

Rutgers University  
Graduate School of Education  
Learning and Teaching 253:521  
***Introduction to  
English as a Second Language:  
Elementary Grades***

***Instructor:*** Ariana Mangual Figueroa  
amf@gse.rutgers.edu  
***Meeting Time:*** Tuesdays, 4:50-7:30 pm  
***Location:*** 10 Seminary Place, Room 211  
***Office Hours:*** Tuesdays, 2:00-4:00 pm  
and by appointment

***Course Description:***

This course provides an introduction to the field of teaching English as a second language (ESL) in the elementary grades. Through course readings, seminar discussions, and presentations, students will learn about teaching reading in elementary ESL classrooms and become familiar with the latest research on policies and practices impacting ELLs in U.S. public schools. The class includes a field placement in local elementary ESL classrooms.

***Field Placement Description:***

The Office of Academic Services coordinates the field placement, which mandates fifteen hours of observation in ESL classrooms. This experience provides an important first-hand perspective on teaching and learning in local public schools. The insights gained from the field placement will inform students' understandings of the course content and is integral to their completion of the course assignments.

***Course Assignments and Activities:***

Students are expected to read all assignments and fully engage in class discussions—these are ongoing components of the course.<sup>1</sup> Attendance at every session is mandatory. If you expect to miss a class, you must use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. More than one absence will affect a student's grade and must be discussed with the professor. Course assignments include: (1) presentations, (2) lesson plan, (3) unit plan, and (4) teaching philosophy statement. *Assignments 2-4 are requirements both for this course and for the GSE Teaching Portfolio.*

Presentations: Students will work in small groups to present the readings, share their experiences in their field practicum, and present an artifact, activity, or assessment relevant to the week's focal question. Due date: TBD.

Teaching Philosophy Statement: Students will submit a statement of teaching philosophy that addresses key responsibilities and concerns of the ESL teacher. Due date: October 25<sup>th</sup> at 4pm. Please follow the instructions for uploading this to the Sakai Teaching Portfolio site.

Lesson Plan: Students will submit a lesson plan for an elementary ESL classroom. Due date: November 22<sup>nd</sup> at 4pm. Please follow the instructions for uploading this to the Sakai Teaching Portfolio site.

Unit Plan: Students will draft and submit a unit plan for an elementary ESL classroom. Due date: December 17<sup>th</sup> at 4pm. Please follow the instructions for uploading this to the Sakai Teaching Portfolio site.

---

<sup>1</sup> The scheduled readings and in-class discussion topics are subject to change as the course progresses.

**Course Materials and Requirements:**

Textbooks:

- García, E.E. & Frede, E.C. (Eds.). (2010). *Young English Language Learners: Current research and emerging directions for practice and policy*. New York: Teachers College Press.
- Eldredge, J. L. (2005). *Teaching Decoding: Why and how*. (2nd edition). New Jersey: Pearson.

Journal articles and book chapters: Available on Sakai.

Additional requirements: Students are required to join the New Jersey Teachers of English to Speakers of Other Languages and New Jersey Bilingual Educators (NJTESOL/NJBE) organization. A 1-year NJTESOL/NABE membership costs \$35. Students are required to join the email listserv—the posts and comments made on the listserv will be incorporated into the course readings, discussions, and presentations.

To join, students should do the following:

1. Go to <http://www.njtesol-njbe.org/index.html>
2. While you can register by mail, with a check, I suggest registering online. You must send me an email to let me know if you are *not* registering online. In addition to prompting you to enter your name, contact information, and payment information, the online registration screen requires you to enter the following information:

<b>* Membership Type:</b> <input type="radio"/> New <input type="radio"/> Renewal	<b>* Cost:</b> <input type="radio"/> \$35 One Year <input type="radio"/> \$59 Two Years
<b>*E-mail list:</b> Would you like your e-mail address added to the e-mail list? You will receive e-mail about employment opportunities, workshop and conference announcements, questions about state laws and standards, and more. <input type="radio"/> Yes <input type="radio"/> No	<b>Special Interest Groups (SIGS):</b> Please choose <b>ONE</b> or <b>TWO</b> numbers for the (SIGS) you wish to belong to: 1. Early Childhood (Pre-K – K) 2. Bilingual Elementary Education 3. ESL Elementary Education Grades 1-5 4. ESL Grades 6-8 5. Bilingual Secondary Education 6. ESL Secondary Education 7. Higher Education 8. Teacher Education 9. Special Education 10. Adult Education 11. Parent/Community Action 12. Supervisors
<b>Affiliate Mail:</b> We sometimes give out member addresses (not e-mail) to our affiliates and other entities for the purpose of informing you of upcoming conferences and workshops of interest. Please let us know your preference. <input checked="" type="radio"/> Yes <input type="radio"/> No	<b>* First Choice</b> <input type="text"/> <b>Second Choice</b> <input type="text"/>

