

## COURSE SYLLABUS

**COURSE: PEDAGOGICAL STRATEGIES FOR ENGLISH LEARNERS**  
**AUTHOR: DR. EUGENIA MORA-FLORES**  
**CREDITS: 3 CEU'S**

### Course Overview

In this course, you will gain the knowledge and skills to support the specific needs of English learners. You will learn to establish a language-rich classroom. You will explore the role of language in literacy development and academic achievement through deconstructing language demands and creating an Academic Language Bank. You will demonstrate pedagogical practices to guide English learners to think about content in critical and creative ways. You will employ multiple strategies for scaffolding thinking and apply knowledge and language about ELs to make informed instructional decisions to enhance learning.

### Author Biography

**Dr. Eugenia Mora-Flores** is an Associate Professor of Clinical Education in the Rossier School of Education at the University of Southern California (USC). She teaches courses on first and second language acquisition, Latino culture, and courses in literacy development for elementary and secondary students. Eugenia leads the reading certificate program and serves as the chair of the Master in Art of Teaching governance committee.

Her research interests include studies on effective practices in developing the language and literacy skills of English learners in grades K-12. She has written 9 books in the area of literacy and academic language development (ALD) for English learners, including, *Balanced Literacy for English Learners (K-2)*, *Writing Instruction for English Learners*, *Connecting Content and Language for English Learners*, *Science for English Language Learners: Developing Academic Language through Inquiry Based Science* and most recently, four publications on Strategies for Connecting Content and Language for English Learners across the curriculum.

Eugenia further works as a consultant for a variety of elementary, middle and high schools across the country in the areas of English Language Development (ELD), Academic language development (ALD) and writing instruction for ELs.

As a doctoral chair, Eugenia works with doctoral students in conducting research on teaching and learning with English learners. Research includes studies investigating writing instructional practices and programs for English learners, second language anxiety, Two-way Immersion Programs at the middle school level, comprehension practices for ELs and elementary language arts programs for ELs.

### As you take this course, you will:

- Listen to and watch experts.
- Watch real classroom learning.
- Read research and best practice.
- Access an application toolkit that provides resources, lesson plans, and graphic organizers.

## Course Objectives

In this course, you will learn:

- 1) The role of self-reflection on meeting the needs of language learners.
- 2) How to understand the unique needs of the range of language learners in your classroom.
- 3) The role of language in literacy development and academic achievement.
- 4) How to demonstrate pedagogical practices that guide English learners to think about content in critical and creative ways
- 5) How to employ multiple strategies for scaffolding thinking and language throughout a lesson for English learners.
- 6) How to apply knowledge about language and English learners to make informed instructional decisions that will lead to enhanced language and literacy development for English learners.

## Course Outcomes

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

- 1) Create a language-rich learning environment in your classroom.
- 2) Recognize Second Language Acquisition Levels and support students as they move through the levels toward proficient English.
- 3) Communicate how language is involved in all lessons and build an Academic Language Bank to support student learning.
- 4) Facilitate effective discussions that provide students with real-world skills.
- 5) Explain the connections between thinking and language to support students across the curriculum.
- 6) Plan and modify lessons and activities to meet the needs of a diverse group of language learners.

## Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the “Resources” tab to the right of the screen. At the end of each unit, you will find a KDS Application Toolkit that includes resources that can be used for implementation the next day, e.g., graphic organizers, project ideas, suggested texts and all onscreen graphics that are available to print or download.

## Methods of Instruction and Evaluation

- Pre and Post surveys
- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion forums (prompts that engage participants in online dialogue with their cohorts)

## Academic Honesty

KDS and USC Rossier School of Education recognize plagiarism as a serious academic offense. Plagiarism is the passing off of someone else’s work as one’s own, and includes failing to cite sources for others’ ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

Grading Policy (using rubric 1-4 scale system)		Percentage of Course Credit	
Total grade for the course is a culmination of performance grades		Course grade is determined by the following	
<b>A:</b>	3.4 – 4.0	<b>Reflections</b>	40%
<b>B:</b>	2.7 – 3.3	<b>Checks for understanding</b>	60%
<b>C:</b>	2.0 – 2.6		
<b>F:</b>	<2.0		

To support professional development standards, participants should take the learning beyond the course to implement in practice. Resources are provided to bridge learning to practice.

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

#### Checks for Understanding and Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>Checks for Understanding</b>	65% or below	66-79%	80-89%	90-100%
<b>Reflection Question</b>	Participant has included little to no content indicating consideration and comprehension of course content.  Participant has not addressed the questions posed. Participant has copied from the course transcript without synthesis or analysis.	Participant has included little that indicates consideration and comprehension of course content.  Participant has answered most questions directly but some too briefly.	Participant has included appropriate content from the course content and made connections to practice.  Participant has made thoughtful comments in direct response to the prompts.	Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice.  OR Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.

