EDFS 670 - Principles and Strategies for Teaching English to Speakers of Other Languages (ESOL) (K-12)

Instructor: Mary Ann M. Hartshorn, Ph.D.
Office: 86 Wentworth Street, Rm. 335 & North Campus
Office Hours: By Appointment, Mondays, Tuesdays, Thursdays, Saturdays
Telephone Number: 410-688-5774
E-mail: hartshornma@cofc.edu

Class Hours: Online and three Face to Face (F2F); Tentatively 8/23, 9/27 &12/6 from 9:00 a.m. -2:00 p.m.)
Location: North Campus, Room 246
Credit: 3 Graduate Hours – College of Charleston


Course Description:

This survey course provides pre-K through 12 educators knowledge of the principles underlying methodologies and techniques for promoting acquisition of a second language through academic content, whether formal schooling has been continuous, interrupted, or meager. The main focus of the class is to investigate a variety of instructional strategies that might benefit all students in a multicultural classroom. Topics include first and second language acquisition models, variables affecting limited English proficient learners, learning strategy research, and effective instructional strategies for developing ESL proficiency among K-12 learners. Instructional strategies include content-based language instruction, learning strategy training, cooperative learning, graphic organizers, whole language approaches, curriculum integration, and continual assessment strategies, such as portfolio evaluation. Legal issues and relations between home and school will also be discussed.

Course Goals: To help students:
• understand the basic principles and strategies for teaching English to various students, levels, and grades.
• understand which principles and strategies work best for different students under different circumstances.

Course Objectives: Upon successful completion of this course, students will be able to:
• identify the major theories of language acquisition (Standard I*).
• demonstrate a variety of instructional strategies that might benefit all students (Standard III).
• discuss several ESOL/migrant education program models (Standards II & III).
• adapt materials and classroom procedures to meet educational needs of migrant/ESOL students (Standards I, II & III).
• state several of the variables that affect second language acquisition (Standards I, II, & III).
• implement lessons for multi-level classrooms (Standard III).
• construct and use various kinds of graphic organizers (Standard III).
• describe the nature and function of assessment in an ESOL classroom (Standard VI).
• identify the strengths and limitations of the major approaches to teaching second language acquisition (Standards I, & II).
• suggest ways of encouraging communication between the school and home (Standard V).
• discuss a variety of ways ESOL/migrant education teachers can collaborate with regular faculty and support staff (Standards IV & V).
• explain the legal issues that impact ESOL students and schools in South Carolina (Standard VII).
• design a long term and short term education plan for an ESOL/migrant student (Standards I, III, & VI).
• design content-based lesson plans (Standards I, II, & III).
• provide an overview of gifted methodologies (Standards I & II).
• incorporate technology into the ESOL classroom (Standard III).

Course Requirements and Activities:

A. Where I’m From Poem: Using the information shared by George Ella Lyon (http://www.georgeellalyon.com/where.html) and prewritten at the first Face to Face (F2F), get your creative juices flowing and post a Where I’m From poem to share who you are with our class.

B. Lesson Plans: You will develop two new lesson plans based on the template provided for you in the syllabus. You will select the grade level and topic. The lesson plans must be consecutive – as if you were planning to deliver them on consecutive days. The lesson plan should include at least two strategies covered in class/reading. Clearly identify the strategies being used.

C. Chapter/Forum Discussion Leader: You will be responsible for leading a class discussion in OAKS. Read the chapter assigned to you and provide a guiding question that will encourage your classmates to share personal experiences about the topic. As leader, you will then wrap up the discussion by adding your thoughts after all others have responded.

D. Research Paper: Select a topic of your choice. What do you most want to know about ESOL strategies? Your topic will be fine as long as it has to do with ESOL strategies. Keep the following in mind when writing:
   1. Must include cover page and reference page.
   2. Must use APA writing style.
3. Summarize your paper and post in the OAKS discussion box for class to view.
4. Content to be five to six pages long (Do not count title or reference pages.)
5. Include a clear thesis statement.
6. Use at least five refereed journal articles. You may have as many references as you like.
7. Quality writing is expected. (Writing lab is available at North Campus.)
8. Paper must be about ESOL strategies, either one or several.
10. Summarize paper for OAKS Discussion box

E. Research Paper Summary: You are to condense and summarize your research paper. This one-to-two page summary (no more) should be posted in OAKS discussion box for your peers to read and comment on.

F. Article Reviews: You will select two refereed journal articles about ESOL strategies. Summarize the articles and post them in the OAKS Dropbox. Your posting should be approximately two pages long. The journal article should be no less than five pages long. Reference the article in APA format in the posting.

G. DVDs and 50 Strategies Evaluations. This assignment will be three fold.
✓ The first section will be included in the “chapter forum discussion” postings. Except for Section I, You will be on your own to read the 50 Strategies book.
✓ Look for exciting techniques to use with your students. Try something new. Write a one-page summary describing the strategy you tried, explain how your students received it, and evaluate its effectiveness. Post in the OAKS discussion box.
✓ View at least three of the DVDs, rate them and post your review in the OAKS discussion box. On one page, consisting of one paragraph per DVD-rating, give a star-grade to the three videos you viewed and explain your reasons for starring as you did. [****(fabulous!)/*** (pretty successful)/**(so-so)/*(don’t bother!)] Be sure to identify the video you are evaluating.

