



Semester: Spring 2020
Course: EDTE 512 3 Units
Course Title: Methods for Teaching English Learners

Days/Times:
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Conceptual Framework

SCHOOL OF LEADERSHIP AND EDUCATION SCIENCE (SOLES) MISSION & VISION STATEMENT

Mission

The mission of SOLES is to engage with students and our communities to continuously learn through inquiry and practice that supports social justice and effects meaningful change in our diverse society.

Vision

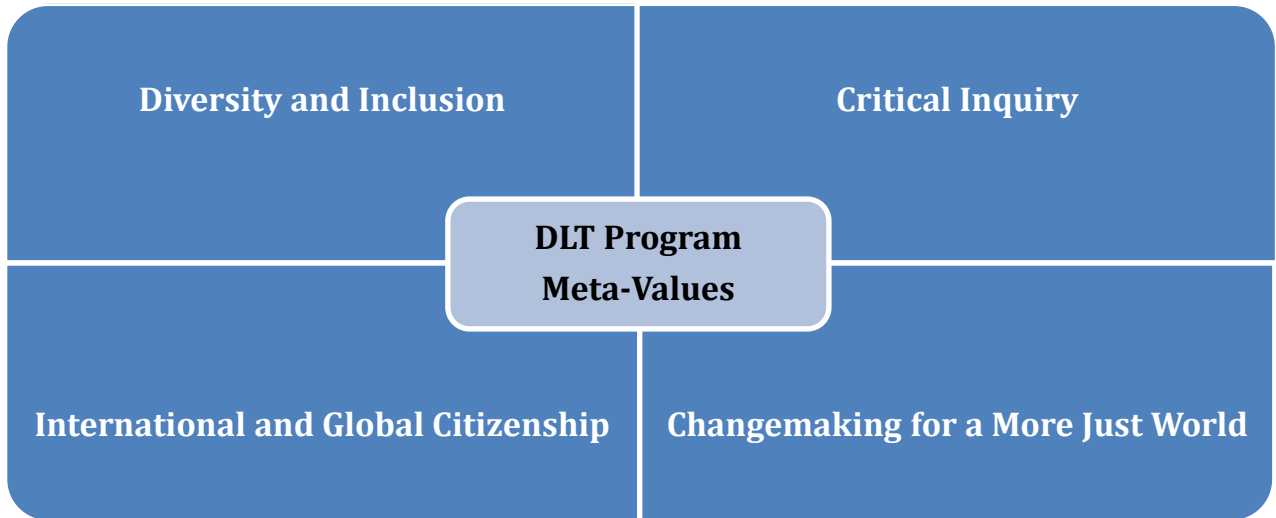
We shape the future by providing inclusive education as the foundation of social justice and the means to enhance human dignity and improve the quality of life.

Core Values

We base our courses of study and our worldview in several key values embraced by program leadership, faculty, staff and students.

- Multiculturalism and social justice
- Excellence in teaching
- Care for the whole person
- Community engagement
- Excellence in scholarship

Department of Learning and Teaching Meta-Values



We see education as a lever for social justice expressed in our commitment to:

1. Diversity & Inclusion: *By the end of the program, students will:*

- Be able to identify and navigate sources of power/resistance, decision making and resources
- Challenge all forms of discriminating race, class, gender, sexual orientations, language, religion, disability, in our local, national, and global and in working as change agents to undermine oppression
 - Skilled at being aware of own biases
 - Forms of capital (funds of knowledge/identity)
 - Examining deficit models and reframing/transforming
 - Understanding historical experience, knowledge and struggles of education system
 - Cultural competencies / proficiency model
 - Continuous reflection about practice, society, and institutional systems
 - Self-efficacy and self-advocacy
 - Ability that you can teach all and all learners can learn
 - This reflects your own teaching and students' knowing
- Access and equity as our overarching goal
- Using UDL to support all learners

2. Changemaking for a more just world: *By the end of the program, students will:*

- Be empathetic and relevant
- Transform themselves, students/classrooms and environment
- Make a difference - innovate, lead, take action
- Problem-solve
- Build and utilize relationships, teamwork, collaborate

3. **Critical Inquiry:** *By the end of the program all students will:*

- Understand positionality, privilege, power, and educational systems within social/political/eco contexts
- Examine and analyze their biases and beliefs towards the shaping of their instructional practice
 - Critically and theoretically analyze schools of thought, research theories and practices relating to education
- Apply critical inquiry to evidence based pedagogical practices
- Use action research as a tool to create:
 - Equitable, accessible, inclusive learning environments

