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**BELLARMINE UNIVERSITY**

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION**

**LITR 640 Second Language Learners**

**Summer Semester, 2016**

**3 Credit Hours**

*THEME: EDUCATOR AS REFLECTIVE LEARNER*

**UNIVERSITY MISSION STATEMENT**

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto:

*In Veritatis Amore,*

In the Love of Truth.

INSTRUCTOR: Mary Morgan

E-MAIL: mmorgan@bellarmine.edu

**CLASS MEETING TIMES:**

|  |  |
| --- | --- |
| **Date** | **Time** |
| **July 8, 2016** | **9:00 AM-1:00 PM** |
| **July 11, 2016** | **9:00 AM-1:00 PM** |
| **July 13, 2016** | **9:00 AM-1:00 PM** |
| **July 15, 2016** | **9:00 AM-1:00 PM** |
| **July 18, 2016** | **9:00 AM-1:00 PM** |
| **July 20, 2016** | **9:00 AM-1:00 PM** |
| **July 22, 2016** | **9:00 AM-1:00 PM** |
| **July 25, 2016** | **9:00 AM-1:00 PM** |

**TEXTBOOK and REQUIRED READINGS:**

Herrera, Socorro Guadalupe (2011). *Mastering ESL and Bilingual Methods: Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students,* Second Edition. Boston, MA: Pearson Education, Inc.

The instructor will provide additional study materials. Students are expected to read materials prior to the class indicated.

**COURSE DESCRIPTION:**

A course in the Master of Arts in Education in Teacher Leadership (P-12) program designed to provide candidates with job-embedded professional development opportunities in alignment with individual candidate needs (determined by an individual Professional Growth Plan) as they develop the knowledge, skills, and dispositions of a teacher leader. This course includes systematic study of effective ways to structure learning opportunities for diverse student populations. An understanding of the instructional needs of language minority populations is developed and an awareness of the appropriate programs and services to meet those specific needs is presented.

The course is intended to engage graduate students in exploring a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language, and other learning environments. It provides an overview of the historic and current trends and social issues affecting the education of language minority students. It also provides candidates with practical experience in the implementation of instructional strategies addressing the needs of a diverse student population. Major units of the course include: language learning theories; socio-cultural contexts of language development, principled selection of instructional strategies for teaching language and non-language subjects; a focus on the development of academic language, assessment of language and non-language competencies; and selected issues in teaching language minority populations.

Course content includes the integration of the Kentucky Teacher Standards (Initial or Advanced Level) as well as Kentucky’s Core Content for Assessment and Program of Studies. The School of Education’s theme, *EDUCATOR AS REFLECTIVE* *LEARNER*, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action)as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.**

**PROGRAM OBJECTIVES:**

The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1. Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2. Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

**KENTUCKY TEACHER STANDARDS ADDRESSED in EDUG 640:**

1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Reflects/Evaluates Teaching and Learning
7. Collaborates with Colleagues/Parents/Others
8. Evaluates Teaching and Implements Professional Development
9. Provides Leadership within School, Community, and Profession

**INTERNATIONAL LITERACY ASSOCIATION STANDARDS ADDRESSED in**

**EDUG 640:**

1. Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, specifically relating to information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
2. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
3. Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.
4. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
5. Create supportive environments where English learners are encouraged and given many opportunities to use English.

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) DOMAINS:**

1. Domain 1.Language: Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners’ (ELLs’) develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.
2. Domain 2. Culture: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
3. Domain 3. Planning, Implementing, and Managing Instruction: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.
4. Domain 4. Assessment: Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.
5. Domain 5. Professionalism: Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

**COURSE/LEARNER OBJECTIVES:**

The objectives identify the competencies teachers are expected to develop as prerequisites for successful completion of the course. These objectives represent both the general objectives related to teaching English as a new language related to the program’s expectation for developing teaching proficiencies.

Candidates will:

1. Demonstrate familiarity with various theories and instructional methodologies in first and second language acquisition. (AFTSE 2; KTS 1, 6, 8; ILA 1, 2; TESOL 1, 3)
2. Demonstrate familiarity with past and current methods for teaching English as a second language. (AFTSE 3, 4, 5; KTS 1, 6, 8, 9; ILA 3, 4, 5; TESOL 1, 2, 5)
3. Identify the major types of bilingual programs, their strengths and weaknesses. (AFTSE 4,5; KTS 1, 4, 5, 6; ILA 1, 2; TESOL 1, 3)
4. Demonstrate awareness of local and national legal, political and socio-cultural issues related to the education of English learners. (AFTSE 1, 4, 5; KTS 7, 8, 9; ILA 3; TESOL 2, 5)
5. Demonstrate an understanding of instructional methods and strategies that support diverse English Learners across the curriculum; including knowledge of SDAIE, SIOP, CALLA and ELD in theory and in practice. (AFTSE 2; KTS 1, 2, 3, 4, 5, 6; ILA 1, 2, 5; TESOL 1, 3, 4, 5)
6. Identify ways of involving the family, and other external communities in program instruction, implementation, assessment and evaluation. (AFTSE 1, 3; KTS 3, 7, 8, 9; ILA 3, 4; TESOL 2, 5)

**COURSE REQUIREMENTS AND ASSIGNMENTS:**

The following provides a brief description of the assignments, quizzes, class time activities and out-of-class assignments that are required for this course. Your grade for this class shall be based on a 200 point system.

