**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** CTES 7460/7466

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

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Corequisite:** None

**Term:**  Fall 2013

**Instructor:** Dr. Jamie Harrison **Office:** Haley Center 5080 **Telephone:** 334-844-8278 **email:** [**jlh0069@auburn.edu**](mailto:jlh0069@auburn.edu)

**GTA:** Jennifer McNellage **email: [jkm0021@auburn.edu](mailto:jkm0021@auburn.edu)**

**Texts:**

Becker, H. (2001). *Teaching ESL K – 12: Views from the classroom.* Boston: Heinle Cengage Learning.

Echevarria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English Language Learners: The SIOP model*. Boston: Pearson, Allen & Bacon.

Other readings

**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
* Principles 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. ATTENDANCE and PARTICIPATION** *(200 points)*

**2. IN-CLASS ACTIVITIES** *(8 @ 25 points each, total 200 points)*

In class activities are scheduled throughout the semester. 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 TEACHING STRATEGY DEMONSTRATION** *(100 points)*

Students will select one (each student will select a different strategy) strategy for teaching ESL students in the content areas from the texts and other readings. Each 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”. A one page handout (posted to Canvas) outlining this particular ESOL teaching strategy should be available at the time of the demonstration.

**3. CONTENT RELATED PD PRESENTATION** *(100 points)*

Students will develop and present a professional development presentation on how to teach ESOL through one of the content areas. Presentation should include the ELL age range and the four language domains of speaking, listening, reading and writing. Presentation should be geared toward practicing teachers. Further guidelines will be forthcoming.

**4. SIOP LESSON VIDEO** *(300 points)*

Students will develop a 15-minute hands-on demonstration video as they teach a content area lesson using the SIOP Protocol. One of the four SIOP lesson plan templates will be used to develop appropriate lesson for ELLs. Students will evaluate each others’ lessons using the SIOP Protocol.

**5. METHODS AND MATERIALS COLLABORATIVE WEBPAGE** *(100 points)*

Students will work collaboratively to create a Methods and Materials for Teaching ELLs webpage. This webpage will be included in an Auburn University ESOL Program website which will become a resource in the community. More information will be forthcoming.

**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:**

**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 Tiger Cub.

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 office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

**Honesty Code:** The University Academic Honesty Code and the Tiger Cub Rules 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.

**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.

**Webliography:**

* **Alabama Department of Education:** <http://www.alsde.edu/>
* **Alabama-Mississippi TESOL**: [http://www.amtESL.org/](http://www.amtesol.org/)
* **American Association for Applied Linguistics**: <http://www.aaal.org/>
* **Bilingual Education Resources:**

<http://www.rethinkingschools.org/special_reports/bilingual/resources.shtml>

* **Center for Applied Linguistics:** <http://www.cal.org/>
* **ESL/Bilingual - Programs and Services:** <http://education.vermont.gov/new/html/pgm_esl.html>
* **ESL Publications:** [www.eslmag.com](http://www.eslmag.com) and [www.handsonenglish.com](http://www.handsonenglish.com)
* **International English Education Research Association:** <http://www.ieera.org/>
* **Legislation Related to Bilingual Education:** <http://www.umich.edu/~ac213/student_projects05/be/legislation.html>
* **National Council of Teachers of English:** <http://www.ncte.org/>
* **Teachers of English to Speakers of Other Languages:** [www.tESL.org](http://www.tesol.org)/
* **TESOL Directory of Degree & Certificate Programs:**

<http://www.tesol.org/s_tesol/seccss.asp?CID=1770&DID=9326>

* **US Department of State - Office of English Language Programs:**

<http://www.exchanges.state.gov/education/engteaching/index.htm>

**add others here:**

**CTES 7460/7466 COURSE SCHEDULE FALL 2013**

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| --- | --- | --- | --- |
| Week/Meeting Date | Topic | Pre Meeting Preparation | Assignments Due |
| Week 1 AUG 27 | Historical Context; Curriculum Choices & Challenges | SIOP, ch. 1; Becker, ch. 2 | In-class Activity 1 |
| Week 2 SEPT 3 | ESL Program Models, Elementary & Secondary | Becker ch. 3, 4 | In-class Activity 2 |
| Week 3 SEPT 10 | Effective Schoolwide Instruction: The SIOP Protocol | SIOP, ch. 11 | In-class Activity 3 |
| Week 4 SEPT 17 | Lesson Prep & Building Background | SIOP, ch. 2, 3 | In-class Activity 4 |
| Week 5 SEPT 24 | Comprehensible Input / Scaffolding for ELL success | SIOP, ch. 4, 5 |  |
| Week 6 OCT 1 | Webpage Planning Session – 2nd half of class |  | Strategy Lesson Presentations DUE |
| Week 7 OCT 8 | Interaction & Practice/Application | SIOP ch. 6, 7 | In-class Activity 5: Video view reflection |
| Week 8 OCT 15 | Lesson Delivery | SIOP ch 8 | In-class Activity 6 |
| Week 9 OCT 22 | Webpage Planning Session – 2nd half of class |  | Content Area PD Workshop Presentations DUE |
| Week 10 OCT 29 | Assessment | Becker, ch. 5  SIOP, ch. 9 | In-class Activity 7 |
| Week 11 NOV 5 | Special Education & ESL | Becker, ch. 6 |  |
| Week 12 NOV 12 | Online Class for SIOP Lesson viewing and protocol |  | SIOP Lesson Video and Lesson Plans DUE to Canvas  SIOP Protocol Evaluations |
| Week 13 NOV 19 | Webpage Work Session/No formal class meeting |  | SIOP Protocol Evaluations continued |
| Week 14 | THANKSGIVING BREAK |  |  |
| Week 15 DEC 3 | Course Wrap Up |  | Methods and Materials Webpage DUE  In class Activity 8 |