



UNIVERSITY OF SAN DIEGO

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

LEARNING AND TEACHING DEPARTMENT FALL 2014

COURSE: EDUC EDUC 384/584 Methods of Teaching English Language and Academic Development
INSTRUCTORS: Viviana Alexandrowicz
CLASS SCHEDULE: Tuesday 4-6:50
CLASSROOM: MRH (SOLES) 127
OFFICE HOURS: Monday 1:00-4:00, Wednesday 2:00-3:00 and by appointment.
OFFICE: MRH (SOLES) #243 Phone #260-4121
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COURSE DESCRIPTION/GOALS

This course aims 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 (L²) 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 aims 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: The course includes 20 hours of community service learning (CSL) (undergraduates) or helping your focus English learner (graduate students). This field experience provides candidates with the opportunity to gain practice in second language teaching and to observe the process of second language acquisition and acculturation in the K-12 school context.

This course allows you to teach English language development (ELD) to English Learners IN ADDITION to your specific content area (single subject candidates) or in elementary schools (multiple subject candidates). Your 2042 teaching credential requires specific skills and knowledge about methods for first and second language acquisition as well as assessments to evaluate English learner's English proficiency. This course is a key required class that accredits you to obtain a teaching credential to teach ELLs. In addition to authorize 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.

*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 differs from other tutoring experiences/case studies (e.g. EDUC 381/581, 383/583, 332/532) in that you are applying theory and effective practices to specifically assess and teach tutees/focus student.

COURSE OBJECTIVES/CANDIDATE OUTCOMES

Course objectives are linked to specific State of California's Teaching Performance Expectations (primarily TPEs 7, 8 and 9) http://209.209.34.22/user_files/13/TPE.doc and are organized around three areas:

(Ideas in boldface indicate Internationalization of the curriculum components)

Academic Excellence & Critical Inquiry and Reflection (A)

- Explore how we create positive, nurturing learning environments for Ells (TPE's 1, 5, 6)
- Review theories and models of second language acquisition (TPE's 1, 1A, 1B, 5, 6, 7, 8, 9)
- Analyze pedagogical, cognitive and affective factors affecting second language/bi-literacy development (TPE's 1, 1A, 1B, 5, 6, 7, 8)
- Use different assessment approaches for instructional planning that are appropriate for individuals from diverse cultural backgrounds, varying languages, communication and cognitive abilities (TPE's 3, 8, 12)
- 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 5, 7, 8, 9, 12)
- Recognize transitioning and reclassification processes (CELDT) for Ells. (TPE's 2, 3, 7, 8, 9)
- Develop and adapt instruction using methodology research based pedagogy/practices such as PBL and SDAIE in adapting curricula for Ells. (TPE's 2, 3, 5, 6, 7, 8, 12).
- Identify effective practices/programs for Ells.
- Develop awareness of technology use for developing effective instruction and student engagement related to ELs (TPE's 5, 6, 7)

Community and Service (C)

- Examine theory and purposes of service learning in ESL (TPE 6, 7, 8, 9, 10, 13)
- Create, collaborate with and support communities in a context of multicultural classrooms. (TPE's 11, 13)
- Identify socio-cultural factors, family participation and community issues and resources to enhance the academic success of language minority students (TPE's 5, 7, 8)

Ethics Values and Diversity (E)

- Identify inclusive, unified caring and democratic learning communities that value all individuals regardless of background or ability in the US educational system and in comparison with other countries and/or internationally. (TPE's 11, 12)
- Recognize equal access issues affecting English language learners/minority students in the United and Internationally (TPE's 7, 11, 12)
- Demonstrate knowledge of federal and state legislation related to Ell's equal access to equity education (TPE 12)

This course addresses areas that you will have to cover in your edTPA Teaching Event that helps measure your attainment of the TPEs (Teacher Performance Expectations).

COURSE REQUIREMENTS/ASSESSMENTS

All the guidelines, instructions, forms, formats and samples inside the corresponding blackboard folders

****NOTE:** Every semester the formats for the different assignments change. Do not rely on formats from previous semesters... incorrect formats will not be accepted.

