

Teaching English Language Learners

15:253:540:01 / Spring 2013

Thursdays: 4.50 – 7.30 pm

Frelinghuysen Hall A3 (New Brunswick Campus) & Highland Park

3 credits

Instructor	Christelle Palpacuer Lee
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Meeting Time	Thursdays 4:50-7:30 pm
Location	Frelinghuysen A-3
Office Hours & Location	By appointment (usually on Th. 1-4pm). Please email at least 2 days ahead. GSE, 10 Seminary Place, Room 006
Mode of instruction	Seminar. 4 Off-campus sessions at Bartle Elementary School in Highland Park.

General Course Description

The course provides a foundation for teaching English Language Learners (ELLs) or Emerging Bilinguals (EB) in K-12 schools. Course topics include demographic trends in the United States and in New Jersey; language and immigrant communities, how these intersect with schooling and family literacy; an introduction to language acquisition theory; aspects of language acquisition and language teaching; language and education policy; bilingual instruction program models; types of assessment and implications for ELLs; an overview of approaches, methods and strategies for supporting the academic learning of students who are in the process of learning North American English; and related research.

The course is designed to promote knowledge co-construction gained through exposure to scholarship, while making connections to the learning experiences of members of our local community. This course will include a service learning component, in which we will offer adult English as a Second Language (ESL) instruction with the goal of seeing theory in action. We will discuss lesson planning strategies, how the New Jersey Core Curriculum Content Standards (CCCS), WIDA and TESOL Standards reflect second language acquisition theory, research and practices.

The course will also focus on developing graduate-level academic writing and presentational skills. Throughout the course, participants will be given many opportunities to reflect upon and develop their personal theory of teaching English language learners, which they will use as a foundation for their practice as they teach or encounter ESL and bilingual students to foster the success of *all* students.

Learning Goals

The goals of this course are (1) to demonstrate an understanding of the diversity of English language learners; (2) to identify major traditions in language education; (3) to develop significant knowledge of research in education, intersections with systemic issues, research-to-practice issues, and future challenges in areas that affect the education of ELLs; (4) to hone knowledge, skills and dispositions to help ELLs increase English language proficiency, content-area knowledge, and to become fully participating members of their classrooms and schools; and (5) to practice professional collaboration and lesson planning.

This course meets the following New Jersey Professional Teaching Standards:¹

- 1) Standard 1: Subject matter knowledge;
- 2) Standard 2: Human growth and development;
- 3) Standard 3: diverse learners;
- 4) Standard 4: instructional planning and strategies;
- 5) Standard 5: Assessment
- 6) Standard 6: Learning Environment
- 7) Standard 7: Special needs
- 8) Standard 8: Communication
- 9) Standard 9: Collaboration and partnerships

Class Materials and requirements

(1) Required textbook:

Wright, W.E. (2010). *Foundations for teaching English language learners: Research, theory, policy, and practice*. Philadelphia, PA: Caslon Publishing. ISBN-13: 978-1-934000-01-4

PLEASE PURCHASE THE LATEST EDITION OF THE TEXTBOOK IN ORDER TO HAVE ACCESS TO THE PUBLISHER'S ONLINE PLATFORM.

(2) Standards Documents

NJCCS (New Jersey Core Curriculum Standards) <http://www.state.nj.us/education/cccs/>

TESOL standards (Teaching English for Speakers of Other Languages) <http://www.tesol.org/advance-the-field/standards>

WIDA standards (World Class Instructional Design and Assessment) <http://www.wida.us/standards/eld.aspx>

(3) Access to Sakai

In this course, we will be using Sakai as a learning tool for storing and accessing additional materials as well as for assignment submissions and grading. Students will therefore need to have access to the Sakai course management system and to the page associated with this course. Please make sure you are familiar with Sakai and operational on the first day of class. There will be no training on how to use Sakai in this course. It is your responsibility to check the assignment deadlines and to submit your work in a timely manner. Your instructor is not responsible for technical issues related to Sakai. Please contact the Sakai helpdesk if you are having troubleshooting issues. <https://sakai.rutgers.edu>.

