

DRAFT

University of Colorado at Boulder
School of Education
EDUC 5625 - Methods of Teaching English as a Second Language (ESL)
Fall 2010 Online Course
Instructor: Sandra Butvilofsky
Email address: sandra.butvilofsky@colorado.edu
Internet Platform: CU Learn

Class will be held online through CULearn. Online class sessions will run from **Mondays (9:00 am) to Wednesdays (midnight)**. Students are expected to log into the course website every session, as listed on the course calendar, for the purpose of posting responses to discussion questions and replying to postings. The instructor will use the website to post announcements and provide feedback. Students will be involved in *Threaded Discussions*, which require the sharing of personal and professional learning experiences, ideas, knowledge, and questions related to the course topics and readings. Students are expected to complete all the course requirements listed on the syllabus and any assignments posted on the website.

Required Text Books

Richard-Amato, P. A. (2010). *Making it Happen: From Interactive to participatory language teaching: Evolving theory and practice, 4th edition*. White Plains, NY: Pearson Education.

Echevarria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English language learners: The SIOP model, 3rd edition*. NY: Pearson Education.

OPTIONAL Text Book: Herrell, A., & Jordan, M. (2008). *Fifty strategies for teaching English language learners, third edition*. Upper Saddle River, NJ: Pearson Education.

Course Description

This course prepares teachers to teach English as a second language in U.S. public schools. It covers both theoretical and applied aspects of language learning and teaching and provides general and special educators and second language specialists techniques, activities, strategies and resources to plan instruction for English language learners (ELLs). Oral language development, literacy, and content-area instruction are emphasized for teaching K-12 students. The goal of this class is introduce teachers to the teaching of English as a second language not only for linguistic development, but for cognitive, academic, and social development as well.

Objectives

1. Understand effective strategies, methods, and materials for teaching English language learners.
2. Understand the political, social, and cultural factors that influence the type and quality of ESL programs available in public schools.
3. Understand the structure and function of the English language.
4. Understand approaches for analyzing the language of ELLs for initial placement, re-designation, and planning of instruction.

TESOL/NCATE Standards

The following TESOL/NCATE standards (1a, 1b, 3a, 3b, 3c, 4c) will be addressed in this course.

(1a) Describing Language: Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading and writing for academic purposes.

(1b) Language Acquisition and Development: Candidates understand and apply concepts, theories, research and practice to facilitate the acquisition of a primary and new language in and out of classroom settings.

(3a) Planning, Implementing and Managing Instruction: Candidates know, understand and apply concepts, research and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

(3b) Managing and Implementing Standards-based ESL and Content Instruction: Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing core curriculum. Candidates support ESOL students in accessing core curriculum as they learn the language and academic content together.

(3c) Uses Resources Effectively in ESL and Content Instruction: Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

(4c) Classroom-based Assessment for ESL: Candidates know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction.

Course Requirements & Grading Distribution

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| 1. Participation in threaded discussions | 20 points |
| 2. Leading of 2 threaded discussions | 20 points |
| 3. Classroom profile | 10 points |
| 4. Strategy implementation and reflections | 25 points |
| 5. Differentiated instruction lesson plan and reflection | 25 points |

Assignment Descriptions

Active Participation in Threaded Discussions (40 points). Classes are designed for *active participation* and you are expected to be *prepared* for and participate in each session.

Preparation and participation in class discussions is significant, not only for your learning, but for the learning of others.

- For every class session, you will be involved in responding to the instructor and/or classmates in regard to course readings in a format referred to as *Threaded Discussions*. All class members are expected to contribute to the *Threaded Discussions*. The purpose of these discussions is to help us as a class develop meaningful interpretations of the ideas conveyed in the readings and practical implications for our practice.
- The instructor will use the CULearn system to statistically keep track of the number of times you logged into the course website and posted responses. You are required to **post responses for a minimum of 12 course sessions** (at least two responses for each session).

