

# LING 5811: Educating Language Learners

Fall 2015

Monday, 8:35am-11:35am

UNION 323

## INSTRUCTOR INFORMATION

Taylor Anne Barriuso

Office: OSH 153

Office hours by appointment.

tayloranne.barriuso@utah.edu

Mailbox: LNCO 2300

## COURSE DESCRIPTION

This course examines approaches to and methods for teaching English Language Learners (ELLs) in K-12 public schools and the theories of language and language acquisition on which they are based. Focus will be on practical strategies for content area teachers (eg. differentiating curriculum for various learners, and multiple assessment procedures). Student projects include creation of instructional tasks and lesson plans, and a field experience in a K-12 classroom with ELLs. Students will also discuss and analyze course information in assigned Professional Learning Communities (PLCs).

## COURSE TEXTS

Echevarria, J., Vogt, M., & Short, D. (2013). *Making content comprehensible for elementary English language learners: The SIOP model, 4<sup>th</sup> edition*. New York: Pearson.

Wright, W. (2010). *Foundations for teaching English language learners" research, theory, policy, and practice*. Philadelphia: Caslon, Inc.

Additional course readings and suggested texts will be posted on Canvas.

## STUDENT COURSE OBJECTIVES

By the end of this course, you will be able to...

	Objective	Assessed by...
1	Connect L2 acquisition theory to pedagogical practices for English learners in U.S. public schools.	Quizzes; Lesson Plan In-Class Assignments
2	Implement appropriate L2 methods in the instructional areas of <ul style="list-style-type: none"><li>• Literacy: Pre, During, and Post-Reading</li><li>• Vocabulary Development</li><li>• Writing</li><li>• Content areas: Math, Science, History, etc.</li></ul> Which will require you to.....	Micro-Teaching Presentation; Lesson Plan; In-Class Assignments

	<ul style="list-style-type: none"> <li>Identify language demands that are inherent in content-area learning.</li> <li>Develop appropriate language objectives that derive from content objectives.</li> <li>Write lesson plans using the SIOP Model.</li> </ul>	
3	Distinguish between cognitive, metacognitive, and socioaffective strategies for use in L2 instruction.	Quizzes; Micro-Teaching Presentation; Lesson Plan;
4	Use principles of differentiated instruction and authentic assessment in developing lessons and curriculum.	Micro-Teaching Presentation; Lesson Plan
5	Explore ways in which classrooms can become inclusive spaces for students of various ethnicities, races, socioeconomic statuses, and language backgrounds. This will require you to reflect on the ways in which your ideologies and experiences related to language diversity and language learning impact your pedagogical decision-making.	In-Class Assignments; Lesson Plan

## PARTICIPATION AND ATTENDANCE

The framework of this weekly intensive course—with its emphasis on class discussion and in-class assignments—requires that you attend class regularly. Due to the design of the assessments in this course, failure to complete homework (readings and quizzes) and in-class work such as discussions, PLC activities, etc. will result in a lower grade (see PLC assignments below). Please complete the assigned readings posted for you on the syllabus, Canvas, or those distributed in class before the class period in which they will be discussed. The weekly quizzes will help you to stay on track with the readings.

## ASSIGNMENTS & GRADING (Please submit all assignments via Canvas unless otherwise specified).

- **Quizzes (20%):** You will complete 7 quizzes on Canvas throughout the semester. You will have 1 hour to complete each quiz and they close at 8:20am on Monday mornings. Each quiz contains 4-5 questions based on the readings that were assigned for that day. The quiz may also contain 1-2 review questions about material covered in the previous week. You will need to complete the readings for the day prior to taking each quiz. Your lowest score will be dropped.
- **Expanded Lesson Plan:** In groups of 2-3 students, you will create one extended lesson plan that is consistent with the SIOP model.
  - **Expanded Lesson Plan (35%):** The extended/expanded lesson plan will contain all of the components of a traditional lesson plan with the addition of explanations for your choices and descriptions of how ELL students might benefit from specific instructional tasks.

- **Micro-Teaching Presentations (20%):** In the same groups as those for the lesson plan, students will present an instructional task from their original lesson plan. You will present this activity AS IF YOU WERE ACTUALLY TEACHING IT TO STUDENTS. Each person in the group must participate in the lesson delivery.
- **Field Experience Journal (15%):** Throughout the semester you will be asked to write 4 journal entries reflecting on your experiences at your field site. YOU MUST PASS THE FIELD EXPERIENCE TO PASS THIS COURSE.
- **Field Experience Attendance (Complete/Incomplete):** Students will complete 15 hours of observation with a cooperating teacher of ELLs. The teacher must be a K-12 public school teacher, or a private school teacher with the instructor's approval. Grading on the field experience will be pass/fail with the completion of a time log and evaluation form signed by the cooperating teacher. The teacher evaluation must be turned in via hard copy in a signed sealed envelope. YOU MUST PASS THE FIELD EXPERIENCE TO PASS THIS COURSE. THIS MEANS THAT YOU MUST SUBMIT **BOTH** THE HOURS LOG AND THE TEACHER EVALUATION IN ORDER TO PASS THIS CLASS!
- **Professional Learning Communities (PLCs) & In-Class Assignments (10%):** Students will work in groups of 4-5 people to discuss and analyze course information in class and on Canvas every week. Almost all of these assignments will be completed **in class** sometimes with a small portion to be posted on Canvas after class. You **CANNOT** receive credit for these assignments if you do not attend class. Your lowest score on one of these assignments will be dropped. This means that you can miss one class period with no negative impact on your grade. However, if you miss more than one class period, you will lose these points. **This is how your attendance factors into your grade.** NOTE: Though some PLC assignments are listed on the course schedule this is not intended to be a comprehensive list, additional smaller PLC assignments will occur.

#### Final Grading:

A	94%-100%	C+	77%-79%
A-	90%-93%	C	74%-76%
B+	87%-89%	C-	70%-73%
B	84%-86%	D	60%-69%
B-	80%-83%	F	59% or below

#### LATE WORK

Late work will receive an automatic 20% deduction of the score earned on the assignment. Acceptance of late work is at the discretion of the instructor.

**Quizzes, in-class PLC assignments, and presentations cannot be made up/re-taken.**

**PLAGIARISM**

This course follows the “Academic Honesty” policy of the University of Utah. For clarification on what constitutes plagiarism, please contact the instructor *before* turning in work. Consequences for plagiarism on any course assignment (this includes quizzes, PLC assignments, Lesson Plans, etc.) will range from a grade of zero earned on the assignment to failing the course – this is at the instructor’s discretion.

**ACADEMIC CALENDAR**

You are responsible for all of the dates on the University of Utah’s Academic Calendar.

**ADA NOTICE**

“The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.”