You can decide whether you'd like to register for a one or two year membership. For this course, you are required to enroll for one year. As part of this course, you are required to select *yes* to be added to the email list. You can choose whether to receive affiliate mail and you can choose to enroll in the two SIGS that are of most interest to you.

3. Email me the confirmation email that you receive upon registering. **This is due by September 13<sup>th</sup>**. I will need this in order to expedite your being added to the email listserv.

**Course Outline:**

<b>Date</b>	<b>Guiding Question</b>	<b>Ongoing Assignments Due</b>	<b>Field Placements &amp; Assignment Due Dates</b>
-- Artifacts --			
September 6 <sup>th</sup>	Introduction		
September 13 <sup>th</sup>	How can the ‘onion metaphor’ serve as a common framework for thinking about teaching ELLs?	Ricento & Hornberger (1996) García & Frede, Ch1	Assign Field Placements Email membership conf. by the 13 <sup>th</sup>
September 20 <sup>th</sup>	Who are our ELL students? What are our responsibilities as teachers of ELLs?	Franks, Mistral & Chiola (2009) García & Frede, Ch 2	First visit begins September 21 <sup>st</sup>
September 27 <sup>th</sup>	What do we know (or not know) about how ELLs learn?	Goldenberg (2008) Eldredge, Ch 1	
October 4 <sup>th</sup>	What does recent student achievement data tell us about ELL students’ learning of academic content?	García & Frede, Ch 3 Griffiths & Parr (2001)	
October 11 <sup>th</sup>	How do ELL students learn in two codes? What does decoding mean and what does it have to do with learning to read?	García & Frede, Ch 4 Eldredge, Ch 2	
October 18 <sup>th</sup>	How do ELLs learn to process and represent languages?	García & Frede, Ch 5 Eldredge, Ch 3	
October 25 <sup>th</sup>	What do we know about how ELLs learn to read?	García & Frede, Ch 8 Eldredge, Ch 4	<b>Teaching Philosophy (by 4pm via Sakai)</b>
-- Activities --			
November 1 <sup>st</sup>	How can we involve parents in culturally-relevant literacy activities?	García & Frede, Ch 6 Eldredge, Ch 5	Student Presentations
November 8 <sup>th</sup>	What are some best practices for using writing to teach reading?	Eldredge, Ch 6 Peregoy & Boyle (2008)	No presentations, instead we will have a PALS visit
November 15 <sup>th</sup>	What instructional models and strategies can we use to teach ELLs to decode academic texts?	Eldredge, Ch 7 Eldredge, Ch 8	Student Presentations
November 22 <sup>nd</sup>	How can we motivate students to engage in and enjoy reading?	Eldredge, Ch 9 Gibbons (1998)	Student Presentations <b>Lesson Plan (by 4pm via Sakai)</b>
November 29 <sup>th</sup>	How can we embed literacy instruction into our daily teaching practice?	Eldredge, Ch 10 Echevarria & Short (n.d.)	Student Presentations
-- Assessment --			
December 6 <sup>th</sup>	What are some of the current standardized assessments for ELLs and what are the implications for teaching and learning?	García & Frede, Ch 7 Eldredge, Ch 11	Student Presentations
December 13 <sup>th</sup>	Summarizing and Synthesizing	García & Frede, Ch 10 Keiffer at al. (2006)	Student Presentations <b>Unit Plan (by 5pm via Sakai on December 17<sup>th</sup>)</b>

**Grading:**

Ongoing Coursework	Informed Engagement (reading, participation, group work)	10
Individual Course Assignments	Student Presentations	20
	Teaching Philosophy Statement	20
	Lesson Plan	20
	Unit Plan	30

**Academic Integrity at Rutgers University**

**The following definition of academic integrity can be found at:**

<http://academicintegrity.rutgers.edu/>

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

The faculty shares the responsibility for educating students about the importance and principles of academic integrity. Individual faculty members<sup>2</sup> For purposes of the Academic Integrity Policy, the term faculty member includes not only tenured, tenure-track, and nontenure-track faculty members, but also part-time lecturers, TAs, staff members, and administrators who are serving as the instructor of record in a course; i.e., the instructor responsible for assigning final course grades. are also responsible for informing students of the particular expectations regarding academic integrity within individual courses, including permissible limits of student collaboration and, where relevant, acceptable citation format. Finally, all members of the faculty should report all violations of academic integrity they encounter.

