**Community College of Philadelphia**

**Department of Psychology, Education, and Human Services *Education 255: Teaching English Language Learners***

***10 Week Hybrid Course***

*Instructor:* Dr. Katie Bucher

**Course Description:**

This hybrid course introduces prospective teachers to theories of language and second language acquisition and equips them with the linguistic, pedagogical and professional knowledge and skills they need to instruct and assess linguistically and culturally diverse students. Legal requirements related to ELLs are also studied.

**Course Location**:

As a hybrid course this class will be conducted partially through Canvas, the College’s Distance Learning framework, and students must be comfortable with the minimum technical skills required to navigate Canvas. During the first class students will have an opportunity to ask questions about the online logistics of this course.

**Required Textbook:**

Wright, W.E. (2010). *Teaching English Language Learners: Research, Theory, Policy, and Practice*. Caslon: Philadelphia.

\**Additional materials are provided by the instructor through Canvas.*

**Student Learning Outcomes:**

*Upon successful completion of this course, students will be able to*:

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| 1. Define common terms associated with ELLs and Second Language Acquisition. 2. Identify key policies and legal requirements associated with ELLs. 3. Demonstrate knowledge of essential components of different program models for ELLs. 4. Demonstrate knowledge of best practice for meeting the lingual, academic, social, and cultural needs of ELLs. 5. Explain and put into practice methods by which teachers can gather relevant information on ELLs. |

**Assignments and Grading:**

* Graded Discussion Boards: There will be both pre-class and post-class discussion boards. These discussion boards serve as the primary online component of this course. The instructor will facilitate and provide feedback to students in the discussion boards as a way to extend in-class discussions to the out-of-class online forums. There are two graded components to each discussion board: An initial posting and a response posting. You must complete both components of each discussion board to receive full credit.
* Reading Quizzes: There will be 4 in-class quizzes this term. Questions will draw on assigned readings with a primary focus on the key terms and the main points of the readings.
* In-class Projects: There will be 5 in-class projects that involve critical reflection and practical application of course topics. These projects cannot be made up in case of an absence.
* Interview Project: As a culminating semester project, students will put into practice methods that teachers can use to gather relevant information on ELLs. Early in the term students will need to find someone who has learned or is learning to speak English as a second language and interview that person on his/her experiences in second language acquisition; in school, at home, and in the community. Students will then need to formulate a teaching plan that would best meet the needs of the interviewed person in a classroom environment and be prepared to discuss their project in class.

**Grading Outline**

**Item Points**

Reading Quizzes (4-25 pts. each) 100

Graded Discussion Boards (Top 6 scores-25 pts. each) 150

In-class Projects (Top 4-scores 25 pts. each) 100

Interview Project 100

*Total 450 Points*

\**Assignments that are late will be deducted 5% for each calendar day late.*

Final Grade: 90-100%= A; 80-89%= B; 70-79%= C; 60-69%= D; 0-59%= F

**Ethical Considerations:**

Refer to the College Handbook to familiarize yourself with College policies on cheating, plagiarism, and student conduct. Use of internet/printed passages in any course assignment must be appropriately identified to avoid plagiarism. Refer to other appropriate guidelines for notation format. Cheating cannot be tolerated at the college level; it is expected that all participants will make every effort to avoid this serious ethical failure. Credit will not be given for any assignment that does not contain all necessary citation. This means that any assignment that does not have proper citation (when needed) will receive a grade of zero.

**Attendance:**

Regular attendance is critical to success in this class.

* How absences will impact course grade:
  + Students who miss two class sessions will have their course grade lowered by one letter grade.
  + Students who miss the equivalent of three class sessions will have their course grade lowered by two letter grades.
  + Students who miss the equivalent of four class sessions will receive a failing grade for the course regardless of their grades on assignments and exams.
  + *Please note that these attendance guidelines are taken seriously!*
* College policy permits students to drop the course without penalty by the published deadline for each term. Please check the college calendar for the last day to drop. *Failure to attend and not drop the course will result in a grade of “F.” This is the student’s responsibility.*

**Lateness/Leaving Early:**

As a hybrid course we have limited in-class time. Please make every effort to attend class during the fully scheduled time. Late arrivals and early exits cause disruption for both students and the instructor. Students who arrive late or leave class early on three separate occasions will be considered having missed one class session. This will affect the course grade as outlined above.

