

ESL in Secondary School Methods

15:253:511:01 Thursdays: 4.50 – 7.30 pm
 MURRAY HALL 115 (New Brunswick Campus)

3 credits

<i>Instructor</i>	Elizabeth Franks
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<i>Meeting Time</i>	Thursdays 4:50-7:30 pm
<i>Location</i>	Murray 115
<i>Office Hours & Location</i>	By appointment (usually on Thurs. before or after class). Please email at least 2 days ahead.
<i>Mode of instruction</i>	Seminar.

General 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 a 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.

Learning Goals

The goals of this course are

- (1) Apply the knowledge of second language acquisition and learning to middle and secondary students
- (2) Utilize different teaching strategies that engage ELLs in meaningful linguistic activities;
- (3) Demonstrate understanding of the Danielson Framework for Teaching
- (4) Develop unit and lesson plans.

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 textbooks:

Zwiers, J. (2008). *Building Academic Language: Essential Practices for Content Classrooms*. Wiley & Sons

Understanding Language Unit on *Persuasion across Time and Space*

http://ell.stanford.edu/teaching_resources/ela

(2) Standards Documents

NJCCS (New Jersey Core Curriculum and Common Core Standards)

<http://www.state.nj.us/education/cccs/>

NJ Model Curriculum ELA – ELL Scaffolds

<http://www.state.nj.us/education/modelcurriculum/ela/>

WIDA standards (World Class Instructional Design and Assessment)

<http://www.wida.us/standards/eld.aspx>

Danielson Teaching Framework

<http://www.danielsongroup.org/userfiles/files/downloads/2013EvaluationInstrument.pdf>

<http://www.danielsongroup.org/article.aspx?page=frameworkforteaching>

(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. 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>.

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

(4) **Suggested texts:** Perrin, R. (2007). *Pocket Guide to APA Style*. Boston, MA: Houghton-Mifflin. ISBN-10: 054720193

Assignments

1. **Assignments: quotes, questions, and activities. (20% of final grade).** You will submit 5 assignments generated in response to 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. Your participation includes TIMELY posting of responses and listing a couple of questions for class discussion. NO resubmission options or extensions will be granted for this work. Assignments should be uploaded unto SAKAI, under Assignments.
2. **Strategy sharing (10%).** You will teach a technique or strategy to the rest of the class. It will be a 15 minute activity. These mini-lessons will begin the second week of class. Sign-ups will begin on the first night of class. Two students will present each class.
3. **Lesson plan (25%).** You will be expected to develop and upload a lesson plan to your Teacher Portfolio for the Middle Phase. The plan will be scored using the rubric which can be found on the Teacher Portfolio site on Sakai.
4. **Unit Plan (25%).** You will be expected to develop and upload a unit plan to your Teacher Portfolio for the Middle Phase. The plan will be scored using the rubric which can be found on the Teacher Portfolio site on Sakai.
5. **Final Paper (20%).** You will write a report about ELLs and ESL teaching in the school where you observe. The goal of this activity is to get you to observe, inquire into, and reflect on the role/status/ issues of ESL programs. Your report should contain:
 1. An introduction that presents the district and school where you complete your field work.
 2. A demographic profile of the district and school. School-level demographics typically report only on broad categories of students – Asian, Hispanic, White, Black, and Native Americans. Create a more detailed profile of your school/district. Your profile should include text and visuals (graph, etc.) about the students’ country of origin, ethnicity/ies, language and languages spoken, and levels of English proficiency. To get this information, you should use the web but also talk to the ESL teacher.
 3. A profile of the ESL teacher in the school/district you observed. This involves conducting an interview with a teacher, designing a set of questions, transcribing the conversation, and reporting on your findings. You can ask the ESL teacher what pedagogical challenges s/he has encountered; and what s/he would do differently; ask for specific examples.

4. A profile of a couple of students in the class. You are NOT to interview the students. However, you may encourage the ESL teacher to discuss her experiences with her students. Incorporate these profiles as vignettes in your paper.
5. A discussion of your findings. What are the implications of your findings for the district / program / school / students? What have you learned in the process? How would this information impact your career? Make sure you cite at least 3 peer-reviewed journals to support your discussion.
6. An appendix that contains additional resources such data sheets, interview questions, etc. that you did not include in your report; a list of references (bibliography) containing at least 5 resources, a transcription of the interview you conducted with the teacher (approved by the teacher with signature).

This final paper will be min. 10 pages and max. 15 pages (excluding references and illustrations), double-spaced, APA style format. You can choose the ways you want to display the information you collected.

