

**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**  
**School of Education**  
**Curriculum & Instruction**

**COUSE SYLLABUS – Fall 2006**

- 1. Course Prefix and Number:** CUI 618
- 2. Course Title:** Teaching English as a Second Language
- 3. Credits:** 3
- 4. Course Prerequisites/Corequisites:** Admission to the ESL add-on licensure program or the M.Ed. in ESL.
- 5. For Whom Planned:** Core course in the ESL add-on licensure and ESL M.Ed. programs.
- 6. Instructor Information:** Kathryn Prater  
345 Curry Building  
Email: [kaprater@uncg.edu](mailto:kaprater@uncg.edu)
- 7. Course Purpose/Catalog Description:** Specific instructional methods and strategies to facilitate content area instruction and English language development for students who speak languages other than English.
- 8. Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through preparation and continuing professional development of teachers, principals and other school personnel.*
- 9. Course Goals and/or Objectives/Student Learning Outcomes:** Students will meet all 14 North Carolina Standards for English as a Second Language Teachers through the readings, discussions, and assignments in this course (see #16 below for alignment to standards)

**10. Teaching Strategies:** Teaching strategies for this course include lecture, class discussion, group work, individual conferences, student presentations, electronic discussion boards, field-based activities and teaching simulations and technology engagements.

**11. Evaluation Methods and Guidelines for Assignments:** The letter grades will be derived from the following assignments and grading scale.

### Grading Scale

A	95-100	B-	82-80
A-	90-94	C+	77-79
B+	87-89	C	76-70
B	83-86	F/WF	Below 70

### Assignments:

- Online discussion of assigned readings (20 points)
- Moderating online discussion with assigned group (10 points)
- Research article review (5 points)
- Lesson plans for tutoring (20 points)
- Technology review (5 points)
- Quizzes (20 points)
- Portfolio (20 points)

### Online Discussion

You will participate each week in online discussions based on your reading by adding at least 250-words to the conversation. Your postings should include your reactions to and questions about the required readings and at least one response to other students' remarks in the online discussion.

### Moderating the Discussion

You will participate on a team that has responsibility for moderating the online discussion for one chapter in the text. Moderating the discussion includes preparing and posting questions for discussion, moderating the discussion during the week, and synthesizing the content of the discussion at the end of the week.

### Research Article Review

- You will select one article to read that examines important topics related to content area instruction in ESL education. You will write a well-organized critical review of the article you read. The article review will include:
  - Introductory statement
  - Reasons for choice
  - Summary of the article including the major themes and/or specific instructional method
  - Personal application of the major ideas or themes presented in the article

### Lesson Plan for Tutoring

This course has a tutoring component. During class time you will meet with an English language learner and tutor this student in a content area for 10 sessions. For each session, you will prepare a lesson plan that includes the following:

- Specific strategies related to the ESL method assigned for the week
- Content area instruction—determined by the needs of your student
- Observations of the student’s responses to your instruction during the lesson
- Assessment of the objectives for the lesson and the student’s English language use during the tutoring session
- Reflection and planning for the next lesson

**Technology Review**

You will select 3 websites and 2 software programs to review. You will then write a summary of each resource considering what it offers, what it is about, and what types of support it provides. You will also describe the usefulness of each resource to you as an ESL educator.

**Quizzes**

You will have 2 quizzes each worth 10 points. Quizzes will cover information from class lectures and readings. The quiz format will be short answer, multiple choice and/or true false questions.

**Portfolio**

You will compile a portfolio of your work that will demonstrate your understanding of the major topics of this class. For each major topic discussed in class, you will include:

- A description of the ESL method/strategy/assessment including the theoretical base and purpose
- A tutoring lesson plan that demonstrates the implementation of that ESL method/strategy/assessment
- An explanation of how you may use this method/strategy/assessment in your teaching

**12. Required Text(s)/Readings/References:**

1. Díaz-Rico, L. & Weed, K. (2006). *The Crosscultural Language and Academic Development Handbook: A Complete K-12 Reference Guide*. Boston: Pearson/Allyn & Bacon.
2. Echeverria, J., Vogt, M. & Short, D. (2004). *Making Content Comprehensible for English Learners: The SIOP Model*. Boston: Pearson/Allyn & Bacon.

**13. Topical Outline:**

Class & Topic	Tutoring Focus
Class 1 Course overview and introductions ELLs in our schools ESOL in NC schools NC SCS for ELLs	

Class 2 Program Models Theories of language development and their application in ESL content instruction	
Class 3 The classroom as an environment for language acquisition & the role of interaction and culture in language learning	
Class 4 Plan for tutoring session #1 Total Physical Response (TPR) Classroom practices that support ELLs academic and social language development TPR	
Class 5 Tutoring Session #1 Oral Language Development & Assessment Sheltered English	Get to know your student
Class 6 Tutoring Session #2 Assessment for ELLs	TPR
Class 7 Tutoring Session #3 Planning Instruction for ELLs using Assessment Data	Administer an oral language assessment
Class 8 Tutoring Session #4 Evaluating Materials for ELL instruction	Administer a content area assessment
Class 9 Tutoring Session #5 English language instruction in the content areas	Vocabulary
Class 10 Tutoring Session #6 Content Instruction for ELLs CALLA	Math Journals
Class 11 Tutoring Session #7 Content Reading and Writing for ELLs	Sheltered English
Class 12 Tutoring Session #8 Diversity among ELLs SIOP	Sheltered English
Class 13 Tutoring Session #9 Teaching the Whole Student—The Affective Domain	SIOP
Class 14 Tutoring Session #10 (final session)	SIOP

Program Evaluation: What do ELLs need to succeed?	
Class 15	
Reflection: What have you learned?	

