Course Description: Cross-disciplinary capstone course for Secondary Education majors. Discussion and analysis of critical issues relevant to teaching: inclusion, diversity, professionalism, English language learners, school politics, social justice, school-community relations, and parent engagement.

Note: Half of this course will focus on the needs of students with disabilities. Dr. Leslie V. Page-Voth will be the instructor for the second half of this course (beginning 3/25/14). You will earn a grade for the entire course after attending classes and completing assignments for both ELL and SPED components.

Conceptual Framework: The number of English language learners (ELLs) in schools has dramatically increased for the last two decades. Research supports that ELL students who are mainstreamed after receiving ESOL services still need support that needs to be provided by the mainstream and content area teachers. Therefore, the first half of this course is devoted to understanding ELLs in US public schools. The intent of the teacher education program at UMCP is to prepare reflective practitioners for a diverse society through research-based professional programs. Our shared vision is consistent with our mission as a Research I institution that views Research and Inquiry, Diversity, Collaboration, and Technology as the foundations to our conceptual framework. For more information, please visit the College of Education website.

Course Overview and Outcomes: This course is designed with a broad overview of equity and diversity as a conceptual framework and it is intended to support pre-service teachers in the development of a strong theoretical foundation from which to think more deeply about (and, eventually, act more emphatically to bring about) equity- and diversity-related schooling processes, particularly while working with the ELLs. Teacher learners in this course will be expected to engage in reflective inquiry concerning the way ELLs progress in their language acquisition processes and the way these students are provided the necessary instructional services to be able to successfully continue learning content. Therefore, at the end of the course, teacher learners are expected to be able to:

• Define and describe exceptional youth at risk generically and categorically, including individuals from culturally and/or linguistically diverse backgrounds; (InTASC 1; CF Learners, Contexts; EC 7),
• Describe basic service alternatives appropriate for the education of students with diverse
needs; (InTASC 3; CF Learners, Contexts; EC 6),

- Define and describe the role of the general educator in pre-referral, referral, identification, and delivery of educational services to students with diverse needs, including self-determination skills and transition services; (NCTE 3.1.2, 4.1, 4.10; NSTA 6b, 8a, 8b, 8c, 9c; InTASC 4,5; CF Goals and Assessment; EC 2),
- Describe key components necessary for effective collaboration, teaming, and co-teaching; (NSTA 10a, 10c, 10d; NCSS II.6, II.7, II.8, II.9; ACTFL 6.a; InTASC 9; CF Curriculum, Pedagogy, Contexts; EC 5),
- Demonstrates the ability to differentiate instruction for managing an inclusive classroom by selectively applying specific strategies such as principles of universal design, technology, assistive technology, content enhancements, peer tutoring, modified approaches for vocabulary development, modified formats for group discussions, providing accommodations for testing, grading and homework, compacting the curriculum, and providing adaptations to use of textbook materials; (NCTE 2.1, 4.5; NCTMSECON 8.1, 8.2, 8.3, 8.6, 8.7, 8.8; NSTA 5a, 5.b, 5e, 5f; NCSS II.1, II.2, II.3, II.4; ACTFL 3.a, 3.b, 4.c, 5.b; InTASC 2; CF Curriculum, Subject Matter, Pedagogy, EC 1),
- Identify implications of inclusive education for changes in schools and delivery of services and instruction; (InTASC 3, 10; CF Learners; EC 2,6),
- Make appropriate instructional decisions based on knowledge of practical and theoretical issues related to serving English learners such as policy, second language acquisition, cultural and linguistic diversity, academic language in the content areas, and parent involvement;
- Provide culturally responsive and linguistically appropriate instruction to English learners in content area classrooms;
- Adapt and use the results of content and language assessments for English learners; and
- Differentiate instruction for English learners with diverse linguistic, cultural, academic needs.

