

Rutgers, The State University of New Jersey
15:253:540:81 Teaching English Language Learners (TELL)
Spring 2017 / 3 Credits / Wednesdays, 4:30-7:10PM

Instructor: Jessie Curtis	jessie.curtis@gse.rutgers.edu
Phone	973 687 4856 (CELL)
Office Hour by Appointment 10 Seminary Place 2 nd Floor	The best way to reach me is by email! You may text me or phone in case of an emergency.
Location	Bartle Elementary School, 435 Mansfield Street (between 4 th and 5 th Streets), Highland Park, NJ 08904.
Mode of Instruction	Seminar and service-learning.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: see <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request, 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>.

Course Description: The course provides a foundation for teaching English Language Learners (ELLs), or Emerging Bilinguals (EB), in K-12 schools. The course is designed to facilitate co-construction of knowledge and skills for teaching ELL/EB students through exposure to scholarship and by developing relationships with members of our local community. With these goals in mind, the course includes a service-learning component, in which we offer adult English as a Second Language (ESL) instruction to parents in a local school district. We will discuss lesson-planning strategies, research-based strategies for facilitating conversations in English, an introduction to language learning and teaching, and related research. The course will also provide opportunities to develop graduate-level academic writing and presentation skills. Throughout the course, students will reflect upon and develop their pedagogical approach to teaching ELLs/EBs, which they will use as a foundation for their practice as they work to foster the success of all students.

Learning Goals: The goals of the course are (1) to demonstrate an understanding of the diversity of emergent bilinguals; (2) to practice and acquire intercultural teaching strategies for English learners; (3) to develop significant knowledge of research in education, intersections with systemic issues, research-to-practice issues, and challenges that affect the education of English learners; (4) to hone knowledge, skills and dispositions to facilitate English learners' full participation in communities and classrooms, proficiency in English, and content-area knowledge; and (5) to practice professional collaboration and lesson planning.

The course is intended to facilitate reflection about learners and learning, accommodations for diverse learners, and the design of standards-based, relevant, inclusive, and interdisciplinary instruction. Students will reflect on four questions relating to these topics. These questions address both the New Jersey Professional Standards for Teachers (2014) and the Standards from the Council for the Accreditation of Education Professionals (2013):

1. How do children, adolescents and adults develop and learn in a variety of school, family and community contexts? How can teachers provide opportunities that support students' intellectual, social, emotional, and physical development? (NJPST, Standard 2)
2. What does it mean to practice culturally-responsive teaching? (NJPST, Standard 3).
3. How can we 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 and 1.2).
4. What instructional strategies can support learners to develop deep understandings of content areas and to build skills to apply knowledge in meaningful ways? (NJPST, Standard 8; CAEP, Standard 1.1, 1.2, and 1.6).

Required Materials:

1. González, N., Moll, L. & Amanti, C. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities and Classrooms*. Mahwah, NJ: Taylor & Francis. ISBN: 9780805849189.
2. Additional required reading, such as research articles, will be posted on Sakai.
3. Access to Sakai. We will use Sakai to store reading materials, manage assignment submissions, and grading. Students must have access to the Sakai management system associated with this course. The Sakai helpdesk is available to help you troubleshoot issues, <https://sakai.rutgers.edu>. It is your responsibility to check assignment deadlines and to submit your work in a timely manner. There will be no Sakai training, and your instructor is not responsible for technical issues.
4. The course requires completion of a 30-minute module available on-line, *Working with Minors*, <http://protectminors.rutgers.edu/> prior to February 22nd, our first meeting with parents and families in the community.

Course Grading Policy:

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	Below 75.

