

Teaching English Language Learners

15:253:540:01 Thursdays: 4.50 – 7.30 pm
 Frelinghuysen Hall A3 (New Brunswick Campus) & Highland Park
 3 credits

<i>Instructor</i>	Ariana Mangual Figueroa
<i>Email</i>	amf@gse.rutgers.edu
<i>Phone</i>	848-932-0788
<i>Meeting Time</i>	Thursdays 4:50-7:30 pm
<i>Location</i>	Frelinghuysen A-3
<i>Office Hours & Location</i>	By appointment (usually on Th. 1-4pm). Please email at least 2 days ahead. GSE, 10 Seminary Place, Room 218
<i>Mode of instruction</i>	Seminar. 4 Off-campus sessions at Bartle Elementary School in Highland Park.
<i>Special permission required</i>	No

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

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, 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 facilitate students’ co-construction of knowledge about ELL and EB students through exposure to scholarship and by developing relationships with 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, and relevant 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 pedagogical approach to teaching ELLs, which they will use as a foundation for their teaching practice as they serve ESL and bilingual students and work to foster the success of all students in their classes.

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

This course meets the following Council for the Accreditation of Education Professionals (2013)²:

- 1) Standard 1: Content and Pedagogical Knowledge
- 2) Standard 2: Clinical Partnerships and Practice

Class Materials and requirements

(1) Two required textbooks:

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.

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

(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

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

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

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

Assignments

- 1) **Weekly review, discussion and extensions of readings (30% of final grade).** In addition to typical classroom participation, each week, a combination of course participant will be designated to lead our class discussion. This portion of your grade includes the Quotes and Questions Assignment described below. NO resubmission options or extensions will be granted for this weekly work.

“Quotes and Questions” Presentation: Each week students will provide the framework for our discussion of the assigned readings. Each student will have about five minutes to share two significant quotes (1 from each reading) and pose a question that covers both readings. These quotes and questions will provide the basis for the first hour of class discussion.

Each student should bring a one-page handout to distribute to the class on the assigned day. The handout should include (1) your name and date, (2) the two quotes, and (3) your question. Use APA format to cite the quotes and reference the texts.

- 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.
 - a) 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.
 - b) In relation to the Service Learning component of this course, you will write 1 final reflection paper, 5-pages long, double-spaced, APA style, focusing on the Service Learning project. In this 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) **Professional Memo (20%).** Students will write a 1,500 word position paper on teaching reading and writing to English Language Learners (ELLs) in a public school English as a Second Language (ESL) program. Imagine that you are teaching ESL in a New Jersey public school setting. About two months into the school year, your principal asks that you to share your professional opinion about best practices for teaching ELLs to read and write in academic English. The principal asks you this with the intention of using your statement to advocate for much-needed resources for the ESL program. (S)he plans on sharing your position statement with other administrators and district leadership, so (s)he asks you to include a brief description of the ESL program, the classes that you teach, and your student population. You want to succinctly articulate your position, focusing on the following areas: research-based

instructional practices, classroom materials, assessment, and opportunities for professional collaboration and development. Draft a 1,500 word position statement addressed to your principal that addresses these points (and any others that you deem relevant). Imagine that you are submitting this position statement to your school administration in a professional memo.

Additional details regarding formatting and presentation will follow.

Summary of assignments and grades

Assignment	Due date	Weight
Rotating Assignment: Leading class discussion	In-class and on-campus.	30%
Service Learning Project: Lesson Planning (3)	Wednesday 8pm before class in Highland Park	20%
Service Learning Project: 5-page reflection essay	Friday, March 13 11:59pm on Sakai.	30%
Final Assignment: Professional Memo	Friday, May 8 at 11:59pm on Sakai	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%

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 late arrivals = 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#>
- 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 22	Who are English language learners? English language learners and bilingualism. English language learners and migration trends.	Chapter 1 (Wright, 2010): Who are English language learners? Chapter 1 (Echevarria et al.): Introducing the SIOP Model
2	January 29	Approaches to language learning and teaching. What is language? What are language acquisition theories? What do teachers need to know about language?	Chapter 2 (Wright, 2010): Second language learning and teaching. Chapter 4 (Echevarria et al.): Comprehensible Input
3	February 5	How can we design integrated content-area lessons for ELLs?	Chapter 9 (Wright, 2010): Content-Area Instruction for ELLs Chapter 2 (Echevarria et al.): Lesson Preparation
4	February 12 *	How can we provide primary language support to ELLs?	Chapter 10: Primary language support Chapter 3 (Echevarria et al.): Building Background
Lesson Plan 1 for HP due Wed. Feb. 18 at 8:00pm			
5	February 19 *	What do we know about oral language development from research? What do we know about intercultural communication with ELLs?	Chapter 6 (Wright, 2010): Listening and Speaking Chapter 5 (Echevarria et al.): Strategies
Lesson Plan 2 for HP due Wed. Feb. 25 at 8:00pm			
6	February 26 *	How can we promote reading development for ELLs?	Chapters 7 (Wright, 2010): Reading Chapter 6 (Echevarria et al.): Interaction
Lesson Plan 3 for HP due Wed. Mar. 4 at 8:00pm			
7	March 5*	How can we promote writing development for ELLs?	Chapter 9 (Wright, 2010): Writing Chapter 7 (Echevarria et al.): Practice and Application
8	March 12	Assessment and ELLs. Examples from NJ.	Chapter 5 (Wright, 2010): Assessment Chapter 9 (Echevarria et al.): Review and Assessment
Reflection paper on HP experience (at least 5 pages) due on Sakai by March 13, 11:59PM			
	March 19	NO CLASS	<i>Spring Break</i>
9	March 26	Historical overview of education policy. What are the federal and local policies about ELLs?	Chapter 3 (Wright, 2010): Language and Education Policy for ELLs Chapter 11 (Echevarria et al.): Effective use of the SIOP Model
10	April 2	How does policy translate to program models? Examples from New Jersey and elsewhere.	Chapter 4 (Wright, 2010): Program models Chapter 12 (Echevarria et al.): Frequently asked questions about getting started with the SIOP Model
11	April 9	Integrating technology into language learning.	Chapter 11 (Wright, 2010): Technology
12	April 16	Family literacy. Reaching out to	Baquedano-López, P., Alexander, R.A., & Hernandez, S.J. (2013).

		families. What role do family and personal factors play in the design of learning environment for all learners?	Equity Issues in Parental and Community Involvement in Schools: What teacher Educators Need to Know. Review of Research in Education, 37. García Sánchez, I., & Faulstich Orellana, M. (2006). The Construction of Moral and Social Identity in Immigrant Children's Narratives-in-Translation. Linguistics and Education 17(3), 209-239.
13	April 23	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. Chapter 10 (Echevarria et al.): Issues of reading, RTI, and special education for ELLs
14	April 30	Moving from policy to practice.	Various readings and videos from the Stanford University <i>Understanding Language</i> website
15	May 7	Summary	Hamayan, E. et. Al. (2007). Chapter 12. How do we know what we are doing works?
Professional Memo (Final Assignment) due on Sakai by May 8, 11:59PM			

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