



UNIVERSITY OF SAN DIEGO

School of Leadership and Education Sciences
5998 Alcalá Park
San Diego, CA 92110

LEARNING AND TEACHING DEPARTMENT
SPRING 2010

COURSE: EDUC EDUC 384/584 Methods of Teaching English Language and Academic Development

INSTRUCTORS: Viviana Alexandrowicz & Jose Leon

CLASS SCHEDULE: Wednesdays 4-7

CLASSROOM: MRH (SOLES) 127

OFFICE HOURS: Monday 1:00-4:00n Wednesday 2:00-3:00 and by appt. (Dr. Alexandrowicz)

OFFICE: MRH (SOLES) #243 Phone # 260-4121 or 260-4538

E-MAIL: vivianaa@san Diego.edu
jleoneduc384@san Diego.edu

COURSE DESCRIPTION/GOALS

This course aims to provide candidates with socio-cultural knowledge, pedagogical skills and dispositions to support **learners from diverse cultures and languages**. This course examines the theoretical perspectives of second language (L²) acquisition, programs for second language learners. Candidates explore effective practices for the development of oral, reading, writing and academic language proficiency of learners in the **cross-cultural/global classroom**. Candidates apply theory into practice through collaboration and project-based learning (PBL) for assessment and instruction, and by analyzing/responding to case studies and scenarios among other activities. The course includes 20 hours of community service learning (CSL).

COURSE OBJECTIVES/CANDIDATE OUTCOMES

Course objectives are linked to specific State of California's Teaching Performance Expectations (TPEs 7, 8 and 9) and are organized around three outcomes (ACE). By the end of the course, students will understand and be able to demonstrate the following outcomes:

(Ideas in boldface indicate Internationalization of the curriculum components)

Academic Excellence & Critical Inquiry and Reflection (A)

1. Apply theories and models of second language acquisition (TPE's 1, 1A, 1B, 6, 7, 8)
2. Analyze pedagogical factors affecting second language/bi-literacy development (TPE's 1, 1A, 1B, 5, 6, 7, 8)
3. Identify cognitive and affective and factors affecting English Language/literacy development and instruction (TPE's 5, 6, 7, 8, 9)
4. **Use different assessment approaches for instructional planning that are appropriate for individuals from diverse cultural backgrounds, varying languages**, communication and cognitive abilities (TPE's 3, 8, 12)
5. **Examine global perspectives related to programs for teaching English as a second or foreign language/teaching minority** (TPE's 7, 8, 9)

6. Teach to support the development of listening, speaking, reading and writing in English Language development by implementing CSL mini lessons and writing ELD lesson plans for a **variety of linguistic, academic, and cultural backgrounds.** (TPE's 5, 7, 8, 9, 12)
7. Recognize transitioning and reclassification processes (CELDT) for ELL's. (TPE's 2, 3, 7, 8, 9)
8. Demonstrate knowledge of theories of and skills on methodology pedagogy/practices such as PBL and SDAIE in adapting curricula for ELL's. (TPE's 2, 3, 5, 6, 7, 8, 12).
9. Identify effective practices/programs for ELL's.
10. Examine theory and purposes of service learning in ESL (TPE 6, 7, 8, 9, 10, 13)
11. Examine the use of technology for developing effective instruction and student engagement (TPE's 5, 6, 7)

Community and Service (C)

12. Create, collaborate with and support communities **in a context of multicultural classrooms.** (TPE's 11, 13)
13. **Identify socio-cultural factors, parent participation and community issues and resources to enhance the academic success of language minority students** (TPE's 5, 7, 8)
14. Examine theory and purposes of service learning in ESL (TPE's 6, 7, 8, 9, 10, 13)

Ethics Values and Diversity (E)

- 14 Identify inclusive, unified caring and democratic learning communities that value all individuals regardless of background or ability **in the US educational system and in comparison with other countries and/or internationally.** (TPE's 11, 12)
- 15 **Recognize equal access issues affecting English language learners/minority students in the United States and internationally** (TPE's 7, 11, 12)
- 16 Demonstrate knowledge of federal and state legislation pertinent to ELL's education. (TPE's 12)

COURSE REQUIREMENTS/ASSESSMENTS
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During this semester you will complete 20 hours of Community Service Learning (CSL) and you will have to collaborate in teams. The teams will be school based, that is you will collaborate with other students who choose the same site for their placement. If you choose an independent placement you will still need to join a group. The CSL office at USD will coordinate the placements and will try to assign two tutors per student when possible so each tutee gets more help and you are able to exchange information and plan in a collaborative way.