**COURSE POLICIES**

**Attendance:** Attendance and active participation are mandatory. More than ONE absence, habitual tardiness (more than TWO), and/or leaving early will lower your final grade by at least one letter grade. **You are subject to be dropped after TWO absences.** Please contact me via e-mail if you are unable to attend class. Remember, it is your responsibility to get homework assignments, notes, materials, etc. from a classmate. Furthermore, it is expected that you will submit all due assignments on or before the due date and you will be fully prepared for discussion, activities, assignments, etc. upon your return. **I will not provide “make-up” work for missed class activities or other learning opportunities.**

**Tardies and Early Departures:** Students who are more than 5 minutes late to class, and/or those who leave more than 5 minutes early will be assessed an unofficial absence. Roll is taken during the first few minutes of each class, so please be on time.

**Cell Phones and Other Communication Devices:** Cell phones need to be placed on silence or turned off in the classroom. Cell phones and texting are for EMERGENCY purposes ONLY! Please be respectful of your classmates and the instructor by taking all phone calls in the hall. Continuous use of cell phones and inappropriate use of other communication devices, electronics, etc. may result in a grade reduction. Laptops should only be used when relevant to the course.

**Deadlines:** Assignments are due on or before the due date. If you know in advance that you will not be able to turn an assignment in on the due date due to religious observances or participation in University activities, you must make arrangements with me to turn in the work prior to the due date. **I do not accept late work!**
**Written Assignment Guidelines:** Written assignments are to be submitted in soft copy to the space created on the Canvas site on or before the day they are due. For identification, they should include your name, course title, assignment title, and date on top of the page. Please include page numbers and use traditional 12-point fonts, such as Times New Roman. Double space and use one-inch margins. Use in-text citations and references when necessary, following APA format. In addition, be sure to check your work to make sure it is free of editing errors.

**Course Readings:** Canvas (elms.umd.edu) includes articles from academic journals and chapters from various books. Please go to your account to access these readings. Whenever a reading is assigned, you are expected to bring a copy to class – either on laptop or printed.

**Honor Pledge:** The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

> I pledge my honor that I have not given or received an unauthorized assistance on this assignment/examination.

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. For on-line submissions, please type the honor code and electronically sign your name on the cover page. Students who fail to write and sign the Honor Pledge will be asked to confer with the instructor.

**Honor Code:** All students are required to comply with the University’s Honor Code, which prohibits 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 (301) 314-8450 by any member of the campus community. For a copy of the full text of the Code, please go to [http://osc.umd.edu](http://osc.umd.edu).

**Disability Support Services:** These services are available to students who need them. If you have a documented disability and need academic adjustments or accommodations, please speak with me about it during the first two weeks of class. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodation request each semester. Information is available on the web at [www.Counseling.umd.edu/DSS](http://www.Counseling.umd.edu/DSS).

**Course Evaluation:** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses at the end of the semester. Please go directly to the website [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

**Communication:** The course instructors will try their best to respond to you email within 24 hours during the week and 48 hours over the weekend.

**Inclement Weather:** If the University is closed due to inclement weather on a day this course is scheduled, then the course is cancelled. You can check the status of UMDCP closures or delays at [www.umd.edu](http://www.umd.edu), (301) 405-SNOW, and local radio and TV stations.
COURSE ASSIGNMENTS

Attendance, Readings, and Participation (25%): You will be expected to attend all scheduled classes and engage with all learning opportunities. Please remember the classroom community member is supposed to:

- be present in all classes
- be prompt for all classes
- have thoroughly read and processed assigned readings
- provide thoughtful contributions to class discussion
- listen and respond to classmates
- be open to different perspectives
- be respectful to others
- ensure minimal disruption in classroom (Switch cell-phones off or keep them on silent mode and no texting please.)

You are expected to come to class prepared, having read the assigned readings and taken notes. Your notes must go beyond the basic level of comprehension and instead capture how the readings add to your knowledge and challenge your thinking. No matter how much you may agree with the author's perspective, push you thinking to consider alternative perspectives, criticisms, or weaknesses. These notes should serve as a basis for your written assignments and will assist you in participating in class discussions thoughtfully, responsibly, and constructively.

