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EDEL 351 651 Instructional Strategies for English Language Learners

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Day and Time: Monday, Wednesdays 4:30-8:15pm

Course Overview and Purposes:
EDEL 351/651, Instructional Strategies for English Language Learners, is designed for both undergraduate and Master’s level students. Participants of this course will learn about second language acquisition, cultural transmissions, legal requirements for serving English Language Learners (ELLs), explore state content standards for English Language Proficiency, and learn methodology such as Sheltered Instruction Observation Protocol that content teachers may utilize in instruction with ELLs.

Prerequisites: None

Student Learning Outcomes (TESOL Standards Addressed):
1.a.4. Demonstrate proficiency in English and serve as a good language model for ELLs.
1.b.5. Understand and apply knowledge of the role of individual learner variable in the process of learning English.
2.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.
2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs’ learning.
2.d. Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.
2.e. Understand and apply concepts about the interrelationship between language and culture.
2.f. Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.
2.g. Understand and apply concepts of cultural competency, particularly knowledge about how an individual’s cultural identity affects their learning and academic progress and how levels of cultural identify will vary widely among students.
3.a.1. Plan standards-based ESL and content instruction.
3.a.2. Create supportive, accepting classroom environments.

3.a.3. Plan differentiated learning experiences based on assessment of students’ English and L1 [first language] proficiency, learning styles, and prior formal educational experiences and knowledge.

3.a.4. Provide for particular needs of students with interrupted formal education (SIFE).

3.a.5. Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.


3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.

3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.

3.b.4. Develop students’ listening skills for a variety of academic and social purposes.

3.b.5. Develop student’s speaking skills for a variety of academic and social purposes.

3.b.6. Provide standards-based instruction that builds on students’ oral English to support learning to read and write.

3.b.7. Provide standards-based reading instruction adapted to ELLs.

3.b.8. Provide standards-based writing instruction adapted to ELLs. Develop students’ writing through a range of activities, from sentence formation to expository writing.

3.c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.

3.c.2. Select materials and other resources that are appropriate to students’ developing language and content-area abilities, including appropriate use of L1 [first language].

3.c.3. Employ a variety of materials for language learning, including books, visual aids, props and realia.

3.c.4. Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs.

5.b.3. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school.

5.b.4. Engage in collaborative teaching in general education, content-area, special education, and gifted education.

Ohio Standards for the Teaching Profession

Standard 1: Students
Standard 2: Content - 2.1, 2.2, 2.3
Standard 3: Assessment – 3.1, .3.3
Standard 4: Instruction – 4.1-4.7
Standard 5: Learning Environment – 5.1, 5.4, 5.5
Standard 6: Collaboration and Communication – 6.1, 6.3.

Required Texts:


Classroom Instruction that Works with English Language Learners. 2008. Jane Hill and Kathleen Flynn.

Professionalism: Professional behavior is that which is expected of all teachers. This course is part of a teacher preparation program that leads to professional licensure. Candidates are required to demonstrate behavior consistent with a professional career. In particular, candidates are expected to:

- Attend all class meetings and be on time. The professor should be notified of any absences in advance. “Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.” (Xavier University Catalogue)
- Prepare carefully and completely for class. Students should read the text and handout assignments as indicated on the course calendar and prepared to discuss the assigned readings during class. Correct grammar, mechanics, and spelling must be evident in all work that is submitted. All assignments must be typed. **The standards for quality of written assignments are high.**
- Interact professionally with professor and classmates. Professional behavior includes cooperation with other students, faculty and school personnel. Be on time and be prepared!
• Assignments are due on the date noted on the syllabus. Grades for assignments submitted past the due date will be reduced five points for each day late.
• Please turn off all cell phones.
• Be honest. The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the Xavier University Catalog for the official statement.

Academic Support:

Learning Assistance Center – The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. http://www.xavier.edu/lac

Writing Center - The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400.
Assignments:

Class Attendance and Participation (100 pts) (1.a.4)

Discussion Boards (50 pts) (2a, 2c, 2d, 2e)
Students will respond to an online blog or chatroom regarding the readings for the week. They will be required to respond to one other post.

Journal Article Research Review (50 pts) (1.b.5)
Students will be required to find a quantitative research article and critique its validity and strength for application to the classroom. A thorough description and analysis of the study is required.

Thinking Language Matrix (50 pts) (1.a.4, 3.a.1, 3.a.2, 3.a.4, 3.b.1, 3.b.2)
Students will complete a Thinking Language Matrix that will align the Bloom's taxonomic level of a task with the expected oral production of students at various levels of English proficiency. This matrix is what a teacher will use to support the interaction, practice, and assessment components in the SIOP lesson plan.

Academic Language Framework (50) (1.a.4, 3.a.1, 3.a.2, 3.a.4, 3.b.1, 3.b.2, 3.b.5)
Students will complete an Academic Language Framework that identifies a language-oriented task, exemplar academic language students can use in engaging discussions, a specific language function word, essential vocabulary, grammar, and example sentence starters. This framework is what a teacher will use to support the language objective of the SIOP lesson plan.

Website Tech Demonstration (80 pts) (1.b.5, 3.a.1, 3.b.2, 3.c.2, 3.c.4, 5.b.3)
Choose one website that allows ELL students to interact with content. Post images, text, and audio or links to video that will assist in building background or making input comprehensible. This demonstration will align with the standard and content students choose for their SIOP lesson plan.

SIOP Lesson Plan (80 pts) (Accreditation Assessment) (1.b.5, 3.a.1, 3.a.4, 3.a.5, 3.b.1, 3.b.2, 3.b.6, 3.b.8, 3.c.1, 3.c.3)
(Sheltered Instruction Observation Protocol): Students will be required to complete a SIOP lesson plan incorporating all eight elements.

Final Exam - SIOP Observation with SIOP Protocol (80)

Grading Scale

540 points
A = 486 - 540 points
B = 432 - 485 points
C = 378 - 431 points
D = 324 - 377 points
F = 323 points and below
Tentative Course Calendar

Day One/June 15: Introduction/Course Content/Syllabus Review/Protocol Overview
Homework:
SIOP: Lesson Preparation (p. 24-62)
CITW: Language Functions and Structures, Objectives, Language Framework, Thinking Language Matrix (p. 1-10)

Day Two/June 17: Discussion Board #1
Homework:
SIOP: Building Background (p. 63-94)
CITW: Tiered Thinking, Bloom’s for ELLs, Setting Objectives (p. 11-30)

Day Three/June 22: Academic Language Framework due
Discussion Board #2
Homework:
Comprehensible Input (p. 95-114)
CITW: Cues/Questions/Advance Organizers (p. 67-85)

Day Four/June 24: Thinking Language Matrix due
Discussion Board #3
Homework:
SIOP: Strategies (p. 115-142)
CITW: Nonlinguistic Representations (p. 86-98)
Similarities and Differences, Hypotheses (p. 135-158)

Day Five/June 29: Journal Research Article Review due
Group time for website demonstrations

Day Six/July 1: Discussion Board #4
Homework:
SIOP: Interaction (p. 143-170)
CITW: Cooperative Learning

Day Seven/July 6: Discussion Board #5
Homework:
SIOP: Practice and Application (p. 171-190)
CITW: Summarizing and Note-Taking, Assigning Homework (p. 99-131)

Day Eight/July 8: Lesson Delivery (in class, p. 191-208)
Homework:
SIOP: Review and Assessment (p. 210-237)
CITW: Effort and Recognition (p. 38-51)

Day Nine/July 13: SIOP lesson observation protocol due

Day Ten/July 15: SIOP lesson plan due
Website demonstrations