(4) Suggested texts:

Hamayan, E., Marler, B., Sanchez-Lopez, C., and Damico, J. (2007). *Special education considerations for English language learners*. Philadelphia, PA: Caslon Publishing. ISBN-10: 0-9727507-9-7

Perrin, R. (2007). *Pocket Guide to APA Style*. Boston, MA: Houghton-Mifflin. ISBN-10: 0547201931

¹ <http://www.state.nj.us/education/profdev/profstand/standards.pdf>

Assignments

- 1. Weekly review, discussion and extensions of readings (30% of final grade).** You will submit 10 assignments and preparations generated in response to questions about the readings, available on the Sakai website. You will post these assignments PRIOR to coming to class as they will serve as a basis for our class discussions. These assignments may include additional reading. Your participation includes **TIMELY** posting of responses, answering the question thoroughly, and listing a couple of questions for class discussion. Each week, a participant will be designated to lead our class discussion. **NO** resubmission options or extensions will be granted for this weekly work.

- 2. Lesson planning (20%).** Students will create 3 lesson plans for their English conversation partner or group from the community. The lesson plan must include a short preview of the lesson; timed activities incorporating reading, writing, listening and speaking; opportunities for the conversation partner to speak and ask questions. A rubric will be distributed at class session #2. The student must prepare and submit on Sakai PRIOR to class:
 - a.* A statement of the kinds of skills needed on the part of the ELL to complete this plan.
 - b.* An outline of a one-hour lesson plan, including a breakout of how time will be spent and how you will incorporate reading, writing, speaking, listening.
 - c.* The necessary handouts and materials to complete the plan.
 - d.* An adaptation of the plan for an ELL with different skills (e.g., greater metalinguistic awareness but less confidence in speaking).

- 3. Service Learning Project Participation and Reflection (30%).** We have the opportunity to work with adult English language learners in our community. We will meet with community members 4 times at Bartle Elementary School, 435 Mansfield Street (between 4th and 5th Streets), Highland Park, NJ 08904. These experiences enable us to gain first-hand knowledge about English language learners of various ages, academic and language backgrounds. Key to this experience is learning about the issues that parents and their children may encounter in their language-learning process.
 - 3.1. You will keep a reflective journal with observations about your experiences, making connections to the literature we read, and posing questions that might arise from your work.
 - 3.2. You will be asked to reflect on the service learning experience each week on Sakai and in a final reflection paper.
 - 3.3. In relation to the Service Learning component of this course, you will write (1) 3 reflection notes on your experience in Highland Park, due each week on Sakai; and (2) 1 final reflection paper, 5-pages long, double-spaced, APA style, focusing on the Service Learning project. In this final reflection essay, you will consider how the English learners' experiences support (or do not support) our readings, and how your teaching experiences with them influence your own theory of teaching.

- 4. Critical Annotated Bibliography (20%).** You will write a critical annotated bibliography in which you offer an analysis of 5 journal articles on a topic of your choice, related to teaching ELLs. A critical annotated bibliography is a review of the literature that addresses a specific theme or question. For this paper, you will select a theme and a question that you will submit to your instructor. When approved, you will then find 5 research articles related to this question/theme. You will then analyze how the researchers have approached and treated this question/theme and critically appraise their research. This final paper will be min. 10 pages and max. 12 pages,

excluding references, double-spaced, APA style format, and integrate teaching English Language Learners and a topic of interest.

