

ECLD 610 Course Syllabus
Practices in ESL/EFL Instruction and Assessment
University of Northern Colorado
Spring 2019

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A. COURSE DESCRIPTION

Drawing upon recent developments in linguistics and socio-cultural theories of second language acquisition, this course prepares ESL/EFL instructors to work with either adult ESL learners in English speaking countries or EFL learners in different international settings. The course examines theory driven, research informed, and evidence-based classroom instructional and assessment strategies that enhance social and academic language development. Candidates will engage in planning for standards-based ESL/EFL content instruction and the design of assessments for a variety of purposes including placement of learners, program planning and improvement, and communicating results of assessments to stakeholders. The course should be taken with either EDFE 501 (1 credit) or ECLD 604 (3 credits) which provides students with opportunities for hands-on experiences that deepen understanding and strengthen competencies.

B. CO-REQUISITES:

The course must be taken simultaneously with the practicum [EDFE 501](#) (1 credit) if you are in the MA in Multilingual Education: TESOL or TESOL Certificate programs. If you are not in one of the TESOL programs may take [ECLD 604](#) (3 credits), though you are not required to take it in the same semester as ECLD 610.

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:

This course is designed for educators seeking a TESOL certificate or master's degree in field related to culturally and linguistically diverse education. The course provides a breadth of experiences with culturally and linguistically responsive instructional strategies and methods of assessment, as well as an experiential component in the co-requisite course that allows the candidates to practice the use of strategies in ESL or EFL settings.

D. PROFESSIONAL STANDARDS MET:

1. TESOL STANDARDS:

Describing Language: 1.a.6, 1.a.7, 1.a.10,
Language Acquisition and Development: 1.b.1, 1.b.2, 1.b.3, 1.b.5, 1.b.6, 1.b.8, 1.b.9,
1.b.10, 1.b.12, 1.b.13

Nature and Role of Culture: 2.a.1, 2.a.2, 2.a.3,
Culture Groups and Identity: 2.b.2, 2.b.4
Planning for Standard-Based ESL and Content Instruction: 3.a.3, 3.a.4.
Managing and implementing Standards-Based ESL and Content Instruction: 3.b.1,
3.b.2, 3.b.3, 3.b.4, 3.b.5, 3.b.6, 3.b.7,
Using Resources Effectively in ESL and Content Instruction: 3.c.1, 3.c.3,
Issues of Assessment for ESL: 4.a.1, 4.a.2, 4.a.3, 4.a.4
Language Proficiency Assessment: 4.b.1., 4.b.2, 4.b.3, 4.b.4, 4.b.5
Classroom-based Assessment for ESL: 4.c.1, 4.c.2, 4.c.3
ESL Research and History: 5.a.1
Partnership and Advocacy: 5.b.1, 5.b.2, 5.b.3
Professional Development and Collaboration: 5.c.2, 5.c.3, 5.c.4

E. GOALS OF THE COURSE:

By the end of the course, students will understand broad approaches to the teaching and assessment of ESL and EFL language learners and the importance of adopting a culturally and linguistically responsive approach to instructional planning, implementation, and assessment.

F. COURSE OBJECTIVES:

By the end of the course students will be able to:

1. Articulate a clear understanding of the stages of language development in order to design, implement, monitor, and evaluate one's own instruction and instructional programs for ESL or EFL language learners
2. Describe the relationship between the five components of literacy (i.e. phonemic awareness, phonics, fluency, vocabulary, comprehension), and incorporate this understanding in teaching reading, writing, listening, and speaking to ESL or EFL learners.
3. Articulate the purposes and quality indicators of assessment (including validity and reliability of instruments) as they relate to second language learners, and how to use results to plan instruction.
4. Demonstrate the ability to plan and implement a range of informal and formal assessments to evaluate reading, writing, oral language, and comprehension of ESL or EFL learners by designing a unit assessment plan appropriate for a designated teaching setting.
5. Demonstrate the ability to plan and provide instruction that systematically integrates language and content/culture based on the evaluation of student's language proficiency and social or academic needs by designing an instructional unit that reflects the needs of students in the selected setting.
6. Describe recent developments in the field of ESL/EFL teaching and research.