4. **Internationalization & Global Citizenship:** *By the end of the program all students will:*

- Participate in an international course or cross-cultural experience
- Understand linguistic and culturally diverse populations, their assets, their areas of need
- Engage with local populations
- Personal understanding of their global role and implement learning experience in practice

Course Description

This course intends to provide candidates with knowledge and skills so they can provide a supportive learning environment for students' second language acquisition by using research based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

The course helps candidates develop socio-cultural knowledge, pedagogical skills and dispositions to support **linguistically and culturally diverse learners (LCDLs) or formerly English learners (ELs)**. This course examines policy that has had an impact on LCDLs and reviews the theoretical perspectives of second language (L^2) acquisition and programs for these student population. Candidates learn how to informally assess LCDLs in oral, reading and design instruction that is linguistically appropriate and address the needs of individual students.

Course Objectives

I. Diversity & Inclusion

<i>Course Objectives/Student Learning Outcomes</i>	<i>Evidence: Assignments/Activities</i>
<p>1. Candidates will be able to: Assess and identify focus student' proficiency, assets and areas of need in oral, reading writing, and academic language using informal assessments and rubrics (GenEd TPE 4.1, 5.1; SpEd 5.4; InTASC III.6; NBTPS 1)</p>	<p>Assignment: Individualized English Language Proficiency Assessments</p> <p>Candidate will be assessed by: Rubric</p>
<p>2. Candidates will be able to: Obtain and apply knowledge of their focus EL such as prior experiences and schooling, social and academic emotional learning needs to engage them in learning (GenEd TPE 1.1, 3.2,5; InTASC I.2,3; NBTPS 1)</p>	<p>Assignment: 1)ELD lesson plan 2)SDAIE/UDL/Changemaking lesson plan 3) Bi- Weekly reflection on practice with Els</p> <p>Candidate will be assessed by: 1) Rubric 2) Rubric 3) Written reflection</p>
<p>3. Candidates will be able to: Design instruction that addresses ELs language development needs (GenEd 1.3,6, 4.7; SpeEd; NBTPS 1,2)</p>	<p>Assignment: ELD lesson plan</p> <p>Candidate will be assessed by: Rubric</p>
<p>4. Candidates will be able to: Design instruction that addresses EL 's academic needs (GenEd 1.3,4,5,6, 4.7; InTASC II.4,5; InTASC III.6,8; NBTPS 1,2)</p>	<p>Assignment: SDAIE/UDL/Changemaking lesson plan</p> <p>Candidate will be assessed by: Rubric</p>
<p>5. Candidates will be able to distinguish between language development and disability issues for Els (SpEd 1.4,5.4)</p>	<p>Assignment: of the in-class group analysis of CEP manual</p> <p>Candidate will be assessed by: Summary</p>

II. Changemaking for a more just world

<i>Course Objectives/Student Learning Outcomes</i>	<i>Assignments/Activities</i>
<p>1. Candidates will be able to: Plan instruction for the development of empathy, collaboration, critical thinking and leadership for Els and all students integrated in the subject areas (GenEd 1.3,5,6, 4.7; InTASC I.2,3; NBTPS 1)</p>	<p>Assignment: SDAIE/UDL/Changemaking lesson plan</p> <p>Candidate will be assessed by: Rubric</p>
<p>2. Candidates will be able to: Use the design thinking human centered process to identify one Els' need and for taking action (GenEd 1.1, 4.7.; InTASC III.8)</p>	<p>Assignment: Identification of need and action plan for El(s)</p> <p>Candidate will be assessed by: Diagram and description</p>
<p>3. Candidates will be able to: Identify specific strategies for supporting the development of</p>	<p>Reading: to Educating with a purpose Book</p>

<i>Changemaker youth in schools (GenEd 1.5; NBTPS 2</i>	<i>Candidate will be assessed by: Written Response</i>

III. Critical Inquiry: (Note: This category may be your longest as it will probably encompass the majority of your course objectives)

Course Objectives/Student Learning Outcomes	Assignments/Activities
1. <i>Candidates will be able to critically think and reflect about learning, teaching and equitable environments for Els (GenEd 1.5, 6.1; InTASC IV.9; NBTPS 3,4)</i>	<i>Assignments:</i> 1) <i>ILEAP Assessment of El</i> 2) <i>Bi-weekly reflection</i> 3) <i>Final reflection</i> 4) <i>Reading responses</i> 5) <i>Analysis of CEP manual and summary</i>
2. <i>Candidates will be able to: Promote students critical thinking in a second language (GenEd 1.5; InTASC II.5; NBPTS 2)</i>	<i>Assignment: SDAIE/UDL/Changemaking lesson plan</i> <i>Candidate will be assessed by: Rubric</i>