Project #1

- a) Choose a placement option. Sign up in class for times and days you can tutor a student.
- b) After you explore ways to assess and discuss it with your team, pick a minimum total of 4 different assessments for listening, speaking, reading and writing as a group. You need to add at least one more on your own.
- c) Write an initial assessment report and individualized educational plan for your tutee (See appendix A: ILEAP assignment and rubric on WebCT). You will have to share and discuss your observations, evaluations and ideas for potential activities with your team (you need to bring copies for everyone of if they have laptops email it to them prior to class). Here you will practice being a member of a Professional Learning Community (PLC).
- d) Team presentation of project #1. Your team has to present about your common or different experiences and learning in this first practical experience. You can present in any form (e.g, gning, powerpoint, video) maximum 10-15 minutes and upload to WebCT. You need to upload this presentation for the rest of the class to see. Your classmates will provide you with feedback (see Appendix B: presentation rubric and presentation feedback sheet). You need to pick a minimum of two presentations other than yours to provide feedback.

Project #2

Develop lessons for your tutoring that are based on your initial ILEAP and your following observations. You will have to share a minimum of two of these lessons with your team and choose one to submit for publishing and your instructor. Bring copies of your ideas/drafts to share during the two weeks prior to the due date. These two lessons need to be as descriptive as possible. You will discuss these lessons with your team to ensure that is appropriate for the proficiency level of your student and that is based on theory covered in class and readings. You will have to upload your lesson on WebCT (See appendix C: requirements for ELD/CSL lesson and ELD lesson feedback checklist).

Project #3

Examine the curriculum that is covered in your tutee's classroom, choose a subject area and develop a 1 to 2 hour PBL/Sheltered English/SDAIE lesson plan. You will have to discuss the lesson draft with your team to ensure that it incorporates the theory and the different elements that are necessary for effective instruction in the content areas that were covered in class and in the readings. **Include at least one "cultural activity" to promote global/international understanding.** BRING COPIES OF YOUR IDEAS/DRAFT FOR EACH TEAM MEMBER THE TWO WEEKS PRIOR TO THE DUE DATES. (See Appendix D: SDAIE lesson guidelines/checklist and feedback sheet). You will have to upload your lesson on WebCT

Project #4

You will be assigned a group of parents, teachers you need to persuade or help them understand why English language learners need differentiated instruction or programs. This presentation or workshop must be based on theory and practice covered in class in addition to your personal experiences (see Appendix E: making an argument for supporting ELL's guidelines). You will have to upload this presentation.

Project 5

Write a final CSL reflection (See appendix F: CSL Final Reflection guidelines &). The final CSL reflection paper (4 pages maximum) summarizes your CSL experience. This will be the signature piece assessment for this class. You will have to upload this assignment on Taskstream in addition to upload on WebCT. Follow the format that is provided!! Let us know if you have not or are not learning task stream in other courses.

Graduate students:

- 1) Your team will have to research the education of minorities in a specific country and compare these practices to practices in the United States. You will have to present these findings in class and prepare questions or activities that promote critical thinking and dialogue.

In addition to the projects you will be required the following assignments:

- To post a minimum of two entries in response to one of your classmates and one to the work-study students at your site or other sites.
- To be responsible about the reading assignments that will help you prepare for and discuss the projects and activities (e.g. case studies) in class. The readings are from the textbooks, handouts, and e-journals, etc. (see reading assignments due each week on WebCT).
- To participate in a final interview with your professor and a professional from the field of education. This will be a 10-15 minute conversation where you will show your knowledge on the basics issues that you need to know to support a positive affective, linguistic and academic development of English language learners (see Appendix G for interview rubric).
- Come prepared with the assignments ready to share in your teams and the rest of class. Participation is key to collaboration and collaboration is essential to promote Professional Learning Communities. In a three -unit class you will contribute about 90%of your learning, your professor can do so much in class. You are expected to contribute your original ideas and thoughts in class in addition to provide comments

about your experiences in community service learning. Participation is KEY in this course and may make a difference between an “A” and “A-“ or between an “A-“ and a “B” grade.

