**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** CTES 7460/7466

**Course Title:** Teaching English to Speakers of Other Languages

**Credit Hours:** 3 semester hours

**Term:**  Fall 2012

**Instructor:** Dr. Robert D. Leier **Office:** Haley Center 5070 **Telephone:** 334-707-2923 **email:** [rdl0002@auburn.edu](mailto:rdl0002@auburn.edu)

**Texts:**

Zainuddin, H., Yahya, N., Morales-Jones, C., & Ariza, E. (2002 or 2008). *Fundamentals*

*of teaching English to speakers of other languages in k-12 mainstream classrooms*. Dubuque: Kendall/Hunt Publishing.

Herrell, A. L., & Jordan, M. (2006 or 2011). *Fifty strategies for teaching English language learners. 3rd ed.* Upper Saddle River: Pearson/Merrill Prentice Hall.

**Course Description:**

This course explores effective curriculum development and instruction in the teaching of English language learners (ELLs). Students will develop and evaluate appropriate teaching methods and practices used in ESOL classrooms at the Pre-school through adult level. In addition, students will look beyond the ESOL classroom to appropriate instruction of ELLs in content area and special needs classrooms.

**Course Objectives:**

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

* Demonstrate knowledge of general trends, approaches, and resources for teaching ELLs **(290-3-3-.45-2-4a)**
* Demonstrate appropriate techniques for teaching ELLs in classes which include only ELLs and in classes which include other than ELLs **(290-3-3-.45-2-5a)**
* Demonstrate appropriate methods for working with students who have multiple needs **(290-3-3-.45-2-9a)**
* Apply English grammar and linguistics in teaching ELLs **(290-3-3-.45-2-1b)**

**Topics Covered:**

* ESOL terminology
* Language acquisition, learning, and literacy
* Principals of communicative language teaching
* ESOL methodologies and approaches
* Organizing and planning for ELL instruction
* ESOL curriculum design
* Evaluation and selection of ESOL materials
* Development and use of ESOL materials
* Integrating language and content
* Strategies for teaching ELLs

**Course Requirements:**

**1. IN-CLASS ACTIVITIES** *(24 @ 25 points each, total 600 points)*

There will be TWO in-class activities for each scheduled class meeting (usually associated with the corresponding chapters for that day). Students gain points by participating in the in-class activity and submitting the appropriate work. Students may make up missed in-class activities by reviewing the class archives, following the instructions given in class and then submitting the appropriate work. Campus students submit in-class activities by placing them in their folders and handing them to the instructor at the end of the class. Distance students submit assignments through email.

**2. ESOL METHODS/APPROACHES DEMONSTRATION** *(100 points)*

Students will select one of the eight methods/approaches explained in Chapter 10. As a group they will develop a 15-minute hands-on demonstration where the class will participate as ELL students as they teach a language with this particular method/approach. Post a minimum one- page handout on Backboard Discussion outlining this particular ESOL method/approach that will be available at the time of the demonstration. The one-page handout should include basic background and explanation of the method/approach and a breakdown of how each member contributed to the demonstration *(If members of the group know another language, the demonstration can be done in that language)*

**3. ESOL TEACHING STRATEGY DEMONSTRATION** *(100 points)*

Students will select one teaching strategy (each student will select a different strategy) from the *Fifty Strategies for Teaching English Language Learners* text. Each student develops a 10- minute activity that illustrates the points emphasized with this “strategy” and actively involves the entire class as they participate as “ELL students.” Post a minimum one- page handout on Backboard Discussion outlining this particular ESOL teaching strategy that will be available at the time of the demonstration.

**4. CONTENT RELATED LESSON PRESENTATION** *(100 points)*

According to the Course Schedule, students will develop and present a lesson (10 minutes for each person, ~ 3 students for each content area) on how to teach ESOL through one of the content areas listed in Chapters 19-24 of the Zainuddin text. Please note the ELL language proficiency level and age range for the lesson. Each lesson must address the four language domains of speaking, listening, reading and writing. If lessons are not original then be sure to acknowledge the appropriate reference. Post a minimum one- page handout on Backboard Discussion outlining this particular ESOL content related lesson that will be available at the time of the presentation.

**5. COURSE OVERVIEW ACTIVITY/FINAL** *(100 points)*

Guidelines will be given previous to the activity

**Evaluation and Grading Procedures:**

All assignments are graded according to the specific assignment criteria and returned to students by the next class meeting after submission unless noted otherwise. I adhere firmly to the University’s statement on academic conduct/plagiarism. Based on these evaluation criteria, your final grade will be determined by the following.

