

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

***Instructor:*** Ariana Mangual Figueroa  
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***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, presentations, and observations, 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.*

“Quotes and Questions” Presentation: Each week, 1-2 students will provide the framework for our discussion of the assigned readings. Each student will have about five minutes to share two significant quotes (1 from each reading) and pose a question that covers both readings. These quotes and questions will provide the basis for the first hour of class discussion.

Observation Reflections: Students must submit four observation reflections by the end of the semester. They must be turned in as a hard copy, as they are ready. Due date: ongoing.

Teaching Philosophy Statement: Students will submit a statement of teaching philosophy that addresses key responsibilities and concerns of the ESL teacher. Due date: October 9<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 13<sup>th</sup> at 4pm. Please follow the instructions for uploading this to the Sakai Teaching Portfolio site.

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

Unit Plan: Students will draft and submit a unit plan for an elementary ESL classroom. Due date: December 11<sup>th</sup> at 4pm. Please follow the instructions for uploading this to the Sakai Teaching Portfolio site.

***Course Materials and Requirements:***

Textbooks:

Young, T.A. & Hadaway, N.L. (2006). *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms*. Delaware: International Reading Association.

Journal articles and book chapters: Available on Sakai.

***Grading:***

Ongoing Coursework	<ul style="list-style-type: none"> <li>○ Informed Engagement (reading, participation, group work)</li> <li>○ Quotes and Questions Presentation</li> </ul>	10
Individual Course Assignments	Four observation reflections—use template provided (5 points each)	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.

**Course Outline:**

<b>Week</b>	<b>Date</b>	<b>Guiding Question</b>	<b>Ongoing Assignments Due</b>	<b>Field Placements &amp; Assignment Due Dates</b>
1	September 4 <sup>th</sup>	Introduction		
2	September 11 <sup>th</sup>	What are some of the program models available for teaching ESL students? How has NCLB changed ESL teaching?	Freeman (2004) Evans & Hornberger (2004)	5:30-6:15pm: Field Placements will be assigned
3	September 18 <sup>th</sup>	Who are our ELL students? What are our responsibilities as teachers of ELLs?	Franks, Mistral & Chiola (2009) Text: Chapter 1	September 19 <sup>th</sup> : First field observation begins
4	September 25 <sup>th</sup>	What do we know about how ELLs learn? How do we differentiate instruction for them?	Goldenberg (2008) Text: Chapter 2	
5	October 2 <sup>nd</sup>	What is academic English and why does it matter?	Verplaetse (2008) Text: Chapter 3	
6	October 9 <sup>th</sup>	What is the relationship between language, content, and culture?	Nieto (2002) Text: Chapter 4	<b>Teaching Philosophy (by 4pm via Sakai)</b>
7	October 16 <sup>th</sup>	What strategies can ESL students and teachers use to comprehend what is taking place in the classroom?	Fillmore & Fillmore (n.d.) Text: Chapter 5	
8	October 23 <sup>rd</sup>	How can we scaffold vocabulary instruction for ESL students?	Walqui (2002) Text: Chapter 6	
9	October 30 <sup>th</sup>	What do we know about how ELLs learn to read?	Peregoy & Boyle (2008) Text: Chapter 7	
10	November 6 <sup>th</sup>	How can we teach ESL students about the features of text?	Beck & McKeown (2001) Text: Chapter 8	<b>Lesson Plan Due (by 4pm via Sakai)</b>
11	November 13 <sup>th</sup>	What are some best practices for using writing to teach reading?	Brisk (2008) Text: Chapter 9	Note—Course meets in alternate format
12	November 20 <sup>th</sup>	How can we make language learning fun?	Eldredge (2005) Text: Chapter 10	Note—Thursday classes meet, no Tuesday class
13	November 27 <sup>th</sup>	What materials can we use to bring language to life?	Readings from Nov. 20 <sup>th</sup> Larsen-Freeman (2000) Text: Chapter 11	
14	December 4 <sup>th</sup>	How can we develop systems for engaging in learning together?	Long, Bell, & Brown (2004) Text: Chapter 12	
15	December 11 <sup>th</sup>	What are some of the current standardized assessments for ELLs a?	Keiffer at al. (2006) Abedi & Linqunti (n.d.)	<b>Unit Plan (by 5pm via Sakai on December 11<sup>th</sup>)</b>

**Week One—September 4<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 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—**What are some of the program models available for teaching ESL students? How has NCLB changed ESL teaching?