IV. Internationalization & Global Citizenship

Course Objectives/Student Learning Outcomes	Assignments/Activities
<i>Candidates will be able to: Identify differences and similarities on approaches to Changemaking and inclusion in the US and Spain</i>	<i>Assignment: Reading article</i> <i>Candidate will be assessed by: Written response</i>
<i>Candidates will be able to: Become familiar with their focus EL language and culture and use it for positive interactions and targeted effective lesson planning (GenEd 1.4; InTASC I.2,3)</i>	<i>Assignment:</i> 1) <i>Individualized English Language Proficiency Assessments for the focus EL (in listening, speaking, reading and writing)</i> 2) <i>Student background information sheet for the focus El</i> 3) <i>Bi-weekly reflection</i> 4) <i>ELD lesson</i> 5) <i>SDAIE/UDL/Changemaking lesson plan</i>

Course TPEs and Evidence

Full List of Teaching Performance Expectations	Evidence
GenEd TPE 1.1 Apply knowledge of students, including their prior experience, interests, and social emotional learning needs, as well as funds of knowledge and cultural language to engage them in learning (I, P, A)	1) <i>Individualized English Language Proficiency Assessments for the focus EL (in listening, speaking, reading and writing)</i> 2) <i>Student background information sheet for the focus El</i>

<p>GenEd TPE 1.3 Connect subject matter to real life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning (I, P)</p>	<p><i>1)In class group analysis of San Diego Unified School District's Comprehensive Evaluation Process for Els</i></p>
<p>GenEd TPE 1.4 Use a variety of developmentally and ability appropriate strategies and resources including the principles of Universal Design for Learning (UDL) and multi- tiered levels of support to access the curriculum. (I, P, A)</p>	<p><i>1)SDAIE/UDL/Changemaking lesson plan</i></p>
<p>GenEd TPE 1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection (I, P, A)</p>	<p><i>1) Bi-weekly reflection 2)SDAIE/UDL/Changemaking lesson plan</i></p>
<p>GenEd TPE 1.6 Provide a supportive, positive, and nurturing learning environment for students' second language acquisition by using research based instructional approaches, including focused English Language Development (ELD) and Specially design academic instructional in English, and scaffolding across content areas. (I, P, A)</p>	<p><i>1)ELD lesson 2)SDAIE/UDL/Changemaking lesson plan 3)Final reflection paper</i></p>
<p>GenEd TPE 2.2 Create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives and are culturally responsive (I, P, A)</p>	<p><i>1)ELD lesson plan 2)SDAIE/UDL/Changemaking lesson plan 3)Bi- Weekly reflection on practice with Els</i></p>
<p>GenEd TPE 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom (I, P)</p>	<p><i>1)Bi- Weekly reflection on practice with Els</i></p>
<p>GenEd TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards curriculum frameworks (I)</p>	<p><i>1) SDAIE/UDL/Changemaking lesson plan</i></p>
<p>GenEd 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make</p>	<p><i>1) SDAIE/UDL/Changemaking lesson plan</i></p>