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred.

For more information on academic integrity, including multimedia presentations on plagiarism and its consequences, visit

<http://academicintegrity.rutgers.edu/multimedia.shtml>

**Week One—September 6<sup>th</sup>**  
Introduction

**In-Class Work—**

Students will be introduced to the course assignments and expectations; they will also receive information regarding prerequisites to the field placement. We will watch and discuss video clips of classroom interaction and examine firsthand artifacts pertaining to ELL student intake in New Jersey public schools.

Artifacts can be found at:

[http://www.state.nj.us/education/bilingual/ell\\_mainstream/part\\_one/index.html](http://www.state.nj.us/education/bilingual/ell_mainstream/part_one/index.html)

**Week Two—September 13<sup>th</sup>**

**Guiding Question—**How can the ‘onion metaphor’ serve as a common framework for thinking about teaching ELLs?

**Assignment Due—**

- García, E.E. & Frede, E.C. (Eds.). (2010). Chapter 1: Overview and introduction. *Young English Language Learners: Current research and emerging directions for practice and policy* (pp. 1-9). New York: Teachers College Press.
- Ricento, T.K. & Hornberger, N.H. (1996). Unpeeling the onion: Language planning and policy and the ELT professional. *TESOL Quarterly*, 30(3), 401-427.
- Email me your membership confirmation for NJTESOL/NJBE

**In-Class Visit—**

A representative from the Office of Academic Services will visit the class and students will learn about the field placement component of this course.

**In-Class Work—**

Students will examine Title III of the No Child Left Behind Act, entitled “Language Instruction for Limited English Proficient and Immigrant Students,” which was signed into law on January 8, 2002.

Artifacts can be found at: <http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>

**Week Three—September 20<sup>th</sup>**

**Guiding Question—**Who are our ELL students? What are our responsibilities as teachers of ELLs?

**Assignment Due—**

- García, E.E. & Frede, E.C. (Eds.). (2010). Chapter 2: A demographic portrait of young English language learners. *Young English Language Learners: Current research and emerging directions for practice and policy* (pp. 10-41). New York: Teachers College Press.
- Franks, E.J., Mistral, A.M., & Chiola, T. (2009). *Literacy and English Language Learners in New Jersey Schools*. Retrieved from New Jersey Teachers of English to Speakers of Other Languages and the New Jersey Bilingual Educators, Incorporated website: <http://www.njtesol-njbe.org/>

**In-Class Work—**

Students will explore a schema developed by Cummins to examine the language demands of the language classroom and identify scaffolds for ELL students. They will see how the NJ State department of bilingual and ESL education has interpreted Cummins' work.

Artifacts can be found at:

[http://www.state.nj.us/education/bilingual/ell\\_mainstream/images/SSSchema2.gif](http://www.state.nj.us/education/bilingual/ell_mainstream/images/SSSchema2.gif)

**Week Four—** September 27<sup>th</sup>

**Guiding Question—**What do we know (or not know) about how ELLs learn?

**Assignment Due—**

- Eldredge, J. L. (2005). Chapter 1: Perspectives on literacy instruction. *Teaching Decoding: Why and how*. (2nd edition, pp. 1-13). New Jersey: Pearson.
- Goldenberg, C. (2008). Teaching English Language Learners: What the Research Does—and Does Not—Say. *American Educator*. Summer, 8-44.

**In-Class Work—**

Students will listen to and discuss the content of a webinar on academic English led by Robin Scarcella.

Artifact can be found at: <http://www.ncela.gwu.edu/webinars/event/1/>

**Week Five—**October 4<sup>th</sup>

**Guiding Question—**What does recent student achievement data tell us about ELL students' learning of academic content?

**Assignment Due—**

- García, E.E. & Frede, E.C. (Eds.). (2010). Chapter 3: English language learners' math and reading achievement trajectories in the elementary grades. *Young English Language Learners: Current research and emerging directions for practice and policy* (pp. 42-58). New York: Teachers College Press.
- Griffiths, C. & Parr, J.M. (2001) Language-learning strategies: theory and perception. *ELT Journal*, 55 (3), 247-254.

