

EDU 1/207: Introduction to Teaching English Learners  
Mount Saint Mary's University – Los Angeles  
Course Syllabus  
Fall 2020, Thursdays 5:30-8:30PM  
Dates: August 27, Sept 10, Sept 24, Oct 8, Oct 22, Nov 19, Dec 3

**Join Zoom Meeting**

**<https://msmu.zoom.us/j/93425098607>**

**Meeting ID: 934 2509 8607**

**Instructor:** Dr. Kimberly Nao

**Email:** [knao@msmu.edu](mailto:knao@msmu.edu)

**Office hours:** by appointment [educationdepartment@msmu.edu](mailto:educationdepartment@msmu.edu)

Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.

- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and [lcrow@msmu.edu](mailto:lcrow@msmu.edu). Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and [jcuevas@msmu.edu](mailto:jcuevas@msmu.edu). Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

#### Course Description:

In this introduction to the assessment and instruction of English Learners, candidates will become knowledgeable about strategies and resources designed to assist English learners in acquiring listening, speaking, reading, and writing skills in English, and in accessing the core academic curriculum. Candidates will gain knowledge about state and legal requirements for placement and instruction of English Learners, stages of first and second-language development, and additional factors that influence the educational experiences of English Learners. Candidates will learn to use assessments of English learners to diagnose students' language abilities relative to the core academic curriculum and plan appropriate instruction.

#### Course Objectives:

*Candidates will be introduced to and practice providing a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused ELD, SDAIE, scaffolding across content areas, and structured English immersion.*

**DHH 1.1 Provide and sustain a language rich environment in English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training, research based bilingual education methodology. Introduced: [Session 1 Intro to course](#) [Session 4 Differentiating for Diff. Types of Els.](#)**

**DHH 2.2 Design learning environments that maximize opportunities to progress from emerging to a formal language, and using translanguaging techniques appropriate to each student to further ASL and/or English competency. Introduced: [Session 1 Intro to course](#) [Session 4 Differentiating for Diff. Types of Els.](#) Practiced: [Assignment 1](#)**

- Building Collaboration in Schools (Canvas)
- Candidates will learn about maintaining high expectations for student learning with appropriate support English learners in the classroom (TPE 2.5).
- Candidates will reflect on how to establish and communicate classroom routines that support English learners by maintaining clear expectations for positive classroom behavior (TP E 2.6).
- ***Candidates will practice using knowledge about students to organize curriculum to facilitate student learning and plan for modifications and/or accommodations to promote student access to the curriculum***

**DHH 3.2 Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research. Introduced: [Session 4 Providing Differentiated & Comprehensible Input](#)**

- ***Candidates will practice adapting subject matter curriculum, planning for instruction, and organizing supports to support the acquisition and use of academic language that promotes the subject matter knowledge for the full range of English learners.***

**DHH 3.1 Master technical vocabulary and key concepts in the content areas of instruction, effectively using social and academic language to enhance vocabulary knowledge. Introduced: [Sessions 2,-BICs and CALPS](#) [Session 3 ELD v. SDAIE](#) and [Session 5 ELD V SDAIE in Practice](#)**

- Candidates are introduced to standards-aligned instructional materials that include technological resources to facilitate students' equitable access to the curriculum (TPE 3.6).
- Candidates will investigate effective teaching strategies aligned with educational technology standards.
- **Candidates will practice locating and applying information about students' current academic status, content and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes**  
**DHH 5.3** Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress. **Introduced: [Session 5 Assessing EL learning](#), [Session 6 Building home and cultural collaborations](#). Practiced and Assessed: [Assignment # 2 – Observation and Assessment](#)**
- Candidates will be introduced to instructional strategies utilizing technology that support English learners (TPE 4.4).
- **Candidates will explore instructional strategies that promote a range of communication approaches and activity modes between teacher and student and among students that encourage student participation in learning**  
**DHH 1.7** Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities. **Introduced: [Session 4 Differentiating for Diff. Types of ELs Providing Differentiated & Comprehensible Input - Lesson Planning for ELs](#)**
- **DHH 3.8** Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.
- Candidates will begin using assessment information to distinguish between students whose first language is English, English learners, Academic English learners, and students with language or other disabilities (TPE 5.6).
- **Candidates will know about diagnostic assessments used with English learners (in English and in students' home language), and practice interpreting English learners' assessment data to identify their level of academic proficiency in English and use this information in planning instruction (TPE 5.7).**  
**DHH 6.6** Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. **Introduced: [Session 2 First and second language acquisition](#). Practiced: [Assignment #1 ELD in Local Context](#)**
- Candidates will become familiar with research and theoretical concepts related to the teaching of speakers of non-dominant forms of English and second languages and to interacting and serving families of culturally and linguistically diverse students.
- **Candidates will learn about non-dominant varieties of English and become familiar with theoretical approaches and pedagogical practices related to the teaching of speakers of these non-dominant varieties of English.**  
**DHH 1.6** Connect subject matter to deaf related events and experiences to make learning personal, meaningful, and culturally relevant to students. **Practiced: [Session 6: Conversation on Deficit thinking and Chapter on Affective Issues](#) upload reflections in Canvas**

