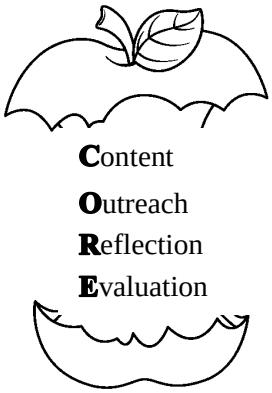
Eastern Illinois University
Early Childhood/Elementary/Middle Level Education Department
ELE/MLE 4890.002 Culturally and Linguistically Diverse Students/English Language Learners: Instructional Methods



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Office Hours: Wednesdays: 2:00 to 4:00 pm; Thursday – 1:00 to 4:00 pm; Also available by appointment
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Class Meetings: 4:30 to 7:00 pm in class (BUZZ 1445) on: Aug. 24, 31; Sep. 14, 28; Oct. 12, 26; Nov. 9, 30
Semester: Fall 2017

Unit Theme: Educators as Creators of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies and technologies.

Course Description: This course is designed to provide teacher candidates with the knowledge, skills and dispositions to effectively organize and implement instructional methods for students that are culturally and linguistically diverse (CLD) and/or English Language Learners (ELL). Teacher candidates will research and reflect on various methods and strategies to design instruction to meet the needs of students who are considered CLD/ELL and who may have varying levels of language proficiency. (3-0-3)

Prerequisites: Early Childhood: ELE 3281 and ELE 4775 or Elementary Education: ELE 3280 and ELE 3350 or permission of the Department Chair. These prerequisite courses may be taken concurrently with the proposed course. University Teacher Education requirements apply and department requirements for enrollment must be met.

Course Purpose: Students enrolled in this course will discover the value, the potential and the richness that students who are culturally and linguistically diverse (CLD) have and bring to the classrooms. As they learn about research-based methods for culturally and linguistically diverse students, they will develop the capacity to professionally address the differential learning and transition needs of these students.

Course Textbooks:

Herrara, S. G. & Murry, K. G. (2011). *Mastering ESL and bilingual methods: Differentiated instruction for cultural and linguistically diverse (CLD) students (2nd Ed.).*Boston: Pearson.

Supplemental Materials: None

Teaching Model:
The Information-Processing Models

- **Information-processing models** emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them (pp 10-13).

- **Social Models:** When we work together, we generate a collective energy called *synergy*. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, classroom management is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity. (pp. 13-15)

- Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/or Live Text requirements are rated by the instructor to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards: Course requirements are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): http://www.isbe.net/rules/archive/pdfs/20ark.pdf
- National Association for the Education of Young Children (NAEYC): http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx
- Association for Middle Level Education: http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx

Outcomes Specific to ELE 4890: Teacher candidates enrolled in this course will:

1. Analyze the dynamics of first and second language acquisition in the context of the increasing cultural and linguistic diversity in our schools
2. Research and reflect on research-based teaching and assessment practices for English Language Learners
3. Examine, select, use and evaluate materials, methods and strategies used for teaching English as a second language
4. Apply Common Core Standards and Illinois English Language Proficiency Standards to design differentiated instruction and assessment
5. Compare and contrast methods and strategies for effective content and academic language learning
6. Design an integrated thematic unit for students at varying levels of language proficiency using principles of English language development and academic instruction in different content areas

Course Core Requirements	**Demonstrated Competencies**	**Aligned Standards**
Participation	Performance includes presence and contribution during class meetings and support of peers. Performance includes preparation for class discussions based on course readings and related written assignments. Focus is on responsible, enthusiastic, and effective communication and collaboration with university supervisor, classroom teacher, children, and peers.	ACEI: 5.1 IPTS: 9I, 9P, 9T NAEYC: 6c SEL – 1C.5b, 2B.5a, 2C.5a, 3A.5b
Article Review Or Literature Review (For graduate students)	The teacher candidate will review an article from a professional journal and compose a written review that reflects his/her ability to relate the information from the article (current developments in the field) to teaching practice and information presented within the class. Graduate students enrolled in the course will demonstrate ability to synthesize information from professional journals by completing a review of literature related to an issue that impacts CLD/ELL students.	IPTS: 1A, 1E, 1I, 2F, 2H, 6E, 9A ACEI: 5.1 NAEYC: 1b, 2a SEL: 2B Dispositions: EC, SDE
Strategy journal	Students will maintain a journal to collect strategies that are developmentally appropriate for Culturally and Linguistically Diverse [CLD] students from various resources shared by instructor and peers.	IPTS: 1A, 1E, 1L, 2F, 2H, 2I, 5B, 5E, 5F, 9A ACEI: 2.1, 3.2 NAEYC: 1b, 2a, 4a SEL: 3C Dispositions: PTSL, SDE

