CIEP 472 Methods and Materials of Teaching ESL
English Language Teaching and Learning
Loyola University Chicago
School of Education
English Language Teaching & Learning

Spring 2015

Instructor Information:
Course instructor: Sarah Cohen Ph.D.
Office: Lewis Towers 1062
Office hours: Before or after class or by appointment
Office phone: 312-915-6883
Email address: scohen12@luc.edu

Course Information:
Course sections: 001 & 002
Dates: January 15-April 23
Days: Thursdays
Times: 4:15-6:45 7:00-9:30
On-campus location: Cuneo Room 107; Cuneo Room 111

Course Description
This course focuses on methods and materials for teaching ELLs within ESL, bilingual, and mainstream classrooms, including relevant topics on second language acquisition and the nature and function of language. Program models, methodologies, and strategies that are appropriate for ELLs will be discussed and presented. Methods and materials for literacy development and content area instruction in the native language will be discussed. Methods of teaching listening, speaking, reading, and writing in the second language will be presented along with methods of integrating the teaching of language and academic content. Sheltering and scaffolding instruction will be emphasized and the use of the fine arts and literature will be examined. Students will select and critically analyze bilingual and ESL materials. The role of culture and socio-economic diversity in the curriculum and ways of making meaningful connections to families will be explored. Techniques for managing multilevel classrooms and appropriate ways of using two languages in the curriculum will be investigated.

Course Texts
Course Outcomes
Candidates will:

- Demonstrate familiarity with theories, methodologies, and strategies for teaching ELLs.
- Demonstrate familiarity with programs for ELLs, including bilingual models.
- Identify and use resources, including books, technology, professional organizations, and human resources and select/create appropriate material for the instruction of ELLs.
- Demonstrate awareness of the socioeconomic, cultural and political factors related to the instruction of ELLs.
- Identify ways of involving family and other external communities in program instruction and implementation
- Demonstrate understanding of the crucial role of educational leaders in integrating advocacy and instruction in the education of ELLs
- Demonstrate ability to shelter and scaffold instruction
- Demonstrate ability to integrate language and content instruction
- Demonstrate ability to adapt lessons plans to accommodate the educational needs of ELLs
- Develop a unit of study that demonstrates appropriate use of methods and materials for ELLs
- Connect theory to practice through clinical experiences and written reflections.

Related Standards

- 3.a.1. Plan standards-based ESL and content instruction.
- 3.a.2. Create supportive, accepting classroom environments.
- 3.a.3. Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.
- 3.a.4. Provide for particular needs of students with interrupted formal education (SIFE).
- 3.a.5. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meeting learning objectives.
- 3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.
- 3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.
- 3.b.4. Develop students’ listening skills for a variety of academic and social purposes
- 3.b.5. Develop students’ speaking skills for a variety of academic and social purposes
- 3.b.6. Provide standards-based instruction that builds on students’ oral English to support learning to read and write.
- 3.b.7. Provide standards-based reading instruction adapted to ELLs.
- 3.b.8. Provide standards-through a range of activities, from sentence formation to expository writing.
- 3.c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.
- 3.c.2. Select materials and other resources that are appropriate to students’ developing content-area abilities, including appropriate use of L1.
- 3.c.3. Employ a variety of materials for language learning, including books, visual aids, props, and realia.
- 3.c.4. Use technological resources to enhance language and content-area instruction for ELLs.
IDEA Instructional Objectives

Essential learning objectives for this course:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Learn the fundamental principles, generalizations, and theories related to the instruction of English language learners (ELLs) and bilingual students.
- Develop specific skills, competencies, and points of view needed in the field of education to appropriately instruct ELLs and bilingual students.
- Learn to apply course material by planning, delivering, and analyzing instruction for ELL and bilingual students.

Topical Outline

- Curriculum and instruction in bilingual, ESL, & sheltered programs
- Evaluation of methods and materials available for use with ELLs
- Creation of materials for instructional use with ELLs
- Methods and strategies for teaching ELLs
- Adaptation and creation of lesson plans for ELLs
- Sheltering and scaffolding instruction in second language classrooms
- Sheltered instruction for academic achievement
- Professional organizations and resources in ESL/Bilingual Education
- Work with bilingual students with limited formal schooling in their first language
- Work with immigrant and refugee students and families
- Building connections with parents, families, and communities

Conceptual Framework

Each course within the ESL endorsement sequence places educational equity and advocacy for English language learners as foundational tenets to the discipline as well as fundamental aspects of social justice. The course specifically addresses the following conceptual framework standards:

- CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF5: Candidate demonstrates technological knowledge and skills, which enhance education.

