

College of Education and Human Development  
Teaching and Learning 415, 3 credits  
Language and Literacy Development of ELLs  
Spring 2007

Instructor: Dr. Anne Walker  
Office: Education 4B  
Telephone: 777-3162

Office hours: MW 3:30-4:30 or by appt.  
Walk-in visits welcome!  
Email: anne.walker@und.nodak.edu

## **CONCEPTUAL FRAMEWORK**

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

## **COURSE OVERVIEW**

In this course students will explore the inter-connecting frameworks of language, literacy and culture in order to gain an understanding of how to teach and assess English language learners in the K-12 school classroom (Intasc#1, 2, 7, 8). Students will learn 1) methods to help K-12 students develop English proficiency in reading, writing, listening and speaking, and 2) methods to make content teaching comprehensible for ELLs (Intasc# 3, 4, 5, 6) . Students will study various types of K-12 ELL and bilingual education programs, as well as policies and laws related to K-12 ELL education (Intasc #10).

## **REQUIRED TEXTS** (available at Barnes & Noble bookstore)

Cappellini, M. (2005). *Balancing Reading and Language Learning*  
Hayes, C., Bahruth, R, & Kessler, C. (1998, 2<sup>nd</sup> edition). *Literacy con carino*

## **COURSE REQUIREMENTS**

**Assignments:** Assignments are to be turned in on the day they are due. Late papers and projects may not be accepted and will be penalized unless prior arrangements have been made with the instructor. All assignments must be typed, double-spaced, using 12 pt. font and 1 inch margins. E-mailed assignments will not be accepted without prior permission from the instructor. Because this class emphasizes the writing process, all papers may be re-written if the writer chooses. Rewrites must be discussed with myself first and papers must be substantially re-written. Plagiarism or cheating may result in failure of the class.

**Class Participation:** Because this class is participatory in nature, students are expected to come to class each week having completed the readings and prepared to actively participate in class discussions and activities. If you miss a class, you should inform the instructor of your absence before classtime. The student is responsible for obtaining information missed in class from other classmates. Students are expected to act in a professional manner which includes being open to and respecting the ideas of the instructor and other students. Class

participation, including whole class and small group discussion, in-class activities and quizzes, will consist of 20% of your grade.

*Professional dispositions are formally and/or informally monitored throughout the teacher education program. Faculty, instructors and/or cooperating teachers may request a one-on-one meeting with a teacher candidate to discuss areas of strength or concerns. Written documentation of this conference may be included in the candidate's permanent file. Specific procedures are delineated on the form, "Professional Dispositions for UND Teacher Education".*

## **COURSE ASSIGNMENTS**

1. Lesson #1 & 2: You are to develop two ELL reading lessons, one using shared reading and one using guided reading. You are responsible for finding appropriate reading material and completing the appropriate lesson guideline forms. (5 points each, 10% total)
2. Lesson Plan #3: You are to develop a complete SIOP lesson plan based on a textbook chapter. You are to present your lesson plan, complete with artifacts, realia, etc. to the class. More details will be given in class. (20%)
3. Progress Report: You are to track the progress of an ELL student in Literacy con Carino as they develop their English proficiency, academic skills, and social skills over the course of a school year. Your report will consist of 3-4 pages of how this student developed personally and academically, the obstacles and challenges they faced, what methods/instructional tools benefited them the most and any other relevant information that will help the reader understand the ELL child.
4. ELL Classroom Observation: Your instructor will arrange for you to visit an ELL class. After the observation, write a 2-3 pg. paper summarizing and commenting on the class you observed. You will be given a set of questions to help you in your write-up. (10%)
5. ESL on the Internet: There are many ESL teaching and professional resources on the web. You will be assigned a specific web site which you are to explore. With a partner, you will do a 15 minute presentation in which you guide the class through the resources available to ELL teachers. Each presentation should include a reference handout about the resources available on the site as well as a brief hands-on activity using the web site. (10%)
6. You Be the Expert: Final Comprehensive Exam: As a means of putting together all you have learned, you will participate as a "consultant" to a school board who needs information on establishing their ELL program. You will be expected to answer the board's questions regarding law and policies related to ELL education, various types of ELL and bilingual programs, methods and approaches to teaching and assessing ELLs, reference of ELL students to special education, and other topics covered in class. (20%)

**EVALUATION:** Evaluation rubrics will be given for each assignment.

Grade Distribution:    A 90-100      B 80-89      C 70-79      D 60-69

*The mark "I", Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. (See p. 36 of 2003-05 UND Catalog for complete policy statement for undergraduates.)*

## **INSTRUCTIONAL STRATEGIES**

This class will use a variety of instructional strategies that are conducive to English language learning. These will include large and small group discussion, interactive lecture, collaborative projects, readings, in-class activities, and student presentations.

## **ACCOMODATION OF DISABILITIES**

*Students who feel they may need some instructional modifications to complete course requirements due to an exceptionality have the responsibility of making the instructor aware of this in a timely manner.*

*All teacher education students must be able to perform the essential functions expected of a student in a field-based classroom experience as described in the Student Teacher Handbook, p. 11 (Guidelines for Student Teachers). Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Director of Teacher Education and suggest any accommodations that they think will enable them to perform as teacher candidates. The director will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the students will not be able to remain in the teacher education program.*

**T&L 415, Spring 2005  
Tentative Class Schedule**

**Jan 10: Introduction, Overview of ESL and Bilingual Programs in U.S.**

**January 17: Setting Up the Learning Environment**

Readings: Capellini, Chapters 1 & 3

**January 24: Assessment**

Readings: Capellini, Chapter 2 & Assessment Course On-line

DUE: 1 –2 pg. reflection of what you learned from the on-line Assessment course

**January 31: Instructional Planning**

Readings: Capellini, Chapters 4 & 6

**February 7: Shared Reading**

Readings: Capellini, Chapters 7 & 8

**February 14: Guided Reading**

Readings: Capellini, Chapters 9-12

**February 21: Lesson Presentation Day**

Due: Lesson Plans #1 & 2

**February 28: Beginning Writing in English**

Readings: Literacy con carino, Introductions & Chapters 1-2

**March 7: Developing Writing in English**

Readings: Literacy con carino, Chapters 3&4

March 14: Spring Break

**March 21: Becoming a fluent English Writer**

Readings: Literacy con carino, Chapters 5 – epilogue

DUE: Progress Report

**March 28: SIOP: Sheltered Instruction Observation Protocol**

Readings: handout in class

**April 4: SIOP continued.**

Readings: handout in class

**April 11: ESL and the Internet**

DUE: ESL and the Internet presentation

**April 18: SIOP Lesson Plan Presentation**

DUE: Lesson Plan #2

**April 25: Is it a language difference or a disability?**

TBA

**May 2: English around the World**

TBA

**Finals Week:** You be the Expert