

ASBURY  COLLEGE
ACHIEVE

Adult Degree Completion Program



Syllabus: Florida Campus

Course Name-*Teaching English as a Second Language Methods and Culture*
Course Number-EDA 418

Instructor of this Course-
Office Hours:
Contact Information:

Required Texts:

Peregoy, S. F., & Boyle, O. E. (2008). Reading, Writing, & Learning in ESL. A Resource Book for K-12 Teachers (5th Ed.). Pearson Education, Inc.
 Echevarria, J., Vogt M. E., & Short, D. J. (2008) Making Content Comprehensible for English Learners The SIOP MODEL (3rd Ed.) Pearson Education, Inc.

Supplemental Texts: (On reserve in Library)

Vogt, M. E., & Echevarria, Jana (2008) 99 Ideas and Activities for Teaching English Learners with SIOP MODEL. Pearson Education, Inc.

Supplemental Texts:

Curtin, Ellin, M. (2009) Pathways to Teaching Series Practical Strategies for Teaching English Language Learners. Pearson Education, Inc.
 Shrum, Judith L., and & Glisan, Eileen W. (2000) Teacher's Handbook Contextualized Language Instruction. Heinle & Heinle.

Links to...	Course Description
Department Mission, Theme, and Conceptual Framework	To enable the elementary teacher candidate to facilitate the success of her/his students in the elementary classroom, <i>Teaching English as a Second Language Methods and Culture</i> addresses current methods and materials for teaching English as a Second Language in a culturally responsive instructional environment. The strong emphasis of this class is on research-based practices applied to lesson preparation

	<p>and assessment. Practicum experiences are embedded to assure the candidate’s growth in confidence and instructional effectiveness. The course will develop the candidate’s understanding of the sheltered instruction model (SIOP) as a foundation of declarative knowledge for the teaching of linguistically-diverse students in the elementary classroom. Lesson design incorporating ESOL instructional strategies will develop the candidate’s procedural knowledge, while implementation of the sheltered English approach in teaching ESL students within the regular elementary classroom will stimulate the candidate’s development of conditional knowledge.</p>
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Summary Standards Addressed in Course:

Florida Educator Accomplished Practices 1-12

English for Speakers of Other Languages Performance Standards 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 15, 16, 17, 19, 20, 21, 22, 24

ESOL Competencies, (Section 47): 2, 3, 4, 5, 6, 7, 8, 9, 11

TESOL Standards, 1-5

Asbury’s Dispositions Standard 13: Respect/compassion for others; Passion for teaching; Moral/ethical integrity

Attention to...	Description
Culturally Responsive Instruction	Within this course, we will explore the impact of diverse learning needs and backgrounds that learners bring to the classroom. By developing candidates’ ethnic and multicultural sensitivity and competence, this course prepares them to create a culturally responsive learning environment that can best facilitate the success of all students.
Technology Integration:	
Professor’s Use	Microsoft Word, PowerPoint, Internet Explorer Web searches, ESL Web sites, and videos.
Candidate’s Use	Microsoft Word, PowerPoint, Internet Explorer Web searches, ESL Web sites, and videos.
Dispositional Development	Through lesson planning/implementation of sheltered instruction and other ESOL strategies for ESL students in the regular elementary classroom, the candidate demonstrates Asbury’s disposition of “respect and compassion for others”. Success in the course and its embedded practicum requires a strong work ethic, perseverance, and a love for learning that promotes the candidate’s dispositional growth as described in “passion for teaching”. The completion of course assignments as well as the practicum experience will also afford the candidate an opportunity for growth in “moral and ethical integrity”.