Technology

Use of scholarly and professional websites is integrated throughout the course. Technology is encouraged and supported in all class sessions and group presentations.

Diversity

Content for this course is designed to highlight theoretical considerations of educational equity for English language learners. Both linguistic and cultural diversity are addressed within this framework.

Expectations and Requirements:
Candidates are enrolled in this course because they are professionals who want to learn. Accordingly, candidates are expected to attend all class sessions and be ready to participate in learning. Participation is more than presence. It means that candidates read all materials and come to class ready to share comments and questions based on previous class discussions, readings, and personal experiences and observations. Your grade will drop significantly after one absence. As professionals, candidates demonstrate academic honesty; the work of others must be properly cited. Plagiarism will not be tolerated.

**Academic Honesty:**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility:**
Students who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf) [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)
Dispositions assessed in this course are as follows. This rubric is also found on Live Text

**Dispositions Rubric, Teaching and Learning**

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target (0 pt)</th>
<th>Acceptable (0 pt)</th>
<th>Unacceptable (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IL-LUC-DISP.1</strong></td>
<td>Demonstrates all behaviors at acceptable level and all of the following: Takes initiative. Serves as a model for peers. Actively problem solves. Is resilient.</td>
<td>Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.</td>
<td>Demonstrates a weakness in any of the behaviors listed at the acceptable level.</td>
</tr>
</tbody>
</table>

| Fairness | **IL-LUC-DISP.2** | Demonstrates all behaviors at acceptable level and all of the following: Advocates/intercedes for others. Sees and accepts individual differences as strengths. Serves as a model for peers. | Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners’ needs. | Demonstrates a weakness in any of the behaviors listed at the acceptable level. |

| All Students Can Learn | **IL-LUC-DISP.3** | Demonstrates all behaviors at acceptable level and all of the following: Advocates for students/learners. Serves as a model for peers. Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning. | Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning. | Demonstrates a weakness in any of the behaviors listed at the acceptable level. |

**Attendance:**
Attendance at all classes is mandatory. Points will be deducted for more than one absence from class. If you have conflicts that would result in your missing more than 2 nights of class, or conflicts that prevent you from attending for the full class period, you should consider taking this course in a different semester when your schedule permits adequate attendance.

In my mind, all students start with 100 points. I expect that your assignments will reflect the highest quality and will, therefore, receive the maximum points. An illness-related absence does not make it impossible to get a good grade, nor does a required parent-teacher conference night or inclement weather. For other absences, it is your responsibility to make wise choices about your attendance and your points toward your grade.

**Late Policy:** No assignments will be accepted after the last class without prearrangement.

**Course Requirements**

In addition to the general descriptions below, each assignment needs to address specific criteria. Rubrics with these criteria will be made available on Sakai. Assignments need to be (a) submitted on time, (b) typed and double-spaced in Times New Roman and 12-point font, (c) include appropriate identifying information, (d) cite sources for all quotes, paraphrases, and adapted ideas, (e) use APA style (6th ed.) for citing references.

<table>
<thead>
<tr>
<th>Assignment Descriptions &amp; Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Participation</strong> 10 pts.</td>
</tr>
<tr>
<td><strong>Article Discussion Facilitation</strong> 15 pts.</td>
</tr>
<tr>
<td><strong>Strategy Facilitation</strong> 15 pts.</td>
</tr>
</tbody>
</table>

**Sheltered Instruction Unit Plan**

*For the main assessment, candidates will demonstrate that they know, understand, and use*
evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates will write a unit plan, comprised of detailed sheltered lesson plans, and teach at least one of the lessons in a classroom with ELLs. They will then reflect on the instructional planning process. Please see the various components and grade breakdown below.