G. CONTENT OF THE COURSE:

1. Overview of the stages of language learning and literacy development among ESL and EFL learners, including sociocultural issues and student learning

2. Effective instructional practices for first and second-language and literacy development in ESL and EFL settings.
3. Issues and practice of assessment for ESL and EFL learners.
4. The use of instructional strategies and resources including effective content and ESL/EFL instruction.
5. The relationship between phonemic awareness, phonics, vocabulary, fluency, and comprehension.
6. Writing, reading, listening, and speaking for social and academic purposes
7. Community involvement

H. COURSE REQUIREMENTS

1. **Participation and Attendance (25%).** Participation is important to the learning process. Your knowledge will be deepened and skills sharpened by interacting with the instructor and your peers in the classroom. Participation consists of whole group discussion and activities in class and online. The course is comprised of a variety of formats, including simulations, small group and large group discussions, discussion board forums on Canvas, and experiential learning activities, so online participation is necessary for your overall learning in this course. You will be expected to fully participate and contribute to the discussions in a meaningful way. As a member of the class community students are expected to equally consider their own learning as well as their contribution to the learning of peers. Therefore professional conduct will be considered as part of this grade. Professional conduct includes comments, demeanor, and collaboration with peers and the instructor that reflect a pro-active, productive, and mindful attitude toward self and others.

As part of this grade you will be required to:

- Read the assigned material and engage in discussion in a timely manner: waiting until Sunday night will not work, because it means other students will not have time to respond to your postings
- Conduct yourself in a mindful and professional manner. Discussion should remain focused on course content. No ranting allowed.
- For each assigned reading be prepared to discuss online or in class: (a) what have I learned? (b) What was challenging? (c) What questions remain? (d) a quote from each reading that was especially meaningful to you (i.e., direct quote, page number, why selected).
- For online discussion post your first response to readings by Thursday; respond to other posts by Friday (number of responses will be specified).
- Unless otherwise indicated, all assignments are due by Sunday. See Course Schedule and Weekly Folders for details.

On a weekly basis, I will post an announcement on Canvas noting assigned readings. *It is your responsibility to check your UNC email and Canvas regularly for updates, weekly assignments, and additional readings.*

Note regarding online students: If you are enrolled in an online program, you will be expected to attend class virtually via Zoom, and participate in class discussion and activities.

2. **Language Analysis of Instructional Materials (15%).** Teachers will identify the key components of academic language to be taught in a content area lesson. Select two texts (paper or technology-mediated) suitable for your chosen content and topic. Each text (paper or technology-mediated) should target a different cognitive and language function (e.g., classify, compare and contrast, sequence, justify, etc.). For each text, identify 1) the content about which you want your students to demonstrate understanding; and 2) language features that are important for students to use when they demonstrate their understanding of the content. Your final product will consist of a brief introduction and a series of concept maps and tables. See Appendices for details and rubric. Submit your analysis as a Word document, not pdf.

3. **Differentiated ESL/EFL Lesson (15%).** In pairs, develop a differentiated lesson plan for teaching and assessing listening, speaking, reading and writing, drawing on course texts. Your lesson plan should address CELP/WIDA Levels 2 and 3, include a rationale, language-content objectives, strategies for differentiated materials and instruction, and a formative assessment. Submit your lesson as a Word document.

4. **Instructional Plan for Integrating Academic Language and Content (20%)**
 Teachers will develop an instructional unit that demonstrates their ability to plan for integrating academic language and content knowledge and skills. The focus for language instruction should emanate from the content focus of the unit of learning, which are anchored in the standards as well as the resources that students bring from home and the community. Teachers will use the Discuss, Argue, Recount, Explain (DARE) model (Gottlieb & Castro, 2017) to plan for instruction that addresses the CAS and CELP/WIDA standards, Disciplinary Practices, and 21st Century Skills. The unit should offer a balanced representation of multimodal approaches to learning, and should include specific levels of cognitive functions, engaging students in higher-order thinking.

5. **Assessment Plan (15%)**
 Teachers will develop an assessment plan aligned with the design of their instructional unit. Create a summary table that includes ideas for instructional assessments and sample documentation forms. The formative assessment ideas should include students, as well as teachers, as active participants in their own learning. Allow students to use multiple modalities or multiliteracies to express themselves, rather than being confined to paper-and-pencil tasks. Teachers should integrate key uses of academic language (Discuss, Argue, Recount, Explain) into this instructional assessment plan. See Appendices for assignment rubric.