**“Netiquette”:**

As a hybrid class, students and instructor are expected to use “netiquette” within the online components of the course. Netiquette is a term used to describe professional etiquette through online communication. All postings on class discussion boards should adhere to common courtesy so that we can maintain a supportive and communal learning environment for our class.

**Communication Devices:**

Please do not use cell phones and similar electronic devices in any way during class. If you need to be contacted due to an emergency situation, you should leave your phone on vibrate and respond appropriately outside of the classroom.

**Student Accommodations and College Resources:**

All students will receive the needed accommodations and assisted strategies to support their success in this course. Students should provide this information at the beginning of the semester, so the instructor can assist them in the most appropriate accommodation possible. The College offers tutorial support in the various Learning Labs. Information on locations and hours can be found on CCP’s website. This information is also available in the College Handbook. Our library often has course text(s) on hold for student use and many other resources available to you. The Center on Disability should be contacted if you require instructional or testing accommodations. It is located in the Bonnell Building, Room BG-39.

**College Early Alert System:**

The Early Alert System provides faculty the opportunity to assist students by effectively communicating feedback about current academic performance and supplying recommendations beneficial to achieving academic success. At the 20% and 50% reporting periods during the semester, students may be assessed on the following items: attendance, punctuality, meeting assignment deadlines, classroom behavior, classroom participation, and other factors pivotal to student success. Should you receive an Early Alert letter, please follow up on the suggested intervention strategy as soon as possible.

**Technical Help:**

Students can receive assistance with the online aspects of this course in one of three ways: contacting the instructor, going to “Help” on Canvas (upper right hand of the screen), or calling the College IT helpline: (215) 496-6000.

**Course Schedule**

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| **Week/**  **Class** |  |
| Week 1 | **Introduction:** **Who are English Language Learners?**  Reading: Chapter 1- Wright  **Activities and Assignments:**   * In-class Project #1 February 14: Who are ELLs? * Post-class Ungraded Discussion Board Week 1: Personal Introductions. |
| Weeks 2-4 | **Language and Education Policy for ELLs: National and International Viewpoints**  Reading: Chapter 3-Wright; Three articles: Spring, Mohanty, & Bloch (On Canvas)  **Activities and Assignments:**   * Pre-class Discussion Board Week 2: Language Experiences * In-class Quiz #1: Chapters 1, 3, and all three articles * In-class Project #2: History, Language, and Education Policy * Post-class Discussion Board Week 4: “The Linguists” |
| Week 5 | **Second Language Learning and Teaching & Program Models for ELLs**  Reading: Chapters 2 and 4-Wright  **Activities and Assignments:**   * In-class Quiz # 2: Chapters 2 and 4 * In-class Project #3: ELL Programs in the School District of Philadelphia * Post-class Discussion Board Week 5 - “Speaking in Tongues” |
| Weeks 6-7 | **Pedagogical Methods: Oral Language and Reading**  Reading: Chapters 6 and 7-Wright  **Activities and Assignments:**   * Pre-class Discussion Board Week 6: Pedagogical Methods for Oral Language and Reading * In-class Quiz #3: Chapters 6 and 7 * In-class Project #4: Read-Alouds * Post-class Discussion Board Week 7: Analysis of Classroom Approaches for Reading |
| Weeks 8-9 | **Pedagogical Methods: Writing and Content-Area Instruction**  Reading: Chapters 8 and 9-Wright  **Activities and Assignments:**   * Pre-class Discussion Board Week 8: Pedagogical Methods for Writing and Content-Area Instruction * In-class Quiz #4: Chapters 8 and 9 * In-class Project #5: Thematic Units * Post-class Discussion Board Week 9: Culminating Reflection Question |
| Week 10 | **Ourselves as ELL Educators**  **Activities and Assignments:**   * Course summary/conclusion * Interview Projects Due: You will turn in and discuss your culminating semester interview projects in class. |