**In-Class Work—**

Students will read about and deepen their understanding of the new Common Core Standards, that New Jersey adopted on June 23, 2010 and that all but six states have currently adopted. They will discuss the responses published by members of the Conference on College Composition and Communication and the National Council of Teachers of English.

Artifacts can be found at: <http://www.corestandards.org/>

**Week Six—October 11<sup>th</sup>**

**Guiding Question**—How do ELL students learn in two codes? What does decoding mean and what does it have to do with learning to read?

**Assignment Due—**

- García, E.E. & Frede, E.C. (Eds.). (2010). Chapter 4: Dual language development in preschool children. *Young English Language Learners: Current research and emerging directions for practice and policy* (pp. 59-79). New York: Teachers College Press.
- Eldredge, J. L. (2005). Chapter 2: Decoding. *Teaching Decoding: Why and how*. (2nd edition, pp. 14-26). New Jersey: Pearson.

**In-Class Work—**

Students will work in grade-level groups to read and discuss the World-Class Instructional Design and Assessment (WIDA) standards used in New Jersey.

The artifact entitled “Understanding the WIDA English Language Proficiency Standards: A Resource Guide” (2007) can be found at: <http://wida.wceruw.org/standards/elp.aspx>.

**Week Seven—October 18<sup>th</sup>**

**Guiding Question**—How do ELLs learn to process and represent languages?

**Assignment Due—**

- García, E.E. & Frede, E.C. (Eds.). (2010). Chapter 5: Bilingualism and cognitive processing in young children. *Young English Language Learners: Current research and emerging directions for practice and policy* (pp. 80-100). New York: Teachers College Press.
- Eldredge, J. L. (2005). Chapter 3: Phonemic awareness and the alphabetic principle. *Teaching Decoding: Why and how*. (2nd edition, pp. 27-41). New Jersey: Pearson.

**In-Class Work—**

Students will read, write about, and discuss the New Jersey Language Proficiency Standards (ELPS) for ELLs PreK-12.

The artifact entitled “English Language Proficiency Standards” (2004) is available as a pdf from: <http://www.lehsd.k12.nj.us/Resources/Parents/EnglishLanguageProficiencyStandards.pdf>

**Week Eight—October 25<sup>th</sup>**

**Guiding Question**—What do we know about how ELLs learn to read?

**Assignment Due—**

- García, E.E. & Frede, E.C. (Eds.). (2010). Chapter 8: Classroom teaching and instruction “best practices” for young English language learners. *Young English Language Learners: Current research and emerging directions for practice and policy* (pp. 143-164). New York: Teachers College Press.
- Eldredge, J. L. (2005). Chapter 4: Phonics and the alphabetic principle. *Teaching Decoding: Why and how*. (2nd edition, pp. 42-59). New Jersey: Pearson.

- Teaching Philosophy DUE

**In-Class Work—**

Students will gain familiarity with the WIDA Can Do Descriptors and watch footage on ELL students in mainstream classrooms, presented by the NJ State bilingual and ESL department.

Artifacts can be found at: [http://www.wida.us/standards/CAN\\_DOs/](http://www.wida.us/standards/CAN_DOs/) and [http://www.state.nj.us/education/njpep/pd/ell\\_mainstream/video/elem\\_full.wmv](http://www.state.nj.us/education/njpep/pd/ell_mainstream/video/elem_full.wmv)

**Week Nine—November 1<sup>st</sup>**

**Guiding Question—**How can we involve parents in culturally-relevant literacy activities?

**Assignment Due—**

- García, E.E. & Frede, E.C. (Eds.). (2010). Chapter 6: A research perspective on the involvement of linguistic-minority families on their children’s learning. *Young English Language Learners: Current research and emerging directions for practice and policy* (pp. 100-118). New York: Teachers College Press.
- Eldredge, J. L. (2005). Chapter 5: Developing phonemic awareness through stories, games, and songs. *Teaching Decoding: Why and how*. (2nd edition, pp. 60-82). New Jersey: Pearson.

**In-Class Work—**

Student Presentations and Discussion

**Week Ten—November 8<sup>th</sup>**

**Guiding Question—**What are some best practices for using writing to teach reading?

**Assignment Due—**

- Eldredge, J. L. (2005). Chapter 6: Using writing to teach phonemic awareness and phonics. *Teaching Decoding: Why and how*. (2nd edition, pp. 83-114). New Jersey: Pearson.
- Peregoy, S.F. & Boyle, O.F. (2008). Chapter 5: Emergent literacy: English learners beginning to write and read. *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners*, 5<sup>th</sup> edition (pp. 152-199). New Jersey: Pearson.

