Instructor: Dr. Susan Britsch  
Office: 4120 BRNG  
Office Phone: 494-5893  
E-mail: sbritsch@purdue.edu  
Course Days and Times: two 50-minute meetings on campus twice per week  
TIP: 2 hours on scheduled days  
Office Hours: by appointment

COURSE DESCRIPTION

This course focuses on the information necessary to the design of materials and instructional strategies for English Language Learners in the elementary school content areas. We will focus on the current issues as well as techniques in instructing and assessing students who are at the beginning or intermediate stages of English language development in the school context. Students will learn to identify children’s strengths in English and to design classroom experiences including math, language arts, and early reading/literacy on the basis of children’s strengths and needs as well as current standards and practices in English Language Development.

COURSE OBJECTIVES

1. To understand the importance of providing instruction to meet the needs of all children (INTASC Principles: 1,2,3,7; Indiana ENL Standards: 1,3,5,8).
2. To understand the process of second language acquisition (INTASC Principles: 1,3;7; Indiana ENL Standards: 1,8).
3. To understand the role of the primary culture in second language acquisition (INTASC Principles 3, 7; Indiana ENL Standards: 1,2).
4. To promote diversity in classroom settings based on an understanding of issues involved in acculturation and/or assimilation to American society and the American educational system (INTASC Principles: 2, 3; Indiana ENL Standards: 1,2,4,5).
5. To understand and be able to implement effective instructional methods in English Language Development (ELD) including Specially Designed Academic Instruction in English (SDAIE) (INTASC Principle 3; Indiana ENL Standards: 1,4,5,6).
6. To become skillful in observing, planning, implementing, and assessing ENL curricula (INTASC Principles, 2,3,4,5,6,7; Indiana ENL Standards: 6).
7. To use assessment findings as a plan for instruction in ENL (INTASC Principles 2,3,5,7,8; Indiana ENL Standards: 5,6).
8. To select from a variety of ENL methods and materials to create age/grade-appropriate instruction that is also developmentally and culturally appropriate (INTASC Principles: 1,3,4,7; Indiana ENL Standards: 1,4,5).
9. To seek opportunities for collaboration with education professionals, for professional 
development resources, and for interaction with community resources in order to meet 
the needs of English Language Learners (INTASC Principles: 7,9,10; Indiana ENL 
Standards: 5,7,8)

REQUIRED TEXTS

- TESOL, Inc. (2006). *Pre-K-12 English language proficiency standards*. Alexandria, VA: 
  Author. (On reserve in UGRL.)
- A set of required readings is available in the course packet at Copymat.

COURSE REQUIREMENTS

**Participation.** In this course, attendance and participation are two different things. Participation 
in this class includes reading, in-class activities, discussion, out-of-class homework, course 
assignments, and quizzes. **Merely being present and awake during class does not constitute 
participating.** The success of a course depends much more on the students than on the professor: 
the instructor is one. You are many. Make use of the opportunity to ask questions about anything 
you do not fully understand.

Class participation is required. Participating effectively in this course means the following:

- You have **read the assigned material in advance** and are prepared to discuss this 
  information in class. **NO ONE WHO SITS IN CLASS PASSIVELY WITHOUT 
  MAKING REGULAR CONTRIBUTIONS TO DISCUSSIONS BASED ON 
  COURSE READING CAN QUALIFY AS A SUPERIOR STUDENT.**

- You are on time for class sessions; be on time and remain for the entire 
  period or do not come at all. **Arriving late and/or leaving early is 
  inconsiderate of your colleagues. If you are late to class, engaging in 
  rudeness of any kind or engaging in off-task activity of any kind such as 
  checking your phone, texting, checking your email, doing your nails, 
  reading the paper, taking a nap, chatting with friends during lecture or 
  discussion, doing work for another class, or making remarks under your 
  breath, you are choosing inconsiderate behavior and you will receive 0 
  (zero) participation credit for that day.**

- **All technology other than your lab computer must be turned off and 
  put away for the entire class period along with any materials not 
  relevant to EDCI 37000 or you will receive 0 (zero) participation credit 
  for that day.** This includes phones, ipods, ipads, all tablets, laptops, 
  or any other technology. If you are using your lab computer for any off-
  task purpose such as email, Facebook, Twitter, online shopping, 
  checking other web sites, doing work for another class, checking your 
  calendar, or any other purpose you will receive 0 (zero) participation 
  credit for that day.
• Coming to class unprepared will result in 0 (zero) participation points for that day. This includes coming to class without your book, course packet or any other materials that are needed that day. This also includes not having done the reading or homework for that day. Please be assured that, from where your instructor stands, it is incredibly obvious if you have not completed the assigned reading, do not have your materials, or have not completed assigned work for that day.

