

**TEACHING ENGLISH LANGUAGE LEARNERS IN PK-12:
INSTRUCTIONAL THEORIES & PRACTICES
EDT 323**

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COURSE DESCRIPTION:

The second of three sequenced courses in the Teaching English Language Learners (TELLs) certificate, EDT323 TELLs in PK-12: Instructional Theory & Practices provides the instructional foundations necessary for PK-12 teachers to work successfully with English Language Learners (ELLs) in the mainstream classroom. A Service-Learning component, coupled with comprehensive case study assignments, enables teachers to obtain real-word understanding of the instructional and assessment issues facing ELLs and their teachers in schools.

Service-Learning

This course includes a Service-Learning experience. As a result, this course has the SL (Service-Learning) Designation. You will gain valuable experience putting theory into practice into the community. Due to the fact that Service-Learning broadens perspectives, enhances critical thinking skills, and improves communication skills, graduate schools and employers are increasingly seeking students with experience in Service-Learning and community engagement.

Miami as the Engaged University: Miami University *“empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.”* - Miami University Mission Statement

For more information on Service-Learning, please visit www.muohio.edu/servicelearning or contact the Office of Community Engagement and Service at servicelearning@muohio.edu or 513.529.2961.

GLOBAL MIAMI PLAN PRINCIPLES AND GLOBAL COURSE GOALS:

As a Miami Plan for Liberal Education, this course also meets the following principles and course goals:

- Thinking critically: Through the varied texts they have to analyze and react to, the in-class activities, discussions, and the varied assignments requiring engaging with English Language Learners, teacher candidates are challenged to **examine their own beliefs and value systems** on a variety of issues related to ELLs, diversity, the teaching and learning acts in American schools, **and their own roles in a global society.**
- Understanding contexts: Teacher candidates are challenged to examine and become cognizant of the culturally-laden schooling contexts that ELLs and their families face; analyze the previous and current political contexts that affect the schooling of ELLs; and **obtain a deeper understanding of their role in acculturating ELLs and advocating for them within the varying school contexts and cultures.**
- Engaging with other learners: Class time is set around active discussions and other analytic group activities, through which teacher candidates are encouraged to **exchange ideas, beliefs, and perspectives within the scope of their new understandings.** Active listening, constructive criticism and acceptance of diverging viewpoints and understandings are encouraged and monitored to foster and model a safe and stimulating learning atmosphere.
- Reflecting and acting: By engaging with the course material and the ELLs themselves, teacher candidates are led to reflect deeply on the meaning of educating children whose first culture differs from their own, thereby debunking some of the myths that surround ELLs and their facilities/difficulties in learning content and English in our schools. The course aims to provide a transformative venue for teacher candidates to become empathic and knowledgeable educators, and to give them the opportunity to **develop and exercise the ability to communicate and act respectfully across linguistic and cultural differences.**

LEARNING OUTCOMES:

Teacher candidates will:

1. Demonstrate and apply effective instructional methodologies, strategies, and techniques to promote second language development through content area activities and interdisciplinary connections in class and in their Service-Learning experience tutoring ELLs.
2. Design and implement comprehensive instruction for English Language Learners (ELLs) with different levels of second language proficiency in content area classes in class and in their Service-Learning experience tutoring ELLs..
3. Determine and create appropriate assessment instruments and activities for ELLs with different levels of second language proficiency in content area classes.
4. Deconstruct, critique, and modify instructional materials to reflect the instructional needs of ELLs with different levels of second language proficiency in content area classes.