**Assignment Due—**

- Evans, B.A. & Hornberger, N.H. (2005). No Child Left Behind: Repealing and unpeeling Federal Language Education Policy in the United States. *Language Policy* 4, 87-106.
- Freeman, R. (2004). Reviewing the Research on Language Education Programs. In *Building on Community Bilingualism*. Philadelphia, PA: Caslon.

**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 18<sup>th</sup>**

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

**Assignment Due—**

- 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/>
- Hadaway, N.L. & Young, T.A. (2006). Changing Classrooms: Transforming Instruction. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms* (pp. 1-23). Delaware: International Reading Association.

**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 25<sup>th</sup>

**Guiding Question—** What do we know about how ELLs learn? How do we differentiate instruction for them?

**Assignment Due—**

- Goldenberg, C. (2008). Teaching English Language Learners: What the Research Does—and Does Not—Say. *American Educator*. Summer, 8-44.
- Kerper Mora, J. (2006). Differentiating Instruction for English Learners: The Four-by-Four Model. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms* (pp. 24-40). Delaware: International Reading Association.

**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. 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 Five—**October 2<sup>nd</sup>

**Guiding Question—** What is academic English and why does it matter?

**Assignment Due—**

- Verplaetse, L.S. (2008). Developing Academic Language through an Abundance of Interaction. In L.S. Verplaetse and N. Migliacci (Eds.), *Inclusive Pedagogy for English Language Learners: A Handbook of Research-Informed Practices* (pp. 167-180). New York: Lawrence Erlbaum Associates.
- Pilgreen, J. (2006). Supporting English Learners: Developing Academic Language in the Content Area Classroom. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms* (pp. 41-60). Delaware: International Reading Association.

**In-Class Work—**

Students will engage in a critical analysis, developed at Stanford University, of the Common Core Standards related to language learning and to English Language Learners. Artifacts can be found at: <http://ell.stanford.edu/papers>

**Week Six—October 9<sup>th</sup>**

**Guiding Question—**What is the relationship between language, content, and culture?

**Assignment Due—**

- Teaching Philosophy Due by 4pm via Sakai (in Teaching Portfolio and Individual Course DropBox)
- Nieto, S. (2002). We speak in many tongues: Language diversity and multicultural education. *Language, culture and teaching: Critical perspectives for a new century* (pp. 79-100). New Jersey: Lawrence Erlbaum Associates.
- Freeman, D.E. & Freeman, Y.S. (2006). Teaching Language Through Content Themes: Viewing Our World as a Global Village. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms* (pp. 61-79). Delaware: International Reading Association.

**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 16<sup>th</sup>**

**Guiding Question—** What strategies can ESL students and teachers use to comprehend what is taking place in the classroom?

**Assignment Due—**

- Fillmore, L.W. & Fillmore, C.J. (n.d.). What Does Text Complexity Mean for English Learners and Language Minority Students? Retrieved from Stanford University, Understanding Language Webpage, <http://ell.stanford.edu/papers>
- Roit, M.L. (2006). Essential Comprehension Strategies for English Learners. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms* (pp. 80-95). Delaware: International Reading Association.

**In-Class Work—**

Students will read, write about, and discuss the New Jersey Language Proficiency Standards (ELPS) for ELLs PreK-12 and gain familiarity with the WIDA Can Do Descriptors. The artifact entitled “English Language Proficiency Standards” (2004) is available as a pdf from:

<http://www.lehsd.k12.nj.us/Resources/Parents/EnglishLanguageProficiencyStandards.pdf>  
[http://www.wida.us/standards/CAN\\_DOs/](http://www.wida.us/standards/CAN_DOs/)

**Week Eight—October 23<sup>rd</sup>**

**Guiding Question—**How can we scaffold vocabulary instruction for ESL students?

**Assignment Due—**

- Walqui, A. (2006). Scaffolding Instruction for English Language Learners: A Conceptual Framework. *The International Journal of Bilingual Education and Bilingualism*, 9(2), 159-180.
- August, D., Carlo, M., Lively, T.J., McLaughlin, B., & Snow, C. (2006). Promoting the Vocabulary Growth of English Learners. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms* (pp. 96-112). Delaware: International Reading Association.

**In-Class Work—**

Students begin working with elementary curricula to review, critically analyze, and plan. Students will review a template for lesson plans that will be used in their lesson plan assignment.