<p>accommodations and/or modifications as needed to promote student access to the curriculum (I, P)</p>	<p><i>3)SDAIE/UDL/Changemaking lesson plan</i></p>
<p>GenEd 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language with learning activities to promote the subject matter of all students, including the full range of English learners, standard English learners, students with disabilities, and students with learning needs in the least restrictive environment (I, P, A)</p>	<p><i>1)SDAIE/UDL/Changemaking lesson plan</i> <i>2))Bi- Weekly reflection on practice with Els</i></p>
<p>GenEd 4.1 Locate and apply information about students' current academic status, content and standards related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes (I, P)</p>	<p><i>1)Individualized English Language Proficiency Assessments for the focus EL (in listening, speaking, reading and writing)</i> <i>2)Student background information sheet for the focus El</i></p>
<p>GenEd 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning (I, P, A)</p>	<p><i>1)ELD lesson plan</i> <i>2)SDAIE/UDL/Changemaking lesson plan</i> <i>3)Bi- Weekly reflection on practice with Els</i></p>
<p>GenEd TPE 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g. diagnostic, informal, formal, progress monitoring, formative, summative, and performance) to design and administer classroom assessments, include use of scoring rubrics (I, P, A)</p>	<p><i>1)Individualized English Language Proficiency Assessments for the focus EL (in listening, speaking, reading and writing)</i> <i>2)Student background information sheet for the focus El</i> <i>3) Bi- Weekly reflection on practice with Els</i> <i>4) ELD lesson plan</i></p>
<p>GenED 6.1 Reflect on their own teaching practice and level subject matter and pedagogical knowledge and implement instruction that can improve student learning (I, P, A)</p>	<p><i>1)Bi- Weekly reflection on practice with Els</i> <i>2) Final reflection paper</i></p>
<p>SpeEd TPE 1.4 Demonstrate an understanding of the differences among whose only instructional need is to acquire Standard English proficiency students who may have an identified disability affecting their ability to acquire standard English proficiency, and students who may need both, to acquire English proficiency and an identified disability. (I)</p>	<p><i>1)In class group analysis of San Diego Unified School District's Comprehensive Evaluation Process for Els</i> <i>2) Reading assignment and discussion on difference between language development and disability</i></p>
<p>SpedEd TPE 5.4. Demonstrate knowledge of requirements for appropriate assessment and</p>	

<p>identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.</p>	<p><i>1) In class group analysis of San Diego Unified School District's Comprehensive Evaluation Process for Els</i> <i>2) Reading assignment and discussion on difference between language development and disability</i></p>
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Dispositions

In accordance with state and national standards, students in the Department of Learning and Teaching at the University of San Diego, are assessed on knowledge, performance, and professional dispositions. Faculty in the Department of Learning and Teaching fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed professional dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program at USD. The Department of Learning and Teaching has adopted a process for ensuring that all students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession.

Qualities Important to Future Teachers and Educational Professionals

- A. Personal qualities important to the teaching/education profession
- B. Qualities important to collaboration
- C. Commitment to professional growth
- D. Commitment to diversity and social justice
- E. Commitment to ethical practices

Textbooks

Hall, M. & Austin, T. (2014). Content based second language teaching and learning: An interactive Approach. Pearson: New York.

Ferlazzo, L. & Hull, K. The ELL Teacher's toolbox: Hundreds of practical ideas to support your students. Jossey and Bass.

Readings/Videos

Breiset, L. Academic Language and Ells: What Teachers Need to know
<http://www.colorincolorado.org/article/academic-language-and-ells-what-teachers-need-know>

Vangelova, L. (2015). How spelling keeps kids from Learning
<http://www.theatlantic.com/education/archive/2015/02/how-the-english-language-is-holding-kids-back/385291/>

Some myths regarding Ells and special education (extra brief about myths)
<http://www.colorincolorado.org/article/some-myths-regarding-ells-and-special-education>

Course Requirements/Assignments/Grading

- 1) **Individualized English Language Proficiency Assessments for the focus English Learner** Candidates identify their focus EL's level of proficiency, strengths and areas of need in listening, speaking, reading, writing, academic language and social emotional areas using rubrics and informal assessments. Assessment may include using pictures and visuals, conducting interviews, informally talking with their focus student, observing interactions and participation in the classroom, assessing phonemic awareness and reading comprehension questions for ELD and academic depending on level of proficiency. The candidate reviews cumulative files if possible, and gets information from cooperating teacher and colleagues.
 - 2) **Focus student background information on the focus** Candidates gather information on their focus student's aspects of culture, language, literacy, family background, living situation, conditions for immigration, individual interest, support at home, assets and needs among other areas. This assignment is a dynamic document that needs to be completed at the end of the course along with the final reflection.
 - 3) **English Language Development (ELD) lesson** Candidates develop an ELD lesson based on the focus student's levels of English proficiency, assets and needs and according to the ILEAP assignment results. The lesson should be and culturally responsive, include research based instructional approaches to ELD and promote a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. This lesson should be a model ideal lesson and the possibility of implementation depends on each candidate's placement situation.
 - 4) **SDAIE/UDL/Changemaking lesson** Candidates develop a lesson with a focus on Changemaking that incorporates effective approaches for teaching content to ELL's using research-based strategies to take action for the greater good. The lesson includes elements of Specially Designed Academic Instruction in English (SDAIE), Universal Design for Learning (UDL), and of Changemaking.
 - 5) **By-weekly reflection** candidates write about how they are providing a supportive learning environment for students' second language acquisition by using research based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and for structured English immersion.
- 1) **The required Embedded Signature Assessment**
The two parts for this assignment are (1) a written reflection about the candidate's field experience and attainment of the main TPEs for the course, and (2) participate in group discussion of the highlights of the experiences.
 - 2) **Identification of need and action plan for EI(s)**
Candidates will use a Design thinking model to identify what "hurts her/his heart" about an issue related to their EL or ELS in the classroom or school and develop a plan for action to improve the situation.

