

# **EDC F 382S – Methods of Teaching English as a Second Language Unique # 73765**

## **Summer 2020**

**Dates/Times** M-F 8:30-11:30 June 4 – 22, 2020

**Instructor** Dr. Haydée Marie Rodríguez      Office of Bilingual Education, SZB 440D  
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Off. Hours: M-F 12:00-1:00 by appointment

**Required Texts** Levine, L. & McCloskey, M. L. (2013). Teaching English Language and Content in Mainstream Classes/One Class Many Paths (Second Edition). New York, N.Y.: Pearson.

Herrell, A. & Jordan, M. (2020). 50 Strategies for Teaching English Language Learners (Sixth Edition). Upper Saddle River, New Jersey: Pearson Education, Inc.

### **Course**

**Description** This course will enrich the participants' practice and expand their knowledge by making connections between theory and methodology for teaching English Language Learners (ELLs) in public school classrooms. The course will emphasize the needs of ELLs in academic instruction, with a focus on language and literacy integration throughout the curriculum, content ESL, and reading and writing strategies for English language learners. The course will provide in-depth exploration of how to make connections from research to effective and successful classroom practice. The highly interactive and experiential nature of the course will provide opportunities to expand instructional strategies and content integration skills. Furthermore, purposeful reflection is required to better equip participants with tools for relevant instruction of English language learners that demonstrates exemplary practice.

**Objectives** Participants will gain an understanding of the theory and practice of English as a Second Language instruction by:

- Making first and second language acquisition connections
- Exploring a number of classroom practices for English language learner (ELL) instruction
- Examining oral language development and literacy development in ELLs
- Exploring how to infuse culturally relevant instruction across the curriculum
- Planning content reading and writing strategies for ELLs

- Planning for on-going authentic assessment
- Becoming familiar with SBEC standards for ESL
- Becoming familiar with the national, state (ELPS), and local ESL standards

## **Attendance**

PDS Policy: The **recommended** PDS policy for attendance is as follows: Attendance is mandatory and arriving on time and staying the full length of the class is required.

- There are no unexcused absences.
- You are allowed one excused absence for the semester (see below).
- Subsequent excused absences will be at the discretion of the instructor
- Each unexcused absence will mean a deduction of  $\frac{3}{4}$  letter grade in your final grade.
- More than 3 absences (including excused and unexcused) will result in a failing grade for the class.

[Insert your policy about students contacting you, providing letters from doctors, make up work, etc.]

- A pattern of tardiness or early departures will affect your grade.
- Excessive tardies or early departures (3 or more) also constitutes an unexcused absence.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences (see below for more detailed info).

Excused Absence: The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

If you have to be absent, use your resources wisely. Ask your classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. “What did I miss?” is not specific enough.

## **Laptop Etiquette**

Laptops must only be used in appropriate ways and at appropriate times.

Please refrain from surfing the net, IM-ing, checking e-mail, shopping, doing research, downloading pictures or videos, or completing assignments for other classes at times when you need to be participating in class and taking responsibility for your learning and professional development.

## **Students with**

**special needs** At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by

the Services for Students with Disabilities (SSD) Office. To ensure that the most appropriate accommodation can be provided, students should contact the SSD Office at 471-5259 or 471-4641 TTY.

<b>Academic Honesty</b>	Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. All assignments should be the original work of the student.
<b>Course Evaluations</b>	The course will be evaluated by using the short version of the Course Instructor Survey from the UT office of Measurement and Evaluations
<b>Care Counseling</b>	CARE is a program through the UT Counseling and Mental Health Center. It is common to need support when dealing with feelings and problems that seem beyond your control. CARE Counselors are available to help with a variety of issues that may serve as a barrier to your academic success. Your CARE Counselor in the College of Education is Danie White, LPC, LMFT. Her office is in the George I. Sanchez Building, SZB 212E. To schedule an appointment, call 512-232-6862 and ask to schedule a CARE appointment. If you leave a voice mail, please include your name, EID, and contact number. Walk-in hours are also available on Tuesdays and Fridays from 1 – 2 PM. You will check-in at the College of Education's Student Division in SZB 216, and they will let Danie know you're waiting. All services are confidential. None of your information will be shared without your written consent. Come by and see us, we are here to listen.

