Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

Methods and techniques of teaching literacy to K-12 English Language learners

Course Overview:

This course investigates strategies and techniques for teaching literacy to English Language Learners, building on participants' understanding of language development and the role second language development plays in developing English literacy skills. A major focus will be on the effective strategies for teaching reading/writing to students learning English. Students will learn about the functions that teachers of linguistically diverse students must serve in order to be effective literacy teachers, as well as language proficiencies required for the development of academic language.

Course Learning Outcomes:

1. Analyze current language acquisition theories and existing literacy programs for ELL students.
2. Describe stages of literacy, oral skills development, and writing skills development.
3. Integrate the use of language experience approaches, scaffolding, and scheme development at different levels of literacy skills to include: transferring language skills from Language 1 (L1) to Language 2 (L2), specific student needs, literacy development, English language proficiency, reading development, reading skills, fluency and reading comprehension, writing process and the development of writing skills, and appropriate children's and adolescent literature from various cultures.
4. Assess student development in language proficiency.

ELL520 meets:

CLD Standards 8.22 2(a, b), 8.22 3 (f) and TESOL/NCATE Standards 1.a (3), 1.b (1, 2, 3, 5), 3.a (1, 2, 3), 3.b (1, 3, 6, 7, 8)

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

There is no required textbook for this course; instead, each module is rich with scholarly articles and linked materials that will help you understand and apply the presented concepts.

All required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- McTigue, E., Douglass, A., Wright, K. L., Hodges, T. S., & Franks, A. D. (2015, July). Beyond the story map. *Reading Techer, 69*(1), 91-101.
- Yang, G., & Bintz, W. P. (2015, Sept/Oct). Using picture books as paired texts to teach educational theories. *Clearing House, 88*(5), 145-149.
- Locate your state or district's standards for developing reading development skills. If you cannot find your state or district's standards, use the WIDA English Language Development standards. (2013). Retrieved from http://wida.us/standards/eld.aspx

Discussion (25 points)

Critical Thinking: Talking and Thinking (75 points)

Based on your experience applying the theories of language acquisition discussed in the module, identify and describe the theory that best suits your teaching style, classroom culture, and student population (or projected style, culture, and population if not yet teaching).

Use the template below to organize the three common language acquisition theories by principles, analysis, and strategies that help you meet the principles of the theory – so, practical classroom strategies – supported by research.

Then, based on this data and your experience applying these theories, identify the language acquisition theory that best suits your teaching style, classroom culture, and student population and explain why you feel it is the best one for you (hypothesize this information for a possible classroom/teaching scenario if you are not currently teaching). This information could be placed in your table or in a separate section. Cite at least three credible sources throughout the assignment, making sure that all references comply with the CSU-Global Guide to Writing & APA. At least one of the three sources should be no older than five years old.

Click on the link on the Assignment page for the template: ELL520_Mod01_CT_Template

Module 2

Readings

· Flynn, E. E. (2016, Sept/Oct.). Language-rich early childhood classroom: Simple but powerful beginnings. *Reading Teacher, 70*(2), 159-166.
· Watson, K., & DiCarlo, C. (2016, March). Increasing completion of classroom routines through the use of picture activity schedules. *Early Childhood Education Journal, 44*(2), 89-96.

Discussion (25 points)

Critical Thinking: Classroom Considerations (75 points)

Imagine that you have just been informed that a new ELL student will be joining your class. Your student may be an English language learner or a culturally diverse learner, or both.

Drawing upon the various teaching strategies and cultural considerations presented in the module, create a comprehensive plan for welcoming the student into your classroom that will span his or her first month under your instruction. This action plan must also include a plan to assess the student's literacy skills.

The following aspects should be addressed and should be organized into two parts: Literacy Skills Assessment and Classroom Environment.

Literacy Skills Assessment:

- Consider literacy in the context of an ELL and a CLD student. Create a section of your welcome packet that addresses literacy assessments:
- What strategies will you use to both formally and informally assess the student's current English literacy skills?
- Explain how you will analyze the results of literacy assessments and what you would do with those results.

Classroom Environment:

- Create a section of your welcome packet that addresses the following elements of your classroom:
- Cultural differences
- Classroom routines and procedures
- Social, emotional, cultural, and educational factors

Present your recommendations in a welcome packet for the ELL student and a corollary document with classroom policies for welcoming new students. This packet and policies document could be something developed in Microsoft Word or developed online that can be easily shared with students, parents, and colleagues. Offer research-supported rational for the strategies you have chosen and cite at least two scholarly sources. Your response should reflect graduate-level writing and adhere to the CSU-Global Guide to Writing & APA.

Module 3

Readings

- Hudson, A. K., & Williams, J. A. (2015, April). Reading every single day. *Reading Teacher, 68*(7), 530-538.
- Keilty, M., & Harrison, G. L. (2015). Linguistic and literacy predictors of early spelling in first and second language learners. *Canadian Journal of Applied Linguistics, 18*(1), 87-106.

