

Introduction

In many districts, the ESL class is the replacement for the English Language Arts course, therefore, the ESL Secondary Methods Course will focus on the strategies and methods needed to integrate Common Core State Standards (CCSS) and WIDA English Language Development standards at the secondary level (grades 6-12). In this course the domain of writing will be emphasized as students at the secondary level are required to respond in writing across all content areas. While it is imperative that you gain knowledge regarding teaching ELLs at the secondary level, it is also important to consider that new entries unfamiliar with English may come into a class and they are *still* required to write following CCSS . Therefore, you are in need of considering writing at the beginner, intermediate, and advance levels in your thoughts and projects.

As a result the diversity of L1 (first languages) and diverse fluencies in writing that you may encounter, students will be exposed to various approaches to teaching writing. A unit developed by the Understanding Language consortium at Stanford University will be explored and analyzed. At the same time, the course will delve into aspects of translanguaging theory and practice of writing between languages will be studied. You will learn about and practice the “moves that matter” in academic writing as well as other protocols on the teaching of writing.

This course cannot cover every aspect of language. Your prescribed books do consider grammar, vocabulary, syntax, etc. and you should, therefore, employ them as resources for your assignments and projects. Please cite them accordingly.

Required readings

Fu, D. (2009). *Writing between languages: How ELLs make the transition to fluency*. Heinemann: Portsmouth, NH.

Graff, G. & Birkenstein, C. (2009). *They Say, I Say: The Moves that Matter in Academic Writing*. W.W. Norton & Company: NYC, NY

Zwiers, J. (2015). *Building academic language*. Jossey-Bass: San Francisco.

This book is shared between this course and Academic Language. Different chapters will be

assigned in each course.

Understanding Language: Unit on Persuasion Across Time and Space (and other units)

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

WIDA 2012 Amplified standards <https://www.wida.us/standards/eld.aspx>

Assignments Policies and Overview (threaded discussions, lesson plan narratives, etc.)

Participation:	Ongoing	20%
Strategy Sharing Activities:		10%
Lesson Plan-Related activities:		20%
Written assignment activities (e.g., briefs, journaling, narratives, reactions, reflections).		20%
Podcast Observations (3):		30%

Participation

- Complete individual and ALL assignments
- Contribute to posts in threaded discussions
- Complete observations (30 hours) and podcasts (3)
- Journaling and documenting observations

Observations (30 Hours)

Each observation you complete, albeit of one hour or three, write a journal entry summarizing what you evidenced as you are continuing the readings of the course. These data you collect and document will assist you in completing assignments, podcasts, threaded discussions, etc. Please make your journal entry by following these instructions:

- Date and location (grade and language environment)
- Duration
- Overview of who was present (for example: the content teacher, ESL push-in teacher, 20 students in a linguistically heterogeneous group including Spanish, Arabic, and English)

- speakers)
- A one-paragraph overview of what you observed
 - A connection (or more, if appropriate) to the reading assigned during the week that you observed
 - Journal entry to document the observation

Online Participation and Assignment Guidelines:

You will have, among other assignments, two types of assignments that require that you follow these instructions and you clearly understand their importance in the grading system:

1. Threaded discussions
2. Podcasts products

Want to know what makes a good response in a threaded discussion group from a grading perspective? I'm looking for you to post thoughtful, well reasoned expressions of your ideas about the topic at hand and respond to your classmates' ideas in the same way. I will usually ask you to respond to one of your classmates in a threaded discussion. Please make sure you do not write a response longer than 350 words. In other words, your threaded discussions can be first written on a separate doc in WORD, then edited, and then copied and pasted in your Threaded Discussion. The Threaded Discussions should be informed by the required readings and also from the texts in the course. You don't have to reference more journals or texts other than these.