H. Midterm Face to Face. Recommend one or more articles that you have found that others might find helpful. Provide reference information; explain why the article is significant to an ESOL teacher. (Specifics to follow.) Work with partner/s on final presentation.

I. Final Exam Face to Face: You are now an expert in strategies that might be used with ESOL students. These strategies might be helpful to your colleagues and you have been asked to prepare an in-service training for non-ESOL teachers. You will work in pairs or groups (3 max). Keep the following in mind:
   a. Make your presentation lively.
   b. Include as many manipulatives, realia, and visuals as possible.
c. You may include music.
d. Do not present a lecture. Include your audience in the presentation: questions, activities, etc.

J. The Most Important Things I Learned: Write a two-page summary/reflection paper on the most important things you learned in this course. What did you learn about second language learners? What did you learn about yourself? What did you learn that you might use in your class? Post to Dropbox

K. Participation: You must help us build a community in this online class.
✓ Read and respond to your classmates’ postings often. (Try to respond to each person in the class at some time. A minimum of three responses a week is expected.)
✓ Post a “guiding question” for the assigned reading for which you are leader. (Our one text has ten chapters and the 50 strategies book has a Section I that we will use for discussion purposes. One person will act as discussion leader for each chapter and two will lead the discussion for Section I. Each leader will post her/his question on __________. And then conclude the discussion on __________ once all comments are submitted.)
✓ Read the texts and submit on time.
✓ Those who are not the leader will respond constructively to the guiding question offered by the leader (70 pts.).

Grading:
A. Where I’m From Poem 15pts.
B. Two lesson plans 30 pts. (15 pts. each)
C. Chapter/Forum Discussion Leader 30 pts.
D. Research Paper 100 pts.
E. Research Paper Summary 30 pts.
F. Article Reviews 60 pts. (30 pts. each)
G. DVD and Strategies 60 pts. (30 pts. Each)
H. Midterm sharing 30 pts.
I. Final Exam 100 pts.
J. The Most Important Things I Learned 50 pts.
K. Participation (in response to chapters) 70 pts.
   (in response to classmates’ postings) 30 pts.
TOTAL 605 pts.

Monthly calendars will be posted on OAKS and emailed to you.
# Schedule for Assignments

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>What’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/23</td>
<td>FIRST FACE TO FACE (F2F) for introductions, syllabus, prewriting</td>
</tr>
<tr>
<td>08/26</td>
<td>Where I’m From Poem (A) to Discussion Box</td>
</tr>
<tr>
<td>09/02</td>
<td>First article to Drop Box (under grades) (F)</td>
</tr>
<tr>
<td>09/04</td>
<td>Sarah will post Guiding Question (GC) for Ch.1(C) to Discussion Box</td>
</tr>
<tr>
<td>09/09</td>
<td>Class will post a response for Ch.1 to Discussion Box</td>
</tr>
<tr>
<td>09/10</td>
<td>Sarah will conclude the discussion for Ch.1</td>
</tr>
<tr>
<td>09/11</td>
<td>Jennifer will post GC for Ch. 2</td>
</tr>
<tr>
<td>09/16</td>
<td>Class will post a response for Ch. 2</td>
</tr>
<tr>
<td>09/17</td>
<td>Jennifer will conclude the discussion for Ch.2</td>
</tr>
<tr>
<td>09/23</td>
<td>Second Article to Drop Box (F)</td>
</tr>
<tr>
<td>09/25</td>
<td>Joseph will post GQ for Ch.3</td>
</tr>
<tr>
<td>09/27</td>
<td>SECOND F2F MEETING 9:00-2:00, NORTH CAMPUS for article sharing and meeting with partner about final.</td>
</tr>
<tr>
<td>09/30</td>
<td>Class will post response for Ch. 3</td>
</tr>
<tr>
<td>10/01</td>
<td>Joseph will conclude the discussion for Ch. 3</td>
</tr>
<tr>
<td>10/02</td>
<td>Terry will post GQ for Ch. 4</td>
</tr>
<tr>
<td>10/07</td>
<td>Class will post response for Ch. 4 and DVD response to Discussion Box (C&amp;G)</td>
</tr>
<tr>
<td>10/08</td>
<td>Shawanda will post GQ for Ch. 5</td>
</tr>
<tr>
<td>10/14</td>
<td>Class will post response for Ch. 5</td>
</tr>
<tr>
<td>10/15</td>
<td>Shawanda will conclude the discussion for Ch. 5</td>
</tr>
<tr>
<td>10/16</td>
<td>Gay will post GQ for Ch. 6</td>
</tr>
<tr>
<td>10/21</td>
<td>Class will post response for Ch. 6 and one page appraisal of successful strategy from written text in the 50 Strategies book</td>
</tr>
<tr>
<td>10/22</td>
<td>Gay will conclude the discussion for Ch. 6</td>
</tr>
<tr>
<td>10/23</td>
<td>Josh will post GQ for Ch. 7</td>
</tr>
<tr>
<td>10/28</td>
<td>Class will post response for Ch. 7</td>
</tr>
<tr>
<td>10/29</td>
<td>Josh will conclude the discussion for Ch. 7</td>
</tr>
<tr>
<td>10/30</td>
<td>Alexis will post GQ for Ch. 8</td>
</tr>
<tr>
<td>11/1-7</td>
<td>Class will post response to Ch. 8 anytime this week</td>
</tr>
<tr>
<td>11/09</td>
<td>Dr. Hartshorn available at North Campus by appointment for paper conferences (You must submit paper to me by email by Thursday, 11/6)</td>
</tr>
<tr>
<td>11/09</td>
<td>Alexis will conclude the discussion for Ch. 8 by the 9th</td>
</tr>
<tr>
<td>11/11</td>
<td>Research Papers due to Drop Box and Summary due to Discussion (D)</td>
</tr>
<tr>
<td>11/09</td>
<td>Kathleen will post GQ for Ch. 9</td>
</tr>
<tr>
<td>11/18</td>
<td>Class will post response for Ch. 9 and Lesson Plans to Discussion (B)</td>
</tr>
<tr>
<td>11/19</td>
<td>Kathleen will conclude discussion for Ch.9</td>
</tr>
<tr>
<td>11/20</td>
<td>Peggy will post GQ for Ch. 10</td>
</tr>
<tr>
<td>11/21-11/29</td>
<td>Class will post response for Ch. 10</td>
</tr>
<tr>
<td>11/30-12/04</td>
<td>Peggy will conclude discussion for Ch. 10 by 12/04.</td>
</tr>
<tr>
<td>12/06</td>
<td>FINAL F2F FROM 9:00-2:00 for Final Presentations (I)</td>
</tr>
<tr>
<td>12/09</td>
<td>Post Most Important Thing Paper to Drop Box.</td>
</tr>
</tbody>
</table>
Reminders and Suggestions