1. Individualized Literacy in English Assessments and brief Plan for your tutee/focus student (ILEAP)
2. English Language Development (ELD) lesson that addresses your tutee's needs and levels (as identified in the ILEAP assignment). This lesson should resemble a model lesson and its implementation will depend on each candidate's placement situation.
3. Midterm demonstration of knowledge
You will have an opportunity to show your knowledge on the basics issues up to this point. You need to know how to support a positive affective, linguistic and academic development of English language learners. You will be given a study guide so you don't have to guess the content of this assessment. In groups during class time, everyone is required to contribute equally to the completion of the assignment.
4. Final
You will have an opportunity to demonstrate the knowledge about the issues that are critical to support a positive affective, linguistic and academic development of English language learners acquired throughout the semester. You will be given a study guide so you don't have to guess what you will be asked to learn. The final is taken individually, in class and no notes allowed.
5. Community service learning (CSL) reflection that is the Signature Assessment for this course. This assignment includes orally sharing about your experience in class by addressing 1-2 questions that are due a week later for the written final reflection (if you miss class the week of sharing, you will lose 6 points)
6. **Graduate Students ONLY**
Completing a teacher and/or principal interview about common core and ELL's.
7. Professionalism (See Professionalism rubric at the end of the syllabus):
 - a) Participation- Students are expected to actively participate in classroom discussions and activities. Respectful, honest dialogues, questions, original ideas and contributions about the experiences with tutees/focus students and having an open mind are imperative to build a professional learning community. A respectful attitude is expected at all times, this includes not using 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. **After one warning five points will be deducted.** Contributing is KEY in this course and may make a difference between an "A" and "A-" or between an "A-" and a "B+" grade.
 - b) Preparation, readiness and on time assignments: Students are expected to do all readings and activities required for each session before the class session and to be able to make informed contributions to the group's learning. These are critical opportunities to demonstrate conceptual understanding and acquisition of skills (theory and practice). In many cases you will be required to provide examples to

demonstrate understanding at a deeper level. Any work due in relation to the readings for a session needs to be uploaded on Blackboard by 4:00 of the due date. **YOU ALSO NEED TO BRING A PAPER COPY OF THE WEEK'S COMPLETED READING ASSIGNMENT IF YOU DO NOT HAVE LAPTOP ACCESS.** Late assignments are NOT permitted after the session. Blackboard will not allow students to upload reading assignments for a particular session once the class session has started. In addition, all major class assignments must be completed during the allowed due dates and must be of quality.

c) Attendance: In order to pass this course with you CANNOT be absent more than three sessions. You may pass with a B or B- due to the points lost not only for absences but also for professionalism given all the assignments are turned/done on time and received high scores.

TEXTBOOKS/READINGS/MATERIALS (Required)

* Readings assigned in the weekly readings/assignment folders.

• English grammar resource such as the one found in:

http://www.edufind.com/english/grammar/grammar_topics.php OR

*Grammar textbook such as Azar, B. (2003) Fundamentals of English Grammar. New York: Longman.
Claire, E. ESL Teacher's Activities Kit. (1998). Prentice Hall.

OPTIONAL RESOURCES *(HIGHLY SUGGESTED)

*Internet resources found in the "Resources" tab on Blackboard

* Packet of resources for EDUC 384/584 available on Blackboard in the "readings" folder

It is also available at King Printing, 5401 Linda Vista Road, phone # (619) 297-6000.

*101 great strategies for English language learners at <http://www.everydayell.com/products/101-great-teaching-tips>

Law, B. and Eckes, M. (2010). Third Edition. The More than Just Surviving Handbook. Portage and Main Press.

Dr. A also has many resources/materials such as activities books in her office that you can check out. She will be happy to share them with you. Please remember to return them within a week so other students can use them.

IMPORTANT NOTES

- **This course outline is tentative and subject to many changes**, meaning we will probably need to modify plans 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 every session.
- If you are not familiar with Blackboard, let me know right away and I will pair you up with a student who can help you (See guidelines for blackboard technological requirements and troubleshooting at the end of this syllabus).
- If you are having technological problems with Blackboard (e.g. uploading), send your assignments by regular e-mail by the time it is due. Contact the ITS department at USD if you need additional help 610-260-7900.
- The letter "P" on graded assignments corresponds to "pending" meaning that you have the option to improve your paper to obtain a minimum acceptable number of points. Quality assignments are expected the first time around.