Requirements	Weight
1. Participation and Attendance	30%

2. Language Analysis of Instructional Materials	15%
3. Differentiated ESL/EFL Lesson	20%
4. Instructional Plan for Integrating Academic Language and Content	20%
5. Assessment Plan	15%
Total	100%

GRADING POLICY

Grading Standards

A: "A" work is exceptional. It is obvious the student has an outstanding command of the subject matter based upon careful analysis and preparation. The student asks questions, actively participates in class discussions and is original and creative in approaching the material and completing the assignments. The student considers how the material in the class fits with previous learning in other classes and brings that content to bear in completing assignments in this class. "A" work is successful in accomplishing all of the basic principles taught in the class in an exceptional manner.

B: "B" work represents excellence in accomplishing most of the qualities of "A" work, however it fails to achieve the optimum of "A" work.

C: "C" work meets basic requirements of assignments and demonstrates an understanding of the educational principles taught in the class.

D: "D" work fails to meet the basic quality requirements of the assignments or fails to adequately demonstrate an understanding of the educational principles taught in the class.

F: "F" work fails to meet many of the basic requirements of the assignments, and/or fails to demonstrate a basic understanding of communication principles taught in the class.

Grading System:

Grade	Raw Score	
A	4.0	95-100
A-	3.7	90-94
B+	3.3	87-89
B	3	84-86
B-	2.7	80-83
C+	2.3	77-79
C	2	74-76
C-	1.7	70-73
D+	1.3	67-69
D	1	64-66

D- 0.7 60-63
F >59%

J. REQUIRED READINGS:

Text books:

- Celce-Murcia, M. (Ed.). (2014). *Teaching English as a second or foreign language* (4th ed.). Boston: Heinle & Heinle. ISBN-13: 9781111351694
- Gottlieb & Castro, M. (2013). *Language Power: Key Uses for Accessing Content*. Thousand Oaks, CA: Corwin. ISBN-13: 978-1506375519; ISBN-10: 1506375510.

TESOL Standards – <https://www.tesol.org/advance-the-field/standards>

WIDA Standards – <https://www.wida.us/>

CDE English Learner Guide Book – https://www.cde.state.co.us/cde_english/eldguidebook

Articles and Chapters available in Canvas:

- Díaz-Rico, L. (2013). *Strategies for teaching English learners*. Upper Saddle River, NJ: Pearson.
- Fairbairn, S. & Jones-Vo, S. (2010). *Differentiating Instruction and Assessment for English Language Learners: A Guide for K - 12 Teachers*. 1st Edition. Philadelphia, PA: Caslon Publishing.
- Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

K. RECOMMENDED READINGS:

- Guse, Jenni (2011). *Communicative Activities for English for Academic Purposes*, Cambridge University Press
- Huang, J. (2000). Integration of Academic Content Learning and Academic Literacy Skills Development of L2 Students: A Case Study of an ESL Science Class. *National Reading Conference Yearbook, 49*, pp. 392-000.
- Darn, S. (2006). Analysing language. *Teaching English, BBC World Service*. Retrieved from <http://www.teachingenglish.org.uk/think/articles/analysing-language>
- Demo, D. A. (2001). Discourse analysis for teachers. *Online Resources, Center for Applied Linguistics*. Retrieved from <http://www.cal.org/resources/digest/0107demo.html>
- Gallup Rodríguez, A. & McKay, S. (2010). Professional Development for Experienced Teachers Working with Adult English Language Learners. *Online Resources, Center for Applied Linguistics*. Retrieved from <http://www.cal.org/caelanetwork/resources/experienced.html>
- Heathfield, D. (2003). Personalised speaking. *Teaching English, BBC World Service*. Retrieved from <http://www.teachingenglish.org.uk/think/articles/personalised-speaking>
- Lord, U. (Ed.) (2004). Practitioner toolkit: Working with adult English language learners. *National Center for Literacy and Online Resources, Center for Applied Linguistics*. Retrieved from:

http://webcache.googleusercontent.com/search?q=cache:eBOjiNvOpacl:www.cal.org/caela/tools/program_developme

Mathews-Aydinli, J. & Van Horne, R.(2006). Promoting success of multilevel ESL classes: What teachers and administrators can do. *Online Resources, Center for Applied Linguistics*.

Retrieved from http://www.cal.org/caela/esl_resources/briefs/multilevel.html

Moudraia, O. (2001). Lexical approach to second language teaching. *Online Resources, Center for Applied Linguistics*. Retrieved from

<http://www.cal.org/resources/digest/0102lexical.html>

Rees, G. (2003). Find the Gap - Increasing speaking in class. *Teaching English, BBC World Service*. Retrieved from <http://www.teachingenglish.org.uk/think/articles/find-gap-increasing-speaking-class>.

