

Dixie State College of Utah
Education Courses
Fall 2006
EDUC 3420
Monday 4:30pm – 6:10pm
Room #124

Instructor: Chizu Jaret
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Office Hours: Tuesday 2:00pm – 4:00pm
Thursday 10:00am – 1:00pm
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I. Course Description

This course is designed to prepare professional teachers to provide linguistically and culturally appropriate instruction, learning opportunities and assessment for English Language Learners (ELLs) in elementary schools.

II. Course Philosophy, Goals, and Objectives

We know the world first from within ourselves. We must work to recognize and, if necessary, disable the filters that influence how we know the world and construct our knowledge. Learning happens within a process of open-minded observation and active engagement with others, with texts, and with ideas. Thoughtful analysis and reflection of such engagement, in light of our own self-awareness, will help us to collaboratively construct new knowledge.

This course presents an overview of five subject areas pertinent to teaching English Language Learners (ELLs): Cross-Cultural Communication and Understanding, Applied Linguistics and Second Language Acquisition, Methods in Teaching English as a Second Language, Curriculum Development and Adaptation, and Language Assessment. These five subject areas, which are the focus of the course modules, promote the understanding of first and second language acquisition processes, facilitate the development of culturally and linguistically appropriate instructional and assessment skills, and present effective means for modifying curricula. More detailed goals and objectives for each of these subject areas are given in the course overview and each course module in the student manual.

The following professional competencies will be developed in this course:

- Develop applications of major ESOL methodologies and approaches in relation to the various needs of ELL students, e.g., language proficiency, age, and learning styles.
- Identify, describe, and design appropriate models for the implementation of content and language instruction for ESOL students
- Develop awareness of sources of cultural bias in instructional and assessment techniques and materials, and develop ways to reduce these and other forms of bias

- Understand the interdependent relationship between teaching and assessment and demonstrate the ability to develop authentic instructional tasks and tests
- Evaluate the important role of language in testing for content area achievement
- Identify teachable test-taking skills and metacognitive strategies helpful in studying for and taking classroom and standardized tests

III. Required Course Materials:

Required Text: *Authentic Assessment for English Language Learners (1996)*. O'Malley & Valdez-Pierce.

Supplement materials: ESL Standards for PreK-12 Students (www.tesol.org)

Utah State Core Curriculum Standards (www.uen.org/k12educator)

Content-ESL Across the USA: A Training Packet (www.ncela.gwu.edu/pubs/cal/contentesl)

IV. Course Activities

1. Reading and reflection on articles.

3 Reading articles will be provided. Article responses/reflections. **(30 pts)**

2. Journals for readings, concept maps, and assignments from “Application Activities ” – **(80 pts) considered as one**

Journals for readings: In a minimum of 4 paragraphs, respond to the daily reading assignments as outlined in the syllabus. You may write about your overall impressions of the chapter and how it will influence your curriculum development, assessment, and teaching strategies. Or, you may write about an “aha” moment in which are making connections with the information you are learning about and the actual experiences in the classrooms you are visiting. This is mostly a chance to free write about the readings and new connections you are making in this course. Typed, double- spaced.

Concept Map: At the end of each chapter, you are to create a concept map (in your journal) in which you will list/identify the main points of the chapter. Next to each point, list 1-3 type of assessments listed in the chapter that you feel you will like to implement in your assessment(s). Can be hand written if easier than using computer.

Journals and Concept Map will be submitted on the last day of the semester.

Learning More: At the end of each chapter is a section called Application Activities. The course schedule indicates which question(s) to answer. Write your thoughts and ideas as instructed along with the journal and concept map. If the exercise requires a partner, jot your own ideas and thoughts first, then discuss the question in the classroom with a partner. This assignment will be submitted each week. Typed, double- spaced.

3. **Presentation of chapters:** You will form a small group of 3-4 people where you will become an expert on one chapter. This group will prepare a more in depth analysis to present to other small groups. (If 3 experts, 3 groups, if 4, 4 groups) This analysis should focus on what elements promote the learning of both ELLs and mainstream classrooms and how appropriate assessments vouch the teaching. You will work with your partners to discuss and prepare the presentation. You will need to have one page typed outline of your presentation and bring a copy for everyone. After the presentation, each member of the group will share her/his analysis of the chapter. This should be an open discussion. The findings will be shared with the whole class. **(20 pts)**

3. **Cultural self-analysis, Cultural Interview, Language Learning Interview – (40 pts)**

CULTURAL SELF-ANALYSIS –Self-exploration questions on what culture means to you. Typed, double - spaced.

