

Teaching English Language Learners

<i>Course Number & Credits</i>	15:253:540:02 / Spring 2013 / 3 Credits
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<i>Meeting Time</i>	Wednesdays 4:50-7:30 pm
<i>Location</i>	Scott Hall 103
<i>Office Hour by Appointment</i>	<i>Usually on Wednesdays, 1-4 PM, GSE Room 211. Please schedule appointments at least two days in advance. The best way to reach me is by email. My cell phone is off when I am teaching or at a community site.</i>
<i>Mode of Instruction</i>	<i>Seminar and four off-campus sessions at Bartle Elementary School in Highland Park.</i>

Course Description

A foundation for teaching English language learners (ELLs) or Emerging Bilinguals(EB) in K-12 schools provides students with opportunities to apply theory to practice and to develop their own philosophical/theoretical approach to teaching ELLs/EB in their own practice through a service learning experience with immigrant families in a nearby school district. Course topics include demographic trends in the United States and in New Jersey; language and immigrant communities, how these intersect with school and concepts of family literacy; an introduction to language acquisition theory and approaches to language teaching; education policy and its impact on English language instruction; and an overview of approaches, methods and strategies for supporting the academic learning of students who are also in the process of learning North American English; and related research.

The course is designed to promote knowledge co-construction through exposure to scholarly research on the issues while making connections to the learning experiences of members of our local community. We will offer adult English as a Second Language (ESL) instruction in the service learning experience 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 presentation skills. Throughout the course, participants have 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.

Course Objectives

- Demonstrate an understanding of the diversity of ELLs/Emerging Bilinguals;
- Identify major traditions in language education;
- 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;
- Hone knowledge, skills and dispositions to help ELLs increase English language proficiency and content-area knowledge and to become fully participating members of their classrooms and schools; and 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

Note: This course forms part of a research project that the instructor is currently engaged in. Given the instructor's interest in preparing teachers to work with linguistically and culturally diverse populations, the project seeks to document students' learning and development in courses that focus on teaching English in schools with diverse constituents. The study hopes to examine the ways in which coursework for Teaching English Language Learners shapes preservice teachers' collaboration with immigrant parents and children as well as teachers' perspectives about language use and learning. The instructor 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 instructor will provide GSE students with further details about the research project, 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. Student work will be collected for analysis **after** the end of the course, with permission.

Course Materials

1) Required Text and Articles

Wright, W.E. (2010). *Foundations for teaching English language learners: Research, theory, policy, and practice*. Philadelphia, PA: Caslon

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

Publishing. ISBN-13: 978-1-934000-01-4. Please purchase the latest edition. **Additional required readings are available online at Sakai, <https://sakai.rutgers.edu>.**

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; and to read course announcements posted on Sakai. 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>.

Suggested Readings

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.

Assignments

1. Weekly review, discussion and extensions of readings (30% of final grade).

Students submit 10 written assignments (at least one page single-spaced) generated in response to questions about the readings posted in the **Reading Guides** on the Sakai website. You will post these assignments PRIOR to coming to class (by 11:59PM, the day before class) as they will serve as a basis for our class discussions. These assignments may include additional readings. Your participation includes TIMELY posting of responses, answering the questions thoroughly, and listing questions/thoughts of your own. Each week, a team of 2-3 students will be designated lead our class discussion. For the student-led discussions, each team member must bring a discussion question for the class in writing. NO resubmission options or extensions will granted for this weekly work.

- 2. 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, with the goal of preparing teachers for their work with diverse learners and families.
 - a. You will keep a journal with observations about your experiences, making connections to the literature we read, and posing questions that might arise from your work.
 - b. You will reflect in writing on the service learning experience each week and in a final reflection paper. You will write 1) a total of 3 reflection notes on your experience in Highland Park, due each week on Sakai (at least one page, double-spaced, including clear and documented connections to the literature in APA format); and 2) 1 final reflection paper (at least 3 pages no more than 5, double-spaced using APA format for your references), focusing on the Service Learning project. In this final reflection essay, you will consider how the learners' experiences support (or do not support) our readings, and how your teaching experiences with them influence your own theory of teaching. Statements must be supported by specific examples from your service learning experiences or by citations from the readings. Connections to the readings must be clear and explicit. Quotes/paraphrases must be accurate, following APA format. This means including clear references with page numbers so that others can follow your thinking.