M. POLICIES

ATTENDANCE POLICY:

Attendance is mandatory. More than two absences will result in the lowering of your final grade. After the third absence, your final grade for the semester will be lowered by ½ of a letter grade for each additional absence. Please try to attend all classes.

Promptness is also expected. If you come to class late, or leave early, your grade will also be affected. Three late entrances or early exits will equal one class absence. As a teacher, you will be expected to be prompt and to be present except in extreme emergencies.

DISABILITY ACCESS:

Accommodations Statement

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

Other Related Information

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect,*

Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

<http://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>

UNC's Policies

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link <http://www.unco.edu/dos/handbook/index.html>

Student Satisfaction Evaluation

Participants will be asked to evaluate the workshop for instructors' knowledge, interest and enthusiasm as well as providing additional information on classes or topics which you would like to see developed as a future offering from UNC.

Portable Electronic Devices

Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.

BIBLIOGRAPHY

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- Bourne, J. (1989). *Moving into the mainstream*. Windsor, Berkshire: NFER – Nelson.
- Cantoni-Harvey, G. (1987). Content-area language instruction: *Approaches and strategies*. Reading, MA: Addison-Wesley.
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- Collier, V. P. (1989). How long? A synthesis of research on academic achievement in a second language. *TESOL Quarterly*, 23, 3:509-531.
- Corson, D. (1992a). Minority cultural values and discourse norms in majority classrooms. *Canadian Modern Language Review*, 48, 3:472-496.
- Cummins, J. & Swain, M. (1986). *Bilingualism in education*. New York: Longman.

- Cummins, J. (1981). Age on arrival and immigrant second language learning in Canada: A reassessment. *Applied linguistics*, 2, 132-149.
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- Freeman, Y., & Freeman, D. (1991). Portfolio assessment: An exciting view of what bilingual children can do. *BEOutreach*, 1, 6-7.
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- Hamayan, E. & Pflieger, M. (1987). *Developing literacy in English as a second language: Guidelines for teachers of young children from non-literate backgrounds*. Silver Springs, MD: National Clearinghouse for Bilingual Education.
- Hinkel, E. (2004). *Teaching academic ESL writing: Practical techniques in vocabulary and grammar*. Mahwah, NJ: LEA.
- Huang, J. (2003). Socializing ESL Students into the Discourse of School Science through Academic Writing. *Language and Education* 18 (2), April.
- Huang, J. & Morgan, G. (2003). A Functional Approach to Evaluating Content Knowledge and Language Development in ESL Students' Science Classification Texts. *International Journal of Applied Linguistics* 13, (2), pp.234-262.
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Course Schedule

Weeks	Topics	Readings	Assignments Due
Week 1 1/7 Virtual Session 1/10 via Zoom 5:30-6:30	Course Overview & Introductions Overview of language teaching methods and approaches Teaching English in the context of World Englishes	Celce-Murcia <i>et al</i> Ch. 1, 5 "Black English" by James Baldwin "Chicano English" by Carmen Fought in PBS series <i>Do you speak American?</i>	
Week 2 1/14 F2f class 1/17 4:30-7:30	Communicative Language Teaching Principles of instructed SLL	Celce-Murcia <i>et al</i> Ch. 2 Fairbairn & Jones-Vo Ch. 5, 8	

Week 3 1/21	Teaching Listening Oracy instruction that builds on the first language	Celce-Murcia <i>et al</i> Ch. 3 Gottlieb & Castro (2018) Ch. 1	
Week 4 1/28 F2F class 1/31 4:30-7:30	Teaching Speaking	Celce-Murcia <i>et al</i> Ch. 4 Gottlieb & Castro (2018) Ch. 2	
Week 5 2/4	Teaching Reading	Celce-Murcia <i>et al</i> Ch. 6 Gottlieb & Castro (2018) Ch. 3	Language Analysis of Instructional Materials
Week 6 2/11 F2F class 2/14	Teaching writing & grammar	Celce-Murcia <i>et al</i> Ch. 7 Gottlieb & Castro (2018) Ch. 4	
Week 7 2/18	Teaching Grammar & vocabulary Grammar through integrated language skills	Celce-Murcia <i>et al</i> Ch. 8 Gottlieb & Castro (2018) Ch. 5	Differentiated ESL/EFL Lesson
Week 8 2/25	Assessing Language Skills	Celce-Murcia <i>et al</i> Ch. 9 Gottlieb & Castro (2018) Ch. 6	
Week 9 3/4 F2F Class 3/7	Assessing Language Skills	Celce-Murcia <i>et al</i> Ch. 10 Gottlieb & Castro (2018) Ch. 7	
Week 10 3/18 F2F class 3/21 4:30-7:30	Tools and techniques of effective ESL/EFL teaching	Celce-Murcia <i>et al</i> Ch. 11 Gottlieb & Castro (2018) Ch. 7	
Week 11 3/25	Learner strategies and learner-focused teaching Oracy instruction that builds on L1	Celce-Murcia <i>et al</i> Ch. 12 Gottlieb & Castro (2018) Ch. 8	
Week 12 4/1	WIDA Framework for English Language Development Language of the disciplines	Celce-Murcia <i>et al</i> Ch. 13 Gottlieb & Castro (2018) Ch. 9	

