

12-124

OWUCC AP-4/16/13
Senate-Info-4/30/13

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: EDEX 323 Instruction of English Language Learners with Special Needs

Instructor(s) of Record: Susan Glor-Scheib

Phone: 412-913-8618 Email: sglorsch@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Suzanne Baker 4/2/13
Signature of Department Designee Date

Endorsed: *Edward Wardi* 4/5/13
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail Sechrist 4/17/13
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

Thomas S. Mackland (um) 4/18/13
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Received APR 17 2013 Liberal Studies
Received APR 12 2013 Liberal Studies

Narrative Rationale for Items A1-A5

A1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Qualifications in the Discipline: Dr. Glor-Scheib is a Pennsylvania certified educator who has maintained her active certifications through workshop trainings and other professional development activities that earn Act 48 credits. She began her teaching career as an elementary-level teacher for three years and then taught special education in a hospital setting for five years after completing a master's degree in special education. Dr. Glor-Scheib is certified in elementary education; special education (instructing students with intellectual disabilities, physical disabilities, and/or emotional and behavioral disorders); and instructing students who are English Language Learners (ELL). Dr. Glor-Scheib has been with IUP for 20 years and has taught EDEX 323 in live course format for the past 2 years. She has already developed and is currently teaching an online graduate course, EDEX 754 801. In addition, she participates in conferences teachers of English Language Learners and reviews texts and articles related to ELL theory, pedagogy, and current issues.

Qualifications in Distance Education: Dr. Glor-Scheib attended trainings in both WebCT and Moodle, including the Moodle Assignments, Moodle Gradebook, Moodle Quizzes, and Moodle Forums workshops. She used Moodle elements in the Fall, 2010 and Spring, 2011 courses. Since then she was supported in creating online version of EDEX 754 as part of the Graduate Online Program Initiative (GOPI) in 2011. The course ran completely online for the first time in the summer of 2012 and is also being taught in the spring semester as well as summer for the foreseeable future.

She continues to consult with the university's online learning specialist in the development of this course and will receive continued development and production support in the implementation of the course and ongoing support from Instructional and Research Technologies.

A2. How will each objective in the course be met using distance education technologies?

As a result of taking this course the students will be able to:

1. demonstrate cultural awareness extending concrete or visible culture to deep culture in order to promote understanding of the beliefs and behaviors of students with diverse backgrounds.

Students will individually investigate a designated culture, examining both surface and deep cultural characteristics. They will create a two-page handout to share with classmates on their assigned culture as well as strategies for instructing children from that culture in the classroom and specific suggestions for interacting with the children's

families. In addition, students will provide a brief bibliography to learn more about that culture. Students will discuss applications in discussion forums.

2. demonstrate knowledge of the fundamental concepts and practices of language acquisition, with emphasis on instructional materials and strategies, and appropriate assessment.

Students will use the structure of the Sheltered Instruction Observation Protocol (SIOP) to create assessments and lesson plans in their respective major content areas as a final product in this course. All lesson plans will be uploaded to a dropbox and discussion forum to share with classmates.

3. apply cross-cultural conflict resolution techniques as they relate to K-12 settings.

Students will investigate program options for ELLs in K-12 settings including Transitional Bilingual Education, Developmental Bilingual Education, Two-Way Immersion, Newcomer Programs, English Language Development, as well as Sheltered Content Instruction. Each program type incorporates communication strategies including those best used for conflict resolution. Students will be assigned to small group investigation teams to research and develop a presentation on each of the program options to share with classmates. Students will examine the presentations of program options other than the one they developed and discuss applications in discussion forums.

4. develop knowledge and skill in the area of structure of the English language, grammar, and pronunciation, including lexical, morphological, syntax, phonological and pragmatic components.

Students will review the structure of English language including phonology, morphology, syntax, semantics, and pragmatics. They will correctly identify elements in an online quiz and apply these concepts in other course activities.

5. identify the availability of school support services to assist their students in language acquisition and content learning.

In addition to investigating the programs options for ELLs in K-12 settings, students will research school support programs and services for English Language Learners with special education learning needs. They will examine Individualized Education Plans for ELLs with special needs using a case study methodology. Students will also investigate particular websites for support for teaching ELLs in K-12 settings. They will share their findings with classmates by posting in a discussion forum.

6. design activities to promote parental/family involvement in their child's educational program.