<table>
<thead>
<tr>
<th>Unit Plan Overview</th>
<th>Design a unit plan using the tenets of sheltered instruction to teach content while simultaneously supporting language development. Write the unit plan for the grade level and content area of certification and target the language proficiency levels in a given classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 pts.</td>
<td></td>
</tr>
<tr>
<td>Lesson Plans:</td>
<td>Provide 4 detailed lessons plans to accompany the unit plan. Grounded in content and language standards, sheltered lesson plans should include: clearly stated content and language goals and objectives, accessing prior knowledge, explicit vocabulary instruction, focus on language demands, emphasizing higher-level thinking, incorporating student interaction, using technology and hands-on applications, culturally relevant materials, and assessments of content and language.</td>
</tr>
<tr>
<td>20 pts.</td>
<td></td>
</tr>
<tr>
<td>Focus Students:</td>
<td>Select two students to focus differentiated strategies for language and content support. Describe each student (e.g., social, emotional, cultural, linguistic, academic lenses) and outline aligned instructional accommodations and strategies to build on strengths and meet needs. Recommended focus ELL students include: students identified as having special needs and students with interrupted formal education (SIFE).</td>
</tr>
<tr>
<td>10 pts.</td>
<td></td>
</tr>
<tr>
<td>Co-Teaching:</td>
<td>Collaborate with another educator (e.g., classroom, special education, or ESL teacher) to plan/teach at least one lesson from this unit plan.</td>
</tr>
<tr>
<td>5 pts.</td>
<td></td>
</tr>
<tr>
<td>Reflection:</td>
<td>Reflect on the process of instructional planning and classroom implementation with ELLs. Make explicit connections to parent, family, home, and community connections during instructional planning and implementation.</td>
</tr>
<tr>
<td>10 pts.</td>
<td></td>
</tr>
</tbody>
</table>
| Final Grade        | A = 100 - 93%  
A- = 92 - 90%  
B+ = 89 - 88%  
B = 87 - 83%  
B- = 82 - 80%  
C+ = 79 - 77%  
C = 76 - 70%  
D = 70 - 65%  
F = 64 and below |
# 472 Course Schedule; Spring 2015

The course instructor reserves the right to change due dates, readings, and topics; proper notice will be given.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>15 January</td>
<td>+Introduction &amp; Overview syllabus +Expectations &amp; Materials</td>
<td>In class KW survey Class survey activity</td>
</tr>
<tr>
<td>Class 2</td>
<td>22 January</td>
<td>+Introduction to SIOP +Stages of Language Acquisition</td>
<td>In class selection of research articles.</td>
</tr>
<tr>
<td>Class 3</td>
<td>29 January</td>
<td>Introduction to WIDA Standards Language Objectives Comprehensible Input</td>
<td></td>
</tr>
<tr>
<td>Class 4</td>
<td>5 February</td>
<td>Setting objectives, providing feedback, building background</td>
<td>*Article presentation (Corson) *Strategy Presentation</td>
</tr>
<tr>
<td>Class 5</td>
<td>12 February</td>
<td>Strategies Non-Linguistic Representations</td>
<td>Selection of Students for Profiles Due *Strategy presentation *Article presentation (Facella et al)</td>
</tr>
<tr>
<td>Class 6</td>
<td>19 February</td>
<td>Interaction/Cooperative Learning</td>
<td></td>
</tr>
<tr>
<td>Class 7</td>
<td>26 February</td>
<td>Text Structure Analysis Sociocultural</td>
<td>Unit Plan Overview Due *Strategy presentation</td>
</tr>
<tr>
<td></td>
<td>5 March</td>
<td>Loyola Spring Break No Class</td>
<td>No Class</td>
</tr>
<tr>
<td>Class 8</td>
<td>12 March</td>
<td>Supporting Literacy Development Practice &amp; Application Summarizing and Note</td>
<td>*Article Presentation (Echevarria, et al)</td>
</tr>
<tr>
<td>Class 9</td>
<td>Supporting Literacy Development Practice &amp; Application</td>
<td>CI Chapters 5 &amp; 7</td>
<td>Lesson Plans Round 1 Roundtable</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------</td>
<td>------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>19 March</td>
<td>Summarizing and Note Taking Structured Writing Instruction</td>
<td>SIOP Chapter 7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 10</th>
<th>ELLs, RTI, Special Needs</th>
<th>SIOP Chapters 9 &amp; 10</th>
<th>*Article Presentation (Garcia &amp; Tyler)</th>
<th>*Strategy Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 March</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 11</th>
<th>Reinforcing Effort and Providing Feedback</th>
<th>CI Chapter 9 Calderon article</th>
<th>Lesson Plans Round 2 Roundtable</th>
<th>*Strategy Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 April</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9 April</th>
<th>CPS Spring break</th>
<th>No Class</th>
<th>No Class</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class 12</th>
<th>Involving Parents and Community</th>
<th>CI Chapter 12</th>
<th>*Article Presentation (Panferov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 April</td>
<td></td>
<td></td>
<td>Lesson Plans, Student profiles and Unit Overview submitted on Live Text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 13</th>
<th>Course Closure</th>
<th>Reflection Submitted on Live Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 April</td>
<td></td>
<td>PPT presentations on unit plan and reflection</td>
</tr>
</tbody>
</table>