**EDU 107/207: Introduction to Teaching English Learners**
**Mount Saint Mary's University – Los Angeles**
Course Syllabus
Spring 2021, Tuesdays 5:30-8:00 (variable)
Dates: Jan. 12, Jan. 26, Feb. 9, Feb. 23, March 16, March 30, April 13, and April 27
Online via Synchronous (Zoom) and Asynchronous (Modules)

**Instructor**: Dr. Shelly Tochluk
**Email**: stochluk@msmu.edu
**Phone**: 213-477-2623 (email preferred)
**Office hours**: by appointment, email for immediate feedback or schedule by calling 213-477-2620.

**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.

- This course appreciates and uplifts MSMU's commitment to diversity, equity, and inclusion

  *Mount Saint Mary's University's commitment to Diversity, Equity and Inclusive Excellence stems from our CSJ heritage, Catholic identity, mission and values. We are compelled to always move toward profound love of God and love of neighbor without distinction. We are committed to diversity in all its possible forms with emphasis on the importance of human rights, equity, fairness, inclusiveness and diversity in the broadest sense including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin and physical ability. Mount Saint Mary's University strives to be a place where all people feel welcome. Engaging with others from a variety of different backgrounds improves and enriches our learning, living and working environments. See the Center for DEI's myMSMU page for more information and resources.*

**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. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and 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 English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. (TPE 1.6).
- 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 (TPE 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 (TPE 3.2)
- 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 (TPE 3.5).
- 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 (TPE 3.8).
- 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 (TPE 4.1)

- 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 (TPE 4.7).
- Candidates will practice implementing an oral diagnostic assessment and scoring rubric for English learners (TPE 5.1).
- 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).
- 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.

**Required Texts (NOT available at the Doheny Bookstore):**
- Rothenberg, C. & Fisher, D. (2006). *Teaching English Language Learners: A Differentiated Approach.* Allyn & Bacon. [This books is out of print, but used copies can be purchased on Amazon.com - ISBN: 978-0131704398]
- Herrell, A. & Jordan, M. (2012). *Fifty Strategies for Teaching English Language Learners,* 4th Edition. Pearson. [An older version of this text is being used. **To reduce costs, purchase the 4th Edition.** Used copies are available via Amazon.com - 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/sbeoverviewpld.pdf
  (You can also google "CA new ELD standards" and it should give you to the link for the document)
- Additional articles and course materials will be available to download on the course website (Canvas)

**Recommended Texts:**
- *Talking Back, Talking Black: Truths about America's Lingua Franca.* J. McWhorter, Bellevue Literary Press, New York, 2017.
- *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.

**Fieldwork Component:**
In order to complete assignments in this course, observations must occur through a fieldwork placement. The Fieldwork Coordinator in the Education Department coordinates these placements. Placements can only occur if you have received your Certificate of Clearance (CofC), which you should have applied for as part of the application to the Teacher Preparation Program. If you have not applied for you your C of C yet, take immediate action or you will not be able to remain in the course.

Typically, approximately 15 hours of observations are required to accomplish the assignments in this course. If you are a full-time teacher, experiences from your classroom may inform your assignments.

- If you are taking EDU 105/205 or EDU 166/266 this semester, you will conduct fieldwork in the same placement for both courses.

- If you are NOT taking either 150/250 or 166/266 this semester, contact me immediately, as we will need to arrange a fieldwork placement for you.

**COVID-19 modifications:** Due to the pandemic, you may be able to complete some of your fieldwork hours while tutoring a student in your community or by observing someone you know who is teaching online. We will discuss options in class.

**Demonstration of Content Mastery:**

| Course Assignments | Due Date | Points | TPE's Addressed |
|---|---|---|---|
| Online Modules/Strategy Reflections, 5 pts each | Sessions 2-5 & 7 | 25 | 2.6, 3.8, 4.4, 4.7 |
| Assignment #1: ELD in Local Context | Session 4 | 20 | 2.6 |
| Assignment #2: Observation and Assessment | Session 5 | 20 | 3.2, 4.1, 5.1, 5.6, 5.7 |
| Assignment #3: Integrated ELD/SDAID Lesson Design | Session 7 | 20 | 1.6, 3.5, 3.8 |
| Assignment #4: Strategy Presentation | Session 8 | 15 | 1.6, 3.5, 4.4, 4.7 |
| **TOTAL Possible** | | **100** | |

**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

Please note that this grading scale reflects both total points and total percentages. When grading, I do not round to the nearest whole number. For example, a score of 93.5 is an A- and a score of 89.5 is a B+.