TEXTBOOKS/READINGS (Required)

- Law, B. and Eckes, M. (2000). The More than Just Surviving Handbook. Portage and Main Press.
- Diaz-Rico, L. (2008). A Course for Teaching English Language Learners. Boston: Allyn and Bacon.
- Packet of resources for EDUC 384/584 available at King Printing, Linda Vista Road, phone# . This packet is also available on WebCT.

OPTIONAL RESOURCES (HIGHLY SUGGESTED available in the bookstore)

- Claire, E. ESL Teacher’s Activities Kit. (1998). Prentice Hall.
- Bouchard. M. ESL Smart. (2001). The Center for Applied Research in Education.
- Erben, et. al. (2009). Teaching English Language Learners through Technology. New York: Routledge.

IMPORTANT NOTES

- If you are having technological problems with WebCT (e.g. uploading), send you paper by regular email or FAX it or drop it under my door as the last option.
- The letter "P" on graded assignments corresponds to "pending" meaning you have the option to improve your paper to obtain a minimum acceptable number of points.
- More than one class absence will lower your final grade automatically (for example, If you choose to miss class you will also be missing class participation points. You are responsible for finding out by calling one of your classmates about was covered during that session or if anything in the syllabus was changed.
- More than two ten minute late arrivals will count as one half attendance. The same will happen if you leave during break.
- Read the assignments’ instructions carefully. If you have any questions, concerns, or you are confused about anything I say in class or ask you to do, don't hesitate to call me or visit me in my office as soon as you can. I will be happy to explain things if you have been in class paying attention, you have tried to get help from classmates and you still don't understand. Remember, I want you to succeed!
- Any changes to the syllabus will be explained in class and modified on WebCT. Bring your printed syllabus and textbooks to class every session. Remember, the course outline is tentative, meaning we will probably need to modify plans to meet the needs/ dynamics of the class.
- Please use WebCT email as soon as we get set up for email (you can use regular email during the first week of classes.) It may take more than 24 hours for me to respond, or if it is a Friday you may not get a reply until Monday.

GRADING SYSTEM

Assessment	Points
I. Project #1 Assessment and ILEAP	100
a) Individual paper	40
b) Team presentation	30
c) CSL attendance	20
d) Feedback to other presentations	10
II. Project #2 CSL/ELD lesson	40
III. Project #3 SDAIE lesson	60

Grading Scale
A = 471 - 500
A- = 470 - 441
B+= 440 - 411
B = 410 - 381
B- = 80 - 351
C+= 360- 391

IV Project #4 Argument/workshop	40
V. CSL postings	20
VI. Readings & other graded assignments	40
VII. Project #5 CSL final reflection	40
VIII. Preparation/Participation	40
IX. Interview	20
Total points	500

C = 330 - 359
C - = 300 - 329
D+ = 270 - 299
D = 240 - 269
D- = 210 - 239
F = 239 & below

Graduate students are expected to complete additional requirements. If they are not completed or partially completed there will be 20 to 40 points subtracted from the total points.

Embedded Signature Assignment

Each Multiple Subject and Single Subject credential course contains an Embedded Signature Assignment (ESA). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching. All ESAs must be submitted on TaskStream in addition to WebCT [on the day that is DUE). The ESA will be scored both as part of your course grade and as part of your on going, program-level TPE Assessment.

Summary of Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise.

If an issue of academic integrity arises, the instructor will complete an ***Academic Integrity Violation Preliminary Worksheet*** (see appendix C) and turn it into the Dean's office. The form will be completed and distributed to the student and the instructor. The Dean's Office will contact the student and ensure she or he has a copy of the USD Academic Integrity policy. If the instructor determines that a serious violation has occurred, or if the student or students affected wish to appeal the determination of infraction, a hearing committee will be activated by the Dean.

The hearing committee will include faculty and students from the School of Leadership and Education Sciences, as well as faculty from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred, it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred, the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor take action consistent with that determination. If the hearing committee determines that

expulsion is the appropriate sanction, or in the event of two dissenting votes on the committee, the student or students adversely affected by the decision may appeal to the Provost.

