**Auburn University**

**Course Syllabus**

**DRAFT**

1. **Course Number:** CTSE 7970

**Course Title:** Advocacy for English Language Learners

**Course Room:** Haley Center 2213

**Course Meeting:** Thursdays, 4:00 – 6:30 p.m.

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Corequisite:** None

**Term:** Spring 2015

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

 **Office hours:** T 2 – 4 p.m.; Th 10 - 12 others by appointment; F2F or via Skype

2. **Date Syllabus Prepared:**  January 2015

3. **Texts**:

Staehr Fenner, D. (2014). *Advocating for English learners: A guide for educators.* Thousand Oaks, CA: Corwin Press.

Nazario, S. (2006). *Enrique’s journey.* New York: Random House.

Plus one selection from additional book list (to be shared during first class meeting)

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

4. **Course Description:**

This special topics course focuses on advocacy for English learners. The content of the course will include aspects of advocacy at the classroom, school, local, state, and national levels. Central issues in developing a stance as an advocate for ELs will be presented and analyzed.

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. The development of federal and state laws and policies related to the teaching of ELLs. (2)(e)1.(i)(II)
2. Language and education resources for students and families in their schools and communities. (2)(e)1.(i)(III)
3. Professional resource personnel in their educational communities (2)(e)1.(i)(IV)
4. Professional goals and opportunities to grow in the field of ESL (2)(e)2.(i)(I)
5. Coaching and mentoring strategies (2)(e)2.(i)(II)
6. How to provide ELLs access to all available academic resources, including instructional technology (2)(e)2.(i)(III)

6. **Course Content:**

Week 1 - 2 Need for Advocacy; historical overview of local, state, and federal policies Demonstrate knowledge of the development of federal and state laws and policies related to the teaching of ELLs. (2)(e)1.(i)(II)

Week 3 - 5 Community Resource Identification. Demonstrate knowledge of language and education resources for students and families in their schools and communities (2)(e)1.(i)(III); professional resource personnel in different educational communities (2)(e)1.(i)(IV)

Weeks 6 – 15 Design and implement an advocacy project. Demonstrate knowledge of: language and education resources for students and families in their schools and communities (2)(e)1.(i)(III); professional resource personnel in different educational communities (2)(e)1.(i)(IV); coaching and mentoring strategies (2)(e)2.(i)(II); how to provide ELLs access to all available academic resources, including instructional technology (2)(e)2.(i)(III)

Week 16 Final Exam (Portfolio submission) Demonstrate knowledge of professional goals and opportunities to grow in the field of ESL (2)(e)2.(i)(I)

7. **Course Requirements:**

1. **Weekly Assignments/Activities**
2. **Resources of Interest Collaboration**
3. **Presentation of Advocacy Platform**
4. **Alternate Text Review**
5. **Development and Implementation of Advocacy Project**
6. **Report and Self Assessment of Advocacy Project**
7. **Final Exam: Portfolio with Written Response**

**A. Weekly Assignments/Activities.** Students will be asked to respond to the assigned readings/viewings or participate in a class activity related to the assigned readings. Students prepare for this by having read and taken notes on the readings assigned for the appropriate evening**.**

**B. Resources of Interest Collaboration** The "Resources of Interest" page each week will be a collaborative page created by you.  Based on weekly readings and topics that arise during the readings, find ONE other resource to share with the class.  It can be a research article, news article, video clip, website or webpage, etc. It can even be personally created or written by you!

Post your resource PRIOR to the class meeting and be prepared to share about the resource with the class, explaining why you selected the resource and how it informs the weekly topics and/or course standards.

**C. Presentation of Advocacy Platform**

**D. Alternate Text Review**

**E.** **Development and Implementation of Advocacy Project**

**F. Report and Self-assessment of Advocacy Project**

**G. Final Exam: Portfolio with Written Response.**A final standards-based portfolio will be turned in at the end of the course documenting successful mastery of each standard.  The course portfolio will be digital and be comprised of course assignment artifacts, notebooks, and highlighted documents with personal reflective annotations throughout indicating standards met. Students will use their portfolios to respond to questions pertaining to the overview of the course.

**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 issues related to advocating for English learners. It helps students gain the knowledge needed to advocate for ELs at the local, state, and national levels.

**AQTS Course Assessment Map**

|  |  |
| --- | --- |
| Course Objectives | Course Assessments |
| Learning activities/ Presentations | Final Portfolio | Course Project | Observation |
| Knowledge of: The development of federal and state laws and policies related to the teaching of ELLs. (2)(e)1.(i)(II) | X | X |  |  |
| Knowledge of: Language and education resources for students and families in their schools and communities. (2)(e)1.(i)(III) | X | X |  |  |
| Knowledge of: Professional resource personnel in their educational communities (2)(e)1.(i)(IV) | X | X | X |  |
| Knowledge of: Professional goals and opportunities to grow in the field of ESL (2)(e)2.(i)(I) | X | X |  |  |
| Knowledge of: Coaching and mentoring strategies (2)(e)2.(i)(II) | X | X | X |  |
| Knowledge of: How to provide ELLs access to all available academic resources, including instructional technology (2)(e)2.(i)(III) | X | X | X |  |

10. Course Schedule

**Course Content and Schedule:**

|  |  |
| --- | --- |
| **Week** | **Topic** |
| **1**  | Need for Advocacy; historical overview of local, state, and federal policies |
| **2**  | Need for Advocacy; historical overview of local, state, and federal policies |
| **3**  | Understanding the Needs of ELs and Immigrant YouthFive Prongs of Advocacy/Creating an Advocacy Plan/Platform |
| **4**  |  |
| **5**  |  |
| **6**  |   |
| **7**  |  |
| **8**  |  |
| **9** |  |
| **10** |  |
| **11** | Design and implement an advocacy project. |
| **12**  | Design and implement an advocacy project. |
| **13** | Design and implement an advocacy project. |
| **14** | Design and implement an advocacy project. |
| **15** | Report on advocacy project implementation |
| **16** | Final Exam: Portfolio |

Items to consider in syllabus construction:

Community Resource Identification.

Advocacy at all five levels

Movie viewing: Who was Dayani Crystal?

Movie viewing: Speaking in Tongues

Book Discussion: Enrique’s Journey

Journal Article Reviews

Alternate Text Review

Current Events

Advocacy Platform

Advocacy Project

Pick Elementary School Multicultural Night: Feb. 24th

Immersion Experience: January 27th