As a function of the assigned Cultural Investigation Module, students will investigate best practices in family communication and participation, and develop their own cultural competence as educators through discussion forum interactions.

7. design and implement lessons tailored to meet the needs of students with limited English proficiency through adaptation and modification of the curriculum.

The Sheltered Instruction Observation Protocol (SIOP) is a methodology specifically developed to meet the needs of students with limited English proficiency by promoting both content and language objectives and activities throughout a complete lesson.

Accommodations and modifications in lesson planning are also explored for those ELLs who also have special learning needs. Students will create a content-area specific SIOP lesson as a final product in the course which will be uploaded to a dropbox and into a discussion forum to share with classmates.

8. develop knowledge and skills to assist their students in communicating using both verbal and nonverbal language.

The pragmatics of language is integrated throughout the course. Students will do a personal examination of their own use of listening as well as verbal and non-verbal language skills then share what they've learned about their own communication system through a discussion forum.

9. locate and utilize the available resources through technology related to ELL.

Students will accomplish this objective through two outcomes; the website investigation and an assignment in which they'll use a video technology, Vimeo, to demonstrate a designated strategy for teaching English language learners. The videos will be uploaded to a discussion forum for all to view and peer assess.

10. demonstrate the skills necessary to collaborate effectively with other educators to assist their students with limited English proficiency.

Students will research school support programs, personnel, and services for English Language Learners with special education learning needs. They will examine Individualized Education Plans for ELLs with special needs using a case study methodology. They will share their findings with classmates by posting in a discussion forum.

A3. How will instructor-student and student-student, if applicable, interaction take place?

Instructor-Student Interactions—The instructor will be actively involved in the

activities conducted through D2L, including managing the online learning environment and participating in online discussion forums. The instructor will also be available to conference individually and or in small groups with students. The course syllabus will include instructor contact information and online and on-campus office hours. Students may reach the instructor via e-mail and through asynchronous LMS communication features (e.g., e-mail and instant messaging) and by phone during the instructor's office hours. The instructor will regularly provide feedback to student assignments and within forums.

Student-Student Interactions—Students will be expected to actively participate in the LMS environment. Students will participate in course discussions, small-group interactions and collaborative projects, and peer critique through the LMS discussion forums, Web conferencing technologies (e.g., Wimba), e-mail, chat, and LMS instant messaging features.

A4. How will student achievement be evaluated?

Students will receive a total of 320 points for the following required course assignments. Each assignment will be scored using a rubric or a scoring key:

Forum Participation (10 points each module/50 total points)

Participation in the forum discussions and activities is a critical element in the online format. The quality of work posted in the forum discussions and activities is used to evaluate the student in the course. Prompt, courteous and insightful postings and responses are expected. Students will begin the course discussions by writing an introduction about themselves; highlighting their personal goals for the course and their instructional experiences, and posting it in the forum discussion.

ELL Program Options Presentation (45 total points)

Students will work in groups to examine one of the five ESL/ELL program options; Transitional Bilingual Education, Developmental Bilingual Education, Two-Way Immersion, Newcomer Programs, and English Language Development. Students will prepare a PowerPoint presentation highlighting the essential elements and application strategies associated with the particular program. In addition, students will read about the four other programs and provide informative feedback to one other group's presentation. Both their developed and reviewed presentation will utilize the PowerPoint rubric and qualitative comments about each presentation are expected. Students should be prepared to discuss their findings in the forum.

SIOP ELL Lesson Plan (70 total points) *

Students will work individually to create a lesson plan on any topic of their choosing. The lesson plan is expected to exemplify each of the eight elements of a SIOP lesson plan which can be geared to any age pupil of any ability level or disability in any content area. Plans should include any appropriate adaptations and/or modifications to best meet the

needs of the pupils. Students will post their lesson plans and facilitate a forum discussion based on the reflection questions.

Cultural Investigation Project (25 total points)

Students will investigate a designated culture for both surface and deep cultural characteristics and share their findings with the class. In their products, they will address culturally sensitive strategies for working effectively with both the pupils and their families.

Website Investigation Project: (25 total points)

Each student will explore the web and catalog at least 6 useful sites identified as educational resources helpful when working with students with limited English in the classroom. Site elements will be described and discussed in some detail. Students will tailor their search to their respective majors.

