EDCI 688B: Practice and Theory in Teaching Second Language Learners
University of Maryland, Spring 2009
Mondays, 5:00-7:45 p.m., EDU 0206

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Office Hours: by appointment

Course description
This course accompanies student teaching, for students completing M.Ed. with K-12 certification in TESOL, and for Foreign Language MCERT students. As such, this course focuses on issues that arise in classrooms with language learners, with a particular emphasis on:

• Encouraging teachers to develop a reflective and inquiry-oriented approach to their teaching,
• Addressing questions that novice teachers frequently have, and
• Presenting teachers with opportunities to further develop their theory and practice for working in classrooms.

• The course also makes a special effort to help teacher candidates develop parts of the teaching portfolio that is required for graduation. **** While we will provide feedback and a grade for your work in the course, please remember to consult with your advisor regularly regarding his/her approval of the contents of your portfolio, because your advisor determines whether your portfolio sufficiently meets program requirements for graduation.****

Assignments and evaluation
1) Class participation (20%): Class meetings will rely heavily upon discussion of the assigned readings. This class is not intended to be a lecture class, and student input and ideas are vital to our learning. Your participation grade will be based on your active contribution to each class discussion. This includes actively engaging the class with interesting questions and ideas. You are responsible to bring a few discussion questions related to our topic for the week (from readings and your classroom experiences) to each class meeting. Regular attendance is also very important in this course, and your final grade will be affected if you are absent more than once, and by late arrivals/early departures.

2) Statement of teaching philosophy (10%): Craft a well-developed, thoughtful statement about your philosophy of teaching and learning. (TESOL Portfolio section I.4) (FL portfolio section V). You will find many websites about writing such statements on the web, here are a few that may help you:
   http://ftad.osu.edu/portfolio/philosophy/Philosophy.html
   http://www.celt.iastate.edu/teaching/philosophy.html
   http://www.lll.hawaii.edu/sltcc/tipps/philosophy.html
   http://chronicle.com/jobs/2003/03/2003032702c.htm
DUE FEBRUARY 2, 2009.

3) Technology paper OR Reflection paper about your personal journey: (10%): Choose ONE of the following options:
a) Write a paper about your use of technology in the classroom (TESOL Portfolio section II.2) (FL portfolio section VIII). For instance, you might address your school’s policy on use of the internet and how you adhere to that, talk about how to use data from test scores to make decisions about instruction, interview your mentor teacher about what kind of data he/she uses to make instructional decisions, discuss how you help your students use technology, etc. Include an artifact that demonstrates the use of technology that you discuss.

OR

b) Write a paper in which you reflect upon what has led you to be interested in teaching second language learners. Include in your paper your experiences and/or knowledge to date working with diverse populations. (TESOL Portfolio sections I.1 and I.3) (FL Portfolio section V).

DUE FEBRUARY 16, 2009.

4) Classroom management plan (10%): New teachers often have questions that relate to how to manage their classrooms. Consider what kinds of procedures and policies you think you’ll want to implement in your own classroom, and share those details in a management plan. (TESOL Portfolio section II.3, PBA III); (FL Portfolio Section IV, PBA III).
DUE MARCH 9, 2009.

5) Paper on school—family/community collaboration (10%): Write a paper in which you share the rationale for schools to form partnerships with family/community members, and also provide some ideas for how you will try to create partnerships between your own classroom and families/the community. (TESOL Portfolio section II.1, domain 5b); (FL Section VII).
DUE MARCH 30, 2009.

6) Final reflection and portfolio (25%): Go back and look at the assignments you have completed this semester, and make improvements and changes based on our feedback and your new experiences and growth. Compile these materials and all other parts of your portfolio in an organized, interesting, visually pleasing, and reader-friendly manner. Each artifact must have a cover page with a short paragraph explaining what the artifact is and describing how it demonstrates your knowledge for that part of the portfolio. TESOL students: For sections II.1, II.2, and II.3, also include the statement for that standard. FL students: For sections I through VIII, also include rationale for how the artifact meets the Standards for Foreign Language Learning (Five C’s).
Turn in these updated materials along with your original assignments with our comments on them.
DUE APRIL 20, 2009.

8) Self or peer observation and reflection paper (15%): If you are teaching this semester, make arrangements to videotape yourself while teaching and then reflect on your teaching in a 4-5 page paper, using the SIOP observation protocol to consider your teaching. You do not need to include a discussion of all SIOP sections, but instead use the protocol as a guiding framework to address your teaching. If you are not teaching this semester, make arrangements to observe someone else teaching language learners and use the SIOP as a guiding framework to discuss what you observed.
DUE MAY 4, 2009.

