

Teaching English Language Learners

15:253:540:02 Wednesdays: 4.50 – 7.30 pm
 Scott Hall 103 (New Brunswick Campus) & Highland Park
 3 credits

Instructor	Christelle Palpacuer Lee
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Phone	848-932-0796
Meeting Time	Wednesdays 4:50-7:30 pm
Location	Scott Hall 103 and off campus at Bartle elementary school in Highland Park.
Office Hours & Location	By appointment (usually on W. 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 semester, we will focus on several questions pertaining to your capacity to demonstrate your knowledge of learners and learning in accommodating diverse learners, and in the design of standard-based, relevant, inclusive, and interdisciplinary instruction to your English Language Learners. Both the New Jersey Professional Standards for Teachers (2014) and the Standards from the Council for the Accreditation of Education Professionals (2013) will be addressed.

1. Do you understand how children and adolescents develop and learning in a variety of school, family, and community contexts? Can you provide opportunities that support their intellectual, social, emotional, and physical development? (NJPST, Standard 2)
2. Do you understand and practice culturally- responsive teaching? (NJPST, Standard, 3)
3. Can you work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation? (NJPST, Standard 3; CAEP, Standard 1.1 & 1.2)
4. Do you understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways? (NJPST, Standard 8; CAEP, Standard 1.1, 1.2 & 1.6)

Class Materials and requirements

(1) Recommended textbooks (please do not purchase for class):

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

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 (download and have available)

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 (mandatory)

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) Choice Books

Please do not choose a book until after our first class meeting when I can explain this project.

You will be asked to select and read **one** of the following language/culture learning memoirs or essays:

Memoirs and *Fiction

Alvarez, J. (1998) *Something to Declare*

* Cisneros, S. (2002). *Caramelo*

* Cisneros, S. (1984). *The House on Mango Street*

Codrescu, A. (1990) *The Disappearance of the Outside*

Cofer, J. O. (1990) *Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood*

* Danticat, E. (2001). *Breath, Eyes, Memory*.

Davidson, C. (1993) *36 Views of Mount Fuji: On Finding Myself in Japan*

Dorfman, A. (1998) *Heading South, Looking North: A Bilingual Journey*

Hessler, P. (2001). *River Town*

Hoffman, E. (1989) *Lost in Translation. A Life in a New Language*

Kaplan, A. (1993) *French Lessons*

Kingston, M. H. (1975) *The Woman Warrior: Memoirs of a Girlhood*

Lvovich, N. (1997) *Among Ghosts The Multilingual Self*

* Martinez, D. (1994). *Mother Tongue*

Mar, E. (1999) *Paper Daughter. A Memoir*

* Mora, P. (1999). *The Rainbow Tulip*

Mori, K. (1997) *Polite Lies. On Being a Woman Caught Between Cultures*

Mura, D. (1991) *Turning Japanese*

Ogulnick, R. (1998) *Onna Rashiku (Like A Woman): The Diary of a Language Learner in Japan*

Okubo, M. (1947) *Citizen 13660 (art)*

Rodriguez, R. (1982) *Hunger of Memory*

* Santiago, E. (1993). *When I was Puerto Rican*

Sante, L. (1998) *The Factory of Facts*

* Shteyngart, G. (2002). *The Russian Debutante's Handbook*.

Watson, R. (1995) *The Philosopher's Demise: Learning French*

Essays

Brintrup, L. (2000) *Turbulent Times*

Hirsch, M. (1994) *Pictures of a Displaced Girlhood*

Kim, H. (2000) *Beyond Boundaries*

Lee, H. (2000) *Dissassembling Helie*

Manguerra Brainard, C. (2003). *Cecilia's Diary: 1962-1969*.

Mori, K. (2000) *Becoming Midwestern*

Novak, J. (1994) *My Typewriter Made Me Do It*

Saine, U. M. (2000) *Now Is the Time to Try Something But Have I Got Nine Lives?*

Assignments

- 1. Class Assignments: participation, summary, questions, activities, etc. (25% of final grade).** In class, you will actively participate in various activities: jigsaw, micro-teaching, workshop, Q&A, games, presentations, guest speaker lectures, etc. Each week, you will generate a response to the activities and submit these responses to your instructor at the end of class. These documents will be used to assess your participation and engagement in class.

- 2. Choice Book Report (15% of final grade).** You will select a novel or essay from the list above and commit to read it this semester. You will write a book report that contains the following information:
 1. Title of choice book
 2. Reason for selecting this specific title
 3. Description of Setting / Main Story / Main Idea
 4. Description of main Characters
 5. Description of the story and/or description of the essay and its arguments
 6. How this book approaches language and culture;
 7. How this book informs your views of language learners and of yourself.Your book report should include citations from the book. Your book report can also include visuals (photos, maps, drawing, etc.). If you need secondary sources to write your report, please include the titles in a bibliography (reference section). Your book report should be between 5 and 10 pages long, Times new Roman 12 pt font, double-spaced, margins 1". Please follow APA writing style.

- 3. SIOP @ Lesson plan (15%).** Students will modify one of their own lesson plans for ELLs, following the SIOP Model we have been learning about. 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.

