FRESNO PACIFIC
UNIVERSITY

CENTER FOR
PROFESSIONAL DEVELOPMENT

Independent Studies Course Syllabus

Course Number and Name: Strategies for Teaching ELD Classes (EDU-922)

Instructor's Name: Troy Tenhet

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Number of Units: 3

Grade Level: PK-12

Course Description

This course is designed to have participants identify and examine different approaches, techniques, and methods for meeting the diverse needs of their ELD students. Basic instructional theory will be dealt with as well. Participants will compare and analyze different models and strategies for teaching as well as develop and evaluate resources for use in the ESL classroom. They will relate the strategies to their own professional contexts and discuss at length, the strategies that were both successful and unsuccessful. Participants will finally create a strategic instructional portfolio for personal/professional use as well as for dissemination into the educational community at large.

Course Dates
Self-paced; students may enroll at any time and take up to one year to complete assignments.
You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials
Textbook - Herrell, Adrienne and Jordan, Michael. (2007). Fifty Strategies for Teaching English Language Learners. 3rd Edition. New Jersey: Pearson Education. ISBN# 013199266X Texts can be ordered online at Amazon.com or at Barnes and Noble.

Online Resources –
www.merlot.org
www.skype.com
www.nbpts.org
www.corestandards.org
www.tesol.org

Moodle Site –

Students will need to have Internet access to log onto http://moodle.fresno.edu. The instructor will contact you with login instructions, username, password, and enrollment key, within one week of registration. The course (within Moodle) will also provide access to readings (supplemental to the course text).

Technology Requirements: (For online courses)

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials)

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Getting Help:

If you need help logging on to the Moodle site, contact The Help Desk at Fresno Pacific University by telephone 1-559-453-3410 or by email helpdesk@fresno.edu.

Course Requirements

1. Students will participate in discussion forums.
2. Students will answer emails from each other, and instructor, in a timely manner.
3. Students will engage "create a quote" sections of this course.
4. Students will reflect in online journals during the course of each module.
5. Students will create/modify content-specific wiki-spaces.
6. Students will blog online (according to assigned prompts).
7. Students will engage the DVD component of the assigned text.
8. Students will download, read, and respond to an assortment of peer-reviewed articles that are appropriate to the topic.
9. Students will complete a 5-lesson unit plan that reflects their learning from the course.
10. Students will write a conceptual generalization essay (based on the reading).
11. Students will (when prompted) create and submit artifacts of learning.
12. Students will examine and submit twenty online ELD strategy resources.

National Content / Common Core Standards

This course aligns itself with the National Board for Professional Teaching Standards (NBPTS) and the National Teachers of English to Speakers of Other Languages (TESOL) Standards. Specific standards for NBPTS include Standards I-IV. These standards specifically deal with teachers drawing on their knowledge of human development, being models of language proficiency, being knowledgeable about cultural dynamics, and finally are able to show an ability to draw on a comprehensive command of their subject matter and language instruction. Other specific standards for NBPTS include Standards V-VI. In these specific instances teachers are to be able to use a variety of approaches (multiple paths) that cause their students to confront, explore, and understand important concepts of the curriculum. This course aligns specifically to TESOL National Standards as well. Specifically all three primary goals/standards (and their subsets) including students being able to use English in social settings, use English to achieve academically, and finally use English in socially and culturally appropriate manners.

NBPTS Standards
- Standard One: Knowledge of Students
- Standard Two: Knowledge of the Field
- Standard Three: Engagement
- Standard Four: Learning Environment
- Standard Five: Equity, Fairness, and Diversity
- Standard Six: Instructional Resources
- Standard Seven: Instructional Decision Making

TESOL Standards
- Standard One: Communicate for social, intercultural, and instructional purposes.
- Standard Two: Communicate information, ideas, and concepts (Language Arts).
- Standard Three: Communicate information, ideas, and concepts (Mathematics).
- Goals 1-3 (TESOL) and accompanying standards 1-3 (within goals).