ELL Case Study (30 total points)

Students will evaluate an IEP of a pupil with limited English who also has special learning needs. Students will ascertain the appropriateness of the assessment completed in the case and whether the language of the annual goals and specially designed instruction are adequate to meet the pupil and reflect best practice.

ELL Strategy Vimeo Presentation (50 points)

Students will work with one other student to create an instructional video demonstrating the elements of an assigned ELL strategy. The students will also each describe how they would apply the strategy in a classroom setting in their respective majors. Vimeo software will be used for filming and uploading to D2L for classmates to view and assess. Forum discussions will focus on applications of the strategies.

Elements of English Language Quiz (25 points)

Students will complete a 25-point quiz on the structure of English including phonology, morphology, syntax, semantics, and pragmatics.

***Key Assessment**

A5. How will academic honesty for tests and assignments be addressed?

The following methods will be used to ensure academic integrity in the course:

- **Introductory Writing Assignment**—Students will be asked to write a personal introduction that will be used as a writing sample for comparison to subsequent work.
- **Plagiarism Detection**—The instructor will use a plagiarism detection system, such as <http://searchenginereports.net/articlecheck.aspx> or Google search.

- **Group Monitoring**—For collaborative assignments, groups will be set up within the learning management system and the instructor will be a member of each group to monitor group activities.
- **Random Checks for Understanding**—The instructor will ask follow-up questions for elaboration from the student in forum discussions.
- **Limited Topic Selection**—For individual assignments topical choices will either be specified or choices will be done in a public forum to avoid duplication.
- **Policy Statements**—The instructor will require students to read and review IUP Computing Policies Website at <http://www.iup.edu/itsupportcenter/policies>. Additionally, the following academic integrity policy, an abbreviated form of the actual integrity policy in the IUP *Graduate Catalog*, will be incorporated into the course syllabus:

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and by enrolling you agree to follow the rules and expectations therein. The following instances are considered violations of academic integrity:

- *Providing or receiving unauthorized assistance in coursework, lab work, theses, dissertations, or examinations.*
- *Using unauthorized materials and resources during examinations or quizzes.*
- *Plagiarism, which is the use of papers, dissertations, essays, reports, speeches or oral presentations, take-home examinations, computer projects, and other academic exercises or the use of ideas or facts beyond common knowledge without attribution to their originators.*
- *Using the same paper or presenting work more than once without instructor authorization.*
- *Possessing course examination materials without the prior knowledge and consent of the instructor.*
- *Engaging in behaviors that are disruptive or threatening to others.*
- *Using computer technology in any way other than for the purposes intended for the course.*

Please note that IUP faculty members use a variety of technologies to check for authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's Academic Integrity Policy and Procedures are available in the Graduate Catalog at <http://www.iup.edu/graduatestudies/catalog>.

**SPECIAL EDUCATION AND CLINICAL SERVICES
INDIANA UNIVERSITY OF PENNSYLVANIA
INDIANA, PA 15705**

Course Title: EDEX 323 801: Instruction of English Language
Learners with Special Needs
Course Instructor: Dr. Susan Glor-Scheib
Phone: (office) 412-237-4501
Cell Phone: 412-913-8618—Please call only in
emergency situations between 9:00 AM to 8:00 PM.
E-Mail: sglorsch@iup.edu

I. Catalog Description.

EDEX 323 Instruction of English Language Learners with Special Needs 2c-01-2cr

Provides future teachers with the necessary methods to meet the needs of English language learners with special needs in the classroom. Based upon knowledge of the behaviors, beliefs, and attitudes of a multicultural approach to learning, instructional methods, appropriate assessment and language acquisition techniques, and use of varied resources are included.

Required Texts and Materials

II. Required Textbooks

Echevarria, J. & Graves, A. (2011). *Sheltered Content Instruction: Teaching English Learners with Diverse Needs*, 4th Ed. Pearson: Boston

Herrell, A.L. & Jordan, M. (2012). *50 Strategies for Teaching English Language Learners*. Pearson: Boston

Additional readings will also be required for several topics provided through D2L

III. Course Outcomes.

As a result of taking this course the students will be able to:

1. demonstrate cultural awareness extending concrete or visible culture to deep culture in order to promote understanding of the beliefs and behaviors of students with diverse backgrounds.