• Lecture will provide information that will tie together background, and/or otherwise supplement the course readings and our discussions. PowerPoints of course lectures will not be sent to you; the expectation is that you will take notes and ask questions so that you actively process the information and use it for assignments and quizzes.

• We will also do in-class activities and projects. You need to participate actively in these and not simply leave it to your colleagues to carry the load. Failure to participate constructively in these activities and projects and to complete them on time will result in 0 (zero) participation points for that day.

• There will also be occasional out-of-class homework assignments that will be graded with +, √, -, or 0 depending upon the quality of your answers and effort (see “Assignments/Course Readings”).

• Students are responsible for consulting with the instructor if they are experiencing difficulties with the course work or material or if there is anything you do not understand.

• If you miss class, you are responsible for all announcements, assignments, and information presented or discussed in your absence.

• Complaining or making negative or sarcastic comments (aloud or under your breath) about assignments, other instructors, classmates, schools, or children at any time will not be tolerated. This applies to the on-campus classroom sessions and to TIP sessions in the schools. This behavior will result in 0 (zero) participation points for the day and may result in additional disciplinary consequences. Purdue University TEC form D-1 lists the failure to interact in a positive and professional manner with students, peers, teachers, university personnel, and others as a dispositional deficiency.

• If you furnish any false information whatsoever to your instructor or to any school personnel, you will fail the course.
Assignments

1. **Quizzes and Projects.** (a) There will be intermittent quizzes in class. These will cover the course readings, course discussions, and/or course lecture. They may cover any of the course material, either current or previous, from the semester. The quizzes may or may not be announced in advance. (b) We will engage in instructionally-related in-class projects. Quiz/project points will be given for successful completion of these.

2. **Concept Maps:** You will be drawing two ELL concept maps, one at the inception of the course and one at its conclusion. We will do these in class. At the end of the semester, you will also prepare a reflective statement discussing the ways in which your ELL knowledge and experience base have changed throughout the course.

3. **Child Observations.** Teaching must be based upon student needs. As preparation for your teaching, you will carry out two observations of the children in your small group that includes English Language Learners as well as fluent English speakers—as in mainstream classrooms enrolling ELLs. Each student will work individually (not in pairs) with his or her small group of children. You will reflect upon and write up your observations according to a format that will be distributed in class. You will gain information about the students’ strengths and needs from these observations and then apply your understandings to your ELL lesson planning.

4. **Lesson Planning**
   a) **ELL Planning:** You will be required to prepare the materials and lesson plans for two language level-appropriate activities for your ELs, incorporating teaching methods and the TESOL Standards. One lesson will focus on language arts or social studies and the other lesson will focus on math or science. For each of these assignments, you will need to:

   1) **construct** the materials for one activity that will be appropriate for the child/children you observed in your observation assignments.
   2) **prepare** a lesson plan for that activity according to a format that will be provided.

   b) **Teacher – Child Interaction.** You will carry out your lessons in the TIP classroom with your small group of learners.

   c) **Lesson Plan Reflection:** You will submit a reflection paper that consists of answering a list of provided questions based on your interaction with your ELL(s). This will include in-depth discussion and assessment of interactions and child products from your teaching.
5. **Course Readings:** For many of the course readings, you will receive discussion questions or a task to complete. You need to answer the questions in writing or complete the task, based on the readings, and bring your paper to class on the day the readings are discussed. Sometimes you will be able to keep your paper during class discussion, and then they’ll be collected. At other times, your instructor will collect your papers at the beginning of class. Be sure you know the content of the readings so you can discuss them without just reading from your paper!

As part of your participation in the course, your discussion question sheet will be marked as follows:

- + Written answers to discussion questions (or task) are complete, thorough, and accurate.
- √ Written answers to discussion questions (or task) miss the point/do not indicate an understanding of the material.
- - Written answers to discussion questions (or task) are minimal or cursory.
- 0 Written answers to discussion questions (or task) are not turned in on time or not turned in at all.

If you have a borderline grade at the end of the semester, but you have mostly +’s for the written questions and/or tasks, you get the higher grade. If you have mostly √’s, -’s, and/or 0’s, you get the lower grade.

