UNIVERSITY OF ST FRANCIS

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Methods and Materials for Teaching ESL

EEND/MSED-632/EDUC-345

Spring 2022 Section All 4 Credits 01/10/2022 to 03/07/2022 Modified 01/04/2022

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Contact Information

Instructor: Christina Grigsby

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Please note that time references reflected in the syllabus and course are based upon Central Time.

Office Hours

Monday, 7:00 PM to 8:00 PM

Virtual via Canvas

Description

Provides the competencies needed by all teachers of limited English proficient and English language development learners. This course presents strategies, techniques and skills in teaching Pre-K—12 academic subjects, including techniques to improve ESL learners' reading comprehension, speaking and writing skills. The theoretical bases underlying instructional strategies and techniques are presented, along with advantages of each instructional approach.

Objectives

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Students

Candidates will develop and understanding of how to create learning environments for second language development. Student ability to use appropriate teaching and learning strategies in a bilingual program classroom will be considered.

Serving the Community

Candidates will demonstrate the ability to interact with colleagues in a professional manner through exchanging (both listening and

sharing) ideas, thoughts, experiences, and insights in attempt to integrate language and content instruction.

Finding Our Professional Selves

Candidates will examine their own beliefs and experiences as professionals within the area of English as a second language education and connect them with the findings of current research on successful practices.

Outcomes

Access to standards referenced in this section can be found HERE (https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320)

By the conclusion of the course, each participant will be able to do the following:

Standard 1: Knowledge about Language

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

Standard 3: Planning and Implementing Instruction

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

Standard 5: Professionalism and Leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

Materials

REQUIRED - ***please note that the same two books are required for EEND 633***

- Peregoy, S. F., Boyle, O., (2017). Reading, writing, and learning in ESL: A resource book for K-12 teachers. 7th Edition. Boston: Pearson/Allyn and Bacon.
- TESOL International Writing Team, (2018) The 6 Principles for Exemplary Teaching of English Learners® Grades K-12. Alexandria, VA (ISBN 9781945351303)*

**Text is currently used in all five (5) ESL Courses (631, 632, 633, 634, 636)*

Assignments

Weekly Discussions and Activities

Respond to weekly discussion prompts directly related to assigned readings. Create one weekly activity that involves further investigation, evaluation, and application on the week's objectives.

Outcomes: TESOL/CAEP D.1, 3, 5

Standards: 1.a,b; 3.a,b,c; 5.a,b

Weekly Reflections

The weekly reflection is an opportunity for students to synthesize understandings and practice deep reflection as to how these topics impact your professional experiences and goals. Students are encouraged to share personal experiences, self-evaluate their progress, and address areas for future inquiry.

Outcomes: TESOL/CAEP D.5

Standards: 5.b

Final Capstone Project: 5-Day Unit Instructional Plan

The instructions and required elements for this project are located in Canvas. Candidates will create a 5-Day Unit Instructional Plan with Targeted WIDA ELD Standards and key differentiated instructional design for LEPs at varied fluency levels. The instructions and required elements for this project are located in Canvas.

Outcomes: TESOL/CAEP D.1, 3, 5

Standards: 1.a,b; 3.a,b,c, 5.a,b

✔ Evaluation

The percentages noted in the Grading Scale will be used and equated to a final grade. Scoring rubrics for discussions, assignments, and final project (if applicable) will be provided in Canvas or on limited occasions, by the instructor as a handout.

- Candidates are required to complete assigned readings, written assignments, viewing of videos, posting of discussions, and projects on the scheduled due dates.
- Candidates are also expected to inform the instructor of known absence in advance and complete any work that may be required.
- Missing/late work may be completed and submitted for credit at the discretion of the instructor.
- Candidates are responsible to ensure that appropriate steps are taken for timely submission of all assignments.

Criteria

- Candidates are required to complete assigned readings, written assignments, viewing of videos, posting of discussions, and projects on the scheduled due dates.
- Candidates are also expected to inform the instructor of known absence in advance and complete any work that may be required.
- Missing/late work may be completed and submitted for credit at the discretion of the instructor.
- Candidates are responsible to ensure that appropriate steps are taken for timely submission of all assignments.

