

Rutgers, The State University of New Jersey

**15:253:511:01 ESL in Secondary School Methods
 SPRING 2016
 THURSDAYS: 4.50 – 7.30 PM
 MURRAY HALL 115 (NEW BRUNSWICK CAMPUS)**

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<i>Office Hours & Location</i> : By appointment (Thursdays before or after class).	<i>Prerequisite</i> : Admission to the Language Education Program
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

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>.

Learning goals:

New Jersey Professional Standards for Teachers (2014)¹:

Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

ii. Essential Knowledge:

- (1) The teacher understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student
- (4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible and challenging.

iii. Critical Dispositions

- (1) The teachers respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development;
- (3) The teacher takes responsibility for promoting learners’ growth and development;

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

ii. Essential Knowledge

- (4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;
- (5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values;
- (6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction

iii Critical Dispositions

- (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential
- (4) The teacher values diverse languages, dialects and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

ii. Essential Knowledge

- (1) The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (2) The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;

iii. Critical Dispositions

- (1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;
- (2) The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and
- (3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

ii. Essential Knowledge

- (2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;

iii. Critical Dispositions

- (5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs;

Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

ii. Essential Knowledge

- (1) The teacher understands content and content standards and how these are organized in the curriculum;
- (2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;
- (4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;
- (5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs;
- (7) The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related service providers, language learner specialists, librarians, media specialists, and community organizations)

iii. Critical Dispositions

- (1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;
- (2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;

Standard Eight: Instructional Strategies. The teacher understands and uses 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.

ii. Essential Knowledge

- (2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;
- (3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;

iii. Critical Dispositions

- (2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication;

Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ii. Essential Knowledge

- (1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners;
- (2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning;

iii. Critical Dispositions

- (2) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals;

- (3) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning;

Standard Eleven: Ethical Practice. The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

- ii. Essential Knowledge

- (4) The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.

- iii. Critical Dispositions

- (1) The teacher recognizes that an educator's actions reflect on the status and substance of the profession;

Council for the Accreditation of Education Professionals (2013)²:

Standard 1: Content And Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

- 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)² in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Course Catalogue Description

This course will provide an introduction to teaching English to speakers of other languages in secondary schools within two contexts: English as a second language (ESL) and also as a foreign language (EFL). Although the text addresses the teaching of a variety of domains such as listening, speaking, reading and writing aligned to Common Core standards, a particular focus will address the development of writing skills. Through required classroom observations, students will gain insight and knowledge about the type of students they will be or are teaching. 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.

The fieldwork associated with this methods course requires students to make weekly visits to a local public school. The GSE Office of Student and Academic Services (OSAS) has confirmed field placements in schools located in Hunterdon, Middlesex, Somerset, Union, Essex, and Monmouth Counties. Rutgers does not provide transportation to field placements, so it is up to individual students to

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

make their own arrangements. Students should expect to travel a minimum of thirty minutes each way to their assigned school. If you want to discuss the possibility of carpooling with classmates, please do so before or after class.

(1) Required textbooks:

Graff, G. & Birkenstein, C. (2010). *They Say/ I Say: The moves that matter in academic writing*. NYC, NY: W. W. Norton & Co.

Fu, D. (2009). *Writing between languages: How ELLs make the transition to fluency*. Portsmouth, NH: Heineman (ISBN:13:978-0-325-01395-4)

Zwiers, J. (2014). *Building academic language: Meeting Common Core Standards across disciplines, Grades 5-12* (Jossey-Bass Education Series). 2nd Edition. ISBN-13: 978-1118744857 (shared between Academic Language course)

Required articles:

Understanding Language Unit on *Persuasion across Time and Space* download
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>.

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

Grading Policy

Evaluation of Written Work. The following qualities will be considered:

- Responsiveness to the task or question
- Clarity and organization
- Depth – present the necessary level of detail to support your idea. **Make connections to readings.**
- Critical lens – Read and infer beyond information presented
- Professional style – Please use APA format, double-spaced, Times New Roman 12 font, 1 inch margins
- If you need an extension, please contact the professor prior to the due date

Letter-grade equivalents

<i>Grade</i>	<i>Percent</i>
<i>A</i>	<i>93 -100</i>
<i>B+</i>	<i>89 -92</i>
<i>B</i>	<i>84 - 88</i>
<i>C+</i>	<i>80 - 83</i>
<i>C</i>	<i>75 - 79</i>
<i>F</i>	<i>Under 75</i>

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Course Requirements

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.

Assignments

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1. **Class engagement. (20%).** You will submit a reflection on each class in an ongoing electronic journal. Each response should be 1-2 pages long with reference to text and classroom discussion.
 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 third week of class. Sign-ups will begin on the second night of class. One - two students will present each class.
 3. **Lesson plan (15%)** A template will be provided.

4. **Reflections on that lesson (20%).** You will be expected to develop a lesson plan and upload a video of the lesson to your Teachscape Portfolio. In addition, you will submit a reflection on that lesson using domain 3 in Danielson’s framework.

5. **Unit Plan (20%).** You will be expected to develop a unit plan. A template will be provided.

