**Community College of Philadelphia**

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

***10 Week Online Course-* Fall 2019**

*Instructor:* Dr. Bucher

*Office hours:* Tuesday 11:30 – 1:30

Wednesday 11:30 – 1:30

Friday 12:15-2:15 p.m.

*Please email me to make an appointment*   
*Office:* W1-13

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**Course Description:**

This 10-week online 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 an online course this class will be conducted entirely 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 week of class students will have an opportunity to familiarize themselves with Canvas and ask questions about the online logistics of this course.

**Technical Skills**

To be successful in this course, students must have and feel comfortable using several technical skills, including:

-Accessing the internet & following hyperlinks on the internet

-Opening up and reading a variety of different types of files including Microsoft Word documents, Powerpoint documents, and PDF files

-Creating and submitting files in commonly used word processing formats, such as Microsoft Word

**Required Materials:**

Wright, W.E. (2015). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice, Second Edition*. Caslon: Philadelphia.

Additional materials will be provided by the instructor throughout the semester and available within “Modules” on Canvas or through hyperlinks embedded in the lecture material or discussion boards.

**Student Learning Outcomes:**

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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. |

**General Expectations:**

This course is designed with high expectations of students to be critically engaged in preparation as educational professionals. With this in mind the instructor expects students to:

* Be aware of course information on syllabus, Canvas, and all other course documents. Ask the instructor to clarify any aspect of the course that is unclear. The instructor will make every effort to reply to all messages and communication within two business days.
* Prepare for each class session, having read required materials and be ready to actively engage in class discussions and complete all assignments on time.

**Assignments and Grading:**

* Readings and Lecture Material: Each week you are expected to thoroughly read all assigned readings. This course moves at a quick pace so it is important to keep up with the readings! All assigned readings are either textbook chapters or articles which are in Canvas. To download articles, click on the link listing the readings in each week’s Module; the articles are available as a file. You are also expected to work through the powerpoint lecture slides associated with each class session. These slides contain questions to help guide your thinking related to the readings, outlines of key content, explanations of particular terms and concepts, and links to additional materials. Please note that course powerpoint lectures associated with the readings for each class session are a supplement to reading material. Powerpoint slides are not a substitute for reading the assigned readings.All assignments and discussion board postings should show thoughtful reading and reflection on the readings and lecture material.
* Reading Quizzes: There will be 6 online quizzes. Each quiz will consist of 20 questions, 1 point each, and you will have 20 minutes to complete it. Questions will draw on assigned readings and lecture material with a primary focus on key terms and concepts. Each quiz is open for several days and needs to be completed by 11:59 p.m. of the due date, listed in the Course Schedule and on Canvas. Quizzes will not be re-opened after the due date/time, no exceptions. *Quizzes are “open book” but to do well on the quizzes you will need to read the assigned readings and work through the lecture materials before you log onto the quiz*. *Quizzes must be taken individually.*
* Discussion Boards: Since we do not meet face-to-face in this class, discussion boards are the central means by which concepts are discussed and clarified and we can make sure to clear up any misunderstandings about course topics. The forums also play an important role in this course as a means of introducing you to multiple perspectives on the topics we will be covering. It is important that you have the week’s readings and lecture materials completed by the beginning of the week that content will be discussed. Students will be expected to participate in discussion boards by making postings in the appropriate forum (located in “Discussions” on Canvas). The instructor will facilitate and provide feedback to students in the discussion boards.
  + There are two graded components to each discussion board: One *initial posting* and two *response postings*. You must complete both components of each discussion board to receive full credit.
  + Initial postings for each discussion board should be at least 250 words long (one typed written page, double spaced) and should show thoughtful reflection on course content, incorporating evidence from assigned readings and lecture materials. These postings should be written as a polished academic paper, with narrative clarity and organization. Please proof-read.
  + Response postings are reactions to other students’ initial posting. You need to post responses to at least two other students on each discussion board. Each response post should be at least 100 words, should indicate that you respect another person’s point of view, and then provide your own opinion. Please justify your opinion with evidence from the readings or class content/discussions and focus on moving the conversation forward rather than just repeating what someone else has written.
  + Besides the two substantial (and graded) response postings, students are also encouraged to make short remarks on other students’ postings. There is also a “Like” option in the discussion boards (similar to Facebook). As a class we will strive to make the discussion boards as lively and engaging as a real discussion in a classroom!
  + Both the initial posting and the response postings are included in your grade for each discussion board. To receive credit for a posting, it must be posted in the Canvas discussion board; postings emailed to the instructor will not receive credit! Please commit yourself to participating in ways that are respectful, encourage the critical and creative thinking of class members, and refrain from engaging in any form of plagiarism (this includes not citing sources for your postings if/when needed). *Please note that all postings on Discussion Boards should be completely in your own words*. No credit will be given for postings that do not adhere to College expectations regarding plagiarism.