Good podcasts? For your podcasts (3) which are also considered assignments, I'm looking for you to produce good digital and/or audio videos which are fully scripted regarding your classroom observations. The course requires you to observe 30 hours of ESL teaching in a formal classroom setting. You can take a photo and produce a podcast relating to aspects of these observations. You may wish to distribute the podcasts among three topics. For instance, you may wish to discuss how a teacher focuses on the teaching of vocabulary at the secondary level and how it intersects with writing or you may wish to focus on how ELLs write their essays and discuss the gaps you find in their writing and how to provide instruction. These podcasts should only be 3 minutes (each) in length maximum therefore, it is essential that you plan ahead and write a script, rehearse it, and then record it. You should contextualize the observation in the first 10-30 seconds, specify why you think it is important, and reflect on it using scholarship. Make sure you cite scholarship as you speak in the podcast. It is not a memorized script; it can be read, but in reading, you need to express your thoughts carefully and not gloss through them rapidly. Your podcasts will be submitted to me via your DROPBOX and dates are specified in the syllabus. You will not be reminded to submit. Rather, for these discussions and podcasts, you will have to be guided by the syllabus dates. Podcasts can only be uploaded in MP3 or MP4 formats. Please be aware of that requirement. References used in the Podcasts can be obtained or sourced from the three texts of the course and the assigned PDF readings. You don't have to go outside these to complete your podcasts.

While the threaded discussions do not have to be formally written as the text you might write in a paper, I'd appreciate it if they were at least clearly written, grammar and spelling intact, with no unnecessary abbreviations. However, the Podcasts must be formally produced. That is, you must employ APA citations as part of your response. Please consult APA on line for further guidance regarding how to cite scholarship when writing. For instance, "Smith & Klein (2002) suggest that when ELLs in secondary contexts do ..."

Here's a breakdown of what makes for a good grade based on your responses to class and group discussions. You will want to be in the "Good" column for most of your communications each week. There are two rubrics that will be employed to evaluate your threaded discussions and your podcast productions.

All podcasts will be measured with the following rubric:

1. How well you describe the key points of your observations
2. How you draw connections to the literature you have and how you cite
3. How you express your ideas.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Author demonstrates an accurate understanding of content are he/she selected to approach			
Author's ideas are clear and well-developed.			
Author cites scholarly literature to support his/her statements.			
Author draws connection between theory and scholarship cited and draws connections to observations/practice from another course.			
Author provides support for his/her positions with relevant, scholarly examples.			
Author uses academic language, formal essay structure, follows APA style, and includes references and in digital presentation, also mentions citations and sources.			

Your threaded discussions should be guided by the following rubric and this rubric will be employed to evaluate your discussions:

CATEGORY	Good	Mediocre	Poor	No credit
Topic Response	<p>Responding to the instructor's topic by the due date.</p> <p>Follows all the instructions for the activity.</p>	<p>Responding to the instructor's topic within a day of the due date.</p> <p>Misses some of the instructions for the activity.</p>	Responding to the instructor's topic more than 24 hours after the due date.	Not responding to the instructor's topic.
Peer Response	Responding to the requested number of peer postings within the requested time frame.	Being late with responses to peer postings - OR - not responding to enough of your peers' postings.	Speaking in your peer responses just before the discussion thread closes - OR - ONLY responding to 1 peer.	Responding to NO peer postings.
Final Response	Responding to all peers who have posted a response to you.	Responding to 3/4 of the peers who have posted a response to you.	Responding to 1/2 of the peers who have posted a response to you.	Responding to NONE of the peers who have posted a response to you.
Quality	Student comments that add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any comments made with reasoning or even source citation.	Student comments that add moderately to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made with reasoning or even source citation.	Student comments that do not add to the discussion. Student does not substantiate any comments made with reasoning or even source citation. Posting is simple: "I agree" or "Yes" or "No"	Student does not participate at all in the threaded discussion.

