

Introduction to English as a Second Language, Elementary Grades
15:253:521
3 credits

Instructor: Elizabeth Franks	Ejf24bb@gmail.com
Phone Number 732-841-7225	
Office Hours: by appointment	Prerequisites: 15:253:520 Principles of Second/Foreign Language Acquisition
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

Learning goals

1. To apply the knowledge of language acquisition and learning to teaching a second language to elementary age students.
2. To master different ways to engage students in meaningful linguistic activities in a unit of a course focusing on formative and summative assessment.
3. To deepen an understanding of teaching reading in elementary ESL classrooms
4. To become familiar with the latest research on policies and practices impacting ELLs in U.S. public schools.

Course catalogue description

The goal of the course is to acquaint prospective and in-service ESL teachers with an introduction to the field of teaching English as a Second Language (ESL) in the elementary grades. In this course we will focus on effective second language acquisition instruction and pedagogy for PK – 5th grade learners. Through course readings, seminar discussions, presentations, and observations, students will also learn about the WIDA English Language Development (ELD) standards, teaching reading in elementary ESL classrooms, effective co-teaching models 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

Required readings and materials:

Honigsfeld, A. & Dove, M.G. (2010). *Collaboration and co-teaching: Strategies for English learners*. Thousand Oaks, CA: Corwin Press.

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

Amplification of WIDA ELD standards (2012) can be downloaded or purchased from <http://wida.us/standards/eld.aspx>
<http://wida.us/standards/eld.aspx#2012>

Journal articles and book chapters: Available on Sakai.

Additional Resources and Materials

1. Tabors, P. (2008). *One child, two languages*. Baltimore: Brookes
2. Garcia, E. E., & Frede, E. C. (2010). *Young English language learners: Current research and emerging directions for practice and policy*. NYC: Teachers College Press.
3. <http://blog.colorincolorado.org/2013/02/13/teaching-informational-text-to-ells/>
4. www.wida.us
5. www.corestandards.org
6. <http://ell.stanford.edu/about>

Grading and Activities

Your course final grade will be based on how you meet the standards listed below. Each assignment will be assessed according to a rubric.

1	2	3	4
Does not meet expectations	Moving towards meeting expectations	Meets expectations;	Exceeds expectations

Ongoing Coursework	<ul style="list-style-type: none"> ○ Informed Engagement ○ Quotes and Questions Presentation 	15
Individual Course Assignments	Three observation reflections—use template provided (5 points each)	15
	Mini lesson or teacher-sharing presentation	10
	Teaching Philosophy Statement	20
	Lesson Plan	20
	Unit Plan	20

ESL Content Standards – CS (NCATE) and Pedagogical NBPT Standards

ESL NCATE Standards	NBP Teaching Standards
<p><u>Standard 1.b. Language acquisition and development.</u> Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings</p>	<p><u>Proposition 1: Teachers are committed to students and their learning.</u></p>
<p><u>Standard 2.b. Cultural Groups and Identity.</u> Candidates know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.</p>	<p><u>Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.</u></p>
<p><u>Standard 3.a. Planning for Standards-Based ESL and Content Instruction.</u> Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.</p>	<p><u>Proposition 3: Teachers are responsible for managing and monitoring student learning.</u></p>
<p><u>Standard 3.c. Using Resources Effectively in ESL and Content Instruction.</u> Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching</p>	<p><u>Proposition 4: Teachers think systematically about their practice and learn from experience.</u></p>
	<p><u>Proposition 5: Teachers are members of learning communities.</u></p>

Current Academic Integrity Policy:

The following definition of academic integrity can be found at:

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

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. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

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 Assignments:

Students are expected to read all assignments and fully engage in class discussions—these are ongoing components of the course. Course assignments include: (1) Q + Q presentations, (2) mini-lessons for students or teacher-sharing presentation (3) observation reflections (4) lesson plan, (5) unit plan, and (6) teaching philosophy statement.