Due dates for discussion boards:

* + - Initial postings are due by Mondays and response postings are due by Wednesdays. Discussion boards open the week before they are due and you are encouraged to post before the due date.
    - If any initial postings are submitted late your score on that discussion board will be deducted points accordingly: -5% for each calendar day posted late. However, the discussion boards will close the last day that response postings are due (Wednesdays) and students will not be able to post after that.
    - Additional details about each discussion board, including topics and due dates, are described in the course schedule and posted on Canvas.
* Projects: Students will be expected to complete 5 projects. Each project will focus on critical reflection and practical application of course material. Projects are expected to be polished papers with narrative clarity and organization. Please proof-read. Each project is worth 25 points. Projects will be submitted directly (and privately) to the instruction in the “Assignments” tab. Your project file must be compatible with Microsoft. If an assignment cannot be opened or read on the computer it will be considered submitted late and deducted points accordingly (-5% for each calendar day late).
* Written Assignments: There will be 2 paper assignments focused on critical reflection and application of course material. Each Written Assignment is worth 50 points. Your assignment file must be uploaded onto Canvas and compatible with Microsoft. If an assignment cannot be opened or read it will be considered submitted late and deducted points accordingly (-5% for each calendar day late).

*Please note that Rubrics are included with each assignment and can be found attached to the assignment document in the “Assignments” tab on Canvas. The instructor will make every effort to return graded assignments with feedback within a week of their submission.*

**Grading Outline**

6 Reading Quizzes (20 pts. each) 120 points

5 Graded Discussion Boards (25 pts. each) 125 points

5 Projects (25 pts. each) 125 points

2 Written Assignments (50 pts. each) 100 points

***Total 470 Points***

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; this includes quotes from the course textbook. Refer to other appropriate guidelines for notation format. The Purdue University “OWL” website is a good resource for information: <https://owl.english.purdue.edu/owl/resource/563/1/>

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 necessary citation. This means that any assignment that does not have proper citation (when needed) will receive a grade of zero. Please note that this expectation is taken seriously.

**Class Attendance, Participation, and “Netiquette”**:

As an online course, attendance, and participation in this course will work in a different way from traditional face-to-face classes. Nevertheless, expectations for active and professional participation in all aspects of the course are high.

* Failure to submit assignments for any given week will be considered an “absence” from that class session.
* 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.*
* As an online class, students and instructor are expected to use “netiquette,” a term used to describe professional etiquette through online communication. All postings on class discussion boards (graded and ungraded) should adhere to common courtesy so that we can maintain a supportive and communal learning environment for our class.

**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.

**Withdrawal Policy:**

The last date to withdraw from this course is February 18. Though you won’t earn an F if you withdraw, before you decide to withdraw from this course or any other course, think about the following information:

1. The W will be reflected on your transcript permanently.
2. Ws on transcripts may have a negative impact on acceptance into select programs.
3. Transfer institutions may view Ws negatively, and it may go against your application.
4. Your financial aid may be impacted.

Please discuss your options with your instructor or an advisor/counselor before you decide to withdraw from a course.

