

Dixie State University
Department of Education
Fall 2014 Syllabus

Course: Methods, Strategies & Materials for Language Arts/ESL-44565

Section: EDUC 4410-01

Meeting Days, Time & Location: Thursday, 4:30 – 6:10 p.m. – Meets in NIB 136

Instructor: Dr. Adriana Brandt

Office Hours:

Monday & Thursday: 12:00 to 2:00 p.m.

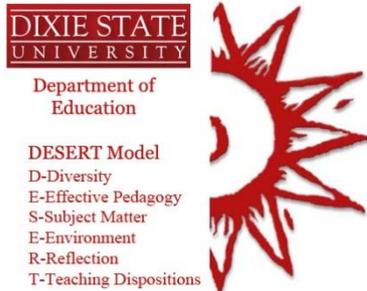
Wednesday: 4:00 to 5:00 p.m.

Other days and times by appointment

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	<p style="text-align:center">Mission Statement</p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p> <p>The D.E.S.E.R.T model outcomes are listed below and incorporate national standards (InTASC, TEAC, CAEP), Utah Education Teaching Standards (UETS), and Dixie State University core themes of a culture of learning; a culture of values; and a culture of community.</p>
<p>D.E.S.E.R.T. Model – Program Outcomes</p> <p>Teacher Candidates:</p> <p>D-Diversity (DM1) Understand diversity differences, uses culturally responsive curricula, and supports development of English proficiency to meet the needs of all learners.</p> <p>E-Effective Pedagogy (DM2) Create effective and appropriate instruction, uses technology to support and extend learning, and implements multiple assessments to measure learner knowledge and skills.</p> <p>S-Subject Matter (DM3) Demonstrate confidence, subject matter knowledge, uses instructional strategies to engage students in inquiry thinking, and pursues learning to advance professional practice.</p> <p>E-Environment (DM4) Use classroom management strategies to create physically and emotionally safe environments and encourage cooperative interaction among students.</p> <p>R-Reflective (DM5) Seeks learning experiences as sources of reflection and uses data to reflect and adapt planning and practice.</p> <p>T-Teaching Dispositions (DM6) Demonstrate professional teaching dispositions which include; (a) professional relationships and appearance; (b) participation in learning communities; and (c) legal, moral, and ethical conduct with a focus on acceptance and attention to student’s educational needs.</p>	

Council for the Accreditation of Educator Preparation (CAEP) <http://www.caep.org/standards.html>

Interstate Teacher Assessment and Support Consortium (InTASC):
[http://www.ccsso.org/Resources/Programs/Interstate Teacher Assessment Consortium \(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

Teacher Accreditation Education Council (TEAC): <http://www.teac.org/accreditation/goals-principles/>

Utah Effective Teaching Standards: <http://www.schools.utah.gov/CURR/educatoreffectiveness/>

Required Textbooks

Echevarria, J., Vogt, M., & Short, D. (2012). *Making content comprehensible for English learners: The SIOP model* (4th ed.). Boston, MA: Pearson Education.

Levine, L.N. & McCloskey, M.L. (2013). *Teaching English language and content in mainstream classes* (2nd ed.). Upper Saddle, NJ: Pearson.

Reiss, J. (2008). *102 content strategies for English language learners: Teaching for academic success in grades 3-12*. Upper Saddle, NJ: Pearson.

Suggested Textbooks

Vogt, M. & Echevarria, J. (2008). *99 ideas and activities for teaching English language learners with the SIOP model*. Boston, MA: Pearson Education.

Course Philosophy

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.

Course Description

This course will focus on the instructional strategies and methodologies for the ESL students and mainstream students in elementary schools. It will cover teaching oral language, literacy skills, and content areas through the integration of culture and language. The teacher candidates will have an opportunity to demonstrate their knowledge by developing a lesson plan that reflects the needs of ESL students and mainstream students through appropriate adaptation of techniques and strategies. The course partially fills the requirement for ESL endorsement. A practicum is required. Prerequisite: Admission to DSU elementary education program.

