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|  | **MCTE 305 Course Syllabus**  **Teaching English Language Learners**  **Fall 2022** |

**Instructor: Michelle Holschuh Simmons, Ph.D.**

**Email:** [**msimmons@monmouthcollege.edu**](mailto:msimmons@monmouthcollege.edu)

**Class time/place: T-Th 9:30-10:45 Wallace 201**

**Office: Wallace 209B**

**Office phone: (309) 457-2153**

**Cell phone: (309) 264-9728**

**Office hours: Monday, Wednesday, Friday, 8:00-10:00 AM, and by appointment. Occasionally I need to be off campus, but I am generally available in my office every day, Monday through Friday, from about 7:30 to about 4:00.**

**Official Catalog Description**

Academic success in mainstream classes is the ultimate goal for English Language Learners

(ELLs). The intent of this course is to guide the course participants through a process of exploring, shaping, and theorizing about the classroom practice of teaching ELLs in their K-12 classrooms. Participants will study the foundations of basic language development and acquisition which enables educators to develop appropriate instructional strategies to assess students’ knowledge, identify objectives, and develop differentiated practices that address various levels of language proficiency; learn about and practice research-based pedagogical practices which inform a variety of approaches and activities that promote comprehension in the content areas; examine and understand the various dimensions of cultural identity, including one’s own, and apply this knowledge to their thinking and behavior as teachers of linguistically diverse students. The participants will discuss articles of current best practices, observe students and teachers in the classroom setting, tutor ELLs and begin to develop their own ESL teaching practices, reflection, and integration of theory and classroom practice with a focus on using technology to meet these goals.

**Course Materials**

* Required text: Haynes, J. & Zacarian, D. (2010). *Teaching English Language Learners Across the Content Areas.* ASCD.
* We will use a collection of book chapters, journal and magazine articles, videos, and websites over the course of the semester. PDF copies and links to all readings/videos will be available on the course GoogleClassroom site. Please print all articles so you can annotate them.

**Relevant Teaching Standards**

| Monmouth College Teacher Education Conceptual Framework |
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| Standard |
| *Knowledge*  K1. Candidates exemplify an awareness of the larger cultural, cognitive, and linguistic contexts within which learning occurs.  K3. Candidates exhibit knowledge of learning theories and their relevance to cognitive, social, and emotional development.  K4. Candidates understand a variety of contemporary instructional planning and design strategies that are appropriate for their students  K6. Candidates understand a variety of differential instructional strategies and the corresponding effects on student learning. |
| *Experience*  E1. Candidates are enthusiastic in their passion for teaching.  E6. Candidates regularly create instructional opportunities that are adaptive to diverse (e.g., cognitive, linguistic, cultural) learners.  E7. Candidates create a learning environment that encourages positive social interaction and active engagement in learning.  E8. Candidates exhibit knowledge of appropriate technology and use it to enhance teaching and learning. |
| *Professionalism*  P3.Candidates effectively communicate with students, parents, colleagues, and others to support and enhance learning communities. |

| Illinois Professional Teaching Standards  23 Illinois Administrative Code, Part 24, Section 130 |
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| Standard |
| *Relevant Illinois Professional Teaching Standards*  1E understands the impact of linguistic and cultural diversity on learning and communication;  1K facilitates a learning community in which individual differences are respected; and (performance)  1L uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. (performance)  2H understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.  6C understands communication theory, language development, and the role of language in learning;  *Relevant Illinois Social and Emotional Learning Standards*  1B: Recognize personal qualities and external supports.  2A: Recognize the feelings and perspectives of others.  2B: Recognize individual and group similarities and differences.  2C: Use communication and social skills to interact effectively with others. |

**Overarching Course Goals**

By the end of the course, candidates will:

1. Understand communication theory, language development, and the role of language in learning.
2. Know the process of second language acquisition and strategies to support the learning of students whose first language is not English.
3. Recognize how student learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
4. Develop culturally appropriate resources to help meet the linguistic, academic, and social needs to ELLs using appropriate technology.

**Course Requirements**

*All assignments are required in this course. I reserve the right to adjust project guidelines, due dates, and scope of assignments, but I will notify students of those changes in writing well before affected due dates.*

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| **Assignment** | **Weight** |
| Presentation | 10 |
| Informal Writing Assignments | 20 |
| Final Exam | 35 |
| Lesson plan and connection paper | 25 |

**Grading Scale**

93-100= A 87-89 = B+ 77-79 = C+ 67-69 = D+ 59 and below = F

90-92 = A- 83-86 = B 73-76 = C 63-66 = D

80-82 = B- 70-72 = C- 60-62 = D-

**Course Policies**

**Attendance policy**

Students are expected to thoroughly prepare for and actively participate in class. Thorough preparation minimally includes reading and engaging with all required assigned readings (i.e., annotating in the margins) before each class. Additionally, students may need to review previous class notes, and read and annotate additional outside reading/research. Active participation includes bringing readings to class, taking notes, being attentive and consistently participating in whole and small group class discussions by asking and answering questions and comments raised by others.

**Note:** I understand that occasionally you may need to miss class. Although absences may be unavoidable and may be excused, missed participation in course activities cannot be made up and will impact your final grade. **No more than two unexcused absences are permitted. On the fourth and all subsequent absences, students’ grades will drop one full grade (an A- to a B-, or a B+ to a C+, etc.). As a courtesy, please email me before class if you will be absent.**

**Course schedule**

A week-by-week course schedule with all due dates, readings, and assignments will be available both in paper and online through our GoogleClassroom class site.

**Late assignments**

I will accept late submissions on select course assignments within a reasonable amount of time, **if you have made prior arrangements with me.** Assignments submitted late without prior arrangement with me will incur a 10% grade deduction per day. Daily assignments are not eligible for extensions, and may earn a maximum of 50% credit if they are submitted after the deadline.

**Academic Integrity**

From the Monmouth College Academic Honesty Policy:

We view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally - will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student’s responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor’s syllabus.

The following areas are examples of violations of the academic honesty policy:

* Cheating on tests, labs, etc.;
* Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
* Improper collaboration between students, i.e., not doing one’s own work on outside assignments specified as group projects by the instructor;
* Submitting work previously submitted in another course, without previous authorization by the instructor.”

Please note that this list is not intended to be exhaustive.

The complete Monmouth College Academic Honesty Policy can be found on the College web page by clicking on “Student Life” then on “Scot’s Guide” in the navigation bar to the left, then “Academic Regulations” in the navigation bar at the left. Or you can visit the web page directly by typing in this URL: <https://ou.monmouthcollege.edu/life/residence-life/scots-guide/academic-regulations.aspx>

In this course, any violation of the academic honesty policy will have varying consequences depending on the severity of the infraction as judged by the instructor. Minimally, a violation will result in an “F” or 0 points on the assignment in question. Additionally, the student’s course grade may be lowered by one letter grade. In severe cases, the student will be assigned a course grade of “F” and dismissed from the class. All cases of academic dishonesty will be reported to the Associate Dean who may decide to recommend further action to the Admissions and Academic Status Committee, including suspension or dismissal. It is assumed that students will educate themselves regarding what is considered to be academic dishonesty, so excuses or claims of ignorance will not mitigate the consequences of any violations.

**Course Engagement Expectations**

Students should expect to work an average of 11 hours each week for this course, including the 2.5 hours of class time. Approximately 8 hours of out-of-class time each week will be needed to complete reading assignments, engagement in out-of-class assigned experiences, and preparation of course materials for presentation and evaluation.

**Instructional and Personal Assistance at Monmouth College**

**Title IX:**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. Students may speak to someone confidentially by contacting the Friends Hotline at 309-337-3160 or the Victim Services 24/7 hotline at 309-837-5555.

**Tutoring/SI Leaders:**

In-person and online tutoring and supplemental instruction sessions will be available as listed on the schedule.

**Student Success at Monmouth College:**

Student Success & Accessibility Services offers FREE resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes as well as Drop-In tutoring. Our office is here to help all students excel academically, so everyone can work toward better grades, practice stronger study skills, and manage their time better.

**Accessibility Services:**

If you have a disability or had academic accommodations in high school or another college, you may be eligible for academic accommodations at Monmouth College under the Americans with Disabilities Act (ADA). Monmouth College is committed to equal educational access. To discuss any of the services offered, please call Student Success & Accessibility Services. SSAS is located in the ACE space on the first floor of the Hewes Library, opposite Einstein’s Bros Bagels. They can be reached at 309-457-2257 or via email at: [ssas@monmouthcollege.edu](mailto:ssas@monmouthcollege.edu)

**Counseling Services**

Monmouth College provides cost-free, professional mental health counseling to support you and to help you manage challenges that may impact your personal and academic success. The Counseling Center is located in the upper level of Poling Hall, offices 204 and 216, and the hours are Monday-Friday, 8:30 am-5:00pm. To request a confidential appointment on-line, click on this link <https://titanium.monmouthcollege.edu/> or email [counselingcenter@monmouthcollege.edu](mailto:counselingcenter@monmouthcollege.edu), Cindy Beadles at ([cbeadles@monmouthcollege.edu](mailto:cbeadles@monmouthcollege.edu)) or Tom Caudill at ([tcaudill@monmouthcollege.edu](mailto:tcaudill@monmouthcollege.edu).

**Writing Center:**

Writing Tutoring: Available in-person as well as online. No appointments are necessary for in-person tutoring. Email Dr. Shweta Arpit Srivastava ([ssrivastava@monmouthcollege.edu](mailto:ssrivastava@monmouthcollege.edu)) for online appointments. Scheduling online appointments may take up to 48 hours.

Hewes Library:

Librarians are available to help you with your research project. They can help you explore a topic, find information to support your argument, assist with citing your sources, and much more! Email [reference@monmouthcollege.edu](mailto:reference@monmouthcollege.edu) to set up a personal consultation OR visit/call the Hewes Library reference desk during scheduled hours. (309)457-2301

Research Desk Schedule

Sunday:  Noon - 4:30pm, 6:30pm - 9pm

Monday – Thursday:  9am – noon, 1:30pm-4:30pm, 6pm - 9pm

Friday:  9am – noon, 1:30pm-4:30pm

Saturday:  No reference service