

COURSE SYLLABUS

COURSE TITLE: TEACHING ENGLISH LANGUAGE LEARNERS ACROSS THE CURRICULUM, PART I
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CREDITS: 3 GRADUATE PROFESSIONAL DEVELOPMENT CREDITS

Course Overview

In this course, you will gain the knowledge and skills to deliver academic content in the classroom so English language learners can succeed in all subjects. You will explore model instructional and assessment practices that enhance English language learners' understanding and achievement across all content areas by first learning the foundations of language development and language acquisition. This will then prepare you to design and modify activities for your ELL's different English proficiency levels. You will have the opportunity to examine strategies for assessing student knowledge, identify language learning objectives, and develop differentiated instructional lessons. By the end of the course, you will have had the chance to preview your textbooks for idiomatic expressions and multiple meaning words and plan lessons that incorporate academic language development and utilize primary language cognates.

Author Biography

Elizabeth Jiménez is the CEO of GEMAS, a consulting and advocacy firm dedicated to improving the education of English language learners. Jiménez earned an MBA from the Peter F. Drucker Graduate Management Center at Claremont Graduate University and a BA in Spanish from California State University, Fullerton. She holds a California teaching credential and a bilingual/cross-cultural credential and has taught elementary grades for nine years. Jiménez cut her teeth in politics working in the California State Legislature on pioneering legislation for English language learners. She has served as the statewide lead trainer for the California's English Language Development Test and has conducted two extensive teacher credential projects for the California Commission on Teacher Credentialing. She has written over 25 textbooks for Pre-K-12 English language learners and conducts training in Puerto Rico and throughout the United States. Currently, she is the trainer and coach for Torch Middle School in Southern California, which has been designated a School to Watch.

Course Objectives

In this course, you will learn about:

- 1) the processes and stages of language acquisition
- 2) the factors that influence second language development
- 3) the characteristics of culturally responsive instruction
- 4) how to communicate with and engage families and the community
- 5) what BICS and CALP are
- 6) issues of validity and reliability in assessment of English language learners
- 7) how to use scaffolding in ESL instruction

Course Outcomes

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

- 1) evaluate second language levels of English proficiency ☒
- 2) write lesson objectives in content classes to meet ESL standards and content standards
- 3) organize ESL instruction around meaningful concepts and themes ☒
- 4) select and use culturally responsive, age-appropriate, and linguistically accessible materials suitable for English language learners. ☒
- 5) use strategies for facilitating English learners' listening comprehension and speaking skills across the curriculum ☒

Academic Honesty

KDS recognizes 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.

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	
A:	3.4 – 4.0	Reflections	15%
B:	2.7 – 3.3	Checks for Understanding	25%
C:	2.0 – 2.6	Mid-course Project	25%
F:	<2.0	Final Capstone Project	35%

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

KDS Learning Design

KDS online courses are based on 50 hours of sustained engagement on a given topic, with opportunities for ongoing training and support.

Instruction (40%) ~20 hours	Coaching (20%) ~10 hours	Practice (40%) ~20 hours
<ul style="list-style-type: none"> • Modeling effective practice through video • Interactive activities • Readings and Reflections • Expert and educator interviews 	<ul style="list-style-type: none"> • Expert feedback from online coaches on various components of instruction • Facilitation Guide & resources 	<ul style="list-style-type: none"> • Capstone application project • Mid-course application project • Scenario-based activities and checks for understanding • Application Toolkit

Course Outline

<p>Unit 1</p> <p>Objectives: In this unit, you will examine how in the context of various language acquisition theories, students can be helped to develop further their social and academic language, and some critical strategies that make language learning easier, including using cognates and designing context-embedded instruction.</p> <p>Outcomes: By the end of this unit, you will be able to develop lessons using similarities and differences between first- and second-language, leverage the skills from L1 to increase comprehension and learning of L2, recognize and select context embedded instructional materials for use in the classroom, and use cognates to make learning more comprehensible.</p> <p>Assessments: Key Reflection Question and Check for Understanding</p>
<p>Unit 2</p> <p>Objectives: In this unit, you will learn the English proficiency levels and distinct types of ELD/ESL students, as well as what a culturally responsive classroom should include, and how to develop culturally responsive teaching techniques.</p> <p>Outcomes: By the end of this unit, you will be able to evaluate language proficiency data to plan culturally responsive instructional lessons and identify which data to use in order to:</p> <ul style="list-style-type: none"> □ plan for growth and change in ELD/ESL student populations □ set learning goals for ELD/ESL students □ reclassify ELD/ESL students to language proficient status

- plan effective ELD/ESL instruction

Assessments: Key Reflection Question and Check for Understanding

Unit 3

Objectives: In this unit, you will examine the four domains of language—listening, speaking, reading, and writing—the predictable characteristics of second language acquisition, and learn about the five hypotheses of second language acquisition.

