

EDCI 370
Spring, 2009
Teaching English as a New Language

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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 will focus 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 and techniques in instructing students who are at the beginning or intermediate stages of English language acquisition in the school context. Students will learn to identify children's strengths in English and to design classroom experiences on the basis of these strengths as well as current practices in ELD (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

- Echevarria, J., Vogt, M. & Short, D. (2008). *Making content comprehensible for English learners: The SIOP model*. Pearson. (On reserve in the TRC; you must check out the CD separately in the TRC.)
- TESOL, Inc. (2006). *Pre-K-12 English language proficiency standards*. Alexandria, VA: Author. (On reserve in UGRL.)
- A set of required, supplementary readings is available in a course packet that is at Copymat.

OPTIONAL TEXT

- Bear, D., Helman, L. Templeton, S., Invernizzi, M. & Johnston, F. (2007). *Words their way with English Learners*. Pearson. (On reserve in the TRC)

COURSE REQUIREMENTS

1. **Participation.** In this course, attendance and participation are two different things. Class participation is required. Participating effectively in this course means that:
 - you have read the assigned material in advance and are prepared to discuss the material 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; please 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 (e.g., reading the paper, texting, checking or using your cell phone, falling asleep, going online, listening to your Ipod, making remarks to your friends, or doing work for another class), you are choosing inconsiderate behavior and 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, packet or any other materials that are needed that day. This also includes not having done the reading for that day. Please be assured that, from where I stand, it is incredibly obvious if you have not completed the assigned reading or if you do not have your materials.
 - Lecture will provide information that will tie together background, and/or otherwise supplement the course readings and our discussions. During these lecture-discussions, the expectation is that you will ask questions, provide comments, and take notes so that you may use the information in your assignments, for the quizzes and in your future teaching.
 - There will be occasional, brief, out-of-class assignments that will be graded with a +, √, -, or 0 depending upon the quality of your answers and effort. These assignments will also prepare you for quizzes.
 - Merely being present and awake during class does not constitute participating. You must offer constructive comments and ask meaningful

questions in discussions based on course readings and lectures. Ask questions or make comments about the material that will benefit your professional preparation. You also need to participate actively in in-class activities and not simply leave it to your colleagues to carry the load. 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 and fully understand the course material.

- Students are responsible for consulting with the instructor if they are experiencing difficulties with the course work or material.
 - If you miss class, you are responsible for all announcements, assignments, and information presented or discussed in your absence.
2. **Quizzes.** 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.
 3. **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

During Weeks 3-12 of the course, you will engage in classroom observation and instruction with English Language Learners. This will involve the following activities, which will show continuity in terms of linguistic appropriateness, educational appropriateness for your students, and content at grade level. Your compilation of the artifacts from these experiences will constitute your portfolio piece for this course.

4. **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. 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 the apply your understandings to your ENL lesson planning.
5. **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, appropriately incorporating teaching methods and the TESOL Standards. 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 school 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 EL(s). This will include in-depth discussion and assessment of interactions and child products from your teaching.

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 WILL ALSO RESULT IN FAILING THE COURSE.

- a) Lesson #2 and its reflection (after you have implemented the lesson with students) will constitute one part of your portfolio piece for this course.
- b) In addition, you will include your initial and final 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 be due Week 16 and will constitute your final submissions for the e-portfolio requirements.

POINTS ARE ASSIGNED AS FOLLOWS:

<u>Assignment</u>	<u>Points</u>
Participation	90
Quizzes	100
Concept Maps (30 pts each) + Reflective Statement (40 pts)	100
Child Observations (80 points each)	160
Lesson Planning	
Lesson Plans + Lesson Plan Reflections (50 points each)	200
	TOTAL = 650

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

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

- Guidelines and due dates for the 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 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 in order to move on in the program.
- The instructor will not meet with students to discuss or give feedback on course assignments the day before—or the day that—the assignment is due.
- If you are absent on the day of a quiz, you must take the quiz at the next class meeting. All other assignments and in-class presentations must be turned in on the due date given on the assignment sheet.
- There are no make-up points or assignment ‘redo’ opportunities for this course.
- 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. Students are expected to turn in all work at the deadlines specified on the assignment sheets. 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 assignments to which you have forgotten to attach your paper will count as late assignments. There will be no exceptions to this policy.
- The course instructor can only return graded papers directly to the individual student author. Alternatively, the instructor will mail end-of-semester projects to students who provide self-addressed, stamped envelopes.

UNIVERSITY/COURSE POLICIES

Attendance: Each student has two unpenalized absences from campus sessions for the semester. Each additional absence will lower your final grade by 5% per absence. This policy applies to ALL absences. There will be no exceptions to this policy. A doctor's note does not constitute an excused absence; doctors' notes will not be accepted by your instructor.

Full attendance and on-time attendance at TIP experiences is mandatory. 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, oversleeping, personal plans (e.g., travel), 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. Only activities that are University-sponsored and officially documented through the University (with your name included in this documentation) will be considered valid excuses for rescheduling and making up a TIP. Any illness that results in an absence from a TIP experience will require a written doctor's excuse, which you will 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 miss a TIP experience, you must also notify your instructor and the TIP teacher prior to the absence. Not doing so constitutes a breach of professionalism.