3) **Weekly assignments**

The weekly assignments consist of tasks such as taking notes, writing responses and creating graphic organizers about articles, studies, and videos about practice, activity planning, etc. **WHEN WRITTEN RESPONSES ARE REQUIRED THEY MUST SHOW DEEP ORIGINAL CRITICAL THINKING AND CONNECTIONS TO OWN EXPERIENCES.** The main purpose for these assignments is being prepared for discussion and for building background knowledge on the sessions' topics.

Class Schedule

Session/Date	Topics	Assignments/Activities
1	Blackboard/Syllabus/field experience Q: Introductions Q: What do we know about ELLs? Q: what are some key demographics? Q: What linguistic and academic background information do we need to know about ELLs so we serve the “whole child”? Examine the letter for cooperating teachers Extra time: Q: What are the myths about ELLs?	
2	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? Q: What are some activities for varied proficiency levels? •Review Guidelines ILEAP Part 1 Context and demographics	Assignment: weekly reading responses #1
3	Q: What are the challenges that ELLs face in the oral domain/strand in English language development?	Assignment: weekly reading responses #2

	<p>Q: What assessments can we use with Ells for oral proficiency and for the ILEAP PART 2?</p> <ul style="list-style-type: none"> • Review Guidelines for ILEAP PART 2 <p>Q: What are some effective strategies and activities to improve and support oral development for Ells in ELD/ELA/English classes?</p> <p>Q: How can we create welcoming environments and a community of learners?</p>	
4	<p>Q: What does the research say about reading in L2?</p> <p>Q: What are some effective strategies and activities to support reading development for Ells?</p> <p>Q: What are some programs for reading?</p> <ul style="list-style-type: none"> • How can we use cognates to facilitate learning? <p>Q: What assessments can we use with Ells for reading proficiency and for the ILEAP PART 3?</p> <ul style="list-style-type: none"> • Review Guidelines ILEAP PART 3 	<p><i>Assignment: weekly reading responses #3</i></p>
5	<p>What are the most common stages of L2 writing development in English??</p> <p>Q: What are the challenges that Ells face in the writing domain/strand in English language development?</p> <p>Q: What assessments can I use with Ells for writing proficiency and for the ILEAP assignment PART 4?</p> <p>Q: What are effective strategies and activities for writing development at the different levels of English proficiency?</p>	<p><i>Focus student background information on the focus (ILEAP 1).</i></p> <p><i>Individualized English Language Proficiency Assessments for the focus English Learner : Oral Proficiency (ILEAP2).</i></p> <p><i>Assignment: weekly reading responses #4</i></p>

6	<p>Q: What are the ELPAC assessments?</p> <p>Q: What are some examples of ELD lessons?</p> <p>Q: What can we learn by critiquing ELD lessons?</p> <p>Q: How do we integrate ELD strategies in content instruction?</p> <p>Q: Review activities for ELD</p> <p>Begin planning the ELD lesson for the focus Ell-</p>	<p><i>Assignment: weekly reading responses #5</i></p>
7	<p>Q: What are some historical perspectives and policy on the education of English learners and bilingual students</p> <p>Q: What are some effective practices to transmit valid and relevant information to parents and teachers about the benefits of bilingualism/multilingualism?</p> <p>Q: What is Bilingual education</p> <p>Q: What are Jim Cummins' CUP and SUP?</p>	<p><i>Individualized English Language Proficiency Assessments for the focus English Learner : Oral Proficiency: writing proficiency (ILEAP 3)</i></p> <p><i>Assignment: weekly reading responses #6</i></p>
8	<p>Q: What does Changemaking education look in the global context to address the needs of all students?</p> <p>Q: Review the principles of Changemaking</p> <p>Q: How does Changemaking philosophy and principles impact Ells?</p> <p>Q: Understanding socio emotional learning and Ells, developing empathy, and exploring teachers' self-awareness</p> <p>Q: How is Changemaking integrated into instruction to engage Ells, connect to real life contexts, promote</p>	<p><i>Assignment: weekly reading responses #7</i></p>

