School of Leadership and Education Sciences
5998 Alcalá Park
San Diego, CA 92110
Spring 2017

COURSE:	EDUC 384/584 Methods of Teaching English Language and Academic Development
INSTRUCTOR:	Viviana Alexandrowicz
CLASS SCHEDULE:	Tuesdays 4:40-7:30
CLASSROOM:	MRH (SOLES) 127
OFFICE HOURS:	Monday 1-4, Wednesday 2-3 and by appointment
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Course description/goals:

This course intends to provide candidates with socio-cultural knowledge, pedagogical skills and dispositions to support **learners from diverse cultures and languages**. This course examines policy that has had an impact on English Language Learners (Ells). It also reviews the theoretical perspectives of second language (L^2) acquisition and programs for Ells.

Candidates learn how to create positive and welcoming learning environments where students′ languages and cultures are valued. Candidates explore assessment and instructional practices for the English Language Development (ELD) in oral, reading, writing and academic development. Candidates also apply theory into practice by using specially designed academic instruction (SDAIE)/ Sheltered Instruction. Most importantly, this class intends to support candidates in their journey to become sophisticated thinkers and agents of change in providing support to diverse students and their families.

•Field experience (Community Service Learning/CSL): For graduate students, it entitles assisting, assessing and planning instruction for your target English learner at the site where they are student teaching. This field experience provides candidates with the opportunity to gain practice in second language teaching and academic growth for Ells and to observe the process of second language acquisition, cultural adaptation, and academic growth.

•This course allows you to teach English language development (ELD) to English Learners IN ADDITION to your specific subject area(s). This course is required by the Commission on Teaching Credentialing to comply with the English Language Learners teaching authorization as mandated in the California Education Code. In California, teachers must hold an Ell authorization prior to providing ELD and/or core subject instructional services to any Ell. The pertinent statutes include: **EC Section 44001, EC Section 44830(a), EC Section 44831, and particularly EC Section 44253.1, which reads: . . .** ″*For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils' primary languages . . . The Commission is responsible for establishing the teacher authorization process by which teachers are certified as having specified knowledge, skills, and abilities for providing instruction to ELs.*″

Your 2042 California teaching credential requires specific skills and knowledge about methods for first and second language acquisition as well as being able to evaluate English learners′ English proficiency. In addition to authorizing you to teach Ells in the content areas, you will be authorized to teach English Language Development (ELD) as a separate subject and you may be asked to do so at any point in your professional career as a teacher.

•This course will model practices of *blended learning* where teacher candidates use technology-based instruction. In this mode learning can take place outside the classroom giving flexibility over the time and the pace of their learning.

•EDUC 384/584 builds upon and complements other methods courses in your program (e.g. EDUC 383/583, 385/585, 332/532, 334/534) where you built curriculum and designed lesson plans. In these classes you may have also created some adaptations for Ells but EDUC 384/584 provides you a more in-depth experience understanding and addressing the specific needs of the ELL population.

•EDUC 384/584 also builds upon knowledge and experiences gained in EDUC 558XB in that you need to address not only the needs of Ells from a pure linguistic perspective but also within a broader framework for literacy development.

•EDUC 384/584 CSL assignments differ from other tutoring experiences/case studies (e.g. EDUC 381/581, 383/583, 332/532). The goal in this CSL component is to apply theory and effective practices as discussed in class and class assignments when teaching and assessing your tutees/target student.

Course objectives/candidate outcomes

The State of California Teaching Performance Expectations (TPEs) are the bases for the objectives of this course as we need to comply with pertinent legislation for teacher preparation programs and the California Commission on Teacher Credentialing requirements.