Purdue's attendance policy states that students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from classes; all matters relative to attendance are to be arranged between the student and the instructor. In the event of an illness, accident, or emergency, the student should directly contact the course instructor, preferably before class by phone or e-mail. If you cannot contact the instructor, leave a message for the instructor with the secretary or with the Department of Curriculum and Instruction. If you must be absent for more than 5 days because of circumstances beyond your control, contact the course instructor. If you are unable to do this because of circumstances beyond your control, you (or your representative) should contact the Office of the Dean of Students. A member of the Dean of Students staff will notify the instructor of the circumstances; however, this intervention does not change in any way the outcome of the instructor's decision regarding the student's academic work and performance in the course. It is the student's responsibility to personally contact the instructor as soon as possible.

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. Here are ways to get information about changes in this course: your instructor's email address and/ or office phone.

Students are required to visit <http://www.education.purdue.edu/ODFD/resources.html> and review the response procedures for emergencies in Beering Hall. It is necessary that you review these directions within the first week of your Beering classes. If you have any questions see your instructor.

ADAPTIVE PROGRAMS STATEMENT

Students with disabilities must be registered with Adaptive Programs 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 schedule an appointment with your instructor to discuss your needs by the end of the first week of class.

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, 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.]

TENTATIVE COURSE SCHEDULE

Instructors will announce readings for each topic one week in advance as well as the date by which you are to have read each assignment. Instructors reserve the right to add, delete, or rearrange items in this schedule in order to meet the needs of the course and of the students.

TIP dates are indicated below. These dates may change due to unforeseen events. If TIPs are rescheduled, they will always take place on Fridays. Attendance is mandatory. No exceptions will be made.

Week 1: General Introduction to English Language Learning

ELL versus bilingual programs

Class: Concept map of English Language Learning

Week 2: Myths and Truths about Teaching ELLs

Language diversity in the US and in Indiana

Reading:

- demographic information (#2 in course packet)
- excerpt from Nichols and Berliner (#4 in course packet)
- Basic Indiana K-12 financing (#3 in course packet)
- Harper, C. & de Jong, E. (2004). Misconceptions about teaching English-language learners. *Journal of Adolescent & Adult Literacy*, 48(2), 152-162 (in course packet).

Week 3: Supporting Learning for ELLs

Class: terminology in the field; levels of language proficiency

Reading:

- TESOL Standards book, pp. 36-41
- Chapter 1 in SIOP book (pp. 2-15)
- Chapter 6 in SIOP book

Week 4: How language is learned*TIP: Conduct Child Observation #1 in schools*

Class: How first and second languages are learned.

Readings:

- When and How Language is Learned (#6 in course packet)
- Clark (#7 in course packet)
- Excerpts from *English Language Learners' Teachers Guide* (#8 in course packet)
- Fillmore, L.W. (1989). Teaching English through content: Instructional reform in programs for language minority students. (#11 in course packet)

Week 5: Writing and Drawing as Literacy with ELLs*TIP: Conduct Child Observation #2 in schools*

Class: Strategies for multimodal literacy learning

Reading: in course packet

- Kendall, J. & Khuon O., (2005). Speech Emergence. In: *Making Sense: Small-Group Comprehension Lessons for English Language Learners*. Stenhouse. (#9 in course packet)
- Peregoy, S.F. & Boyle, O.F. (2005). Classroom practices for English learner instruction. (#15 in course packet)

Week 6: Teaching science to ELLs

Strategies for teaching science to ELLs; scientific literacy

Readings:

- Gibbons, G. (2002). Writing in a second language across the curriculum. (#12 in course packet.)
- Chapter 4 in SIOP book

Week 7: Teaching Math to ELLs*Present Lesson #1 in TIP classroom*

Strategies for Teaching Math to ELs

Reading:

- Coggins, D., Kravin, D., Coates, G. D., & Carroll, M. D. (2007). Visual learning: Provide mathematical and organizational representations as a regular component of instruction. (#10 in course packet).

Week 8: TESOL Standards

Using the TESOL Standards

Doing assessment through progress indicators

Reading:

- TESOL book pp. 11-44.

Week 9: Teaching Language Arts to ELLs

Class: Speaking and writing in ELL

Readings:

- Bear (also on reserve in TRC): Chapter 3; Chapter 4, 5, 6, or 7 depending upon the level of the students you are teaching. We will discuss this in class.
- Gibbons, G. (2002). From speaking to writing in the content classroom. (#14 in course packet)

Week 10: SPRING BREAK

Week 11: Teaching Social Studies to ELLs

Strategies for teaching social studies to ELs

Reading:

- Chapter 2 in SIOP book

Week 12: Assessment

Frankfort & Klondike TIP: Present Lesson #2 in TIP classroom

Class: Ways of Assessing EL Learning

Reading:

- Chapter 9 in SIOP book

Week 13: Home and School

Earhart TIP: Present Lesson #2 in TIP classroom

Class: How do home expectations intersect with classroom expectations?

Reading:

- Valdés, G. (1996). Education and life chances. From: *Con respeto: Bridging the distance between culturally diverse families and schools* (pp. 169-189). NY: Teachers College Press.

Week 14: YOUR INSTRUCTOR WILL INFORM YOU IF ANY CHANGES WILL BE MADE THIS WEEK DUE TO AERA

Week 15: Special Education and ELLs

Portfolio preparation and concept maps; why are ELLs sometimes viewed as having learning disabilities?

Reading:

- Chapter 10 in SIOP book

Week 16: Portfolio Preparation and Concept Maps

Submit both e-portfolio requirements by May 1 at 5 p.m.

Class: *In-class work on revised concept maps this week.*