Instructor: René A. Picó, Ph. D.
Office Hours: Online ~ via email, video conference (Skype or Google Hangouts), phone call, text, or face-to-face appointment.
Office: OM 302    Phone: 724.946.7283    Mobile Phone: 412.303.8286
  
e-mail: picora@westminster.edu

Course Description:
This course is designed to infuse the teacher competencies related to meeting the instructional needs of English language learners. The course will explore the language, culture, standard-based instruction, assessment, and professionalism to understand and teach linguistically diverse learners effectively.

Credits: 3

Course Objectives:
Through engagement with course content and individual and group learning activities, students will learn to:

1. Compare first language learning to second language learning;
2. Identify theories of second language learning and relate them to classroom instruction;
3. Identify factors affecting second language learning and discuss implications for instruction;
4. Identify federal and state requirements for the education of English language learners, and current policy trends in the education of ELLs;
5. Compare, contrast, and critique major programs in English language learner education;
6. Demonstrate an understanding of the role of culture in the education of ELLs;
7. Identify effective classroom practices for English learner instruction;
8. Observe both ESL and content area classroom instruction that includes English language learners in PreK-12 setting and analyze observations based upon course readings;
9. Plan standards-based content area lessons for the classroom that includes ELLs at the beginner level, and at the intermediate level of proficiency;
10. Inquire about the relationship between theory and research as discussed in readings, and classroom instruction.

Course Texts:
Used by the instructor*:

*Students may acquire the textbook(s) if desired. Textbooks are not required. Course Unit learning modules and readings synthesize the diverse range of topics and viewpoints from different authors.
Westminster College Mission Statement
The mission of Westminster College is to help men and women develop competencies, commitments and characteristics which have distinguished human beings at their best. The liberal arts tradition is the foundation of the curriculum continually designed to serve this mission in a rapidly changing world.

The College sees the well-educated person as one whose skills are complemented by ever developing values and ideals identified in the Judeo-Christian tradition. Westminster’s quest for excellence is a recognition that stewardship of life mandates the maximum possible development of each person’s capabilities.

OUTCOMES:
to reason logically and evaluate critically to communicate effectively
to think creatively, and appreciate aesthetic expressions to demonstrate intellectual curiosity
to acquire knowledge of self, society, human cultures, the natural world, and human relationships
to God to apply knowledge to contemporary issues to demonstrate moral and ethical commitments
to neighbor, society, and the natural world to demonstrate commitment to lifelong learning and the acquisition of skills for careers and responsible service as world citizens.

Pennsylvania Department of Education: Accommodations & Adaptations for Diverse Learners Guidelines
The following outline includes the competencies for the 3 credits or 90 course hours addressing the academic needs and adaptations for ELL students.
I. Foundations for Pre-service Candidates. Candidates will be able to:

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.

II. Applications for Pre-service Candidates. Candidates will be able to:
A. 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 Pre-K and the PA academic standards.
B. Assessment specific to ELL
1. Use PA ELPS to design content assessment.
2. Identify issues related to standards12 (ELPS) based formative and summative assessment for all ELLs.
3. Use assessment data to learning.
C. Professionalism differentiate and modify instruction for optimal student
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 Language Learners.
4. Identify professional resources and organizations related to serving ELLs.
Evaluation Criteria:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Content: Unit Readings and Video Quizzes</strong></td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>* Unit Assessments: Tasks</td>
<td>100</td>
<td>30</td>
</tr>
<tr>
<td>Curriculum and Instruction Project</td>
<td>100</td>
<td>30</td>
</tr>
<tr>
<td>Field Work: Interviewing an English Language Learner / UII Task 2</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>+Participation</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>++Work Ethic</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

**Unit Content Readings are assessed by [1] the participation in unit discussions, and [2] the integration of Unit learning module content into course tasks.**