- 4. 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 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.
 - 4.1. 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 lesson to SAKAI, prior to our last visit to Highland Park.
 - 4.2. You will be asked to reflect on the service learning experience each week after teaching our community partners. You will be given prompts at the beginning of class. Take notes to remember your remarks. You do not need to submit these notes but will need them to write your final reflection paper.
 - 4.3. Using these notes 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 use your

notes and consider how your teaching experiences with our community partners influence your own theory of teaching.

5. Memo to Supervisor (20% of final grade). Many teachers in your district have a hard time understanding the differences between language learning difficulties and learning disabilities. Your supervisor asks you to write a memo to clarify these differences. In the process, you are also encouraged to highlight how Special Education and ESL teachers, respectively and together, support all students in the district.

(1) To draft this memo, you are required to read and cite at least 2 scholarly, peer-reviewed articles. These 2 articles can be selected from the class reading list or from the online RU libraries.

(2) To draft this memo, it is highly recommended you informally interview an ESL teacher from NJ, or a pre-service ESL teacher at the GSE. Such an informal interview would help you get a sense of what ESL teachers do. For access, you can rely on your internship experience and your existing contacts, or simply get in touch with students at the GSE (I know the language education students have a Facebook page. It might be a way to access this group). Make sure that you cite your source appropriately, and that you discuss access to your informant with your instructor prior to your meeting.

This midterm paper will be max. 10 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.

Summary of assignments and grades

Assignment	Due date	Weight
Weekly participation	Weekly	25%
Book Report	February, 11 at 4:50pm in class (hard copy)	15%
Memo to supervisor	March, 25 11:59pm	15%
Service Learning Project: - Teaching (4) - Feedback and debriefing - 5-page reflection essay	May, 6 11:59pm on Sakai.	25%
SLOP ® Lesson Plan	April, 22 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+ 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#>
- 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 21	Who are English language learners?	<p>Introduction. English language learners and bilingualism. English language learners and migration trends. Choice book assignment.</p> <p>Discussion: Orellana (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), pp. 366-389.</p>
2	January 28	Who are English Language Learners? How can I create a culturally- relevant classroom?	<p>Discussion: Dooley, K. (2009). Intercultural conversation: Building understanding together Weinstein, C., Curran, M. & Tomlinson-Clarke. (2003). Culturally Responsive Classroom management.</p> <p>Activity: Intercultural stories. Children's books.</p>
3	February 4	What role do family and personal factors play in the design of learning environment for all learners?	<p>Discussion: 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. http://www.nj.gov/education/bilingual/parents/family.htm webinar on how to engage with families of ELL students.</p> <p>Activity: Putting together an info packet for ESL families. WIDA Standards and Common Core http://www.wida.us/standards/</p>
Choice Book Report due February, 11 in class. Please bring a hard copy and be prepared to discuss,			
4	February 11	What are the federal and local policies about ELLs? What are the standards for teaching ELLs?	<p>The bilingual code. The WIDA Standards Choice Book Report Discussion</p> <p>Activity: Give advice on a forum. Video: Speaking in Tongues. <i>Meet ESL teachers?</i></p>
5	February 18	What are the links between ESL and Special Education?	<p>Discussion Learning disability or language difficulties? Overrepresentation of ELLs in Special Education.</p> <p>Hamayan, E. et. Al. (2007). Chapter 1, 3 & 7.</p>

6	February 25	What special education services can we offer ELLs?	Students with Special Needs and ELLs. http://www.colorincolorado.org/educators/special_education/ RTI procedures. Activity: Case study http://www.nj.gov/education/bilingual/news/FAQse.htm for special education and bilingual/ESL regulations.
7	March 4	How can I assess and scaffold instruction for ELLs?	Discussion: Goldenberg, C. (2008). Teaching English language learners: What the research does and does not say. <i>American Educator</i> , 32(2),8-44. WIDA Can-Do descriptors. Activity: Sample ACCESS tests. Activity: 5 techniques for differentiating instruction.
7	March 11	How can I scaffold instruction for adult ELLs?	Discussion: Larrotta and Serano (2011). Towards a Funds of Knowledge Approach. The Conversation Tree Model Activity: Review and pilot conversation guide.
BEGINNING OF SPRING BREAK			
9	March 18	NO CLASS	<i>Spring Break March 14-March 21</i>
END OF SPRING BREAK			
10	March 25 * in Highland Park	Teaching adult ELLs in the community	Teaching adult ELLs in the community
Memo to Supervisor due on Sakai at 23:59pm.			
11	April 01	How can I teach ELLs across the curriculum?	The SIOP ® Model : Techniques for differentiating instruction. Activity: Modifying an existing lesson.
12	April 08	How can I teach ELLs across the curriculum?	The SIOP ® Model : Techniques for differentiating instruction. Focus on Academic English. Activity: Modifying an existing lesson.
13	April 15 * in Highland Park	Teaching adult ELLs in the community	Teaching adult ELLs in the community
14	April 22 * In Highland Park	Teaching adult ELLs in the community	Teaching adult ELLs in the community
SIOP ® Modified Lesson Plan due on April, 22 on Sakai by 11:59pm			
15	April 29 * In Highland Park	Teaching adult ELLs in the community	Teaching adult ELLs in the community
Service Learning Paper due on May, 6 on Sakai by 11:59PM.			