6. **Reflection on Field Placement (15%).** 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. This paper will be 4-5 pages long, double-spaced, APA style format. Your report should contain
 1. An introduction that presents the district and school where you completed your field work with a demographic profile of the district and school, including languages spoken, and levels of English proficiency.
 2. A profile of the ESL teacher in the school/district you observed and information about the challenges s/he has encountered and how s/he solved those challenges.
 3. A profile of a couple of students in the class. You are NOT to interview the students but through observations and discussions with the teacher, create a profile of two students.
 4. A discussion of your observations. What have you learned in the process? How might this information impact your career?

Summary of assignments and grades

Assignment	Due date	Weight
Response to readings Class participation	Wednesdays 11:59 pm before class	20%
Strategy sharing	Ongoing throughout semester. Sign up in class	10%
Unit Plan	May 5 th 11:59	20%
Lesson Plan	March 24, 11:59 pm	15%
Video and Reflections on lesson	April 21 Teachscape	20%
Reflection on Field Placement	April 28, 11:59	15%

Syllabus and Assignment Due Dates (Tentative)

Week/ Date	Topic	Assignments and Readings
1 January 21	Topic: CCSS and ELLs Overarching Questions: How can ELLs in grades 6-12 meet rigorous ELA standards? What are the challenges and opportunities? Why is writing important?	Bunch, Kibler, Pimentel (2012) <i>Realizing Opportunities for ELs in the CC ELA</i> http://ell.stanford.edu/publication/realizing-opportunities-ells-common-core-english-language-arts-and-disciplinary-literacy Understanding Language: Unit on Persuasion Across Time and Space p. 1-29
2 January 28	Topic: Teacher Evaluation Overarching question: What elements of “good teaching” are evident in the Lesson plan in the sample unit? What should you “know” about your students?	Danielson Teaching Framework p. 1 -31 Understanding Language: Unit on Persuasion Across Time and Space Lesson 1 <i>Building Academic Language</i> , Chapter 1
3 February 4	Topic: Teaching Argument to ELs Overarching question: How to identify argumentative language?	<i>Teaching Argument to ELLs</i> , Ferlazzo & Hull-Sypnieski (2014) http://eds.b.ebscohost.com.proxy.libraries.rutgers.edu/eds/results?sid=91c0c00f-5f6c-49a6-ac33-c66d1063c820%40sessionmgr120&vid=1&hid=103&bquery=teaching+argument+to+ells&bdata=JnR5cGU9MCZzaXRIPWVkcylsaXZl
4 February 11	Topic: Argumentative Language Overarching question: What features of language are used in persuasive text?	Unit on Persuasion Across Time and Space, Lesson 2, p.58-104
5 February 18	Topic: Methods and Strategies Overarching question: How does the jigsaw method develop academic language?	Unit on Persuasion Across Time and Space Lesson 3, p. 105-146
6 February 25	Topic: What constitutes Complex Text? Overarching question: How can an analysis of text assist an ESL teacher on preparing lessons?	Unit on Persuasion Across Time and Space Lesson 4, p. 147-194
7 March 3	Topic: Creating Persuasive writing Overarching question: What scaffolds and supports do students need to create complex texts?	Unit on Persuasion Across Time and Space Lesson 5, p. 195-235
8. March 10	Topic: Reading and Writing Connection	Zwiers, J. (2014). <i>Building Academic Language</i> , Ch. 7

	Overarching question: What is the language needed for reading complex texts?	
March 17	NO CLASS	<i>Spring Break March 12-March 20</i>
9. March 24	Topic: Creating Complex Texts Overarching question: How can you improve ways to scaffold and model good writing	Zwiers, J. (2014). Building Academic Language, Ch. 8 and 9
10 March 31	Topic: Writing Protocols Overarching Question: What are the traits of good writing?	<i>Graff & Birkenstein (2010) They Say, I Say</i> , Part 1, p. 19-54 Six Traits + 1 http://educationnorthwest.org/traits/trait-definitions
11. April 7	Topic: Writing protocol Overarching question: What academic moves can you make in argumentative writing?	<i>Graff & Birkenstein (2010) They Say, I Say</i> Part 2, p. 55-104
12. April 14	Topic: Moves in Academic Writing Overarching question: How to tie writing all together?	<i>Graff & Birkenstein (2010). They Say, I Say</i> Part 3 and Chapters 13 -14
Video lesson and Reflection on lesson due April 21		
13. April 21	Topic: Translanguaging and Writing Overarching question: How does theory of language development support the theory of translanguaging?	Fu (2009). <i>Writing between languages</i> Chapters 1-2
Field Observation Reflection due April 28, 11:59		
14. April 28	Topic: Codeswitching and Interlanguage Overarching question: How do ELLs' experiences in learning to write in English compare to Fu's theory of writing development?	Fu (2009). <i>Writing between languages</i> Chapters 3-4
Unit Plan due May 5, 11:59		
15. May 5	Topic: Language Instruction through Writing Overarching question: How can you use writing to teach speaking and reading skills?	Fu (2009). <i>Writing between languages</i> Chapters 5, 6, 7