Readings Completed Prior to Class: Case Study: Hoang Vinh and Introduction to Socratic Seminar
Due Today: Socratic Seminar
Assignments: Journal Reflection DUE: Midterm (March 1st)

The Language

January 31st (Tue)

Topic: Language and the Brain: Chomsky
Video Patricia Kuhl: The linguistic genius of babies
Lecture
Readings Completed Prior to Class: Chapter 2
Due Today: none
Assignments: Foreign Language Lesson DUE: February 14th

February 2nd (Thursday)

Topic: How are Languages Learned? How are Languages Acquired?
Krashen's Theory, Snow's Material
Readings Completed Prior to Class: Chapter 2 (pg 37-42 in detail)
What Teachers Need to Know About Language by Catherine Snow
Due Today: none
Assignments: none

February 7th (Tue)

Topic: Cummings Quadrants BICS vs. CALPS
Communicating with a NEP
Readings Completed Prior to Class: pg 151-160
Due Today: none
Assignments: none

February 9th (Thursday)

Topic: Assessment
WIDA Scores/Case Study Questions to Ask?/
Drawing on student's home language
Readings Completed Prior to Class: Chapter 4 pg80-105
Due Today: none
Assignments: Article: Assessing English Language Learners in Mainstream Classrooms

February 14th (Tue)

Topic: Foreign Language Lessons Presentations (L2 lesson)
Krashen Comprehensible Input i+1 Video
Readings Completed Prior to Class: pg 41-42
Due Today: none
Assignments: Journal Reflection DUE: Midterm (March 1st)

February 16th (Thursday)

Topic: Mother Tongue by Amy Tan Socratic Seminar
Study Guide for Midterm
Readings Completed Prior to Class: Mother Tongue by Amy Tan
Due Today: Socratic Seminar
Assignments: Journal Reflection DUE: Midterm (March 1st)

The Culture

February 21st (Tue)

Topic: What is Culture?
Redistribute the culture survey group discussion
Iceberg and Culture Activity Surface vs. Deep Culture
Readings Completed Prior to Class: A Guide to Culture in the Classroom by Muriel Saville-Troike pg 1-34
Due Today: none
Assignments: Culture in a Bag DUE: March 13th

February 23rd (Thursday)

Topic: Special Activity
Readings Completed Prior to Class: none
Due Today: none
Assignments: Journal Reflection DUE: Midterm (March 1st)

February 28th (Tue)

Topic: Culture Shock
Acculturation Quick Screen
Readings Completed Prior to Class: A Guide to Culture in the Classroom by Muriel Saville-Troike pg 35-51
Due Today: none
Assignments: none

March 1st (Thursday)

Topic: Midterm
Readings Completed Prior to Class: none
Due Today: Journal Entries from the first half of course (2)
Assignments: none (Reminder: Culture in a Bag is due March 13th)

March 6th No Class Spring Break
March 8th No Class Spring Break

March 13th (Tue)

Topic: Culture in a Bag Presentation with handout
Culturally relevant books
Readings Completed Prior to Class: none
Due Today: none
Assignments: none

The Family

March 15th (Thursday)

Topic: An Indian Father's Plea: Socratic Seminar
Readings Completed Prior to Class: An Indian Father's Plea
Due Today: Socratic Seminar
Assignments: Journal Reflection DUE May 3rd
Strategies for Content Area Presentations DUE April 3rd

March 20th (Tue)

Topic: Funds of Knowledge Lecture
Different schooling expectations
Case study influence of the family on your student
Readings Completed Prior to Class: none
Due Today: none
Assignments: Journal Reflection DUE May 3rd

March 22nd (Thursday)

Topic: Parent teacher conferences
Working with an interpreter
Culturally appropriate materials-children's book review
Readings Completed Prior to Class: Chapter 4 pg 106-117
Due Today: none
Assignments: none

The Content/The Classroom

March 27th (Tue)

Topic: Video of an ESL classroom
Culturally Responsive teaching
Case study: What would your student need?
Readings Completed Prior to Class: Chapter 3
Due Today: none
Assignments: Journal Reflection DUE May 3rd
Lesson Plan topics DUE April 24-May3

March 29th (Thursday)

Topic: Standards –ELP/Common Core/ELL Overlay
Readings Completed Prior to Class: www.pdesas.org/ ELL overlay and ELP standards
Due Today: Bring a copy of the ELL overlay that corresponds to your gradelevel/content area. If your specific area is not represented, bring the grade level language arts example
Assignments: Lesson Plan topics DUE April 24-May3

April 3rd (Tue)
Topic: Strategies for Content Area Presentation with Handouts
Readings Completed Prior to Class: none
Due Today: none
Assignments: Journal Reflection DUE May 3rd

April 5th No Class Easter Break
April 10th No Class Monday's Class Schedule

April 12th (Thursday)
Topic: Developing Academic Language
Content and Language objectives
Vocabulary Instruction
Readings Completed Prior to Class: Chapter 6 pg 146-179
Due Today: none
Assignments: none

April 17th (Tue)
Topic: Making Content Meaningful
Building Background Knowledge
Readings Completed Prior to Class: Chapter 5 (pg124-136 in detail)
Due Today: Shadowing an ELL Paper
Assignments: none

April 19 (Thursday)
Topic: Becoming an Culturally Responsive Educator: Socratic Seminar
Readings Completed Prior to Class: The Pedagogy of the Oppressed Chapter 2 by Paulo Freire
Due Today: Socratic Seminar, Portfolios
Assignments: Prepare for Lesson Plan Presentations

April 24 Lesson Plan Presentations (Tue)
Study Guide for the Final
April 26 Lesson Plan Presentations (Thursday)
May 1 Lesson Plan Presentations (Tue)
May 3 Lesson Plan Presentations/Socratic Seminar (Thursday)
DUE: Second Half of Course Journal Reflections (Choose two)

Final Exam Week of May 7th – May 11th See finals schedule

Journal Reflections

Use your journaling as an opportunity to reflect on the class content through the eyes of a teacher. What do you want to remember that will help you when you teach your first ELL student? What key concepts surprised you? Did something presented change or reinforce your thinking? Each entry should be 1-2 pages, double spaced. You need to complete two reflections before the midterm and two reflections before the final. They are worth 10 points each.

Choose Two

January 27th

Topic: Socratic Seminar: Case Study: Hoang Vinh

February 14th

Topic: Foreign Language Lessons Presentations
Krashen Comprehensible Input i+1 Video

February 16th

Topic: Socratic Seminar: Mother Tongue by Amy Tan

February 23rd

Topic: Special Activity

Choose Two

March 15th

Topic: Socratic Seminar: An Indian Father's Plea by Robert Lake

March 20th

Topic: Funds of Knowledge Lecture
Video Clips on different schooling expectations
Case study influence of the family on your student

March 27th

Topic: Video of an ESL classroom
Culturally Responsive teaching
Case study: What would your student need?

April 3

Topic: Strategies for Content Area Presentation with Handouts

April 19

Topic: Socratic Seminar: Becoming an Culturally Responsive Educator