Assignments 4-6 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 and pose a question. These quotes and questions will provide the basis for the first hour of class discussion. Sign up will begin on the second week of class.

Mini-Lesson: You will choose a topic and present a mini-lesson (20 minutes) that develops the specific language skills needed to understand the topic. The mini-lesson should focus on vocabulary, a grammatical structure or expanding discourse. You can choose any lesson format you want. It is very important that your lesson is based on a content area and engages the students in the domains of language.
OR

Teacher Sharing Presentation: You will prepare a short presentation for your colleagues, explaining information about the language acquisition process, the WIDA standards, domains and performance criteria.

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 8th 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: November 12th 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: December 10th at 4pm. Please follow the instructions for uploading this to the Sakai Teaching Portfolio site.

Additional considerations

Attendance, participation in class discussions: Attendance and participation in each class meeting are crucial for your learning. 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 students' grade and must be discussed with the professor. Discussions in class will focus on effective strategies based on research and connected to the language acquisition process.

Homework: Homework assignments will vary each week. Each week you will be given a reading assignment. It is your responsibility to read the papers and the chapters.

Tentative list of topics for discussions (by week)

Week	Date	Guiding Question	Ongoing Assignments Due	Field Placements & Assignment Due Dates
1	9/3	Introduction: Federal and state Policy How has NCLB and CCSS changed ESL teaching?	Evans & Hornberger (2004) Common Core State Standards	
2	9/10	Understanding the WIDA ELD standards What are some of the program models available for teaching ELLs? How can we incorporate WIDA ELD with CCSS?	Franks, Mistral & Chiola (2009) WIDA (2012) Manual p. 3-17	4:50 -5:25pm: Field Placements will be assigned
3	9/17	Who are ELLs? What are our responsibilities as teachers of ELLs?	Honigsfeld & Dove (2010) p.1-39 Young & Hadaway (2006): Chapter 1	
4	9/24	What do we know about how ELLs learn? How do we differentiate instruction for them?	Goldenberg (2008) Young & Hadaway (2006): Chapter 2 NJDOE Model Curriculum WIDA MPIs	
5	10/1	How can ESL teachers collaborate effectively with general education teachers?	Young & Hadaway (2006): Chapter 12 Honigsfeld & Dove (2010) p. 61-110	First field observation begins
6	10/8	What are the best practices for young dual language learners? What does the research say about dual language learning in preschool?	Dual Language Learners Research CA Department of Education (2013)	
7	10/15	What do we know about how ELLs learn to read?	Peregoy & Boyle (2008) Young & Hadaway (2006): Chapter 7 August & Shanahan (2006)	Teaching Philosophy (by 4pm via Sakai)
8	10/22	What are some of the assessments for ELLs and what are the issues about assessment for ELLs?	Abedi & Linqanti (n.d.) Espinosa (2010) WIDA Assessments NJ Model Curriculum unit assessments	
9	10/29	What is academic English and why does it matter? How does Sheltered Instruction provide access to academic English	Dutro and Moran (2008) Young & Hadaway (2006): Chapter 3	
10	11/5	How can we scaffold vocabulary instruction for ESL students?	Walqui (2002) Young & Hadaway (2006):Chapter 6	Unit Plan Due (by 4pm via Sakai)

11	11/12	What are some best practices for using writing to teach reading?	Brisk (2008) Young & Hadaway (2006):Chapter 9	Meet in GSE lecture hall Mini lessons or PD presentations
12	11/19	What strategies can ELLs and teachers use to comprehend what is taking place in the classroom?	Fillmore (2012) Understanding Language Young & Hadaway (2006): Chapter 8	
13	11/26	What is the relationship between language, content, and culture?	Nieto (2002) Young & Hadaway (2006): Chapter 4	
14	12/3	How can we teach ESL students about the features of text?	Beck & McKeown (2001) Understanding Language	Lesson Plan due (by 5pm via Sakai)
15	12/10	How can we make language learning fun?	Eldredge (2005) Young & Hadaway (2006): Chapter 10	