

Course Syllabus

Course Title: Setting the Stage for ELL's Across the Curriculum

Number of Credits:

Option A: 3 Graduate Credits (Semester Hours), issued by Chapman University, regionally accredited by the Western Association of Schools and Colleges (WASC)

Option B: 20 Professional Development Hours (can be applied towards state license recertification/renewal with district approval)

Instructor: Dr. Diane Moroff

Email: dmoroff@kdsi.org

Instructor Bio:

Dr. Diane Moroff, the author of *Fornes: Theatre in the Present Tense*, a study of Maria Irene Fornes' plays, earned her Ph.D in English Language and Literature at the University of Michigan. She taught English to college and high school students for just over fifteen years and chaired the English department at Atlanta International School. While working as a freelance researcher and writer, she wrote curriculum for the National Endowment for the Humanities' educational website EDSITEment. She now works as a curriculum developer and course instructor for Knowledge Delivery Systems, Inc.

Course Description:

The ultimate goal for ELL students is academic success. In this course, educators learn the foundations of language development and language acquisition, setting the stage for developing instructional strategies that are more comprehensible for ELL students across all subject areas. Elizabeth Jiménez demonstrates strategies for assessing students' knowledge, identifying language learning objectives, and developing differentiated instructional practices that address the varying levels of language proficiency often present in a typical classroom. She introduces pedagogical practices that promote comprehension such as background building, frontloading vocabulary, using graphic organizers to enhance higher order thinking, leveraging the primary language to facilitate learning, using culturally responsive materials, and employing media, technology and other visual supports to enhance learning. In addition, Jiménez reviews the contextual factors such as motivation, peer pressure, family values, and L-1 proficiency that impact the success of academic pursuits.

Course Objective/Goals:

By the end of the course, educators will know:

- The process of language acquisition
- The stages of language acquisition
- Differences in social and academic language
- The characteristics of culturally responsive instruction
- How to communicate with families including parent/teacher conferences
- Basic phonology –including phonemes and allophones
- Features of English that may inhibit communication – intonation patterns, pitch, modulation.
- How to utilize contrastive analysis resources in textbooks to plan targeted instruction
- How to use strategies such as L-1 cognates, context clues, word structures, and apposition to determine the meaning of unknown words

- How to strengthen instructional outcomes through comprehensible input, communicative classroom interactions, and checking for understanding
- The pedagogical implications of affective factors for the instruction of English language learners such as lowering the affective filter, providing supportive and constructive feedback, valuing and validating students' home cultures and languages
- The process of English language learner identification through reclassification
- How to analyze student assessments and assessment results in order to modify or differentiate instruction
- How to analyze the content area textbook in order to plan sheltered lessons
- How to check for understanding

Learning Outcomes:

By the end of the course, educators will apply the following skills:

- Utilize instructional strategies that address contextual factors including:
 - tapping prior knowledge
 - building background
 - setting content and language objectives
 - leveraging L-1 as a learning asset
 - creating opportunities to interact with other
 - checking for understanding
 - creating higher order thinking projects
- Minimize activities that adversely impact affective factors such as:
 - motivation
 - inhibition
 - attitudes
 - levels of anxiety and self-esteem
 - classroom environment
- Create an environment that is conducive to learning:
 - providing supportive and constructive feedback
 - creating an inclusive classroom environment
 - valuing and validating students' home cultures and languages

Course Outline:

Ten Lessons Students Will Be Focusing On:

1. Introduction to Teaching English Language Learners and Foundations of Language Acquisition
2. Who Are Our English Language Learners? – Data and Case Studies of English Language Learners
3. Theories, Models and Processes of Second-Language Acquisition
4. Linguistic Foundations–Receptive (Listening and Reading) Language Structure and Use
5. Linguistic Foundations–Expressive (Speaking and Writing) Language Structure and Use
6. Contrastive Analysis–Why Some Elements of English are so Difficult and How to Help English Language Learners Overcome Them
7. Contextual Factors in Second Language Acquisition
8. Legal Foundations and Political Factors Affecting Language Development—Key Laws, Court Cases, and Policy Directions

- 9. Assessment of English Language Learners–Roles, Purposes and Types of Assessment
- 10. Foundations of Programs for English Language Learners–Content Instruction

Discussion Board Collaboration:

- Educators will engage in collaborative discussions by sharing ideas, reflecting on teaching practices, and exchanging teaching strategies through discussion board postings. Teachers are required to make two (2) postings to the discussion board per lesson, one original posting and one reply to a posting. Additionally, educators may create new discussions.
- When responding to others’ postings, please be thoughtful and respectful with your communication. When expressing a different point of view, please explain your rationale without judgmental or confrontational language.

