

GRADUATE SCHOOL OF EDUCATION
RUTGERS, THE STATE UNIVERSITY
NEW BRUNSWICK, NEW JERSEY

Semester: Spring 2011
Syllabus for Academic English in the Content Areas

Professor: Ariana Mangual Figueroa	Course: Academic English in the Content Areas	Email: amf@gse.rutgers.edu
	Language Education: 15:253:510	Office hours: Wednesdays, by appointment

1. GENERAL COURSE DESCRIPTION: This course provides pre-service teachers and current practitioners with a working understanding of the concept of “academic English” and how it can be taught across the grade levels and content areas. This course will provide students with the foundation for analyzing the language and content demands of academic English in the mainstream and ESL classroom and the current research in how ELL students can best be taught academic English. As students work to examine the forms and functions of the English language, in the context of academic subject areas that span K-12 education, they will identify similarities and differences in language use in multiple subjects. This will prepare teachers to plan for and scaffold learning experiences for their ELL students in both mainstream and ESL classrooms.

2. OBJECTIVE: To prepare students to understand the features of academic English, vocabulary, and register and to learn about research-based methods for teaching academic language and content to ELL students.

3. NOTE: This course forms part of a research project that the professor is currently engaged in. Given the professor’s interest in preparing teachers to work with linguistically and culturally diverse populations, the project seeks to document pre-service teachers’ learning and development in courses that focus on teaching languages in schools with diverse constituents. The study hopes to examine the ways in which a funds of knowledge approach shapes preservice teacher’s collaboration with immigrant parents and children as well as teachers’ perspectives about language use and learning. The professor would like to interview the GSE students, document their interactions with the families during the field experience, and collect GSE students’ work for later analysis of learning and interaction. The professor will provide GSE students with further details about the research projects, as well as official letters of consent, later in the semester. GSE students should know that their participation is **entirely voluntary** and will in no way affect their grades or standing in the course or program.

4. ASSIGNMENTS AND MATERIALS:

Course Assignments and Activities:

Students are expected to read all assignments and fully engage in class discussions—these are ongoing components of the course.¹ Attendance at every session is mandatory; absences must be discussed with the professor and more than one absence will affect a students' grade. In addition, course assignments include: (1) presentations, (2) midterm, and (3) final.

Midterm: Students will write a ten-page paper incorporating course texts and experiences as well as a one-paragraph self-assessment.

Due date: uploaded to Sakai by 4:50pm on TBD.

Presentations: Students will work in small groups of two to four students to investigate and present a topic of relevance to public school teachers of English Language Learners. The presentations will be no more than thirty minutes in length and will include a fifteen-to twenty-minute presentation followed by a ten-minute question and answer period.

Due date: TBD.

Final: Students will develop a lesson plan for a specific grade level and content area and annotate the lesson plan with the following: (a) an analysis of the language and content demands of the tasks that students are required to complete and the texts that students use during the lesson, (b) the course readings that support the kinds of teaching approaches used in the lesson, and (c) the ways in which the teacher will assess student progress and modify instruction in order to scaffold learning throughout the lesson.

Due date: uploaded to Sakai by 12:00pm on TBD.

Course Materials and Requirements:

Textbook: Freeman, Y. and Freeman, D. (2008). *Academic Language for English Language Learners and Struggling Readers: How to Help Students Succeed Across Content Areas*. Portsmouth, NH: Heinemann.

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.

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

Course Outline

Week	Date	Topic	Assignment	Teaching Standards Met
1	1/18	Who are your ELLs and what does it mean to be a language learner?	Freeman & Freeman (2008), Chapter 1 Garcia & Cuéllar (2006)	NJ Professional Standards 2, 3, 7, 9 TESOL Standards 1, 2
2	1/25	What do we know about how ELLs learn and about what teachers need to know to teach?	Freeman & Freeman (2008), Chapter 2 Goldenberg (2008)	NJ Professional Standards 1, 2, 3, 4, 10 TESOL Standards 1, 5
3	2/1	What is academic English?	Freeman & Freeman (2008), Chapter 3 Scarcella (2003)	NJ Professional Standards 1, 4, 5, 8 TESOL Standards 1, 3
4	2/8	How is academic English for ELLs defined in the state of NJ?	Freeman & Freeman (2008), Chapter 4 WIDA Resource Guide (2007)	NJ Professional Standards 1, 6, 9, 10 TESOL Standards 1, 3, 5
5	2/15	What is the relationship between language and content?	Freeman & Freeman (2008), Chapters 5 and 6	NJ Professional Standards 1, 2, 8 TESOL Standards 1, 2, 3
6	2/22	What are the commonalities and differences between academic English across the content areas?	Freeman & Freeman (2008), Chapter 7 English Language Proficiency Standards (2004)	NJ Professional Standards 1, 4, 6, 8 TESOL Standards 1, 3, 4
7	2/29	Academic English in ELA	Olsen & Land (2007) Brisk et al. (2008)	NJ Professional Standards 1, 4, 5, 6 TESOL Standards 1, 3
8	3/7	Academic English in Social Studies	Achugar & Schleppegrell (2005) Cruz & Thornton (2008)	NJ Professional Standards 1, 4, 5, 6 TESOL Standards 1, 3
9	3/21	Academic English in Math	Gebhard et al. (2004) Kersaint et al. (2009)	NJ Professional Standards 1, 4, 5, 6 TESOL Standards 1, 3
10	3/28	Academic English in Science	Dong (2002) Gibbons (1998)	NJ Professional Standards 1, 4, 5, 6 TESOL Standards 1, 3
11	4/4	What pedagogies and classroom practices support	Verplaetse (2008) Shanahan & Beck (2006)	NJ Professional Standards 1, 2, 4, 6, 8