Required Texts (available at the Doheny Bookstore):

- Rothenberg, C. & Fisher, D. (2006). Teaching English Language Learners: A Differentiated Approach. Allyn & Bacon. [in bookstore – used copies available on Amazon.com] ISBN: 978-0131704398 [May be available to rent for \$14.40 – talk to the Doheny bookstore]
- Herrell, A. & Jordan, M. (2007). Fifty Strategies for Teaching English Language Learners, 4<sup>th</sup> Edition. Pearson. [Purchase via Amazon.com or other used book resource] ISBN: 978-0132487504
- English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve. California State Board of Education. Available to download for free at: <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>  
(You can also google “CA new ELD standards” and it should send you to the link for the document)
- Additional articles and course materials will be available to download on the course website (Canvas)

### Recommended Texts:

- Teaching and Learning in Two Languages: Bilingualism and Schooling in the United States. E. Garcia, Teachers College Press, 2005.
- Tongue Tied: The Lives of Multilingual Children in Public Education. O. Santa Ana, Ed. Rowman and Littlefield Publishers, Inc. New York: 2004.

### Course Assignments

Module Feedback: (5 submissions, 5 points each)

Due date: Weeks 2-6

Points: 25

Assignment #1: ELD in Local Context

Due date: Week 4

Points: 20

Assignment #2: Observation and Assessment

Due date: Week 5

Points: 20

Assignment #3: Lesson Design for English Learners

Due date: Week 6

Points: 20

Assignment #4: Strategy Presentation

Due date: Week 7

Points: 15

Special Circumstances Due to COVID:

- This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.
- Potential COVID-19 Disruption: Should the course modality change during the semester the instructor will provide a comprehensive update of how the class will continue and any changes that may result.

Course Format and eLearning:

- This course will not meet physically due to COVID recommendations. We will meet synchronously via Zoom from 5:30-7:00pm on the dates in the course calendar. Attendance in zoom sessions is required in accordance with MSMU attendance policies. If you have technical issues please let Dr. Nao know before the session. Please check Canvas for Zoom link etiquette.
- Additional course content will be provided asynchronously via Canvas modules. You may use the remainder of course time to complete the modules or you may complete the modules in your own timing.
- **Each module contains a feedback assignment which is due the Monday prior to the next session. The feedback is worth 5 points.**
- All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas.
- Hybrid Online Course Expectations: Please read the MSMU Education Department Online Course Expectations attached at the end of this syllabus.

Classroom Policies:

The MSMU Education Department expects all credential and Masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates' assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

- Submitting work:  
Assignments should be submitted via Canvas. Do not wait until the last minute as technical issues can arise at any time. Submit a hard copy on the day of due date if necessary.  
Make up work is not accepted without prior approval of the instructor.

Significant point reductions apply to late work, up to 50% of the total possible points.

- Formatting:
  - All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed.
  - Assignments should be double spaced in 12-point font. Use standard fonts such as Times New Roman or Arial.
  - Use page numbers when appropriate.
  - When appropriate, cite sources using APA format. Use the following websites as a guide:
  - Quick Reference: <http://www.apastyle.org/learn/quick-guide-on-references.aspx#In-Text>
  - Tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- Grading: Assignments must be completed on time according to agreed upon guidelines. If you are absent, you may e-mail your work before the class start time (on the due date) to be considered for full credit.
- Make-up Work: Canvas module feedback may not be made up after the due date. Assignment #1-3 deadlines are flexible and will not be counted late if submitted past the deadline.
- Tardiness: Please begin to log into the Zoom session 10 minutes before class starts to assure audio/video and connectivity issues. Some of the most important announcements are made during the first 15 minutes of class and given our reduced time together it is critical that you arrive in the chat on time. Please let me know as soon as possible if you are experiencing personal difficulties or technical difficulties that prevent you from getting to the session on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.
- Classroom Participation: The course relies heavily on your engagement with each other. This is an opportunity for you to
- Peer Support: Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.
- Assessment: The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