Week 13 4/8	Planning differentiated language instruction Integrating academic language into instruction and assessment	Celce-Murcia <i>et al</i> Ch. 14 O'Malley & Pierce, Ch. 4, pp. 76-92	First Draft Instructional Plan for Integrating Academic Language and Content
Week 14 4/15 F2F class 4/18 4:30-7:30	Culture and pragmatics Culturally and linguistic responsive pedagogy	Celce-Murcia <i>et al</i> Ch. 15-17	Final Draft Instructional Plan for Integrating Academic Language and Content
Week 15 4/22	Culturally based language teaching	Celce-Murcia <i>et al</i> Ch. 18-20	Assessment Plan
Finals Week 4/29 F2F class 5/2 4:30-7:30			Present final projects

Syllabus Guide

Learning Objectives/outcomes	Colorado Teacher Quality Standards 5.0	Colorado Content Standards CLD 8.22	Colorado Content Standards WL 8.10	Specialized Program Association Standards if applicable	Assignments/Evidence/Outcomes
Articulate a clear understanding of the stages of language development in order to design, implement, monitor, and evaluate one's own instruction and instructional programs for ESL or EFL language learners		8.22 1a-c			1. Participation & Professionalism 2. Analyses of Academic Language for a Content Area 3. ESL/EFL Lesson for Content-Based Oracy or Literacy Development
Describe the relationship between the five components of literacy (i.e. phonemic awareness, phonics, fluency, vocabulary, comprehension), and incorporate this understanding in teaching reading, writing, listening, and speaking to ESL or EFL learners.		8.22 2a-d			1. Participation & Professionalism 2. Culturally & Linguistically Responsive Teaching Framework and Lesson Plan

Learning Objectives/outcomes	Colorado Teacher Quality Standards 5.0	Colorado Content Standards CLD 8.22	Colorado Content Standards WL 8.10	Specialized Program Association Standards if applicable	Assignments/Evidence/Outcomes
Articulate the purposes and quality indicators of assessment (including validity and reliability of instruments) as they relate to second language learners, and how to use results to plan instruction.		8.22 5a-d			1. Participation & Professionalism 2. Culturally & Linguistically Responsive Teaching Framework and Lesson Plan 3. ESL/EFL Lesson for Content-Based Oracy or Literacy Development
Demonstrate the ability to plan and implement a range of informal and formal assessments to evaluate reading, writing, oral language, and comprehension of ESL or EFL learners by designing a unit assessment plan appropriate for a designated teaching setting.		8.22 5c			1. Participation & Professionalism 2. Culturally & Linguistically Responsive Teaching Framework and Lesson Plan
Demonstrate the ability to plan and provide instruction that systematically integrates language and content/culture based on the evaluation of student's language proficiency and social or academic needs by designing an instructional unit that reflects the needs of students in the selected setting.		8.22 3c-d			1. ESL/EFL Lesson for Content-Based Oracy or Literacy Development 2. Culturally & Linguistically Responsive Teaching Framework and Lesson Plan
Demonstrate understanding of the relationship between academic success and content specific language/literacy development, and the ability to incorporate this understanding in standards-based content and ESL instruction.		8.22 1b-c 2b-c 3a-f 5a-c			1. Participation & Professionalism 2. Group Discussion Facilitation and Summary
Describe recent developments in the field of ESL/EFL teaching and research.		8.22 3b-f 4a			1. Briefings on CLDE and TESOL in the News

