MAYVILLE STATE UNIVERSITY

EDUC 380 – Teaching English Language Learners, Course # 5838

One Semester Hour

Spring, 2018

Instructor Name and Contact Information: Clayton Dodson, clayton.dodson@ndus.edu
Availability: Through e-mail (any time) or cell phone (for matters that need immediate attention)
Instruction Mode: online asynchronous
Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)

Course Description
Instructions: This course will introduce teacher candidates to the different types of ELLs as well as develop understandings of program options for ELLs. Using language proficiency levels, teacher candidates will practice using strategies to assist ELL students in learning content. Teacher candidates will learn how to make instructional decisions to respect the individual strengths and needs of ELLs based upon English language development standards and Can Do descriptors. The final assignment will be a detailed lesson plan that is developed specifically to an ELL student's needs.

Purpose of the Course
EDUC 380 will support the prospective teacher to increase his or her knowledge and processes to meet the instructional needs of culturally and linguistically diverse learners in the classroom. Understanding assessments and practicing adaptive teaching methodologies provide assurance that learners will have access to linguistically appropriate instruction for academic success. An emphasis is placed on developing the pre-service teacher skills in individualized instruction to support children at various stages of language development.

This course encompasses the vision of Mayville State University retrieved from the University Policy Manual which states: "The vision of Mayville State University is to be known for continuing academic excellence in a cooperative, enjoyable working and learning environment that anticipates and responds to individual needs" (Policy Manual, sect. M100.7).

Conceptual Framework
Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Moodle document 'Conceptual Framework.'

Course Objectives
To successfully complete this course, the learner will:
1. Identify processes used to identify English Language Learners (ELLs). (InTASC 1, 10)
2. Describe a school's legal responsibility to develop programming specific to the needs of ELLs.
3. Evaluate classroom environments that facilitate learning. (InTASC 9, 10)
4. Explain the different types of ELLs, the assets that they bring to the classroom and potential difficulties that may affect particular students. (InTASC 1, 2, 3, 4, 5, 7, 8, 9)
5. Demonstrate the ability to relate to linguistically and culturally diverse students and families through reading and though interactions with guests. (InTASC 1, 3, 4, 5, 9, 10)
6. Demonstrate appropriate use of Can Do descriptors and English language development standards in order to plan for an appropriate level of instruction. (InTASC 1, 2, 3, 7, 8)
7. Create a working definition for academic language. (InTASC 9)

8. Demonstrate understanding of instructional methods that specifically target students at various levels of English language development. (InTASC 1, 2, 3, 7, 8)
9. Design teacher-made materials for linguistically appropriate assessment and instruction. (InTASC 1, 2, 6, 7, 8)

10. Create a whole class lesson plan that includes specific strategies and accommodations for a sample linguistically diverse student including thoughtful consideration of peer feedback. (InTASC 1, 2, 3, 5, 6, 7, 8, 9)

Diversity Objectives:

1(g) explain the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

2(i) defines the second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

Program Student Learning Outcomes (SLOs) Addressed in This Course

The Academic Program Student Learning Outcomes document can be found in your Moodle course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing.

SLO 1   *Learner & Learning*: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

SLO 2   *Content*: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and connect ideas to everyday life.

SLO 3   *Instructional Practice*: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

SLO 4   *Professional Responsibility*: Students take responsibility for student learning, positive relationships, their own professional growth, and the advancement of the profession

Course Improvements Based on Most Recent Assessment Findings

More video content has been added and additional details have been added to assignment instructions to provide more clarity.

Required/Recommended Materials
Required Texts (3):

Boosting Achievement: Reaching Students with Interrupted or Minimal Education by Carol Salva and Anna Mattis

Ryan, P. M. (2010). *Esperanza rising*. Dubuque, IA: Kendall Hunt.

Wright, W. E. (2015). *Foundations for teaching English language learners: research, theory, policy, and practice*. Philadelphia: Caslon Publishing.

Articles (required reading):
Several assignments will result in researching and reading current articles on teaching culturally and linguistically diverse students. The articles that will be part of assigned readings and required in order to participate in class each week will be listed online.

Instructional technologies utilized in this course

- **Moodle** is a learning management system and virtual class environment. This is where instructors post syllabi and other relevant course materials as they see fit.

- **FlipGrid** is a screen and video recording application. Some instructors use this to record their lectures with their presentation slides.
- **Tegrity** is a software system that allows instructors to record audio, video and computer screen activity which is combined into a "Tegrity session" which is available on-demand via the Internet for replay by students.