**Week Nine—October 30<sup>th</sup>**

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

**Assignment Due—**

- Peregoy, S.F. & Boyle, O.F. (2008). 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.
- Capellini, M. (2006). Using Guided Reading with English Learners. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms* (pp. 113-131). Delaware: International Reading Association.

**In-Class Work—**

Students continue working with elementary curricula to review, critically analyze, and plan.

**Week Ten—November 6<sup>th</sup>**

**Guiding Question—**How can we teach ESL students about the features of text?

**Assignment Due—**

- Lesson Plan Due by 4pm via Sakai (in Teaching Portfolio and Individual Course DropBox)
- Beck, I.L. & McKeown, M.G. (2001). Text Talk: Capturing the Benefits of Read Alouds for Young Children. *The Reading Teacher*, 55(1), 10-20.
- Moss, B. (2006). Teaching English Learners About Expository Text Structures. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms* (pp. 132-149). Delaware: International Reading Association.

**In-Class Work—**

Students continue working with elementary curricula to review, critically analyze, and plan.

**Week Eleven—November 13<sup>th</sup>**

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

**Assignment Due—**

- Brisk, M.E., Horan, D., MacDonald, E. (2008). Chapter 2. A Scaffolded Approach to Learning to Write. In L.S. Verplaetse and N. Migliacci (Eds.), *Inclusive Pedagogy for English Language Learners: A Handbook of Research-Informed Practices* (pp. 15-32). New York, Lawrence Erlbaum Associates.
- Hadaway, N.L. & Young, T.A. (2006). Negotiating Meaning Through Writing. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms* (pp. 150-167). Delaware: International Reading Association.

**Note—**

Course meets in an alternate format because the professor will be traveling to present at the American Anthropological Association annual meeting.

**Week Twelve—November 20<sup>th</sup>**

**Guiding Question—** How can we make language learning fun?

**Assignment Due—**

- Eldredge, J. L. (2005). Developing phonemic awareness through stories, games, and songs. *Teaching Decoding: Why and how*. (2nd edition, pp. 60-82). New Jersey: Pearson.
- Hadaway, N.L., Vardellia, S.M., & young, T.A. (2006). Language Play, Language Work: Using Poetry to Develop Oral Language. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms* (pp. 168-184). Delaware: International Reading Association.

**Note—**Class does not meet this week because of a change in Rutgers' academic schedule (where Thursday classes meet on Tuesday evening). Students are still responsible for the readings, which will be discussed on November 27<sup>th</sup>.

**Week Thirteen—November 27<sup>th</sup>**

**Guiding Question—**What materials can we use to bring language to life?

**Assignment Due—**

- Readings for the week of November 20<sup>th</sup>
- Larsen-Freeman, D. (2000). Community Language Learning. In *Techniques and Principles in Language Teaching* (2<sup>nd</sup> ed., pp. 89-106). Oxford: Oxford University Press.
- Zuljevic, V. (2006). Using Puppets with English Learners to Develop Academic Language. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms* (pp. 185-193). Delaware: International Reading Association.

**In-Class Work—**



Students will review a template for lesson plans that will be used in their unit plan assignment.

**Week Fourteen—December 4<sup>th</sup>**

**Guiding Question—**How can we develop systems for engaging in learning together? What are some of the mechanisms available for assessing student learning?

**Assignment Due—**

- Long, S., Bell, D., & Brown, J. (2004). Making a place for peer interaction: Mexican American kindergartners learning language and literacy. In S. Long & D. Volk (Eds.), *Many Pathways to Literacy: Young children learning with siblings, grandparents, peers and communities* (pp. 93-104). New York: Routledge.
- Zuljevic, V. (2006). Using Puppets with English Learners to Develop Academic Language. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms* (pp. 185-193). Delaware: International Reading Association.

**In-Class Work—**

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 11<sup>th</sup>**

**Guiding Question—** What are some of the current standardized assessments for ELLs?

**Assignment Due—**

- Unit Plan Due by 4pm via Sakai (in Teaching Portfolio and Individual Course DropBox)
- Abedi, J. & Linqanti, R. (n.d.) Issues and Opportunities in Improving the Quality of Large Scale Assessment Systems for English Language Learners. Retrieved from Stanford University, Understanding Language Webpage, <http://ell.stanford.edu/papers>
- 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—**

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/>