Outcomes: By the end of this unit, you will be able to develop teaching strategies and plan lessons that take advantage of primary language acquisition, and develop rich context-embedded lessons to facilitate comprehension.

Assessments: Key Reflection Question and Check for Understanding

Unit 4

Objectives: In this unit, you will explore some basic linguistics to help target instruction to English learners and accelerate student learning, construct a contrastive analysis of English and Spanish, and review relevant research and best practices in the field of linguistics and language acquisition to better meet the needs of English language learners.

Outcomes: By the end of this unit, you will be able facilitate positive transfer and apply prior knowledge from the primary language to English to increase understanding, and promote English learners' auditory discrimination and production of English phonemes for listening and comprehension.

Assessments: Key Reflection Question and Check for Understanding

Unit 5

Objectives: In this unit, you will examine the pragmatic features of oral and written language that influence or convey meaning, learn how to identify key pragmatic features of various discourse settings in English, and what the strategies are for identifying and addressing difficulties with pragmatics for English language learners.

Outcomes: By the end of this unit, you will be able to diagnose writing proficiency and plan the next steps for differentiated instruction of the key pragmatic features for English communication.

Assessments: Key Reflection Question, Check for Understanding, and Mid-Course Project

Mid-Course Project

Description:

The purpose of this project is to develop an activity that differentiates for the four domains of proficiency levels in English to meet the needs of your diverse English language learners. You will have the opportunity to implement the activity in your classroom and reflect on the results. Please note that you will receive feedback on your work and be evaluated against the project rubric.

Design an Activity

Develop a collaborative activity that differentiates for different proficiency levels in the four domains of language (listening, speaking, reading, and writing). Identify the activity's objectives, and explain how the activity will allow for differentiation for English language learners' levels of proficiency. Describe in detail how your activity will address the different levels of your English language learners in the following four domains of language:

- Listening
- Speaking
- Reading
- Writing

Reflect on Practice:

Implement the activity you created in your classroom instruction. Reflect on your students' response, and the impact the activity had on reaching your English language learners'. Answer the following questions in full and provide specific examples with your responses:

1. What worked well in your activity? What was difficult?
2. In what way, if any, did addressing the four domains of language impact your English language learner's?
3. What might you do differently if you were to implement this activity again?

When you've completed your Mid-course Project, upload your **Activity** and **Reflection** to the Evidence tab in the eClassroom

Alternate assignment (when you're not in a classroom or out for summer):

Design the activity as outlined above and reflect on how you think your students will respond, and what you think your students might struggle with on the assignment.

Mid-course Project Evaluation:

Project Component	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Quality of activity (25%)	Develops an activity that lacks several critical components.	Develops an activity that lacks one critical component.	Develops an activity that includes all critical components.	Develops an activity that includes clear and concise components and demonstrates planning mastery.

Quality of differentiation (25%)	Develops an activity that lacks differentiation.	Develops an activity that somewhat differentiates for some levels of ELL's.	Develops an activity that differentiates for different levels of ELL's.	Develops an activity that clearly and concisely differentiates for different levels of ELL's and demonstrates planning mastery.
Description of four domains (25%)	Provides a limited description on how the activities address the four domains and may or may not assist students in learning English.	Provides a basic description on how the activities address the four domains and may assist students in learning English.	Provides a description on how the activities address the four domains and assist students in learning English.	Provides a comprehensive description on how the activities address the four domains and enhances student mastery of English.
Reflection on practice (25%)	Provides a narrow reflection on strengths and changes from activity implementation.	Provides a brief reflection on strengths and changes from activity implementation.	Provides a thorough reflection on strengths and changes activity implementation.	Provides a comprehensive reflection on strengths and changes from activity implementation and provides action steps.

Unit 6

Objectives: In this unit, you will consider the factors that affect how spoken English and spelling evolves, learn the difference between a dialect and a language, and how to create a classroom environment of respect for all languages and varieties of English.

Outcomes: By the end of this unit, you will be able to utilize strategies for supporting positive transfer from the primary language and recognize features that may inhibit communication for different language groups and address with appropriate instruction.