*You must have active Westminster College digital accounts and access to e-mail, D2L and related tools to fulfill course requirements. You are responsible for gathering the required skills to succeed in a digital environment efficiently. Please seek help on the use of D2L, e-mail or other technological tools necessary for this course.*

*As a student enrolled in this course you should be prepared to use the following basic technological requirements for a successful experience: internet access, video/text conferencing capabilities, web-cam or video camera, video production and editing application, MSOffice Suite or analogous software for preparing documents, presentations, and graphics requested by instructional applications and unit assessments, and MS Mix.*

*Unit tasks, quizzes and other class projects are to be submitted on the due date. Tardy jobs will lose 10% of the grade per late day; they will not be accepted after the fourth (4th) day. Assignments will be submitted via the D2L system for which NO hard copies will be accepted. Guidelines and evaluation criteria for assignments and class projects will be provided prior to and/or the day of announcement.*

+Participation in online sessions and online activities via D2L will be monitored as part of the Participation evaluation criteria.

++ Work Ethics. It is of extreme importance to provide original work, professionally written statements, and properly cited work of other literary and digital authorities or sources. Written tasks will be turned in via the Turnitin System. Plagiarism and unprofessional behaviors in our digital learning environments will not be tolerated and may be considered as a cause for a report to university officials.

++Westminster College promotes mutual respect, tolerance for individual differences, and collaboration among colleagues. Professional attitude and participation is expected and required. If you are antagonized, provoked or threatened by the behaviors of a classmate during class or group work assignments, please notify Picó as soon as possible. Unprofessional behaviors will not be tolerated.

Points will be deducted from your course Participation and Ethics criteria for each Unit that is NOT completed.

Students with more than two (2) failed Units may not receive credit for the course.

Please, contact Dr. Picó as soon as possible if you are experiencing problems. Write an e-mail, text or call and leave a message in the case of an emergency.
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>83 - 92.5%</td>
</tr>
<tr>
<td>B</td>
<td>68 - 75%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 67.5%</td>
</tr>
<tr>
<td>C</td>
<td>51 - 57.5%</td>
</tr>
<tr>
<td>C-</td>
<td>33 - 42.5%</td>
</tr>
<tr>
<td>D</td>
<td>26 - 32.5%</td>
</tr>
<tr>
<td>D-</td>
<td>18 - 26%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 17.5%</td>
</tr>
</tbody>
</table>

Your final grade in the course will be determined upon a percentage of total point basis.

TALK TO THE PROFESSOR IF A PROBLEM ARISES OR YOU NEED HELP!!!

Westminster College Resources

Academic Support
The Learning Center is open for students who need assistance to improve their academic performance. The Center and its staff are in the newly renovated Thompson assists the faculty by developing skills within Clark building. The staff also their students that enable them to succeed in their specific disciplines. The Teaching Assistants, many of whom are among Westminster’s exceptional students, are prepared to help students identify strengths and weaknesses in reading and writing skills, strategies for improving these skills, and specific assistance in almost any class offered. Please contact the Learning Center at (724) 946-6700 with any questions, comments, or special requests.

L I S Help Library and Information Services oversees technological services for the campus community. The department provides services and support for students, staff and faculty in their use of information resources. If you require technical support, you can contact LIS Help by: Calling extension 6000 or (724) 946-6000.

Reporting online via the LIS Help Tech Trouble Report
Email: LlShelp@westminster.edu