- 1) In-Class and Community Engagement (40%)
- 2) Intercultural Inquiry (60%)
 - a) Series of Four Inquiries (40%)
 - b) Final Presentation (20%)

Description of Activities:**1. In-Class & Community Participation (40 Points):**

- 1.1. **In-Class:** Students are expected to complete assigned readings **prior to class**. In class, you will actively participate in learning and teaching activities, including reading, discussions, workshopping, chapter presentations, responding to questionnaires, lesson discussion, conversation guide design, etc. Written assignments given in class and oral participation are included in your participation grade.
- 1.2. **Community:** We have the opportunity to work with adult English learners and families in our community. We will meet with community members at Bartle Elementary School, 435 Mansfield Street (between 4th and 5th Streets), Highland Park, NJ 08904. These meetings afford us with first-hand knowledge of the language development of emergent bilinguals of various ages, and of different academic and language experiences. Key to this experience is learning about the issues that parents and their children may encounter in their language-learning processes.
 - 1.2.1. Your instructor will provide a full conversation guide on the first meeting with community partners, and activities for the next three weekly meetings. Students are expected to familiarize themselves with these guides and activities, modifying them if

you would like to. Subsequently you will design the entire conversation session, submitting your guides and activities in advance, on Sakai.

1.2.2. Each week, you will reflect and take notes after meeting with our community partners. You will be asked to submit your notes at least three times (they will be returned to you); you will need them to write your final reflection paper.

Care, respect and integrity in exchanges with peers, instructors, and community members apply to your written and spoken interactions in the classroom and at community sites. Care and respect include: evidence of collaboration with your peers, evidence of your preparation and focused attention on face-to-face conversational work with community members. Use of cell phones and laptops requires permission. Your participation grade is negatively affected by 2 points in each instance of lack of preparation, texting, interrupting, or otherwise inappropriate behavior.

2. **Intercultural Inquiry (60 Points):** This inquiry involves research and reflection on intercultural communication throughout the semester, culminating in a poster/laptop presentation on the last day of class. Detailed descriptions of each assignment are provided in Assignments on Sakai. You must complete each of the following small-scale inquiries this semester, prior to the final presentation:

2.1. Language and Culture Autobiography 10%. The purpose of this autobiographical essay is to examine the vast linguistic and cultural diversity in our classroom, and to help you position yourselves as members of multilingual and multicultural communities. Through the examination of our cultural and linguistic journeys, we will learn about the roles of languages, cultures and traditions in our own lives. *Due January 25, at noon.*

2.2. Ethnography of a Place 10%. The purpose of this mini-ethnography is to familiarize yourself with the Highland Park community, through an ethnographic observation of its landmarks and central places. In conducting this ethnographic small-scale research, you will enter the familiar world of your conversation partners and thus get ready for our first meeting. As a future teacher, it is important to gain an understanding of your school community. The observation skills you will use for this assignment will be useful skills on the job market and beyond. Your ethnography should be a 2-minute podcast. You incorporate sounds and images captured on site, your own voice as narrative, and include music. It is recommended you use GarageBand or any other audio software to produce your audio ethnography of a place. *Due February 8, at noon, is your plan. You will share your ethnography in class the following week.*

2.3. Self-Monitoring and Community Contributions 10%. The purpose of this essay is to reflect on the ways that community members contribute to conversations, to each other's

language learning, and to your learning. Through this reflection, you will apply a *funds of knowledge* framework to consider community members' perspectives, resources, networks, and contributions to the Conversation Café experience. You may use the "Self-Monitoring Checklist" that will be provided to you to generate notes on your own contributions as well. *Due March 10, at noon.*

2.4 Intercultural Case Study 10%. The purpose of this assignment is to allow you to apply course content knowledge and intercultural experiences towards developing your intercultural praxis. In this paper, you will analyze one interaction with a conversation partner as a case study. Your goal is to 'unpack' an interaction, an encounter in order to comprehend and add theoretical insights to your conversation partnership. This assignment requires that you use notes from your conversation(s). *Due April 6, at noon.*

2.5. Intercultural Inquiry Presentation 20%. On the last day of class, you will prepare a poster or laptop presentation that includes 3 artifacts; each artifact being selected from any three (of four) small-scale inquiries you choose. There are two aspects to this presentation: the poster, and the presentation. A) Your poster could be a physical poster that you can tape on the walls, or a single PowerPoint slide that you display on your laptop. Your poster or slide should include three items, each representing an aspect of the inquiries you have conducted. B) Your five-minute presentation is a rehearsed and polished talk in which you present your three artifacts and what you have learnt this semester through your inquiries and experiences in Highland Park. *You will present on April 26th or May 3rd.*

Other Course Requirements:

- Check your Rutgers email REGULARLY! Correspondence will be sent from me to you via the Sakai platform or by email.
- All assignments must be turned in on time to receive full credit. The assignment grade will be lowered, for example from A to B+, etc., for each day an assignment is late.
- Complete the on-line module, *Working with Minors*.
- Sign up to lead discussions. A discussion sign-up will be distributed the first week of class.
- Wear professional clothing. Our community conversation partners expect to meet with teachers, and we are meeting at a school.