Reflection paper	The teacher candidate/ teacher will demonstrate understanding of the strengths and richness that ELL/CLD students bring to the classroom. They will demonstrate ability to reflect on how these strengths can be used as building blocks for both academic and language development of students who are ELL/CLD.	IPTS: 1A, 1B, 1C, 1E, 1I, 2E, 2H, 6E, 9A ACEI: 5.1 NAEYC: 1b, 2a SEL: 2A Dispositions: EC, SDE
Integrated thematic unit	The students will demonstrate the ability to design a multidisciplinary teaching unit on a theme, in collaboration with peers. Expectations for the unit include inclusion of specific differentiation strategies to be used with CLD/ELL students for each lesson plan/learning activity designed for the unit.	IPTS: 1A, 1C, 1E, 1G, 1H, 1J, 2A, 2B, 2C, 2I, 2J, 3A, 3B, 3C, 3I, 3J, 3K, 3Q, 6A, 6C, 6F, 6G ACEI: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4 NAEYC: 1b, 2a SEL: 1C Dispositions: EC, SDE, PTSL
Survey and Reflection	Students will demonstrate the ability to conduct research pertaining to CLD/ELL which will help to demonstrate their understanding of current societal conditions and the impacts they can have on today's students. They will demonstrate ability to reflect on how their research can be used as building blocks for both academic and language development of students who are ELL/CLD.	IPTS: 1A, 1B, 1C, 1E, 1I, 2E, 2H, 6E, 9A ACEI: 5.1 NAEYC: 1b, 2a SEL: 2A Dispositions: EC, SDE, PEP
Midterm and Final Exam	The student will document his/her content knowledge by appropriately responding to test items that require the application of course information.	IPTS: 1A, 1C, 1E, 2A, 2B, 5A, 5B ACEI: 1.0, 3.3, 5.1 NAEYC: 1b, 2a, 4a, 4d, 5a SEL: 2A Dispositions: EC, PEP

Course Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Participation	Contributions to discussions and activities (both in class and electronic), responsibility for group work, responsibility for all aspects of the in-school practicum (if applicable) are required. Performance includes preparation for class discussions based on course readings and related written assignments.	**20 points** **Ongoing as assigned**	**10%**
Article Review Or Literature Review (For graduate students)	Article Review: Students will be required to complete a critical review of a journal article evaluating and reflecting on the article's strengths, weaknesses and validity through explanation, interpretation and analysis. OR Literature Review: Graduate students enrolled in the course will complete a literature review synthesizing at least six peer-reviewed journal articles related to a CLD/ELL related topic.	**20 points** **Article Review Due in D2L Dropbox by September 7** **Literature Review due by November 30**	**10%**
Strategy Journal	Students will maintain a strategy journal to note effective strategies that work with students who are considered CLD/ELL using classroom discussions, presentations and other resources provided in the course.	**10 points** **Due in D2L Dropbox by September 21**	**5%**
Reflection Paper	Researchers in the field of English Language Learners have identified specific descriptors to highlight the strengths that ELLs have at different stages of language acquisition. The students in the course will critically reflect on these descriptors for a particular grade level to get a deeper understanding of how these strengths can be used by classroom teachers to provide a more effective learning environment for CLDs/ELLs.	**20 points** **Due in D2L Dropbox by October 5**	**10%**
Integrated Thematic Unit	In small groups (of not more than 3 students each), teacher candidates will plan an integrated thematic unit	**60 points** **Some groups will present on November 9 and some groups will present on**	**30%**

	that includes a collection of differentiated lessons and activities for students who are considered CLD/ELL integrating multiple elementary disciplines.	**November 30; Units due when groups sign up for presentations**	
Survey and Reflection Project	Survey and Reflection Project: Students will survey and reflect on a particular school with significant ESL population and analyze the kinds of supports provided for ESL students in that school.	**Due in D2L Dropbox by November 2**	**10%**
Midterm and Final Exams	Midterm and Final Exam: The student will demonstrate his/her knowledge of the course content by appropriately responding to test items that require the application of course information.	**Midterm – October 12, 2017** **Scheduled Final – Thursday, Dec. 14, 2017 (7:30 to 9:30 pm)**	**20%**
ESL Current Event	Each student will verbally share a news item related to ELL/ESL students or teachers or instruction in K-12 public schools	**10 points – Begins on August 31st**	**5%**
DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT ARE POSTED ON D2L			

