

**Course Title: Interactive Learning for English Language Learners**

**Instructors:** David Noyes

**Length:** 15 hours

**Credit:** 1 semester hour

**Course Description:** This course provides a comprehensive overview of the elements of language acquisition and their impact on content learning. Topics include meeting the unique needs of English Language Learners in today's classroom, stages of language acquisition, strategies using prior and background knowledge, cooperative learning, and implications for classroom instruction. The impact of cultural patterns on content learning and language acquisition will be explored. Classroom management techniques for diverse learners and improved overall student performance are the anticipated outcomes for participants of this course. The sessions will give participants key strategies and resources for creating a more interactive learning environment for English Language Learners. These strategies include identifying difficult text and making modifications that will allow English Language Learners to have equal access to the curriculum. A multicultural framework will provide relevance for today's classroom teaching and learning.

**Objectives:**

1. Knowledge –at the end of this course, the student will be able to understand scientific research on vocabulary instruction, rationale for Interactive Learning Techniques, and Basic Interpersonal Communication Skills (BICS).
2. Skills –after this course, a student will be able to develop strategies, activities and techniques to adapt text for ELL's for classroom instruction, strategies to determine which words to teach, and questions to consider when planning vocabulary instruction.
3. Dispositions –after this course, a student will appreciate
  - a. the four domains of language,
  - b. sociolinguistic rules governing language use, and
  - c. special learning needs of English Language Learners.

**Units:**

1. Stages of Language Acquisition
2. Making Connections: Prior and Background Knowledge
3. Cooperative Learning and English Language Learners
4. Vocabulary and English Language Learners
5. Interactive Learning and Text Adaptation for English Learners
6. The Application of Formal Language and Social Context for ELL
7. English Language Development
8. Assessment for English Language Learners

**Instructor Overview:**

**David Noyes** is an accomplished bilingual Spanish speaker with a Master's Degree in Early Childhood Education and Curriculum. David has 16 years of teaching experience.

He is an English Language Development and sheltered Instruction Coach and author of *Astronomy Made Fun* and *Oceans Made Fun* (English Learner Support Resources). He is a writer for McGraw Hill's, *Open Court English Learner Support Guide*. Some of David's accomplishments as an educator include: Presenter for California Elementary Education Association/Staff Development Resources, Awarded 2006 Outstanding Teacher of the Year by the Long Beach Unified and the Los Angeles County Office of Education for meeting the unique needs of English Learners.

**Methods of Instruction:**

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

**All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 60% to pass the course.**

**Percentage of Course Credit**

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

**KDS Rubric for GA courses (passing requirements: 60 points):**

A: 90 - 100 points

B: 80

C: 70 points

D: 60 points

F: Fewer than 60 points

| Component                          | Unsatisfactory<br>(10 points)   | Basic<br>(20 points)  | Proficient<br>(30 points)  | Distinguished<br>(40 points)  |
|------------------------------------|---|---|--|---|
| <b>Critical thinking post-work</b> | <u>Critical thinking post-work:</u>   | <u>Critical thinking post-work:</u>   | <u>Critical thinking post-work:</u>  | <u>Critical thinking post-work:</u>   |
| <b>And</b>                         | 0-40% correct   | 60% correct   | 80% correct  | 100% correct  |
| <b>Short answer quizzes</b>        | <u>Short answer quiz:</u><br><br>-Participant included no content from the course in his or her responses | <u>Short answer quiz:</u><br><br>-Participant included some content from the course, usually appropriate, in his or her responses | <u>Short answer quiz:</u><br><br>-Participant included appropriate content from the course in his or her responses | <u>Short answer quiz:</u><br><br>-Participant provided rich detail from the content of the course in his or her responses |

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|              | -Participant did not address the questions posed  | -Participant answered the questions directly, not always fully   | -Participant made thoughtful comments in direct response to the questions   | -Participant made his or her responses to the questions personally meaningful   |
| <b>Final</b> | <p><b>Unsatisfactory (30 points)</b></p> <p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p> <p><u>Form:</u></p> <p>- Plentiful grammatical mistakes<br/>-Confusing content<br/>-Missing documentation of sources</p> <p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment<br/>-No apparent paragraph organization<br/>-No supporting evidence for supporting ideas<br/>-No evidence in the lesson plan—in objectives, activities, or assessments—that the learner</p> | <p><b>Basic (40 points)</b></p> <p><u>Requirements of Assignment :</u></p> <p>-Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric</p> <p><u>Form:</u></p> <p>-Distracting grammatical errors<br/>-Confusing content<br/>-Inconsistent or missing documentation of sources</p> <p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph<br/>-Relevance to main idea of supporting paragraphs is not always clear<br/>-Supporting ideas are only minimally illustrated by examples or quotes<br/>-The lesson plan does not show enough evidence that the learner</p> | <p><b>Proficient (50 points)</b></p> <p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment.</p> <p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea,<br/>-Paragraphs are organized around ideas relevant to the main idea<br/>-Supporting ideas are evident, and usually include illustrating examples and/or quotes<br/>-The lesson plan shows evidence of</p> | <p><b>Distinguished (60 points)</b></p> <p><u>Requirements of Assignment:</u></p> <p>-All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.—whatever the directions indicate</p> <p><u>Form:</u></p> <p>-No grammatical errors<br/>-Eloquent expression<br/>-Proper citation of sources</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea<br/>-Paragraphs are organized around ideas relevant to the main idea<br/>-Supporting points are illustrated with examples and/or quotes<br/>-Lesson plan shows evidence of a deep understanding of course content and</p> |

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|  | comprehends the course content | understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content | understanding of the course content in its objectives, activities, and/or assessments | participant uses that understanding to create opportunities for students to authentically show what they have learned. |
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