- **Online Modules/Strategy Reflections (25 points) – TPE's 2.6, 3.8, 4.4, 4.7**
  Throughout the semester, online modules include readings, videos, and written activities and reflections focused on various concepts. Topics include creating positive learning environments for English Learners, implementing strategies to enhance learning via the use of technology, and exploring a range of scaffolding and frontloading techniques that support English Learners to access curriculum and advance their oral, written, reading, and listening skills.

- **Assignment #1: ELD in Local Context (20 points) – TPE 2.6**
  This assignment involves observing and assessing a school in terms of how they meet the needs of English Learners. Through interviews with a teacher and school staff, you will develop insight into the routines and practices that effectively deliver accessible instruction to students, create positive learning environments, and communicate with and serve families of English Learners.

- **Assignment #2: Observation and Assessment (20 points) – TPE's 3.2, 4.1, 5.1, 5.6, 5.7**
  This assignment involves interviews and the analysis of assessment data to investigate the developmental, linguistic, and academic background of an English Learner in order to develop insight into the student's motivations, strengths, and areas of growth. Through repeated observations, you will create detailed descriptions and analyses of the student's language skills, including comprehension, fluency, vocabulary, pronunciation, and grammar, and implement the SOLOM. The assignment also involves determining which ELD standards and modes of communication require focus, and proposing a detailed plan for how you would address those needs if you were the teacher.

- **Assignment #3: Integrated ELD/SDAIE Lesson Design (20 points) – TPE's 1.6, 3.5, 3.8**
  This assignment involves the creation of an integrated ELD/SDAIE lesson plan that identifies both ELD and content standards and lesson objectives. The plan will also include appropriate scaffolding and frontloading strategies to ensure comprehensible input for English Learners, make use of technology to enhance instruction, encourage student participation and interaction to promote language learning, and provide the rationale for all decision-making specific to the benefits for English Learners.

- **Assignment #4: Strategy Presentation (15 points) – TPE's 1.6, 3.5, 4.4, 4.7**
  This group assignment provides the opportunity to implement learning gained over the course of the semester related to the use of various instructional strategies that make use of technology to support English Learners in accessing academic content and language skills in a positive, interactive learning environment.

**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.

## Course Format:

This course meets via Zoom during select published course dates/times. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas.

## Classroom Policies:
- **Professional Quality Writing:** It is important that educators be excellent language and literacy models. Because I care so much about your ability to teach writing skills to young people, grammatical/spelling errors will be highlighted and receive point deductions in order to alert you to areas for continued growth.
- **Submitting work:** Submit assignments via Canvas. Please 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.
  - Strategy Reflections and Assignments #3 and #4 adhere to strict time deadlines, whereas I often accept Assignments #1 and #2 after the deadline (when you stay in communication with me). This results from placements into fieldwork settings taking longer than anticipated or scheduling difficulties. Suggestion: Submit Assignments #1 and #2 as soon as viable to avoid feeling overwhelmed at the end of the semester.
  - Emergencies occasionally happen that disrupt the ability to meet deadlines. If you find that an assignment with a strict deadline cannot be completed or submitted on time, contact me as

soon as possible to arrange for a late submission. For equity purposes, late work does not receive the same credit as work submitted on time. However, a missed assignment has far worse consequences (zero points). If you know you will be absent, do your best to submit your work before the class' start time (and due date) on canvas.