LATE WORK POLICY: Papers may be turned in up to 3 days late (in hard copy), with a 5% deduction per day. Because assignments work together to build the portfolio and demonstrate your professional growth, it is important to turn them in on time so they can be returned without delay.
If you know in advance that you will not be able to turn something in on the due date due to religious observance or participation in university activities at the request of university authorities, you must make arrangements with us to turn in the work **PRIOR TO** the due date.

Evaluation is according to the following scale:

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**Honor Code:** 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 (314-8450) by any member of the campus community. For a copy of the full text of the Code, please go to [www.jpo.umd.edu](http://www.jpo.umd.edu). Please write the following statement on all written work (not necessary with reading reactions) you turn in, and sign your name underneath: "**I have not received any unauthorized aid on this assignment.**"

**Course Evaluations:** 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 2009 (Tuesday, April 28 through Wednesday, May 13)* and the link at which you can access the submission system ([www.courseevalum.umd.edu](http://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 2009 evaluations. More information is at: [https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml](https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml).

**Disability Support Services:** Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodations request each semester. Information is available on the web at [http://www.counseling.umd.edu/DSS/receiving_serv.html](http://www.counseling.umd.edu/DSS/receiving_serv.html).

**Inclement Weather:** If the university is closed due to inclement weather on a day this course is scheduled, I will contact you directly via email with this information. You can also check the status of university closure or delays at [www.umd.edu](http://www.umd.edu), 301-405-SNOW, and local radio and TV stations.

**Required texts**


**FL students only:** Webb, John B., & Barbara L. Miller, eds. (2000). *Teaching Heritage Language Learners: Voices from the Classroom*. Yonkers, New York: ACTFL Foreign Language Education Series.
Additional readings, available on Blackboard (listed below). Please print out and bring a hard copy of Blackboard readings to class with you. It will enable you to participate more effectively.

PLEASE NOTE THAT WE RESERVE THE RIGHT TO ALTER THE COURSE SCHEDULE BELOW AS NECESSARY.

Schedule of readings and assignments

Week 1, January 26: Sharing your experiences.

Introduction to the course. Share experiences from your setting.

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Week 2, February 2: Challenges and opportunities for language learners and their teachers


And


STATEMENT OF TEACHING PHILOSOPHY DUE TODAY (TESOL teaching portfolio section I.4; FL portfolio section V).

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Week 3, February 9: Challenges and opportunities for language learners and their teachers


**FL students:** Webb, John B., & Barbara L. Miller, eds. (2000). *Teaching Heritage Language Learners: Voices from the Classroom.* Yonkers, New York: ACTFL Foreign Language Education Series. Part Two: Voices From the Classroom, Chapters 4-6 (FL required text).

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Week 4, February 16: Challenges and opportunities for language learners and their teachers


TECHNOLOGY PAPER (TESOL teaching portfolio section II.2); (FL portfolio Section VIII)

OR REFLECTION PAPER ABOUT YOUR PERSONAL JOURNEY AS A TEACHER DUE TODAY (teaching portfolio sections I.1 and I.3); (FL Portfolio section V)


**Week 5, February 23: Classroom management**


**Week 6, March 2: Classroom management**


Kohn, A. (1996). *Beyond Discipline: From Compliance to Community*. Alexandria, Virginia: ASCD. Introduction (pp. xi-xvi) and Chapter 8, Solving problems together (pp. 120-137).

**Week 7, March 9: Collaborating with families and the community**

McCaleb, S.P. (1994). *Building Communities of Learners: A collaboration among teachers, students, families, and community*. New York: St. Martin’s Press. Chapter 2, Teachers as facilitators of home-school relationships (pp. 31-39), Chapter 9, Students, families, and communities generating knowledge (pp. 141-158), Chapter 10, Additional themes for student, family, and community books (pp. 159-180), and Conclusion (pp. 191-193).

CLASSROOM MANAGEMENT PLAN DUE TODAY (TESOL teaching portfolio section II.3, PBA III); (FL Section IV, PBA III).

**Week 8, March 16:**

SPRING BREAK

**Week 9, March 23: Collaborating with families and the community**


**TESOL ONLY:**


**FL ONLY:**

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**Week 10, March 30: Reflective teaching and collaborating with colleagues**


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**PAPER ON SCHOOL—FAMILY/COMMUNITY COLLABORATION DUE TODAY (TESOL teaching portfolio section II.1, domain 5b); (FLSection VII).**

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**Week 11, April 6: Best practices for teaching language learners**

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**Week 12, April 13: Best practices for teaching language learners**

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**Week 13, April 20: Best practices for teaching language learners**

**FINAL PORTFOLIO DUE**

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**Week 14, April 27: Best practices for teaching language learners**

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**Week 15, May 4: Best practices for teaching language learners**

**REFLECTION ON YOUR VIDEOTAPE OR PEER OBSERVATION DUE.**
Week 16, May 11: Sharing and debriefing

Share your portfolios, debrief on what you have learned this semester and in the program, how your teaching is going.