- 3. Lesson planning (20% of final grade).** Students will create 3 lesson plans for their English conversation partner or group from the community at Bartle Elementary School. The lesson plan must include a short preview of the lesson; timed activities incorporating reading, writing, listening and speaking; opportunities for the adult learner/conversation partner to speak and ask questions. Use the following as your guide for preparation. The student must prepare and submit the lesson on Sakai PRIOR to the community-based class (11:59PM, the day before 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 and the opportunities described above.
 - c. The necessary handouts and materials to complete the plan.
 - d. Describe how you will adapt the plan for an ELL with different skills (e.g., greater metalinguistic awareness but less confidence in speaking).

- 4. Critical Annotated Bibliography (20% of final grade).** In your critical annotated bibliography 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 (a list will be provided with the syllabus). When approved, you will then find 5 research articles related to the theme/question. You will then analyze how the researchers have approached and treated this theme/question and critically appraise their research. This final paper will be a minimum of 10 pages (maximum 12 excluding references, double-spaced, APA format), integrating teaching English Language Learners and a topic of interest. If you are unclear about APA style and format, www.apastyle.org/ and the OWL at Purdue, <http://owl.english.purdue.edu/owl/resource/560/01/>, are good resources. **All written work for all assignments should be proofread for clarity, organization, grammar and spelling.**

Summary of Assignments & Weight

Assignment	Due date	Weight
Weekly response and class participation (10)	11:59 PM the day before on-campus sessions.	30%
Student-led discussion (1)	In class.	
Service Learning Reflections (3)	Friday 11:59 PM after off-campus sessions.	30%
Final Reflection Essay (1)	Friday, April 19, 11:59 PM	
Lesson Planning (3)	11:59 PM the day before off-campus sessions.	20%
Critical Annotated Bibliography Draft (2 articles) Final (5 articles)	March 8, 11:59 PM on Sakai May 8, 11:59 PM in your Drop Box.	20%

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%

Attendance Policy: Students are required to attend every class. One excused absence will be accepted. Excused absences are always documented (emergencies, illness, religious observance, or other serious needs). More than one absence will result in the student's final grade being lowered by one half letter grade (e.g., from B+ to B). Three or more absences total will likely necessitate repeating the course to earn credit. Bona fide emergencies and highly unusual situations should be discussed with the instructor. Class starts at 4:50 pm. Students are expected to arrive a few minutes before class begins and to sign in as they

arrive. Habitual lateness will affect your grade. Three instances of lateness are equivalent to one absence.

Academic Integrity Policy: The consequences for violating academic integrity policies 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. Do 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#I>
- 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 apply to the written and verbal exchanges of this class. Our classroom and learning environments are safe and open spaces. The Highland Park School District has extended us the privilege of working directly in the community. A respectful attitude is expected for class discussions, on-line postings on Sakai, and interpersonal communication with instructor, peers/colleagues and community members at Bartle Elementary School. Please be respectful of each other and of your instructor. Inappropriate behaviors will affect your participation grade. Emails to instructor and peers should always begin with a greeting, should include polite and reasonable questions and/or requests, and end with salutations. I respond to emails within a couple of days. I do not discuss individual grades by email; I am available to discuss these matters during office hours, by appointment. **Electronic devices such as cell phones must be off during class and during off-campus sessions at Bartle Elementary School.** Laptops are not permitted during lectures.