(Subject to change as the semester progresses)

Week, Topic, and Overarching Question(s)	Required Readings and Videos	Required Activities/Assignments
Week 1	Required Print reading	Required assignment 1
<p>Topic: Getting to know you and teaching contexts</p>		<ul style="list-style-type: none"> • Getting to know you! Please respond to the PROFILE QUESTIONNAIRE and upload to your dropbox. [Due Sunday evening 8 pm, Jan. 24th] • Read my bio and write your own introduction to the members of your class. Be sure to include the following information: a description of your current role as an educator, and why you chose to become certified as an ESL teacher. My bio: http://gse.rutgers.edu/nydia_flores <ul style="list-style-type: none"> ○ Post your bio into the threaded discussion. ○ Read through your classmates' bios so you know who your classmates are. • Making Connections in Threaded Discussion from readings (i.e., Bunch et. al and video) [Your post due Sunday 1/24. To write in the threaded discussion section, please ensure that you have read Bunch et. al, Understanding Language, and WIDA and you've also seen video. You should write no more than 150 words in the discussion so first, write a doc in word, then edit it to ensure it is no longer than 150 words. You are not required to respond to a classmate's post yet.
<p>Overarching Questions: How can ELLs in grades 6-12 meet rigorous ELA standards? What are the challenges and opportunities?</p>	<p>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</p> <p>About teaching writing: Understanding Language: Unit on Persuasion Across Time and Space</p>	

	p. 1-29	
	Required online watching	
Why is writing important?	Overview of Unit https://www.youtube.com/watch?v=e7ncx8h-s4c The importance of writing https://www.youtube.com/watch?list=PLoU659hwTdDazif5gJVQGbaSOTXu8-lv3&v=wOOwzL2rcs0	
Week 2	Required Print Reading	Required assignment 2
Topic: Teacher Evaluation Overarching question: What elements of “good teaching” are evident in the Lesson plan in the sample unit?	Danielson Teaching Framework p. 1 -31 (See links to Danielson or PDF file in course site under ‘readings’.) Understanding Language: Unit on Persuasion Across Time and Space Lesson 1: <i>Building Academic Language</i> , Chapter 1	<ul style="list-style-type: none"> • Graphic Organizer Assignment [due Sunday, 1/31] • Teacher Evaluation System Discussion [due Sunday, 1/31] • How are you doing so far? Upload a short paragraph to inform me of your progress and needs [due, Sunday 1/31].
	Required Video viewing	
	Making Teacher Evaluations Meaningful: https://www.youtube.com/watch?v=KzDcYuSsU2E	
Week 3	Required Print Reading	Required assignment 3
Topic: Teaching Argument to ELLs	<i>Teaching Argument to ELLs</i> , Ferlazzo & Hull-Sypnieski (2014) http://eds.b.ebscohost.com.proxy.libraries.rutgers.edu/eds/results?sid=91c0c00f-5f6c-	Written assignment: A one-page (double spaced) response to Ferlazzo's article and the video. Which activities did you find to be the most helpful? How could you differentiate the lesson designed for advanced ELLs to fit students at a lower level of proficiency (i.e., beginners and intermediate writers)? How does the video relate

	49a6-ac33-c66d1063c820%40sessionmgr120&vid=1&hid=103&bquery=teaching+argument+to+ells&bdata=JnR5cGU9MCZzaXRlPWVkey1saXZI	to Ferlazzo's article? [due date Sunday, Feb. 7nd]
	Required Video viewing	
Essential question: How to identify argumentative language?	Understanding Language – ethos, pathos, logos https://www.teachingchannel.org/videos/ethos-pathos-logos	
Week 4	Required Print Reading	Required Assignment 4
Topic: Persuasive language	Unit on Persuasion Across Time and Space, Lesson 2, p.58-104: Read document uploaded by Walki et. al (2012) Council of Chief State School Officers. (2012). Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards. Washington, DC: CCSSO.	<p>Try a Learning Activity. Assignment [due date Sunday 2/14 is informed by unit above on Persuasion Across Time and Space]. Share your activity in the Threaded discussion. In addition, post a response to ONE of your classmate's discussion. Review several and choose only one. Before you write, please ALWAYS review instructions regarding the expectations of the work you produced in threaded discussions (including maximum length). For more details on each assignment, move forward, think ahead, and click on "Assignments".</p> <p>To enable you to fully craft this assignment refer to Persuasion Unit, Lesson 2, choose one of the following activities to complete, post your completed task in threaded discussion, and respond to one of your classmate's postings. For example, choose handouts 1-3 and 5; or handouts 6-7; or Handout 8 or Handout 9 and 11; or Handout 9 and 13. Identify the handout you've chosen to respond AT THE TOP OF YOUR POSTING to so that classmates are able to respond accordingly.</p>
	Required Video viewing	
Essential	Vocabulary Jigsaw	