Course Objectives: The following professional competencies will be developed in this course:

1. Develop pedagogical knowledge of applications of major methodologies and approaches in relation to the various needs of ESL students (e.g. language proficiency, age, and learning styles) and contextual factors of mainstream students.
2. Develop skills to implement and apply research into practice.
3. Develop knowledge in the implementation of technology to enhance student learning.
4. Increase knowledge of developing lesson plans based on the concept of Sheltered Instruction Observation Protocol (SIOP) in content areas.

Important Dates to Remember

August 25th	Classwork Starts	September 19th	Last Day to Add/Audit
August 28th	Last Day to Waitlist	October 15th	Midterm Grades Due
August 29th	Last Day to Add Without Signature	October 16-17	Fall Break
September 1st	Labor Day	October 20th	Last Day to Drop Individual Class
September 4th	Drop/Audit Fee Begins (\$10 per class)	November 14th	Last Day for Complete Withdrawal
September 9th	\$50 Late Registration/Payment Fee	November 26-28	Thanksgiving Break
September 15th	Pell Grant Census	December 12th	Classwork Ends

September 15th	Last Day for Refund	December 15th	Final Exam
September 15th	Last Day to drop without receiving a "W" grade		12:30 – 2:30
September 17th	Courses dropped for non-payment		NIB 136

Semester calendars available at <http://www.dixie.edu/reg/?page=calendar>.

Date and Time of Final Exam

Monday, December 15th from 12:30 to 2:30 p.m.
NIB Room 136

Grading Scale

The total points a student has earned are divided by the total points possible to obtain a percentage. The grade breakdown is listed below:

A = 95-100%	B- = 80-83%	D+ = 65-69%
A- = 90-94%	C+ = 77-79%	D = 64-66%
B+ = 87-89%	C = 74-76%	D- = 60-63%
B = 84-86%	C- = 70-73%	F = 59% or below

Each semester, you must maintain a 3.0 GPA. No Ds are accepted; you will need to retake the class if you have a D.

Course Policies

- Attendance is mandatory.** This is **not** a lecture-based class. Full credit is only available to those students who attend each session, are present for the entire session, and meaningfully contribute to our community of learners. Consequently, your input and participation are valuable and essential to your learning outcomes and those of your classmates, and your active participation is expected. **Acceptable excused absences require a doctor's note.** Please notify (via e-mail) or see the instructor regarding other absences. Students who miss sessions are expected to make up any missed in-class activities by producing written evidence that the learning activities were completed.
- Late Assignments and Absences Related to College Functions:** Assignments are due on specific dates. I am happy to grade and record assignments that are turned in early or on time. However, late work is not accepted. If you are absent on the day an assignment is due, e-mail the assignment (as an attachment) to me before class begins or have a classmate submit it for you. Make-up assignments for any quizzes, exams, or in-class quick-writes are not available unless you notify your instructor of your absence before class begins. Absences related to college functions will be excused if proper documentation is provided well in advance of absence.
- Due Dates:** All assignments are due on the date indicated in the tentative schedule outlined in the course syllabus. Any changes to due dates will be announced by the instructor at least two weeks in advance.
- Computing devices** in the classroom are only allowed if the student is utilizing for the sole purpose of learning for the specific class. If the instructor feels that a student is engaged in an unrelated activity (e.g. working on an assignment for another class, social media unrelated to course objectives, etc.), s/he will be asked to put the device away.