### **Student Rights and Responsibilities**

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.

- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

### **Personal Pronoun Use (She / He / They / Ze / Etc)**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center. <http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

### **University Resources for Students**

#### **Services for Students with Disabilities**

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. For more information, visit <http://ddce.utexas.edu/disability/about/>.

#### **Counseling and Mental Health**

Counselors in Academic Residence Program (CARE)

CARE is the university's Counseling and Mental Health Center program that was created in collaboration with the Office of the Provost. CARE's primary mission is to provide access to mental health support for students who are struggling emotionally and/or academically. The College of Education CARE counselor, Danie White, has regular office hours 1-2p.m. T/F in SZB 212E, 512.232.6862 or [dlwhite@austin.utexas.edu](mailto:dlwhite@austin.utexas.edu).

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

### **The Sanger Learning Center**

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

### **Other Resources**

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

### **BeVocal**

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: [wellnessnetwork.utexas.edu/BeVocal](http://wellnessnetwork.utexas.edu/BeVocal).

### **Important Safety Information**

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)

### **Title IX Reporting**

Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

### **Cross-Cutting Themes and Creed**

The teacher preparation program at The University of Texas at Austin is committed to creating a society that is more just, caring, inclusive, and democratic through transformation of educational practices. Too often, universities and schools have engaged in racist and other oppressive practices that replicate and perpetuate the status quo in our society, rather than working against inequities. We believe there is a more powerful path. Following The University of Texas motto, “What starts here changes the world,” we teach to change the world.

Schools, districts and universities are located within oppressive social, economic and political systems. Teachers must recognize the oppressive conditions that many families and communities experience related to their identities—racial, ethnic, linguistic, social class, religious, gender, sexual orientation, immigrant status, abilities, and other positions in society. At the same time, teachers must recognize the cultural and linguistic wealth that exists in these communities, along with their histories of resilience and resistance in the pursuit of justice. Understanding these critical perspectives on society, culture and schooling is critical for teachers’ development and enactment of curricular and pedagogical knowledge across school subjects, such as reading, language arts, social studies, science and mathematics.

We practice vision, courage, and determination because these stances and practices require a lifelong commitment and ongoing, critical inquiries in our personal and professional lives. As teachers, we serve our students well by cultivating in them these same commitments and capacities.

As educators we are committed to educational change that allows us to enact our vision for teacher preparation. Identities, Values, and Practices serve as our guide, as we are always in process. While listed separately the themes are deeply connected, so to work on one is to work on many.

	Theme Statement	Creed Statement
<b>Who are we? Identities</b>	We are continuously examining how our identities <sup>1</sup> sometimes afford us privileges and other times, result in oppression. We recognize that our personal identities are deeply connected to our professional identities, and contribute to how we work with our students, communities and colleagues.	<b>I am self-aware.</b> I recognize who I am and who I am becoming in terms of my multiple identities.
	We research and inquire to better understand our students, curriculum and teaching across school subjects <sup>2</sup> , and our own dispositions and practices as teachers. We continue to grow our professional identities to support our work of building inclusive and anti-oppressive classrooms, schools, and local and global communities.	<b>I am a learner.</b> I will grow my teaching into more powerful practices and share them with others.
<b>What do we value? Values</b>	We value educational justice, inclusiveness and continuous learning, and we are committed to being teachers who take on the challenges and risks associated with teaching in service of these values.	<b>I value courage and determination.</b> I will view all challenges that confront me as opportunities to grow and change.

