

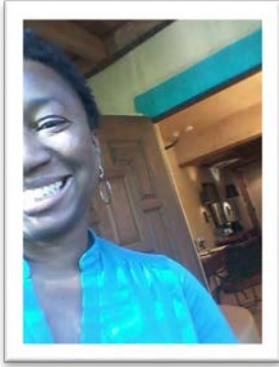


C&T 331 Course Syllabus

C&T 331: Instructional Approaches for English to Speakers of Other Languages (ESOL) in the Middle/Secondary Classroom (3.0 credits). Spring 2018. Mon/Wed; 11:00-12:15 pm, rm. 145 JRP. Instructor of Record: Dr. M. Thomas. Office, 308 JRP. Email, mbthomas@ku.edu

Course Description. This course is designed to provide pre-service Middle / Secondary students with an introduction to the theoretical and pedagogical approaches to teaching English to Speakers of Other Languages (ESOL) in order to 1) *make their content classes accessible to English language learners and 2) build upon and develop the English language proficiency of these students.*

ESOL Endorsement. C&T 331 is a required course in the School of Education teacher education program. It is also the first course in a series of courses that support the application of an add-on ESOL Endorsement in the State of Kansas. The required courses for ESOL endorsement are C&T 331, C&T 423 Assessing English Language Learners, C&T 424 Second Language Acquisition, and C&T 491 TESOL Practicum.



My philosophy of teaching

(This philosophy of teaching is a work-in-progress)

Welcome to C&T 331. I look forward to working with you this semester to deepen your professional knowledge about working the culturally and linguistically diverse body of learners known as English language learners (ELLs). With this knowledge you will be expected to make your future content classes accessible to ELLs and 2) build upon and develop the English language proficiency of these students.

My role in this course is to introduce you to five key areas of K-12 TESOL knowledge: 1) the diversity of ELLs, 2) notions of language proficiency, structure & development, 3) policy, programs and practices related to ELLs, 4) instructional approaches and strategies to adopting instruction and lesson planning, 5) "funds of knowledge" (culture, inclusion & family involvement).

Through this course, you will develop a working knowledge of key TESOL theoretical and methodological knowledge (TESOL content knowledge), 2) engage with specific practices in implementing this knowledge (TESOL pedagogical content knowledge), and 3) enact the contextually appropriate knowledge with fairness and a belief that all ELLs can learn (dispositional stance).

Finally, the basic principle that drives the planning of this course, interactions with students, and development of the course assignments, is expressed below:

The goal of teacher education...is not to indoctrinate or train teachers to behave in prescribed ways, but to educate teachers to reason soundly about their teaching as well as to perform skillfully. Sound reasoning requires both a process of thinking about what they are doing and an adequate base of facts, principles, and experiences from which to reason. Teachers must learn to use their knowledge base and provide the grounds for choices and actions (Shulman, 1987, p. 13 referencing Fenstermacher 1978/1986).

Thus, this course does not emphasize "right" actions as much as "contextually appropriate practice" and evidence-based decision making. In other words, your responses in class and on all submitted assignments should demonstrate your keen application of knowledge based on concrete theoretical, philosophical, contextual, empirically and observationally observed "evidence", absent subjective and unsubstantiated language and description.

May you have a successful and educational experience in this course.

Dr. Thomas

Course Requirements

There are several requirements for this course. Overviews of major course assignments are provided below, as is an assignment-at-a-glance calendar. Details about the required and scheduled readings and each task are posted on Blackboard.

- **Required Text, 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.
- **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, and with appropriate documentation) will be allowed an alternative opportunity to earn these points. Attending school observations is not considered an excused absence. You do not need to email me if you will be absent, unless it is for a pre-planned excusable absence.

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.

- **Homework Assignments (70 pts).** There are 5 substantial homework tasks. These are designed around authentic professional tasks. The tasks are listed below and details of each will be uploaded to Blackboard.

HW 1 -- Teaching Philosophy (10 pts)
HW 2 – Diagnosis and Remediation of Moises (15pts)
HW 3 – Cover Letter to the Principal (15 pts)
HW 4 – Preparing for the Sub (20 pts)
HW 5 -- Submit revised Teaching Philosophy (10pts)

These tasks will be introduced in class, though 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). You may brainstorm with classmates, plan together, but each individual submits their own assignment separately.

- **Minor Tasks & Discussions (16 pts).** These consist of periodic in-class related assignments, activities, discussion posts typically worth 3-5 points each.

Course at a Glance!