Summary of assignments and grades

Assignment	Due date	Weight
Weekly response and class participation (10)	Wednesday 11:59 pm before class on campus.	30%
Class leading discussion (1)	In class on campus.	
Lesson Planning (3)	Wednesday 11:59 pm before class in Highland Park	20%
Service Learning Project: - Reflection notes (3) - 5-page reflection essay	Friday 11:59 pm after class in Highland Park. Friday, March 15 11:59pm on Sakai.	30%
Critical Annotated Bibliography (1) - First draft (2 articles) - Final draft (5 articles)	Monday, March 18 11:59pm on Sakai Friday, May 3 at 11:59pm on Sakai	

Course Grades

Grade	Percent
A	95.00-100.0%
B+	90.00-94.99%
B	85.00-89.99%
C+	80.00-84.99%
C	75.00-79.99%
F	Under 75%

Class Policies

Attendance Policy: Students are required to attend every class. One excused/documented absence will be accepted. Excused absences are always documented and include emergencies, illness, religious observance, or other serious needs. Bona fide emergencies and highly unusual situations should be discussed with the instructor.

More than one absence will result in lowering the student’s final grade by the equivalent of one-half letter grade (e.g., from B+ B). More than three absences total (regardless of absences being excused) will likely necessitate repeating the course to earn credit.

Class starts at 4:50 pm. Students are expected to arrive at class a few minutes before class begins. Lateness will affect your grade as follows: 3 tardies equals 1 absence.

Academic Integrity Policy: The consequences for violating policies of academic integrity and the student code of conduct are serious. I expect that you will comply with standards of academic integrity (that is, all the work you present is your own) in this course. For any and all assignments no copying of any kind is allowed, unless copied text is placed within quotations and appropriately cited. Paraphrased text must be

appropriately cited. *The consequences of clear evidence of extensive plagiarism include, but are not limited to, a grade of F for the assignment AND the course.* If you have questions about an assignment or the course content, please seek assistance. You should not turn in the same work in two separate classes. To avoid problems, don't wait until the last minute to begin an assignment.

- For information on the academic integrity policy, please go to:
<http://academicintegrity.rutgers.edu/integrity.shtml#l>
- A multimedia presentation on plagiarism can be found at:
<http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>
- The University Code of Student Conduct can be accessed at:
<http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>

Care, Respect and Integrity. These three words apply to the written and verbal exchanges of this class. A respectful attitude is expected for class discussions, on-line postings on Sakai, and interpersonal communication with instructor and colleagues. Our classroom and learning environments are safe and open spaces. Please be respectful of each other and of your instructor.

Electronic devices such as cell phones must be off during class. Laptops permitted during lectures. Emails to instructor and peers should always begin by a greeting, include clear and reasonable questions and/or request, and end with salutations. I make sure to respond to emails within a couple of days (i.e. I do not always respond within the next 10 mn, nor do I check my messages at 3am). In the event I do not respond after that time, a kind email reminder is welcome.

Accommodations for Disabilities: Students requiring accommodations related to disabilities should make sure that they communicate their needs in advance to the instructor in coordination with the Rutgers Office of Disability Services to ensure that they receive appropriate supports.

Syllabus and Assignment Due Dates (Tentative)