Method of Evaluating Student’s Performance:

- Monitored video lectures
- Interactive study guide questions
- Graded post assessment questions
- Discussion board interaction*
- Midterm project*
- Classroom based final project*

Methods of Instruction:	Percentage of Course Credit	Option A: Graduate Credit	Option B: Recertification Credit
Interactive study guides	–	Required	Required
Graded post-assessments	15%	Required	Required
Video lectures	30%	Required	Required
Discussion board postings	10%	Required (2 postings minimum per lesson)	Optional (strongly encouraged)
Midterm project	20%	Required	Optional
Final project	25%	Required	Optional

Converting Recertification Credits to Graduate Credits

Students completing the recertification option may convert to graduate course credit by completing the required discussion board postings (two minimum per lesson), the midterm and final exams, and submitting an additional payment of \$250. Call 1-877-294-4537 or email support@fetcuniversity.org for assistance.

Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

1. Introduction to Teaching English Language Learners and Foundations of Language Acquisition

2. Who Are Our English Language Learners? – Data and Case Studies of English Language Learners
3. Theories, Models and Processes of Second-Language Acquisition
4. Linguistic Foundations–Receptive (Listening and Reading) Language Structure and Use
5. Linguistic Foundations–Expressive (Speaking and Writing) Language Structure and Use
6. Contrastive Analysis–Why Some Elements of English are so Difficult and How to Help English Language Learners Overcome Them
7. Contextual Factors in Second Language Acquisition
8. Legal Foundations and Political Factors Affecting Language Development—Key Laws, Court Cases, and Policy Directions
9. Assessment of English Language Learners–Roles, Purposes and Types of Assessment
10. Foundations of Programs for English Language Learners–Content Instruction

Recommended Reading:

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Cummins, Jim. BICS and CALP, University of Toronto:
<http://www.iteachilearn.com/cummins/bicscalp.html>

LAU v. Nichols at <http://www.ed.gov/about/offices/list/ocr/ell/lau.html>

Walqui, Aida. “Who Are Our Students?” *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. Eds. Patricia A. Richard-Amato and Marguerite Ann Snow. Pearson Longman Publisher: 2004.

Krashen, Stephen. *Second Language Acquisition and Second Language Learning*. Pergamon Press Inc: 1981; internet edition: 2002 Downloadable available:
http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html

Richard-Amato, Patricia A. and Snow, Marguerite Ann. *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. Eds. Pearson Longman Publisher: 2004.

Readence, John E., Bean, Thomas W., and Baldwin, R. Scott. “Language, Culture, Diversity, and the Reading/Writing Process.” *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. Eds. Patricia A. Richard-Amato and Marguerite Ann Snow. Pearson Longman Publisher: 2004.

Gibbons, Pauline. “Writing in a Second Language Across the Curriculum.” *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. Eds. Patricia A. Richard-Amato and Marguerite Ann Snow. Pearson Longman Publisher: 2004.

Alvermann, Donna E. and Phelps Stephen F.. “Assessment of Students.” *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. Eds. Patricia A. Richard-Amato and Marguerite Ann Snow. Pearson Longman Publisher: 2004.

Dutro, Susan and Moran, Carrol. "Rethinking English Language Instruction: An Architectural Approach. *English Learners: Reaching the Highest Level of English Literacy*. International Reading Association: 2004.

Grading Scale

Option A: Graduate Credits

Grade	Equivalent
97-100%	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
69% or below	N/P

Option B: Professional Development Hours

PASS/FAIL

All steps listed under each lesson must be completed to receive credit (PASS) for the course. No partial credit will be given.