<p>question: What features of language are used in persuasive text?</p>	<p>https://www.teachingchannel.org/videos/middle-school-vocabulary-development</p>	
<p>Week 5</p>	<p>Required Print Reading</p>	<p>Required Assignment 5</p>
<p>Topic: Effective Jigsaw method</p>	<p>Unit on Persuasion Across Time and Space Lesson 3, p. 105-146</p>	<p>Due on Sunday 2/21: In the threaded discussion narrate a mini lesson (a hypothetical one) related to how you would use the Jigsaw strategy in teaching persuasive essay-style writing. In the narrative you write, focus on how your lesson would reach out to all levels of ELL writing proficiency: beginners, intermediates, and advanced. For content matter, incorporate in your thoughts one discipline such as science, social studies, or a content area topic you've been exposed to in previous weeks, etc. If you have already employed this strategy, then please share in your discussion by narrating the mini lesson and describe its limitations, successes, and how you incorporated content matter from a discipline. Recall, only 150 words max.</p> <p>Assignment #2 Your first podcast. Due Wednesday 2/24:</p> <p>Read instructions on what is expected of your first podcast. Check the podcast rubric to ensure that the podcast meets the standard of what is required.</p>
	<p>Required Video viewing</p>	<p>The video for this week is available from: Week 5 Interacting with Complex Texts https://www.teachingchannel.org/videos/groups-to-analyze-complex-texts</p> <p>What is your opinion about the activities presented in Lesson 4? Write a short paragraph, no more than 100-150 words, and post in your dropbox. Make sure you place a header identifying the aspect/topic or segment of the video you are address. In other words, contextualize the paragraph.</p>
<p>Essential question: How does the Jigsaw strategy</p>	<p>Understanding Language – activating prior knowledge https://www.teachingchannel.org</p>	<p>Beck, McKeown and Kucan 2002 Which words to teach, the three tiers. Read this PDF file PPT presentation</p>

<p>help develop academic language?</p>	<p>hannel.org/videos/activating-prior-knowledge</p>	
<p>Week 6</p>		<p>Assignment</p>
<p>Understanding language and text analysis</p>	<p>https://www.teachingchannel.org/videos/middle-school-ela-unit-persuasion</p> <p>Walki et. al 2012 Unit on Persuasion Across Time and Space</p>	<p>[due date Sunday 2/28]</p> <p>In Lesson Four of the Persuasion unit, students collaboratively analyze the structural, organizational, grammatical, and lexical choices made in one speech, Barbara Jordan’s <i>All Together Now</i>.</p> <p>Using the performance definitions from the WIDA framework you will analyze a paragraph from Barbara Jordan’s speech using WIDA’s Performance descriptors. For example: Here is a paragraph from her speech:</p> <p><i>"If we are concerned about community, if it is important to us that people not feel excluded, then we have to do something. Each of us can decide to have one friend of a different race or background in our mix of friends. If we do this, we'll be working together to push things forward."</i></p> <p>WIDA Academic features:</p> <p>Linguistic complexity: This paragraph is made up of multiple, complex sentences with a variety of grammatical structures. There is an “if, then” clause, a sentence with multiple prepositional phrases, relative clauses, coordinated sentence structures, etc.</p> <p>Language forms and conventions: This paragraph has a sentence in conditional mode, and uses present and future tense.</p> <p>Vocabulary usage: Some advanced vocabulary and phrases: “not feel excluded, ...one friend of a different race or background, ...push things forward.” Otherwise the vocabulary is not too technical.</p> <p>Continue below:</p> <p>Use these criteria to analyze a different paragraph. Post the analysis for all to see in the discussion thread. Respond to one of your classmates’ postings.</p>