Common Core Standards
- ELD Common Core focuses on the language in the content areas.
- This includes social, instructional, ELA, Math, Science, and Social Studies language.
- Involves entering school with base-level understanding on way to proficiency.
- All CC Standards, across the content, that focus on vocabulary, multiple meanings, structures, and student discourse.
- All "content-derived" context that increases academic language (this applies to most CC Standards).
- With CC Standards focus, teachers (students) will examine not only the content that they teach, but the language of that content.

Learning Objectives / Outcomes
- Participants will be able to identify their own ELD learners' skills, interests, aspirations, and values. (NBPTS: Standards 1, 2, 3, 7) (TESOL: Goal 1: Standards 1-2, Goal 2: Standards 1-3, Goal 3: Standard 3)
- Participants will be able to analyze their own strategies and then modify said strategies in order to better meet the needs of their ELD learners. (NBPTS: Standard 4, 5, 6) (TESOL: Goal 1: Standards 1-3, Goal 2: Standards 1-3, Goal 3: Standards 1-3)

- Participants will be able to describe a set of goals that meets the needs of their ELD learners. (NBPTS: 4, 5) (TESOL: Goal 1: Standard 3, Goal 2: Standard 3, Goal 3: Standard 3)
- Participants will be able to gather, process, and defend a collection of teaching resources that is designed to meet the needs of their ELD learners. (NBPTS: 1, 2, 3, 4, 5) (TESOL: Goal 1: Standards 1-3, Goal 2: Standards 1-3, Goal 3: Standards 1-3)
- Participants will be able to compare former and contemporary methods as they design curricula for their ELD learners. (NBPTS: 2, 6, 7) (TESOL: Goal 1: Standard 3, Goal 2: Standard 3, Goal 3: Standard 3)
- Participants will describe multiple paths to common goals set forth for their ELD learners. (NBPTS: 6) (TESOL: Goal 1: Standards 1-3, Goal 2: Standards 1-3, Goal 3: Standards 1-3)
- Participants will create grade level appropriate curricula that causes their ELD learners to use English, written and spoken, in social settings in order to extend communicative competence. (NBPTS: 2, 3, 5, 6) (TESOL: Goal 1: Standards 1-3, Goal 2: Standards 1-3, Goal 3: Standards 1-3)
- Participants will create grade level appropriate curricula that causes their ELD learners to use English to achieve academically as they interact in the classroom, obtain and construct subject matter information, and apply academic knowledge in the classroom setting. (NBPTS: 2, 5, 6) (TESOL: Goal 2: Standard 1, 3)
- Participants will create grade level appropriate curricula that causes their ELD learners to use English in socially and culturally appropriate ways. This includes non-verbal communication. (NBPTS: 2, 3, 4, 6) (TESOL: Goal 1: Standards 1-3, Goal 2: Standards 1-3, Goal 3: Standards 1-3)
- Participants will create a final project that produces grade level curricula that demands that learners use English in written and oral language, for academic achievement, and for social and cultural reasons. (NBPTS: 7) (TESOL: Goal 1: Standards 1-3, Goal 2: Standards 1-3, Goal 3: Standards 1-3)
- All referenced Common Core Standards are to be used on a case by case (content/context). This means that PK-12 CC Standards can be applied to all teaching activities across all content areas. It just so happens that, in the case of ELL development, reference to usage of CC Standards is appropriate when examining methods to develop and enhance an ELL's academic language.

Schedule of Topics and Assignments

This section of the syllabus should describe exactly what material the student must cover and in what sequence. Likewise, assignments, activities, and/or examinations should be integrated with the topics to show the relationship between learning and practice.