Preparation for Class Meetings: Assigned readings about theory and practice related to language acquisition, cultural diversity and schooling form the core of each class session. All of these readings should be completed before each class session as a basis for an informed and penetrating analysis of the issues of this course and contribute to our engagement in purposeful academic discussion and reflection. Advanced preparation for course meetings is particularly important.

Completing the readings and participation in class discussions are important requirements in this graduate course. Performance in this course is measured heavily on the quality of the candidate’s written work and participation during class sessions. Written assignments must be typed and proofread with the care that a graduate student should exhibit.

CLASS TIME: Class Time and/or contact hours: The class will meet as noted on page 2 of this document. During class time, candidates will experience a variety of activities. During Class Time, candidates have opportunities to talk with their instructor about key topics and issues. Candidates are encouraged to ask questions and actively participate in both planned and impromptu class discussions as long as the discussion forwards the purpose of the class. Participation in class time must include original thought supported by references to common readings and widely held understandings. Participation in class discussion is required. To receive full credit, candidates must arrive to class on time and participate for the full session. Your participation and attendance in Class Time is worth 40 points (5 points each meeting)

MEDIATED FORUM DISCUSSIONS: Candidates must cite specific readings, theory, and videos to support assertions in the Forum narratives. In assigned “Forum Teams” (instructor will post a roster for team assignments), members will alternate responsibility for posting questions, reflections, learning experiences, or “lessons learned” from the readings and/or activities for discussion on the course discussion board. All team members will respond to the original question or reflection and reply, at least, one time to two group members’ original responses as well. A detailed reflection of your own reactions, interpretations, and about the experience and process of participating in an asynchronous discussion session is also important. This activity is about constructing knowledge in a collaborative, social constructivist manner. Your instructor will be mediating these discussions to support student learning and move the discussion forward.

There will be a total of 8 mediated forums/live sessions throughout the term. Each session is worth **5 points with a total of 40 available points for the term**.

Quizzes over Readings:Candidates will have quizzes over assigned text and required readings **(8 @ 5 points each**)

OUT-OF-CLASS ASSIGNMENT: TV PROJECT**:** Candidates will watch two 30-minute television episodes in a language they do not understand. Take notes as you watch; trying to capture what the story is about. After viewing reflect on your experience. Each time you watch the show (two 30-minute viewings) take notes in a Word document. Address the following three points. Be sure to give each area equal weight as you view the episodes as well as in your notes:

* As you watch, describe the program actions, the characters, the settings, and the mood of the show.
* After viewing, describe your reactions, feelings and emotions about the experience and process of watching a program in a language you did not understand. This section is about self-reflection. In this entry, you are to thoroughly discuss the effects of this exercise, not the show itself.
* Finally, list all the strategies and clues you used for making sense of what was going on in the program. Include your use of the verbal, visual, graphic, and behavioral clues/evidence of the program for the viewing.

In addition to completing your notes during each viewing, write a concise summary reflecting on the overall experience. What have you learned? What are the implications for your teaching? Submit a hard copy of your notes and reflection to your instructor. Up to **20 points.**

Instructional Projects: Each student will be part of a cooperative/collaborative team of up to two students that will develop two *sheltered* lessons that shows a clear understanding of effective instruction for English Learners across the curriculum. The same content will be used and the lessons will address English learners at two different levels of language proficiency. The lessons will be developed per team and formally presented to the class. All accompanying documents noted in the lesson plan must be submitted with the lesson plan. Each member of the team will receive the same “group grade” on the lesson plans and class presentations. A lesson plan template and sample will be provided to guide your lesson preparation.