Type	Weight	Topic	Notes
Weekly Discussions	120 points		8 discussions @ 15 points = 120
Weekly Activities	140 points		7 activities @ 20 points = 140
Weekly Reflections	84 points		7 reflections @ 12 points = 84
Final Capstone Project	120 points		

Breakdown

UNIVERSITY GRADING SCALE

Grade	Range	Notes
A	100 - 93%	464 - 430 points
B	92 - 85%	429 - 392 points
C	84 - 77%	391 - 355 points

<table>
<tr><td>Grade</td><td>Range</td><td>Notes</td></tr>
<tr><td>D</td><td>76 - 70%</td><td>354 - 325 points (D is applicable to the undergraduate grading scale ONLY)</td></tr>
<tr><td>F</td><td>**See Notes Column**</td><td><table>
<tr><td>Graduate</td><td>76 - 0%</td><td>354 - 0 points</td></tr>
<tr><td>Undergraduate</td><td>69 - 0%</td><td>324 - 0 points</td></tr>
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✱ Course Policies

Policies for the College of Education at University of St. Francis

CLICK HERE (https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320) (requires active student account) for policies, including but not limited to:

- Method of Instruction
- Expectations of Candidates
- Online Courses
- Attendance Policies for Site-Based and Online Courses
- Minimum Standards for Writing
- Computer and Digital Information Literacy Skills

Course Evaluations | Surveys

Information gathered through course evaluations and surveys is an important part of maintaining quality and continuous improvement in courses, and it is the University's expectation that students will thoughtfully participate in this evaluation process.

🏛 Institutional Policies

Students should use the USF portal as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the ***For Students*** section of the USF portal.

- A complete listing of university policies and procedures can be found in the University of St. Francis Catalog (https://www.stfrancis.edu/academics/university-catalog/) and Student Handbooks. Students are expected to follow all policies in the USF Catalog and Student Handbook, both of which can be found in the student portal.
- Students are expected to be familiar with and follow the various procedures and guidelines regarding USF's COVID-19 Response, including the USF Preparedness Plan and other materials incorporated in the Saints United resource hub (https://www.stfrancis.edu/saints-united/).
- Policies not covered in this document will be handled in accordance with the USF Catalog, Student Handbook, and Program Handbook as applicable.

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the University of St. Francis Catalog (https://www.stfrancis.edu/academics/university-catalog/) for further clarification and information on grievance procedures.

Services and Accommodations for Students with Disabilities (ADA)

The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA).

A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester; the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University's programs or services, please contact the Office of Disability Services at 815-740-3631 or ODS@stfrancis.edu . The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

Technology Support

If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support:

1. 24x7 Live Canvas Support. Canvas has a 24 hour support by clicking on **? Help** while in Canvas. You can **Chat with Canvas Support**, **Report a Problem**, or call the **Canvas Support Hotline**. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day seven (7) days a week through the Canvas help menu. From the help menu; select **Report a Problem** to send an email support request, select **Chat with Canvas Support (Student)** for a "live" text-based click-to-chat session, or to speak to someone directly use the toll-free number listed under the **Canvas Support Hotline (Student)**. NOTE: Responses to Canvas' email based **Report a Problem** request system will go to your USF stfrancis.edu email account, NOT your personal email.
2. Online Self-Service Help Resources. A student user guide and other resources for solving issues related to Canvas can be found at techsupport.stfrancis.edu
3. You can phone the Technology Support Center for personal help at (815) 768-8324 or (866) 337-1497 (toll-free) between 8:00 AM and 4:30 PM Central Standard Time, Monday through Friday or fill out a Technology Support Center ticket (https://techsupport.stfrancis.edu/help/) and select **Canvas/Online courses** as the component.

For any technical support issues that are not related to Canvas, you can also contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: techsupport@stfrancis.edu
- Web: techsupport.stfrancis.edu
- Or visit them on the first floor of Marian Hall

Academic Support Services

The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.

Schedule

The syllabus for this course is an outline of the requirements for this course.

- Dates, projects, and activities may be changed or altered as needed.
- Due dates will be reflected in Canvas (with limited exception in instances where Canvas may not be used for a specific course section).
- The purpose of projects and assignments are 1) to allow candidates the opportunity to apply theory and synthesize course material, 2) to facilitate the assessment of individual student progress towards desired outcomes, and 3) to help the instructor determine whether adjustments are needed to ensure that course outcomes are met.

When	Topic	Notes
Module 1		**Candidates will develop an understanding and apply their knowledge** • WIDA Can Do Descriptors and philosophy • The importance of academic language and what instructional supports are needed to support academic language when lesson planning **Required Reading/Activities and Tasks to Complete** • Read and review all materials in Course Resources section • Participate in Course Introduction discussion thread by end of the day on Wednesday of the first week of class • Read Module 1 overview and preview discussion question • Read (Chapter 1) Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners, 7 edition • Read (Chapters 2-3) The Six Principles for Exemplary Teaching of English Learners • Participate in Module 1 discussion • Complete Module 1 activity: Academic Language • Submit Module 1 reflection
Module 2		**Candidates will develop an understanding and apply their knowledge of** • The WIDA "Can Do" Descriptors and the WIDA ELD Standards. **Required Reading/Activities and Tasks to Complete** • Read Module 2 overview and preview discussion question (Chapters 3-4) The 6 Principles for Exemplary Teaching of English Learners • Participate in Module 2 discussion • Complete Module 2 activity: Adapting a Lesson Plan for Multilingual Students • Submit Module 2 reflection
Module 3		**Candidates will develop an understanding and apply their knowledge of** • WIDA and Common Core: The Standards • Can Do Descriptors, ELD Standards, W-Apt Screener **Required Reading/Activities and Tasks to Complete** • Read Module 3 overview and preview discussion question • Read (Chapter 3) Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners, 7 edition • Participate in Module 3 discussion • Complete Module 3 activity: Content and Language Objectives • Submit Module 3 reflection
Module 4		**Candidates will develop an understanding and apply their knowledge of** • Lesson Plan Design • Development of specifically designed academic instruction for English language development. **Required Reading/Activities and Tasks to Complete** • Read Module 4 overview and preview discussion question • Refer to Module 4 resources to support your work. There is no required textbook reading for this module. • Participate in Module 4 discussion • Complete Module 4 activity: Lesson Plan One • Submit Module 4 reflection

