



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 in Blackboard 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 forum in Blackboard 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 |
| | | Total Course Points: | 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 Course Information area in the Assignment Guidelines and Rubrics folder.

Chalk & Wire

Specific assignments in this course are to be submitted to Chalk & Wire, the University's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the [School of Education Portal](#) and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk & Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

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

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board 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 in Blackboard.

| 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 <i>Not for ESOL Teachers</i>, Chapter 10</p> <p>9-1 Journal: Video Log</p> <p>9-2 Critical Task: Lesson Plans Chalk & Wire Submission</p> <p>9-2 Critical Task Submission: Lesson Plans</p> |
| 10 | <p>Building Bridges: Partnering With Families <i>Not for ESOL Teachers</i>, Chapter 12</p> <p><i>Classroom Instruction That Works With English Language Learners</i>, Chapter 12</p> <p>10-1 Discussion: Building Relationships</p> <p>10-2 Field Experience: Chalk & Wire Submission</p> <p>10-2 Field Experience Submission</p> |

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 to Blackboard 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](#).

Diversity and Disability Statement

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns. We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services.

SNHU does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, citizenship, marital status, gender identity or expression, sexual orientation, veteran/military status, or genetic information in its programs and activities. Requests for disabilities accommodations within COCE should be directed to:

Disability Resource Center (DRC)

(866) 305-9430

(877) 520-8916 (fax)

drc@snhu.edu

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns. We look forward to hearing from you.

Complaints regarding discrimination and accommodations should be directed to:

(603) 645-9664

(603) 645-9717 (fax)

adacompliance@snhu.edu

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](#).

Assessment Calibration and 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 contact the assessment calibration administrator at assessmentcalibration@snhu.edu. See [this document](#) for more information.