2. demonstrate knowledge of the fundamental concepts and practices of language acquisition, with emphasis on instructional materials and strategies, and appropriate assessment.
3. apply cross-cultural conflict resolution techniques as they relate to K-12 settings.
4. develop knowledge and skill in the area of structure of the English language, grammar, and pronunciation, including lexical, morphological, syntax, phonological and pragmatic components.
5. identify the availability of school support services to assist their students in language acquisition and content learning.
6. design activities to promote parental/family involvement in their child's educational program.
7. design and implement lessons tailored to meet the needs of students with limited English proficiency through adaptation and modification of the curriculum.
8. develop knowledge and skills to assist their students in communicating using both verbal and nonverbal language.
9. locate and utilize the available resources through technology related to ELL.
10. demonstrate the skills necessary to collaborate effectively with other educators to assist their students with limited English proficiency.

IV. Detailed Course Outline

Text chapters are designated below; however, other readings will be made available to students through D2L. Students are responsible for checking online several times per week for additional material that may be downloaded and printed out. Information from these materials will be included in exams.

Weekly Schedule for Summer 5-Week Course	Class Topic	Preparation for Class/Assignments Due
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Week 1</div>	<ul style="list-style-type: none"> • Teaching English Language Learners 	<ol style="list-style-type: none"> 1. Students will view PPT on the structure of the English language 2. Read Chapter 1 – pp 6-9; Chapter 2 of Echevarria & Graves 2. Students will view PPT on factors affecting second language acquisition 3. Students will be assigned to groups to research models of instruction for ELLs including Transition Bilingual Education, Developmental Bilingual Education, Two-Way Immersion, English Language Development, and Newcomer Programs 4. Each group will create Powerpoint programs to upload into discussion forum 5. Online quiz on structure of English language 6. Linking L2 Acquisition Theories and best practice applications online activity 7. Discussion forum question <p>DUE Dates dependent on 5-week or 14-week course offering</p>
Week 2	<ul style="list-style-type: none"> • Developing Cultural Competence for Assessment and Instruction 	<ol style="list-style-type: none"> 1. Read Chapter 1 - pp1-5; 9-26, and Chapter 4 2. View PPT - CLDs and CLDEs in American Schools 3. Read articles by Ming & Dukes (2006) and Craig, Hull, Haggart & Perez-Selles (2000) 4. View <i>Culturally Responsive Teaching</i>: http://www.youtube.com/watch?v=uOncGZWxDc 5. Create and post 1-2 page brochure on a culture to include deep and surface cultural characteristics, strategies for including a students from that culture in the classroom, strategies for interacting with the student's family, and a literary resource (novel, biography, poetry, children's story) about the culture. Submit in cultural investigation dropbox. Use the provided checklist for your paper and brochure/handout. 6. Discussion forum review of at least four other cultures. <p>DUE Dates dependent on 5-week or 14-week course offering</p>

<p>Week 3</p>	<ul style="list-style-type: none"> Teaching/Learning Environment for Language Acquisition 	<ol style="list-style-type: none"> 1. Read Chapters 3 and 5 of Echevarria and Graves. 2. Review the following website to examine teaching resources for multiple age students and various content area subject matter - http://www.colorincolorado.org/educators/ 3. Create a website investigation review of six ELL websites related to your content area and grade level learners. Upload your website review to the dropbox and the discussion forum. 4. Review ELL Case Study, write reflection of whether IEP goals are adequate to meet student's language and learning goals. Upload reflection to discussion forum. 5. Review Sheltered Content Instruction slide presentation and detailed SIOP PDFdocument 6. Review provided lesson plan to check for SIOP elements; correct lesson elements that do NOT meet with SIOP guidelines. Submit corrected lesson plan to dropbox. 7. Review ELL lesson plan* guidelines 8. Discussion forum comparing SIOP lesson planning guidelines with traditional lesson plan. <p>DUE Dates dependent on 5-week or 14-week course offering</p>
<p>Week 4</p>	<ul style="list-style-type: none"> Maximizing Strategies for ELLs in the Classroom 	<ol style="list-style-type: none"> 1. Review Learning Styles PPT 2. Read strategies in Herrell & Jordan (2012), select those most pertinent to your grade level and content area. 3. Independently or with designated partner, create video using Vimeo software to teach an assigned ELL strategy. Strategy video will be uploaded to D2L in discussion forum. 4. Examine at least ten videos of strategies different from the one you or you and your partner developed. Describe in forum how you could apply the viewed strategy into your own content area. 5. In addition, summarize your comments on the 10 strategies into a Word file and submit in dropbox. <p>DUE Dates dependent on 5-week or 14-week course offering</p>

