

 **Spring 2013**

**ED 607: Contextualized ELD Instruction for Secondary Teachers (1 credit)**

 **Instructor:** Dr. Robert Troyer **Office:** Maske Hall 312

 **Email:** troyerr@wou.edu **Office Hours:** Tue & Thurs 1-3:30pm

 **Phone:** 503-838-8954 and by appointment

 **In conjunction with:**

 Dr. Maria Dantas-Whitney, College of Education, Division of Teacher Education

 Email: dantasm@wou.edu Phone: 503-838-8636

 Dr. Carmen Cáceda, College of Education, Division of Teacher Education

 Email: cacedac@wou.edu Phone: 503-838-8409

**CRNs #, Times, and Locations**

#TBD, April 11 and May 2, 8:00am-3:30pm, Central High School, Room 216

**Course Description**

This course focuses on methods and strategies for embedding English Language Development (ELD) instruction in the content of middle and high-school classrooms in accord with current theories of ESOL/ bilingual education and current standards for English Language Learner (ELL) proficiency. We will emphasize techniques for analyzing and teaching relevant language functions, contextualized grammatical forms, and content vocabulary utilizing multiple modes of reading, writing, speaking, and listening. Participants will develop and share lesson plans and language assessments that align with adopted standards.

**Course Objectives**

* Analyze content-specific language functions and grammatical forms that must be mastered for academic success in the content areas.
* Examine and apply research-based teaching methods, materials, and assessment tools for English language development.
* Create contextualized learning environments that foster the acquisition and use of English in listening, speaking, reading, and writing for social and academic purposes.
* Devise language-focused classroom activities and lessons that support content learning and that reflect interactive participatory approaches.
* Foster continuing reflection on practice professional development that enhances teaching.

**Required Texts**

Azar, B. S. and Hagenm S. A. (2009). *Understanding & Using English Grammar, Chartbook, 4th Ed.* New York: Pearson Longman. ISBN 978-0-13-205210-8

**Additional Required Readings (available at our Weebly.com course site)**

Bunch, G., Kibler, A., & Pimentel, S. (2012). Realizing opportunities for English learners in the Common Core English Language Arts and disciplinary literacy standards. http://ell.stanford.edu. Understanding Language Initiative / Stanford University.

Creese, A. (2010). Content-focused classrooms and learning English: How teachers collaborate. *Theory Into Practice, 49*, 99-105.

Fillmore, L. W., & Fillmore, C. J. (2012). What does text complexity mean for English learners and language minority students? http://ell.stanford.edu. Understanding Language Initiative / Stanford University.

Larson-Freeman, D. (2001). Teaching grammar. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*. (3rd ed.) (pp. 251-266). Boston: Heinle & Heinle.

Russell, F. A. (2012). A culture of collaboration: Meeting the instructional needs of adolescent English language learners. *TESOL Journal, 3*(3), 445-468.

Zwiers, J. (2012). Academic Language & Literacy. Retrieved from http://www.jeffzwiers.com

**Optional Texts**

Azar, B. S., & Hagen, S. A. (2009). *Understanding and Using English Grammar, Student Book w/answer key, 4th ed*. New York: Pearson Longman. ISBN 978-0-13-233331-3

Conrad, S., Biber, D., and Leech G. (2002). *Longman Student Grammar of Spoken and Written English*. Essex, UK: Pearson Longman. ISBN 978-0-58-223726-1

**Suggested Additional Readings**

Mize, K., & Dantas-Whitney, M. (2007). English language development in k-12 settings: Principles, cautions, and effective models. *ORTESOL Journal, 25*, 17-24.

Moschkovich, J. (2012). Mathematics, the Common Core, and language: Recommendations for mathematics instruction for ELs aligned with the Common Core. http://ell.stanford.edu. Understanding Language Initiative / Stanford University.

Quinn, H., Lee, O., & Valdes, G. (2012). Language demands and opportunities in relation to Next Generation Science Standards for English language learners: What teachers need to know. http://ell.stanford.edu. Understanding Language Initiative / Stanford U.

Snow, C. E. (2010). Academic language and the challenge of reading for learning about science. *Science, 328*(5977), 450-452.

Van Lier, L., & Walqui, A. (2012). Language and the common core standards. http://ell.stanford.edu. Understanding Language Initiative / Stanford University.

**Course Requirements**

1. Required readings and regular participation in class activities and discussion 25%

2. Collection of content specific language activities and lessons w/assessment 75%

*Details are provided below.*

**1. Readings and class participation.** You will be assigned readings from articles that are available on our Weebly.com course website. In order to demonstrate your understanding and to clarify ideas related to the readings, you will participate in class discussions. Everyone should do all the assigned readings and have at least one question to pose. Come prepared to respond by agreeing /disagreeing, making related comments, and/or asking additional questions. Everyone should contribute and add substantial content to the group’s discussion.

**2. Collection of content-specific language activities.** You will produce a collection of at least **five classroom activities or lessons designed to teach/practice specific language functions and forms within the context of a larger content unit**. These can be original activities, or they can be activities which you have borrowed and/or adapted from other resources such as our course readings or websites you may have reviewed. The description of each activity should be about 1-2 double-spaced page/s.