Academic Integrity Policy: Principles of academic integrity uphold the reputation of the university and the value of the degrees awarded to its students. Visit <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/> for a full explanation of policies.

Attendance Policy: Students are required to attend every class and community session. One excused-documented absence will be accepted. It is reasonable to be absent if you are ill or have a serious conflict. However, religious observance or other serious needs must be communicated in advance, and documentation of illness must be provided. **An anticipated absence must be communicated to me by email, jessie.curtis@gse.rutgers.edu.** More than one absence from class, excused or not, will affect your grade in this way: your final grade will be lowered by one half letter grade (for instance from A to B+). Three or more absences (regardless of absences being excused) are likely to necessitate repeating the course. Habitual lateness will affect your grade (three times late = 1 absence). Class begins at 4:30PM sharp, plan to arrive a few minutes early.

How to Prepare for Seminars:

Seminars will take place in the Media Room, at Bartle Elementary School, 435 Mansfield Street (between 4th and 5th Streets), Highland Park, NJ 08904. There will be a sign-up sheet at the door, and you should sign in every week before heading to the media center.

1. Please bring a copy of the textbook, the reading, and your notes.
2. If there are assignments due that day, please bring a hard copy to refer to in the class discussion; and give your instructor a second copy.
3. If you are a Discussion Facilitator that night, please bring a copy of your presentation outline for your instructor.

How to Prepare for Conversation Cafés (Community Conversation Sessions):

The nights we are participating in the Conversation Café (CC), our schedule will be as follows: 4.30-5.15, Seminar. 5.15-5.30, Set up for the CC. 5.30-6.30, Conversation Café. 6.30-7.10, Debrief and preparation for next week.

1. Please bring 2 copies of the Conversation Guide for that night. Keep one copy, and give a copy to a conversation partner. Make sure you have support materials available. Remember that from Week 05 to Week 08 of the Café, you are entirely responsible for the guide and activities.
2. Bring supplies such as paper and pens; laptops to show pictures, share music or movies, etc. are permitted. We will have wireless access.
3. Please bring your copy of the Student Self-Monitoring/Participation Debrief.

Discussion Topics, Required Readings and Assignment Due Dates			
Week	Class Date	Discussion Topic	Readings / Activities
1	18 January	The arc of the course. Intercultural inquiry as a basis for reflective practice.	Syllabus, course expectations, assignments and rubrics. Completion of pre-course surveys. Intro to Conversation Café. Activity: Language Journeys Timeline.
Due January 25, 12 Noon. Language and Culture Autobiography, in Assignments on Sakai. Bring a copy to class for our discussion.			
2	25 January	What is language? Culture? Intercultural communication? Who are emergent bilinguals?	González, Moll, & Amanti (2005), Chapters 1 and 2. García, Kleifgen, & Falchi (2008) From English language learners to emergent bilinguals, p. 6-17. Discussion: Your Language and Culture Autobiography. Activity: This Is Me! Life Puzzle.
3	01 February	In the context of migration, or an encounter with a different culture, what adaptations do people make?	González et al., (2005). Chapters 4, <i>Funds of Knowledge for Teaching</i> ; and Vuong, O. (2016). Surrendering. <i>New Yorker Magazine</i> , June 6/13. Video: <i>Immersion</i> . https://www.youtube.com/watch?v=I6Y0HAjLKYL .
Due February 08, 12 Noon. Your plan for Ethnography of a Place, in Assignments on Sakai.			
4	08 February	Why focus on conversation? What does it mean to monitor your participation in a conversation? What is language-learning for?	Discussion: Dooley, K. (2009). Intercultural conversation: Building understanding together. <i>Journal of Adolescent & Adult Literacy</i> , 52(6), 497-506; and Blommaert, J. (2015). Teaching the Language that Makes One Happy. http://alternative-democracy-research.org . Introduce self-monitoring checklist. Activity: Share ideas for ethnographies of place.
Due February 15, 12 Noon. Ethnography of a Place, in class.			
5	15 February	What are our representations of cultures/communities/our community partners? How do we honor community <i>investment</i> in learning a new language?	Discussion: González et al., 2005, Chapter 6, <i>La Visita</i> ; and Bonny Norton (2013) blog: http://blog.tesol.org/investment-identity-and-language-learning/ . Activity: Share ethnographies of place.
6	22 February Conversation Café 1! Getting to Know Each Other.	Prepare to engage with community members. How do we support language learning through our practice?	Discussion: García, Kleifgen, & Falchi (2008). From English language learners to emergent bilinguals, p. 17-47. Activity: Reflection on self-monitoring and interaction. Take notes!
Due February 28, 12 Noon. Draft your conversation activity ideas for Conversation Café 5, in Assignments on Sakai (use the Activity Plan Template as a guide). Bring a copy to class on March 01.			