<p>Week 5</p>	<ul style="list-style-type: none"> Professional Aspects of Working with ELLS with and without Disabilities 	<ol style="list-style-type: none"> 1. Read chapter 7 & 8 in Echevarria and Graves 2. SIOP ELL lesson plan should meet the requirements of the SIOP ELL Lesson Plan Rubric provided. 3. Self-Assess your lesson using the rubric and upload into dropbox. 4. Take home Final to submitted to dropbox. <p>DUE Dates dependent on 5-week or 14-week course offering</p>
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V. Evaluation Methods

Forum Participation (10 points each module/50 total points)

Participation in the forum discussions and activities is a critical element in the online format. The quality of work posted in the forum discussions and activities is used to evaluate the student in the course. Prompt, courteous and insightful postings and responses are expected. Students will begin the course discussions by writing an introduction about themselves; highlighting their personal goals for the course and their instructional experiences, and posting it in the forum discussion.

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families.

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ELL Strategy Vimeo Presentation (50 points)

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Elements of English Language Quiz (25 points)

Students will complete a 25-point quiz on the structure of English including phonology, morphology, syntax, semantics, and pragmatics.

***Key Assessment**

The final grade will be determined as follows:

ELL Program Options Presentation	45 pts	Total points possible 320 A = 92% and above B = 83 % - 91% C = 74% - 82% D = 65% - 73% F = 64% and below
Cultural Investigation Paper	25 pts	
Web Investigation Project	25 pts	
*ELL Lesson Plan	70 pts	
ELL Strategy Vimeo Presentation	50 pts	
ELL Case Study	30 pts	
Forum Participation	50 pts	
Elements of English Quiz	25 pts	

***Key Assessment**

VI. Course Policies:

- Attendance: Online
- Assignments: Class assignments are due on the assigned dates. Grades on late assignments will be reduced by 10 points for each calendar day they are late. Written assignments must be presented in a professional manner (following APA style format) following all guidelines given for each assignment. It is your

responsibility to submit grammatically correct material. Please proof read all materials before submitting.

- In the event that a serious illness or family emergency occurs and you are unable to complete assignments in a timely manner, please notify the instructor immediately to make alternate arrangements.
- **Academic Integrity Policy:**
Resource and reference materials must be acknowledged and documented. Representing someone else's work as your own, cheating, or plagiarism will not be tolerated and will result in zero points for that assignment or examination. Additional sanctions may be imposed depending on the circumstances involved. A second incident will result in an "Failure" grade for the course and the possibility of further sanctions. The policy is located at:

<http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>

INTASC/CEC Program Standard	Danielson	Course Objective	Assessment techniques: * Key assessment for course
3. Learning Differences and Diversity	1	1	Website Investigation Project; ELL Program Presentation, Cultural Investigation; ELL Case Study
1. Foundation and Content 4. Instructional Strategies 8. Assessment Strategies	3	2	ELL Strategy Vimeo Presentation; *ELL Lesson Plan
5. Environmental and Social Interaction	2	3	ELL Program Presentation, ELL Strategy Vimeo Presentation
1. Foundation and Content	1	4	ELL Program Presentation; English language element quiz
3. Learning Differences and Diversity	1	5	Website Investigation Project; ELL Program Presentation, Cultural Investigation; ELL Case Study
10.Collaboration/Relationships	4	6	ELL Program Presentation, ELL Strategy Vimeo Presentation; Forum Participation
3. Learning Differences and Diversity	1, 3	7	*ELL Lesson Plan
3. Learning Differences and Diversity	1,3	8	*ELL Lesson Plan

6. Communication and Technology	4	9	Website Investigation Project; ELL Program Presentation
10. Collaboration/Relationships	3	10	ELL Strategy Vimeo Presentation

