

2015

# EDEL 650 Foundations of Teaching of English to Speakers of Other Languages

Heidi Messbarger  
messbargerh@xavier.edu

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Xavier University  
College of Social Sciences, Health, and Education  
Department of Childhood Education and Literacy  
**EDEL 650: Foundations of Teaching of English to Speakers of Other Languages (TESOL)**

**Professor: Heidi Messbarger**

**Contact Information: 444.8925 (cell – easiest to text!)**

**Department Mission Statement:**

*Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment and committed to current and relevant scholarship and research related to our profession. The department strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively.*

**Course Overview and Purposes:** EDEL 650 is designed to introduce the core foundations of second language acquisition. These foundations include, history of ESL teaching in the United States, legal obligations, content standards for English Language Learners (ELLs) and process of identification and services administered to ELLs. The course will be interactive and include technical supports for students to engage in conversation. Research will be explored and students will be required to critically read research and present upon a journal article. Students will understand the fundamentals of accommodation for ELLs both in the tutoring or sheltered environment and the content areas.

**Prerequisites:** None

**Office of Student Services:**

Location 514 Conaton Learning Commons

Phone: 513.745.3036

Email: [studentretention@xavier.edu](mailto:studentretention@xavier.edu)

The staff in the Office of Student Services is available to assist student to make the most of their Xavier experience. Personal staff consultants, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit [www.xavier.edu/student-success](http://www.xavier.edu/student-success) to learn more or visit us in the Conaton Learning Commons.

**Student Learning Objectives: (TESOL Standards Addressed)**

- 1.b.1. Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
- 1.b.2. Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.
- 1.b.3. Recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English.
- 1.b.4. Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.
- 1.b.5. Understand and apply knowledge of the role of individual learner variables 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.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to

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 TESOL families.

2.e. Understand and apply concepts about the interrelationship between language and culture.

3.b.1. Organize learning around standards-based subject matter and language learning objectives.

4.b.1. Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs.

5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.

5.a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.

5.a.3. Demonstrate ability to ready and conduct classroom research.

5.b.1. Participate in professional growth opportunities.

5.b.2. Establish professional goals.

5.b.5. Advocate for ELLs' access to academic classes, resources, and instructional technology.

5.b.6. Support ELL families.

5.b.7. Serve as professional resource personnel in their educational communities.

### **Required Texts:**

Foundations for Teaching English Language Learners: Research, Theory, Policy and Practice. 2<sup>nd</sup> Edition. 2015. Wayne E. Wright

### **Additional Required Readings:**

ELPA Standards

LAU resource documents for identification and assessment of Limited English Proficient (LEP) students

Various journal readings as assigned.

<b><u>Evaluation Components and Assignments</u></b>	<b><u>Points</u></b>
<b>Journal/Online Assignments</b>	700
Students will respond to an online journals, videos or discussions regarding the topics for the week.	
<b>Classroom Observation Portfolio**</b>	100
Students will complete the minimum of ten documented hours in an ESL classroom. They will complete observation forms on the classroom environment, instructional strategies, materials and standards.	
<b>LEP Plan</b>	50
Students will complete a simulated LEP plan which includes adherence to Title III and Title VI and Ohio Standards.	
<b>Standards Assignment:</b>	50
<b>Assessment</b>	200
<b>Standards Matrix</b>	100

**TOTAL**

1150

A = 1080 - 1200

B = 960 - 1078

C = 840 - 959

D = 720 - 833

F = below 719

**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.
- **Accommodations:** Xavier University's Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in Alter B12 and the phone number is 745-2875. Please discuss necessary accommodations with the professor.
- 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.
  
- **BE RESPECTFUL OF TECHNOLOGY USE. YES, USE COMPUTERS IN CLASS. Please do not use them inappropriately. Please do not use your phone inappropriately.**

## Tentative Course Calendar

**Week One:                    26 August 2015**

Introduction  
Course Content  
Syllabus Review

Who are ELLs?

- *Read Chapter 1*

**Week Two:                    2 September 2015**

Language Learning and Teaching

- *Read Chapter 3*

**Week Three:                9 September 2015**

Language and Education Policy for ELLs

- *Read Chapter 4*

**Week Four:                 16 September 2015**

Program Models – ESL, Bilingual Education, Content-Area instruction, Sheltered Instruction

Co-Teaching and Collaboration with Mainstream Teachers

- *Read Chapter 5*

**Week Five:                 23 September 2015**

Listening and Speaking, Oral Language Development

Silent Period, Wait Time, Teacher Talk/Student Talk

- *Read Chapter 7*

**Week Six:                    30 September 2015**

Reading and Writing

Levels of Reading, Stages of Writing Development

- *Read Chapters 8 and 9*

**Week Seven:                7 October 2015**

Technology and Classroom resources

\*\* bring laptop or tablet\*\*

<b><u>Week Eight:</u></b>	<b>14 October 2015</b> No Class Meeting – online assignment– Field Experience Exchange
<b><u>Week Nine:</u></b>	<b>21 October 2015</b> ELPA Standards
<b><u>Week Ten:</u></b>	<b>28 October 2015</b> No class meeting – online assignment – Field Experience Exchange
<b><u>Week Eleven</u></b>	<b>4 November 2015</b> LEP Plans and Student Goal Setting
<b><u>Week Twelve:</u></b>	<b>11 November 2015</b> Special Populations: Newcomers, SIFE, Special Education
<b><u>Week Thirteen:</u></b>	<b>18 November 2015</b> Mid-Term
	<b>25 November 2015</b> – Xavier Closed, Thanksgiving Break
<b><u>Week Fourteen:</u></b>	<b>2 December 2015</b> Standards Matrix
<b><u>Week Fifteen:</u></b>	<b>9 December 2015</b> Final Presentations

**\*\*NOTE:** There is a classroom observation component to this course. You will need to observe a minimum of 10 documented hours in an ESL classroom as a requirement for course completion.