**Auburn University**

**Course Syllabus**

1. **Course Number:** CTES 7460/7466

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

Course Room: Haley Center 2213

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Corequisite:** None

**Term:** Fall 2014

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

Office hours: T 2 – 4 p.m.; W 10 a.m. – 12 p.m.; others by appointment

2. **Date Syllabus Prepared:**  May 2014

3. **Texts**:

Larsen-Freeman, D., Anderson, M. (2011). *Techniques and Principles in Language Teaching.* Oxford: Oxford University Press.

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

Additional required readings will be disseminated via links to website URLs or course Canvas website.

4. **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.

5. **Course Objectives:**

Alignment of objectives with the Alabama Quality Teaching Standards (AQTS 290-3-3-.45) is noted.

Upon completion of this course students will be able to demonstrate knowledge of:

1. state and national English language proficiency standards. (2)(c)1.(i)(I)
2. content for Grades 6-12 in the *Alabama Courses of Study* for English language arts, mathematics, science, social studies, and career and technical education. (2)(c)1.(i)(II)
3. best practices for helping ELLs to meet ELP and State content standards in both self-contained ESL classrooms and mainstream content classrooms. (2)(c)1. (i)(III)
4. strategies for sheltered instruction and accommodations for ELLs with varied schooling backgrounds. (2)(c)1. (i)(V)
5. how to organize learning around standards-based subject matter and language learning objectives. (2)(c)2. (i)(I)
6. how to incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn academic vocabulary and content area material. (2)(c)2. (i)(II)
7. activities and materials that integrate listening, speaking, reading, and writing. (2)(c)2. (i)(III)

Alignment of objectives with the Alabama Quality Teaching Standards (AQTS 290-3-3-.42) is noted.

1. Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources. **4(b)(1)**
2. Design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the *Alabama Course of Study: Technology Education* to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning. **4(b)(2)**
3. Model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. **4(b)(3)**
4. Promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies. 4(b)(4)
5. Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators. 4(b)(5)

6. **Course Content:**

Week 1 Investigate the historical context of English learners and the standards movement in public schools. Demonstrate knowledge of state and national English language proficiency standards. (2)(c)1.(i)(I)

Week 2 Explore the various program models for working with ELs in public schools. Demonstrate knowledge of best practices for helping ELLs to meet ELP and State content standards in both self-contained ESL classrooms and mainstream content classrooms. (2)(c)1. (i)(III)

Weeks 3 – 11 Develop and implement strategies and lessons for ELs in the content areas using the Sheltered Instruction Observation Protocol. Demonstrate knowledge of:

1. state and national English language proficiency standards. (2)(c)1.(i)(I)
2. content for Grades 6-12 in the *Alabama Courses of Study* for English language arts, mathematics, science, social studies, and career and technical education. (2)(c)1.(i)(II)
3. best practices for helping ELLs to meet ELP and State content standards in both self-contained ESL classrooms and mainstream content classrooms. (2)(c)1. (i)(III)
4. strategies for sheltered instruction and accommodations for ELLs with varied schooling backgrounds. (2)(c)1. (i)(V)
5. how to organize learning around standards-based subject matter and language learning objectives. (2)(c)2. (i)(I)
6. how to incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn academic vocabulary and content area material. (2)(c)2. (i)(II)
7. activities and materials that integrate listening, speaking, reading, and writing. (2)(c)2. (i)(III)
8. Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources. **4(b)(1)**
9. Design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the *Alabama Course of Study: Technology Education* to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning. **4(b)(2)**
10. Model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. **4(b)(3)**

Week 12 ELL METHODS AND MATERIALS OPEN HOUSE

Week 13 Examine and evaluate SIOP unit plans.

Weeks 14 – 15 Develop ELL WEBSITE for future teacher professional development.

1. Promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies. 4(b)(4)
2. Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators. 4(b)(5)

Week 16 Final Exam (Website submission)

7. **Course Requirements:**

1. **Online Discussion Posts**
2. **Completion of in-class/online activities**
3. **ELL Methods and Materials Open House**
4. **ESOL Methodology Presentation/Demonstration**
5. **SIOP Unit Plan and Narrative**
6. **Final Exam: Collaborative Website**

**A. ONLINE DISCUSSION POSTS** *(5 @ 20 points each, total 100 points)*

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

In class activities are scheduled throughout the semester and will involve aspects related to the weekly topics. Activities will be posted to Canvas by the following Sunday, 11:59 p.m.

**C. ELL METHODS AND MATERIALS OPEN HOUSE** *(200 points)*

Students will design and implement an open house for content area teachers that highlights key strategies, resources, and materials for working with ELLs in the mainstream classroom. Invitations will be sent out to current undergraduate and graduate students as well as teachers in local schools.

**D. ESOL METHODOLOGY DEMONSTRATION/PRESENTATION** *(100 points)*

Students will select one of the highlighted methodologies to prepare a presentation/demonstration for the class. The presentation should include details and information about the method and provide an example activity that highlights the uses of this methodology.

**E. SIOP UNIT PLAN AND NARRATIVE** *(200 points)*

Students will collaborate with a content area teacher or preservice teacher to write one fully developed unit plan that incorporates the 30 SIOP features as well as integrates appropriate technology for ELLs. One of the four SIOP lesson plan templates will be used and a narrative of the lesson will be written (or a video of actual lesson implementation submitted).