CULTURAL INTERVIEW-Explore on what teachers need to learn about students. Interview teachers, professors, and instructors. Typed, doubled- spaced.

LANGAUGE LEARNING INTERVIEW –Ask an English language learner about her/his experience learning English and write a paper which includes your questions and the responses to your questions. Add your impressions/ideas/thoughts about the interview. Some suggested questions: What has helped you most in learning English? What can teachers do to help the English language learner more? What do you wish the teacher would not do? What advice would you give to other English language learners? (These are the only instructions provided for this assignment). Typed, doubled spaced.

4. **Field observation and report:** Creating and maintaining written documentation of your experience is an essential part of your field experience. Choose 8 days out of the many observations you will have. This observation will focus on the mainstream classroom. Some of the areas you will observe but are not limited to:
- Focus on observation and analysis of particular events and situations of student learning and diversity.
 - Reflect upon the instructional and classroom management strategies that provide students with essential opportunity to learn.
 - Strategies that you see in the classroom that you wish to emulate (especially in the assessment area.)
 - Ideas, materials, and assessment tools you may want to develop for yourself.
 - Assessment techniques that you may feel are effective or ineffective.

A form is attached.

(30 pts)

5. **Case Study:** Students will follow an ELL student in her/his assigned classroom. The paper will consist of the following contents:

- 1) student information (academics, proficiency, etc)
- 2) teacher information (teacher's academic view of the student)
- 3) student background (birthdate, country of origin, 1st language, etc. any information that will

introduce the student)

4) Initial observation (what you saw, felt, thought, etc. about the student)

5) List of the assessments used (observe the kinds of assessments that were used to assess the student's social skills, reading, writing, listening, speaking, and content areas.) – for the entire observation

6) Analysis of each assessment (were the assessments appropriate? Did they assess what they were supposed to?)

7) Instructional recommendations (explain of ways the assessments observed could be used for assessing other areas)

8) Weekly reflections (this is similar to the above assignment but will focus on the ELL. Observe assessments and other tools that you might want to use in your classroom)

9) Final analysis and report (report your impressions, thoughts, ideas, etc.)

A rubric is attached.

The findings will be written in APA format and must include references if you use any references. Grading will be on accuracy of information, clarity of explanation, and accuracy of presentation in APA format. A rubric is attached. Students will present their findings with a peer review. – **(200 pts)**

6. **Mid-term:** no mid-term

7. **Final exam:** questions will be based on readings, discussions and articles. – **(100pts)**

TOTAL : 500 POINTS

V. Grading Criteria

Assignments:

- All assignments must be completed ON TIME FOR FULL CREDIT to be given.
- LATE assignments will result in LOSING one letter grade for each week it is late.

Course Grading

Points will be awarded for each class assignment and for professionalism and participation. The table below shows the correlation between letter grades and point percentages. Remember that college work should reflect the maturity and experience of the student in neatness, organization, accuracy, and relevance. **(In other words – I grade on spelling, grammar, etc. as well as content. My philosophy is, if you're going to go out and teach young children to be literate, you should be able to demonstrate your competence in your written work.)**

Criteria for grading will be presented and discussed at the beginning of each assignment. **If you are having problems, please contact me early** so you can get the help you need before things get out of hand.

A = 95-100 %	B- = 80-82%	D+ = 67-69%
A- = 90-94	C+ = 77-79	D = 64-66
B+ = 87-89	C = 74-76	D- = 60-63
B = 83-86	C- = 70-73	F = below 59

Attendance:

Attendance at all classes is mandatory. This is NOT a lecture-based class, which makes your input and participation valuable and essential to your learning outcomes and that of your classmates. Acceptable excused absences require a doctor's note. Please see me regarding other absences.

DSC Policies:

ADA Statement: *If you are a student with a medical, psychological, or learning disability, and need accommodations, contact Sherri Dial at the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine eligibility of the student requesting special services and determine the appropriate accommodations related to the disability.*

Dixie State College of Utah has created a model for the curriculum design, instruction, assessment, and the evaluation of its program. This model, known by the acronym D.E.S.E.R.T., reflects the characteristics that effective teachers possess and continually develop throughout their careers. Each course in the DSC Elementary Education program identifies learning objectives for each letter of the D.E.S.E.R.T. acronym. Each strand of the acronym is explained below.