Group presentations and lesson plans are worth a **total of 60 points (20 points- lesson plan, 40**

**points- presentation)**

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| --- | --- |
| **Assignment** | **Possible Points** |
| Class Participation | 40 points (5/day) |
| Mediated Forum | 40 points (5/day) |
| Quizzes over Readings | 40 points (5/quiz) |
| TV Project | 20 points |
| Sheltered Lessons (2/student or student pair) | 60 points (20/lesson, 40/presentation) |

**GRADING SCALE**: (plus or minus scores may be added as deemed appropriate)

A = 93-100 points B = 85-92 points C= 77-84 points

D = 69-76 points F = 68 points and below

**CLASS FORMAT AND METHODOLOGY:**

We will use a combination of learning experiences to help you learn about important issues impacting students who come from a home where a language other than English is spoken. This course is intended to engage graduate students in exploring a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language, and other learning environments. Students are expected to come prepared via readings and other assigned activities to engage in joint productive activities (JPA), demonstrations, and discussions. Part of the organization of this class will be based on *The Five Standards of Effective Pedagogy* from the Center for Research on Education, Diversity and Excellence (CREDE). Additional information is available on line at <http://crede.berkely.edu> .

**ASSIGNMENT FORMAT AND EXPECTATIONS:**

Candidates areexpected to be a thoughtful, active, and informed member of class discussions, lectures, individual presentations, and group activities. You are expected to attend each class session, arrive punctually, and be prepared by having read the required assignments. Excessive absence/tardiness/leaving class early will result in reduction in points toward the final course grade. You are allowed one absence. All assignments, must be neatly word-processed using 12 point font, double-spaced, adhere to rules of Standard English grammar, spelling and punctuation. A **hard copy** of the assignments must be submitted by due dates assigned. Late assignments, ***accepted only with PRIOR APPROVAL of instructor,*** will receive a 5-point reduction **per day, and will not be accepted after one session from the due date. Assignments receiving a +, √, or – that are late will automatically be reduced a grade level, and may be submitted up to 2 days late.**

Cell Phone and Technology: Please be courteous of the instructor and other students by demonstrating TPACK in the use of your cell phones, computers, and other electronic devices. All calls, texts, or other types of communication must be made after class or at designated break times.

E-mail Communications: Please note that ALL email messages concerning this course will be sent via your Bellarmine University email account. It is your responsibility to check your email regularly and respond accordingly.

Class and Professional Norms: In this class we wish to work together as a community of scholars. To that end, students are asked to commit to the following norms of behavior:

* I take 100% responsibility.
* I seek equity of voice.
* I am willing to talk about sensitive issues.
* I listen for understanding.
* I appreciate the strengths and contributions of others.
* I bring positive energy and encouragement to the team.
* If I have an issue I will take it to the source.

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office only after meeting with the department chair or program director first. The instructor reserves the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in course content.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

**ACADEMIC HONESTY:**

As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2016 and in the 2016 Student Handbook; both documents are available online via *mybellarmine.edu.* Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the *Student Handbook*.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. **It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students.** Plagiarism or cheating on field placement will result in “0” credit for field hours under question, **and may result in permanent dismissal from the education program.** Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

**DIVERSITY/TECHNOLOGY/DISPOSITIONS:**

Students are expected to be knowledgeable of the Kentucky Teacher Standards – Advanced Level.Students are also expected to be aware of **teacher dispositions** in relation to developmentally appropriate instruction and working effectively with **all** students.

EDUG 640 The course is intended to engage graduate students in exploring a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language, and other learning environments. It provides an overview of the historic and current trends and social issues affecting the education of language minority students. The course content also includes **diversity** components including selected issues in teaching language minority populations, including accommodations for learner needs, culturally responsive teaching, appreciating student diversity, and closing the **achievement gap.**

Students will be introduced to the use of **technology** in the classroom, as well as using technology themselves for assignments and projects.

**SEVERE WEATHER:**

Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

**INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:**

Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of Allen Hall, 272-8480).

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please consult Bellarmine University’s withdraw policies and procedures. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal).  Withdrawal forms may be accessed at [www.bellarmine.edu/registrar/RegForms.asp](http://www.bellarmine.edu/registrar/RegForms.asp).

**ASSESSMENT/OBJECTIVE MATRIX FOR EDUG 640:**

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| --- | --- | --- | --- | --- | --- |
| ASSESSMENT | LEARNER OBJECTIVE | KY TEACHER STANDARDS | AFTSE OBJECTIVES | ILA STANDARDS | TESOL STANDARDS |
| 1. Participation and Attendance | 1, 4, 5 | 1, 3, 5, 7, 9 | 2, 3, 5 | 1 | 1, 5 |
| 1. Forum Discussions | 1, 2, 4 | 3, 5, 6, 7, 8, 9 | 1, 2, 3,5 | 1 | 2, 5 |
| 1. Tests/Quizzes | 1, 2, 3, 4, 5, 6 | 5, 6, 8 | 3, 4, 5 | 1 | 1, 3, 4 |
| 1. TV Project | 4, 2, 6 | 4, 5, 6 | 2, 3, 5 | 2, 3, 4, | 1, 2 |
| 1. Instructional Projects | 3, 5 | 2, 4, 5, 6, 8 | 1, 2, 4, 5 | 2, 4, 5 | 1, 3, 4 |