#### 14. Other Information:

**Americans with Disabilities Act:** UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on disability must be registered with the Office of Disability Services (ODS) located at 208 Elliott University Center, (336) 334-5440 V/TTY. Students with a disability must provide a letter from the ODS stating the appropriate accommodations for this course as soon as possible. If you have a documented disability and wish to discuss how these academic accommodations will be implemented in the course, please contact me.

#### 15. Recommended Text(s) and/or Readings:

- Coppola, J. (2005). Meeting the needs of English learners in all-English classrooms: Sharing the responsibility. In Gilbert G. Garcia (Ed.) *English learners: Reaching the highest level of English literacy* (pp. 182-197). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Donovan, C. & Smolkin, L. (2005). Considering genre, content visual features in the selection of trade books for science education. In Zhihui Fang (Ed.) *Literacy Teaching and learning: Current issues and trends* (pp. 153-171). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Dyson, A.H. (2005). Popular literacies and the “all” children: Rethinking literacy development for contemporary childhoods. In Zhihui Fang (Ed.) *Literacy Teaching and learning: Current issues and trends* (pp. 258-265). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Faltis, C. (2001). *Teaching English Language Learners in Elementary Communities*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- George, M., Raphael, T. & Florio-Ruane, S. (2005). Connecting children, culture, curriculum and text. In Gilbert G. Garcia (Ed.) *English learners: Reaching the highest level of English literacy* (pp. 308-332). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall
- Graves, M. & Fitzgerald, J. (2005). Scaffolding reading experiences for multilingual classrooms. In Gilbert G. Garcia (Ed.) *English learners: Reaching the highest level of English literacy* (pp. 96-124). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Hadaway, N., Vardell, S. & Young, T. (2002). *Literature-Based Instruction with English Language Learners K-12*. Boston: Allyn & Bacon.
- Hernández, A. (2005). Making content instruction accessible for English language learners. In Gilbert G. Garcia (Ed.) *English learners: Reaching the highest level of English literacy* (pp. 125-150). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Laturnau, J. (2005). Standards-based instruction for English language learners. In

Gilbert G. Garcia (Ed.) *English learners: Reaching the highest level of English literacy* (pp. 286-307). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Miramontes, O. (2005). Language and learning: Exploring schooling issues that impact linguistically diverse students. In Zhihui Fang (Ed.) *Literacy Teaching and learning: Current issues and trends* (pp. 225-234). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Street, B. (2005). New literacies in theory and practice: What are the implications for language in education? In Zhihui Fang (Ed.) *Literacy Teaching and learning: Current issues and trends* (pp. 244-257). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

## 16. Alignment with State and National Standards:

NC Standards for ESL Teachers	Evidence of Learning	Assessment Tool
1. Teachers demonstrate a high level of competence as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.	Course readings, quizzes, class discussions, quizzes, article review, technology reviews, lesson plans and portfolio.	Rubrics and scores for quizzes, article review, technology reviews, lesson plans and portfolio.
2. Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.	Course readings, class discussions, quizzes, article review, technology reviews, and portfolio.	Rubrics and scores for quizzes, article review, technology reviews, and portfolio.
3. Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.	Course readings, class discussions, quizzes, article review, technology reviews, lesson plans and portfolio.	Rubrics and scores for quizzes, article review, technology reviews, lesson plans and portfolio.
5. Teachers apply effective methods, practices, and strategies base on second language acquisition theories and research to plan, implement, and manage ESL and content instruction.	Course readings, class discussions, lesson plans and portfolio	Rubrics and scores for lesson plans and portfolio
6. Teachers identify, choose, and adapt a wide range of materials, resources, and technologies in ESL and content instruction.	Course readings, class discussions, article review, technology reviews, lesson plans and portfolio.	Rubrics and scores for article review, technology reviews, lesson plans and portfolio.
7. Teachers develop literacy in limited English proficient students.	Course readings, class discussions, article review, technology reviews, lesson plans and portfolio.	Rubrics and scores for article review, technology reviews, and portfolio.

8. Teachers use a variety of assessments as they related to the education of limited English proficient students.	Course readings, class discussions, lesson plans and portfolio	Rubrics and scores for lesson plans and portfolio
9. Teachers recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a second language.	Course readings, class discussions, quizzes, lesson plans and portfolio	Rubrics and scores for quizzes, lesson plans and portfolio
10. Teachers utilize and respect the diversity in the languages and cultures of limited English proficient students.	Course readings, class discussions, lesson plans and portfolio	Rubrics and scores for lesson plans and portfolio
11. Teachers affirm that all students with limited English proficiency can learn English.	Course readings, class discussions, lesson plans and portfolio	Rubrics and scores for lesson plans and portfolio
12. Teachers stay current on research, trends, policies, and legal mandates affecting ESL programs.	Course readings, class discussions, technology reviews	Rubrics and scores for technology reviews
13. Teachers advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools.	Course readings, class discussions, lesson plans and portfolio	Rubrics and scores for lesson plans and portfolio
14. Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction.	Course readings, class discussions, article review, technology reviews, lesson plans and portfolio.	Rubrics and scores for article review, technology reviews, lesson plans and portfolio.