

**GRADUATE SCHOOL OF EDUCATION
RUTGERS, THE STATE UNIVERSITY
NEW BRUNSWICK, NJ**

**ESL in SECONDARY SCHOOL METHODS
Spring Semester 2012
15:253:511**

General Information

Instructor: Elizabeth Franks
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Class meets: Thursday 4:50 – 7:30
MU 115
Office hours: by appt

Course Description

Course description:

This course provides an introduction to the field of teaching English as a Second Language (ESL) in the middle and high school grades. Through course reading, discussions, hands-on experiences and presentations, students will learn about the current research and practice for teaching at the secondary level. The class includes a field placement in local secondary ESL classroom.

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:

Students are expected to read all assignments and to participate in class discussions. Attendance at every class 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. Absence and tardiness will affect your grade. Course assignments include: response to observation papers (5), presentations on language features (2), mid-term, lesson plan, unit plan, teaching philosophy statement. The last 3 assignments are requirements both for the course and for the GSE Teaching Portfolio.

1. Participation (10%)

Active participation includes attending class, arriving on time, engaging in class discussions and readings, actively and sensitively listening to your peers, reading assigned texts before class meetings, and preparing short homework or in-class assignments that demonstrate having read course materials.

2. Short responses to field placement observations (3) (10%)

May be submitted throughout the semester. Two must be submitted by March 8th and the remaining one must be submitted by April 12th.

3. Midterm March 8th (20%)

3. Unit Plan. Due March 29th. (20 %)

4. Lesson plan. Lessons due on April 19th (20%)

5. Teaching Philosophy. Use course readings, activities, and discussions to update your teaching philosophy. Due April 26th. (10 %)

6. Mini-lesson presentations (2) (10%)

Presentations will be mini-lessons (20 minutes) on various language features. Use course readings, activities, and discussions as a framework to present a mini-lesson on a language feature. Mini lessons will be presented on March 1st and May 3rd.

More detailed descriptions and expectations for the contributions will be given to you during the course of the semester.

Journal articles and chapters will be available on Sakai.

The following NJ Professional Standards for Teachers guide the learning for this class:

Standard One: Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), [*Common Core and WIDA Standards*] and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Standard Two: Human Growth and Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Standard Four: Instructional Planning and Strategies

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

Standard Five: Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Standard Ten: Professional Development

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

Week	Date	Topic	Assignment
1	1/19	Introduction to Course Alignment of Common Core State Standards and WIDA standards	In class review Common Core ELA standards and WIDA standards
2	1/26	Factors Affecting Second Language Acquisition What is Grammar?	Bringing Grammar to Life Chapter 1 Enriching Content Classes for Secondary ELLs p 32-35 Common Core ELA Language
3	2/2	Language for Academic Thinking	Building Academic Language (Zwiers) Chapter 2
4	2/9	Cultivating Academic Language Acquisition	Building Academic Language (Zwiers) Chapter 3 Grammar activities
5	2/16	Reading and Language	Bringing Grammar to Life Chapter 2 Common Core standards ELA
6	2/23	Language for Academic Reading	Building Academic Language (Zwiers) Chapter 7
7	3/1	Language Experience Approach Literacy Strategies	Integrated Language Arts Chapter 7 Mini-lesson presentations
8	3/8	Midterm	Three response to observations should be submitted by this date Midterm
9	3/22	Writing and Language	Bringing Grammar to Life Chapter 3 Common Core Standards ELA Writing
10	3/29	Language for Academic Writing	Building Academic Language (Zwiers) Chapter 8 Lesson Plan is due
11	4/5	Using Mentor Texts 6+1 Traits; Collins Writing Program	Nonfiction Mentor Texts Chapters 5 & 7
12	4/12	Academic Listening and Speaking	Building Academic Language (Zwiers) Chapter 6 Integrating Language Arts Chapters 5-6 Response to Observations are due
13	4/19	Challenges with Teaching Language: ELLs and Testing	Bringing Grammar to Life Chapter 4 Unit Plan is due

14	4/26	Putting it All Together	Bringing Grammar to Life Chapter 5 Teaching philosophy is due
15	5/3	Mini lesson presentations	Presentations

Policy on Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. This academic integrity policy is designed to guide students as they prepare assignments, take examinations, and perform the work necessary to complete their degree requirements.

The University administration is responsible for working with faculty and students to foster a strong institutional culture of academic integrity, for providing effective educational programs that create an understanding of and commitment to academic integrity and for establishing equitable and effective procedures to deal with allegations of violations of academic integrity.

The faculty shares with the administration the responsibility for educating students about the importance and principles of academic integrity. Faculty members are expected to inform students of the particular requirements regarding academic integrity within their specific courses, to make reasonable efforts to minimize academic dishonesty, and to respond appropriately to violations of academic integrity. Faculty members are strongly encouraged to provide a statement concerning academic integrity and a link to the Academic Integrity Policy on their course syllabi.