Make sure you include a variety of activities that not only reflect the language functions/forms in your classification, but also integrate the skills of listening, speaking, reading, writing and vocabulary development. *(Note: The individual activities do not need to integrate* ***all*** *these skills. Just make sure your collection will cover all of them!)*

Write a one-page introduction to your collection of 5 lessons in which you discuss the theoretical and pedagogical principles guiding these activities. Include explicit references from our course reading/s.

For each activity, include the following:

* Title of activity
* Grade level
* Content area or thematic unit
* Language proficiency levels of ELLs
* Language function and forms being taught/practiced
* Objectives
* Class time
* Materials needed: (*Include sample handouts if appropriate*)
* Short overview of activity
* Step-by-step procedure
* Caveats and options: *(Potential challenges/issues and possible modifications)*
* References

**Guidelines for Course Assignments**

* The teacher and participants will agree on a feasible due date for the written work. This will be no later than June 3, 2013.
* Pay close attention to the scoring guide for each assignment and make sure you have addressed all requirements.
* Use care in editing your written work.
* Use APA style (6th edition) for citing your sources. Easy-to-follow directions on how to use APA format can be found in the following website: <http://www.wou.edu/provost/library/instruct/citations/apa/index.php>

**Attendance**

 This course does not rely on traditional mid-terms or final exams. Most of the learning takes place in class through interactive lectures, discussions, and cooperative learning. Thus, regular attendance and participation is essential. If you must miss a class meeting, discuss make-up options with the instructor.

### **Students needing class accommodations**

 If you have a documented disability which requires any academic accommodations, you must contact the Office of Disability Services (ODS) for appropriate coordination of your accommodations. You can visit APSC 405 or contact ODS at (503) 838-8250 (V, TTY) to schedule an appointment.

**Grading system**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | 94 – 100% | **B-** | 80 – 83% | **D+** | 67 – 69% |
| **A-** | 90 – 93% | **C+**  | 77 – 79% | **D** | 64 – 66% |
| **B+** | 87 – 89% | **C** | 74 – 76% | **D-** | 60 – 63% |
| **B** | 84 – 86%  | **C-**  | 70 – 73% | **F** | Below 60% |

**Course Schedule, Spring 2013**

|  |  |
| --- | --- |
| Day, Date, Time | Content |
| **Session 1****Thurs, April 11**8:00am-3:30pm | **Morning** Introduction Language Forms and Functions Readings: Creese (2010), Filmore and Filmore (2012) Infusing ELD Language Forms in Context**Afternoon** ELD, Content, and Sheltered Instruction Model lessons CCSS and ELD standards Work Session |
| **Session 2****Thurs, March 2**8:00am-3:30pm | **Topics** Sheltered Teaching Strategies Language Assessment Note: The specific outline and workshop tasks will be tailored to the needs and interests of the participants as a result of the April 11th session. |

 **PP**: Possible points

 **SA**: Self-Assessment

 **IA**: Instructor’s assessment

**Scoring guide for the Collection of content-specific language activities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **PP** | **SA** | **IA** |
| Creates a collection of five activities that not only specify appropriate language functions/forms, but also integrate the skills of listening, speaking, reading, writing and vocabulary development. | 4 |  |  |
| Writes an effective introduction to the collection (1 page) discussing the theoretical and pedagogical principles guiding these activities. Includes references to course readings. | 4 |  |  |
| Creates a collection including the following:**Activity #1**: Title of activity, Grade level, Content area, Language proficiency levels of ELLs, Language function and forms being taught/practiced, Objectives, Class time, Materials needed, Short overview of activity, Step-by-step procedure, Caveats and options | 2 |  |  |
| **Activity #2**: Title of activity, Grade level, Content area, Language proficiency levels of ELLs, Language function and forms being taught/practiced, Objectives, Class time, Materials needed, Short overview of activity, Step-by-step procedure, Caveats and options | 2 |  |  |
| **Activity #3**: Title of activity, Grade level, Content area, Language proficiency levels of ELLs, Language function and forms being taught/practiced, Objectives, Class time, Materials needed, Short overview of activity, Step-by-step procedure, Caveats and options  | 2 |  |  |
| **Activity #4**: Title of activity, Grade level, Content area, Language proficiency levels of ELLs, Language function and forms being taught/practiced, Objectives, Class time, Materials needed, Short overview of activity, Step-by-step procedure, Caveats and options  | 2 |  |  |
| **Activity #5**: Title of activity, Grade level, Content area, Language proficiency levels of ELLs, Language function and forms being taught/practiced, Objectives, Class time, Materials needed, Short overview of activity, Step-by-step procedure, Caveats and options | 2 |  |  |
| **Editing, Presentation, and Timeliness**Uses appropriate grammar and punctuation, desired page length (12 pp., excluding references), and APA style. Completes assignment by due date.  | 2 |  |  |
| **Total** | **20** |  |  |