	We value the multiple cultures, languages, knowledges, and experiences of our students and the communities we work alongside, and we see these as essential to a healthy and productive society.	<b>I value learners' differences as strengths.</b> I will respect and engage with differences and will craft my teaching to build upon and sustain the abilities, cultures and languages my students bring to school.
	We value shared responsibility over individual accountability within educational systems. As teachers, we are committed to working collaboratively with our students, teacher colleagues, families, and communities in the pursuit of our collective growth and well-being.	<b>I value shared responsibility.</b> I will hold myself responsible for all my teaching and will share in this responsibility with others to build a community that contributes to the growth and well-being of students.
<b>What do we practice? Practice</b>	We continuously reflect on how our diverse perspectives and identities <sup>1</sup> matter when working with others, including students, families and colleagues. This continual reflection allows us to build trusting relationships and engage in humanizing practices.	<b>I practice reflection on action.</b> I will build humanizing practices and trusting relationships through my ongoing critical reflection.
	We recognize students' identities <sup>1</sup> and strengths and honor the resources they bring. We question the materials, curriculum, and instructional methods that are in place. We continually adapt and redesign our teaching practices in response to changing opportunities and demands in our transnational society. We dream of possibilities for students' educational futures.	<b>I practice imaginative change.</b> I will imagine the possibilities of a student-centered curriculum that is transformative for students and our collective communities.

We will be the teachers who, working with families, communities and our colleagues, teach to change the world.

<sup>1</sup>racial, ethnic, linguistic, religious, gender, sexual orientation, social class, immigrant status, abilities, and other positions in society.

<sup>2</sup>reading, language arts, social studies, science and mathematics anchored in critical perspectives on society, culture and schooling



**Course Evaluations** The course will be evaluated by using the Course Instructor Survey from the UT office of Measurement & Evaluation on the last day of class.

**Grades** Grades will be based on accumulation of points and according to the following scale based on possible points for course assignments, attendance, and in-class participation.

A- (450-467)    A (467-500)  
 B- (400-417)    B (418-435)    B+ (436-449)  
 C- (350-367)    C (368-385)    C+ (386-399)  
 D (300-349)  
 F (0-299)

## Course Requirements

In order for you to explore how theoretical frameworks for the instruction of English language learners and research-based methodology shape your practice, several assignments focus on exploring strategies used in ESL contexts for the instruction of ELLs. The required documents you will prepare should demonstrate acquisition of knowledge and reflection upon class topics. Please note that 10 points will be deducted for each late day in turning in work. Course requirements are as follow:

### I. Class Participation

The highly interactive nature of the in-class activities will require your active participation on a daily basis. You must be in attendance and you must have read the assigned readings to contribute effectively in class. **Please refer to the classroom participation rubric below: (100 pts.)**

#### Class Participation Rubric

**Attendance (5 points daily x 12 days= 60 points):** Daily attendance and punctuality will be expected and recorded on class sign-in sheets. Two absences will automatically drop your grade one letter grade. It is your responsibility to review the material from the missed class and find out from your peers or Canvas about announcements or changes to the syllabus. The instructor will not be able to catch you up with missed work.

**Participation (40 pts.):** Your participation grade will be evaluated at the end of the course and will be based on the quality of your contributions in whole class discussions and group activities. Given the subjectivity of this requirement, make your contributions memorable, relevant, well informed, and thoughtful.

**Class Participation Rubric**

Criterion	10 points	8 points	6 points	0 points
<b>Integration of class readings into participation</b>	often cites from readings; uses readings to support points; often	occasionally cites from readings; sometimes uses readings to support points;	rarely able to cite from readings; rarely uses readings to support points; rarely articulates critical points from	unable to cite from readings; cannot use readings to support points; cannot articulate critical points from