- Explore how to create positive, nurturing learning environments for Ells (TPE's 2)
- Review theories and program models of second language acquisition (TPE's 4)
- Analyze pedagogical, cognitive and affective factors affecting second language/bi-literacy development (TPE's 3, 4)
- Use different assessment approaches for instructional planning that are appropriate for individuals from diverse cultural backgrounds, varying languages, and varied cognitive abilities (TPE's 5)
- Teach/write lesson plans to support the development of listening, speaking, reading and writing for English Language development for a variety of linguistic, academic, and cultural backgrounds. (TPE's 4)
- Recognize initial identification, transitioning and reclassification processes for Ells. (TPE's 4)
- Develop and/or adapt core subject instruction for Ells using research based methodology and pedagogical practices such as SDAIE. (TPE's 4)
- Explore meaningful ways to use technology for engagement and effective instruction for Ells (TPE 3, 4, 5)
- Examine theory and purposes of service learning for Ells in ELD and core content areas (TPE 2)
- Create, collaborate and support students in a context of multicultural classrooms. (TPE's 2)
- Identify sociocultural factors, effective family participation practices, resources and community assets to enhance the academic and linguistic success of Ells (TPE's 2, 6)
- Identify, in the US and in other countries, learning communities offering inclusion, nondiscriminatory and democratic practices that value all individuals regardless of linguistic and academic backgrounds. (TPE's 2)
- Recognize equal access issues affecting English language learners/minority students in the United States and in other countries (TPE's 2)
- Demonstrate knowledge of federal and state legislation that mandate and protect the educational rights of Ells (TPE 6)

This course addresses areas that you will have to cover in your final assessment of skill and knowledge attained in your credential program that helps measure your attainment of the TPEs (Teacher Performance Expectations).

Course requirements/assessments
Guidelines, instructions, formats and samples and rubrics are inside the corresponding Blackboard folder.

NOTE: The formats for the **different assignments are always changing**. Please follow the current formats. In the event that a student uses a format from past semesters, the assignment will not be accepted.

1. Individualized English Language Assessments in for your tutee/target student (ILEAP).
   You will assess an English language learner in listening, speaking, reading and writing using rubrics, formal and informal assessments to identify his/her linguistic needs.

2. English Language Development (ELD) lesson
   Develop an ELD lesson based on your focus student's levels of English proficiency and according to the student's assessment results. This lesson should be a model lesson and its implementation depends on each candidate's placement situation.

3. Demonstration of knowledge
   This learning activity/assessment will give you the opportunity to show your depth of knowledge on the course content covered up to this point. This activity has small group tasks. You will receive a study guide.

4. The required Embedded Signature Assessment for this course consists of (1) a written reflection about your field experience of your target student and (2) an oral presentation of the highlights of the experiences.

5. SDAIE lesson
   Developing a lesson with a focus on Changemaking that incorporates effective approaches for teaching content to Ell's.

6. Weekly assignments
   The weekly assignments consist of tasks related to articles, studies, videos, reflection about practice, activity planning, etc. WHEN RESPONSES ARE REQUIRED THEY MUST SHOW DEEP ORIGINAL CRITICAL THINKING AND CONNECTIONS TO OWN EXPERIENCES. These tasks and activities need to be uploaded on Blackboard on a WORD DOCUMENT weekly as assigned. The main purpose for these assignments is for you to be prepared to discuss in class and demonstrate deep thinking about the material. I will provide feedback on a rotating basis. If I have concerns about your preparation for class I will use your responses as an important point of data to get insight about the quality of your work.

7. Two online sessions on Blackboard- As part of the online sessions, students will participate in a) online discussions b) write individual assignments for the professor. The materials assigned for the online session dictate topics for the discussion threads.

8. **Graduate Students ONLY**
   Complete a teacher/school administrator interview about working with Ells. Questions will be provided.

8. Professionalism (See Appendix A for Professionalism rubric at the end of the syllabus):

- **Participation and attitude**- Students are expected to fully participate in class discussions and activities. During discussion and activities, students should exhibit respectful, honest dialogues, questions, original ideas and contributions about the course content and the relationship between class content and the practical applications in the classroom. A respectful attitude and paying attention is expected at all times, this includes NOT USING ELECTRONIC DEVICES for non -class related purposes such as visiting social media sites (e.g. Facebook, Tweeter, e-mail, completing assignments, etc.). **If an event like this occurs, the student will lose five points from his/her total points for each occurrence.** Meaningful class participation is KEY in this course because student participation is included in the professionalism rubric located at the end of the syllabus.