Grade of Incomplete

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

COURSE TENTATIVE OUTLINE

Session	Topics	Assignments
1 (09-1)	Intro to class and students California K-12 student demographics/ELL's Federal legislation	Demographics
2 (09-8)	Community Service Learning orientation and options WebCT instructions Guidelines Project #1 Federal State legislation Programs for ELL's and Programs' success	FAQs about 227 1) Readings: www.cde.ca.gov Proposition 227 2) Diaz-Rico Ch. 4, pgs 117-137 and 144-145
3 (09-15)	Assessments for ELL's: listening, speaking, reading and writing: SOLOM, Rubrics and Checklists CELDT (California English Development Test) ELD standards	Readings: 1) <i>Skim and Scan packet of resources for assessments in oral, reading and writing</i> 2) Law and Eckes ch 2 3) Diaz-Rico Ch 3 pgs 90-114
4 (09-22)	Continuation Assessments Comprehensible Input Listening and Speaking in L2	Readings: 1) Skim and scan Law and Eckes Ch.1 Law and Eckes chps 4 & 7 Diaz Rico Ch 6 pgs. 191-214
5 (09-29)	Team collaboration CSL project #1 Principles of language acquisition Principles of second language acquisition: The Natural Approach Vygotsky ZPD	Readings: <i>Article: *Stephen Krashen's "Principles and Practice in Second Language Acquisition" (#1)</i> Diaz-Rico Ch 1, pgs 11-47 (review of EDUC 558X content) Diaz-Rico Ch 2, pgs 49-81
6 (10-6)	Team collaboration CSL project #1 Project #2 guidelines (ELD mini -lesson) Reading and writing in L2	Readings: Law and Eckes ch 5 & 6 Diaz-Rico Ch 6 pgs 215-238 Website Connection

7 (10-13)	Team collaboration CSL project #1 Multiple intelligences Cummins' Theory of Language Acquisition (BICS and CALP) Cummins' Theory of Transfer: CUP and SUP Issues affecting the education of ELL's Cummins' Theory of Transfer: CUP and SUP	Readings: <u>1) Article "Voices from the classroom Arizona English Only(#2)</u> <u>The Civil Rights Project -</u> <u>2) Harvard University-What Works For The Children? -What We Know And Don't Know About Bilingual Education(#4)</u>
8 (10-20)	Team reflection CSL/ & collaboration project #2 ILEAP presentation English Language Development (ELD) and Content Instruction Differentiated Instruction English Learners in Special Education	DUE: Project #1 ILEAP Readings: Diaz-Rico Ch 5, pgs 147-190 Law and Eckes Ch. 8
9 (10-27)	Team reflection CSL/ & collaboration project #2 Culture and Academic Achievement Cultural Adaptation Immigration issue affecting our education system Cultural Inclusive Instruction/Multicultural Education Building Background	DUE: CSL WebCT discussion entry #1 Readings: Diaz-Rico Ch 8, pgs 266-311 Diaz-Rico Ch 7, pgs 239-264 Website connection
10 (11-03)	Team reflection CSL/ & collaboration project #2 Planning and implementing SDAIE strategies/PBL Constructivist instruction for ELL's	Readings: 1)Diaz-Rico Ch 7, pgs 239-26 Explore PBL through a)EDUTOPIA website http://www.edutopia.org/project-based-learning and/or b) Buck Institute http://www.bie.org/
11 (11-9)	Team reflection CSL/ & collaboration project #3 SDAIE/PBL Strategies Instructional scaffolds SDAIE Practice and Application	DUE: a) Project #2 ELD lesson b) WebCT discussion entry #2 Readings: Article Walki "Scaffolding Instruction for ELL's"
12 (11-24)	Team reflection CSL/ & collaboration project #3 Higher order thinking skills/Bloom's Taxonomy Cont. SDAIE instruction in the different content areas	DUE: graduate students presentation on international minority education Readings: Article on Bloom's taxonomy Website connection
13 (12-1)	Team reflection CSL/ & collaboration project #3 Academic Language Development-PACT Project #4 in class "Workshop 'why helping ELL's'"	REVIEW: Notes from class discussions and readings/guidelines for project #4 Readings: <u>Article A National Study of School Effectiveness for Language Minority Student - Long-Term Academic Achievement: Wayne P. Thomas & Virginia P. Collier</u>
14 (12-8)	SDAIE Lesson Plan : From Theory to Practice CSL/class reflections and evaluations	DUE: Project #3 SDAIE lesson
15 (12-15)	Final Interviews for graduate students (Study day undergraduates)	DUE: Course Signature assignment... CSL reflection
16 (12-22)	Final interviews undergraduates	