## Course Outline

<b>Unit 1</b>
<b>Objectives:</b> In this unit, you will learn about reflective practice as it relates to language experience.
<b>Outcomes:</b> By the end of this unit, you will be able to create a language-rich classroom to support English learners.
<b>Resource:</b> KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.
<b>Readings:</b> <ul style="list-style-type: none"><li>Flores, E. (2011). Chapter 4: Creating a language-rich environment. In <i>Connecting content and language for English language learners</i>. Huntington Beach: Shell Education.</li></ul>
<b>Assessment:</b> Reflection questions, checks for understanding
<b>Unit 2</b>
<b>Objectives:</b> In this unit, you will understand EL students and their language needs.
<b>Outcomes:</b> By the end of this unit, you will be able to utilize an academic framework to address the language needs of your EL students.
<b>Resource:</b> KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.
<b>Readings:</b> <ul style="list-style-type: none"><li>Mora-Flores, E. (2011). <i>Connecting Content and Language for English Language Learners</i> (pp. 37-40). Huntington Beach: Shell Education.</li><li>Mora-Flores, E. and Machado, A. (2014). <i>Strategies for Connecting Content and Language, English Language Arts</i>. (9-19). Huntington Beach: Shell Education.</li><li>Olsen, L. (2010, January 1). Repairable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners. Retrieved October 16, 2014.</li><li>August, D., et.al. (2012). Supporting English language learners: A pocket guide for state and district leaders (Implementing ESEA Flexibility Plans).</li><li>English language learners. (2008). <i>NCTE Policy Research Brief</i>. Retrieved October 16, 2014, from <a href="http://www.ncte.org">www.ncte.org</a></li></ul>
<b>Assessment:</b> Reflection questions, checks for understanding
<b>Unit 3</b>
<b>Objectives:</b> In this unit, you will develop a clear understanding of academic language.
<b>Outcomes:</b> By the end of this unit, you will be able to create an Academic Language Bank to support lesson planning.
<b>Resource:</b> KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.
<b>Readings:</b> <ul style="list-style-type: none"><li>Liben, D. (2013). Which words do I teach and how? Excerpted from <i>The Significance of Vocabulary in the Common Core Standards for ELA/Literacy</i>.</li><li>Sibold, C. (2011). Building English language learners' vocabulary: Strategies and tips.</li><li>Wong Fillmore, Lily. (2004). Closing the Achievement Gap for English Learners. Sonoma County Board of Education.</li><li>Mora-Flores, E. and Kaplan. (2012). Thinking Like a Disciplinarian: Developing Academic Language in Social Studies Classrooms.</li></ul>
<b>Assessment:</b> Reflection questions, checks for understanding

<b>Unit 4</b>
<b>Objectives:</b> In this unit, you will understand the language demands of classroom discussion.
<b>Outcomes:</b> By the end of this unit, you will be able to facilitate effective classroom discussions in order to provide authentic language experiences for your students.
<b>Resource:</b> KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.
<b>Readings:</b> <ul style="list-style-type: none"> <li>• Zwiers, J. (2013). Accelerating oral language with academic conversations. <i>SAUSD Collaborative Academic Conversations, Session 4</i>. Retrieved October 16, 2014, from <a href="http://www.sausd.us">www.sausd.us</a></li> <li>• Gibbons, Pauline (2003). Mediating Language Learning: teacher interactions with ESL Students. <i>TESOL Quarterly</i>, Volume 37, No. 2, 247-273.</li> </ul>
<b>Assessment:</b> Reflection questions, checks for understanding
<b>Unit 5</b>
<b>Objectives:</b> In this unit, you will understand the demands of critical and creative thinking skills on your students.
<b>Outcomes:</b> By the end of this unit, you will be able to scaffold thinking, utilizing effective questioning to gain greater student engagement and achievement.
<b>Resource:</b> KDS Application Toolkit related to the unit topic that provides project ideas reading suggestions and templates to support classroom planning and instruction.
<b>Readings:</b> <ul style="list-style-type: none"> <li>• Duke, N. &amp; Pearson, D. (2002). Chapter 10: Effective practices for developing reading comprehension. In <i>What Research Has to Say About Reading</i>. International Reading Association. Retrieved October 16, 2014 from <a href="http://www.learner.org">www.learner.org</a></li> <li>• Pearson, D. &amp; Liben, D., (nd). The progression of reading comprehension.</li> <li>• Beltran, Sarmiento, &amp; Mora-Flores. (nd). Excerpt from <i>Science for English Learners: Developing Academic Language through Inquiry-Based Instruction</i>. Shell Education.</li> </ul>
<b>Assessment:</b> Reflection questions, checks for understanding
<b>Unit 6</b>
<b>Objectives:</b> In this unit, you will understand the connection between thinking and language.
<b>Outcomes:</b> By the end of this unit, you will be able to plan lessons that incorporate high levels of thinking and language.
<b>Resource:</b> KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.
<b>Readings:</b> N/A
<b>Assessment:</b> Reflection questions, checks for understanding
<b>Unit 7</b>
<b>Objective:</b> Course Closing

