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## **C&T 331: Instructional Approaches for English Speakers of Other Languages (ESOL) in the Middle/Secondary Classroom (3.0 credits)**

**Spring 2016**

<b>Course Meeting Day/Time:</b>	Mondays and Wednesdays 11:00-12:15 pm, rm. 142 JRP
<b>Instructor of Record:</b>	<b>M'Balia Thomas, Ph.D. (Dr. Thomas)</b> Curriculum & Teaching, TESOL Office hours: by appointment Office location: 308 JRP Email: mbthomas@ku.edu
<b>Graduate Teaching Assistant:</b>	<b>Ms. Behnaz Darban (Ms. Darban)</b> Curriculum & Teaching, TESOL Email: behnaz.darban@ku.edu

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### **Course Description and Objectives**

#### **OVERVIEW**

*Instructional Approaches for ESOL Learners in the Middle/Secondary Classroom* is designed to provide pre-service Middle / Secondary students with an introduction to Content-Based and Sheltered English Immersion as providing the basic theoretical and practice approach to teaching English in U.S. classrooms to speakers of other languages (also known as English Language Learners or ELLs, ELs and Emergent Bilinguals).

An additional focus of this course is on the introduction to and development of skills related to the implementation of strategies, techniques, activities (methods) of teaching English. A key focus in this course is the development of lesson plans that are authentic and culturally inclusive and that employ appropriate teaching strategies that reflect the National content standards and English Language Proficiency Standards for K-12 U.S. education.

By the end of this course, students will be able to:

- Discuss and argue the role of language and knowledge of language (structure and use) in teaching English language learners (emergent bilinguals)
- Provide background on key laws and legislative actions that feature prominently in English language education in the US
- Identify and utilize key approaches and techniques to teaching ESOL (based on national and state standards and frameworks) and the theories that undergird these approaches
- Develop unit/lesson plans based on sheltered immersion approaches (particularly SIOP and SDAIE Models) that promote successful language learning among English language learners in K-12 classrooms.

## **FORMAT OF THE COURSE**

This course is taught face-to-face in JRP room 201. However, assignments, quizzes and major tasks recorded, updated, uploaded through the course Blackboard site. Details and due dates for assignments will be posted on Blackboard. Therefore, you should get into the habit of checking Blackboard for this course on a regular basis.

## **REQUIRED TEXT**

The required textbook for this course is **Díaz-Rico, Lynne (2012). A course for teaching English learners. (2nd Ed). New York, NY: Pearson.** The book is available in the bookstore, although you may be able to find a cheaper version through the internet. If you go this route, make sure you purchase the 2nd Edition.

## **OFFICE HOURS**

Dr. Thomas is happy to meet with you upon your request. Her office hours for Spring Semester will be held on Mondays and Wednesday by appointment (she is available other days by request). Do email Dr. Thomas at least 3-5 days in advance to request a meeting as her schedule fills up rather quickly!

## **Standards, Conceptual Framework and Policies**

Pre-service teachers in this course will experience and implement a variety of approaches to supporting English Speakers of Other Languages (ESOL) and teaching as grounded in content-based, content-enriched, and SDAIE bilingual education. These strategies and methods will complement content area/professional organization standards as organizing principles for utilizing effective instructional strategies. Pre-service teachers will develop skills in research-based curriculum development tasks as they create language learning opportunities. This required course, as approved by School of Education faculty, meets one or more of the standards for accreditation (NCATE) and program approval (KSDE) as stated below.

### **ALIGNMENT WITH KSDE STANDARDS FOR ESOL EDUCATORS**

- **Standard 5:** The teacher of English for speakers of other languages understands the importance of using language in socially and culturally appropriate ways by developing communication skills in speaking, listening, reading, writing, viewing, and representing visually across the curriculum.
  
- **Standard 7:** The teacher of English for speakers of other languages understands and uses a broad range of methodologies to provide academic learning experiences for English language learners, understands and uses strategies that encourage full participation of English language learners in the school environment, and understands the foundations of second-language instruction.
  
- **Standard 9:** The teacher of English for speakers of other languages understands and uses a variety of methods and techniques suitable for second-language instruction for English language learners with special needs, including the ability to adapt existing materials in collaboration with teachers of students with exceptionalities to meet the needs of all English language learners.

- **Standard 10:** The teacher of English for speakers of other languages understands and uses a broad range of literacy methodologies, programs, and assessment tools for English language learners and acknowledges the important role of family literacy in second language acquisition.

## **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

The primary mission of the School of Education is to prepare leaders in education and human services fields.

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are *Research and Best Practice, Content Knowledge, and Professionalism*. These interlocking themes build our Conceptual Framework.

The three themes that under gird the conceptual framework of the School of Education of “Preparing Educators as Leaders” are Research and Best Practice, Content and Pedagogical Knowledge, and Professionalism.