Try not to let things get away from you.

✓ Work on everything from day one.
✓ Each week you should read in both books to be ready for the chapter of the week and the two assignments for the 50 Strategies book.
✓ Research about strategies online and at the library. Your texts may inspire you to look for publications by certain experts.
✓ Submit assignments on time. Remember the weeks of Fall break and Thanksgiving, you have a longer time to submit, but it will be smart to get the reading done ahead of time and be ready to discuss before the breaks. This will also help our leaders to conclude without inconvenience.
✓ I expect to see three postings from you each week on OAKS: assignments to either the Discussion or Drop Boxes and comments for two classmates in Discussions. These comments may be in response to anything. You may want to comment on someone’s discussion of a chapter. You may want to join a discussion already in progress. You may want to comment on other assignments that are posted (i.e. our poems, lesson plans, DVD evaluations, and 50 Strategies written content appraisals). Please try to respond to everyone at least once.
✓ You may respond as often as you have time. Three is the minimum.
✓ If you start reading and researching right away, most of what we are doing should help you complete your paper, your lesson plans, and your presentations.
✓ OAKS should be ready Monday.
✓ OWL at Purdue is an excellent reference for APA format.
Lesson Plan Template

Lesson Title:____________________________________________________________

Teacher’s Name:__________________________________________________________

Grade:________________________  Level:_____________________ Duration:_______

South Carolina Standard(s)

Goal(s):
(See note on next page.)

Objectives:
(See note on next page.)

Introduction: What will you say to grab students’ attention? Write out the exact words you will say.

Lesson Summary: (up to 50 words) Include information so that a substitute teacher can deliver your lesson.

Student Prerequisite Skills:

Procedure/Performance:
How long will this part of the lesson take? Include the actual words you will use to introduce the lesson.

Supplies Needed:

Modifications for special needs student(s): What would you do differently if you had a child with a learning or physical disability? Keep in mind that not knowing how to speak English is not a disability.

Assessment:
THINGS TO REMEMBER WHEN WRITING LESSON PLANS

Goals should be broad, vague. You may use words such as understand or appreciate.

Objectives: You must have at least two objectives. Remember; objectives must be observable and where appropriate, measurable.

Poor objective: Student will be able to understand the meaning of idioms. This is a poor objective because understanding is not observable. What will the student do to demonstrate he/she understands?

Better objective: Student will be able state the meaning of four out of the eight idioms discussed in class. This is better because the student is doing something: stating the meaning of idioms. This objective includes an action verb. Notice how this objective is also measurable. The student is expected to demonstrate he/she knows the meaning for four idioms.

Following is another example of a good objective:

After reading the book "Life in the Rainforest," sharing a class discussion, and drawing plants and animals, students will be able to place six specific characteristics into a Venn diagram of the similarities and differences of plants and animals, with 100% accuracy.

http://k6educators.about.com/od/lessonplanheadquarters/g/lpobjectives.htm