EDCI 630: Foundations of Second Language: Legal, Social, and Historical Trends and Issues

University of Maryland, Fall 2009
Thursdays, 4:15 - 7:00 p.m.
ASY 3221
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Course description
This course investigates historical, theoretical, current practice, and public policy issues in the field of education as it relates to English language learners in K-12 settings. U.S. public schools have seen a dramatic increase in the number of English language learners (ELLs; also referred to as English Learners and students with limited English proficiency) they serve. As such, this course explores the issues/themes of cultural identity, second language acquisition, and bilingualism and biliteracy, in light of current language policy, pedagogy, program models, and standards for academic excellence.

Assignments and evaluation

1. Initial Expectations and Final Reflections (10%)
On the second week of class, you will submit a 1-2 page paper (based on a 12-point font, doublespaced, all references and citations APA style), detailing your understanding of educating English language learners in light of your personal background and experiences, your review of the syllabus, and your impression of the initial readings. While this assignment is intended to capture your opinions and impressions, it should reflect considerable thought and substantive analysis. At our final class session, you will submit an additional 3-5 page reflection (as defined above), comparing your renewed understandings of educating English language learners to your initial understandings, detailing how your experiences in this course will influence your teaching. **Your initial expectation and final reflections are due on September 10 and December 10, respectively.**

2. Journal reactions (20 %): Students will write four (4) journal entries (refer to the syllabus for due dates) to reinforce the connection between themes/issues emphasized in readings (from articles and text) and discussion, and their implication for the education of English language learner.

   a. Begin with a summary of four (4) critical points made in the readings. This summary should be written in your own words, though should accurately reference appropriate text.

   b. What is the impact of the readings in terms of their philosophical, conceptual/theoretical, methodological, and/or practical application to the teaching of
English Language Learners? How do you connect these readings to current thinking, language policy/ies, and practice?

c. Describe (in rich detail) the previous experiences and other knowledge you draw on to make sense of or understand the readings assigned.

d. Describe any difficulties, criticisms, or concerns about the readings assigned. If you have no concerns, difficulties, criticisms, be prepared to explain why (this can be linked to part c).

e. Conclude with a one-two paragraph summary of issues from the readings that you would like your instructor or colleagues to clarify concerning the educational needs of English language learners. If you have no issues that need clarification, conclude with issues from the readings that might benefit your colleagues who are unfamiliar with the educational needs of English language learners.

It should be typed (double-spaced) with 1-inch margins, 12-point font throughout. The report should be 3-5 pages in length and use APA style guidelines.

3. Topic Presentations (20%): For selected class topics, small groups will prepare an interactive presentation and discussion with an explicit connection to current events and issues. You should be prepared to present a brief summary of highlights from the readings (not more than 10 minutes). The focus of your presentation should be on engaging the class in a critical discussion of the implications of the topic for the education of English Language Learners through interactive, hands-on and guided activities (30-40 minutes). You may want to design your presentation as a lesson plan. Presentations should include a handout. Students will sign up for specific dates and topics. Each student will participate in two collaborative presentations (10% each).

4. Lesson Analyses (20%): Students will write two (2) responses to lessons (refer to the syllabus for due dates) viewed on multimedia to reinforce the connection between methodologies/theories presented in readings and discussion and implementation in classrooms of English language learners. Guidelines are presented below.

Lesson Analysis 1: Robin Liten-Tejada’s classes are beginning level math and intermediate level language arts and social studies High Intensive Language Training classes in Arlington Virginia. Your first lesson analysis is based on answers to the following questions: (We will answer the questions in bold together, you must answer the additional questions on your own; however be sure to include answers to all questions when you submit this first lesson analysis):

a. What were the major strategies depicted in the video? How do the strategies depicted in the video compare to the strategies presented in the Gersten & Baker (2000) article?

b. In what ways did Robin promote oral language in her classroom? In what specific
classroom activities can more oral language development be included?

c. In what ways did Robin build her students’ vocabulary? How can a teacher focus on building students’ vocabularies without de-emphasizing the content?

d. For what purpose did Robin use graphic organizers? What graphic organizers can make content accessible to students with limited English proficiency?

e. What evidence did you see that students in Robin’s classroom are benefiting from working with partners? Describe ways in which each of the following benefit from peer tutoring: the students being tutored, the tutor, the teacher, and the rest of the class.

f. How does Robin integrate the content and language of math in the video? What are some additional ways the you could integrate language and content in your classroom?

g. What are the strengths of thematic teaching? The obstacles? How can the obstacles be overcome? How will you integrate a theme into more than one curricular area or integrate more than one curricular area into a theme?

h. What learning strategies do you use? What additional learning strategies do you think your students will need to develop?

i. How did Robin demonstrate respect for her students’ culture(s)? How does incorporating students’ cultures into instruction aid in the learning process?

Lesson Analysis 2 should:

j. Begin with a brief one-paragraph summary of the lesson in which you identify the main topic and the objective(s) of the lesson and describe the students (grade and language proficiency level(s).

k. Next, describe the activities in which students will be involved as they complete the lesson.

l. Describe how the lesson meets the appropriate Content Standard(s) (Math, Science, Social Studies, Reading/Writing) AND English Language Proficiency Standards from the MSDE Voluntary Curriculum for the grade level. If the lesson does not meet the Standard(s) explain how it could be adapted to do so. If no adaptations are needed, state this and explain why. The MSDE Voluntary Curriculum Standards may be viewed at: http://www.mdk12.org/instruction/curriculum/

m. Describe how the implementation of the content area instruction relates to the TESOL/NCATE Program Standards (available at: http://www.tesol.org/s_tesol/bin.asp?CID=219&DID=2135&DOC=FILE.PDF ) for the grade/proficiency level. If the lesson implementation does not address the Standard(s) explain how it could be adapted to do so. If no adaptations are needed, state this and explain why.
n. Explain how the lesson could be adapted for one group of students with special needs (e.g., students with: little or no prior schooling, almost no English language skills, disabilities) while still meeting the appropriate Content Area Standards. In your explanation, include why adaptations are needed. If you think no adaptations are necessary, you need to explain your reason.

o. Conclude your paper with a one-two paragraph reflection on questions, concerns, and wonderings about teaching English language learners. Refer to readings and class discussions to support your reflections.

