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. 112 & North Campus
Office Hours: By Appointment
Telephone Number: O 843 953 805, C 410-688-5774
E-mail: hartshornma@cofc.edu

Class Hours: Online and three Face to Face (F2F); Tentatively 8/27, 10/15 &12/10
From 9:00 a.m. until 12:00 p.m.
Location: North Campus, Room 113
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).

Grading Scale:

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<th>LETTER GRADES</th>
<th>PERCENTAGE RANGE</th>
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• A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. • There are no minus grades in graduate courses.
Course Papers:
All course papers must be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association (APA).

Honor System:
All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/
Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:
http://writing.wisc.edu/Handbook/QPA_paraphrase.html
https://www.indiana.edu/~istd/example1paraphrasing.html
http://owl.english.purdue.edu/owl/resource/619/01/

ADA Accommodations:
In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.

Mission:
The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.

Elements of Teacher Competency & EHHP Standards:
Students are expected to understand the Elements of Teacher Competency and the EHHP standards as they relate to their preparation to become a teacher leader.

- **ETC1**: Understanding and valuing the learner
- **Standard 1**: Evidence theoretical and practical understanding of the ways learners develop
· ETC2: Knowing what and how to teach and assess and how to create an environment in which learning occurs
· Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas
· Standard III: Evidence a variety of strategies that optimize student learning
· Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning
· ETC3: Understanding ourselves as professionals
· Standard V: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
· Standard VI: Communicate effectively with students, parents, colleagues, and the community
· Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

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 prewriting 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: Develop* two new lesson plans based on the template provided for you in the syllabus. Select the grade level and topic that will most benefit your students. The lesson plans must be consecutive – as if you were planning to deliver them on consecutive days. The lesson plans should include at least two strategies covered in class/readings. Clearly identify the strategies being used and explain why you selected them.
C. Chapter/Forum Discussion Leader: Lead and conclude a class discussion in OAKS Discussion section. Read the chapter selected at first F2F and provide a guiding question/s that will encourage your classmates to share personal experiences about the topic. Then, finally wrap up the discussion by adding your thoughts after all others have responded.
D. Research Paper: Select a topic that will enhance your ability to teach students who use English as a second language. What do you most want to know about ESOL strategies that will work for your subject and grade level? Your topic will be fine as long as it has to do with new ESOL strategies that you might use. Keep the following in mind when writing:
   1. Content must be five to six pages long (Do not count title or reference pages.)
   2. Must include a separate cover page and reference page.
3. Must use APA writing style. (OWL Purdue has everything you need to help. APA is very different from MLA, Chicago or Turabian.)

4. Summarize your paper (1 page) and post in the OAKS discussion box for class to view. (No, you may not just post the paper.) Think of this as an abstract.

5. Include a clear thesis statement.

6. Use at least five refereed journal articles. You may have as many references as you like. Two may be the articles you reviewed.

7. Quality writing is expected. (Writing lab is available at North Campus.)

8. Paper must be about new ESOL strategies that you might use, either one or several.

9. Deposit paper in OAKS Drop box.

10. Summarize paper for OAKS Discussion box.

E. Research Paper Summary:
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:
Select two refereed journal articles about ESOL strategies. Summarize the articles and post them in the OAKS Drop box. 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. These articles may be used in your paper.

G. DVDs and 50 Strategies Evaluations.
This assignment will be three fold.

- Read the 50 Strategies book on your own. You may find many new ideas here for your own research. All articles are informative, regardless of age and subject matter. Take advantage of these wonderful ideas.

- 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 each of 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 videos you are evaluating.

- Look for exciting techniques within the written part of this text that you might 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 under 50 Strategies Text Evaluation. (If you are not presently teaching, tell us what you imagine will happen when you use this strategy, stating why you think it is strong.)

H. Midterm Face to Face. Before we meet, post in a Google Doc the APA reference for one or more articles that you have found that others in the class might find helpful. When we meet F2F:
✓ Each of you will give a brief overview of the articles you have posted. Explain why the article is significant to an ESOL teacher. (Informal)
✓ Pick a partner for final presentations.
✓ With your partner, edit your APA format for submissions in Google Docs. (Use that as a guideline for your final paper.)
✓ 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. Demonstrate the use of a strategy by pretending we are your class. You will work in pairs. 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 or PowerPoint. Include your audience in the presentation, questions, activities, etc. Pretend that we are your students. Tell us what grade level we are before you begin and use your strategies to teach us something you need to cover.

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 new strategy/ies have you tried or will you try? How did (or do you anticipate) that/those strategy/ies work (will work) 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 when you are leader. Our one text has ten chapters that we will use for discussion purposes. One person will act as discussion leaders for each chapter. Each leader will post her/his question on Thursdays by midnight. Class members will respond by Tuesday at midnight. Then the leaders will conclude the discussion on Wednesday by midnight.
✓ Read the texts and submit on time. Class cannot discuss without a guiding question. Conclusions cannot be made until all have responded.
✓ Those who are not the leaders must respond constructively to the guiding question offered by the leader. Let your talents shine. Refer to the content in the chapter and your own experience. Do not just answer the questions as if this were a question and answer exercise. Discuss.

Grading:

A. Where I’m From Poem 15pts.
B. Two Lesson Plans 30 pts. (15 pts. Each)
C. Chapter/Forum Discussion Leader 15 pts.
D. Research Paper 100 pts.
E. Research Paper Summary 30 pts.
F. Article Reviews 60 pts. (30 pts. Each)
G. DVD and Strategies  50 pts. (25 pts. Each)
H. Midterm Sharing /Working  30 pts.
I. Final Exam (F2F Presentation)  100 pts.
J. The Most Important Things I Learned  50 pts.
K. Participation (in response to chapters) 270 pts. (30 pts. Each)
   (in response to classmates’ postings)       30 pts.
TOTAL  780 pts.