Course Objectives:

1. Demonstrate an understanding of current theories of second-language acquisition and the principles of language learning and be able to discuss applications of these theories in the classroom. *FEAP 3, 5, 7, 8; ESOL Ps 5, 6;*
2. Locate and discuss some of the important research findings and their implications for second language teaching and learning. *FEAP 3, 5, 7, 8; ESOL Ps 7, 9, 13, 14, 15, 16 17, 18*
3. Locate and discuss Web sites beneficial to ELL students at different proficiency levels. *FEAP 8, 12; ESOL Ps 15, 17*
4. Describe and apply in instructional plans and implementation a variety of Sheltered English approaches, including SIOP model, in the practicum experience, appropriate to student levels of proficiency in listening, speaking, reading, and writing. *FEAP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12; ESOL Ps 6, 8, 9, 12, 13, 16*
5. Evaluate, select, and use appropriate instructional materials, media, and technology for ESOL in the elementary school. *FEAP 4, 5, 8, 10, 12; ESOL Ps 15;*
6. Evaluate, adapt, and use appropriate instructional materials, media, and technology in the elementary content areas. *FEAP 4, 5, 8, 10, 12; ESOL Ps 17;*
7. Explain the use of some formal and informal diagnostic tools to assess ESL students and incorporate appropriate informal assessments in the practicum experience to monitor and reflect on impact on student learning. *FEAP 1, 2, 3, 4, 5, 7, 8, 9, 10; ESOL Ps 14, 19, 20, 21*
8. Demonstrate an understanding of linguistic and cultural diversity in Florida classrooms (and across the U.S.) and the implications for instruction in the multicultural classroom. *FEAP 5, 6, 9; ESOL Ps 2, 3, 4;*
9. Design instruction that meets the needs of all students, regardless of culture, ethnicity, learning mode or capability and promotes classroom success for second language learners. *FEAP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; ESOL Ps 5*
10. Understand the legal issues involved in ESL. *FEAP 6, 11; ESOL Ps 19;*
11. Locate and consistently use relevant resources to maintain, extend, and update professional knowledge in the field of ESL teaching. *FEAP 3, 8; ESOL Ps 6, 7*
12. Describe ways to use school, neighborhood, and home/family resources to positively impact the learning of all students, including ELL's. *FEAP 2, 3, 5, 11; ESOL Ps 22*

Instructional Strategies Used in this Course

Cooperative Learning

Direct Instruction

Large and Small Group Discussion

Instructor Modeling

Lecture

Multi-media Experiences

Independent Student Activities (e.g. Projects, Readings)

Teaching ELL's in Classroom

Course Topics

Florida Consent Decree and Legal Issues in ESL

Linguistic and Cultural Diversity in US & Florida: Characteristics; Stereotypes; Challenging the “Deficit” Model

Principles of ESL Instruction Based on Theories of L1 and L2 Acquisition Processes

Research-Based Practices in ESL

Program Models for ESL

Major Instructional Methods

TPR and Beginning ELL’s

Content Area Methodology: Making Content Comprehensible

SIOP Model

Professional Organizations and Publications in ESOL

Matching ESOL Content to Student Proficiency Levels in Listening, Speaking, Reading, Writing

Applying to BICS and CALP

Language Arts Integrated Activities (e.g. Language Experience Approach)

Adapting Unit and Lesson Plans for ELL’s Based on Proficiency Levels and Needs: Materials, Instructional Methods & Procedures, and Formative Assessment

Interpreting Assessment Data to Refine Instructional Methods/Materials

TESOL Standards

The following TESOL standards will be covered in this course:

Standard 1: English Language learners communicate for social, intercultural and instructional purposes within the classroom setting.

Standard 2: English Language learners communicate information, ideas and concepts necessary for success in the academic area of language arts.

Standard 3: English Language learners communicate information, ideas and concepts necessary for success in the academic area of mathematics

Standard 4: English Language learners communicate information, ideas and concepts necessary for success in the academic area of science.

Standard 5: English Language learners communicate information, ideas and concepts necessary for success in the academic area of social studies

Required Course Assignments

1. Class Attendance and Participation-Activities & Discussions:

Class attendance and active participation in class activities and discussions fulfill the expectation for this assignment. Class participation points will vary from week to week. Examples include but are not exclusive to: responses to chapter questions and/or video clips, exit slips, class activities and classroom discussions.