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	Requirements
1	January 23	Introduction to the course and topics.	Discussion of syllabus, course requirements, assignments and rubrics. Pre-course student

		Introductory presentation.	survey. Introduction to English language learners in the U.S. and New Jersey.
<i>Reading Guide 1 due on Sakai January 29, 11:59PM</i>			
2	January 30	English language learners, global migration.	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.
<i>Reading Guide 2 due on Sakai February 5, 11:59PM</i>			
3	February 6	Approaches to language learning and teaching. What teachers do need to know about language and language learning theory?	Chapter 2: Second language learning and teaching. <i>Video Excerpt</i> : Stephen Krashen (1982) demonstrates comprehensible input.
<i>Reading Guide 3 due on Sakai February 12, 11:59PM</i>			
4	February 13	Historical overview of education policy. Guest Speaker(s) 5-6PM	Chapter 3: Language and Education Policy Auerbach, E.R. (1989). Toward a social-contextual approach to family literacy. <i>Harvard Educational Review</i> 59(2) 165-181.
<i>Reading Guide 4 due on Sakai February 19, 11:59PM</i>			
5	February 20	How does policy translate to program models? Examples from New Jersey.	Chapter 4: Program Models for ELLs. <i>Video</i> : An ESL/Bilingual Education Classroom in a New Jersey school district. (If there is time, excerpt from <i>Speaking in Tongues</i> , a documentary about a bilingual education program model in a San Francisco school district.)
<i>Reading Guide 5 due on Sakai February 26, 11:59PM</i>			
6	February 27	Assessment and research about assessment across cultures.	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. OR Greenfield, P. (1997) You can't take it with you: Why ability assessments don't cross cultures. <i>American Psychologist</i> , 52(10), 1115-1124.
<i>Reading Guide 6 due on Sakai March 5, 11:59PM</i>			
7	March 6	Mid-Semester Check & Adjustments to Schedule. Preparation for Bartle Elementary School. Pilot warm-up	Chapter 6: Listening & Speaking Dooley, K. (2009). Intercultural conversation: Building understanding together. <i>Journal of Adolescent & Adult Literacy</i> , 52(6), 497-506.

		activities for our HP community partners.	
<i>First Draft Annotated Bibliography due in Sakai Workgroup March 8, 11:59PM (include draft introduction of your topic and 2 Readings and list the 3 articles to plan to read).</i>			
<i>Reading Guide 7 due in your Drop Box March 12, 11:59PM</i>			
8	March 13	Practice: Class meets at Bartle Elementary School.	Chapter 7: Reading Freire, P. (1983). The importance of the act of reading. <i>Journal of Education</i> . Larotta, C. (2012) Adult learners' funds of knowledge: The case of an English class for parents. <i>Journal of Adolescent & Adult Literacy</i> , 55(4), 316-325. Debrief. Time for journal-writing.
<i>Reflection Paper 1 (at least one page double-spaced with citations in APA format) due in your Drop Box March 15, 11:59PM.</i>			
9	March 20	NO CLASS	<i>Spring Break March 16-March 24</i>
<i>Reading Guide 8 due in your Drop Box March 27, 11:59PM</i>			
10	March 27	(Bartle Elementary School on Spring Break, class meets at Scott Hall). Primary Language Support.	Chapter 10: Primary Language Support (PLS) Incorporating PLS, funds of knowledge and intercultural conversation principles into lesson planning. Auerbach, E.R. (1993). Reexamining English-only in the ESL classroom. <i>TESOL Quarterly</i> , 27(1) 1-18.
<i>Lesson Plan 1 due in your Drop Box by April 2, 11:59PM.</i>			
11	April 03	Practice: Class meets at Bartle Elementary School.	Chapter 8: Writing Time for journal-writing and planning for next class at Bartle.
<i>Reflection Paper 2 (at least one page double-spaced with citations in APA format) in your Drop Box by April 5, 11:59PM</i>			
<i>Lesson Plan 2 due in your Drop Box by April 9, 11:59PM.</i>			
12	April 10	Practice: Class meets at Bartle Elementary School.	Chapter 9: Content-Area Instruction for ELLs. Time for journal-writing and planning for final class at Bartle.
<i>Reflection Paper 3 (at least one page double-spaced with citations in APA format) in your Drop Box by April 12, 11:59PM</i>			
<i>Lesson Plan 3 due in your Drop Box by April 16, 11:59PM.</i>			
13	April 17	Practice: Class meets at Bartle Elementary School.	Chapter 11: Technology Debrief. Time for journal-writing.
<i>Final Reflection Paper (at least 3 pages double-spaced with citations in APA format, no more than 5 pages) due in your Drop Box by April 19, 11:59PM</i>			
<i>Reading Guide 9 due in your Drop Box by April 23, 11:59PM</i>			
14	April 24	ELLs and Special Needs	Hamayan, E. et al. (2007). Chapters 1 & 3. A framework for considering the special needs of ELLs & Describing before diagnosing.
<i>Reading Guide 10 due in your Drop Box by April 30, 11:59PM</i>			