  Preparation, readiness and on time assignments- The readings and tasks are posted on Blackboard so it is ideal that students bring an electronic device to access the materials in class. When students are not able to bring an electronic device to class to access class materials, they need to bring hard copies of their responses or tasks to be able to share. Students are expected to do all the required readings and assignments before class. All assignments need to be uploaded on Blackboard by 4:40 P.M. on the due date. Late assignments are NOT permitted and the link to upload assignments in Blackboard is disabled once the class session begins.

Attendance- Students can be absent one class session and their final grade will not be affected. Student's final grade will go down one grade in the grading scale for each subsequent absence after the first one. Please use the one time absence for matters that are really important. Absences for critical issues after the first one are considered on individual basis. Absences for non-critical issues such as picking up a person at the airport, meeting with visitors from out of town, etc. are not considered critical and student's grade will go down. Please do not ask me if it is OK to be absent for these occasions.

Textbooks/readings/materials (required)
- Readings assigned in the weekly readings/assignment tab on Blackboard.

Optional resources (highly suggested)
- Resources found on Blackboard under the Course Resources tab.
- Claire, E. ESL Teacher's Activities Kit. (1998). Prentice Hall.
- 101 great strategies for English language learners at http://www.everydayell.com/products/101-great-teaching-tips
- Law, B. and Eckes, M. Third Edition. The More than Just Surviving Handbook. (2010). Portage and Main Press.

Important notes
- **This course outline is tentative and subject to change**. The outline can be modified at any time to meet the needs/ dynamics of the class. Any changes to the syllabus will be explained in class and modified on blackboard. Bring your printed syllabus or have access to it during class sessions.
- Quality assignments are expected the first time around.
- The letter "P" on graded assignments corresponds to "pending" meaning that the assignment does not meet the minimum acceptable requirements and/or quality. Also, it means that the student has the opportunity to update/improve the assignment to obtain a higher score. Students have the option to decline the offer to update/improve their assignments.
- When not able to attend a class session, students are responsible for obtaining the information covered during class and to check for changes to the syllabus. Please email your professor letting her know that you will be absent.
- More than two fifteen-minute late arrivals will count as **minus one half of attendance** of a class session. The same will happen if you leave during break or before the class ends.
- If you have any questions, concerns, or you are confused about anything including activities, assignments, etc., please let me know ASAP. I am here to help and I want every student to experience success!
- If *I say something in class and you do not understand* me, please let me know and I will be happy to repeat it or explain it in a different manner.
- It may take more than 24 hours for me to respond to your e-mails. For e-mails sent on Fridays or weekends, you might not get a response until Monday.
- It may take up to two weeks to grade and return the assignments due to high volume and length of the assignments.

Grading System

Assignments	Due	Grad Points	Undergrad Points
Weekly readings & assignments	Ongoing	54	54
*ILEAP Part 1 – Demographics	Sept 26	10	10
Online session #1 response to professor (No late submissions)	Oct 10	8	8
Online forum #1 (No late submissions)	Oct 10	6	6
*ILEAP Part 2 – Oral assessments & activity	Oct 17	14	14
* Teacher interview (graduate Assignment)	Oct 24	15	NA
ILEAP Part 3 – Reading assessments and activity	Oct 31	14	14
Online session #2 (No late submissions)	Nov 7	8	8
Online discussions #2 (No late submissions)	Nov 7	6	6
*ILEAP Part 4 – Writing Assessments	Nov 14	14	14
SDAIE lesson (In class)	Nov 14	6	6
*Demonstration of knowledge (In class)	Nov 28	12	12
*Final reflection (Embedded Signature Assignment)	Dec 12	15	15
Professionalism	Ongoing	18	33
Total points		200	200

Grading Scale

200-192 = A
191-183 = A-
182-174 = B+
173-165 = B
164-156 = B-
155-147 = C+
146-138 = C
137-129 = C-
128-120 = D+
119-111 = D
110-100 = D-
99-0   = F

* **These assignments must be submitted to pass this course.**

Graduate students assignments are slightly different from the assignments for the undergraduate students. Please refer to the appropriate assignment column on the table above.

Embedded Signature Assignment (ESA) - Each Multiple Subject and Single Subject credential course contains an ESA and are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching.

Summary of Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise.