5. **Cell phones and text messaging:** Cell phones must be on 'vibrate' during class sessions. If you do need to answer a call, please do so with respect and courtesy to your fellow students and the instructor. **Text messaging is not allowed during class.**
6. **Nature of coursework:** In this course, you will be evaluated based on participation in a learning process, and the creation of individual and group projects that emerge from participation in learning activities and homework. A variety of learning activities, assignments, and assessments will be used to help you understand course concepts. These also will model planning, teaching, and assessment strategies that can be used with multicultural students. As mentioned in Policy #1, full credit is only available to those students who attend each session, who meaningfully contribute to our community of learners, and who provide evidence of deep and thoughtful engagement in individual and group assignments.
7. If you have questions, or wish to discuss your understanding of this class, be sure to make an appointment with the instructor. The instructor encourages students to visit the office during office hours or by appointment.

Classroom Expectations/Disruptive Behavior: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. DSC disruptive behavior policy states, "Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

Academic Honesty/Integrity: As stated in the DSC Student Handbook; "Academic dishonesty in any form will not be tolerated at Dixie State College" (Academic Discipline Policy, 3.34) including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited. (See "Student Code" <http://www.dixie.edu/humanres/policy/sec5/533.html#appeals>).

General Policies

Disability Statement: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the North-East of North Plaza Bldg. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services. Those students needing academic accommodations are required to apply for services at the DRC during the first two weeks of the semester.

College-approved absences: Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc.). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

D-MAIL: Important class and college information will be sent to your D-mail account. This information includes your DSU bill, financial aid/scholarship notices, and notification of

dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned an e-mail account. Your Banner ID username and password are the same for your D-mail account. **You will be held responsible for information sent to your Dmail**, so please check it often.

Instructure Canvas: This class will utilize the CANVAS tool provided by DSC Computing. CANVAS can be access from the website <https://canvas.dixie.edu/>. Online tutorials for CANVAS can be found at <http://guides.instructure.com/>.

Non-student in the classroom and other designated study areas: In order to fulfill the assigned responsibilities of the instructors and the institution, college personnel are deemed to have the right and the authority to control the learning environment, to perform their duties, and to maintain the classroom for optimal learning. In support of existing policy of DSU, it is expected that only bona fide students defined and classified by the DSU catalog (Policy 5.16), will attend classes, unless specific prior permission for guests has been obtained from the instructor.

Infants, children, and adolescents are not allowed at DSU except in certain areas and under certain circumstances. College facilities and classrooms are not designed for children, and their presence may disrupt students and teachers. In the event of an emergency where prior approval cannot be obtained 24 hours in advance, the student shall request permission to bring children to class prior to the beginning of class. The decision of the instructor regarding non-students in the classroom is final. (DSU Policy 5-23.7- 23.7.8.)

University Resources: Several university resources are available to help you succeed. Check out the links for each one to get more information.

Tutoring	Writing Center	Testing Center
Tutoring services are provided for all registered DSU students and is available for all subjects. Located at the Jeffery R. Holland Centennial Commons Building, Room 433. www.dixie.edu/tutoring	The writing center is in the Jeffery R. Holland Centennial Commons Building, Room 421. The online writing center can be accessed at: owl@dixie.edu (English Dept. Writing Center)	The hours are posted online at http://dixie.edu/testing Location: North-East of North Plaza Bldg.
Computer Center	Library	Health & Wellness Center
The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Avenna Center	Dixie State University Library at the Jeffrey R. Holland Centennial Commons can be accessed online at www.dixie.edu Contact education liaison, Ms. Linda Jones (ljones@dixie.edu) for assistance.	This program promotes healthy lifestyle behaviors through health and wellness resources, information and services. It is located at 34 N. 600 E. For appointments call: 435-652-7756

IT Help: The Student Help Desk is located in the Smith Computer Center in office 107. A technician will be available Monday through Friday, 9:00 AM to 6:00 PM, to assist you in your technological needs, including: Canvas, Dmail (DSU student e-mail), Wireless Network Configuration, Software Resources for Students, the Dell Laptop Student Lease Program.