For Graduate Students: Students will complete a minimum of 20 clinical experience hours in a classroom setting where there are at least 3 ESL students

Reading Assignments & Discussion Questions – It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.):

- **Attendance is expected – In class assignments that count towards participation points cannot be made up due to absence.**
- **Cell phone usage for personal reasons is not allowed.**
- **Absence for presentations that you have signed up for beforehand will result in losing half the points for the assignment**
- **Late assignments will be accepted for up to a week after the due date; however points (2 points for each day) will be deducted for late submissions**

Grading Scale:
The grading scale for this course will be: A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below

COURSE OUTLINE

Weeks 1 and 2 (Objective 1):

- Demographic Patterns and Student Diversity
- Describing Cultural and Linguistic Diversity in the Classroom
- Understanding the Realities of Cultural and Linguistic Diversity in the Classroom
- Sociocultural implications of Cultural and Linguistic diversity

Weeks 3 and 4 (Objectives 1, 2, 3):

- Cognitive and Academic challenges for Students who fall under the CLD/ELL umbrella

- Implications for Classroom and School Practice

Weeks 5 and 6 (Objectives 1 & 3):

- Dynamics of First Language Acquisition
- Developmental stages of Second Language Acquisition
- Stages of development in reading, writing and oral language in first and second language (eg. Grammar & usage)
- Individual Differences between First and Second Language Acquisition
- Process and demands of Second Language Acquisition
- Connecting language development to the Common Core State Standards
- Building collaborative classrooms that support and engage children in the language arts in home language and in English

Weeks 7 and 8 (Objectives 2 and 5):

- Changing Perspectives in Instructional Methods
- Effective Program Models
- Predictors of Academic Success
- Findings of Research on Bilingual Education
- Planning for standards-referenced curriculum, instruction and assessment

Weeks 9 and 10 (Objectives 2, 3 and 5):

- A Framework of Accommodation Readiness
- Readiness for Critical Reflection on Practice
- Readiness for CLD/ELL Students and Families
- Programming and Instructional Readiness
- Programming and Instructional Readiness through Advocacy

Week 11 (Objectives 2, 3 & 6):

- Planning and Grounding Instructional Methodology
- Common Core Standards and English Language Learners
- Dominant Approaches to Second Language Instruction and Assessments

Week 12 (Objective 6):

- The Integrated Content-Based Method of Instruction
- Evolution of Content-Based Instruction
- Content-Centered Methods of Instruction:
    - Relationship between home language & English for content specific vocabulary
    - Acquisition of academic decontextualized language and vocabulary
    - Uses home language vocabulary to expand English vocabulary
- Integrated Content-Based Instruction
- Planning and delivering Integrated Content-Based Instruction

Week 13 (Objectives 3 and 5):

- The Sheltered Method of Instruction
- Realities of Sheltered Instruction:
    - Supports the role of home language in reading and writing in English
- Variations on Sheltered Instruction:
- Myths and Misconceptions Associated with Sheltered Instruction
- The Sheltered Instruction Observation Protocol (SIOP)

Week 14 (Objectives 3 and 5):

- Cognitive and cross-linguistic strategies for CLD/ELLs:
    - Transfer of effective reading strategies between home language and English
    - Transfer of effective speaking and listening strategies between home language and English
    - Transfer of text competencies between home language and English
- Pros and cons of the Cognitive Academic Language Learning Approach (CALLA) method of instruction

Week 15 (Objectives 4 and 6):

- Achieving Standards-Driven Professional Practice
- Nationally Recognized Standards
- Standards-Driven Reflection on Professional Practice
- Benchmarks of Effective Practice
- Setting Goals for Professional Development

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

ELE 4890 References
***Denotes Unit Conceptual Framework References**

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