1. Leading of *Threaded Discussions* (10 points per *Threaded Discussion*):

Two times this semester, you will be assigned to lead the Threaded Discussions by responding to the assigned readings and generating discussion questions. For this assignment, the instructor will provide a list of the teams and assigned readings in the first week of classes. Each week there will be 1-2 chapters. Each team will be responsible for providing a response for the chapter/s assigned to you. This assignment is not intended for you to repeat or summarize the information from the readings. Rather it is intended for you to discuss how you connect the authors' ideas with your own ideas and practice; encourage critical examinations of issues in second language acquisition and ESL teaching methods; and promote discussion among your classmates.

Discussion leaders' reading response may include the following components:

- 1) your general reaction to the readings;
- 2) your critical remarks about the readings;
- 3) your thoughts on specific aspects of the reading that are relevant to you as educators of second language learners (connections, new learning, implications for your teaching, etc.)
- 4) post 1-2 discussion questions for each of the assigned readings (1-2 per chapter).

Your response should be **2-3 pages** and posted on CULearn **no later than 9:00 am on MONDAYS**. During the weekly online session, each discussion leader is required to **respond to classmates' reactions/questions a minimum of 2 times**. This assignment will result in a group grade; thus, it is the responsibility of each group member to make an equal contribution in the preparation, presentation of the assigned topic, and responses to classmates' reactions during the *Threaded Discussion*. A grading rubric for this assignment will be posted on the website.

2. Participation in *Threaded Discussions* (20 points)

All students will be responsible for completing all the reading assignments for each session indicated on the Course Schedule. You will read and respond in form of reactions, comments, or questions to the Discussion Leaders' responses and questions. Reactions to Discussion Leaders' responses and questions should reflect the content presented in the assigned reading and personal/professional experiences. These reactions should be no more than $\frac{1}{2}$ **page** and posted on the website no later than **midnight on WEDNESDAYS**. During the weekly online session, you are required to **post a minimum of 2 times** and spend at least **2 hours on CULearn** from Monday to Wednesday.

The instructor will read all the Discussion Leaders' responses and questions and provide feedback. Reactions to Discussion Leaders' responses and questions will be read randomly in the *Threaded Discussion* to keep track of the quality of responses and overall course discussions. It is not necessary to respond to every message under Threaded Discussions, but keep in mind that it is necessary to both read and respond to keep the momentum and quality of the conversation alive.

3. Classroom Profile (10 points)

Create a table that includes the following information on each of your English language learners (including students who are considered FEP or have never received any second language support services): Student's first name (protect identity); languages spoken; school experiences; levels of literacy in L1 and in L2; extant language proficiency data; assessment

scores; family information (origin, literacy, and structure); learning styles and strengths; interests; successful learning strategies, etc. You will refer to this throughout the course. You will develop a Differentiated Instruction Lesson Plan based on your Classroom Profile data.

4. Strategy Implementation and Reflections (25 points)

Compile a portfolio of strategies from those introduced in class and those acquired on your own. Write a reflection of your use of six strategies with students. Include the following information in your documentation: Strategy name; purpose for using this strategy, implementation; how it is used to guide your instruction; how the strategy helps to meet the objectives of the lesson; and reference(s).

5. Differentiated Instruction Lesson Plan and Reflection (25 points)

Develop a differentiated lesson plan that attends to the specific English language needs of your ELL students. Implement this lesson and then write a reflection of your instruction and of your ELL students' participation in/response to the lesson. Provide a discussion of the parts of the lesson that were successful and those which could be improved. (e.g. student work samples, graphic organizer samples, and interesting concept, anecdote, etc.).

Evaluation

You will write a final self-evaluation of your learning and the course that is due December 13. Your course grade will be based on both your and my evaluation of your growth in learning, the quality of your written work, your participation in Threaded Discussions, and preparation for class sessions. You must complete all of these assignments to fulfill the course requirements.