If an issue of academic integrity arises, the instructor will complete an Academic Integrity Violation Preliminary Worksheet (see appendix C) and turn it into the Dean's office. The form will be completed and distributed to the student and the instructor. The Dean's Office will contact the student and ensure she or he has a copy of the USD Academic Integrity policy. If the instructor determines that a serious violation has occurred, or if the student or students affected wish to appeal the determination of infraction, a hearing committee will be activated by the Dean.

The hearing committee will include faculty and students from the School of Leadership and Education Sciences, as well as faculty from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred, it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred, the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction, or in the event of two dissenting votes on the committee, the student or students adversely affected by the decision may appeal to the Provost.

Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F."

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs; however, performance standards for the course will not be modified in considering specific accommodations.

This outline is subject to change. Please have access to syllabus every session for any possible updates

All assignments and related material are in Blackboard under "Weekly assignments and/or "Course assignments" tab

Session	Topics	Assignment See Blackboard	Notes
# 1 Sept 12	Blackboard/Syllabus Introductions Q: What do we know about Ells? Q: What is the California public school student demographic distribution according to ethnicity, level of English proficiency and students' home language? Q: What are the characteristics of English language learners (Ells)? Q: What does the field experience for this course entitle? (e.g. letter to cooperating teachers) EXTRA TIME: Q: How are Ells initially identified? Q: What is the reclassification process for Ells? Q: What are some Ells students' voices?		
# 2 Sept 19	Q: What linguistic and academic background information do we need to know about Ells to plan meaningful academic and linguistic instruction? Q: What are the principles of second language acquisition? Q: How can we define the different levels of English proficiency and what are their characteristics? Guidelines ILEAP Part 1 Context and demographics EXTRA TIME: Q: What are the myths about Ells?	**Due:** **Weekly** **Assignment #1**	

# 3 Sept 26	Q: What are the challenges that Ells face in the oral domain/strand in English language development? Q: What are some effective strategies and activities to improve and support oral development for Ells in ELD/ELA/English classes in response to the challenges? Q: What assessments can use for oral proficiency and ILEAP PART 2? Q: What do I need to know about the new ELD standards? Review guidelines for the teacher interview assignment for graduate students EXTRA TIME: Q: What is the CELDT and what are some samples of the testing tasks?	**DUE: ILEAP PART 1 Demographics and context** **Due: Weekly Assignment #2**	
# 5 Oct 3	Changemaking Forum by Ashoka	**Weekly Assignment #3**	
Oct 10	**ONLINE SESSION #1** Q: What does the research say about reading in L^2? Q: What are some effective strategies and activities to support reading development for Ells? Q: What are some programs and apps for reading?	**ONLINE session #1 assignment**	
# 6 Oct 17	Q: What are the most common stages of L^2 writing development in English their characteristics? Q: What are the challenges that Ells face in the writing domain/strand in English language development? Q: What assessments can I use for writing proficiency and the ILEAP assignment PART 3? Q: What are effective strategies and activities for writing development at the different levels of English proficiency? Q: How do technology-based resources support Ell's language and literacy development?	**DUE: ILEAP PART 2 oral assessments + activity to address needs**	
# 7 Oct 24	Q: What are some examples of ELD lessons? Q: What can we learn by critiquing ELD lessons? Q: How do we integrate ELD strategies in content instruction?	**DUE: Teacher/administrator interview (Graduate students)** **Due: Weekly Assignment #4**	