VII. Bibliography for EDEX 323

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- Bouchard, M. (2005). *Comprehension strategies for English language learners: 30 research-based reading strategies that help students read, understand, and really learn content*. New York, NY: Scholastic.
- Cappellini, M. (2005). *Balancing reading and language learning :A resource for teaching English language learners, k-5*. Portland, ME: Stenhouse Publishers
- Chamot, A. & O'Malley, J.M. (1994). *CALLA Handbook: Implementing the cognitive academic language learning approach*. Reading: Addison-Wesley Publishing.
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- Diaz-Rico, L. T. (2008). *A course for teaching English learners*. Boston, MA: Allyn and Bacon.
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- Garcia, G. E. (1994). Assessing the literacy development of second language students. In K. Spangenberg-Urbschat and R. Pritchard, Eds., *Kids Come in All Languages: Reading Instruction for ESL Students*, 180-205. Newark, DE: International Reading Association.
- Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.
- Hadaway, N.L., Vardell, S. M. & Young, T. A. (2004). *What every teacher should know about English language learners*. Boston, MA: Allyn and Bacon.
- Herrell, A.L. & Jordan, M.L. (2003). *Fifty strategies for teaching English language learners*, 2nd edition. New York, NY: Prentice Hall.

- Jesness, J. (2004). *Teaching English language learners k-12; A quick-start guide for the new teacher*. Thousand Oaks, CA: Corwin Press.
- Kendall, Frances, E. (1996). *Diversity in the classroom: New approaches to the education of young children*. New York, NY: Teachers College Press.
- Mitchel, R. & Myles, F. (2004). *Second Language Learning Theories*. New York, NY: Hodder Arnold.
- O'Malley, J. M. & Chamot, A.U. (1990). *Learning strategies in second language Acquisition*. Cambridge: Cambridge University Press.
- O'Malley, J. M. & Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Boston, MA: Longman.
- Rea, D.M. & Mercuri, S.P. (2006). *Research-based strategies for English language learners: How to reach goals and meet standards, k-8*. Oxford: Heinemann.
- Walter, T. (2004). *Teaching English language learners: The how to handbook*. Upper Saddle River, NJ: Pearson.

EDEX 323: Instruction of English Language Learners with Special Needs

Instructor: Dr. Susan Glor-Scheib

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173 SSC at CCAC; 412-237-4501

sglorsch@iup.edu

Office Hours: Monday- IUP Campus: 10:00-12:00

Tuesday/Thursday – CCAC Campus: 10:00-12:00

I. Catalog Description.

EDEX 323: Instruction of English Language Learners

This course is designed to provide future teachers with the necessary methods to meet the needs of English Language Learners (ELL) with special learning needs in the classroom. Based upon knowledge of the behaviors, beliefs, and attitudes of a multicultural approach to learning, instructional methods, appropriate assessment and language acquisition techniques, and use of varied resources will be included.

II. Course Outcomes.

As a result of taking this course the students will be able to:

1. demonstrate cultural awareness extending concrete or visible culture to deep culture in order to promote understanding of the beliefs and behaviors of students with diverse backgrounds.
2. demonstrate knowledge of the fundamental concepts and practices of language acquisition, with emphasis on instructional materials and strategies, and appropriate assessment.
3. apply cross-cultural conflict resolution techniques as they relate to K-12 settings.
4. develop knowledge and skill in the area of structure of the English language, grammar, and pronunciation, including lexical, morphological, syntax, phonological and pragmatic components.
5. identify the availability of school support services to assist their students in language acquisition and content learning.
6. design activities to promote parental/family involvement in their child's educational program.
7. design and implement lessons tailored to meet the needs of students with limited English proficiency through adaptation and modification of the curriculum.

8. develop knowledge and skills to assist their students in communicating using both verbal and nonverbal language.

9. locate and utilize the available resources through technology related to ELL.

10. demonstrate the skills necessary to collaborate effectively with other educators to assist their students with limited English proficiency.

III. Detailed Course Outline

Readings

(Text chapters are designated below; however, other readings will be made available to students through D2L. Students should check online at least one time per week for additional material that may be downloaded and printed out. Information from these materials will be included in exams)

Week 1 1/28	Introduction to English Language Learners with Special Needs	
Week 2 2/4	Teaching English Learners with Diverse Abilities	Chapter 1
Week 3 2/11	Theoretical and Historical Foundations Web Exploration Due	Chapter 2
Week 4 2/18	Sheltered Instruction in the Content Areas	Chapter 3
Week 5 2/25	Affective Issues Cultural Investigation Due	Chapter 4
Week 6 3/4	Learning Strategies	Chapter 5
Week 7 3/11	Differentiated Instruction: Adaptations & Modifications MIDTERM REVIEW	Chapter 6