Week 7 Creating Complex Texts	Walki et. al 2012 Unit on Persuasion Across Time and Space Stanford U - -same as above https://www.youtube.com/watch?v=XdK0uYjy85o	Assignments: [due date Sunday 3/6] Mini-lesson plan narrative: In preparing you for the milestone activity of uploading podcast #2 which is coming up soon, view this video "The girl who silenced the world" again and suggest how you would use this video to develop your ELL students' writing? Describe vocabulary and grammar development and integrate into a writing lesson. Don't forget to contextualize the proficiency level of the ELLs you are targeting when preparing the lesson. Please craft the lesson plan in a written narrative -- no longer than 150 words. When completed, upload to drop box.
Week 8 Theory into Action	Building Academic Language, Chapter 7-8. Also, take a quick peek at the text: <i>They say, I say</i> for ideas on how to develop the mini lesson. Just focus on one aspect of Graff's <i>They say, I say</i> .	Assignments: [Due Sunday, 3/13] Mini-lesson reflection. Based on your observations to date, select one journal entry and write a 100-word max reflection and critique of what you evidenced during that observation as it relates to the reading in Chapter 7 and 8 and only one aspect of writing from <i>They say I say</i>This assignment is meant to warm you up to the preparation of future Podcast #2. Post in threaded discussion and read at least 3 postings to inform yourself about the observations others are conducting.
Week 9 Translanguaging, scaffolding and writing	1. García, O. video on translanguaging and reading on CUNY's Project on Translanguaging for Educators: http://bilingualeducationtranslanguaging.bravesites.com/ofelia-garcia-you-tube-links 2. Fu text: <i>Writing Between Languages</i> Chapters 1 through 4.	Assignments: due Sunday, 3/27 <ul style="list-style-type: none"> • In a short paragraph of no longer than 100 words, post in the threaded discussion your reaction to the theory of translanguaging and how it can impact ELL writing and whether you have evidenced it in your observations. • Podcast #2 based on observations due [Sunday, 3/27] include any remarkable instances that you have witnessed regarding translanguaging. Since translanguaging may be not overtly expressed, rather a more mental activity more noticeable among bilinguals which may not be captured during an observation, you may wish to focus on developing the Podcast #2 on Fu's text: <i>Writing Between Languages</i> chapters 1-4. Do not focus on codeswitching since it is not the same as translanguaging. [Remember to review description/requirements for Podcasts assignments and rubric.]
Week 10 Traits of good writing and	<i>They Say, I Say</i> , Part 1, pages 17-51.	Assignment: Due Sunday, April 3

<p>fluency first</p>	<p><i>Six Traits + 1</i> available from :</p> <p>http://educationnorthwest.org/traits/trait-definitions</p> <p>https://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-6-issue-1-%28march-2009%29/fluency-first-for-novice-writers</p> <p>McGowan-Gilhooly (1991). Fluency First: Reversing the Traditional ESL Sequence. Journal of Basic Writing. Vol 10, 1. PDF File in left margin link.</p> <p>https://www.teachingchannel.org/videos/ell-essay-structure-lesson</p>	<p>Learning from the readings: After having read the materials and seen the video (last), please summarize what you took out of the readings in your threaded discussion. Write a schema/outline that points to your learning by highlighting the aspects that have impacted your thoughts. This assignment may exceed 100 words, however, you are not narrating. Instead, you are outlining. You may wish to develop a short outline from each of the readings. Make sure you place headers so we all can identify from which reading you are sourcing your thoughts.</p>
<p>Unit 11 Feedback in writing</p>	<p>Reading and Materials:</p> <ol style="list-style-type: none"> 1. <i>They say, I say</i>, Part 3 and 4 reading and templates. 2. Fu's book Writing between languages. Chapter 4. <p>Video: https://www.teachingchannel.org/videos/ell-peer-tutoring-ins</p> <p>http://www.learnalbert</p>	<p>Assignments: Sunday, 4/10</p> <p>Practice time: Find an essay written by an ELL student preferably at grades 10, 11, or 12 from: http://www.learnalberta.ca/content/eslapb/writing_samples.html</p> <p>And provide feedback. Copy and paste the essay in WORD, then upload your feedback and corrections in your drop box.</p>