Format and Style of Assignments

- All assignments need to be written following APA – 6 (American Psychological Association) guidelines for style and format (1 inch margins, 12 point New Roman font, double spaced, left align the text, include page numbers, and appropriate citations and references). For detailed information on the conventions for presenting tables, citations, references, etc., please use the APA (6th edition) publication manual or visit the following website for an online tutorial: http://www.nova.edu/library/dils/video/format_assignAPA6th/
- While the format of the assignments is not part of the goals of this course, points may be deducted if papers deviate considerably from the APA-6 format requirements.
- **ALL** assignments must be submitted to the instructor via **EMAIL** at sandra.butvilofsky@colorado.edu (**Do NOT use the CULearn email!**)

Late Work Policy

- All assignments are due on the date indicated in the syllabus or as assigned in class.
- Extensions may be granted with adequate reason and with at least 24 hours notice before the deadline.
- Any work that is handed in late without an extension from the instructor will automatically receive a 3-point deduction, 1 point will be deducted for each day the assignment is late.

GRADES will be determined by tallying the points earned in fulfillment of each of the course requirements, as follows:

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D+	67-69
B-	80-82	D	63-66
		F	below 63

Accommodations

If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services early in the semester so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.colorado.edu/disabilityservices).

If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>

Religious Observance

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Be sure to let your instructor know about any potential conflict of scheduled academic activities with religious obligations. See full details at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. 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. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the

University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Academic Conduct

To be acceptable, the written work you submit must reflect your own ideas and be written in your own words. Academic dishonesty includes, but is not limited to:

Plagiarism: quoting or paraphrasing the ideas or opinions of others without appropriate attribution in text citations and a reference list. This includes books, journal articles, conference presentations, published or unpublished papers, and web-based materials.

Fraud: submitting work that was not prepared by you, or which you have previously submitted for another class.

The consequence of academic dishonesty is a grade of F on the assignment in question.

Tentative Course Schedule

Class	Date	Topic	Readings & Assignment Due Dates
1	9/1	Welcome to class <ul style="list-style-type: none"> • Introduce ourselves • Course overview • Assignment of topics/readings for Threaded Discussions 	<ul style="list-style-type: none"> • Carefully review the syllabus and post questions regarding the course readings, assignments, etc. • Introduce yourselves (name, where you teach, grade level(s), issue or topic of immediate concern to you)
2	9/6	Theoretical Foundations	<ul style="list-style-type: none"> • Richard-Amato, ch 1-3 • Learning Goals (submit to instructor via email) • Student Information Form (via email)
3	9/13	Participatory Language Teaching	<ul style="list-style-type: none"> • Richard-Amato, ch 4-6
4	9/20	Exploring Assessment & Methodology, Exploring Methods – Physical Involvement	<ul style="list-style-type: none"> • Richard-Amato, ch 7-8
5	9/27	Interactive Practices, Chants, Music, & Poetry	<ul style="list-style-type: none"> • Richard-Amato, ch 9-10 • Classroom Profile due
6	10/4	Literacy Development, Storytelling, Role Play, & Drama	<ul style="list-style-type: none"> • Richard-Amato, ch 11 & 13
7	10/11	Games as a Teaching Tool	<ul style="list-style-type: none"> • Richard-Amato, ch 12 & 14
8	10/18	Devising a Plan	<ul style="list-style-type: none"> • Richard-Amato, ch 15-17
9	10/25	Sheltered Instruction & Lesson Preparation	<ul style="list-style-type: none"> • Echevarria et al., ch 1-3
10	11/1	Comprehensible Input & Scaffolding	<ul style="list-style-type: none"> • Echevarria et al., ch. 4-5
11	11/8	Interaction & Practice/Application	<ul style="list-style-type: none"> • Echevarria et al., ch 6-7
12	11/15	Lesson Delivery & Review Assessment	<ul style="list-style-type: none"> • Echevarria et al., ch 8-9
	11/22	FALL BREAK – No Class	•
13	11/29		<ul style="list-style-type: none"> • Echevarria et al., ch 10 • Strategy Implementation and Reflections Due
14	12/6		<ul style="list-style-type: none"> • Differentiated Instruction Lesson Plan and Reflection

Note: Any changes regarding this syllabus are left to the discretion of the instructor and will be posted on the website. These changes will officially replace only assignments and percentage weights, not the standards by which the assignment will be graded.