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**E-Portfolio (Task Stream) requirements:** Each student must complete these requirements in full in order to proceed in the program. **FAILURE TO COMPLETE AND UPLOAD ALL OR PART OF THE E-PORTFOLIO REQUIREMENTS ON TIME WILL RESULT IN FAILING THE ENTIRE COURSE.**

- a) Lesson #2 and its reflection (after you have implemented the lesson with students) will constitute one part of your portfolio for this course.
- b) You will also include your pre-instruction and post-instruction concept maps along with your reflective statement discussing the ways in which your knowledge base and experience base have changed throughout the course.

Your submissions of both (a) and (b) will constitute your final submissions for the e-portfolio requirements.

Students are not automatically enrolled in Taskstream. To do this you need to:
--Purchase and create your TaskStream account.
--Make sure that you are enrolled in the correct program (contact the instructor and/or the E-Portfolio Coordinator for help enrolling in the correct TaskStream program).
--Then, within TaskStream, enter your program by clicking the program name in the list.
--Locate the name of the assignment you are submitting work to.
--Locate the name of the instructor to whom you are submitting work.
--Submit the work and then at that point the instructor can see your work waiting to be evaluated.

Here is a link to TaskStream information for students: [http://social.education.purdue.edu/edit/taskstream/taskstream-information-for-students](http://social.education.purdue.edu/edit/taskstream/taskstream-information-for-students)

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POLICIES FOR ASSIGNMENTS

- Guidelines and due dates for the course assignments will be detailed on assignment sheets that your instructor will distribute in class throughout the semester. These assignments are in addition to the weekly readings, quizzes, and in-class activities.
- You will receive assignment sheets detailing the requirements for the e-portfolio requirement. You must complete the e-portfolio entry in its entirety and on time in order to move on in the program.
- Students are expected to turn in all work at the deadlines specified on the assignment sheets. Deadlines for all written work are absolute and all assignments are due by the end of class on those dates even if you are absent on that day. If you are absent on the day an assignment is due, you must either email or upload the assignment to your instructor (as per the assignment sheet) by the end of class time on the due date listed on the assignment sheet or give it to a colleague to turn in for you in class. Assignments turned in later than the deadlines specified on the assignment sheet will receive a 10% reduction in grade for that day and for each subsequent late day.
- Emailed or uploaded assignments to which you have forgotten to attach your paper will count as late assignments. There will be no exceptions to this policy.
- The instructor is happy to provide feedback on your assignments prior to the deadline. To do this, please email me your draft. **I will not, however, give feedback on course assignments the day before—or the day that—an assignment is due. Any feedback given is general in nature and does not constitute pre-grading your assignment.** If you have a question about an assignment, do not email the night before or the day before it is due and then not turn it in because your instructor did not answer a question. Do not expect your instructor to check email at night.
- If you are absent on the day of a quiz, you must take the quiz at the next class meeting. All other assignments, projects, and/or in-class presentations must be turned in on the due date given on the assignment sheet.
- Apart from quizzes, there are no make-up points, extra credit points, or assignment ‘redo’ opportunities for this course.
- The course instructor can only return graded papers directly to the individual student author.
GRADING
Points are assigned as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>150</td>
</tr>
<tr>
<td>Quizzes and in-class projects</td>
<td>100</td>
</tr>
<tr>
<td>Concept Maps (30 pts each) + Reflective Statement (40 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Child Observations (80 points each)</td>
<td>160</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td></td>
</tr>
<tr>
<td>Lesson Plans (50 points each)</td>
<td>200</td>
</tr>
<tr>
<td>+ Lesson Plan Reflections (50 points each)</td>
<td></td>
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<tr>
<td>TOTAL = 710</td>
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</tbody>
</table>

- Final grades for the course will be assigned as follows:

  A+: 97-100%  B+: 87-89%  C+: 77-79%  D+: 67-69%
  A:  93-96%    B: 83-86%  C: 73-76%  D: 63-66%
  A-: 90-92%    B-: 80-82%  C-: 70-72%  D-: 60-62%
  F: <60%

UNIVERSITY/COURSE POLICIES

Attendance: Please do not come to class if you are ill—if you have a fever, bronchitis, stomach flu, or other contagious symptoms. This simply makes other people ill. Medical absences will be excused with original medical documentation (not Xeroxed) showing your name and the dates on which you were ill or were prohibited from attending class. This medical documentation can be obtained from PUSH, from your personal physician, or from the Dean of Students’ office. If you are absent on the day an assignment is due because you are ill, email the assignment to your instructor by the end of class time on the due date listed on the assignment sheet.