Expectations/Protocols

Active participation in the classroom and online discussions demonstrates your interest, engagement, and willingness to work with other students and instructor in preparation for a teaching career. It is a recipe for successful learning. Here are some guidelines that will help you throughout this learning experience:

- **Read the syllabus in its entirety**. Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. Check for assignment due dates and other scheduled learning experiences.
- **Participate**. Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for this course. Participation in discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done adding to the quality of your learning.
- **Read all assigned readings and complete all activities as scheduled.** The responsibility for your learning is shared by both student and instructor. It is the student's responsibility to they are prepared to be able to 'recall' information from course readings so that concepts can be applied in class activities and discussions developed by the instructor. Teacher candidates' preparation for class is not only important to meet the learning objectives for the course, but also for their future instruction.
- **Online Posting**: You are required to check the courseroom online <u>at least TWICE per week</u>. If there is an online discussion forum, questions will stem from class discussions, readings, or other pertinent course information. Sign all postings and *use appropriate citation and reference* formatting when referring to any resources. Reference to your readings is expected. Substantive postings are postings that demonstrate *understanding and application of course content*, extension of ideas, and connecting to personal experiences. Online discussion forums may be a part of daily/weekly assignments if noted on Moodle.
- **Communication with the instructor**: Please send an e-mail message, call or text if you have questions. If you wish to contact me by e-mail, please use clayton.dodson@ndus.edu. I will use the Moodle course site to post messages to all learners as a group mailing whenever necessary.
- **Adhere to the code of student conduct** found in the MSU Student Handbook: https://www.mayvillestate.edu/Documents/Consumer%20Protection%20and%20Policy%20Information/StudentHandbook.pdf
  This document contains information that all students must adhere to.   The academic dishonesty statement is important to understand and acknowledge.   **Disciplinary action will be taken if a student:** "Engages in any form of dishonesty including, but not limited to: Scholastic dishonesty: cheating, plagiarism and other forms of academic dishonesty" (Standards of Conduct, p. 28). As we learn from other's work, we make connections to develop our own knowledge. Citing and referencing other's work is the demonstration of honesty in academia.
- **Violations of academic honesty** to include any copying of another student's assignment, having another person complete the work for you, using an author's *ideas or writing* without properly giving that author credit (either intentionally or unintentionally)are examples of academic dishonesty. Using someone else's work without permissions is also an example of academic dishonesty. Remember: cite

and reference whenever in doubt! Consult with the instructor if you have any questions. Electronic applications to detect plagiarism may be used on submitted assignments.

- • **Use respectful and appropriate language** to speak about children and families of linguistically and culturally diverse backgrounds.

Method of Evaluation/Grading
Criterion based rubrics are provided for all graded assignments. The final course grade is calculated using a weighted, total points grading system.

A 100-94%
B 93-87%
C 86-80%
D 79-72%
F 71-0%

*** Graded assignments are to be submitted on the due date by 11:59 local time through Moodle. <u>Do not</u> submit assignments through email.****

*<u>All</u> assignments, weekly in-class as well as graded, must be completed for students to be able to earn a grade of "D" or above. It is the student's responsibility to check due dates for all assignments. All assignments must include the following information (please include in the body of the document rather than the header area):

Your Name
Educ 380 or Teaching English Language Learners
Assignment Name
Date

Late Assignment Policy: Under typical circumstances, students must be prepared to present weekly assignments in class, or take quizzes on the <u>assigned due date</u> to support collegial learning. Late work will only be allowed if extenuating circumstances exists <u>and</u> arrangements are made prior to the assignment deadline. If advance permission is obtained for late work, assignments handed in after an assigned due date (for any part of an assignment) will be graded.

Enrollment Verification
The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an action in Moodle, such as completing an assignment or a taking a quiz. Logging into Moodle is **NOT** considered attendance. Please see my enrollment verification activity and complete it by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification
No proctors are required for this course.

Important Student Information
In the Moodle course, you will find a document entitled, "Important Student Information," which includes information about:
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System

✓ Students with Documented Disabilities
✓ Academic Honesty
✓ Emergency Notification
✓ Continuity of Academic Instruction for a Pandemic or Emergency
✓ Family Educational Rights and Privacy Act of 1974 (FERPA)

Diversity Statement

Course Timeline/Schedule
See Moodle for the course timeline and assignments due each week. Listed below are the assignments that will be graded. Please remember that all assignments, discussions, etc. must be completed to earn a grade in this course. Students must demonstrate their work with the content each week. Although this is an online course, attend to it each week just as any on-campus course!

Activity	Points	Due Date
Weekly Quizzes	14	Due by Sundays at 11:59 pm
FlipGrid Postings	14	Due by Sundays at 11:59 pm
Esperanza Rising Project/Paper	10	January 21st at 11:59 pm
Ignite Presentation	15	February 18th at 11:59 pm
Talk, Read, Talk, Write Lesson	10	March 4th at 11:59 pm
Lesson Plan Accommodation/Modification Project	30	April 29th at 11:59 pm
Presentation	7	May 3rd at 11:59 pm
Total Grade	100	

A ssessments (What is graded?)