Type the report. It should be typed (double-spaced) with 1-inch margins, 12-point font throughout. The report should be 3-5 pages in length.

5. Microteaching Presentation (8%): In small groups you will develop a presentation that highlights promising practices for integrating language and content in an academic area (5-10 minutes) (social studies, mathematics, science, reading/language arts) and then demonstrates those practices through a mini-lesson which you implement (20-25 minutes).

5. Final Exam (16%): The purpose of the final exam is to provide an opportunity to review the major terms, policies, laws, and concepts that represent basic knowledge for all second language professionals. Test formal will consist of definitions, short-answer, multiple choice, and short essays, and will be based on assigned readings, class lectures, discussions, and class activities.

6. Participation (10%): This includes promptness to class, attendance, professionalism, and engaged participation in class activities and discussions. In order to participate in class, you must complete the readings. If you miss more than one class, you should meet with me to discuss and complete a make-up assignment. Failure to do so will result in lost points from your participation grade.

10%  Initial Expectations (5%)/Final Reflection (5%)
20%  Journal Reactions (5% each)
20%  Lesson Analysis (10% each)
16%  Topic Presentations (10% each)
 8%  Microteaching Presentation
 10%  Participation
16%  Final Examination

Late Policy: All assignments are due in hard copy at the beginning of class. Assignments turned in later that day will be deducted 1 point. Assignments will be deducted 1 additional point for each additional day.

Evaluation is according to the following scale:
Final Grades will be assigned as follows:
93-100 = A
90-92 = A-
83-89 = B
80-82 = B-
73-79 = C
70-72 = C-
63-69 = D
60-62 = D-
0-59 = F

Plus grades may be awarded for outstanding participation.

**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.

**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.

**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, 301-405-SNOW, and local radio and TV stations.

**Required texts**


   Center for Research on Education, Diversity & Excellence (CREDE) Standards for Effective Teaching Practice: http://crede.berkeley.edu/pdf/rr04.pdf

3. Additional readings, available via electronic or hard copy.
Please note that I reserve the right to alter the course schedule below as necessary.

Schedule of readings and assignments

**Week 1, September 3: Introduction to the course.**
INITIAL THOUGHTS ABOUT TEACHING ELLS

**Week 2, September 10: WHO ARE ELLS?**
THE SOCIO-POLITICAL CONTEXTS OF SERVICES FOR ELLS

Chapter 1 Ovando, Collier, & Combs, to p. 34


Initial Reflections Due, Refer to Assignment 1 in your syllabus

**Week 3, September 17: Dialect, Class, Access and Privilege**


**Week 4, September 24: Federal Legislation and ESL/BE Program Models**

Chapter 1 Ovando, Collier, & Combs, pp. 35-45
Chapter 2 Ovando, Collier, & Combs


1\textsuperscript{st} Journal Reaction Due on Language Variation, Class, Access, and Privilege

**Week 5, October 1: Research-Based Approaches to Instructional Methods**

Chapter 3 Ovando, Collier, & Combs


VIDEO: Profile of Effective Teaching in a Multilingual Classroom

**Week 6, October 8: Language Development and Language Assessment**

Chapter 4 AND pp.339, 340, & 325 Ovando, Collier, & Combs


1\textsuperscript{st} lesson review due

**Week 7, October 15: Biculturalism and Cultural Pluralism**

Chapter 5 Ovando, Collier, & Combs


**Week 8, October 22: Assisting Students in Meeting Instructional Objectives**

Chapters 6 & 7 Ovando, Collier, & Combs

Microteaching Presentations

2\textsuperscript{nd} journal reaction on biculturalism due

**Week 9, October 29: Effective Instructional Practices and Standards Movement**


Explore: The CREDE Website: http://crede.berkeley.edu/research/l1aa/l1aa.html

MSDE Voluntary Curriculum: http://www.mdk12.org/instruction/curriculum/

**Presentation of a history lesson delivered to advanced 7th grade ESOL students (Chapter 8 of the SIOP Model CD). Accessing MSDE voluntary curriculum.**

**Week 10, November 5: Assessment and Evaluation of School and Classroom Performance**

Chapter 8 Ovando, Collier, & Combs


**Second lesson review due.**

**Week 11, November 12: English Language Learners with Disabilities**

Chapter 9 Ovando, Collier, & Combs


3rd journal reaction on Assessment due.

**Week 12, November 19: Developing and Fostering Partnerships among Community, Family, and Schools**

Chapter 10 Ovando, Collier, & Combs


**Week 13, November 26: NO CLASS, THIS IS THANKSGIVING WEEK**

**Week 14, December 3: Highly Qualified Teachers of ELLS**


4th journal reaction on Partnerships due.

**Week 15, December 10: Sharing of Final Reflections/To Be Determined**

Final Reflections Due, Refer to Assignment 1 in your syllabus

(Week 16, December 17: Final Exam)