		student learning of academic English?		TESOL Standards 1, 2, 3, 4
12	4/11	How do we know when to add/remove scaffolds for student learning?	Walqui (2006) Graves & Fitzgerald (2003)	NJ Professional Standards 1, 2, 5, 6 TESOL Standards 3, 4
13	4/18	How do we assess ELL students' academic progress and language learning in the state of NJ?: Formative	Rea-Dickens (2001) Migliacci & Verplaetse (2008)	NJ Professional Standards 1, 2, 5, 6 TESOL Standards 3, 4
14	4/25	How do we assess ELL students' academic progress and language learning in the state of NJ?: Summative	Keiffer et al. (2006) Abedi (2004)	NJ Professional Standards 1, 2, 5, 6 TESOL Standards 3, 4
15	5/2	What are curricular or programmatic models of best practices for teaching ELLs academic English?	Freeman (2004) Dutro & Moran (2003)	NJ Professional Standards 1, 4, 6, 9 TESOL Standards 1, 3, 5

Rubric for Evaluating Papers

Students in this course will be evaluated with the same rubric that is used in the Language Education Program for evaluating the Master's students Reflection Essays.

Course Reading List

- Abedi, J. (2004). The No Child Left Behind act and English language learners: Assessment and accountability issues. *Educational Researcher*, (33)1, 4-14.
- Achugar, M. & Schleppegrell, M.J. (2005). Beyond connectors: The construction of cause in history textbooks. *Linguistics and Education*, 16(3), 298-318.
- Brisk, M.E., Horan, D., MacDonald, E. (2008). 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, NY: Lawrence Erlbaum Associates.
- Cruz, B.C. & Thornton, S.J. (2008). Part Two: Principles of Social Studies Teaching and Learning. In *Teaching Social Studies to English Language Learners*. New York, NY: Routledge.
- Dong, Y.R. (2002). Integrating Language and Content: How Three Biology Teachers work with Non-English Speaking Students. In O. García and C. Baker (Eds.). *Bilingual Education and Introductory Reader* (pp. 257-271). Clevedon, UK: Multilingual Matters.

- Dutro, S. & Moran, C. (2003). Rethinking English language instruction: An architectural approach. In G.G. Garcia (Ed.). *English learners reaching the highest level of English literacy* (pp. 227-258). Newark, DE: International Reading Association.
- Freeman, Y. and Freeman, D. (2008). *Academic Language for English Language Learners and Struggling Readers: How to Help Students Succeed Across Content Areas*. Portsmouth, NH: Heinemann.
- Garcia, E., & Cuéllar, D. (2006). Who are these Linguistically and Culturally Diverse Students? *Teachers College Record*, 108 (11), 2220-2246.
- Gebhard, M. Hafner, A.H., & Wright, M. (2004). Teaching English language learners: “The language game of math.” In M. Sadowski (Ed.) *Teaching Immigrant And Second-language Students: Strategies for Success* (pp. 33-46). Cambridge, MA: Harvard University Press.
- Gibbons, P. (1998). Classroom Talk and the Learning of New Registers in a Second Language. *Language and Education* 12(2), 99-118.
- Goldenberg, C. (2008). Teaching English Language Learners: What the Research Does—and Does Not—Say. *American Educator*. Summer, 8-44.
- Graves, M.F. & Fitzgerald, J. (2003). Scaffolding reading experiences for multilingual classrooms. In G.G. Garcia (Ed.). *English learners reaching the highest level of English literacy* (pp. 96-124). Newark, DE: International Reading Association.
- 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
- Kersaint, G., Thompson, D.R., & Petkova, M. (2009). Part Two: Influences on the mathematical attainment of English language learners. In *Teaching mathematics to English language learners* (pp. 42-76). New York, NY: Routledge.
- Migliacci, N. & Verplaeste, L.S. (2008). Inclusive pedagogy in a mandate-driven climate. In L.S. Verplaetse and N. Migliacci (Eds.). *Inclusive pedagogy for English language learners* (pp. 317-342). New York, NY: Lawrence Erlbaum Associates.
- New Jersey Language Proficiency Standards (ELPS) for ELLs PreK-12. The publication entitled “English Language Proficiency Standards” (2004) is available as a pdf from <http://www.lehsd.k12.nj.us/Resources/Parents/EnglishLanguageProficiencyStandards.pdf>

Olsen, C. & Land, R. (2007). A Cognitive Strategies Approach to Reading and Writing Instruction for English Language Learners in Secondary School. *Research in the Teaching of English*, 41(3), 269-303.

Scarcella, R. (2003). Academic English: A Conceptual Framework. The University of California Linguistic Minority Research Institute. Technical Report 2003-1, 1-47.

Shanahan, T. & Beck, I.L. (2006). Effective Literacy Teaching for English-Language Learners. In D. August and T. Shanahan (Eds.). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates.

World-Class Instructional Design and Assessment (WIDA) standards used in New Jersey. The publication “Understanding the WIDA English Language Proficiency Standards: A Resource Guide” (2007) can be found at <http://wida.wceruw.org/standards/elp.aspx>.