15	May 01	Summary and Wrap-Up	Hamayan, E. et. Al. (2007). Chapter 12. How do we know what we are doing works?
16	May 08	Snow-Day/Make-up Class	
<i>Final Annotated Bibliography due in Drop Box by May 8, 11:59PM.</i>			
<i>Scheduled readings and in-class discussion topics are subject to change as the course progresses. The plan for the course includes guest speakers. One class meeting may be held on-line.</i>			

The Journal / Reflection Assignment: Statement of Purpose² & Writing Guide

Your field experience provides a space for a dialogue between yourself and your environment. The journal assignment is meant to provide you with an opportunity to engage in an active, critical learning process. The object is to get your thoughts down on paper. For this assignment, you should use your own voice ... The goals are analysis, communication, and making connections among issues, theories, data, and experiences. Ideally, the complete set of journal entries (combined with Reading Guide responses) will constitute a record of your academic thinking during the semester. For this reason, it is a good idea to occasionally review your journal and write an entry evaluating changes and connections you make. The ways that your thinking has changed, questions you have formed, possible answers to these questions and/or steps you could take to find the answers are appropriate topics. Include specific examples and specific connections to the literature.

For the purpose of this course, Reflections 1-3 (at least one page double-spaced) must have at least one citation from the literature in APA format; and the Final Reflection Essay (at least 3 pages double-spaced, no more than 5) must include three citations from the literature in APA format and a list of references in APA format. All written work should be proofread for clarity, organization, grammar and spelling.

²Adapted from Segal, E. (1990). The journal: Teaching reflexive methodology on an introductory level. *Anthropology & Education Quarterly*, 21(2), 121-127.

Annotated Bibliography Writing Guide

This is an individual assignment that offers students the opportunity to research an area of interest. Each student will select a topic from the list or may select another topic in consultation with the instructor, integrating with the focus of the class, Teaching English Language Learners.

For the final annotated bibliography, students will work with 5 academic articles, developing a 10-12 page paper in APA style (consult the APA web site or the OWL at Purdue University for guidance – APA style means developing a clear introduction; supporting your claims with evidence; referring to prior research to build your case; as well as technical guidelines). For the draft, students will have read at least 2 articles and will post their draft in workgroups on Sakai (see the syllabus for the due dates). The purpose of the workgroups is to share your thinking and to have an audience to write for. Workgroups are expected to read each other's work and to provide at least one constructive comment or suggestion. The draft must also include a list of the three articles you plan to read. Student research topics must be unique.

Suggested Topics

1. Language and Identity / Self-Concept / Citizenship
2. Family Literacy
3. Pragmatics / Communicative Competence
4. Teacher Preparation / Diverse Classrooms
5. Primary Language Support in Mainstream Classrooms
6. Language and Learning / Cross-Cultural Issues
7. Academic Language
8. Strategies for Inclusive Classroom Interaction
9. Federal or State Policy and Legislation
10. Ethnic and Linguistic Minority Representation in Special Education
11. Program Models in New Jersey / Bilingual Education
12. English Language Program Funding
13. Access to the General Education Curriculum/Elementary Students
14. Access to the General Education Curriculum/Secondary Students
15. Voucher Programs / Charter Schools
16. Funds of Knowledge
17. Assessment / Alternative Assessments
18. Reading Instruction
19. Writing Instruction
20. Mathematics Instruction
21. Science Instruction
22. Social Studies / Arts / Music / Other Instruction
23. Technology
24. Research-Based Standards for Practice
25. High-Stakes / Standardized Testing
26. Topics in Cognitive Development / Special Education