Appendix A: Scoring Guides for Online Whole Class and Group Discussions

Whole Class Discussion Rubric

Points	Description
Excellent (3-5 points, depending on assignment)	<p><u>Thread or topic launch (Discussion Leader)</u>: Clear and elaborate connections between text and commentary. Your arguments are supported by the text (including citation) and your efforts extend the meaning or clarify the text. You include an excerpt (quote) from the text, whether book, book chapter, article, or weblink, with page number and correct APA citation format. You make text-to-text, text-to-world, and/or self-to-text connections. In-class topic launch must include reference to course readings authors, including author name and year of publication (150 words).</p> <p><u>Thread discussion (Respondents)</u>: Shows thoughtful reflection upon and response to another student’s statement. Includes an excerpt(quote) from the that statement (cut and paste with quotes), and from the reading in question, with page number and correct APA citation format for the quote. In class your response refers explicitly to statements made by classmates. You make self-to-other, self-to-text, text-to-text, and/or text-to-world connections.</p>
Acceptable (1-2 points, depending on assignment)	<p><u>Thread launch</u>: Vague or confusing connections between excerpt and commentary. Your text-to-text, text-to-world, and/or self-to-text connections are not clearly elaborated, or the connections you see are not obvious to the reader.</p> <p><u>Thread discussion</u>: Shows some reflection upon and response to another student’s response. You make nominal connections between your experience and the research, or between previous and present discussion threads. You do not include excerpts from student postings or other readings. In class, In class your response does not refer explicitly to statements made by classmates.</p>
Unacceptable (0 points)	<p><u>Thread launch</u>: Your statement is underdeveloped, all excerpt, or all commentary, shows little thought or effort. No reference to assigned readings.</p> <p><u>Thread discussion</u>: Your response is limited to banal celebration of other peoples’ thinking, such as, “ Lisa, I really liked what you wrote here!” You do not reference specific readings or other students’ comments. You do not make relevant self-to-other, self-to-text, text-to-text, and/or text-to-world connections.</p>

Group Discussion Rubric

Points	Description
Excellent (3-5 points, depending on assignment)	You make at least 3 substantive contributions to the group discussion, following the criteria stated in the rubric for whole class discussion. If you are the group leader, you will formulate a question for the group to launch the discussion, providing background or an introduction to your question. The group discussion leader will upload a summary the discussion by the end the week, including the names of group members and brief reflection on the meaningfulness of the discussion, with a rating of 1-10, 1 being meaningless, 10 being extremely meaningful for your developing understanding of concepts and their application to your current or future practice.
Acceptable (1-2 points, depending on assignment)	You make less than 3 substantive contributions to the group discussion, or do not follow the criteria stated in the rubric for whole class discussion. If you are the group discussion leader, your summary is cursory or is missing elements.
Unacceptable (0 points)	Your contributions show little thought or effort. No reference to assigned readings. If you are the group discussion leader you fail to fulfill your duties stated above.

Appendix B: Description of Assignment Discussion Facilitation, Summary, and Reflection.

Each week one teacher candidate will assume the role of small group discussion leader. As discussion leader, you will formulate a question for the group to launch the discussion, providing background – or an introduction to your question. You will facilitate and prompt focused discussion. By Wednesday of the following week you will upload a summary of the discussion (150-200 words) to this assignment section, as well as to the Group Discussion thread for the previous week. Include the names of group members and brief (2-3 sentences) reflection on the meaningfulness of the discussion for the group, with a rating of 1-10; 1 being meaningless, no learning occurred, 10 being extremely meaningful for your group’s developing understanding of concepts and their application to their current or future practice. The role of discussion leader will rotate with each teacher candidate assuming 4-5 leadership roles over the course of the semester. Post your summary in the discussion thread so that group members may comment on or add to the summary. If you have concerns about the group work contact your instructor directly.