- More than one class absence will bring your final grade automatically to the next lower grade on the grading scale. You are responsible for finding out by calling one of your classmates about what was covered during that session or if anything in the syllabus was changed.
- More than two ten-minute late arrivals will count as one half of an attendance. The same will happen if you leave during break.
- Read the assignments' instructions carefully. If you have any questions, concerns, or you are confused about anything I say in class or ask you to do, don't hesitate to call me or visit me in my office as soon as you can. I will be happy to explain things if you have been in class paying attention, you have tried to get help from classmates and you still don't understand. Remember, I want you to succeed!
- 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 get a response until Monday.
- It may take the instructor two weeks to return reviewed and graded assignments due to the volume of students and reading. Please let your instructor if you do not see comments on Blackboard.

GRADING SYSTEM

Graduate Students	
Assignments	Points
Common Core Interview*	10
ILEAP *	25
Midterm demonstration of knowledge *	24
ELD lesson *	25
CSL Reflection (signature assignment) *	20
Weekly Readings & Assignments	20
Final demonstration of knowledge *	24
Professionalism & Attendance	62
Total points	200

Undergraduate Students	
Assignments	Points
<i>Common Core Interview</i>	<i>N/A</i>
ILEAP *	25
Midterm demonstration of knowledge *	24
ELD lesson *	25
CSL Reflection (signature assignment) *	20
Weekly Readings & Assignments	20
Final demonstration of knowledge *	24
Professionalism & Attendance	72
Total points	200

200 - 190 = A
189 - 180 = A-
179 - 170 = B+
169 - 160 = B
159 - 150 = B-
149 - 140 = C+
139 - 130 = C
129 - 120 = C-
119 - 110 = D+
109 - 100 = D
99 - 90 = D-
89 - 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 correct assignment table above.

Each Multiple Subject and Single Subject credential course contains an Embedded Signature Assignment (ESA). These ESAs 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.

COURSE TENTATIVE OUTLINE		
This outline is subject to change. Please bring to class to update if necessary		
Session	Topics	Check Blackboard under “Weekly readings” and “Course assignments” tabs
# 1 Jan 27	Introductions Preview of syllabus Q: What do we know about English language learners (Ells)? Q: Who is responsible for educating Ells? Q: How are Ells initially identified? Community Service Learning options (for non-MCC students)	
# 2 Feb 3	Q: What are the student demographics for Ells? Q: What are the main differences between ELD and SDAIE? Q: What do we need to know (background information to teach Ells)? Q: How do we get to know them individually and build rapport and relationships? Q: How can we understand their levels of language proficiency? Q: What assessments can we use for language proficiency? (Intro)	See Reading/ Assignment #1
# 3 Feb 10	Q: What factors impact ELL’s success in schooling in the US? Q: How do we assess students’ proficiency in the four domains? Q: What are some strategies and activities to develop L2? Q: What is the CELDT? Q: What do I need to know about the new ELD standards? Explanation ILEAP Assignment	See Reading/ Assignment #2
# 4 Feb 17	Q: How do we facilitate English Language Development (ELD)? Q: How can we support the development of oral language and literacy in English for Ells? Q: How do we incorporate ELD in the core subject areas?	DUE: Graduate assignment Common Core Interview See Reading/Assignment #3
# 5 Feb 24	Q: What are the challenges that Ells face in reading in L2? Q: What does the research say about reading in L2? Q: What are some effective strategies for ELD and reading in L2?	See Reading/Assignment #4
# 6 March 3	Q: What are some common stages of L2 writing development? Q: How can we help develop Ells with their writing? Q: What are activities for writing development at the different proficiency levels?	See Reading/Assignment #5