	<p>a.ca/content/eslapb/writing_samples.html</p> <p>http://eltnotebook.blogspot.com/2007/04/deciding-what-and-when-to-correct.html</p> <p>https://teflreflections.wordpress.com/2014/04/10/correcting-writing-8-practical-ideas/</p> <p>http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html</p>	
<p>Week 12 Writing in Content Areas</p>	<p>Reading and materials:</p> <p><i>They say, I say</i> Part 3 and Part 4 section 16 on Writing in the Sciences.</p> <p>https://www.teachervision.com/writing-composition/vocabulary/1780.html</p> <p>http://www.bcps.org/offices/lis/writing/secondary/content.html</p>	<p>Assignment Due: Sunday 4/17</p> <p>Make sure you have read: <i>They Say/I Say</i> Part 3, 'Tying it altogether' section 8 through 11. In the threaded discussion, discuss at least three strategies you would employ to teach ELLs novices OR intermediates OR advance writers how to use transitional words. You may use 'The Road to Wigan Pier' (p.119) or you may use an interesting article from a high school science text for the material you will employ to teach transitional words that appear on pages: 108-110 or in the link (depending on the level of proficiency of your target audience). First, name the strategy (coin it, if you will), describe it, provide examples. The body of the text does not have to be copied and pasted. Use excerpts only for your examples. Don't forget to use quotes, italics, etc. or other markings to signal that the passage you are using is not yours.</p>
<p>Week 13 Literacy and ELL writing</p>	<p>http://www.colorincolorado.org/article/differentiated-instruction-english-language-learners</p> <p>http://sits.sjsu.edu/teacher-support/literacy-</p>	<p>Assignment Due Sunday, April 24:</p> <p>Find two essays written by two ELLs who are in the same grade and have distinct L1 literacies (they can be of two distinct L1s or similar). Compare the texts in the threaded discussion by first, inserting excerpts, describing them, and comparing them. Go to one of your classmates discussions and read their excerpts. Then, find a gap that they may have not addressed in comparing the differences in the writing to their two ELLs. Remember: It is important to</p>

	tools/ ETS' Report on Effective Literacy Practices and ELLs. Using code-switching as a writing tool: Chapter 4, Fu's text, p. 46 on.	capture the same essay/writing topic so that we're not comparing content. Rather, we should be identifying the gaps that the author of the threaded discussion did not point out. You can use reading resources, cite them.
Week 14 Evidence of writing development	Fu's text Chapters 3 and 4.	Podcast #3 Due Sunday, May 1 Podcast #3. Upload your last podcast which is informed by one of your 30 hours of observations in which you discuss writing development. Check your journal and select one of your entries to inform why you selected an entry as a podcast topic. Don't forget to prepare a script, situate the observation (as described in how to prepare podcast assignments), and ensure you employ scholarship and citations. Fu's theory is a good way to start.
Week 15 Summative Assessment	All texts, pdf files, websites	Assignment Due Sunday, May 9th Write a two-page, double space essay using citations and references to summarize learning. Select only two or three areas you want to highlight and answer this question: What did I learn from this course and how can I use the learning for my practice? Also, summarize this essay and place in the threaded discussion.