

Teaching English Language Learners

15:253:540:02 Wednesdays: 4.30 – 7.10 pm

Bartle Elementary School in Highland Park

3 credits

<i>Instructor</i>	Christelle Palpacuer Lee
<i>Email</i>	Christelle.palpacuer-lee@gse.rutgers.edu
<i>Phone</i>	848-932-0796
<i>Meeting Time</i>	Wednesdays 4:30-7:10 pm
<i>Location</i>	Off campus at Bartle elementary school in Highland Park.
<i>Office Hours & Location</i>	By appointment (usually on W. 1-4pm). Please email at least 2 days ahead. GSE, 10 Seminary Place, Room 221
<i>Mode of instruction</i>	Seminar. 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, as well as facilitating techniques.

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 learn 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

Textbooks for this class are recommendations only. You do not need to purchase any of them.

(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. (15% of final grade).** In class, you will actively participate in various activities: jigsaw, micro-teaching, workshop, Q&A, games, presentations, 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. **Intercultural Inquiry Report (30%).** You will conduct research on the languages and cultures of our conversation partners, as well as your own. The inquiry will be guided and includes: guided Internet searches, intercultural autobiography, data collection, photo safari, optional cultural institution visits, responding to questionnaires, and report writing. You will conduct the intercultural inquiry outside of class, but you will be able to establish connections as you design and facilitate conversations with our community partners. The results of your intercultural inquiry should be documented in a blog. We will set up an account with Penzu (a free diary writing online website) at www.penzu.com. You will print your entries, place them in a binder and bring to class on the last day of class (May, 4th).
4. **Service Learning Project Participation and Reflection (40%).** We have the opportunity to work with adult English language learners in our community. We will meet with community members 12 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 conversation guide on the first visit, and activities on the next three visits. Starting with our fourth visit, you will design the entire conversation guide. You will submit your conversation guides to SAKAI, prior to our visit to Highland Park.
 - 4.2. You will be asked to reflect on the service learning experience each week after working with 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, 10-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.

Summary of assignments and grades

Assignment	Due date	Weight
Weekly participation	Weekly	15%
Book Report	February, 30 on Sakai	15%
Intercultural Inquiry - Specific inquiries - Final binder	Weekly or specified on penzu.com May, 4 in class (hard copy)	30%
Service Learning Project: - Facilitating (12) - Feedback and debriefing - 10-page reflection essay	Weekly Weekly May, 6 11:59pm on Sakai.	40%

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 4:30 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 and during Conversation Cafés for facilitation purposes.

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)

All of our classes will take place at Bartle Elementary School. Two of our meetings will take place online. These two online classes are marked with an *

On specific dates, we will meet with community members for English conversation. Those 12 meetings are marked with two ** and in grey.

Week	Date	Discussion Question	Topics and Readings
1 ONLINE	January 20	Who are English language learners? What is a Conversation Café?	Introduction. English language learners and schools in the US. Film and Discussion: https://www.youtube.com/watch?v=I6Y0HAjLKYI Choice book assignment. Conversation Café PD online + Discussion
Assignment 1: Intercultural Biography due Jan. 27			
2 Bartle	January 27	Intercultural Conversations Facilitating in the Conversation Café	Discussion: Your intercultural biography Discussion 2: Intercultural conversations. Please read: Dooley, K. (2009). Intercultural conversation: Building understanding together Weinstein, C., Curran, M. & Tomlinson-Clarke. (2003). Culturally Responsive Classroom management. Activity 1: Analyze a conversation guide Activity 2: Facilitate interactions
Intercultural Inquiry: A visit to Highland Park (photos, documents, notes)			
3 Conversation Café	February 3	Who are our community partners? Different views of Highland Park.	Getting to know our community - Visit to Highland Park. Discussion. - Meeting our partners for the first time Activity 1: Analyze a conversation guide Activity 2: Facilitate English conversation Activity 3: Debrief
Intercultural Inquiry Questionnaire: What do you know about your partners' languages and cultures?			
4 Conversation Café	February 10	Who are our community partners? Different views of our partners (deficit vs. funds of knowledge) How can I scaffold instruction for my language partners?	Getting to know our community: Larrotta and Serano (2011). Towards a Funds of Knowledge Approach. - Deficit views and funds of knowledge. Discussion - Getting to know our partners Activity 1: Discuss what you know about our partners' languages, cultures & experiences Activity 2: Facilitate English conversation Activity 3: Debrief
Design 1 activity for next week's conversation café on a given topic			
5 Conversation Café	February 17	What do our community partners experience?	Analyze a conversation Comparing and contrasting Activity 1: Discuss what you know about our partners' languages, cultures & experiences

			Activity 2: Facilitate English conversation Activity 3: Debrief
Design 2 activities for next week's conversation café on a given topic			
6 Conversation Café	February 24	Facilitating conversation in English	Activity 1: Discuss what you know about our partners' languages, cultures & experiences Activity 2: Facilitate English conversation Activity 3: Debrief
Design the Conversation Guide for next week's Conversation Café			
7 Conversation Café	March 2	Facilitating conversation in English	Activity 1: Discuss what you know about our partners' languages, cultures & experiences Activity 2: Facilitate English conversation Activity 3: Debrief
Design the Conversation Guide for next week's Conversation Café			
8 Conversation Café	March 9	Facilitating conversation in English	Activity 1: Discuss what you know about our partners' languages, cultures & experiences Activity 2: Facilitate English conversation Activity 3: Debrief
BEGINNING OF SPRING BREAK			
X	March 16	NO CLASS	<i>Spring Break March 14-March 21</i>
END OF SPRING BREAK			
Intercultural Inquiry Review and Rich Points Questionnaire			
9 Conversation Café	March 23	Facilitating conversation in English	Teaching adult ELLs in the community
Intercultural Inquiry: Rich Points Case Study			
10	March 30	Techniques for working with ELLS	The SIOP ® Model : Techniques for differentiating instruction. Intercultural Inquiry review Activity: Modifying an existing lesson.
Choice Book Report due March, 30 in class. Please bring a hard copy and be prepared to discuss,			
11 Conversation Café	April 06	Facilitating conversation in English	Teaching adult ELLs in the community
Design a Conversation Guide			
12 Conversation Café	April 13	Facilitating conversation in English	Teaching adult ELLs in the community
Design a Conversation Guide			
13 Conversation Café	April 20	Facilitating conversation in English	Teaching adult ELLs in the community
Design a Conversation Guide			
Intercultural Inquiry: Rich Points Case Study			
14 Conversation Café	April 27	Teaching adult ELLs in the community	Teaching adult ELLs in the community
Intercultural Inquiry: Questionnaire			
Bring Intercultural Inquiry Binder (hard copy of all entries) to class.			
15 Conversation Café	May, 4	Teaching adult ELLs in the community	Last Conversation Café Celebrations!
Service Learning Paper due on May, 6 on Sakai by 11:59PM.			