**In-Class Work—**

Visit with students in the Rutgers’ Program in American Language Studies.

**Week Eleven—November 15<sup>th</sup>**

**Guiding Question—**What instructional models and strategies can we use to teach ELLs to decode academic texts?

**Assignment Due—**

- Eldredge, J. L. (2005). Chapters 7 and 8: Decoding Instruction: Word recognition, analogy, and context AND Decoding Instruction: Phonics, morphemic analysis, and syllabic analysis. *Teaching Decoding: Why and how*. (2nd edition, pp. 115-150). New Jersey: Pearson.

**In-Class Work—**

**Week Twelve**—November 22<sup>nd</sup>

**Guiding Question**—How can we motivate students to engage in and enjoy reading?

**Assignment Due**—

- Eldredge, J. L. (2005). Chapter 9: Improving decoding, fluency, comprehension, motivation, and writing. *Teaching Decoding: Why and how*. (2nd edition, pp. 151-179). New Jersey: Pearson.
- Gibbons, P. (1998). Classroom Talk and the Learning of New Registers in a Second Language. *Language and Education* 12 (2), 99-118.
- Lesson plan DUE

**In-Class Work**—

Student Presentations and Discussion

**Week Thirteen**—November 29<sup>th</sup>

**Guiding Question**—How can we embed literacy instruction into our daily teaching practice?

**Assignment Due**—

- Eldredge, J. L. (2005). Chapter 10: Teaching phonics in 10 minutes a day. *Teaching Decoding: Why and how*. (2nd edition, pp. 180-202). New Jersey: Pearson.
- *The Sheltered Instruction Observation Protocol (SIOP)* by Jane Echevarria and Deborah J. Short (n.d.). Available from <http://www.siopinstitute.net/research.html>

**In-Class Work**—

Student Presentations and Discussion

**Week Fourteen**—December 6<sup>th</sup>

**Assessment** — What are some of the current standardized assessments for ELLs and what are the implications for teaching and learning?

**Assignment Due**—

- García, E.E. & Frede, E.C. (Eds.). (2010). Chapter 7: Assessment of young English language learners. *Young English Language Learners: Current research and emerging directions for practice and policy* (pp. 119-142). New York: Teachers College Press.
- Eldredge, J. L. (2005). Chapter 11: Assessment. *Teaching Decoding: Why and how*. (2nd edition, pp. 203-220). New Jersey: Pearson.

**In-Class Work**—

Student Presentations and Discussion

Students will read and discuss the *Historical Context: Overview of New Jersey's Statewide Testing Program* published by the NJ Department of Education and available at <http://www.state.nj.us/education/assessment/history.shtml> as well as the *Position Paper on Assessment and Accountability of English Language Learners Under the No Child Left Behind Act of 2001* written by the New Jersey Teachers of English to Speakers of other Languages and New Jersey Bilingual Educators found at <http://www.njtesol-njbe.org/announcements/positionpaper.htm>

**Week Fifteen**—December 13<sup>th</sup>  
Summarizing and Synthesizing

**Assignment Due—**

- García, E.E. & Frede, E.C. (Eds.). (2010). Chapter 10: A policy and research agenda for teaching young English language learners. *Young English Language Learners: Current research and emerging directions for practice and policy* (pp. 184-196). New York: Teachers College Press.
- Kieffer, M., Lesaux, N., and Snow, C. (2006). Promises and pitfalls: Implications of No Child Left Behind for defining, assessing, and serving English language learners. Presented at: Key Reforms Under the No Child Left Behind Act: The Civil Rights Perspective. Berkeley, CA: University of California, Berkeley. Available at [http://www.law.berkeley.edu/files/NCLB\\_ELLs\\_Final.pdf](http://www.law.berkeley.edu/files/NCLB_ELLs_Final.pdf)

**In-Class Work—**

Student Presentations and Discussion

Students will review items from the New Jersey ASK exam and discuss the language and content knowledge being tested in this standardized assessment.

Artifact can be found at: <http://www.nj.gov/education/assessment/es/>

- Unit plan DUE December 17<sup>th</sup>, by 4pm via Sakai