Being called for jury duty or participating in an activity that is University-sponsored and officially documented through the University are also excused absences. University documentation with your name included in this documentation must be presented to your instructor PRIOR to the University activity or jury duty. Purdue also has a grief absence policy under which students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student’s family. Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of a spouse, parent, child, grandparent, grandchild or sibling, or a corresponding in-law or step-relative. A student should contact the Office of the Dean of Students to request that a notice of his or her leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the ODOS.
Each student in this class is also allowed TWO personal, non-penalized absences from on-campus sessions of the course for the semester. This does not apply to TIPs. All other absences are unexcused and will result in a 5% deduction in your final grade for each unexcused absence. There will be no exceptions to this policy.

Full attendance and on-time attendance at TIP experiences is mandatory unless you have written medical documentation from PUSH, from your physician, or from the Dean of Students office for that date. In addition, if you are called for jury duty or are representing Purdue at a University function (e.g., athletics, PU related performance or event), you must provide your instructor with official University notice prior to the event, showing your name printed in the announcement, not penciled in somewhere on the page. You will need to make arrangements for a make-up TIP experience with the teacher you have been assigned at your TIP school. You must make up the TIP experience within one week. Note: reasons such as underestimating driving time, missing the highway exit, oversleeping, personal plans, personal travel plans, or job scheduling conflicts do not constitute legitimate reasons for missing a TIP experience and do not obligate your instructor to allow you to make up the TIP. Illness that results in an absence from a TIP experience will require written medical documentation, which you may also be required to have verified through the Office of the Dean of Students. Any personal circumstance that results in an absence from a TIP must be verified through the Office of the Dean of Students. If you must miss a TIP experience, you must notify your instructor and the TIP teacher prior to the absence. Not doing so constitutes a breach of professionalism and appropriate consequences will result.

NOTE: Punctuality for TIPs (i.e. arriving on time) is MANDATORY. Attendance and punctuality are listed on Teacher Education Council Forms D1 and D2 and appropriate disposition forms will be written up. Tardiness to TIP experiences may also result in the loss of points from your final grade for the course.

Purdue Policy for extended absences: Purdue University policy states that all students are expected to be present for every meeting of the classes in which they are enrolled. All matters relative to attendance, including the make-up of missed work, are to be arranged between you and the instructor. Only the instructor can excuse you from classes or course responsibilities. In the case of an illness, accident, or an emergency, you should make direct contact with your instructor as soon as possible, preferably before the class. If the instructor cannot be reached directly a message should be left in the instructor’s department mailbox or with the instructor’s secretary. If you will be absent for more than five days, have not been able to reach the instructor in person, by telephone, by email, or through leaving notification of your circumstances with the instructor’s secretary, you or your representative should notify the Office of the Dean of Students (765-494-1254) as soon as possible after becoming aware that the absence is necessary. Be advised, you may be asked to provide documentation from an authorized professional or agency which supports an explanation for your absence.

DISPOSITIONS

All students are expected to conduct themselves professionally and in a civil manner at all times. This includes on-campus class sessions as well as TIP sessions in the schools. You will be signing a Professionalism Statement for which you are accountable. Requirements for your appropriate behavior are detailed in the Teacher Education Council’s list of ‘Dispositions to be Assessed.’ Hard copies of these dispositions as well as the ‘Candidate Disposition Assessment
Process’ are in your course packet as well as at: Dispositions%20March%202006[1].pdf. Familiarize yourself with these documents in detail. You will be held to these professional and behavioral requirements at all times without exception.

EMERGENCY STATEMENT
In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Here are ways to get information about changes in this course:

- Instructor’s email address: sbritsch@purdue.edu;
- Announce-only emails to your section from the instructor
- Blackboard site for your section of this course

Please also review these Emergency Preparedness websites for additional information:
http://www.purdue.edu/ehps/emergency_preparedness/index.html
http://www.purdue.edu/ehps/emergency_preparedness/bep/phys-bep.html

Emergency Assembly Area (EAA) for the Physics Building: all occupants are to proceed to: 1. the west portion of the Engineering Mall, the primary location, for roll call/head count of approximately 320+ persons. 2. In case of inclement weather, the atrium of the MSEE building will be the secondary EAA.

- ALL HAZARDS SIRENS immediately seek shelter (Shelter-In-Place) in a safe location within closest facility
- FIRE ALARMS immediately evacuate the building and move to a safe location.