Case Study Project Plan (25%): Prepare a 1-2 page typed description of the independent case study project that you plan to carry out for this class. I would like to know: What English language learner you plan to work with and why you have chosen this particular learner, what question(s) you are interested in exploring with your case study project; how you plan to go about your project; and what help I can be if any.

**Please contact Dr. Fredricks immediately if you do not have any ELL students in your Teaching Internship.

Please upload a soft copy to Canvas. Due: 2/4/14

Case Study (50%): You will carry out an independent project involving a case study of a bilingual/second language student based on readings that we will discuss over the course of the semester. Choose a student who is of particular interest to you for some reason. (NOTE: Some students might currently be designated as ELL, while other could be reclassified. I recommend that you talk with your Mentor Teacher, School Counselor, etc. to determine if the student is/has been considered ELL.) Observe the student carefully over a period of time, in both formal learning situations and if possible, more informal interactions. Interview and/or talk with the student. Collect some of the student’s work. Learn as much as you able to about the student’s family and personal history. Prepare a paper in which you describe this student as an individual, a family member, a member of a cultural group, an individual in a school setting, and a student. Include significant consideration of this student’s academic strengths, achievements, and challenges – with a focus on language and content issues. Connect the findings of your case study to one or more of the pieces that we have read for class.

I anticipate that your case study will be 5-8 pages (double-spaced, 12 Font, Times New Roman, APA formatting), in addition to your references and samples of the student’s work that you might choose to include.

Please upload a soft copy to Canvas. Due: 3/11/04
Grades are assigned according to the following scale:

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<th>Grade</th>
<th>Score Range</th>
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<td>A</td>
<td>93-96</td>
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<td>A-</td>
<td>90-92.99</td>
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<td>B+</td>
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* Please note: Students who do not have perfect attend cannot receive an “A+” for the semester.
**COURSE CALENDAR**

The instructor reserves the right to alter the course schedule/assignments as necessary. The Course Calendar may change depending on the learning needs of the students or due to potential guest speakers. Students will be informed in advance of any changes.

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<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignment(s) Due</th>
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</table>
| 1  | 1/28/14 | Introduction to Course  
• Introductions  
• Overview of Course Syllabus, Assignments, Readings, & Expectations  
• Understanding ELLs |   |   |
| 2  | 2/4/14  | How Language is Learned  
• Second Language Acquisition  
• Acquisition of social and academic language  
• SLA and Instruction for ELLs | • Haynes (2007), Ch.1: Key Concepts of SLA (p. 1-13)  
• Haynes (2007), Ch.2: How Students Acquire Social and Academic Language (p. 13-28)  
• Haynes (2007), Ch.3: Correlating Instruction with the Stages of SLA (p. 29-41) | Case Study Project Plan (upload to Canvas) |
| 3  | 2/11/14 | Teaching ELLs: Challenges and Possibilities  
• Guest Speaker: Dr. Rashi Jain | • Haynes (2007) Challenges for ELLs in Content-Area Classes (p. 59-72) |   |
| 4  | 2/18/14 | Lesson Planning for ELLs  
• Planning and modifying lessons to meet the needs of ELL students | • Haynes and Zacarian (2010) Lesson Planning to Ensure Optimal Engagement of ELLs (p. 23-33)  
• Echevarria et al. (2008), Ch. 2: Lesson Preparation (p. 22-51) |   |
| 5  | 2/25/14 | Academic Language, Instruction, and Assessment  
• Teaching and Assessing language and content in the classroom | • Echevarria et al. (2008), Ch. 3: Building Background  
• Haynes and Zacarian (2010) Homework and Assessment for ELLs (p. 103-118) |   |
| 6  | 3/4/14  | Academic Language, Instruction, and Assessment  
• Teaching vocabulary  
• Group work for ELLs | • Echevarria et al. (2008), Ch 4: Comprehensible Input  
• Haynes and Zacarian (2010) Content Vocabulary Instruction for ELLs (p. 50-70) |   |
| 7  | 3/11/14 | Reflection  
• Case Study Debrief | • Haynes and Zacarian (2010) Effective ELL Instruction in Action (p. 137-145) | Completed Case Study (upload to Canvas) |