The course content, pedagogy and experiences with children, adolescents, and adults are designed around: *Understanding, Development, Assessment and Instruction*.

## **UNIVERSITY AND CLASSROOM POLICIES**

- **Cell Phones.** In consideration of fellow students and your instructor, please turn off cell phone ringers at the start of class and leave the classroom to take calls.
- **Plagiarism.** The use of another person's ideas, writings, or inventions as one's own. This involves direct quotes as well as paraphrasing, summarizing, or reconstructing. The best way to avoid plagiarizing is to properly cite all work of others. Proper citation involves the use of quotations marks for quoted material and the inclusion of complete references for all materials used.

References should include: Author, title, issue (for periodicals), publisher, year/date of publication, and page numbers of material used. This is expected for both paper and electronic sources.

- **Cheating.** This involves plagiarizing published material, the use of unauthorized materials (e.g., notes) during examinations, copying from another's work during examinations or on assignments and plagiarizing or copying another student's exam or project assignments. The penalty for student ethical misconduct is a failing grade for the assignment in question or a failing grade for the entire course, depending on the severity of the misconduct.

- **Statement on accommodations.** Any student in this course who has a disability or documented individual need that impacts his/her learning or participation in this course should contact me personally within the first week of the semester.
- **Statement on classroom conduct.** Professional academic comportment is expected at all times in the classroom. This includes respect for and consideration in building and maintaining a safe, respectful and collegial academic environment.
- **Statement regarding sexual harassment.**  
[http://www.hreo.ku.edu/policies\\_procedures/eo\\_aa\\_policies/sexual\\_harassment.s.html](http://www.hreo.ku.edu/policies_procedures/eo_aa_policies/sexual_harassment.s.html)
- **KU Writing Center** <http://www.writing.ku.edu/>. The KU Writing Center (main office 4017 Wescoe) is an interdisciplinary writing support service for students, faculty and staff. Trained writing consultants – undergraduate and graduate students from a variety of disciplines - are available to work with writers on their writing projects: academic papers, theses and dissertations, articles, grant proposals, resumes and cover letters, assignment prompts, etc. Satellite locations, called Writer’s Roosts, are open in Watson Library and other locations, and writers may also submit writing via email or make an appointment for a real-time consulting session on the web.
- **Applied English Center** <http://www.aec.ku.edu/>. The Applied English Center (204 Lippincott) opened in 1964 and offers English language classes to individuals from around the world. These KU students and scholars get support to prepare them for university life within and beyond the classroom. Advocacy for ESL/EFL and international students is central to the AEC’s mission. All international students participate in a screening test here before beginning in courses at KU and are provided additional support as necessary.

## Requirements, Grades + Assignments-at-a-Glance

### COURSE REQUIREMENTS

This course will keep you BUSY! You are expected to attend each class (attendance will be taken). In addition, there are reading assignments scheduled every week, as well as periodic reading quizzes, one mini teaching demonstration you will need to prepare, a few random Discussion Posts, and three “high stakes assignments” that you will work on over the course of 1-2 weeks. Details about each task are posted on Blackboard; while summaries are provided below.

- **Class Participation (14 pts).** You are expected to come to class having read the assigned readings before-hand and ready to discuss these readings and engage in any activities in class fully. For your participation in class you will earn (.5) pts for each class, for a total of 14pts for the semester. Class participation points may not be made up for any unexcused absences. Those with excused absences (e.g. medical and religious observance) will be allowed an alternative opportunity to earn these points.

*Missed Classes.* Make sure you have a classroom “buddy” in case you have to miss a class. This is the person you contact to find out what you missed in class that day, as well as get any materials you may have missed in class. Your other option is to email Dr. Thomas to make an appointment to receive information or materials missed in class.

Religious observances or medical absences will be considered “excused” with appropriate documentation.

- **Discussion posts (12 pts).** Occasional tasks -- discussion board posts, mini class presentation of projects and lesson plans (at least one during the semester), and other short tasks in response to the readings – are assigned over the course of the semester. These “low-stakes” assignments are typically worth 3pts each.
- **3 Reading Quizzes (12pts).** Three reading quizzes will be administered through Blackboard. **Quizzes and the exam are open note, open book** as they are designed to encourage active and critical reading of the textbook, as well as gauge how well you have understood the readings. Because the quizzes are open note/open book, you will only be allowed to take the quiz once (though you can save the quizzes and work on them over a period of time. Additionally, they are solitary assignments and should be completed on your own. Finally, you should not discuss the quiz or the content of the quiz with classmates until you and they have **submitted** the quiz. All quizzes are open now and can be taken at your leisure up to the due date posted for the quiz.
- **1 Mini Teaching Demonstration (12 pts).** You will present a mini demonstration of your developing teaching skills -- particularly as they related to working with culturally and linguistically diverse student populations. You will submit a lesson plan proposal of your mini-teaching demonstration one week before your actual presentation (6pts). You will then submit a 2-3 page reflection paper on your teaching no later than 2 weeks after your presentation (6pts).
- **3 “High-Stakes” Assignment (50 pts).** Two tasks worth 10 points each and a final teaching unit worth 30 points will be assigned to you during the semester. You will be expected to work on these assignments on your own time as part of out-of-class time (though some class time may be allocated to discussing and working with partners on these tasks). Some of these assignments can be completed in groups of two or three students.

