



## Graduate Course Syllabus

### EDU 506: Teaching English Language Learners

Center: Online

#### Course Prerequisites

None

#### Course Description

In this course, students will study the history, pedagogy, and techniques for specific ESL/EFL methods and approaches used to teach in culturally diverse classrooms. The course intends to equip mainstream classroom teachers with background, introduction, and understanding necessary to teach EL students. The course will include clarification of issues such as the differences between bilingual instruction and teaching English learners in the classroom. The course will enable teachers to learn how to modify content and scaffold learning for ELs.

#### Course Outcomes

- Demonstrate an understanding of the history of teaching English as a second language (ESL)
- Identify the educational principles underlying second-language acquisition
- Demonstrate an understanding of the pedagogy and techniques for teaching ELLs
- Demonstrate an understanding of lesson planning that includes strategies for teaching, evaluating, and adapting materials for teaching ESL
- Demonstrate an understanding of learning strategies and styles that underlie educational practice
- Cooperatively plan programming for ELLs
- Demonstrate an appreciation of how understanding cultural diversity can favorably impact school success

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

*Not for ESOL Teachers: What Every Classroom Teacher Needs to Know About the Linguistically, Culturally, and Ethnically Diverse Student*

E. N. Welan Ariza

Allyn & Bacon

Second Edition

2010

ISBN: 978-0-13-715455-5

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

### **Grade Distribution**

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	7	25	175
Journals	5	20	100
Activities	4	40	160
Field Experience	1	65	65
Critical Task			
Milestone One	1	30	30
Milestone Two	1	60	60
Milestone Three	1	60	60
Critical Task Submission	1	350	350
		<b>Total Course Points:</b>	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

<i>Total Points. 1,000</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
I	Incomplete			
IF	Incomplete/Failure*			
W	Withdrawn			

\*Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

### Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk & Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

**Note:** All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

### Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	<p>Bilingual and Multilingual Education</p> <p>1-1 Discussion: History of Diversity in American Education: Who Are Our Diverse Learners?</p> <p>1-2 Journal: Anticipation Guide</p> <p>1-3 Critical Task: Review</p> <p>1-4 Field Experience: Placement</p>
2	<p>Cultural Diversity in the Mainstream Classroom</p> <p><i>Not for ESOL Teachers</i>, Chapters 1, 2, and 3</p> <p>2-1 Discussion: Who Are Our Diverse Learners?</p> <p>2-2 Milestone One: Draft of Ideas</p>
3	<p>Literacy and the English Language Learner</p> <p><i>Not for ESOL Teachers</i>, Chapter 9</p> <p>3-1 Discussion: Language-Rich Spaces and Activities</p> <p>3-2 Activity: Applying Strategies</p>
4	<p>Creating an Inclusive Climate</p> <p><i>Not for ESOL Teachers</i>, Chapters 6 and 13</p> <p>4-1 Activity: Inclusive Climate</p> <p>4-2 Milestone Two: Lesson Plan Draft One</p>
5	<p>Second-Language Acquisition: Cognitive and Psychological</p> <p><i>Not for ESOL Teachers</i>, Chapter 5</p> <p><i>Classroom Instruction That Works With English Language Learners</i>, Chapters 2 and 4</p> <p>5-1 Discussion: Language Acquisition</p> <p>5-2 Journal: Video Log</p>
6	<p>Assessment: What Do We Know? What Do We Need to Know?</p> <p><i>Not for ESOL Teachers</i>, Chapter 11</p> <p><i>Classroom Instruction That Works With English Language Learners</i>, Chapter 3</p> <p>6-1 Discussion: Assessment</p> <p>6-2 Journal: Video Log</p>
7	<p>Research-Based Instructional Practices: Sheltered Instruction</p> <p>7-1 Milestone Three: Lesson Plan Draft Two</p> <p>7-2 Activity: Research-Based Instructional Practices</p>
8	<p>Diverse Learning Styles and Differentiated Instruction</p> <p><i>Not for ESOL Teachers</i>, Chapter 8</p> <p><i>Classroom Instruction That Works With English Language Learners</i>, Chapters 6, 7, and 8</p> <p>8-1 Discussion: Differentiation and Diversity</p> <p>8-2 Journal: Field Experience</p> <p>8-3 Activity: Models of Instruction</p>
9	<p>ELL Students: Beyond the Content</p> <p><i>Not for ESOL Teachers</i>, Chapter 10</p> <p>9-1 Journal: Video Log</p> <p>9-2 Critical Task: Lesson Plans Chalk &amp; Wire Submission</p> <p>9-2 Critical Task Submission: Lesson Plans</p>

10	Building Bridges: Partnering With Families <i>Not for ESOL Teachers</i> , Chapter 12 <i>Classroom Instruction That Works With English Language Learners</i> , Chapter 12 10-1 Discussion: Building Relationships 10-2 Field Experience: Chalk & Wire Submission 10-2 Field Experience Submission
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### **Critical Task: Lesson Plans**

The critical task for this course is the creation of three lesson plans that will demonstrate your understanding of the unique requirements and accommodations for the English language learner with regard to accessing content knowledge. You will utilize your field experience observations for one of your lesson plans. The other two lesson plans will be based on your choice of three case studies provided.

### **Attendance Policy**

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

### **Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

### **SNHU College of Online and Continuing Education Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: [oad@snhu.edu](mailto:oad@snhu.edu)

For questions concerning support services, documentation guidelines, or general disability issues, visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability Services](#) webpage.

### **Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **SNHU College of Online and Continuing Education Withdrawal Policy**

Review the [full withdrawal policy](#).

### **Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

### **Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please email [assessmentcalibration@snhu.edu](mailto:assessmentcalibration@snhu.edu).