Discussion (25 points)

Critical Thinking: Talking and Thinking (75 Points)

Take a lesson that you are going to teach (or that you could teach based on the age group or students you plan to or want to teach) and analyze it for teacher talk, oral language opportunities, literacy and reading skill focus, and scaffolding. How could these areas be added or enhanced in order to integrate literacy and language development skills for ELL students? How can your lesson become more student-centered? Where are the times during the lesson when students will be able to talk in order to apply their use of language? Include a section in your lesson plan which includes strategies which specifically address CLDs and ELLs.

For instance, ELLs will benefit from the emphasis on vocabulary during different times during the instructional cycle. CLD students may need extended time to finish an activity or they may need opportunities for extending the learning.

Organize your information in the template linked on the Assignment page so that you can easily compare and implement the new and improved lesson. Cite at least three credible sources, making sure that all references comply with the CSU-Global Guide to Writing & APA.

Module 4

Readings

·   Banergee, R., Alsalman, A., & Algafari, S. (2016, July). Supporting sociodramatic play in preschools to promote language and literacy skills of English language learners. *Early Childhood Education Journal, 44*(4), 299-305.
·   Carroll, P. E., & Bailey, A. L. (2016, January). Do decision rules matter? A descriptive study of English language proficiency assessment classifications for English-language learners and native English speakers in fifth grade. *Language Testing, 33*(1), 23-52.

Discussion (25 points)

Critical Thinking: Scaffolding Instruction (75 Points)

As a teacher, you might need to scaffold your instruction (i.e., support learning and performance of tasks through instruction, modeling, verbal prompts, feedback, graphic organizers, etc.) in order to help students who are in the early stages of literacy development. For instance, using songs to practice onsets and rhymes fosters oral language development as mentioned in our module and readings.

What targeted strategies would you use to scaffold your instruction and foster learning for students in the following areas?

- Speaking
- Listening
- Writing
- Reading

Include your selected activities along with the rationale for each.

For help thinking of strategies, see these resources, linked on the Assignment page:

- WIDA Lesson Plan Share Space
- WIDA Standards, Resource Packet (see pages 14-19 for strategies for developing speaking, writing, and reading)

Format your assignment in an "at-a-glance" tool that will be useful for you later on. This should not be formatted like a formal paper, though you should include a title page, cite at least three credible sources throughout the assignment, and compose a reference list as the last page of the assignment. Make sure that all references comply with the CSU-Global Guide to Writing & APA.

Module 5

Readings

· Kim, S. H. (2015, May). Preparing English learners for effective peer review in the writer's workshop. *Reading Teacher, 68*(8), 599-603.
· Nargund-Joshi, V., & Bautista, N. (2016, Apr/May). *Which comes first – language or content? The Science Teacher, 83*(4), 24-30.
· Students not from Colorado should locate their own state or district's standards for developing reading development skills: http://www.cde.state.co.us/contentareas

Discussion (25 points)

Critical Thinking: A Vocabulary Lesson (75 Points)

If your school district asked you to develop a vocabulary lesson for ELLs and CLDs, what would be the lesson's key elements?   Here are the Colorado English Language Proficiency (CELP) Standards. You can also use your own state standards.

Using the definitions from WIDA Speaking and Writing and Listening and Reading Performance Definitions develop a lesson for students who would be considered to fall under the Entering, Beginning or Developing Level, and discuss the most important strategies you would use to develop student vocabulary. You should develop the lesson for students who are newcomers, beginners, or at the intermediate level of English Language proficiency. Think about helping students transfer background and linguistic knowledge from the L1 to the L2, as well as helping the student learn to read and also write words. Finally, select five words you would teach to students and describe specific strategies you would use in a classroom.

Document your lesson plan using the template linked on the Assignment page. Your lesson plan should be supported by at least four resources and follow the CSU-Global Guide to Writing & APA.

Module 6

Readings

· Fierro, J., & Probst, R. (2014). Bridging borders through writer's workshop. Voices of Practitioners, 9(1), 1-13.
· Yang, G. (2017, Summer). The effect of summary writing on reading comprehension: The role of mediation in EFL classroom. *Reading Improvement, 50*(2), 43-47.

Discussion (25 points)

Critical Thinking: Using the Textbook (75 Points)

A group of teachers at your school tells you that students' textbooks the district has purchased for their classes are either outdated or not relevant to the current curriculum and student-centered practices. As a result, they don't use those textbooks. They ask what you do to assist your students in using the same textbooks, which were likewise purchased by the district for your class and how these textbooks might be used to develop or promote writing for ELLs and CLD students. Consider how you would adapt existing materials and find more resources to support your instruction.

