**Auburn University**

**Course Syllabus**

1. **Course Number:** CTSE 7970

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

**Course Room:** Haley Center 2461 (confirmed 2/16/17 with Tracy)

**Course Meeting:** Tuesday 4:30 – 9:00

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Corequisite:** None

**Term:** Summer 2017

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

**Office hours:** By appointment or Zoom

2. **Date Syllabus Prepared:**  January 2017

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.

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 Requirements:**

1. **Discussion Preparation** **& Participation** (F2F & online) **100 points**
2. **Issue Analysis 100 points** Details to be provided in class
3. **Stakeholder Analysis & Advocacy Platform SWAY 200 points** Details to be provided in class
4. **Book Review 100 points each** Details to be provided in class
5. **Movie Review 100 points** Details to be provided in class
6. **Advocacy Project Implementation (including 20 hours of field work), Film Festival Entry and Reflection 400 points** Details to be provided in class

**Evaluation:**

All assignments are graded according to the specific assignment criteria provided in class and returned to students in a timely manner. 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. Attendance will count toward your grade. Unexcused absences will result in 20 point deduction from final grade.

A =1000-900

B = 899-800

C = 799-700

D = 699-600

F = 599 or below

7. **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

**8. 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.

9. Course Schedule

**CTSE 7970: Advocacy for ELLs Course Schedule**

**Course Content and Schedule:**

***Note: Syllabus subject to change with prior notice***

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Introductory Readings/Viewings** | **Assignments Due and Date** |
| **0 5/18** | **Syllabus review, beliefs survey, 2016 film festival entries viewing** | Syllabus  Creating iMovies  2016 film festival entries | **Online beliefs survey – not graded (5/23)** |
| **1** 5/23 | Introduction to Advocacy | Staehr-Fenner, 2014, ch. 1  K12 issues: Linville, 2014; Harrison, 2017  University issues: Bista, 2011; Ferdinand, 2014  Community college: CCCIE, 2011  Adult/community immigrant issues: TosoPrinsMooney 2013; prb.org report, 2013 |  |
| **2** 5/30 | Focus on the issues | Staehr-Fenner, chs. 2 & 3  **Option 1:** ELL State and Federal Education Policies documents  **Option 2:** Historical overview of Immigration Policies & Waves  **Option 3:** English-Only Movement & English as Official Language Movement & Bilingual Education debates  **Option 4:** WIAO History related to ELL & immigrant education  **Option 5:** DREAM Act & DACA  **Option 6:** Refugees | **Issue Analysis due (6/4)** |
| **3** 6/6 | **ONLINE: F2F ZOOM individual conferences (sign up)** | Staehr-Fenner chap 4 & 5  Reading options related to School & District Administrators; Developing Advocacy Capacity in EL Families | **Online Discussion 1: Issue Analysis** |
| **4** 6/13 | **ONLINE: F2F ZOOM** | DSF chap 6 & 7  Other readings related to effective instruction of ELs; Assessment & ELs; Special Education and ELs | **Stakeholder Analysis and Advocacy Platform SWAY Presentation (6/13)** |
| **5** 6/20 | **ONLINE: Summit**  TESOL Advocacy Summit  State and Federal Policy Update | DSF chap 8  Other readings related to EL success beyond grade 12; adult education | **Online Discussion 2: What’s in the News?**  **Movie Review (6/20)** |
| **6** 6/27 | **The Debate:** Bilingual Education | Bilingual Education  James Crawford Essays |  |
| **7** 7/4 (no class)\* |  |  |  |
| **8** 7/11 |  |  | **Book Review (7/11)** |
| **9** 7/18\* | **ONLINE ASYNCHRONOUS** |  |  |
| **10** 7/25\* | **ONLINE ASYNCHRONOUS** |  | **Film Festival 2017 (TBA)** |

**Please note: 20 hours of class time will be devoted to your advocacy field work. Dates marked with an asterisk (\*) will be substituted for this field work time. The week of 7/4 may be reserved for an additional F2F meeting as needed provided we find an alternative date to meet.**