COURSE ASSIGNMENTS:

1. **Participation & attendance (15%):** Your attendance at every class session is expected, as is your active participation in and prior preparation for class activities and discussions. You will be graded holistically on the quality of your participation in class discussions and activities. [Learning outcomes 3, 4]
2. **Formal reflection on readings (20%):** Guiding questions for each reading assignment/activity will be provided to foster critical thinking and reflection, and prepare you for class discussions. You will be graded on the quality of your critical reflection. (see instructions and grading rubric on Niihka) [Learning outcomes 1, 3, 4]
3. **Microteaching (15%):** You will teach part of a modified lesson plan. Your microteaching session will be between 8 and 10 minutes in length. You will prepare all props, realia, manipulatives, visuals, etc., necessary for teaching your activity as if your audience (our class) were your mainstream class composed of Native English Speakers and ELLs at all stages of language proficiency. (see instructions and grading rubric on Niihka) [Learning outcomes 1, 4]
4. **Modifying a lesson plan (15%):** You will examine a content lesson plan that has not been designed or modified for ELLs in one of your content areas (Language Arts, Math, Social Studies, science, etc.) for one of the highest grade level (ECE 2nd or 3rd grade) and modify it with varied strategies for instruction and assessment proven to be effective with teaching ELLs at all levels of English proficiency (see instructions and grading rubric on Niihka) [Learning outcomes 3, 4]
5. **Case study (15%):** You will analyze the file of a fictitious elementary-level ELL & identify the emotional, social and academic difficulties she faces (part 1). In class you will compare your identified difficulties & suggestions for an instructional plan with some of your peers and (part 2) you will write up a detailed instructional plan that meets her emotional and educational needs and represents your understanding of ESOL methodologies (see instructions and grading rubric on Niihka) [Learning outcome 2, 3]
6. **Service-Learning experience & reflective report (20%):** **This assignment is not optional; you will fail the class if you do not complete it:** You will tutor one or several **current ELL of school age (P-12) at least once a week over the course of the Miami semester**. You will keep an ongoing journal of your feelings, thoughts and perceptions throughout the experience, as well as a detailed record of your tutoring sessions (what, how, why). You will use both of these documents to think critically and reflect on your Service-Learning experience and its impact on your developing instructional knowledge of ELLs as you relate the experience to the course content. Additionally, you will put together a **5-minute presentation** of your Service-Learning experience. This presentation must take the form of a digital story, with scanned artifacts and audio recordings of your interactions with your tutee(s). This presentation will become part of your TELLs portfolio and may be showcased to community stakeholders. (see instructions and grading rubric on Niihka) [Learning outcomes 1, 2, 3, 4]

COURSE EVALUATION:

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|----------------------------------|--------|
| 1. Participation, attendance | (15%) |
| 2. Reading reflections | (20%) |
| 3. Microteaching | (15%) |
| 4. Modified lesson plan | (15%) |
| 5. Case study | (15%) |
| 6. Service-Learning exp + report | (20%) |
| Total | (100%) |

Grading scale					
98-100%	A+	93-97%	A	90-92%	A-
88-89%	B+	83-87%	B	80-82%	B
78-79%	C+	73-77%	C	70-72%	C-
68-69%	D+	63-67%	D	60-62%	D-
0-59%	F				

REQUIRED TEXTBOOKS:

For MCE & AYA students

- Echevarría, J, Vogt, M, & Short, D. (2009). Making content comprehensible for **secondary** English Learners: the SIOP Model. Boston: Allyn & Bacon. ISBN:0-20-562757-9. This text will be referred to in the course schedule as EVS.

For ECE students

- Echevarría, J, Vogt, M, & Short, D. (2009). Making content comprehensible for **elementary** English Learners: the SIOP Model. Boston: Allyn & Bacon. ISBN: 0-20-562756-0. This text will be referred to in the course schedule as EVS.

For all students

- Díaz-Rico, L. T. & Weed, K. Z. (2010). The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide (**4th Edition**). Boston: Pearson. ISBN 978-0-13-715409-8. This text will be referred to in the course schedule as DRW.