Summary of assignments and grades

Assignment	Due date	Weight
Response to readings (5) Class participation	Wednesday 11:59 pm before class	20%
Mini-lesson (1) (15-20 minutes)	Ongoing throughout semester. Sign up in class	10%
Unit Plan	Sunday, March 30 th 11:59 on Sakai	25%
Lesson Plan	Wednesday, April 17 th , 11:59pm on Sakai.	25%
Final Paper Report		20%
- District demographics	Monday, March 17 11:59pm on Sakai	
- Teacher interview	Friday, April 25 at 11:59pm on Sakai	
- Student profile		
- Discussion		
Full paper	Wednesday, May 7 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+ to 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 in 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#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. A respectful attitude is expected for class discussions, on-line postings on Sakai, and interpersonal communication. Our classroom and learning environments are safe and open spaces. Please be respectful of each other. Electronic devices such as cell phones must be off during class. Laptops permitted during lectures. In the event that I do not respond after a few days, 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 Question	Topics and Readings
1	January 23	How can ELLs meet the CCSS? How are teachers evaluated? How does the Domain One of the Danielson Framework address ELLs?	Introduction to Course Danielson Teacher Evaluation framework Domain 1 CCSS in ELA Grades 6-12 www.corestandards.org WIDA Standards http://www.wida.us/standards/
Response 1 due Wed. Jan. 29 at 11:59pm			
2	January 30	What are the challenges and opportunities for ELs in the CC ELAs? How can you modify Domain Two of Danielson Framework to be inclusive of ELLs?	Bunch, Kibler, Pimentel (2012) Realizing Opportunities for ELs in the CC ELAS Unit on Persuasion Across Time and Space p. 1-57 Danielson Teacher Evaluation Framework Domain 2
3	February 6	How can you modify Domain Three of Danielson Framework to be inclusive of ELLs? Evaluate activities in Lesson 2 of Persuasion unit.	Field Placement Unit on Persuasion Across Time and Space, Lesson 2, p.58-104 Danielson Teacher Evaluation Framework Domain 3
Response 2 due Wed. Feb. 12 at 11:59pm			
4	February 13**	How can you modify Domain Four of Danielson Framework to be inclusive of ELLs? What are the key points of Lesson Three in Persuasion Unit??	Unit on Persuasion Across Time and Space Lesson 3, p. 105-146 Danielson Teacher Evaluation Framework Domain 4 Zwiers, J. (2008). Building Academic Language, Ch. 1
5	February 20	What is the structure of persuasive text? What language is needed for academic writing?	Unit on Persuasion Across Time and Space Lesson 4, p. 147-194 Zwiers, J. (2008). Building Academic Language, Ch. 8
Response 3 due Wed. Feb. 26 at 11:59pm			
6	February 27	How can you help students construct persuasive text? What language is needed for academic thinking?	Unit on Persuasion Across Time and Space, Lesson 5, p. 195-235 Zwiers, J. (2008). Building Academic Language, Ch. 2
Response 4 due Tues. Mar. 5 at 11:59pm			
7	March 6	How can you use mentor texts? What Language is needed for academic reading?	Mentor texts Ch. 5 and 7 Zwiers, J. (2008). Building Academic Language, Ch. 7
Response 5 due Tues. Mar. 11 at 11:59pm			

8	March 13	How does Academic Language Acquisition interface with the Danielson Framework, WIDA and the CCSS? Mid-Semester check-in	Zwiers, J. (2008). Building Academic Language, Ch. 3
Work on Parts 1-3 of final paper over break. If you need feedback, send by March 20			
9	March 20	NO CLASS	<i>Spring Break March 15-March 23</i> <i>Work on Final Paper (Demographics and Teacher Interview)</i>
10	March 27	What are the Content Area Variations of Academic Language and how does that correlate to WIDA standards?	Zwiers, J. (2008). Building Academic Language, Ch. 4 WIDA Guiding Principles and amplified matrix
Unit Plan is due March 30th at 11:59			
11	April 03	How can you build academic discussions?	Zwiers, J. (2008). Building Academic Language, Ch. 5 and 6
12	April 10	How do we assess ELLs? How can you build language into lessons and assessments?	Assessment and ELLs. Common Core. ACCESS and PARCC Zwiers, J. (2008). Building Academic Language, Ch. 9
Lesson Plan is due April 17th at 11:59			
13	April 17	What special education services can we offer ELLs?	Students with Special Needs and ELLs Part 1 http://www.colorincolorado.org/educators/special_education/
14	April 24	How can we differentiate instruction for ELLs with special needs?	Students with Special needs and ELLs Part 2. Response to Intervention (RTI) Hamayan, E. et. Al. (2007). Chapter 1, 3 & 7.
15	May 1	Summary. Oral Presentation of final project	
Final Research Paper due by May 7 11:59PM on Sakai			
	May 8		<i>Snow day make-up class.</i>

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 be conducted on-line.