Overview of Course Assignments

Class attendance and participation <i>(14 class sessions x 10 points each + 10 overall points)</i>	150
Pause-and-Reflect Papers <i>(9 assignments x 10 points each)</i>	90
Projects Graded on a Rubric	
• Action Research Project <i>(due October 9 & December 4)</i>	170
• Practicum: Three SIOP Lessons <i>(due December 11)</i>	90
• Final Exam: SIOP Scenario <i>(due December 15)</i>	120
Total Points Available	620

Pause-and-Reflect Papers: 10 points (due throughout semester via Canvas)

Throughout the semester, and for most readings assignments, you will be assigned a reflective prompt that links to that week's reading. You will respond to this prompt in a one-page (approximate length) reflection paper. You will post this via Canvas by 4:30 p.m. on the respective due date. See Canvas for additional details

Action Research Project: 170 points

(1st half due 10/9 at 4:30 p.m. for 30 points; full project due at 4:30 p.m. on 12/4)

After you have read articles on action research, you will develop your own action research project and will report your results in a qualitative paper. In collaboration with your mentor teacher, you will identify and select an English language learner to profile. Through interviews with the teacher and learner, observation of the teacher and learner, and working directly with the learner, you will obtain data regarding your mentor teacher's plans, strategies, and how assessment data is used for helping the ELL acquire language and content knowledge. Then, you will develop a research-informed plan to assist the learner. You will implement this plan, discuss with your mentor teacher, and self-reflect on the effectiveness of the plan you developed and implemented. See Canvas for additional details and project rubric. The first half of this project replaces your midterm exam.

Practicum: Three SIOP Lessons: 90 points

(lessons + observation forms + self-reflections due at 4:30 p.m. on 12/11)

This is a practicum course. Twenty percent (20%) of your final grade in this course will be based on your practicum score. There are three scores entered by your practicum supervisor for your performance in practicum: two formal lesson evaluations and your practicum final evaluation. The practicum final evaluation will consider all aspects of your performance in your practicum assignment, including dispositions and input from your mentor teacher. Failure to pass practicum will result in failure to pass the class.

In conjunction with your observations, you will create three (3) lesson plans that incorporate the basic principles of SIOP. You will be observed twice by your supervisor, and once by your dyad, for a total of three observations. During these three observations, you must demonstrate progress. Closely adhere to the comments and suggestions provided to you so that you can improve your lesson plan development and delivery. A copy of the three lesson plans and accompanying SIOP protocol sheets, as well as a one-page self-reflection for each of the three lessons you taught, will be submitted to the instructor at the end of the semester. Additional assignment details are available in Canvas.

Final Exam: 120 points (December 15th at 12:30 p.m.)

For your final exam, you will respond to a practical classroom scenario that draws upon your knowledge of SIOP. You will complete this written response on-demand during the final exam period.

Tentative Course Schedule (subject to change with notice)

Week	Date	Topic(s)	Homework/Assignments Due This Day
1	August 28 th	Class Introduction <ul style="list-style-type: none"> ▪ Course expectations & syllabus ▪ Review SIOP principles from previous semesters 	
2	September 4 th	Principles of Teaching Language <ul style="list-style-type: none"> ▪ Overview of additional SIOP principles ▪ DLI programs in Utah/WCSD ▪ Intercultural communication in teaching and learning 	READ: Kugler, "The Power of the Bilingual Brain" (<i>in Canvas</i>) Gay, "Culture and communication in the classroom" (<i>in Canvas</i>) DO: Pause-and-reflect paper over articles (10 pts.)
3	September 11 th	Introduction to Action Research <ul style="list-style-type: none"> ▪ SIOP review, continued ▪ Discussion on action research + planning for projects 	READ: Mitchell et al., "Benefits of collaborative action research..." (<i>in Canvas</i>) Sowa, "Understanding our learners and developing reflective practice..." (<i>in Canvas</i>) DO: Pause-and-reflect paper over articles (10 pts.) Bring a lesson to update with new SIOP
4	September 18 th	Culturally-Responsive Instruction <ul style="list-style-type: none"> ▪ Cultural context of learners ▪ Building home/community relationships 	READ: Chapter 3 in Levine & McCloskey Kugler, "Is anyone listening to families' dreams?" (<i>in Canvas</i>) Turner, "Beyond cultural awareness" (<i>in Canvas</i>) DO: Pause-and-reflect paper over articles (10 pts.) Submit home-school extension of your lesson plan via Canvas by 11 p.m. (10 participation points) ON THE RADAR: SIOP lessons + observations Action research project