Address your colleagues' concerns in a presentation that you might present at a meeting or workshop. In your presentation, describe the stages of literacy, oral skills development, and writing skills development and explain how these stages can make the district's textbooks challenging for an ELL student. Then, explain and illustrate three or more strategies you use to assist your students with learning from the textbooks the district has purchased for your class. Use a specific content area to illustrate your ideas and explain how the strategies might work with intermediate English language learners.

Add a recommendation of children's literature or youth literature which you believe provides cultural relevance and connections to your students. You can provide links, images, or a list of three books which could be found in your school or local library.

Your presentation should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Cite at least 3 sources in your presentation.

You are required to use a web-based presentation tool such as Prezi, Google Presentations, etc., for ease of sharing and inclusion in a digital portfolio or even on your classroom or school website. Consider using samples or resources of materials you believe are in line with best practices and with the research. Reference at least three sources in your response. Make sure you follow the CSU-Global Guide to Writing & APA.

To submit your assignment, copy the URL to your presentation and paste it into an MS Word document. Upload that document in the Module 6 folder. Your instructor will be able to access your presentation through that link. You will not be able to upload the link directly to the course assignment submission section.

Module 7

Readings

· Giroir, S., Grimaldo, L. R., Vaughn, S., & Roberts, G. (2015, May). Interactive read-alouds for English learners in the elementary grades. *Reading Teacher, 68*(8), 639-648.

· Truesdell, K. S., & Hill, P. (2015). Family literacy and global literature. *Reading Teacher, 68*(6), 430-434.

Discussion (25 points)

Module 8

Readings

· Palacios, N., & Kibler, A. (2016). Oral English language proficiency and reading mastery : The role of home language and school supports. *Journal of Educational Research, 109*(2), 122-136.
· Scheffel, D., Lefly, D., & Houser, J. (2012, Fall). The predictive utility of Dibels reading assessment for reading comprehension among third grade English language learners and English speaking children. *Reading Improvement, 49*(3), 75-92.

Discussion (25 points)

Portfolio Project: Small Group Instruction (350 Points)

The Portfolio Project for this course offers students the opportunity to put theory into practice by planning and delivering a lesson, recording the delivery, and subsequently analyzing and reflecting on the event.

To complete this project, you should record (video or audio) yourself teaching a small group of students using one or more of the research-based recommended practices and literacy strategies addressed in this course. Then, review the recorded lesson and use the prompts below to analyze and reflect on the experience. Although you will not submit your video/audio to your instructor (because of student confidentiality reasons), the recording represents a significant part of this project and will be an important tool for your analysis and reflection. You can use a simple recording app on your smart phone if you are unable to secure an actual video camera, though your technology department may have one you can use.

If you are a pre-service teacher or do not have a classroom with ELL students, consider alternative options, such as volunteering at a local school or library, or conducting the lesson as a tutoring session with children you know.

Guiding and Supporting Documents

These sites provide you with some guidance on components to consider including.

• Understanding Language Proficiency to Develop Language Goals, Grades K-5
• Understanding Language Proficiency to Develop Language Goals, Grades 6-12

The templates included in this assignment are provided to help you prepare for your lesson and delivery. You will not submit them, however, so you are encouraged to use whatever lesson planning template you are accustomed to or are required to use, if applicable:

- Instructional Context template
- Planning template

Analysis and Reflection

Although the actual recording represents a significant part of the work for this project, the analysis and reflection represent the majority of the writing component. Each section should be based on the questions below.

Analysis Section (5-6 pages): Consider the following questions in writing your analysis narrative:

Delivery:

1. How well were the learning goals of the lesson achieved?
2. How do you ensure fairness, equity, and access to learning for all students in your class?
3. What interactions on the video or in the audio demonstrate students learning to reason/think and to communicate that reasoning/thinking to others?
4. Does your analysis of this lesson suggest that your learning goals for these students were best achieved through small group interactions? How did your choice of instructional materials affect students' learning experiences?

Lesson Design:

1. How did you emphasize vocabulary during the lesson?
2. How was your lesson student-centered?
3. How were the materials selected culturally relevant?

Reflection Section (3-4 pages): Consider the following questions in writing your reflection narrative:

- Identify what you consider to be critical moments or choices you made during instruction in the video segment that impacted the lesson.
- As you reviewed the video segment and recalled the lesson, what do you regard as one of the significant successes of this lesson? Why?
- What would you do differently and why if you were to do this same lesson again with these students?
- How did what happened in the video segment influence your future instruction of this class or the students in your class?

Your final assignment should be 8-10 pages long. Cite at least five scholarly sources in your paper. Ensure your paper and citations are formatted per the CSU-Global Guide to Writing & APA.

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing & APA* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the *CSU-Global Guide to Writing & APA* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the "APA Guide & Resources" link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.