Appendix C: Scoring Guide for Written Lesson Plan for Content-Based English Oracy and Literacy Instruction (5 page paper, double spaced, 1” margins)

Components	Max Points	Earned Points	Comments
Theoretical framework and rationale (include citations and references) (2 minutes, 1 page)	10		
Describe 1-2 strategies drawing on course texts (2 minutes, .5-1 page)	6		
Post and state the standards-based content-language objectives in the form of a Model	2		

Performance Indicator (WIDA MPI). Highlight the language function, content stem, and support. (1 minutes, 1 sentence))			
Identify hypothetical or real student language proficiency levels using WIDA proficiency standards, which you show in a chart form (for example see Gottlieb [2006]). (1 minute, 4-row chart)	4		
Describe differentiated instruction for two proficiency levels, including examples of adaptations of materials for different levels (2 minutes, 1 paragraph)	8		
Implement lesson in an engaging, organized, and inclusive manner. Demonstrate your ability to differentiate instruction for two language proficiency levels. Describe lesson sequence in your lesson plan (15 minutes, 2 pages)	14		
Describe the appropriate formative assessment strategies for the learning objectives and language levels of your students: include the description and rubric in your written lesson plan (1 minute, 1 page)	6		
Total	50		

Appendix C: Description and Scoring Guide for Culturally and Linguistically Responsive Teaching Framework and

Individually or in pairs, students will develop 1) a framework for culturally and linguistically responsive (CLR) pedagogy based on readings (e.g., Lucas & Villegas, 2011; Walqui, 2015; García et al., 2003; Chappell & Faltis, 2013); and 2) description of a lesson or unit plan that reflects the key principles of a CLR pedagogy, highlighting elements of the lesson or unit plan that are culturally and linguistically responsive. **THIS IS NOT A LESSON PLAN.** 5-7 pages total not including references, double-spaced, 1" margins.

The CLR framework needs to include components of Linguistically Responsive Pedagogy (Lucas and Villegas), not just Culturally Responsive Pedagogy - see Announcement posted Friday as well as assignment description and rubric. Your framework should be approximately two-pages double spaced, and be used as an introduction to your paper: which means it should appear at the beginning of the paper.

Conceptual Framework

If you look at the rubric and the assignment description, you will notice that the conceptual framework - 9 points - is the most important component of this assignment. In the conceptual framework you will discuss the theory and research that contributes to a Culturally and Linguistically Responsive teaching approach: why it is important, and the important components of CLR teaching. As indicated in the assignment description, you should reference the authors

who have written about Culturally Responsive Teaching and Linguistically Responsive Teaching, draw on their work to develop your framework - include references. You should keep in mind that Culturally Responsive Teaching and Linguistically Responsive Teaching are not equivalent, though there is much overlap: what I am asking you to do is to combine the two and come up with a framework that incorporates key components from each. For an example of a conceptual framework look at Lucas and Villegas, or García et al. – any journal article will have a conceptual framework following the introduction.

Please submit your work as an attached Word document. You may use other modalities, but the framework at least needs to be written in a Word document. The framework constitutes part of the assignment, not the whole assignment. In addition to the framework (approximately one page double spaced) you can use diagrams, charts, bulleted lists, etc. The purpose of the assignment is for you to demonstrate your understanding of the principles of CLR teaching, in theory and in planning.

Tables, charts, diagrams, and images should be included in the Appendices, not the main body of the paper.

Individually or in pairs, students will develop 1) a framework for culturally and linguistically responsive (CLR) pedagogy based on readings (e.g., Lucas & Villegas, 2011; Walqui, 2015; García et al., 2003; Chappell & Faltis, 2013); and 2) overview of a lesson plan that reflects the key principles of a CLR pedagogy, highlighting elements of the unit plan that are culturally and linguistically responsive. **THIS IS NOT A LESSON PLAN.** This is an overview or description of a lesson, that incorporates and illustrates key principles of CLR teaching. 5-7 pages total not including references, double-spaced, 1" margins.

1. Framework (10 pts)

You present a well-developed conceptual framework for your Culturally and Linguistically Responsive unit plan drawing on related course readings (e.g., Villegas & Lucas, 2002; Walqui, 2015; Nieto, 2010, García et al., 2003; Chappell & Faltis, 2013).

2. Planning for standards-based ESL and content instruction (TESOL Standard 3a) (4 pt)

The overall lesson objectives, resources, and implementation demonstrate understanding of and ability to apply concepts, research, and best practices related to culturally and linguistically responsive teaching.

3. Interaction (TESOL Standard 3b) (3 pt)

You plan for numerous opportunities for interaction and collaboration in the classroom. You may extend your conception of collaboration to include community resources. You demonstrate your understanding of Vygotsky's theory that cognition is socially situated and that learning is always mediated by other people and tools, both conceptual and material.