Date	Topic	Due Dates
Introduction to Teaching English Learners		
Wednesday, 1.17	Overview of Content-Based Instruction	Diaz-Rico: Intro
Monday, 1.22	Teaching English Learners ELLs	Diaz-Rico: Intro
Wednesday 1.24	Academic English Proficiency	Diaz-Rico: Chapter 1
Acquiring Academic English Proficiency		
Monday, 1.29	Language Structure and Use	HW 1 Due (10pts) Diaz-Rico: Chapter 1
Wednesday, 1.31	Language Structure and Use	Diaz-Rico: Chapter 1
Monday, 2.5	Language Structure and Use	Diaz-Rico: Chapter 1
Wednesday, 2.7	<i>DO NOT REPORT TO CLASS.</i>	<i>Online quiz (3pts)</i>
Monday 2.12	Second Language Acquisition	Diaz-Rico: Chapter 2
Wednesday, 2.14	Second Language Acquisition	<i>Diaz-Rico: Chapter 2</i>
Monday, 2.19	Second Language Acquisition	Diaz-Rico: Chapter 2
Wednesday, 2.21	Stages of SLA	<i>Online quiz (3pts)</i>
Monday, 2.26	Processes of SLA	Diaz-Rico: Chapter 2
Wednesday, 2.28	Factors that influence SLA	Diaz-Rico: Chapter 2
Policy, Programs & Practices		
Monday, 3.5 ²	Overview of Chapter 3	HW 2 Due (15pts)
Wednesday, 3.7	Assessment of ELLs	Diaz-Rico: Chapter 3
Monday, 3.12	Programs for ELLs	Diaz-Rico: Chapter 3
Wednesday, 3.14	Laws & Legislation affecting ELLs	<i>Online quiz (4pts)</i>
<i>Spring Break 3.19-3.25</i>		
Sheltered Approach to Content Based Instruction		
Monday, 3.26	Lesson Plan Review in prep for HW 4	HW 3 Due (15pts)
Wednesday, 3.28	Lesson Plan Review in prep for HW 4	Diaz-Rico: Chapter 5
Monday, 4.2	ELL Literacy Development, Lesson Planning, and Specially Designed Content Instruction	Diaz-Rico: Chapter 5
Wednesday, 4.4	ELL Literacy Development, Lesson Planning, and Specially Designed Content Instruction	<i>Online quiz (3pts)</i>
Monday, 4.9	ELL Oracy & Literacy Development	Diaz-Rico: Chapter 6
Wednesday, 4.11	ELL Oracy & Literacy Development	Diaz-Rico: Chapter 6
Monday, 4.16	ELL Oracy & Literacy Development	Diaz-Rico: Chapter 7
Wednesday, April 18	ELL Oracy & Literacy Development	Diaz-Rico: Chapter 7
Monday, April 23	Review	Diaz-Rico: Chapter 7
Wednesday, April 25	Review	<i>Online quiz (3pts)</i>
Monday April 30	Closing Discussions	HW 4 Due (20 pts)
Wednesday May 2	Closing Discussions	
Monday, May 7	Final Exam Week	HW 5 Due (10pts)

¹ Details about readings and tasks will be posted on the course Blackboard site

² 2018 Education Interview Day on Tuesday, March 6th from 8:30 a.m. - 3:00 p.m.

GRADES AND GRADING

Individual assignments and 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 do seek guidance on your assignments in advance of submitting them. I am happy to meet with you to strategize about how to be successful on your assignments.

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”.

CONTACTING DR. THOMAS

I am only on campus Mon/Wed and some Fridays. Emails sent on Tues/Thurs will usually be returned the next day I am on campus. I am an early riser, so you can usually reach me via email between 6am- 11am. Also, I am “old school” and so I readily answer emails addressed Dr. Thomas, while I tend to “lose” emails that are not specifically addressed to me, Dr. Thomas.

Standards, Conceptual Framework and Policies

This required course, as approved by School of Education faculty, meets one or more of the standards for accreditation (CAEP) and program approval (KSDE). Documents summarizing these two Standards will be reviewed in class and are provided on Blackboard.

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.

UNIVERSITY AND CLASSROOM POLICIES

- **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.shtml
- **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.
- **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.
- **Concealed Carry.** Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#)**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:
 - Must be under the constant control of the carrier.
 - Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag in the immediate vicinity of the carrier.
 - Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
 - Must have the safety on, and have no round in the chamber.

Individuals who violate the KU weapons policy may face disciplinary action under the appropriate university code of conduct, including dismissal from the course.