Assignments need to include a various range of strategies and opportunities for Graduate level work in: (Refer to Course Review Sheet for additional course criteria)
- Reflective writing
- Critical thinking
- Direct application to classroom use via lesson plans, unit preparation, projects, etc.
- Use of current "best practice" learning strategies for the student to use as well as model for their classroom.
- Development of discussion questions or assignments that can be used in the classroom which will encourage the application of critical thinking skills
- Identification of specific content or professional teaching standards from the student's state or district being addressed in the assignments.

Evidence of Learning

Please note that I will be looking for evidence of learning as pertaining to the course objectives. The following points are key concepts and evidence points:

- Course instructor observed evidence of understanding as demonstrated by participant's reflective journals and blog responses.
- Course instructor observed evidence of understanding as demonstrated by participant's participation in the course forums.
- Course instructor observed evidence of understanding as demonstrated by participant's creation of curricula that identified ESL learners' skills, interests, aspirations, and values.
- Course instructor observed evidence of understanding as demonstrated by participant's ability to analyze and modify their own teaching strategies.
- Course instructor observed evidence of understanding as demonstrated by participant's ability to describe a set of goals for their learners.
- Course instructor observed evidence of understanding as demonstrated by participant's ability to process, collect, and defend their choice of teaching resources.
- Course instructor observed evidence of understanding as demonstrated by participant's comparing of former and now contemporary teaching models.
- Course instructor observed evidence of understanding as demonstrated by participant's competence at describing multiple paths to common goals for their learners.
- Course instructor observed evidence of understanding as demonstrated by participant's creation of a final project that produces grade level curricula that demands that learners use English in written and oral language, for academic achievement, and for social and cultural reasons.

Grading Policies and Rubrics

There are 600 points possible for this course. If a student scores between 500-600 points, an A grade will be awarded. If the student scores between 450-500 points, then a B grade will be awarded. Any student scoring at 449 points or less will not pass this course.

Please note:

- The discernment between an A/B grade is at the discretion of the instructor based on the quality of work submitted.
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed on time in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Major Assignments

1.	Forum Participation	25 points
2.	Email Responsiveness	25 points
3.	Create a Quote	25 points
4.	Reflection Journals	25 points
5.	General Content Performance	25 points
6.	5-Lesson Unit	125 points
7.	Conceptual Generalization Essay	100 points
8.	Course Artifacts Section	100 points
9.	Twenty Online ELD Resources	100 points

10. Submission of resources to MERLOT   50 points

    TOTAL   600 points

You will be participating in discussion forums as you progress through the course. There is one grade for all of the forums, which is based on the stated expectations.

Rubric for Evaluating Assignments

Please note:
- The following rubric is a basic overview of expectations. Within the course, specific guidelines and protocols, based on the attendance of that moment, will be clearly communicated to participants in the course.
- Expectations (rubrics) will be communicated for all forum responses, written work, responses to peers in the forums, blogging, wiki work, DVD responses, and the signature assignments.

ASSIGNMENTS	NO CREDIT	EARN "B" CREDIT	EARN "A" CREDIT
FORUM PARTICIPATION _____/25	OCCASIONAL INPUT IN FORUMS WHEN COMPARED TO SYLLABUS	MISSED 1-2 CHANCES PER SECTION PER SYLLABUS	MADE ALL OPPORTUNITIES PER SECTION AS PER SYLLABUS
EMAIL/SNAIL MAIL _____/25 *WHEN APPLICABLE	USUALLY MISSED OPPORTUNITES	MADE MOST OPPORTUNITIES PER SYLLABUS	MET ALL OPPORTUNITIES PER SYLLABUS
OPPORTUNITIES CREATE A QUOTE SECTION____/25	DID NOT COMPLETE 2 OR MORE QUOTES PER SYLLABUS	COMPLETED ALL BUT ONE QUOTES PER SYLLABUS	ALL QUOTES ARE COMPLETED PER SYLLABUS
REFLECTIVE JOURNALS _____/25	DID NOT COMPLETE JOURNALS	COMPLETED ALL BUT ONE REFL. JOURNAL AS PER SYLLABUS	ALL JOURNALS ARE COMPLETED AS DIRECTED IN SYLLABUS
GENERAL CONTENT PERFORMANCE _____/25	DID NOT MEET THE SPECIFICATIONS OUTLINED	MET MOST OF THE SPECIFICATIONS IN SYLLABUS	MET ALL SPECIFICATIONS OUTLINED IN SYLLABUS
FIVE LESSON FINAL UNIT _____/125	THREE OR LESS UNITS COMPLETE PER SYLLABUS	AT LEAST FOUR UNITS COMPLETED AS PER SYLLABUS	ALL FIVE UNITS COMPLETED AS PER SYLLABUS
CONCEPTUAL GENERALIZATION	DID NOT COMPLETE THE ESSAY AND	ESSAY DONE BUT WITH SOME ERRORS	ESSAY ON TOPIC COMPLETE WITH FEW

