

## Teaching English Language Learners

15:253:540:01 Thursdays: 4.50 – 7.30 pm

Frelinghuysen Hall A3 (New Brunswick Campus) & Highland Park

3 credits

Instructor	Christelle Palpacuer Lee
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Phone	848-932-0796
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 221
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 practice and acquire various teaching strategies for ELLs; (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:<sup>1</sup>

- 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**

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### **(1) Required textbook:**

Echevarria, J., Vogt, M., & Short, D. (2013). *Making Content Comprehensible for English Learners: the SIOP® Model*. New York: Pearson, 4<sup>th</sup> edition (or 5<sup>th</sup> if already released). ISBN: 978-0-13-268972-4.

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

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

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

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

## Assignments

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- 1. Weekly assignment: summary, questions, activities. (20% 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. Weekly assignments should be uploaded onto SAKAI, under Assignments.
  
- 2. Mid-term: SIOP ® Lesson plan (20%).** Students will create a lesson plan that follows the SIOP Model we have been learning about. You can choose to design your SIOP Lesson plan for your community partner, or for any other age/level. The lesson plan must include all components and features of the SIOP Model, and follow the SIOP Lesson plan template provided in class and on Sakai. The SIOP ® Model will also be used as a rubric. The lessons should be uploaded onto SAKAI, under Assignments.
  
- 3. Service Learning Project Participation and Reflection (25%).** 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 4<sup>th</sup> and 5<sup>th</sup> 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 be progressively responsible for teaching our partners. Your instructor will provide a full lesson plan on the first visit, and activities on the next visit. On our fourth visit, you will design the whole lesson. You will submit your activities onto SAKAI, prior to our visit to Highland Park.
  - 3.2. You will be asked to reflect on the service learning experience each week after teaching our community partners. Take notes to remember your remarks
  - 3.3. In relation to the Service Learning component of this course, you will write a 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. Final Paper (35%).** You will write a report about ELLs and ESL teaching in one NJ district. The goal of this activity is to get you to observe, inquire into, and reflect on the role / status / issues of ESL programs. As you are exiting the GSE and entering the teaching workforce, you need the academic and critical skills to examine programs and to get to know your students.

Your report should contain:

  1. An introduction that presents the district and / or schools you selected for your report. Please include maps and visuals to illustrate your report.
  2. A demographic profile of a district or school. School-level or district 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, maps, 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 district and school official. We recommend you reach out to the World Language / Bilingual / ESL Supervisor in the district where you did your Internship.

3. A profile (journalistic) of an ESL teacher in the school / district you reported on. This involves conducting an interview of a teacher, designing a set of questions, transcribing the conversation, and reporting on your findings. About the style, imagine you are writing an article for a Teachers' magazine, or for the New Yorker. A letter of introduction will be provided by your professor.
4. A profile of a couple of students in the ESL teacher's class. You are NOT to interview ELLs. However, you may encourage the ESL teacher to discuss her experiences with her students. You can ask the ESL teacher whose work s/he is really proud of, what pedagogical challenges s/he has encountered, what s/he would do differently, and ask for specific examples. 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 learnt in the process? How would this information impact your professional career? This section requires additional reading. Make sure you cite at least 3 peer-reviewed journals to support your discussion.
6. An appendix that contains additional resources such as photos and maps you did not include in your report, a 1 list of references (bibliography) containing at least 10 resources, a transcription of the interview you conducted with the teacher (approved by the teacher with signature), the letter of introduction signed by the teacher / supervisor / staff you interviewed.

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

## Summary of assignments and grades

Assignment	Due date	Weight
Weekly response and class participation (6)	Wednesday 11:59 pm before class on campus.	20%
Class leading discussion (1)	In class on campus.	
Mid-term SIOP @ Lesson Plan		20%
Service Learning Project: - Teaching (4) - Feedback and debriefing - 5-page reflection essay	Sunday, March 16 11:59pm on Sakai.	25%
Final Paper Report - District demographics - Teacher interview - Student profile - Discussion	[Monday, March 17 11:59pm on Sakai]  Friday, May 2 at 11:59pm on Sakai	35%
Full paper	Saturday, May 10 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

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**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 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#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 Question	Topics and Readings
1	January 23	Who are English language learners?	Introduction. English language learners and bilingualism. English language learners and migration trends. 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 1 due Wedn. Jan. 29 at 11:59pm			
2	January 30	What is language? What are language acquisition theories? What do teachers need to know about language?	Approaches to language learning and teaching.
Weekly response 2 due Wedn. Feb. 5 at 11:59pm			
3	February 6	What are the federal and local policies about ELLs?  What are the standards for teaching ELLs?	Language and Education Policy Auerbach, E.R. (1993). Reexamining English only.  WIDA Standards and Common Core <a href="http://www.wida.us/standards/">http://www.wida.us/standards/</a>
Weekly response 3 due Wedn. Feb. 12 at 11:59pm.			
4	February 13	What do we know about intercultural communication with ELLs?	Cross-cultural communication Dooley, K. (2009). Intercultural conversation: Building understanding together. Hamayan, E. et. Al. (2007). Chapter 11. Cross-cultural factors. Weinstein, C., Curran, M. & Tomlinson-Clarke. (2003). Culturally Responsive Classroom management.
Lesson Plan 1 for HP to practice for Feb. 20			
5	February 20 *	<b>The SIOP ® Model</b>	SIOP: introduction and lesson planning. Echevarría, Vogt & Short. Ch. 1 & 2
Lesson Plan 2 to practice + 1 activity to design for HP due Wedn. Feb. 26 at 11:59pm			
6	February 27 *	<b>The SIOP ® Model.</b>	SIOP: building background and comprehensible input Echevarría, Vogt & Short. Ch. 3 & 4
Lesson Plan 3 to practice + 2 activities to design for HP due Wedn. March 5 at 11:59pm			
7	March 6 *	<b>The SIOP ® Model.</b>	SIOP: strategies and interaction. Echevarría, Vogt & Short. Ch. 5 & 6
Lesson Plan 4 to practice + 3 activities to design for HP due Wedn. March 12 at 11:59pm			
8	March 13 *	<b>The SIOP ® Model</b> Mid-Semester Check & Adjustments to Schedule	SIOP: practice, lesson delivery & Review / assessment. Echevarría, Vogt & Short. Ch. 7, 8 & 9
<b>Highland Park Reflection Paper (5 pages) due March, 16 at 11:59 pm on Sakai</b>			
<b>Finish Parts 1 and 2 of final paper over break. If you need feedback, send by Monday, March 17</b>			
9	March 20	NO CLASS	Spring Break March 15-March 23 Work on Final Paper (Demographics and Teacher Interview) and SIOP ® Lesson Plan

Weekly response 4 due Wedn. March 26 at 11:59pm			
10	March 27	How does policy translate into program models?	The bilingual code Video: Speaking in Tongues.
<b>SIOP @ Model Lesson Plan due on Sakai by March 28, 11:59PM</b>			
Weekly response 5 due Wedn. April 2 at 11:59pm			
11	April 03	How do we assess ELLs?	Assessment and ELLs. Common Core. ACCESS and PARK Hamayan, E.V. (1995). Approaches to alternative assessment. <i>Annual Review of Applied Linguistics</i> , 15, 212-226. Huerta-Macias, A. (1995). Alternative assessment: Responses to commonly asked questions. <i>TESOL Journal</i> , 5, 8-10.
Weekly response 6 due Wedn. April 9 at 11:59pm			
12	April 10	What special education services can we offer ELLs?	Students with Special Needs and ELLs Part 1 <a href="http://www.colorincolorado.org/educators/special_education/">http://www.colorincolorado.org/educators/special_education/</a>
Weekly response 7 due Wedn. April 23 at 11:59pm			
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.
Weekly response 8 due Wedn. April 16 at 11:59pm			
13	April 17	What role do family and personal factors play in the design of learning environment for all learners?	Family literacy. Reaching out to families. Auerbach, E.R. (1989). Toward a social-contextual approach to family literacy. <i>Harvard Educational Review</i> 59(2) 165-181. Mangual-Figueroa, A. (2011). Citizenship and Education in the homework completion routine. Hamayan, E. et al. (2007). Chapter 6. Personal and family factors.
Weekly response 9 due Wedn. April 30 at 11:59pm			
15	May 01	Summary. Presentation of final project	Hamayan, E. et. Al. (2007). Chapter 12. How do we know what we are doing works?
Weekly response 10 due Wedn. May 7 at 11:59pm			
16	May 08  (Regular classes end May 05.)	Presentation of final project  Workshop.	
<b>Final Research Paper due by May 10, 11:59PM.</b>			
	May 08		<b>Snow day make-up class.</b>

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.