5	September 25 th	<p>Classroom Structures for Language Learning</p> <ul style="list-style-type: none"> ▪ Joint productive activities (JPA) ▪ Grouping strategies ▪ Instructional conversations (IC) ▪ Strategies + practice 	<p>READ: Chapter 4 in Levine & McCloskey Reeves, "Teacher investment in learner identity" (<i>in Canvas</i>)</p> <p>DO: Pause-and-reflect paper over readings (10 pts.)</p> <p>ON THE RADAR: SIOP lessons + observations Action research project</p>
6	October 2 nd *meet at 2:30!	<p>Oral Language Development</p> <ul style="list-style-type: none"> ▪ Comprehensible input ▪ Stages of oral language development ▪ Scaffolding oral language development ▪ Assessing speaking and listening skills in the content areas 	<p>READ: Chapters 5 & 6 in Levine & McCloskey</p> <p>DO: Pause-and-reflect paper over readings (10 pts.)</p> <p>ON THE RADAR: SIOP lessons + observations Action research project</p>
7	October 9 th	<p>Vocabulary Development</p> <ul style="list-style-type: none"> ▪ Comprehensible input ▪ Vocabulary and context ▪ Word frequency ▪ Direct and inductive approaches 	<p>READ: Chapter 7 in Levine & McCloskey</p> <p>DO: Pause-and-reflect paper over readings (10 pts.) First half action research project due by 4:30 p.m. (30 pts.)</p> <p>ON THE RADAR: SIOP lessons + observations Action research project</p>
8	October 16 th : Fall Break - No Class		

9	October 23 rd	SIOP Lesson Development Workshops with Peers	<u>DO:</u> Bring SIOP lessons + course materials to class with you for workshopping
10	October 30 th	Literacy Development <ul style="list-style-type: none"> ▪ Approaches to literacy teaching and learning ▪ Supporting reading development ▪ Supporting writing development ▪ Assessing literacy development 	<u>READ:</u> Chapters 8 & 9 in Levine & McCloskey <u>DO:</u> Pause-and-reflect paper over readings (10 pts.) <u>ON THE RADAR:</u> SIOP lessons + observations Action research project
11	November 7 th	SIOP Lesson Development Workshops with Peers	<u>DO:</u> Bring SIOP lessons + course materials to class with you for workshopping
12	November 14 th	Integrated Content Lessons <ul style="list-style-type: none"> ▪ Planning language and content objectives ▪ Performance indicators ▪ Planning for interaction 	<u>READ:</u> Chapter 10 in Levine & McCloskey <u>DO:</u> Pause-and-reflect paper over readings (10 pts.) <u>ON THE RADAR:</u> SIOP lessons + observations Action research project

13	November 21 st	Assessment Tools <ul style="list-style-type: none"> ▪ Characteristics of fair and reliable assessments ▪ Types of assessment ▪ Defining criteria ▪ Discuss action research projects 	READ: Chapter 11 in Levine & McCloskey DO: Pause-and-reflect paper over readings (10 pts.) ON THE RADAR: SIOP lessons + observations Action research project
14	December 4 th	Sharing our Action Research	DO: Action research project due (170 pts.)
15	December 11 th	Sharing our SIOP Lesson Takeaways + Preparing for Final Exam	DO: SIOP Lesson Plans + Self-Reflection Due (90 pts.)
December 15 th 12:30 – 2:30 NIB 136		FINAL EXAM: SIOP Scenario (120 pts.)	

