

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

Spring 2015

## Syllabus Part I: Course Description and Objectives

### Course Meeting Day/Time

Mondays and Wednesdays

11:00-12:15 pm, 201 J.R. Pearson Hall

### Instructor:

**Dr. M'Balía Thomas**

Department of Curriculum & Teaching

Email: [mbthomas@ku.edu](mailto:mbthomas@ku.edu)

Office hours: by appointment

Office location: 308 J.R. Pearson Hall

### Overview of the Course

Teaching English as a Second or Additional Language/Bilingual Education is designed to provide pre-service Middle / Secondary students with an understanding of the methodology of teaching English to speakers of other languages (also known as English Language Learners or ELLs, ELs and Emergent Bilinguals) in the U.S. As an introduction to TESL methods, students will be introduced to general theoretical concepts and approaches associated with working with ELLs, as well as examine the practices, strategies, techniques and activities (generally thought of collectively as "methods") for teaching English Language Learners. Emphasis is placed on developing a clear understanding of who English language learners are; what programs and services are-or should be-available to the ESOLs/EBs; and the critical pedagogical aspects of teaching ESL/EB.

A key focus in this course is the development of lesson plans and authentic materials and the employment of appropriate teaching strategies that successfully reflect the National content standards and English Language Proficiency Standards (Content-based instruction). By the end of this course, students should 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 some background on the laws that feature prominently in English language education in the US and the language ideologies that shape these laws
- Identify a variety of approaches to teaching ESOL and will consider the national and state standards and frameworks as organizing principles for utilizing effective instructional strategies.
- 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.

## Syllabus Part II: 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
- Instruction

## University and Classroom Policies

### *Colleague Courtesy Expectations*

\* **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.

### *Ethical and Academic Misconduct*

\* **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.

### \* **Statement regarding sexual harassment**

[http://www.hreo.ku.edu/policies\\_procedures/eo\\_aa\\_policies/sexual\\_harassment.shtml](http://www.hreo.ku.edu/policies_procedures/eo_aa_policies/sexual_harassment.shtml)

### \* **Support Services**

**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.

# SYLLABUS PART III: Requirements, Grades + Assignments-at-a-Glance

## Course Requirements:

- **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.

- **Weekly “Low-Stakes” Assignments (30 pts)**. Regular 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. Details about the tasks will be posted on Blackboard.

Additionally, there will be a series of reading quizzes and 1 optional final exam. The quizzes and exams 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. Though the quizzes are open note/open book, they are solitary assignments and should be completed on your own. Additionally, you should not discuss the quiz or the content of the quiz with classmates until you have both completed and submitted your quiz.

Finally, an **“Optional Final Exam”** will be offered at the end of the semester. This exam is worth 3 of the 30 pts available for the “low stakes” assignments. The exam is optional in the sense that at the point at which you will take this exam, you will have an idea of what your final grade in the course might be. Therefore, you can decide whether or not you wish to take this final assessment.

- **End-of-Unit “High-Stakes” Assignment (56 pts)**. Four “High-stakes” tasks (each worth 12 points, with the exception of one assignment – the creation of a teaching unit -- worth 20 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. Details about these assignments will be posted on Blackboard.

## 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. (2<sup>nd</sup> Ed). New York, NY: Pearson.** The book is available in the bookstore, though you may be able to find a cheaper version online. If you go this route, make sure you purchase the 2<sup>nd</sup> Edition.