***If a student is absent, a doctor’s note must be presented in order for the absence to be excused. Then he/she will be able to make up the participation points and any other missed assignments due the day of the excused absence. If there is no doctor’s note, the student will be docked the points due on the date of their absence.**

FEAP 1, 2, 3, 4, 6, 8, 9, 10; Asbury’s Standard 13; TESOL 1-5; ESOL Ps 1, 2, 3, 4, 7, 9, 11, 12, 13, 19, 20, 21, 22, 24

2. Readings:

Each student will be expected to complete reading assignments according to the class schedule from the required text and assigned readings. Students are encouraged to make use of additional materials from the library as directed by the instructor. On occasion, students may be asked to read additional materials provided by the instructor.

FEAP 1, 2, 4, 6, 8, 9, 10; Asbury's 13; ESOL Ps 1, 2, 3, 4, 7, 9, 11, 12, 13, 19, 20, 21, 22, 24

3. Entrance Slips (4) and An Exit Slip: (5 @ 30 points each = 150 points)

Beginning with the 2nd class, students will complete an Entrance Slip (Quiz) reviewing key material from the previous class and/or reading for the current class. At the end of each class, students will be informed of the material that should be reviewed/learned for possible questions on the next Entrance Slip. The final class will also have an Exit Slip at the end that will be an application/open book or notes task.

FEAP 1, 2, 4, 6, 8, 9, 10; Asbury's 13; ESOL Ps 1, 7, 11, 13, 19, 22

4. Power Point Chapter Presentation: (50 points-Rubric will be provided)

Each student will present a chapter from our book via a multimedia classroom presentation using PowerPoint as a lesson which will incorporate at least 4 strategies from the SIOP model that we will study.

FEAP 1, 2, 4, 10, 11, 12

5. Research Article Review: (20 points-rubric will be provided)

Each student will be required to present a research review on a research article/s. Selection of articles will be provided by teacher. The review should consist of a 5-minute oral presentation with a one page summary of findings and bridge to classroom application. Summary of article should have reference at top. Copy of article must be given to instructor. Summaries should be copied for all students. Article/articles should be a minimum of 15 pages in length.

FEAP 8; Asbury's 13; ESOL Ps 6, 7, 9, 19, 24

6. Website Research & Write-up: (20 points)

Students will do the following activities to complete this assignment:

1) Outside of class, peruse this site: www.cal.org.

2) Select 2 Websites for ESL students.

In class we will explore a plethora of ELL Web sites and discuss application. The next class session a write up of 5 Web sites needs to be turned in. Each Web site write-up needs to include a short description of the Web site, what level ELL student it would be appropriate for and suggestions of ways teachers might use this site to enhance their students' second language acquisition.

FEAP 8, 10, 12; ESOL Ps 15, 17,

7. Cultural Capsules: (40 points-rubric provided)

Students will research an unfamiliar culture and do an oral presentation and PowerPoint presentation considering the categories listed on page 10 in Reading, Writing and Learning in ESL.

FEAP 2, 5, 12; ESOL Ps 2, 3, 4, 5,

8. Practicum: (20 points-Credit/No Credit)

In order to meaningfully connect the EDA 418 coursework with the teaching profession, students will be involved in a field experience. Specifically, these observation and participation hours with ELL students will take place in an elementary classroom or ESL resource room setting.

Students will complete a total of ten hours.

10 points for reflection on sessions after 5 hours, 10 points for final practicum evaluation.
FEAP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12; ESOL Ps 6, 8, 9, 12, 14, 15, 16, 17,

GRADES

Grades will be based upon the student's competence in completing the readings, course activities, and major course projects. The student is expected to demonstrate knowledge in relation to selected topics, communicate his/her insights, and produce work that is accurate, informative, useful, instructive, and professional.

Assignments:

Attendance/ Participation:	100 points
Practicum 10 hours:	20 points
Web site Write-up:	20 points
Chapter Presentations:	50 points
Culture Capsule:	40 points
Research Review:	20 points
Entrance/Exit Slips, 5 @ 20 points each	100 points
Final:	50 points
Total:	400 points

Grade Scale- % of Mastery:

A+	= 96-100
A	= 90-95
B+	= 87-89
B	= 86-84
B-	= 80-83
C+	= 77-79
C	= 74-76
C-	= 70-73
D	= 66-69
F	= 0-65

Note: The instructor reserves the right to return any work which is not completed satisfactorily. In this situation a student would be asked to rewrite the assignment. The original grade and the rewrite grade would be averaged.