**F. FINAL EXAM: WEBSITE DEVELOPMENT** *(200 points)*

Students will create a website that could be used as a resource in the future as an ESOL teacher working with mainstream teachers. Your website should include: an introductory page that shares your philosophy of teaching ELLs, a content area resources page, a language domains resource page that includes games and activities for practice in all of the language domains (listening, speaking, reading, and writing), a technology review page, and a page devoted to assessment of ELLs. The design of your webpage should be professional and oriented toward the target age of your future ESL students.

**Evaluation:**

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 on a percentage basis.

A =1000-900

B = 899-800

C = 799-700

D = 699-600

F = 599 or below

8. **Class Policy Statements:**

1. Attendance: Attendance is required for all classes unless excused prior to class meeting.
   1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
   2. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.
2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code found in University Policies (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>)will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee
3. Disability 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
4. Course contingency : If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
5. 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:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

**9. Justification for offering CTES 7460/66 as a graduate course:**

This course focuses on helping students gain an in-depth understanding of student and program evaluation in the social studies in the era of high-stakes testing. It helps students gain the knowledge needed to make informed assessment decisions at the individual, system, and national levels and to instruct other professionals about assessment and evaluation issues and practices.

**AQTS Course Assessment Map**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Objectives | Course Assessments | | | |
| Learning activities/ Presentations | Final Unit Plan | In class writing/reflections | Observation |
| Knowledge of state and national English language proficiency standards. (2)(c)1.(i)(I) | X | X |  |  |
| Knowledge of content for Grades 6-12 in the *Alabama Courses of Study* for English language arts, mathematics, science, social studies, and career and technical education. (2)(c)1.(i)(II) | X | X |  |  |
| Knowledge of best practices for helping ELLs to meet ELP and State content standards in both self-contained ESL classrooms and mainstream content classrooms. (2)(c)1. (i)(III) | X | X | X |  |
| Knowledge of strategies for sheltered instruction and accommodations for ELLs with varied schooling backgrounds. (2)(c)1. (i)(V) | X | X | X |  |
| Knowledge of how to organize learning around standards-based subject matter and language learning objectives. (2)(c)2. (i)(I) | X | X | X |  |
| Knowledge of how to incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn academic vocabulary and content area material. (2)(c)2. (i)(II) | X | X | X |  |
| Knowledge of activities and materials that integrate listening, speaking, reading, and writing. (2)(c)2. (i)(III) | X | X | X |  |
| Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources. **4(b)(1)** |  | X |  |  |
| Design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the *Alabama Course of Study: Technology Education* to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning. **4(b)(2)** |  | X |  |  |
| Model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. **4(b)(3)** | X | X |  |  |
| Promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies. 4(b)(4) |  |  |  | X |
| Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators. 4(b)(5) |  |  |  | X |

10. Course Schedule

**CTES 7460/7466 COURSE SCHEDULE FALL 2014**

All Activities due on Sunday 11:59 p.m. following the week assigned.

**Discussion Board Topics and other assignment due dates will be noted in Assignments.**

|  |  |  |  |
| --- | --- | --- | --- |
| Week/Meeting Date | Topic | Reading | Assignments Due |
| Week 1 AUG 19 | Syllabus  Language Proficiency Standards  Program Model Overview | Becker, ch 2 or 3; Minnesota DOE document: in class assignment | Activity 1: Language Proficiency Standards Prezi/Glogster  Activity 2: Program Model Evaluation |
| Week 2 AUG 26 | Effective Schoolwide Instruction: The SIOP Protocol | SIOP, ch. 1 – 2, 11 | Activity 3: Language Objective/Content Objective Creation |
| Week 3 SEPT 9 | Building Background & Comprehensible Input | SIOP, ch. 3, 4; | Activity 4: Building/Activating Prior Knowledge |
| Week 4 SEPT 16 | Strategies & Interaction | SIOP, ch. 5, 6 | Activity 5: Scaffolding for ELL Success |
| Week 5 SEPT 23 | Practice/Application & Lesson Delivery | SIOP, ch. 7, 8 | Activity 6: Integrating all language skills |
| Week 6 SEPT 30 | Review & Assessment | SIOP, ch. 9, 10 | Activity 7: Review and Assessment |
| Week 7 OCT 7 |  |  | Activity 8: SIOP PD and Collaboration |
| Week 8 OCT 14 |  | LFA ch 2, 3, 4 | Method DEMO1, 2 |
| Week 9 OCT 21 |  | LFA ch 5, 6, 7 | Method DEMO3, 4 |
| Week 10 OCT 28 |  | LFA ch 7, 8, 9 | Method DEMO5, 6 |
| Week 11 NOV 4 |  | LFA ch 10, 11 | Method DEMO7, 8 |
| Week 12 NOV 11 |  |  | ELL OPEN HOUSE |
| Week 13 NOV 18 | SIOP Lesson Evaluations using the Protocol |  | SIOP Unit Plan & Video or Narrative DUE |
| Week 14 | THANKSGIVING BREAK |  |  |
| Week 15 DEC 2 | Course Wrap Up |  |  |
| FINALS WEEK |  |  | Website DUE |

Note: All MEd students will also develop a portfolio of standards-based artifacts with written reflections. See additional handout.