## 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.

## 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
<b>UNIT 1 ~ AN INTRODUCTION TO CONTENT-BASED INSTRUCTION AND LINGUISTICALLY RESPONSIVE INSTRUCTION</b>		
Wednesday 1/21	Introduction and Welcome to the Course	Discuss Syllabus and other course matters
Monday 1/26	ELLs in the State of Kansas	Readings posted on BB
Wednesday 1/28	The Notion of Linguistically Responsive Instruction	Readings posted on BB
<b>Reading Quiz, Introductory Readings, Take by Friday 2/13 by 5pm (3pts)</b>		
Monday 2/2	The Structure of Language	Read and discuss Chapter 1, p. 13-29
Wednesday 2/4	Academic Language and Classroom Discourse and the Sociolinguistics of language	Read and discuss Chapter 1, p. 30-46
Monday 2/9	First and 2 <sup>nd</sup> language acquisition. Morpheme order and paths of language acquisition.	Read and discuss Chapter 2, p. 47-63
Wednesday 2/11	Factors that influence Second Language Acquisition	Read and discuss Chapter 2, p. 64-86
<b>Reading Quiz, Chapters 1 + 2, Take by Friday 2/13 by 5pm (3pts)</b>		
<b>High-Stakes Assignment for Unit 1 – Due Monday 2/16 by 11 am (12pts)</b>		
<b>Unit 2: English Language Learning in the US – Standards and Academic Proficiency</b>		
Monday 2/16	Assessment of English Learners	Chapter 3, p. 87-106
Wednesday 2/18	Language and Content Area Assessment	Chapter 3, p. 107-114
Monday 2/23	Programs for English Learners	Chapter 4, p. 115-129
Wednesday 2/25	Components of ELD Programs	Chapter 4, p. 130-148
Monday 3/2	Review of Chapters 3 + 4	
Wednesday 3/4	Mini Presentations of High-Stakes #2	
<b>Reading Quiz, Chapters 3 + 4, Take by Friday 3/6 by 5pm (3pts)</b>		
<b>High-Stakes Assignment for Unit 2 – Due Monday 3/9 by 11 am (12pts)</b>		
<b>Unit 3: Specially Designed Academic Instruction in English – Curriculum and Instruction</b>		
Monday 3/9	Objectives and Standards	Chapter 5, p. 149-156
Wednesday 3/11	Strategies and cooperative learning	Chapter 5, p. 157-168
<i>Week of 3/16 Spring Break</i>	Differentiating Instruction	Chapter 5, p. 169-181
Monday 3/23	Using assessment to promote learning and reflection	Chapter 5, p. 182-193
Wednesday 3/25	Academic language across the content areas	Chapter 5, p. 194-209
<b>Reading Quiz, Chapters 5, Take by Friday 3/27 by 5pm (3pts)</b>		

## WEEKLY READINGS, ACTIVITIES AND ASSIGNMENTS

...continued

Monday 3/30	Oracy skills: Listening	Chapter 6, p. 211-220
Wednesday 4/1	Oracy skills: Speaking	Chapter 6, p. 220-233
Monday 4/6	Literacy: Reading	Chapter 7, p. 235-259
Wednesday 4/8	Literacy: Writing	Chapter 7, p. 260-277
Monday 4/13	Review of Chapters 5-7	
Wednesday 4/15	Mini presentations of lesson plan	
<b>Reading Quiz, Chapters 6 + 7, Take by Friday 4/17 by 5pm (3pts)</b>		
<b>High-Stakes Assignment Unit 3– Due Monday 4/20 by 11 am (20 pts)</b>		
<b>UNIT 4: CULTURE, CULTURAL DIVERSITY + CULTURALLY INCLUSIVE INSTRUCTION</b>		
Monday 4/20	Culture and Cultural Diversity	Chapter 8, p. 279-305
Wednesday 4/22	Cultural Diversity in the United States	Chapter 8, p. 305-322
Monday 4/27	Culturally Inclusive Instruction	Chapter 9, p. 325-336
Wednesday 4/29	Educating Students About Diversity	Chapter 9, p. 336-354
Monday 5/4	Review of Chapters 8 + 9	
Wednesday 5/6	Mini presentations of high-stakes assignment	
<b>High-Stakes Assignment Unit 4 – Due Monday 5/11 by 11 am (12pts)</b>		
<b>Optional Final Exam, Chapters 8 + 9, Take by Thursday 5/14 (3pts)</b>		

\* Details for each topic and task are provided on Blackboard. Note: The syllabus can change as needed. Students will be notified as far in advance of the assignment as possible.