Assessments: Key Reflection Question and Check for Understanding

Unit 7

Objectives: In this unit, you will examine the complex issue of why some English learners succeed in academic pursuits and others do not by exploring contextual factors that affect

language learning, and review the essential strategies for developing instruction that addresses these contextual factors.

Outcomes: By the end of this unit, you will be able to utilize instructional strategies that address contextual factors, minimize activities that adversely impact affective factors, and create an environment that is conducive to learning.

Assessments: Key Reflection Question and Check for Understanding

Unit 8

Objectives: In this unit, you will explore the most essential and current relevant issues regarding English learners in the United States, and how these impact the classroom teacher in designing daily lessons and the school administrator in designing academically sound instructional programs that comply with the law.

Outcomes: By the end of this unit, you will be able to apply legal requirements for identification, placement, and reclassification of English learners, recognize and avoid assessment issues related to reliability, validity, and test bias, and utilize various types of classroom assessments for English learners.

Assessments: Key Reflection Question and Check for Understanding

Unit 9

Objectives: In this unit, you will explore the critical tasks of discussing the implications of creating test instruments that are valid and reliable for English learners, and examine the process of identification of English learners through multiple stages to their eventual reclassification of Fluent English Proficient.

Outcomes: By the end of this unit, you will be able to employ state-mandated standardized assessments to design, monitor, and refine EL instruction, use assessment data in programs for English learners, and recognize and avoid assessment issues related to reliability, validity, and test bias.

Assessments: Key Reflection Question and Check for Understanding

Unit 10

Objectives: In this unit, you will examine examples of classroom activities essential for English learners students' language development, and learn how to differentiate and scaffold instruction based on students' English proficiency, how to check for understanding, and develop and differentiate assessment.

Outcomes: By the end of this unit, you will be able to analyze assessment results and instructional demands in order to modify and differentiate instruction, to plan strategies for re-teaching specific content and/or skills as necessary, and to select or design classroom modifications/interventions to address individual English learners' needs.

Assessments: Key Reflection Question, Check for Understanding, and Final Capstone Project

Final Capstone Project

Description:

The purpose of this project is to preview a text for language that may be difficult for English language learners to comprehend, and develop a lesson plan to help students advance in their language development. You will have the opportunity to implement the lesson plan and reflect on the results. Please note that you will receive feedback on your work and be evaluated against the project rubric.

Preview a Text:

Identify a text that you plan to use in one of your lessons, and preview it for multiple meaning words, idiomatic expressions, academic language, or other language that may difficult for English language learners to comprehend. Describe why you selected this text, and list the results of your preview labeling the word choices according to their category.

Design a Lesson Plan:

Develop a lesson plan to facilitate your students' comprehension of the text you have previewed. Incorporate at least three activities in your lesson plan that will make it easier for your students to understand the language in the text you identified previously. Include the lesson's objects, description of the activities, and how you think the lesson plan will advance student comprehension of language.

Reflect on Practice:

Implement the lesson plan in your classroom and reflect in detail on the results. Answer the following questions providing specific examples in your responses:

- What went well and why?
- What would you do differently and why?
- What did you learn?
- What other observations did you have and what will be your next steps?

When you've completed your Final Capstone Project, upload your **Text Preview**, **Lesson Plan** and **Reflection** to the Evidence tab in the eClassroom

Alternate assignment (when you're not in a classroom or out for summer):

Preview the text and design the lesson plan as outlined above. Reflect on what the possible student outcomes might be, and share what your students might struggle with on the assignment and how you will anticipate their needs.

Final Capstone Project Evaluation:

Project Component	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Preview of the text (25%)	Identifies little difficult language for ELL's demonstrating limited understanding of student needs.	Identifies some difficult language for ELL's demonstrating basic understanding of student needs.	Identifies difficult language for ELL's demonstrating understanding of student needs.	Identifies clearly and concisely difficult language for ELL's demonstrating planning mastery.
Quality of lesson plan (25%)	Develops a lesson plan and activities that lacks several critical components.	Develops a lesson plan and activities that lacks one critical component.	Develops lesson plan and activities that includes all critical components.	Develops a lesson plan and activities that includes clear and concise components and demonstrates planning mastery.
Description of student comprehension (25%)	Provides a limited description on how the activities may or many not assist students in learning English.	Provides a basic description on how the activities may assist students in learning English.	Provides a description on how the activities assist students in learning English.	Provides a comprehensive description on how the activities address enhances student mastery of English.