Stopping by the LIS Help Desk on the first floor of McGill Library
LIS Help Desk Hours Academic Year (Aug.31 - May 12)
(special hours may apply during holidays)
Monday Thursday: 7:30 AM - 1:00 AM
Friday: 7:30 AM - 9:00 PM
Saturday: 9:00 AM - 5:00 PM
Sunday: 1:00 PM - 1:00 AM
<table>
<thead>
<tr>
<th>UNIT/DATE</th>
<th>TOPICS</th>
<th>TASKS &amp; ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG 21 UNIT I</td>
<td>Establishing an On-line Learning Community + Welcome to ELL710 + Gear Up! + Getting to Know Each Other</td>
<td>Establishing an On-line Community + TASK 1: Video Introduction: What drives your life and career?</td>
</tr>
<tr>
<td>SEP 06 UNIT III</td>
<td>Language Policy and the ELL * Philosophical, Psychological and Social Foundations of ELL Education * Identification, Assessment and Placement of ELL in the Schools * Standards for the Education of ELLs: TESOL, English-Language Development Standards</td>
<td>+ UII TASK 1: Case Study PA ELP Standards Into Classroom Practice + UII TASK 2: Interviewing an ELL</td>
</tr>
<tr>
<td>SEP 13 UNIT IV</td>
<td>Culturally Responsive Teaching * Descriptions and Understandings of Culture * Words on Race: The Power of an Illusion * Culture in a Diverse Society: Actions against Racism and Social Injustice * The Skills and Responsibilities of the Intercultural Educator * Culturally Derived Learning Styles and Strategies * Culture as Content and Using Intercultural Communication to Teach English</td>
<td>+ UIII TASK 1: Pre-Test – Discussion + UIII TASK 2: CRT in Action CRT Elements in the ELL Classroom or School Counseling + UIII TASK 4: Post-Test – Discussion</td>
</tr>
<tr>
<td>SEP 20 UNIT V</td>
<td>Building a Community of Learners * Building a Community of Learners: The Learning Environment * Integrating School, Family and Society</td>
<td>+ UIV TASK 1: Learning Environment Designer For Teachers and School Counselors and Communicating with ELL families.</td>
</tr>
<tr>
<td>SEP 06 UNIT VI</td>
<td>Project-Based Learning * Building a Community of Learners: Project-Based Learning * Service Learning</td>
<td>+ UV TASK 1: Designing A Meaningful PBL for ELL *SAME AS: Curriculum and Instruction Project</td>
</tr>
</tbody>
</table>
| SEP 27 | UNIT VI | Theories and Methods of ELL Education  
* Organizational Models: What Works for Whom?  
* Instructional Strategies and Examples  
* Direct Strategies: Cognitive, Metacognitive, Social-Affective, Academic Survival and Study Skills  
* English Language Development and Assessment in the Content Areas  
* Principles of Specially Designed Academic Instruction in English (SDAIE)  
* Class Project Revisions | + UVI/UVII TASK 1: Input and Output Strategies  
This is a combined task  
For U6 and U7  
+ UVI TASK 2: e-Quiz |
| --- | --- | --- |
| OCT 04 | UNIT VII | Learner Autonomy, Oracy and Literacy for English Language Development (ELD)  
* Learner Control, Academic Competence and Autonomy  
* Listening, Speaking, Reading and Writing: Language Acquisition and Use  
* Learner Strategies and Learner-focused Teaching | + UVI/UVII TASK 1: Input and Output Strategies  
This is a combined task  
for LM6 and LM7  
+ UVII TASK 2: e-Quiz |
| OCT 11 | UNIT VIII | The Role of Instructional Technologies in English Language Learning  
* CALL and Language Acquisition  
* The Digital Divide: Socio-Economics and Gender  
* Digital Tools for Language Development  
CLASS PROJECT  
* Class Project Presentation  
* Course Evaluation | + UVIII TASK 1: The Integration of Instructional Technologies to Facilitate English Language Learning  
+ Class Project Upload to D2L Site. |

This is the customary outline for the course. Dr. Picó reserves the right to change the schedule and evaluation criteria if/as the need arises.

All changes will be notified to the class before they take effect. The topics are many and the outline seems a bit hefty, so be careful not to fall behind.

**CONTACT THE INSTRUCTOR IF A PROBLEM ARISES OR YOU NEED HELP!**

Dr. Picó will answer messages or requests within a 24- to 48-hour period.  
Messages or requests received during the weekend will be answered on the next workday.