D. — Diversity.

The diversity strand recognizes that student variability exists in many ways including cultural, ethnic, intellectual, linguistic, racial, and social. When teachers are aware of the issues that surround meeting the educational needs of a diverse student body, their respective classroom practices become more focused and efficacious.

E. — Evaluation.

The evaluation strand recognizes that quality assessment and evaluation are essential to effective teaching, learning, and curriculum planning. Evaluative measures must be congruent with learning outcomes if both teachers and students are to demonstrate their understanding of what is being taught.

S. — Self-Reflection.

The self-reflection strand recognizes that effective educators inform their practice through the critical examination of their own philosophy, experiences, and predispositions toward learning. As teachers develop self-reflective skills and patterns they become more in tune with the needs of their students. Further, reflective teachers make the necessary changes and additions to their repertoire of teaching strategies to better program for the changing conditions within their classrooms.

E. — Effectiveness in Teaching.

The effectiveness in teaching strand recognizes the complex interplay between the teacher and the learner. Effective teaching is predicated upon an understanding of both the teaching and learning processes. The key components of teaching effectiveness involve an understanding of curricular development, as well as models of instruction. An effective teacher can maintain high expectations for student achievement through the thoughtful implementation of innovative teaching techniques developed through research or experience.

R. — Reaching Beyond the Classroom.

The "reaching" strand recognizes that quality teachers must envision their educational roles outside the immediate boundaries of classrooms and school buildings. Effective teachers have an appreciation for the context and purposes of education in a complex modern society. They understand that parents, guardians and the community at large can play an integral part in the education of their students.

T. — Technology and Classroom Management

The technology and classroom management strand recognizes the importance that a well-managed classroom climate plays in the education of children. This strand endeavors to give prospective teachers insight into a variety of classroom management strategies to enhance learning in their respective classrooms. This strand also recognizes the importance of the role of technology in instructional environment. Through effective management and curriculum development, and through setting high expectations for all student achievement, high standards are affected. All of D.E.S.E.R.T. strands are inter-related and therefore are addressed in each phase of the preservice program.

Course Schedule

Class Date:

1. 8/28 Course Introduction

Ice Breaker activity

Form expert group

2. 9/11

Intro to Assessment of ELL - Chizu

Go to <http://toeflpractice.ets.org> - take the practice test. Would you be admitted to study in the US if you were not a native speaker?

3. 9/18 Follow up of previous class

Intro to Assessment of ELL – Chizu

***Due: Cultural Self-Analysis**

4. 9/25 Follow up of previous class

Chapter 2 – presentation from expert group
overview

Application Activities: #1, 2, 4

Result of #4 will be discussed later (set a day)

5. 10/2 Review activities of previous class

Chapter 3 – presentation from expert group
overview

Application Activities: #1, 2, 4, 7

*Due: Cultural Interview

6. 10/9 Review activities of previous class

Chapter 4 – presentation from expert group
Overview

Application Activities: #1,2,4

Activities

Discussion on reading material (1)

*Due: Reflection on the article

7. 10/16 Review activities of previous class

Chapter 5 – presentation from expert group
overview

Application Activities: #1

8. 10/23 Review activities of previous class

Chapter 6 – presentation from expert group
overview

Application Activities: #5 – for this activity, use 2-3 samples from your class. Please ask your teacher for permission to do so. Be sure to white out the name of the student.

9. 10/30 Review activities of previous class

Chapter 7 – presentation from expert group
overview

Application Activities: #6

Discuss on case study assignment

***Due: Language Learning Interview**

10. 11/6 Review activities of previous class

Chapter 8 – presentation from expert group
overview

Application Activities: none

Discussion on reading material (2)

***Due: Reflection on the article**

11. 11/13 Case study presentation & peer review

12. 11/20 Case study presentation & peer review

13. 11/27 Case study presentation & peer review

Discussion on reading material (3)

Due: Reflection on the article

14. 12/4

Discuss final exam

***Due: Case study**

***Field Observation**

***Journals for chapters and concept maps**

12/13 Final exam - 10:00 am