**Auburn University**

**Course Syllabus**

**Course Number:** CTES 7460/7466

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

Course Room: Haley Center 2423; Tuesday 6:30 – 9:00

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Corequisite:** None

**Term:** Fall 2015

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

Office hours: T 4 - 6 p.m.; W 1 - 3 p.m.; others by appointment

**Date Syllabus Prepared:**  Summer 2015

**Texts**:

K12 Focus (Required)

Celce-Murcia, M., Brinton, D., & Snow, M. (2014). *Teaching English as a second or foreign language.* Boston, MA: Mational Geographic Learning, Cengage Learning.

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.

K12 Focus (Optional)

Crawford, J. & Adelman Reyes, S. (2015). *The Trouble with SIOP: How a Behaviorist Framework, Flawed Research, and Clever Marketing Have Come to Define – and Diminish – Sheltered Instruction.* Institute for Language and Education Policy.

Gibbons, P. (2014). *Scaffolding Language, Scaffolding Learning: Teaching second language learners in the mainstream classroom, 2nd edition.* Portsmouth, NH: Heinemann.

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

Adult Ed Focus (Required)

Celce-Murcia, M., Brinton, D., & Snow, M. (2014). *Teaching English as a second or foreign language.* Boston, MA: Mational Geographic Learning, Cengage Learning.

Larsen-Freeman, D., Anderson, M. (2011). *Techniques and principles in language teaching.* Oxford: Oxford University Press.

Murray, D., & Christison, M. (2011). *What English language teachers need to know, volume 2: Facilitating learning*. New York: Routledge.

Adult Ed Focus (Optional)

Freire, P. (2005). *Teachers as Cultural Workers*. Boulder, CO: Westview Press.

**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, K12 focused students will look beyond the ESOL classroom to appropriate instruction of ELLs in content area and special needs classrooms, exploring the value and limitations of current trends. Adult Ed focused students will explore various theories of adult education as applied in the adult English language classroom.

**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)

**Course Requirements:**

1. **Attendance & Participation (distance will have weekly online discussion requirements)**
2. **Completion of in-class/online activities**
3. **ESL Principles & Methods Demo and Critique**
4. **ELL Methods and Materials Open House**
5. **Language Domain Micro Teaching Lesson**
6. **ELL Resource Repository**
7. **Final Exam: Annotated Unit Plan**

**A. Weekly attendance and participation** *(15 @ 10 points each, total 150 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 and various standards. Activities will be posted to Canvas by the following Sunday, 11:59 p.m. All activities will be useful for completing the final exam.

**C. ESL Principles & Methods Demo and Critique** (100 points)

Students will develop a short demonstration of one historical ESL method/technique to present to the class. Students will participate in all demos and then critique the methods/techniques for usefulness today.

**D. ELL METHODS AND MATERIALS OPEN HOUSE** *(100 points)*

Students will participate in an open house for content area teachers and others who work with ELLs that highlights key strategies, resources, and materials for working with ELLs in the mainstream classroom.

**E. LANGUAGE DOMAIN MICRO TEACHING LESSON** *(100 points)*

Students will prepare a micro-teaching lesson for one assigned domain. Students will be given 8 minutes to conduct a short lesson for the class. All lessons will be evaluated using a self/peer reflective tool.

**F. ELL RESOURCE REPOSITORY** *(150 points)*

Students will follow a three-phase process to gather, evaluate and display digital resources for a desired ESL audience.

**G.** **FINAL EXAM: Annotated Unit Plan** *(200 points)*

Students will develop a unit plan for the context of their choice. K12-focused students should use the SIOP template for unit development and incorporate the 30 SIOP features into planning. Adult Ed-focused students will use a different template (TBA). Due dates will be varied to encompass all aspects of assignment.

**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 or students are given updates. 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

**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

**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.

Course Schedule

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

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

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| Week/Meeting Date | Topic | Reading PRIOR TO CLASS | Assignments Due |
| Week 1 AUG 18 | Introduction: Proficiency Standards | Syllabus  Proficiency Standards | **Activity 1**: |
| Week 2 AUG 25 | Program Models and CCSS  Historical Overview: Principles & Methods | Celce-Murcia (CM) ch. 1 – 3  Additional readings posted in Canvas (Program Models) | **Activity 2:** |
| Week 3 SEPT 1 | Principle/Method  Demonstration Evaluation & Critique | Larsen-Freeman (focus chapter to be determined) | **Technique DEMO** |
| Week 4 SEPT 8 | Unit Planning  Micro Teaching Demo | K12: SIOP, ch. 1 – 4  Adult: Murray, ch 1 - 4 | **Activity 3:** |
| Week 5 SEPT 15 | Listening | CM: Ch 6 - 7 | **Micro Teaching A** |
| Week 6 SEPT 22 | Speaking | CM: Ch 8 - 10 | **Micro Teaching B** |
| Week 7 SEPT 29 | Reading | CM: Ch 11 - 13 | **Micro Teaching C Activity 4:** |
| Week 8 OCT 6 | Writing | CM: Ch 14 - 16 | **Micro Teaching D** |
| Week 9 OCT 13 | Vocabulary & Grammar | CM: 17 - 19 | **Micro Teaching E Activity 5:** |
| Week 10 OCT 20 | Open House Prep |  | **Activity 6:** |
| Week 11 OCT 27 | Mainstream Unit Plan Scaffolding//Planning for the Multi-Level Classroom |  | **Activity 7:** |
| Week 12 NOV 3 | Open House Prep/Practice |  |  |
| Week 13 NOV 10 |  |  | **ELL OPEN HOUSE** |
| Week 14 NOV 17 | Unit Plan Peer Evaluations |  | **Activity 8:** |
|  | THANKSGIVING BREAK |  |  |
| Week 15 DEC 1 | Course Wrap Up |  | **Resource Repository Share** |
| FINALS WEEK |  |  | **Annotated Unit Plan** |