# 7 March 10	Q: What are the principles of Second Language Acquisition (SLA) Q: What kinds of programs are available to Ells? Q: What environment and opportunities you must create for L2 development? Explanation ELD assignment	DUE: ILEAP
# 8 March 17	Q: What are the differences and relationship between ELD and SDAIE? Q: What are Jim Cummins theories about teaching content to ELL's? Q: How do we help Ells develop academic language?	See Reading/Assignment #6
# 9 March 24	Q: Q: How does SDAIE and scaffolding supports ELL's development of new schema and understanding of content? Q: What are the instructional scaffolds and how they support students linguistic and academic learning? Q: What are some examples of scaffolded lessons?	Midterm
March 31	Q: What are the necessary components of a SDAIE lesson? Q: How do I use the regular curriculum in a SDAIE lesson? Q: What are some samples of SDAIE lessons	See Reading/ Assignment #7
# 12 April 7	Q: How can we design effective SDAIE lessons for the different content areas? Designing lessons in class	See Reading/ Assignment #8
#13 April 14	Q: Q: What is the main state and federal legislation that require schools to provide Ells equal access to the curriculum?	DUE: ELD Lesson
# 14 April 21	Q: How can we work with culturally diverse families? Q: How do we work with para-professionals to support Ells?	See Reading/Assignment #9
# 15 April 28	Final Demo of Knowledge Q: How are teachers implementing the common core standards and how the standards support Ell's learning?	DUE: Study for the final
May 5	Sharing main highlights of tutoring/teaching focus ELL Q: How schools and families can promote bi-literacy and bi-culturalism? LAST SESSION AT USD	
May 11	NO CLASS	DUE: Final Date for the CSL reflection

EDUC 384/584 Rubric for Professionalism

Grade # Undergraduate *Graduate	Criteria
69 points# 63 points*	<p>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.</p>
59-68 points# 53-62 points*	<p>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. 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.</p>
49-58 points# 43-52points*	<p>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.</p>
48 and less# 42 and less*	<p>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.</p>

Blackboard Technological requirements and troubleshooting

<p>Course access and navigation</p>	<p>All course-related information is posted on the Blackboard e-learning platform and can be accessed through the USD student portal. http://ole.sandiego.edu</p>
<p>Recommended Browser</p>	<ul style="list-style-type: none"> • Firefox is the recommended browser for use with Blackboard on both the Mac and Windows. The Final Release Channel version of Firefox is listed as certified or compatible with Blackboard. • Safari (Mac), Internet Explorer (Windows), and Chrome (Mac/Windows) are also supported browsers. • Blackboard lists the most current browser compatibility information on its site, here. (www.blackboard.com) • If you're having browser issues or your browser is locking up, try clearing your browser's cache. Instructions for clearing your cache on the most common browsers are found here. (http://www.wikihow.com/Clear-Your-Browser%27s-Cache) • If components of your course are missing or broken, check to see whether your system is running the most current version of Java. (http://www.java.com/en/) • Windows Users: Test your version of Java here: http://www.java.com/en/download/testjava.jsp Mac Users: Click: Apple -> Software Update • You can download the latest version of Java here (http://www.java.com/en/).
<p>Plugins</p>	<ul style="list-style-type: none"> • The Adobe Reader Plugin is required for some content in this course. Users may need to download and install the most current version of Adobe Reader, which includes the plugin. Visit Adobe's website (http://www.adobe.com/products/reader.html) to download the most current version for your system. • Some Mac users may experience further issues when using Safari or Firefox. The best-known solution is a free plugin download called Schubert it PDF Browser Plugin (http://www.schubert-it.com/pluginpdf/). • Please clear your browser's cache and restart your browser after installing the plug-in. • Firefox: Firefox menu > Preferences > Advanced > Network > Offline Storage > Clear Now • Safari: Safari menu > Empty Cache • The QuickTime Plugin is required for some content in this course. Windows users may need to download and install the QuickTime Plugin. • To install the QuickTime Plugin in Firefox, follow Mozilla's instructions (http://support.mozilla.org/en-US/kb/quicktime-plugin-play-audio-and-video?redirectlocale=enUS&redirectslug=Using+the+QuickTime+plugin+with+Firefox). • To Install QuickTime in other browsers or update QuickTime in Windows, visit Apple's QuickTime download page (http://www.apple.com/quicktime/download/).

Technical
Support

ITS Help Desk
(619 260-7900
help@sandiego.edu