**A = 1000-901**

**B = 900 -801**

**C = 800 -701**

**D = 700 -601**

**F = 600 or below**

**Course Assignments:**

**1. IN-CLASS ACTIVITIES *(24 @ 25 points each) \_\_\_\_600 POINTS***

**2. ESOL METHODS/APPROACHES DEMONSTRATION \_\_\_*100 POINTS***

**3. ESOL TEACHING STRATEGY DEMONSTRATION \_\_\_*100 POINTS***

**4. CONTENT RELATED LESSON PRESENTATION \_\_\_*100 POINTS***

**5. COURSE OVERVIEW ACTIVITY/FINAL \_\_\_*100 POINTS***

**TOTAL \_\_\_\_\_ */1000* *POINTS***

**Syllabus is subject to Change with Notice**

**Class Policy Statements:**

**Participation:** Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

**Attendance/Absences:** Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Student Policy eHandbook. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

**Unannounced quizzes:** There will be no unannounced quizzes.

**Accommodations:** Students who need accommodations are asked to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Honesty Code:** The University Academic Honesty, University Policies: <https://sites.auburn.edu/admin/universitypolicies/default.aspx>. and regulations pertaining to Cheating will apply to this class.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are

expected to demonstrate professional behaviors as defined in the College’s conceptual

framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Distance Learning Students**: Unless specific instructions have been given for a designated

course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

**AU eValuate Fall Semester evaluation dates:**

Open:   November 29, 2012 (8:00 am)

Close:   December 2, 2012 (11:59pm)

**Justification for Graduate Credit:**

CTES 7460/7466 offers a comprehensive study of approaches to teaching ESOL. Graduate students are required to analyze teaching practice and integrate second language learning theory into their own teaching of ESOL.

**CTES 7460/7466 COURSE SCHEDULE FALL 2012**

\* (2-p2) denotes 2002 text edition while (8-p3) denotes 2008 text edition

**DAY 01 – AUG 21**

-Syllabus- policies, assignments and grading; acquiring and reviewing the text; intro

**DAY 02 – AUG 28**

CHAPTER 01 - Multicultural Education **(2-p2) (8-p3)**

CHAPTER 0**2** - Culture in the Classroom **(2-p12) (8-p11)**

**DAY 03 – SEP 04**

CHAPTER 03 - Language Determines Culture **(2-p18) (8-p15)**

CHAPTER 04 - Examining American Values **(2-p26) (8-p19)**

**DAY 04 – SEP 11**

CHAPTER 05 - Culture Shock: Reaction to an Unfamiliar Environment **(2-p32) (8-p23)**

CHAPTER 06 - Differences in Verbal Communication **(2-p40) (8-p29)**

**DAY 05 – SEP 18**

CHAPTER 07 - Nonverbal Communication **(2-p48) (8-p35)**

CHAPTER 08 - Teaching and Learning Styles: A Reflection of Cultural Backgrounds

**(1-p56) (2-p41)**

**DAY 06 – SEP 25**

CHAPTER 09 - Teaching for Communication **(2-p68) (8-p49)**

CHAPTER 10 - Methods/Approaches of Teaching ESOL: Historical Overview

**(2-p84) (8-p57)**

**Due: #2 ESOL: Methods/Approaches Demonstrations –Part I**

**DAY 07 – OCT 02**

CHAPTER 11 - Principles of Communicative Language Teaching **(2-p102) (8-p69)**

CHAPTER 12 - Integrating Language and Content **(2-p126 ) (8-p91)**

**Due: #2 ESOL: Methods/Approaches Demonstrations** – Part II

**DAY 08 – OCT 09**

CHAPTER 13 - Curriculum Design and Day-to-Day ESOL Instruction **(2-p136) (8-p97)**

CHAPTER 14 - Listening Development and Instruction for Second Language Learn

**(2-p172) (8-p123)**

**Due: #3 -1 ESOL Teaching Strategy Demonstration- Part I**

**DAY 09 – OCT 16**

CHAPTER 15 - Second Language Oral Development and Instruction **(2-p190) (8-p141)**

CHAPTER 16 - Second Language Vocabulary Development and Instruction

**(2-p220) (8-p163)**

**Due: #3 -2 ESOL Teaching Strategy Demonstration Part II**

**DAY 10 -** **OCT 23**

CHAPTER 17 - Second Language Reading Development and Instruction

**(2-p242) (8-p183)**

CHAPTER 18 - Second Language Writing Development and Instruction

**(2-p296) (8-p221)**

**Due: #3 -3 ESOL Teaching Strategy Demonstration Part III**

## DAY 11 – OCT 30

CHAPTER 19 - Effective Strategies for Teaching ***Mathematics*** to English Speakers of

Other Languages **(2-p346) (8-p259)**

**Due: #4 -1 Teaching *Math* to ELLs*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

CHAPTER 20 - Teaching ESL through ***Music, Drama, and Art*** **(2-p368) (8-p277)**

**Due: #4 -2 Teaching ESOL through *Music\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Due: #4 -3 Teaching ESOL through *Drama\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Due: #4 -4 Teaching ESOL through *Art\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**DAY 12– NOV 06**

CHAPTER 21 - Teaching ***Science*** to English Language Learners **(2-p386) (8-p289)**

**Due: #4-5 Teaching *Science* to ELLs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

CHAPTER 22 - Pedagogy to Teach ***Social Studies*** from a Global Perspective for English

Language Learners **(2-p406) (8-p303)**

**Due: #4-6 Teaching *Social Studies* to ELLs*\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**DAY 13 – NOV 13**

CHAPTER 23 - Special Education and the Linguistically Diverse Student

**(2-p426) (8-p313)**

**Due: #4-7 Teaching ESOL for *Special Ed. Students\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

CHAPTER 24 – Using ***Technology*** with English Language Learners **(2-p442) (8-p329)**

**Due: #4-8 Teaching ESOL through *Technology\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**DAY 14 – NOV 20**

**No class meeting- Thanksgiving break**

**DAY 15 – NOV 27**

**Due: #5 COURSE OVERVIEW ACTIVITY/FINAL**