	articulates critical points from readings relevant to topic at hand	occasionally articulates critical points from readings relevant to topic at hand	readings relevant to topic at hand	readings relevant to topic at hand
<b>Interaction/participation in classroom discussions</b>	always a willing participant, responds frequently to questions; routinely volunteers point of view	often a willing participant, responds occasionally to questions; occasionally volunteers point of view	rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view	never a willing participant, never able to respond to questions; never volunteers point of view
<b>Interaction/participation in classroom and group learning activities</b>	always a willing participant; always acts appropriately; responds frequently to questions; routinely volunteers point of view; always makes meaningful contributions to the group	often a willing participant; acts appropriately; responds occasionally to questions; occasionally volunteers point of view, occasionally makes meaningful contributions to the group	rarely a willing participant, occasionally acts inappropriately; rarely able to respond to direct questions; rarely volunteers point of view, rarely makes meaningful contributions to the group	never a willing participant, often acts inappropriately during role plays; etc., never able to respond to direct questions; never volunteers point of view, never makes meaningful contributions to the group
<b>Demonstration of professional aptitude professional attitude</b>	always well prepared for class; always arrives on time; always listens attentively; always communicates well with instructors and team members	rarely unprepared; rarely arrives late; rarely distracted during class; listens attentively most of the time, usually communicates well with instructors and team members	often unprepared; occasionally arrives late; occasionally distracted or sleeps during class; occasionally uses laptop or other electronic devices inappropriately during class; often fails to communicate with instructors or team members	rarely prepared; often arrives late; often distracted or sleeping during class; often uses laptop or other electronic devices inappropriately during class; almost never communicates effectively with instructors or team members

## II. Language Development Plan

You will develop an English Language Development Plan for your classroom. The plan must make reference to specific relevant factors when planning for the instruction of English Language Learners in your content area. Please use these guidelines as you begin to develop your thoughts for your classroom language plan. Note that these are **guidelines** intended to facilitate your thought process and you should use what is relevant to your unique situation.

### Language Development Plan Guidelines

- What type of education program design does your campus/district ascribe to? How does it determine/shape what you do in the classroom?
- How will you plan for a positive language learning environment?
  - Think of strategies, materials and activities.
  - Consider the routines and procedures in your classroom.
  - Consider the physical organization of your classroom.
- How will you handle errors?
  - Will you have a classroom routine/procedure/policy to address errors?
- How will you integrate culture in your classroom?
  - Think of strategies, activities, materials

- How will you become a cultural mediator?
  - How will you connect to the homes/families of your students?
  - How can your campus support the education of ELLs?
  - How can the community support the education of ELLs?
- How will you plan for classroom management that builds community?
  - Social integration
  - Grouping
  - Match Learning Styles
- What are your “teacher tools” to promote oral language development in your classroom? How will you use these tools to scaffold your ELL students?
- How will you assess oral language to determine the oral language development stages of your ELLs and plan instruction accordingly for the demands of the content areas?
- How will you use reading and writing to develop language and literacy?
  - What approaches will you use?
  - What strategies will you use (consider the language and literacy stages of your ELLs)?
  - Think about how you will use the physical space in the classroom.
- How will you use what you know about your ELLs in planning, reading and writing activities?
- How will you assess the progress of your ELLs?
  - What classroom performance-based tools will you use?
  - How often will you assess and what?
  - How will you use assessments to inform your planning?

**Please refer to the evaluation rubric below: (100 pts.)**

\*The Language Development Plan should be presented as a paper with sections/subtitles for the topic discussed. **A detailed rubric is provided for you in the Appendix.** The following is the expected structure:

<b>Plan components:</b>	<b>Comments:</b>	<b>Points:</b>
1. Description of the classroom and students. (5)		
2. Organizational diagram w/ rationale for ELLs. (5)		
3. Description of how language and content are integrated in instructional activities with rationale for ELLs. (20)		
4. Culture and funds of knowledge of the ELLs addressed in the social and instructional aspects of the plan. (20)		
5. Description of oral language development		

activities w/rationale for ELLs. (30)		
6. Assessments planned for ELLs. (20)		

### III. Modified Lessons

You will modify two lessons (**50 points each**) you have planned in previous semesters to make it relevant for ELLs in your classroom. You can use any lesson plan format as long as you include the basic elements of a lesson (please refer to rubric below). Your lessons will be shared with a peer in class to present you with an opportunity for evaluation/reflection.