SCHOOL OF EDUCATION MISSION AND CONCEPTUAL FRAMEWORK:

As the Education Unit of the School of Education, Health and Society (EHS), our philosophy and purpose are grounded in the core values that have been identified by EHS. We believe that educator preparation must be a “holistic, integrated approach”; that candidates must be versed in diverse paradigms, practices, and disciplines. With this philosophical base, our purpose as the EHS community of collaborative educators (the Education Unit) is committed to fulfilling the school’s mission to provide “dynamic and innovative programs” and endeavors to prepare caring, competent, and transformative educators. These educators will “generate knowledge, educate, serve, and promote well being in diverse and global settings through ethical, democratic practices” and will impact student learning in the schools of today and tomorrow. Caring, competent, and transformative educators are those who have the tools to serve as agents for positive change in the world and hold the unique responsibility of preparing young people for citizenship in a democracy. We use our unit standards to hold candidates accountable for becoming caring, competent, and transformative educators who appreciate, understand, and value diversity in individuals and school community (Standard 1); create organizational climates that support students in their physical, cognitive, and emotional growth (Standard 2); are well-grounded in liberal education and professional knowledge (Standard 3); demonstrate skill in planning, implementation and evaluation (Standard 4); demonstrate personal, ethical, and professional growth (Standard 5); and navigate the organizational climate and use professional knowledge to positively impact learning environments (Standard 6).

INCLUSION STATEMENT:

If you have an identified visual, hearing, or physical impairment, a communication disorder and/or a specific learning disability which may affect your performance in this class, either temporary or permanent, please notify me as soon as possible so that reasonable adjustments may be discussed to better ensure that you will have an equal opportunity to meet all the requirements of the course.

Equitable participation in this class also requires the use of inclusive language, methods and materials. Teacher candidates are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others.

DROPPING THE COURSE/WITHDRAWAL:

If a teacher candidate drops a full-semester course by the third week deadline, the course will be removed from the record. If a teacher candidate drops a course between the third week and the ninth week of the term, a "W" will be recorded. A teacher candidate cannot normally drop a course after the ninth week of the term and the only way to drop at this point is by petition. Be sure to drop unwanted courses (following appropriate procedures); teacher candidates are not automatically dropped for nonattendance. Additional information is available in the *Teacher candidate Handbook, Part II. Registration, Section 01.203*.

ACADEMIC HONESTY:

Academic dishonesty is described in Part V of the Miami University Teacher candidate Handbook. The professor of this course strictly adheres to the Miami University policy in regards to academic honesty. It is each teacher candidate's responsibility to be academically honest. Should you have any questions about how to use and cite information from books, the Internet, or other sources, please ask. A few key points from the policy include: 1) misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic misconduct (e.g. "I did not know" will not be accepted as an excuse); 2) Academic dishonesty in written work includes submitting other people's work from previous semesters (even if some things have been changed), or not crediting/citing authors for their ideas, direct or indirect; 3) Submitting the same paper (or nearly the same paper) for two courses. Teacher candidates agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. Penalties for plagiarism and other forms of Academic Misconduct in this course will include: zero credit for the plagiarized assignment, reporting of the incident to the Department Chair in accordance with Miami's policy, withdrawal from the program, have an AD (Academic Dishonesty) placed on their transcript, and receive an F for the course.

CELL PHONES, LAPTOPS, AND OTHER ELECTRONIC DEVICES:

Make sure your cell phone and anything else you have with you is turned off before you come to class. You should only be working on your laptop on class-related activities and during appropriate times. *Texting, emailing and browsing the web in class will negatively affect your participation grade. You may also be required to leave the classroom if your non-class related activities prove to be distracting to others, including the instructor.*

ATTENDANCE AND LATE WORK:

Your attendance to EVERY meeting is mandatory. Any absence, regardless of the reason, will negatively impact your participation grade. Please refer to the Miami student handbook for information as to attendance policy: *Student Handbook, Part VII., Class Attendance*.

Unless otherwise noted, all assignments are due **before class on the due date**. Any assignment not submitted by the deadline to Niihka or handed in at the beginning of class will be considered late. One letter grade will be deducted for each day an assignment is late. **NO HANDWRITTEN ASSIGNMENT WILL BE ACCEPTED.**