#### GRADES AND GRADING

Final grades for the course will be calculated based on the total points you accumulate over the semester. The total number of points possible in this class is **100**. Point values in this class correspond to the following letter grades:

A	94-100 pts	B	84-86 pts	C	74-76 pts	D	64-66 pts
A-	90-93 pts	B-	80-83 pts	C-	70-73 pts	D-	60-63 pts
B+	87-89 pts	C+	77-79 pts	D+	67-69 pts	F	below 60 pts

A grade of Incomplete (I) will not be submitted for this class except for very special circumstances negotiated in writing with Dr. Thomas. Any incompletes will automatically be converted to an “F” for the final grade after one academic year in accordance with KU policies.

**Note: You may not re-submit assignments after they have been graded in order to earn a higher score. So please seek guidance on your assignments in advance of submitting them.**

## HOW TO ACCESS YOUR GRADES

During the semester, grades for individual assignments will be posted on Blackboard under the link “My Grades”. You can access these grades Using your KU email and password. You may access your final course grades online at the conclusion of the semester. If you have questions about this process, please contact the Registrar’s Office at (785) 864-5467 or [grades@ku.edu](mailto:grades@ku.edu).

## LATE WORK

Occasionally students find it necessary to submit assignments past this due date. There are two ways in which I categorize late assignments: “Excused Lateness” and “Penalizable Lateness”.

- **Excused Lateness** is due to death, major illness, religious holidays or an “Act of God” – these are reasons the University gives as excusable. Excused lateness requires a note of some sort and then you and I can negotiate the time you will need to submit this assignment.
- **Penalizable Lateness** is due to all other factors – multiple deadlines, unavoidable / unforeseen life events, poor planning, good planning gone bad, etc. For this category of lateness, you can submit your assignment up to one week after the deadline (so if the assignment is due Monday at 11am, you have until the following Monday at 11am to submit it). ½ point will be deducted from the assignment for every day that it is late up and until the one week deadline. After this deadline the assignment will receive a “0”.

## WEEKLY READINGS, ACTIVITIES AND ASSIGNMENTS

Date	Topic	Readings / Due Dates
<b>CONTENT-BASED INSTRUCTION AND THE CONCEPT OF ACADEMIC ENGLISH PROFICIENCY</b>		
Wed 1.20.16	Introduction to the Course and discussion of High Stakes Assignment #1 (Due 2.8)	
Mon 1.25.16	What it's like to be a language learner. (Lecturer B. Darban)	
Wed 1.27.16	DR Chapter 1: How the knowledge of language structure can help us teach language learners (visit from J. Novak – PDS program)	<ul style="list-style-type: none"> <li>▪ Discuss pp. 13-29</li> <li>▪ <u>Sign up for Mini teaching demonstrations by 5pm today</u></li> </ul>
Mon 2.1.16	DR Chapter 1: Academic language and classroom discourse	<ul style="list-style-type: none"> <li>▪ Discuss pp. 30-46</li> <li>▪ <u>Respond to Discussion post (Wacky Frenchman) by 5pm today (3pts)</u></li> </ul>
Wed 2.3.16	DR Chapter 2: First and second language development	<ul style="list-style-type: none"> <li>▪ Discuss pp. 47-86</li> <li>▪ <u>Complete Ch. 1 + 2 Reading Quiz closes Friday 2/5 at 5pm (4pts)</u></li> </ul>
<b>ENGLISH LANGUAGE LEARNERS AND ENGLISH LANGUAGE LEARNING IN THE U.S.</b>		
Mon 2.8.16	DR Chapter 3: Outcomes-based education and the role of standards in assessment, placement, classifying and identifying learners. Discuss HSA #2 (Due 3.21)	<ul style="list-style-type: none"> <li>▪ Discuss pp. 87-106</li> <li>▪ <b>HAS #1 due today by 11am (10pts)</b></li> </ul>
Wed 2.10.16	DR Chapter 3: English Language Proficiency	<ul style="list-style-type: none"> <li>▪ Discuss pp.107-114</li> </ul>
Mon 2.15.16	DR Chapter 4: The Multilingual U.S. and Struggles for Language Education Rights. (Lecturer B. Darban)	<ul style="list-style-type: none"> <li>▪ Discuss pp. 115-129</li> <li>▪ <u>Upcoming Mini teaching lesson plans due today (6pts)</u></li> </ul>
Wed 2.17.16	DR Chapter 4: English language development (ELD/Bilingual) programs and models of instruction	<ul style="list-style-type: none"> <li>▪ Discuss pp. 130-148</li> </ul>
Mon 2.22.16	Mini Teaching Demonstrations (6 )	<ul style="list-style-type: none"> <li>▪ <u>Respond to Discussion Post (Laws and legislations) by today at 5pm (3pts)</u></li> </ul>
Wed 2.24.16	Mini Teaching Demonstrations (6)	
Mon 2.29.16	Review Session of Key Assignments and Chapters 3 + 4	<ul style="list-style-type: none"> <li>▪ <u>Ch. 3 + 4 Reading Quiz closes Friday 2/26 at 5pm (4pts)</u></li> </ul>
Wed 3.2.16	Discussion of Content and Language Objectives in developing ELL supportive instruction – Part 1	