**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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| **Session 1**  October 8-11 | **Introduction &** **Who are English Language Learners?**   * Purdue “OWL” website tutorial on avoiding plagiarism with proper citation. Utilize the resources as needed: <https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html> * Chapter 1- Wright * “10 Assumptions to Rethink” article (on Canvas)   **Learning Objectives:**   * Students will be able to describe the diversity in the category “English language learners” * Students will be able to describe the pros and cons of the different labels for English language learners * Students will be able to describe historical and recent demographic trends for English language learners   **Requirements:**   * Complete the assigned readings and work through powerpoint lecture materials on Canvas. * Ungraded Discussion Board: Personal Introductions   + *Please introduce yourself to the class- your name, major, reasons for taking this course, and anything else you think the class may be interested in. Also use this discussion board as an opportunity to practice the threaded replies function by posting a welcoming response to another student’s introduction.* * Project : Who are ELLs?, due October 11 * Quiz (Who Are ELLs?): due October 11 |
| **Session 2**  October 12-18 | **Second Language Acquisition**   * Chapter 2 & 3- Wright   **Learning Objectives:**   * Students will be able to describe the meaning of “communicative competence” in second language acquisition * Students will be able to describe the primary second language acquisition theories * Students will be able to describe how content-based instruction is considered best practice in second language teaching theory   **Requirements:**   * Complete the assigned readings and work through powerpoint lecture materials on Canvas. * Discussion Board: Second Language Learning and Teaching   + *Why is it helpful for teachers to know about second language acquisition research and theories when working with children who are English Language Learners? Provide relevant examples from the textbook as well as your own experiences where appropriate.*   + Initial postings are due by October 14 and response postings are due by October 16. * Quiz (Second Language Acquisition): due October 18 |
| **Session 3**  October 19-25 | **History & Language Education Policy**   * Chapter 4- Wright * Spring article (on Canvas)   **Learning Objectives:**   * Students will be able to describe how the policy context surrounding the education of ELLs has changed in the United States * Students will be able to describe how immigration policy has changed in the United States * Students will be able to describe how language and immigration policies have impacted the lives of immigrant groups in the United States   **Requirements:**   * Complete the assigned readings and work through powerpoint lecture materials on Canvas. * Discussion Board: Historical Experiences   + After completing the assigned readings, respond to the following prompt: *Have language restrictions in schools have historically been used as a mechanism for social control of different groups of people in the United States? Validate your response.*   + Initial postings are due by October 21 and response postings are due by October 23 * Quiz (History and Language Education Policy): due October 25 |
| **Session 4**  Oct. 26-Nov. 1 | **History & Language Education Policy (Continued)**  **Requirements:**   * Written Assignment #1: History & Language Education Policy, due October 30 |
| **Session 5**  November 2-8 | **Program Models for ELLs**   * Chapter 5-Wright * Dual-Language Learners article (on Canvas)   **Learning Objectives:**   * Students will be able to describe the essential components of any instructional program for ELLs * Students will be able to describe the difference between English as a second language and sheltered instruction * Students will be able to describe the pros and cons of English-medium and bilingual education models   **Requirements:**   * Complete the assigned readings and work through powerpoint lecture materials on Canvas. * Discussion Board: Multilingual Education Programs   + After completing the assigned readings, read the article posted, which highlights multilingual programming in the School District of Philadelphia. Then answer the following questions: *What is your reaction to the news article? What advantages do you see in the multilingual programs highlighted in the article for both ELLs and non-ELLs? Do you see any disadvantages to these programs? What are some barriers to implementing more multilingual programs in our schools?*   + Initial postings are due by November 4 and response postings are due by November 6 * Project: ELL Programs as Best Practice, due November 5 * Quiz (Program Models for ELLs): due November 8 |
| **Session 6**  November 9-15 | **Oral Language**   * Chapter 7- Wright   **Learning Objectives:**   * Students will be able to describe the relationship between ELLs’ oral language development, vocabulary development, literacy development, and educational achievement * Students will be able to describe how to promote development of higher levels of oral language proficiency for ELLs   **Requirements:**   * Complete the assigned readings and work through powerpoint lecture materials on Canvas. * Project: An ELL Classroom, due November 12 * Quiz (Oral Language): due November 15 |
| **Session 7**  November 16-22 | **Reading**   * Chapter 8-Wright   **Learning Objectives:**   * Students will be able to describe how reading promotes second language development * Students will be able to describe what the research says about effective reading instruction for ELLs * Students will be able to describe how reading relates to the other language domains for ELLs   **Requirements:**   * Complete the assigned readings and work through powerpoint lecture materials on Canvas. * Discussion Board: Pedagogical Methods for Reading   + After completing the assigned readings, respond to the following prompt: *Describe a teaching strategy for reading (other than read-alouds) you can see yourself using with ELL students in the classroom. Make sure that the teaching strategy you choose is appropriate for a particular age/grade level that you specify. The descriptions of your strategy should be in your own words and you should include an explanation of WHY you think the strategy is important and beneficial for ELL student learning.* Please choose a strategy other than "read-alouds" since we will focus on that strategy for this week's project.   + Initial postings are due by November 18 and response postings are due by November 20 * Project : Read-Alouds, due November 19 |
| **Session 8**  November 25-27 | **Writing**   * Chapter 9-Wright   **Learning Objectives:**   * Students will be able to describe how writing promotes second language development * Students will be able to describe what the research says about effective writing instruction for ELLs * Students will be able to describe how writing relates to oral language and reading for ELLs   **Requirements:**   * Complete the assigned readings and work through powerpoint lecture materials on Canvas. * Discussion Board: Pedagogical Methods for Writing   + After completing the assigned readings, respond to the following prompt: *Describe a teaching strategy for writing you can see yourself using with ELL students in the classroom. Make sure that the teaching strategy you choose is appropriate for a particular age/grade level that you specify. The descriptions of your strategy should be in your own words and you should include an explanation of WHY you think the strategy is important and beneficial for ELL student learning.*   + Initial postings are due by November 25 and response postings are due by November 27 |
| **Session 9**  December 2-6 | **Writing (Continued)**  **Requirements:**   * Project : Writing Assessment, due December 3 * Quiz (Reading and Writing): due December 6 |
| **Session 10** | **Ourselves as ELL Educators**  **Requirements:**   * Written Assignment #2 : ELL Interview, due December 8 |