DISABILITIES STATEMENT
Students with disabilities must be registered with the Disability Resource Center in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please talk with your instructor during the first week of class to discuss your needs.

ACADEMIC DISHONESTY STATEMENT
Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations]. Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

All work that you turn in for this course must be strictly your own. Academic dishonesty means plagiarism of any sort, cheating, representing another student’s work as your own, representing content from the web as your own, furnishing false information to the instructor or university, or any other form of academic dishonesty. Any form of academic dishonesty will result in a failing grade for the entire course.
ELEMENTARY EDUCATION COURSE COMPLETION POLICY STATEMENT
Elementary Education majors have two opportunities to enroll in and pass required
EDCI, EDPS, AND EDST courses with a minimum grade of C. Withdrawal from a
course (W or WF) constitutes one of the two opportunities. Failure to successfully meet
these requirements will result in dismissal from the Elementary Education Program.
Courses repeated to improve a grade must be taken at the West Lafayette campus.
[Approved by the Elementary Teacher Education Committee, April 20, 2007.]

COURSE EVALUATION STATEMENT
During the last two weeks of the semester, you will be provided with an opportunity to evaluate
this course and your instructor using Purdue’s online course evaluation system. Near the end of
classes, you will receive an official e-mail from evaluation administrators with a link to the
online evaluation site. You will have up to two weeks to complete this evaluation. Your
participation is an important part of this course, and your feedback is vital to improving
education at Purdue University. I strongly encourage you to participate in the evaluation system.

TENTATIVE COURSE SCHEDULE
Your instructor will announce readings for each topic one week in advance as well as the date by
which you are to have read each assignment. I reserve the right to add, delete, or rearrange any
items below in order to meet the needs of the course and the students.

Tentative TIP dates are indicated below. These dates may change due to unforeseen occurrences
such as weather or school events. If the schools ask that we reschedule for any reason, these
requests will always be accommodated and your attendance at the rescheduled TIP is mandatory.
Personal travel or other projects that you may have scheduled do not constitute excuses from
attending any rescheduled TIPs. If TIPs are rescheduled, they will always take place on Fridays
and your attendance is mandatory.

Week 1: General Introduction to English Language Learning
Preparation pre-instruction concept map
Readings: in course packet

Week 2: Strategy: Language and Content Objectives
Monday: Labor Day – no class
Wednesday: take photographs and turn in concept maps (as hard copy)

Week 3: Using Language Objectives with Images
Monday: prepare Powerpoints
Wednesday: submit Powerpoints on BBL
Week 4: **Strategy: Leveled Questions**
Readings: in course packet
- Interpreting Numerical Levels of Language Proficiency
- WIDA Performance Definitions for the Levels of English Language Proficiency
- IDOE Levels of English Proficiency & Corresponding Student Actions
- Stages of Second Language Acquisition

*TIP: Conduct Oral Language Observation for TIP at North White schools* *(September 19)*

Week 5: **Strategies: SDAIE Strategies and Sentence Frames**
Readings: in course packet
- *SDAIE Strategies and Teacher Talk that Works as Input*

Week 6: **The Role of Early Literacy**
Readings: in course packet
- Gibbons, Chapter 4 (course packet)

*TIP: Conduct Literacy Observation for North White TIP* *(October 3)*

Week 7: **Standards**
- TESOL book to be used in class
- Indiana State Standards: [www.doe.in.gov/standards](http://www.doe.in.gov/standards)

Week 8: **Standards (continued)**
*Monday: October Break - no class*
*Wednesday: complete work on standards*

Week 9: **Math for English Language Learning**
Reading (in course packet):
- Sample math problems (course packet)

Week 10: **Lesson Planning for Math:**
*TIP: Present Lesson 1 at North White TIP* *(October 31)*
Reading: in course packet:
Week 11: Early Reading and Literacy for English Language Learning
Reading:
- Helman, L. (2012). Integrating vocabulary and academic language instruction with reading and writing activities (course packet)

Week 12: Literacy Lesson Planning
TIP: Present Lesson 2 at North White TIP (November 14)

Week 13: Families and Schools
Reading:

Week 14: CLASS CANCELLED FOR THANKSGIVING BREAK

Week 15: Revised Concept Map
Prepare post-instruction concept map

Week 16: E-Portfolio Preparation
Prepare e-portfolio
Submit all e-portfolio requirements on Task Stream by December 12 at 5 p.m.