Schedule for Assignments (Tentative, pending F2F)
Due Dates What’s Due
08/27  FIRST FACE TO FACE (F2F) for introductions, syllabus, prewriting
08/30  Where I’m From Poem (A) to Discussion Box
09/06  First article to Drop Box (under grades) (F)
09/08  ______Hilliary_________will post Guiding Question (GQ) (C&K)
       for Ch.1(C&K) to Discussion Box
09/13  Class will post a response for Ch.1 to Discussion Box (K)
09/14  ______Hilliary_________will conclude the discussion for Ch.1 (C)
09/15  ______Christina_______will post GC for Ch. 2 (C)
09/20  Class will post a response for Ch. 2 (K)
09/21  ______Christina_______will conclude the discussion for Ch.2 (C)
09/27  Second Article to Drop Box (F)
09/29  ___Haley________ will post GQ for Ch.3(C)

*10/04 Class will post response for Ch. 3 (K) and
       deposit APA reference and two sentence summary of articles in Google Docs before Saturday F2F.

10/05  __Haley________ will conclude the discussion for Ch. 3(C)
10/06  _____Lorelei________ will post GQ for Ch. 4 (C)
10/11  Class will post response for Ch. 4
10/12  _____Lorelei______ will conclude the discussion for Ch. 4(C)
10/15  SECOND F2F MEETING 9:00 AM until Noon at North Campus
       for article sharing from Google Docs and choosing/meeting with partner
       about final.
10/18  and DVD from 50 Strategies to Discussion Box (K&G)
10/20  _____Danielle F________will post GQ for Ch. 5 (C)
*10/25  Class will post response for Ch. 5 (K)
10/26  _____Danielle F________will conclude the discussion for Ch. 5 (C)
10/27  ___Tirion _____________ will post GQ for Ch. 6 (C)
11/01  Class will post response for Ch. 6
11/02  _____Tirion ______will conclude the discussion for Ch. 6 (C)
11/03  ___Danielle A_____________will post GQ for Ch. 7 (C)
11/7-8  **FALL BREAK**
*11/09  Class will post response for Ch. 7 (K). Deposit Lesson Plans in **Discussion Box** (B).
11/10  _________Danielle A____will conclude the discussion for Ch. 7 (C)
11/15  Class will post in **Discussion Box** a one page appraisal of successful strategy from **written text** in the 50 Strategies book (K& G)
11/17  _____Cinamon____________will post GQ for Ch. 8 (C)
11/22  Class will post response to Ch. 8 (K)
11-23-28  _______Cinamon________will conclude the discussion for Ch. 8 (C)
11/28  Work on Papers (D)
12/01  _____Hannah_______ will post GQ for Ch. 9 (C)
*12/06  Class Research Papers due to **Drop Box** and Summary due to **Discussion** (D)
12/08  _____Missy_________ will post GQ for Ch. 10 (C)
12/10  **FINAL F2F FROM 10:00-3:00 for Final Presentations**
*12/13  Class will post response for Ch. 9 (K) and 10
12/14  _____Hannah__ & _____Missy___ will conclude for 9&10.
12/15  Class will post Most Important Thing Paper to **Drop Box**
12/16  Grades are due to Registrar at noon.

* Indicates dates when more than one assignment is due.

**Reminders and Suggestions**

Try not to let things get away from you.

✓ Work on everything from day one. I will open boxes in OAKS so items may be posted early. (I will not get to them early, but you will be able to work ahead.) Obviously, you will not be able to respond to the guiding questions for the chapters until your classmates have posted them, but you may read ahead and summarize for yourself so you will not have to wait until a certain week to read.

✓ 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. There are bibliographies that you might use for your own research.

✓ Submit assignments on time, please. I know how swamped you are; if you need an extension for something, get in touch, but do not let yourself get in a bind to where you can not get caught up. Late assignments come with a penalty unless you have a legitimate excuse. Everyone is in a time bind; so, that is not a good excuse.

✓ **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. Jannette Finch, the North Campus librarian, will be on our class list. Please contact her for help with your research.
✓ OWL at Purdue is an excellent reference for APA format.
✓ I will be working with the Technology Department to Post your grades in OAKS. However, your grade for Leading and Concluding the discussion will not be posted until all folks have completed that task. (The week of May3-9th).

Lesson Plan Template*

Name: _______________________________ Lesson Topic/Title__________________

Grade:_______ Level:________

Standards: (Write them out.)

Goals: (Broad)

Objectives: (Specific) (What will the students know and be able to do after this lesson?)

Essential Question/s:

Procedures: Estimated time for lesson?_______)

Initiation: Hook them. What will you say to capture students’ attention?

Lesson Development: Bullet your steps of action (activities and procedures). Be specific.

Closure: How will you wrap up?
Student Prerequisite Skills:

**Accommodations:** What will you do differently if you have a child with a learning or physical disability in class? Keep in mind that not knowing how to speak English is not a disability.

**Assessment:** (What assessment will you use to determine that your objectives were met?)

**Supplies Needed:**

* This template can be cut and pasted into a word document. Expand the sections to meet your needs.

**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 to 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](http://k6educators.about.com/od/lessonplanheadquarters/g/lpobjectives.htm)