Week	Date	Discussion Topic	Required Readings
1	January 24	Who are English language learners? English language learners and bilingualism. English language learners and migration trends.	Introduction. Chapter 1 (Wright, 2010): Who are English language learners? Orellana, M. F. (2001). The work kids do: Mexican and Central American immigrant children's contributions to households and schools in California. <i>Harvard Educational Review</i> 71(3), 366-389.
Weekly response 1 & 2 due Wedn. Jan. 30 at 11:59pm			
2	January 31	Approaches to language learning and teaching. What is language? What are language acquisition theories? What do teachers need to know about language? Reaching out to families.	Chapter 2: Second language learning and teaching. Video Excerpt: Stephen Krashen (1982) demonstrates comprehensible input.
Weekly response 3 due Wedn. Feb. 6 at 11:59pm			
3	February 7	Historical overview of education policy. What are the federal and local policies about ELLs? Prepare to teach ELLs.	Chapter 3: Language and Education Policy Auerbach, E.R. (1993). Reexamining English only. Pilot a questionnaire and warm-up activities for our community partners in HP.
Introductory lesson for HP to prepare for Thursday.			
4	February 14 *	Practice. What do we know about oral language development from research? What do we know about intercultural communication with ELLs?	Chapter 6: Listening and Speaking Dooley, K. (2009). Intercultural conversation: Building understanding together. Hamayan, E. et. Al. (2007). Chapter 11. Cross-cultural factors.
<i>Reflection 1 on HP experience (at least 1 page) due on Sakai by Friday February 15, 11:59PM</i>			
Lesson Plan 1 for HP due Wedn. Feb. 20 at 11:59pm			
5	February 21 *	Practice. How can we promote reading development for ELLs?	Chapters 7: Reading Larrotta & Serrano (2011). Towards a funds of knowledge approach.
<i>Reflection 2 on HP experience (at least 1 page) due on Sakai by Friday February 22, 11:59PM</i>			
Lesson Plan 2 for HP due Wedn. Feb. 27 at 11:59pm			
6	February 28 *	Practice. How can we design integrated content-area lessons for ELLs?	Chapter 9: Content-area instruction for ELLs.

Reflection 3 on HP experience (at least 1 page) due on Sakai by Friday March 1, 11:59PM			
Lesson Plan 3 for HP due Wedn. March 6 at 11:59pm			
7	March 7 *	Practice. How can we provide PLS to ELLs?	Chapter 10: Primary language support (PLS). Incorporating PLS into lesson planning.
Reflection 4 on HP experience (at least 1 page) due on Sakai by Friday March 8, 11:59PM			
Weekly response 4 due Wedn. March 13 at 11:59pm			
8	March 14	Connections between reading, writing, listening and speaking. Sociocultural perspectives. Mid-Semester Check & Adjustments to Schedule	Chapter 8: Writing
Reflection paper on HP experience (at least 5 pages) due on Sakai by March 15, 11:59PM			
First draft of critical annotated bibliography (2 articles) due Monday, March 18 23:59pm			
9	March 21	NO CLASS	Spring Break March 16-March 24
Weekly response 5 due Wedn. March 27 at 11:59pm			
10	March 28	How does policy translate to program models? Examples from New Jersey and elsewhere.	Chapter 4: Program Models for ELLs Video Excerpt: Speaking in Tongues.
Weekly response 6 due Wedn. April 3 at 11:59pm			
11	April 04	Assessment and ELLs. Examples from NJ.	Chapter 5: Assessment Goldenberg, C. (2008). Teaching English language learners: What the research does and does not say. <i>American Educator</i> , 32(2),8-44.
Weekly response 7 due Wedn. April 10 at 11:59pm			
12	April 11 **	Integrating technology into language learning.	Chapter 11: Technology
Weekly response 8 due Wedn. April 17 at 11:59pm			
13	April 18 **	Family literacy. Reaching out to families. What role do family and personal factors play in the design of learning environment for all learners?	Auerbach, E.R. (1989). Toward a social-contextual approach to family literacy. <i>Harvard Educational Review</i> 59(2) 165-181. Hamayan, E. et al. (2007). Chapter 6. Personal and family factors.
Weekly response 9 due Wedn. April 24 at 11:59pm			
14	April 25 **	Students with Special needs and ELLs.	Hamayan, E. et. Al. (2007). Chapter 1 & 3. A framework for considering the special needs of ELLs + Describing before diagnosing.
Weekly response 10 due Wedn. May 1 at 11:59pm			
15	May 02	Summary	Hamayan, E. et. Al. (2007). Chapter 12. How do we know what we are doing works?
	May 03 (Regular classes end May 06.)	Critical annotated bibliography workshop	Final Research Paper due in Drop Box by May 3, 11:59PM.
	May 08		Snow day make-up class.

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

The schedule may include guest speakers

* This class will meet at Bartle Elementary School in Highland Park

* * This class will be conducted on-line.