	problem solving, collaboration, leadership and empathy?	
9	<p>•Q: What are some activities for developing academic language with Ells</p> <p>Q: How can language objectives can be incorporated along with content objectives?)</p> <p>Q: How do we address our students' ELD needs within the context of the general common core standards?</p> <p>Q: What are the ELD standards?</p>	<p><i>Individualized English Language Proficiency Assessments for the focus English Learner : Oral Proficiency: Reading proficiency (ILEAP 4).</i></p> <p><i>Assignment: weekly reading responses #8</i></p>
10 Online	<p>Q: What is scaffolding?</p> <p>Q: What are the instructional scaffolds and how do they support students' linguistic and academic learning?</p> <p>Q: What are some examples of lessons providing linguistic and academic scaffolds for Ells?</p> <p>Q: What knowledge can we gain by watching videos about SDAIE lesson delivery?</p>	<p><i>English Language Development (ELD) lesson</i></p> <p><i>Online assignment</i></p>
11	<p>Q: How do SDAIE and scaffolding support Ell's development of background knowledge and schema building to access linguistic and academic content?</p> <p>Q: How does UDL addresses Ell's needs?</p> <p>Q: What are Cummins' quadrants for task difficulty?</p> <p>Activity: Presentation of Needs and Action Plan</p>	<p><i>Identification of Need and Action Plan for ELL(s)</i></p>

12	<p>Q: How do we modify and use the regular curriculum in a SDAIE lesson with a Changemaking focus? Developing SDAIE/UDL lessons in class and presentations</p>	<i>SDAIE/UDL/Changemaking lesson</i>
13	<p>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? Activity: In class group analysis of San Diego Unified School District's Comprehensive Evaluation Process for Els</p>	<p>Weekly Assignment Readings:</p> <ol style="list-style-type: none"> 1) Addressing Ells' language learning and special education needs http://www.colorincolorado.org/article/addressing-ells%E2%80%99-language-learning-and-special-education-needs-questions-and-considerations 2) Some myths regarding Ells and special education (extra brief about mths) http://www.colorincolorado.org/article/some-myths-regarding-ells-and-special-education 3) Reasons for misidentification of Special needs among Ells (brief article) http://www.colorincolorado.org/article/reasons-misidentification-special-needs-among-ells
14	<p>Course review Sharing the final reflection</p>	

Bibliography

Books, guides and reports:

Herrera, S. & Murry, K. (2016). *Mastering ESL/EFL methods: Differentiated instruction for culturally and linguistically (CLD) students*. Pearson: New York.

Artiles, A. & Ortiz, A. (2002). *English language learners with special education needs: Identification, assessment, and instruction*. Washington DC: Center for Applied Linguistics.

California State Department of Education. (2019). *California practitioners' guide for educating English learners with disabilities*. Sacramento: CDE.

Staher Fenner, D. & Cail Snyder, S. (2017). *Unlocking English Learners' potential*. Thousand Oaks, CA: Corwin

StartEmpathy. (2016). *Changemakers: Educating with purpose*. Ashoka: Arlington, Virginia.

Articles:

Robertson, K. & Ford, K. *Language acquisition: An overview*

<http://www.colorincolorado.org/article/language-acquisition-overview>

Moses Guccione, L. Oral language development and Ells: 5 challenges and solutions

<http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions>

Staher Fenner, D. Writing with the common core: Considerations for Ells

<http://www.colorincolorado.org/blog/writing-common-core-considerations-ells-part-1>

What does research tell us about teaching reading to English language learners?

www.reading.rockets.org

Addressing Ells' language learning and special education needs

<http://www.colorincolorado.org/article/addressing-ells%E2%80%99-language-learning-and-special-education-needs-questions-and-considerations>

Specialty Designed Academic Instruction: More than just good instruction

August, D. & Staehr Fenner, S. (2014). Scaffolding instruction for Ells: A Resource Guide for English language arts. Washington: American Institute for Research.

Important Resources

Academic Writing Support

For academic writing support, please use the following link for online writing support and on-site in-person tutoring specialized to meet your individual academic writing needs - sandiego.edu/soles/current/writing-center.php

Academic Research Support

For academic research/library support, please contact our SOLES librarian, Vanjuri “V” Dozier at (619) 260-4695 or vdozier@sandiego.edu

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 needing accommodations can 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, while performance standards for the course will not be modified in considering specific accommodations.

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.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

SOLES Online Course Evaluation

Student evaluations in SOLES are collected via an online system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism

The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

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, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a 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. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member 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 to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.