When	Topic	Notes
Module 5		**Candidates will develop an understanding and apply their knowledge of** • Exploring Methods and Activities: interactive, and adapting the content of activities • Crating activities to promote the development of reading and writing skills in second language learners • Integrating reading, writing, speaking, and listening English language learning opportunities by using scaffolding or interactive strategies • Developing comprehensive lessons for multilingual students **Required Reading/Activities and Tasks to Complete** • Read Module 5 overview and preview discussion question • Read (Chapters 5-6) Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners, 7 edition • Participate in Module 5 discussion • Complete Module 5 activity: ELL Lesson Plan • Submit Module 5 reflection
Module 6		**Candidates will develop an understanding and apply their knowledge of** • Determining whether a student is struggling because they are multilingual or if there is an underlying learning disability • Exploring Methods and Activities (interactive, and adapting the content of activities • Physical Involvement in the language learning process • Integrating reading, writing, speaking, and listening English language learning opportunities using scaffolding or interactive strategies **Required Reading/Activities and Tasks to Complete** • Read Module 6 overview and preview discussion question • Read (Chapters 4) Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners, 7th edition • Participate in Module 6 discussion • Complete Module 6 activity: Interactive Mini-Lesson • Submit Module 6 reflection
Module 7		**Candidates will develop an understanding and apply their knowledge of** • Best practices in promoting reading and writing in second language acquisition. **Required Reading/Activities and Tasks to Complete** • Read Module 7 overview and preview discussion question • Read (Chapters 4) Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners, 7th edition • Participate in Module 7 discussion • Complete Module 7 activity: Lesson Plan with Technology • Submit Module 7 reflection
Module 8		**Finish Capstone Project assignment and reflect on course content.** **Required Reading/Activities and Tasks to Complete** • Read Module 8 overview • Participate in Module 8 discussion • Submit Capstone project • Complete course evaluation

Additional Items

Course References

Asher, J. (2000). *Learning another language through actions* (6th ed.) Los Gatos, CA: Sky Oaks.

Auerback, E (2000). Creating participatory learning communities: Paradoxes and possibilities. *In J.K. Hall & W. Eggington (Eds.), The socio-politics of English language teaching (pp.143-164).*

Baily, K. (2005). *Practical English language teaching: Speaking*. New York: McGraw-Hill.

Bradley, G., & Garrett, N. (2005). Technology and the teaching of "foreign languages across the curriculum." In R. M Jourdenais, & S. E. Springer (Eds.), *Content, tasks and projects in the language classroom: 2004 conference proceedings* (pp. 115-121). Monterey, CA: Monterey Institute of International Studies.

Dornyei, Z., & Schmidt R. (Eds.). (2001). *Motivation and second language acquisition* (Tech. Rep. No. 23). Manoa: University of Hawaii.

Echavarria, J., Vogt, Me. E., & Short, D (2008). *Making content comprehensible for English learners: The SIOP model.* Boston: Allyn & Bacon.

Flowerdew, J., & Miller, L. (2004). *Second language listening: Theory and practice*. New York: Cambridge University Press.

Kaufman, D., & Crandall, J. (2005). *Content-based instruction in primary and secondary school settings.* Alexandria, VA: Teachers of English to Speakers of Other Languages.

Peregoy, S. F., Boyle, O., (2017). Reading, writing, and learning in ESL: A resource book for K-12 teachers. 7th Edition. Boston: Pearson/Allyn and Bacon.

Savignon, S. (2005). Communicative language teaching: Strategies and goals. In E. Hinkel (Ed.), Handbook of research in second language teaching and learning (pp.635-651)

TESOL International Writing Team, (2018) The 6 Principles for Exemplary Teaching of English Learners: grades K-12. Alexandria, VA

National Clearinghouse for English Language Acquisition (NCELA) (2008). *Dual Language Learners in the Early Years: Getting Ready to Succeed in School. Washington, D.C.: NCELA.*