- **Formatting:**
  - ✶ All assignments should be thoughtfully prepared, written in academic English, free of grammatical and spelling errors, and typed. Assignments should be double-spaced in 12-point font.  Use fonts such as Times New Roman or Arial.
  - ✶ 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: **https://apastyle.apa.org/instructional-aids/tutorials-webinars**
- **Tardiness:** Because collective engagement in course topics is so important to the learning process, I track the number of minutes each person is tardy to each class session. Minutes tardy could accrue to be considered an absence. Please see me if there are extenuating circumstances that inhibit your ability to arrive to class on time so we can find a solution.
- **Classroom Participation:** Social interaction and discussion provides important learning opportunities. It is important to be present at each class session and to participate in class discussions. There will be multiple modes of expression and each is a valuable part of the class.  Submit any work completed in class by the end of the class period.
- **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.
- **E-Learning System (Canvas):** All course documents are published on Canvas. **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.

**MSMU and Education Department Policies:**

- **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 (or one missed online module) for this 1.5-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 two absences occur, so much content will have been missed that an administrative withdrawal may be necessary and you may 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 talk with me so we can work together to ensure your successful course completion. Online modules could as half of your attendance for that week's 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. <u>All</u> 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 filling 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)**
  o 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
  o All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, 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.

- **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.

**MSMU Office Information**:

- Please call the Education Department Administrative Assistant with any questions and/or to make an advisement appointment: (213) 477-2620.

## EDU 107/207 COURSE CALENDAR

**Session 1 –** Tuesday, January 12th – 5:30-7:00PM (Zoom)
**Topic(s):** Intro to Course Theoretical and Historical Foundations of Teaching ELs
**Reading Due**: None
**Written Assignment(s) Due**: Online Module #1

**Session 2 –** Tuesday, January 26th – 5:30-7:00PM (Zoom)
**Topic(s):** Historical Foundations of Teaching ELs (cont.): First and Second Language Acquisition; BICS v. CALP
**Reading Due**: Krashen Article (pgs 52-73, on Canvas), Teaching English Language Learners (TELL), Ch.2
**Written Assignment(s) Due**: Online Module #2

**Session 3 –** Tuesday, February 9th – 5:30-7:00PM (Zoom)
**Topic(s):** Types of Bilingual/EL Programs; ELD v. SDAIE; ELD Standards; Diagnostic Assessments; ELPAC and SOLOM; Describing v. Analysis
**Reading Due**: Krashen Article (pgs. 47-51), CLAD Handbook (p. 163-172) on Canvas, TELL, Ch. 1 (p. 25-28), TELL Ch. 4 (p.80-86), ELD Standards, Ch.2 (p. 18-24)
**Written Assignment(s) Due**: Online Module #3

**Session 4 –** Tuesday, February 23th – 5:30-7:00PM (Zoom)
**Topic(s):** Differentiating for Diff. Types of EL's; Non-Dominant Forms of English
**Reading Due**: TELL, 8 (pgs. 240-249); Intro to *Talking Back, Talking Black*, plus Chapter (1 of 3)
**Written Assignment(s) Due**: Online Module #4; Assign #1: ELD in Context

**Session 5 –** Tuesday, March 16th – 5:30-7:00PM (Zoom)
**Topic(s):** Providing Differentiated & Comprehensible Input for CALP; ELD and SDAIE in practice; Supporting Content and Oral Language Development
**Reading Due:** TELL, Ch. 5 & 6
**Written Assignments Due**: Online Module #5, Assign #2: Observation and Assessment

**Session 6 –** Tuesday, March 30th – 5:30-7:00PM (Zoom)
**Topic(s):** Elements of Effective Lessons; Assessing English Learners; Creating Lessons with English Learners in Mind
**Reading Due:** TELL, Ch. 3, 4 (pp.93-99), & 7; CLAD Handbook (p. 198-207)
**Written Assignments Due**: Online Module #6

**Session 7 –** Tuesday, April 13th – 5:30-7:00PM (Zoom)
**Topic(s):** Deficit Thinking; Building Home and Cultural Connections
**Reading Due:** Affective Issues (Canvas); Building Collaboration in Schools (Canvas)
**Written Assignments Due:** Online Module #7; Assign #3: ELD Lesson Design

**Session 8 –** Tuesday, April 27th – 5:30-8:00PM (Zoom)
**Topic(s):** Strategy Presentations
**Reading Due:** None
**Written Assignments Due**: Assign #4: EL Strategy Presentation, including Handout