EDCI 417: Bases for English Language Instruction
Spring Semester 2011
Tuesday & Thursday 2-3:15 pm
Martin Hall (EGR) 1104

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Office Hours: Tuesdays (4:00-6:00pm); any other time needs to be arranged by appointment.
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Course Description
This course will provide future English Language Arts educators with knowledge on current theory, research, and best practices focused on the teaching of edited American English to all students. Activities will include assessing English Language Proficiency (ELP) - in reading, writing, listening, and speaking- and designing instruction to support students' language development according to the Maryland State Voluntary Curriculum ELP Standards. In addition to professional practice through in-class activities, the future educators will be expected to participate in a field placement applying theory, research, and best practices to help support English Language Learners (ELLs) and struggling students' academic English language development. Among course outcomes a constructed digital portfolio of learning and observational analysis advocating instructional strategies that best support future student’s individual English Language Development while relating these pedagogical implications to current theory and research in English Language development.

Course Objectives
By the end of the semester, students will demonstrate:

• Their understanding of theory, research, and best practice associated with different models for the teaching of edited American English to all students.
• That they can apply theory, research, and best practices in designing instruction for students in diverse schools
• Their understanding of trends in teaching of English language
• The effective use of a variety of approaches for assessing and evaluating students’ edited American English
• An understanding of ELLs, diversity, exceptional students, and inclusion issues relevant to the teaching of edited American English
• Their ability to use technology, personal computer, software applications, and the internet for instructional planning in the teaching of edited American English.
• Their ability to use the internet for information search and library applications for the teaching of academic English.
• Construct an adequate and appropriate observational analysis focused on academic English issues at the classroom, small group, or individual student level

Required Texts


Research & Theory Book Club Texts on Language, Literacy, and Discourses (Choose One)

• Delpit, L. (2006). Other People’s Children: Cultural Conflict in the Classroom. NY: Teachers College Press

Course Structure
This course will be split into two experiential units per week: First, in order to construct an adequate and appropriate ethnographic analysis, working with students in a field placement is necessary. Each student will work in a field placement arranged by the EDCI department once a week for 1-1.5 hours in order to gain experience working with students, participate in class discussions, learn to plan instruction, and develop an observational analysis report of language and literacy instruction in the classroom. Students will be required to document their field placement by writing field notes and formal observation reports that will be turned in throughout the semester. The second unit will be held in biweekly class meetings. Each class will include discussions of field placement experiences, weekly readings, student presentations, and topics important to English language instruction to diverse student populations. In addition, a significant amount of class time will be devoted to activities in assessing, evaluating, and supporting students’ academic English language development.
Course Requirements & Assignments

**Attendance and Participation**
Attendance and participation in field placement and classroom activities are **vital** to success in this class. Habitual and patterned absences either in the class unit or the field placement may **significantly alter** final grades. Student absences beginning to represent an alarming level (i.e. 3 or more absences) exceeding 5-10% of class and field placement time will affect your final grade. Students who begin to accumulate undocumented, habitual, or patterned absences will receive a formal written warning from me indicating that their grades will begin to be affected by their absences. Grades of students who have demonstrated habitual or patterned absences grades will begin to drop one full letter grade for each undocumented absence beyond the initial formal warning. I acknowledge that emergencies do arise and may make allowances on a case by case basis, but it is your responsibility to contact me before the scheduled class or field placement time to make any necessary arrangements. See the College of Education’s Technical Standards for professionalism for further explanation.

**Presentation & Evaluation on a Method and/or Trend in Language Instruction (10%)**
Working in collaborative groups, students will do a 10-12 minute (no more or points will be taken off) presentation on a methodological approach to language instruction with an evaluation, sample lesson and activity using this methodological approach.

**Language Lesson (10%)**
Each student will design and teach language lessons with an assessment covering key elements from a chapter in Kolln & Gray’s (2010) *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects, 6th edition* (*RG*). Lesson will also be posted on our class wiki space.

**Test on edited American English (10%)**
There will be one test on edited American English during this course. The test will be a comprehensive examination of assessment questions from students’ designed language lessons from Kolln & Grays’ *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects, 6th edition* (*RG*).

**Digital Portfolio of Learning (30%)**
Each Digital Portfolio must include the following artifacts that will show evidence of student learning and community building. Each student will demonstrate the objectives of the course have been met by creating a digital portfolio on the class designated website that includes the following artifacts:

- Linguistic Autobiography
• Student Designed Academic Language Unit with Pacing Guide, Lessons, and student created Informal Performance-Based Formative & Summative Assessment(s)
• Research Article Evaluation that uses Research Book Club Text as Primary Source
• Evaluation Report on assistive or adaptive technologies that support students' language development
• Digitized Field Observation Reports
• Responses from 2 or more peers’ digital portfolios

This portfolio will be constructed throughout the semester. As the semester progresses, we will workshop each of the learning artifacts in class. Specified workshop dates and rubrics will be provided during the semester.

Research Book Club Discussions, Wiki, & Digital Presentation (15%)
Every two weeks, students will meet in class (and virtually) to participate and lead discussions on their self-selected seminal Research Text. Each student will lead a discussion of their text in expert and breakout groups. In addition, each research club will design a wiki page that summarizes, evaluates, and links research that uses the text as primary theoretical framework for their study. Each student will link her/his self-selected research article to her/his own research evaluation from individual digital portfolio. In addition to the wiki page, each group will create an 8-10 minute digital book report of their group’s Seminal Text. This will NOT be a PowerPoint presentation where students stand in front and read from a slide show. This will be a plug-n-play presentation using digital media (i.e. Windows Movie Maker, I-Movie, Pinnacle, etc…) that presents the text’s overall theory, argument and influence on English language instruction in the United States.

Final Paper- Observational Analysis (25%)
Based on current theory, research, and best practices, all students will be required to construct an adequate and appropriate English language observation & analysis report at the middle school or high school level based field observation reports, research club texts, research articles, and anchor texts read in class. The report should include the following sections:
• Introduction on Initial Entry in the field (Who, What, When, Where, Why)
• Literature Review and Theoretical framework taken from our course readings
• Synthesis of Field Observations with Commentary on immerging questions and themes
• Discussion on Future Pedagogical Implications for your own future classroom
Every two weeks and using Frank’s Ethnographic Eyes text as a guideline, students will participate in writing groups in order to work on developing their own analysis. Each student is required to bring copies of her/his own fieldnotes and will turn it in after the writing group. While there will be no formal due dates for each section, each student will be required to have some type of written product to bring to her/his group: outlines, concept maps, field notes from observations, drafts, revisions, edited versions of sections, etc…
Grading
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F<59%

Academic Conduct
The University has a student administered Honor Code and an Honor Pledge, posted on the web at
www.studentconduct.umd.edu/aca/honorpledge.html
The code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Allegations of academic dishonesty should be reported directly to the Honor Council (314-8450) by any member of the campus community. For additional information, consult the Office of Student Conduct website (www.studentconduct.umd.edu).

Late Assignments
As you will be soon aware as future English teachers, late assignments, including drafts, are generally unacceptable. Any arrangements for late acceptances need to be made at least one day before the due date. Arrangements will be made on a case by case basis.

Course Evaluation
As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the dates for Spring 2011 and the link at which you can access the submission system (www.courseevalum.umd.edu). If you submitted all of your evaluations in the fall or are a new student, you can also access all posted results from Fall 2007 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it by submitting all of your Spring 2011 evaluations. More information is at:

Accommodations
The University is legally obligated to provide appropriate accommodations with documented disabilities. If you require special accommodations due to a documented disability, please see me as soon as possible in order for me to make the appropriate accommodations.