ESSAY _____/100	STICK TO TOPIC	AND TOPIC ISSUES	OR NO ERRORS
COURSE ARTIFACT SECTION _____/100	DID NOT CREATE ANY ARTIFACTS DURING COURSEWORK	SUBMITTED MOST ARTIFACTS IN NO PARTICULAR ORDER	ALL ARTIFACTS ARE IN AND SUBMITTED IN ORDERLY MANNER AS PER SYLLABUS
TWENTY ONLINE RESOURCES _____/100	FOUND LESS THAN 15 RESOURCES	FOUND LESS THAN 20 RESOURCES	FOUND ALL 20 RESOURCES AS PER SYLLABUS
MERLOT REQUIREMENT _____/50	DID NOT LIST RESOURCES ONLINE	DID NOT LIST RESOURCES ONLINE	LISTED ALL 20 RESOURCES ONLINE
TOTAL POINTS POSSIBLE=600	TOTAL POINTS FOR "NO CREDIT" (< 450)	TOTAL POINTS FOR "B" GRADE= 450--500	TOTAL POINTS FOR "A" GRADE=500--600

Writing Requirements

The following points are to be considered, in addition to the course rubrics, when completing all written assignments and responses.

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.

***Be advised that instructor will reject all sub-standard writing.

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)

Instructor/Student Contact

There will be multiple opportunities for student/instructor contact. They are listed below:

- By appointment via Skype (username: tenhet44)
- Participants can contact me via telephone. My cell is 661-699-7287.
- By email (this is the preferred method as I check my emails numerous times each day). Please email me at tenhet44@gmail.com .
- There will be interaction/contact on the class blog, wiki, and in the discussion board areas.

The instructor will send feedback via Moodle and other means (such as email) at the conclusion of the requirements for each section.

Distance Learning Courses: A requirement from many districts across the nation is instructor/student contact. A minimum of three contacts between the instructor and student are required by this course. This course will allow for numerous other opportunities for contact with the instructor as well (via prompts, forums, blogging, and other imbedded interactions).

Online Courses: Throughout the course students will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. A Virtual Office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are submitted. I will try to provide feedback on all submitted assignments within 5-10 working days. If you require any immediate assistance with directions or feedback, do not hesitate to call my cell phone.

References/ Resources

Cary, Stephen. (2007). Working with English Language Learners. Portsmouth: Heinemann Publishers

Cloud, N., Genesee, F., & Hamayan, E. (2009). Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices. Portsmouth: Heinemann Publishers.

Hill, J.D., & Flynn, K. M. (2006). Classroom Instruction that Works with English language Learners. Alexandria: ASCD Press.

Ross, J. (2012). 120 Content Strategies for English Language Learners. Boston: Pearson Education.

Policy on Plagiarism

> *All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.*

Fresno Pacific University Desired Student Outcomes

> *Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:*

- *Oral and written communication in individual and group settings*
- *Content knowledge, and application of such knowledge in the student's area of interest to affect change*
- *Reflection for personal and professional growth*
- *Critical thinking*
- *Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems*