Syllabus

Course Description

The purpose of this course is to teach you about how to best meet the needs of the K-12 English language learners (ELLs) in our nation’s schools. ELLs are a diverse population of individuals who differ in respect to nationality, race, ethnicity, age, ability, socioeconomic status, native language, educational background, and experience with and proficiency in English. The unifying factor among this population is that all ELLs are in the process of acquiring and expanding academic language proficiency in English in all content areas. Throughout this course, you will learn about the legal responsibilities of teachers of ELLs, models of teaching, cultural issues, ways to involve and support parents and families, and specific language and literacy instructional approaches to best support and assess the ELLs in your classroom.

Course Objectives

During this course, you will:

- Become familiar with the legal responsibilities of educators towards ELLs with respect to federal and state legislation.
- Know the common terms and acronyms of the field.
- Build an understanding of the World-Class Instructional Design and Assessment (WIDA) and Teachers of English to Speakers of Other Languages (TESOL) English Language Proficiency Standards.
- Build an understanding of the Sheltered Instruction Observation Protocol (SIOP) Model for incorporating content and language objectives in lesson design.
- Plan lessons with content and language objectives and adaptations that address speaking, listening, reading, and writing skills and incorporate WIDA and/or TESOL standards.
- Understand how to advocate for ELLs in your classroom.
- Discuss sociocultural characteristics of different populations of ELLs and explore connections between cultural values and practices and school experiences.
- Explore how to develop authentic assessments and modify and adapt instruction for ELLs at various levels of English proficiency.
- Consider recent research in the area of instructing ELLs and implications of that research for teachers.
- Identify and analyze cultural bias in student learning materials
- Observe, discuss, respond to, and reflect upon videotaped examples of teachers working with actual ELLs in classrooms using the SIOP protocol.
Course Format

In each Module, located under the “Learning Modules” link on the navigation bar, you will find an overview of the key concepts for each week, the readings for that particular week, the Dialogue Journal Group discussion starters, and instructions for any other assignments that are due that week. Each Module begins on Monday and ends on Sunday. Dialogue Journal Group discussions will take place between Wednesday and Sunday. Individual Assignments are due Saturday night at midnight and should be submitted via the Assignment link on the navigation bar.

Assignments

Dialogue Journal (5 points weekly): You will be assigned a Dialogue Journal Group for your weekly online discussions. You will be expected to write posts that respond to the discussion starter prompts or introduce ideas and issues that are related to the weekly readings.

Please note that the discussion prompts are meant as a starting point for discussion, not as a limit to what you may discuss. There are many ideas to explore in every reading, and you should feel free to introduce these ideas in the discussion with your group as well as to ask questions that you have.

It’s important to connect concepts to your own experiences as a preservice teacher or classroom teacher where applicable. In an online course, this dialogue takes the place of discussion that would occur in the classroom.

It is expected that you will exchange ideas with your group through 2-3 exchanges each week. Please make a first post by Wednesday at midnight each week so that there is ample time for exchanges with your group by Sunday. Please include your name and the learning module number in each post that you make. Please make every effort not to wait to post until the weekend. You can’t benefit from the discussion if you make all of your posts on Saturday and Sunday. As well, not beginning to post by Wednesday at midnight will affect your grade.

I will occasionally join in the discussion with each group throughout the course. However, I will definitely read all exchanges!

Each student will earn the full five points weekly by writing 2-3 paragraph-level exchanges between Wednesday and Sunday that demonstrate thoughtful, critical thinking about each week’s readings.
Exchanges that exemplify reflective, critical thinking at the paragraph level will earn the following points:

| Posting by Wednesday at midnight and completing 2-3 exchanges by Sunday | Points |
| Posting on Thursday and completing 2-3 exchanges by Sunday | 4.5 |
| Posting on Friday and completing 2-3 exchanges by Sunday | 4 |
| Posting on Saturday and completing 2-3 exchanges by Sunday | 3.5 |
| Posting 2-3 exchanges on Sunday | 3 |

**Video Reflections (10 points each):** You will view classroom instruction with ELLs using the website that accompanies the book. To access the videos, go to [http://pdtoolkit.pearson.com](http://pdtoolkit.pearson.com) and register yourself. You will have full access to the videos and resources with the code at the back of your text. There are videos that accompany each chapter. To access each chapter's videos, check the chapter theme on the left and the associated videos will come up on the right. After watching the videos, you will use the SIOP Protocol Tool to assess best practices for teaching English learners. There will be three video reflections due throughout the course. They are due in Module 4, Module 7, and Module 12. I will provide you with a rubric that outlines expectations for your video reflections. Please submit your video reflections via the Assignment link on the navigation bar by Saturday night at midnight of the week in which they’re due. Please be sure to include your name, video reflection number, and module number on each video reflection that you submit.

**Other Individual Assignments (10 points each):** Throughout the course, there will be nine other individual mini-assignments that you will submit via the Assignment link on the navigation bar by Saturday night at midnight of the week in which they’re due. These assignments should be single-spaced using a 12-point font and should not exceed one-page (please adhere to this length!). They are designed to help you to apply what you are learning and to deepen your understanding of key concepts. The individual assignments due in the first three modules are critical for building a foundation for working with the WIDA documents that you will use to adapt and modify instruction for ELLs. The individual assignments are due in Module 1, Module 2, Module 3, Module 6, Module 8, Module 10, Module 11, Module 14 and Module 15. Please be sure to include your name and module number on each individual assignment that you submit.

**SIOP Lesson Plans (50 points each):** For the two SIOP Lesson Plan assignments, graduate students will design a lesson plan while undergraduates will critique an existing lesson plan.

**Graduate Students:**

**SIOP Lesson Plan Designs:** You will design two lesson plans for a class that includes 4 ELLs with the following profiles: 1) a level 2 beginning level student from Argentina (Spanish speaker) who has been in the US for 4 months; 2) a level 2 beginning student from Vietnam (Vietnamese speaker) who has been in the US for 6 months; 3) a level 3 developing student
from Guatemala (Spanish speaker who also speaks an indigenous language) who has been in the US for 2 years; 4) and a Developing level student from Somalia (Maay and Arabic speaker) who lived in a refugee camp for 4 years before arriving in the US 2 months ago and has had limited formal schooling. These two lessons will be situated within a theme or topic in a content area of your choice: science, math, social studies, or English language arts. These lesson plans are the major assignment of this course and should reflect your ability to modify and adapt instruction and assessments to ELLs at the Beginning and Developing levels of English Language proficiency. The idea is to create lessons that you can actually use should you have ELLs in your classrooms one day, which is likely to occur! You will learn about adapting lesson plans for ELLs at Beginning and Developing levels throughout the weekly modules.

The lessons should be based on the WIDA English Proficiency Standards for your chosen content area and grade level cluster. Your lessons should incorporate effective teaching strategies for ELLs from the SIOP Model. Clear directions are included within the module in which each lesson plan is due, and I will provide example lesson plans. I will also provide you with the rubric that I will use to evaluate your lesson plans. One lesson plan is due in Module 5, and the other is due in Module 13.

Please submit your lesson plans via the Assignment link on the navigation bar by Saturday night at midnight during the week in which they are due. Please be sure to submit them in a Word document that includes your name, lesson plan number, and module number on each lesson plan that you submit.

I will send you the rubric with your evaluation for each lesson plan within a week to ten days after they’re due.

**Undergraduate Students:**

**SIOP Lesson Plan Critiques:** As undergraduate students, you may not yet be prepared to design complete lesson plans, although you’ll learn a lot about making lesson plans during this course! Instead, you will choose two SIOP Lesson Plans (links to several Lesson Plans from different content areas and grade levels will be included in Learning Modules 5 and 13, in which the Lesson Plan Critique is due). You will write a full critique of one Lesson Plan in Module 5 and a different Lesson Plan in Module 13 following the criteria in the rubric provided. Please follow the detailed instructions for this assignment that are included in Learning Modules 5 and 13, and use the rubric to guide your work.

Critiquing Lesson Plans provides you with the opportunity to identify and explain the way that the Lesson Plans you choose exemplify an integration of language and content objectives, contain appropriate adaptations and modifications for ELLs of Beginning Level 2 and Developing Level 3, and include SIOP features that have been introduced throughout the course. You will also critique the formative assessments that are evident in the Lesson Plans that the teacher uses to help him/her to know whether all students understand the
concepts introduced in the Lesson Plan. You are expected to identify and explain both strengths of the Lesson Plans as well as to make suggestions for how the Lesson Plans may be improved.

Please submit your Lesson Plan Critique via the Assignment Tool no later than Saturday night at midnight during the week in which they are due. Please be sure to submit your Lesson Plan Critique as a Word document that includes your name and identifies the content area and grade level of the Lesson Plan that you critiqued.

I will send you the rubric as your evaluation of your critiques a week to ten days after they are due.

**Assignment Point Distribution**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Each worth:</th>
<th>Number of assignments:</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Dialogue Journal</td>
<td>5 points</td>
<td>15</td>
<td>75 points</td>
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<tr>
<td>Video Reflections</td>
<td>10 points</td>
<td>3</td>
<td>30 points</td>
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<tr>
<td>Other Individual Assignments</td>
<td>10 points</td>
<td>9</td>
<td>90 points</td>
</tr>
<tr>
<td>SIOP Lesson Plans</td>
<td>50 points</td>
<td>2</td>
<td>100 points</td>
</tr>
<tr>
<td>- Graduates design lesson plans</td>
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<tr>
<td>- Undergraduates critique lesson plans</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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<td><strong>295 points</strong></td>
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**Grading**

A 93 – 100%
A- 90 – 92%
B+ 87 – 89%
B 83 – 86%
B- 80 – 82%
C+ 77 – 79%
C 73 – 76%
C- 70 – 72%

Below 70 is failing. A “B” or better is expected in graduate classes.

**Required Texts**


NOTE: It is very important to buy the 4th edition of the SIOP book as it comes with a code that you will need to access the website, http://pdtoolkit.pearson.com, for the video reflection assignments.

Additional Required Readings


**Students with Disabilities**

If you have a disability that requires classroom modifications, please notify me and Disability Resources and Services (412-648-7890, William Pitt Union, Room 216) as soon as possible. You will be asked to provide documentation of your disability to determine appropriate accommodations.

**Important Course Registration Information to Potential MAT and MEEd Students**

If you are currently a) taking this course at the 1000 level, b) intend to be a student in the MAT or MEEd program, and c) will need this course to earn the MAT or MEEd degree (that is, the course in NOT a pre-requisite to admission), please be aware that 1000 level courses will not be counted toward your total graduate credit hour requirement for the MAT or MEEd degree. It is advised that you change the course number to the 2000 level during the drop-add period. It is also important to note that, if you are still an undergraduate student, this 2000 level course needs to be taken in the last term before graduation and may not be counted toward your total credits (typically 120 undergraduate credits) for your undergraduate degree.