4. Engagement (TESOL Standard 3b) (3 pt)

You use a variety of modalities (written, artifacts, audio, visuals, video, music are some examples), and pedagogical approaches, to create a sequence of highly engaging activities for

your students. You take into consideration students’ needs to express their creativity, curiosity, and youthful energy. You plan for affirmation of student identity. (see Chappell & Faltis)

5. Assessment (TESOL Standard 4c) (3 pt)

You include a formative assessment, which shows you have given careful consideration to what you want students to learn, and how you would determine that they have achieved these objectives.

6. References and Resources (2 pt)

You reference all sources used in your presentation with correct APA formatting.

7. Quality of work (3 pt)

Your CLR Framework and Unit Plan shows carefully reading/viewing/discussion of course materials and a strong grasp of key principles of culturally and linguistically responsive teaching. Your work also shows some creativity in developing your unit plan. Your writing is clear and concise, with no significant grammatical or spelling errors.

Appendix D: Scoring Guide for Written Lesson Plan for Content-Based English Oracy and Literacy Instruction (5 page paper, double spaced, 1” margins)

In pairs, develop a lesson plan for teaching and assessing listening, speaking, reading and writing, drawing on course texts. Your lesson plan will include a rationale, language-content objectives, language proficiency levels addressed (proficient, intermediate, and beginning), strategies for differentiated instruction, and a formative assessments.

Components	Max Points	Earned Points	Comments
Theoretical framework and rationale (include citations and references) (2 minutes, 1 page)	10		
Describe 1-2 strategies drawing on course texts (2 minutes, .5-1 page)	6		
Post and state the standards-based content-language objectives in the form of a Model Performance Indicator (WIDA MPI). Highlight the language function, content stem, and support. (1 minutes, 1 sentence))	2		
Identify hypothetical or real student language proficiency levels using WIDA proficiency standards, which you show in a chart form (for example see Gottlieb [2006]). (1 minute, 4-row chart)	4		
Describe differentiated instruction for two proficiency levels, including examples of adaptations of materials for different levels (2 minutes, 1 paragraph)	8		
Implement lesson in an engaging, organized, and inclusive manner. Demonstrate your ability to	14		

differentiate instruction for two language proficiency levels. Describe lesson sequence in your lesson plan (15 minutes, 2 pages)			
Describe the appropriate formative assessment strategies for the learning objectives and language levels of your students: include the description and rubric in your written lesson plan (1 minute, 1 page)	6		
Total	50		

Appendix E: Language Analysis of Instructional Materials

Purpose: The project will help you become more sensitive to the linguistic challenges facing your students in content specific instructional materials and prepare you to be able to identify salient linguistic features you need to focus on for more effective content instruction.

Requirements:

1. Identify your chosen content area, topic, grade level, and ELL proficiency level is known.
2. You will choose two pieces of reading materials suitable for your chosen content and topic. The materials could be used for the two lessons you have developed for the Planning for Integration Project. Each piece of the reading material should demonstrate a different language function (e.g., classify, compare and contrast, sequence, justify, etc.). They should be the reading materials that you would like your students to read.
3. For each piece, identify 1) the content you want your students to demonstrate understanding of; 2) language features that are important for students to use when they demonstrate their understanding of the content. Use the following chart from WIDA 2012 as a reference for features of academic language at the three levels: word/phrase; sentence; discourse.

	Performance Criteria	Features	Examples
Discourse Level	Discourse Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types	Voice Mood Cohesive forms (referential, repetition) Coherence (e.g., topic and comment and key words for written language; relevance, sequencing, and closing relevant to topic for oral language) Logical connectors Parallelism

			Organizational types (e.g., narration, exposition, description)
Sentence Level	Language Forms and Conventions (<i>Types, array, and use of language structures</i>)	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective	Tense Aspect (e.g., progressive, perfect tenses) Simple, compound, and complex sentences Word order Parallelism Denotation and connotation Formulaic expressions Interrogatives Prosodic features (e.g., stress, intonation, rhythm of speech) Agreement (e.g., subject/verb)
Word/Phrase Level	Vocabulary Usage (<i>Specificity of word or phrase choice</i>)	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations	Sound-symbol-spelling correspondence Word formations (e.g., affixes, compounding) Count/non-count distinctions Denotation and connotation Possession (e.g., possessives)

4. Based on your decision of the content you want your students to demonstrate understanding of and the salient language features you want your students to use, write one content objective and associated language objectives:

MPI for content objective:

Language Objective:

- Vocabulary: use _____ in (modes of language) _____ to

- Sentence: use _____ in (modes of language) _____ to

- Discourse: use _____ in (modes of language) _____ to