#### Lessons' Rubric

Content	Comments	Points
<b>Focus</b> – Establishes importance of lesson and makes connections to <b>prior knowledge</b> . Secures students' attention. (5 pts.)		
<b>Learning Objectives</b> – TEKS/ELPS and expectations for demonstration of learning (2 pts.)		
<b>Vocabulary</b> - Identifies vocabulary and how it will be addressed (5 pts.)		
<b>Instructional Strategies</b> – Makes use of a variety of instructional strategies (for language/literacy and content development) (10 pts.)		
<b>Guided Practice</b> – Provides explanations, demonstrations, and models during the lesson. Provides opportunities for students to practice while providing feedback and support. (5 pts.)		
<b>Independent Practice</b> – Provides opportunities for individual practice of skills. (5 pts.)		
<b>Assessment</b> – Uses a variety of alternative assessments with the learner at the center (5 pts.)		
<b>Closure</b> - Summarizes/ Reviews important concepts and ideas. Repeats learning objectives and makes connections to future learning. (3 pts.)		
<b>Evaluation/Analysis of lesson</b> - Show how you thought about the activities, materials, and relevancy of the lesson for ELLs. Considers how it can be improved in the future. (10 pts.)		

## IV. Modeling a Strategy

Based on the required text, Herrell, A. & Jordan, M. (2012). 50 Strategies for Teaching English Language Learners (Fourth Edition). Upper Saddle River, New Jersey: Pearson Education, Inc., you will model the assigned strategy in class by conducting a brief activity. The activity used to model the strategy is planned and implemented in pairs. You should also highlight why the particular strategy is helpful to ELLs. The modeling of a strategy in class should not take longer than 10 minutes. **(100 pts.)**

### Modeling a Strategy Rubric

Category	Excellent (10)	Good (8)	Fair (6)	Poor (4)	Points (50)
Organization	Well structured/Used time wisely	Mostly structured	Somewhat structured	Unstructured/No logical order/Goes over time limit	
Comprehensibility	Clear and easy to follow	Mostly clear/Some confusion in the presentation	Somewhat clear	Unclear and confusing. Listener unable to follow	
Presentation	Shows depth of thought	Limited development of ideas	Shows some understanding of strategy	Shows surface knowledge only	
Use and Variety of Materials	Useful and attractive/engaging	Mostly useful	Somewhat inadequate	Inadequate and not engaging	
Pair work	Both individuals contributed equally/Both offered relevant comments	Both individuals contributed somewhat equally	Individual contributions did not flow smoothly/some confusion	Pair did not seem as a team/somewhat disconnected	

## VI. Photo essay

Using your smart phone, digital camera, iPad, etc. you will develop a photo essay based on a neighborhood walk of the school community of a school you have been placed at in the past two semesters and you will present it in class. You should have a student in mind that you can make connections to in your presentation. You should have at least 10 pictures and offer a reflection and comments while you display your essay. You will have a maximum of 10 minutes for your presentation **(100 points)**. The following is the rubric:

Category	Excellent (20)	Good (18)	Fair (16)	Poor (12)	Points
<b>Presentation</b> /How well is the story told?					
<b>Appeal</b> /Are the pictures engaging?					
<b>Information</b> /Does it convey information about the community?					

<b>Creativity</b> /Organized in a way that fosters thoughts about community issues/uniqueness					
<b>Impact</b> /Makes connections to possible funds of knowledge of students who reside in the community					