\*DR = Diaz-Rico, the course textbook.

CULTURE, INTERCULTURAL COMPETENCE AND CULTURALLY INCLUSIVE INSTRUCTION		
Mon 3.7.16	Discussion of Content and Language Objectives in developing ELL supportive instruction – Part 2	
Wed 3.9.16	Discussion of Content and Language Objectives in developing ELL supportive instruction – Part 3	
<i>Spring Break (March 12-20)</i>		
Mon Mar 21	DR Chapter 9: Culturally Inclusive Instruction and review of key topics of culturally inclusive instruction	<ul style="list-style-type: none"> <li>▪ Upcoming Mini teaching lesson plans due today by 5pm or bring with you to your teach 3.23 (6pts)</li> </ul>
Wed Mar 23	Mini-Teaching Demonstrations (7)	<ul style="list-style-type: none"> <li>▪ Theme: Focus on content and language objectives and beginning proficiency in developing a culturally inclusive lesson</li> </ul>
SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)		
Mon Mar 28	Review of HSA #2. Second half of the class will be set aside to allow groups and individuals to work on their HSA in class	<ul style="list-style-type: none"> <li>• <u>Respond to Faiza Discussion post by 5pm today (3pts)</u></li> </ul>
Wed Mar 30	Overview of End of Term Instructional Unit and introduction to Chapters 5, 6, 7	
Mon Apr 4	DR Chapter 5: Sheltered Instruction & SDAIE: Part 1	<ul style="list-style-type: none"> <li>▪ <b>HSA #2 due today by 11am (10pts)</b></li> <li>▪ Discuss pp. 149-160</li> </ul>
Wed Apr 6	DR Chapter 5: Sheltered Instruction & SDAIE: Part 2 (Lecturer B. Darban)	<ul style="list-style-type: none"> <li>• Discuss pp. 160-184</li> </ul>
Mon Apr 11	DR Chapter 5: Sheltered Instruction & SDAIE: Part 3 (Lecturer B. Darban)	<ul style="list-style-type: none"> <li>• Discuss pp. 160-184</li> <li>• <u>Upcoming Mini teaching lesson plans due today by 5pm or bring with you to your teach Monday 4.13 (6pts)</u></li> </ul>
Wed Apr 13	Mini Teaching Demonstrations (6) Brief discussion of HSA #3 ELLs	<ul style="list-style-type: none"> <li>• See textbook chapters and readings posted on Blackboard. Review by Monday's class</li> </ul>
Mon Apr 18	Chapter 5: Working with advanced ELLs; Examining texts and working within your field	<ul style="list-style-type: none"> <li>• Work with the text "Money Management" in class.</li> <li>• Access your content text today</li> </ul>
Wed Apr 20	Group Work: Continuation of examining texts and working within your field	<ul style="list-style-type: none"> <li>• <b>Group Planning Activity: Post the rough draft of your content objectives for your group online; what pages of the document will you focus on and why? (4pts)</b></li> </ul>
Mon Apr 25	DR Chapters 6-7: Working with SDAIE and building skills across multiple lessons	<ul style="list-style-type: none"> <li>▪ <u>Upcoming Mini teaching lesson plans due today by 5pm (6pts)</u></li> </ul>
Wed Apr 27	DR Chapters 6-7: Working with SDAIE and building skills across multiple lessons	<ul style="list-style-type: none"> <li>▪ <b><u>Quiz on Culturally Appropriate Materials due Friday 4/29 by 5pm or bring to your mini-teach (4pts)</u></b></li> </ul>
Mon May 2	Mini Teaching Demonstrations (6)	
Wed May 4	Last day of class, wrap up & evals	
<b>Wed, May11</b>	<b>Final Course Task Due</b>	<ul style="list-style-type: none"> <li>▪ <b>HSA #3 due by 1pm (30pts)</b></li> </ul>