7	01 March Conversation Café 2!	Participating in and facilitating conversations.	Discussion: González et al., 2005, Chapter 7, <i>Beyond Beads and Feathers</i> . Workshop: Refining individual (draft) conversation activity plans.
8	08 March Conversation Café 3!	What do teachers need to know about parental involvement? Planning, participating in and facilitating conversations.	Discussion: González et al., 2005, Chapter 8, <i>Empowering Parents</i> . Baquedano-López, Alexander, & Hernandez (2013). Equity Issues in Parental and Community Involvement in Schools: What teacher Educators Need to Know. Workshop: Adapt an activity for your conversation partners.
Due March 10, 12 Noon. Self-Monitoring and Community Contributions, in Assignments on Sakai.			
March 11-19, Spring Break. No class March 15, no community placements this week.			
9	22 March Conversation Café 4!	How can teachers incorporate funds of knowledge into a culturally and contextually responsive curriculum?	Discussion: González et al., 2005, Chapter 9, <i>Home is Where the Heart Is</i> . Workshop: Analyze a formal ESL activity guide. Workshop: In teams, begin planning Week 5 Conversation Café.
10	29 March Conversation Café 5!	Continue Week 9 theme. Discussion.	Discussion: González et al., 2005, Chapter 10, <i>Border Crossing</i> . Workshop: In teams, begin planning Week 6 Conversation Café.
11	05 April Conversation Café 6!	How is funds of knowledge a collaborative approach to teaching?	Discussion: González et al., 2005, Chapter 12, <i>Funds of Knowledge and Team Ethnography</i> . Workshop: Time to rehearse your polished, individual conversation guides.
Due April 06, 12 Noon. Intercultural Case Study, in Assignments on Sakai.			
12	12 April SCHOOL DISTRICT BREAK / NO CC	Class will be on-line, on Sakai. What did we learn from working with adults and families in the community?	Discussion: González et al., 2005, Chapter 14, <i>Reflections</i> .
13	19 April Conversation Café 7!	Becoming a sympathetic interlocutor.	Reflections on working with adults and families in the community. Final Conversation Café and Celebrations.
14	26 April Conversation Café 8!	Review and conclusions. Meaningful intercultural citizenship.	Presentation and Discussion, Gonzalez et al., 2005, Chapters 11 and 13. Activity: Poster or laptop presentations.
Poster or Laptop Presentation in Class on May 03.			
15	03 May	Final presentations.	Poster or laptop presentations continue. Debrief.
Note: The TELL course comprises 15 weeks of classes as per the GSE schedule. Courses that do not have a final exam (TELL does not have a final exam) meet during readings days/exam week. Readings and in-class discussion topics are subject to change as the course progresses. Bring your questions to class!			