#### Grading Scale

- 94-100 = A
- 90-93 = A-
- 87-89 = B+
- 84-86 = B
- 80-83 = B-
- 77-79 = C+
- 74-76 = C

- 70-73 = C-
- 65-69 = D
- <65 = F

EDU 107/207 COURSE CALENDER  
Introduction to Teaching English Learners

**Date: Session 1 Aug. 23, 2020**

**Topics:**

Intro to Course  
Theoretical and Historical  
Foundations of Teaching ELs

**Readings Due:** None

**Assignment Due:** None

**Date: Session 2 Sept. 10, 2020**

**Topics:**

First and Second Language Acquisition  
BICS v. CALP

**Readings Due:**

Krashen Article (pgs 52-73)  
TELL, Ch.2

**Assignment Due:** Module Feedback #1

**Date: Session 3 Sept. 24, 2020**

**Topics:**

Types of Bilingual/EL Programs  
ELD v. SDAIE  
ELD Standards  
Diagnostic Assessments CELDT  
and SOLOM  
Describing v. Analysis

**Readings Due:**

Krashen Article (pgs. 47-51)  
CLAD Handbook (p. 163-172) on Canvas  
TELL, Ch. 1 (p. 25-28)  
ELD Standards, Ch.2 (p. 18-24)

**Assignment Due:** Module Feedback #2

**Date: Session 4 Oct. 8, 2020**

**Topics:**

Differentiating for Diff. Types of ELs  
Providing Differentiated & Comprehensible Input  
Lesson Planning for ELs

**Readings Due:**

TELL, Ch. 3  
TELL, Ch. 5

TELL, Ch. 8 (pgs 240-249)

TELL, Ch. 7 reference for lesson-planning

**Assignment Due:** Module Feedback #3

Assign #1: ELD Context

**Date: Session 5 Oct. 22, 2020**

**Topics:**

Providing Differentiated & Comprehensible Input

Assessing EL Learning

ELD v. SDAIE in practice

**Readings Due:**

TELL, Ch. 4

TELL, Ch. 6

CLAD Handbook (p. 198-207) on Canvas

TELL, Ch. 7 reference for lesson-planning

**Assignment Due:** Module Feedback #4

Assign #2: Observation and Assessment

**Date: Session 6 Nov. 19, 2020**

**Topics:**

Deficit Thinking

Building Home and Cultural Connections

**Readings Due:**

Affective Issues (Canvas)

Building Collaboration in Schools (Canvas)

Ch. 10 (pgs. 295-299 only)

**Assignment Due:** Module Feedback #5

Assign #3: Lesson Design for English Learners

**Date: Session 7 Dec. 3, 2020**

**Topics:** Strategy Presentations

**Readings Due:** None

**Assignment Due:** Assign #4: EL Strategy Presentation

MSMU University and Education Department Policies:

- University PPE Policy: All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.
- Absences: Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a



subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.

- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
  - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
  - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
  - **Study Days:** The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
  - **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.
- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance PRIOR to entering a school for fieldwork.

This is a non-negotiable state requirement. (This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)

- Incompletes: Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
  - files the application no later than 1 week prior to finals
  - has completed the majority of assignments
  - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
  - is prevented from completing the final assignment
  
- Quality of Work: The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.
  
- Resource Binder Maintenance  
 All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.
  
- Student Resources  
 Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.  
 Professional and Academic Resource Center (PARC)
  - The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment. access the PARC page on myMSMU:  
<https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
  - All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, [PARC@msmu.edu](mailto:PARC@msmu.edu), located on the second floor of Building 10.
  
- Students with Disabilities: Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty

and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).

- Accommodation Policy: Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

- Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.
- Assessment of Student Learning Outcomes:  
Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

MSMU Office Information:

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: [educationdepartment@msmu.edu](mailto:educationdepartment@msmu.edu) or (213) 477-2620.