Weekly Graded Assignments:
Preparation for in-class participation is an expectation of teacher candidates during each week of study. Weekly assignments will be a graded component of the course based upon weekly readings and other resources used for content preparation that support meeting learning outcomes of the course.
By Sunday of each week, you are required to post a 90 second video on FlipGrid. In this video, you will discuss the readings for the week.

Your discussion must entail:
- A brief summary of that week's readings.
- "Ah-Ha" moments
- The most interesting/applicable thing you learned
- Personal Connections- what did it remind you of?
- Anything you disagree with or want to challenge?

Also, there will be weekly quizzes based on that week's reading. These quizzes will be based on comprehension of the reading. Did you really understand what the author was saying? Did you really read the text?

Together, these weekly assignments are worth 28% of your final grade.

Esperanza Rising Project (Due January 21st at 11:59 pm)
Read *Esperanza Rising*. There will be a comprehension assessment on this novel worth 3 points.

This essay is worth 10 points. This is a 2-page essay not including title page and reference page (follow standard APA formatting guidelines). The prompt and requirements will be posted online.

Ignite Presentation (Due February 18th at 11:59 pm)
Please look at the following websites to see Ignite Examples:
https://www.youtube.com/watch?v=rRa1IPkBFbg
https://www.youtube.com/watch?v=0kEK37stfx0

Things to notice:
ONLY 20 slides.
Slides must progress on their own.
Each slide is 15 seconds.
MINIMAL words on each slide.

You will be given a section of one of the classroom readings to present on.

Talk, Read, Talk, Write Lesson (Due March 4th at 11:59 pm)
Using the assigned reading by Nancy Motely, create a lesson from your content area using the Talk, Read, Talk, Write model.

Lesson Plan (Due April 19th at 11:59 pm):
You will create a lesson plan in the subject area you plan to teach. This lesson should focus on teaching the GENERAL population of your classroom (Not students that are ELL).

There is a lesson plan template online that I would like you to follow. Please fill out to completion each section of the lesson plan.

Additionally, Clayton will give you the recommended accommodations for THREE realistic but fictitious students that are ELL. You need to take the lesson you created and modify and adapt it to meet the needs of those three students. How are you going to REALISTICALLY differentiate a lesson for those students? Please remember, an accommodation is something you only do for select children. For example, if an accommodation for a student is "use graphic organizers," and for that lesson that day you give all students a graphic organizer, that is NOT an accommodation for that ELL student.

Please keep in mind, you do not have to do ALL accommodations for an ELL student for EVERY lesson. As a teacher, you use your expertise to determine which accommodations that students needs for that specific lesson at that specific time.

Also- please include any materials you might use during your lesson and an example of the assessment. For example, if you are teaching theme to 8th graders in "The Lottery" by Shirley Jackson, please include the story "The Lottery." Furthermore, if you have having them fill out a graphic organizer finding themes with text evidence, please include that graphic organizer. Another example- you are teaching the water cycle using a prezi

and you want students to draw the water cycle on an anchor chart, please include the Prezi and an example of the anchor chart with the water cycle. If you are teaching math, and you want your students to watch a Kahn Academy video about balancing equations, please include that video. Also, you want students to write their own "balancing equations quiz" with an answer key, please include what that might look like as well.

Your final lesson plan should have the following components:

Grade Level
Subject Area
Standards Addressed – use a ND or MN approved content standard and your transformed language standard (include both)
Content Objective(s) – base this on your content standard – what do you want students to do so that you can determine if they can meet the content standard?
Language Objective(s) – What ELD and WIDA standards will your lesson be addressing (use the WIDA lesson plan outline)
Information – where is the information coming from? text, lecture, outside resources (media, etc.)
Materials Needed – technology, text, graphic organizer (include)
Background Information – what do students need to know prior to learning about this topic?
Key Vocabulary – at least 5 words
Higher Order Thinking Skills – Key Questions – must be from the top of Blooms (apply, analyze, evaluate, create – remember and understand questions are not HOTS)
Activity – use bulleted or numbered list to describe the lesson
Gradual Release – the activity includes teacher modeling, guided practice and independent work (I do, we do, you do) aka (I do, we do, you do together, you do alone)
Student Interaction – will students work independently, in small groups, as a whole class?
Plan for Assessment – how will you know that your objectives were met?

Lesson Plan Presentation (Due December 3):

Using an Ignite presentation style (see more on Moodle) create a Tegrity recording where you present your lesson plan and how it is adapted according to course content. This should not be a presentation of your teaching your lesson, but a concise summary of your lesson plan. Your lesson must be presented in an Ignite format and uploaded to Tegrity to receive credit for your presentation.

*Check Moodle for all assignment due dates and required class preparation