Rubric: Assignment 2.1 Due January 25
(Rubrics and Details for All Assignments Will Be Provided on Sakai)

	Exceeds Expectations	Meets Expectations	Some Progress Toward Goals	Does Not Meet Expectations
	4 Points	3 Points	2 Points	1 Point
Introduction	The introduction is inviting, states the main topic, and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper.	The introduction states the main topic but does not adequately preview the structure of the paper.	There is no clear introduction of the topic or the structure of the paper.
Organization	Details are in logical order and keep the reader interested. Required information included.	Details are in logical order. There is included information on required topics.	Some details are not in logical order, confusing the reader. Required information included.	Little sense that the writing is organized.
Content Analysis	Connections between stories, events, and self are clear; connections are reported with creativity.	Events and stories are connected to the topic, analysis outlines connections between self and events.	Need for more supporting information, better organization.	Seemingly random collection of information.
Voice	Descriptions are both vivid and engaging, text flows.	Descriptions are vivid. Occasional inaccurate choice of words.	Writing communicates ideas with many inaccurate choices, lacks punch.	Author uses limited vocabulary, jargon, or clichés.
Evidence of Care in Presentation	Evidence of careful proofing, attention to syntax, typewritten, 12-point Times New Roman, double-space, following APA format.	Very few errors, paper typed as required, 12-point Times New Roman, double-space, following APA format.	Some misspelling, grammatical or syntactic errors, some format errors.	Proofing is not evident, does not follow APA and other essay structure requirements.

Language and Culture Autobiography Assignment 2.1 Due January 25

Prompt: Autobiographies are first-person narratives, accounts of someone's life as told by this person. Autobiographies are stories about you, written by you, from your perspective. Autobiographies are filtered: the way the self is introduced is carefully orchestrated by the writer, and is the result of several creative steps. These include introspection, analysis, organization, and several iterations of writing.

Purpose: We will examine the linguistic and cultural diversity in our classroom, and help you position yourselves as multilingual and multicultural subjects. Through the examination of our own cultural and linguistic experiences, we will learn about the importance of languages, cultures and traditions to ourselves, and to others. To complete this assignment, use the questions below to help prepare your language and culture autobiographies. Answer as many or as few questions as you wish, and share only what you are comfortable sharing with the class and your instructor.

Outcome: Your language autobiography should be no less than 2 pages, double-spaced, times new roman 12pt font, 1" margins. If you choose to include pictures that illustrate the items and stories you share in your paper, it should be longer than 2 pages.

- Step 1: Introspection. Ask yourself some questions Your autobiography will be a story of your relationship with languages and cultures, and how these experiences have shaped who you are. You need to start somewhere:
 - Your first name: How did you come by this name? Does it have a cultural or family significance? What is the origin of your last name? Are there naming traditions in your family?
 - Start with primary demographic categories: your age, gender, ethnicity, religion, socioeconomic status, parental status, marriage status, sexual orientation, education level, etc.
 - Think about your environment, how it has shaped you and how you have shaped it: where did you grow up? Where did you go to school? Who was/is in your family? What are your favorite places? What are the happiest/most important/ saddest moments of your life? What is/are your first language(s)? What was your first job? What is your career goal? How would you define success?
 - Think about the role of languages and cultures in your life: When was your first encounter with another *languaculture*? In what ways has your culture been taught to you? What objects or artifacts are or have been important to you? How would you

- describe your style? When did you learn how to read and write? In what ways are languages and cultures part of your career goals?
- Think about stories that have passed on to you about your parents, grandparents, etc. What do you know about their lives and traditions (schooling, marriage, leisure activities, attitude towards death, war, rites of passage, etc.)?
- Step 2: Select stories. Consider the stories that go along with your answers to the questions above. Select three to five stories that illustrate your answers and make up a chronological timeline of your life as a language user and a cultural being. There might be one story that stands out to you as meaningful and you might want to focus on this one. You can choose to write about one experience in detail and in-depth, or about several experiences (3-5) that are significant to you.
 - Step 3: Organization and writing. Once you have decided which stories you will share, start creating an outline for your autobiography. Include titles, quotes, photos, vignettes, and write out the general ideas for each section. Begin thinking about your introduction and your conclusion. Note that you can complete introduction and conclusion at the end. As you write your story, make sure you reflect on how these experiences have shaped who you are as an individual and as a member of languages and cultural communities.

You do not have to answer all the questions in Step 1. These are merely examples of areas that you may choose to explore.

Please use the APA format (see <https://owl.english.purdue.edu/owl/resource/560/01/> for guidelines).