# 8 Oct 31	Q: What are language objectives? Q: How do I write language objectives? Q: What are Jim Cummins quadrants? Q: How do we effectively teach academic language to Ells and what are some of the techniques, strategies and activities? Q: How do we incorporate academic language instruction in SDAIE lessons? Review Bloom's and DOK	**DUE: ILEAP PART 3 Reading assessments + activity to address needs** **Due: Weekly Assignment #5**	
# 9 Nov 7	ONLINE #2 Q: What knowledge can we gain by watching videos about SDAIE lesson delivery? How do SDAIE and scaffolding support Ell's development of background knowledge and schema building to access linguistic and academic content? Q: What are the instructional scaffolds and how do they support students' linguistic and academic learning? Q: What are some examples of lessons providing linguistic and academic scaffolds for Ells?	**DUE: Online assignment #2**	
Nov 14	Q: How can we design effective SDAIE lessons for the different content areas? (Designing lessons in class) Q: How do we address our students' ELD needs within the context of SDAIE lessons Q: How do we modify and use the regular curriculum in a SDAIE lesson?	**DUE: ILEAP PART 4 Writing assessments + activity to address needs** **Due: Weekly Assignment #6**	
# 10 Nov 21	*Research week-No classes*		
# 11 Nov 28	Q: How can we distinguish lack of English language proficiency vs. learning disability? Q: What are issues of over- and under-representation of Ells in Special Education? Q: How can teachers provide support to ELLs who are also identified as Special Ed students and provide support to their families as well? Demonstration of knowledge in class	**DUE: ELD lesson draft**	

# 12 Dec 5	Q: How can we enable culturally and linguistically diverse families to participate in their child's education? Q: How do we work with para-professionals to support Ells in the regular classroom and in small group settings? Q: What are some effective practices to transmit valid and relevant information to parents and teachers about the benefits of bilingualism/multilingualism?	**Due:** **Assignment #7**	
#13 Dec 12	Culminating activities field experience	**DUE:** **Reflections on field experience**	

Appendix A
EDUC 384/584 Rubric for Professionalism

*Graduate # Undergraduate	Criteria
18 points* 33 points#	Completes main class assignments in their entirety and timely. Actively participates in class discussions and activities. Reads all required readings, completes all related assigned work and is prepared to discuss. Is respectful when colleagues (including professor) is talking and/or presenting and in general with comments and attitudes. Does not use electronic devices including visiting social media sites (e.g. Facebook, Tweeter, e-mail, etc.) in ways that are unrelated to what is happening in class.
10-17 points* 23-32 points#	Completes main class assignments in their entirety and timely most of the time. Participates in class discussions and assignments most of the time Reads all required readings and is prepared to discuss most of the time Is respectful when colleagues (including professor) is talking and/or presenting and in general comments and attitudes most of the time. Uses electronic devices once including visiting social media sites (e.g. Facebook, Tweeter, e-mail, etc.) in ways that are unrelated to what is happening in class.
4-9 points* 10-22 points#	Minimally participates in class discussions and assignments. Seldom or never completes main class assignments in their entirety and timely. Sometimes or seldom participates in class discussions and assignments. Sometimes or seldom reads all required readings and is prepared to discuss. Sometimes or seldom Is respectful when colleagues (including professor) is talking and/or presenting and in general comments and attitudes. Often times uses electronic devices including visiting social media sites (e.g. Facebook, Tweeter, e-mail, etc.) in ways that are unrelated to what is happening in class.
3 and less# 9 and less*	Never completes main class assignments in their entirety and timely. Never actively participates in class discussions and activities. Never reads all required readings, completes related assigned work all the time and is prepared to discuss. Never Is respectful when colleagues (including professor) is talking and/or presenting and in general comments and attitudes. There is excessive use of electronic devices including visiting social media sites (e.g. Facebook, Tweeter, e-mail, etc.) in ways that are unrelated to what is happening in class.

Learning responses to weekly assignments to promote critical/in depth thinking (when specific questions or other format are not provided by the professor)

Guiding Questions:
1. How do you connect to your own experience?
2. What main points are the authors trying to make?
3. How do the authors tie these points together in order to make an argument, to build a case for their point of view, or to tell a story? If the authors simply explore a theme or main idea, how would you summarize that theme or main idea?
4. What is most persuasive to you in the information offered to support the authors' main points, and why?
5. If the authors did not convince you of their point of view, why not?
6. What was most interesting and meaningful to you in the material covered?
7. What connections, parallels or contradictions do you see between this information and the information presented in other assignments, in other courses, and/or in other books you have read?
8. What reactions do you observe in yourself as you read these articles/chapters and explore these particular concepts?
9. What new (or old) questions does this material raise for you?
10. What experiences have you had that confirm the ideas presented?
11. What experiences have you had that might contradict the information presented?
12. How would the information and arguments presented change the way you think, act, hope, feel and/or relate to others?