**\*TENTATIVE CALENDAR OF READINGS AND ACTIVITIES**

<b>Date</b>	<b>Topics/Readings/Due Dates</b>
June 4	Welcome/Introductions/Course Overview ESL Supplemental/Certification/State & National Standards Becoming Familiar with the ELPS / <b>Levine &amp; McCloskey- Chapter 1/ELPS Resource Supplement</b>
June 5	Second Language Acquisition in the Classroom <b>Levine &amp; McCloskey- Chapter 2</b> Who are your English Language Learners? Culture/Funds of Knowledge- Home and Community- <b>Levine &amp; McCloskey-Chapter 3/García</b>
June 8	Oral Language Development/ <b>Levine &amp; McCloskey- Chapters 5 &amp; 6/ Motha /Strategy Presentation-Vocabulary Role Play</b>
June 9	Content Vocabulary Development in ESL/Levine/McCloskey-Chapter 7/ <b>Strategy Presentation-Levelled Questions</b>
June 10	<b>Language Development Plan Workshop/ Classroom Management and ESL Levine &amp; McCloskey- Chapter 4 /Strategy Presentation-Story Reenactment/Lesson 1 Due</b>
June 11	Literacy Development and ELLs/ <b>Levine/McCloskey- Chapter 8 &amp; 9/ Strategy Presentation-Culture Studies</b>
June 12	Content Area Instruction/ <b>Chamot- Chapter 11(Social Studies) Chamot-Chapter 8 (Language Arts)-Strategy Presentation-Attribute Charting</b>
June 15	Content-Language Integrated Lessons/ <b>Levine/McCloskey- Chapter 10-Strategy Presentation-GIST: Exploring Tough Text</b>
June 16	Neighborhood Walk ( <b>Outside Lies Magic on Canvas</b> ) <b>Lesson 2 Due</b>
June 17	Assessment in the ESL Integrated Classroom/ Chapter 11/ Levine/McCloskey/ <b>Chapter 6-Chamot-Strategy Presentation-Preview/Review</b>
June 18	Thematic Instruction/ Chapter 12 - Levine/McCloskey
June 19	<b>Photo Essay Presentations</b>
June 22	<b>ESL Supplemental # 154 Mock Test/Wrap-up/Course Evaluation/Language Development Plan Due</b>

*\*Please note that this is a tentative calendar. Changes to the calendar are possible due to the pace at which material is discussed satisfactorily in class. It is the participant's responsibility to keep up with readings and due dates of assignments.*

*\*\*Indicates a reading found on our Canvas site under the Files section.*

## Appendix A

<b>Plan components and Points Value:</b>	<b>CONTENT YOU MUST HAVE</b>	<b>Minimum Page #</b>
1. Description of the classroom and students. (5)	<ul style="list-style-type: none"> <li>You must describe the language practices in your classroom (what languages do students speak or can speak).</li> <li>Who are the students in your classroom- their backgrounds, gender, race and academic level.</li> <li>You must include a description of your school population.</li> <li>You must describe the language model being used in the classroom (sheltered instruction, pull-out, etc.).</li> </ul>	No page limitation but at least 1 page, double spaced
2. Organizational diagram w/ rationale for ELLs. (5)	<ul style="list-style-type: none"> <li>You must have a visual diagram.</li> <li>Rationale must explain specifically how the room is set up for English Language Learners.</li> </ul>	1 page for diagram At least 1 page for rationale, double spaced
3. Description of how language and content are integrated in instructional activities with rationale for ELLs. (20)	<ul style="list-style-type: none"> <li>Provide a description of 3 classroom activities (specific to your content area) and how the activity addresses both content and language development. Each activity should include sentence stems for language development.</li> </ul>	No page limitation, but three activities must be explained in detail.
4. Culture and funds of knowledge of the ELLs addressed in the social and instructional aspects of the plan. (20)	<ul style="list-style-type: none"> <li>What are you doing or going to do in the classroom to tap into your students Funds of Knowledge.</li> <li>Include strategies, activities and specific examples.</li> <li>Draw on students in your classroom.</li> </ul>	At least 2 pages
5. Description of oral language development and content area strategies w/rationale for ELLs. (30)	<ul style="list-style-type: none"> <li>Provide specific activities. You can take these activities from the 50 strategies book, your Levine/McCloskey text, and your classroom experiences.</li> <li>Every activity must include WHY this is good for ELLs.</li> </ul>	No page limit but must describe 10 activities
6. Assessments planned for ELLs. (20)	<ul style="list-style-type: none"> <li>Please include at least 3 descriptions of assessments and how you would use them in your classroom.</li> <li>Include an explanation as to why these assessments are helpful to accurately assess ELLs.</li> </ul>	At least 2 pages double spaced