Week 8 3/25	Midterm	
Week 9 4/1	Professional Aspects of Working with ELLs with Disabilities	Chapters 7 & 8
	<ul style="list-style-type: none"> ▪ Adjusting Discourse to Enhance ▪ Learning; Self-Evaluation and Collaborative Implementation 	
Week 10 4/8	Strategies Presentations and Demonstrations	
Week 11 4/15	Strategies Presentations and Demonstrations	
Week 12 4/22	Strategies Presentations and Demonstrations	
Week 13 4/29	Strategies Presentations and Demonstrations	
Week 14 5/6	Review for Final Exam (Chapters 7 & 8; Strategy PPTs, handouts, etc)	

Final Exam

IV. Evaluation Methods

The final grade will be determined as follows:

Midterm	50 pts	Total points possible 320
Cultural Investigation Paper	50 pts	A = 92% and above
Web Exploration Project	30 pts	B = 83 % - 91%
*ELL Lesson Plan	60 pts	C = 74% - 82%
Strategies Presentation/Demo	50 pts	D = 65% - 73%
Final	50 pts	F = 64% and below
Attendance and Participation	30 pts	

*Key Assessment

Midterm Exam will be a combination of objective and short essay questions covering the chapters noted, all class notes and assigned readings.

Final Exam will be a take-home, application-based evaluation.

Cultural Investigation Paper: Each student will do an independent research paper identifying the deep cultural characteristics of a diverse group of people, and share their findings with the class. Specific cultural groups for research will be identified by the student or specified in collaboration with the instructor.

Web Exploration Project: Each student will explore the web and catalog at least 10 useful sites identified as educational resources helpful when working with students with limited English in the classroom. Site elements will be described and discussed in some detail. Students should tailor their search to their respective major.

***ELL Lesson Plan:** Each student will prepare a detailed lesson plan including the appropriate adaptations and/or modifications to meet the needs of a student with limited English. (Key Assessment). A rubric for the plan will be provided.

Strategies Presentation and Demonstration: Students will participate in a small group activity in which specific classroom ELL strategies will be shared and demonstrated with the class. The presentations will be clustered by general function of the strategy type. Group assignments will be made by the instructor. More information will be provided in class.

V. Course Policies:

Attendance: The University currently upholds an attendance policy. Attendance will be taken during each class. Emergency circumstances and illness may arise and the instructor must be called or emailed if a student is unable to come to class. In-class assignments and assessments may not receive full credit if student is absent from class. In the event a class session is missed, students are *still fully responsible for the intellectual work done during class*. So, in the class following absence students must submit a 2-3 page typewritten double-spaced paper meeting the following criteria:

1. A discussion of the reading done for class (not a summary) that includes points of interest and questions that would have been raised during the class discussion about the reading.
2. A discussion of lecture, student presentations, and activities based on knowledge gained from *fully discussing the missed class with one or more peers in the class support group*. Students should contact class peers and ask them to take detailed notes as soon as they know an absence will be necessary. Every student is responsible for all information provided in every class meeting.

Students are expected to practice professional behaviors including participation and effective communication.

Policy on Late Submission of Assignments: Meet the deadlines as indicated on the syllabus. A letter grade on the assignment will be deducted each day it is late.

Technology and Classroom Courtesy: Please do not allow electronic devices to create inappropriate distractions for yourself or others during class. All electronic devices with an on/off button should be completely off during class. If a phone must be left on vibrate in an emergency situation, please inform the course instructor that your phone is on and that you may be required to leave during class if you receive an important call. Other than emergencies, students will have the opportunity to make or receive calls during class breaks.

Laptop Policy: Students may bring a laptop if planning to use it for course content acquisition. Plan to use laptops for personal use during break periods only. Using the laptop to check e-mail or work on other projects while class is in session is inappropriate and unprofessional. Sustained typing and reading of a laptop screen that is inconsistent with what is going on in class and that reflects inattention and lack of participation is considered to be inappropriate in this course and will be discussed in a personal meeting with the student.

Students with Disabilities: Students who are identified as disabled by Indiana University of Pennsylvania should submit any additional documentation to the instructor early in the semester besides that which is sent directly to faculty that would ensure full participation and successful performance in class. In order to provide reasonable accommodations, the instructor must know what is needed and be given adequate time to consider options.

Academic Integrity Policy: The Indiana University of Pennsylvania Academic Integrity Policy explains that members of the Indiana University of Pennsylvania academic community are expected to accept responsibility for academic integrity and honesty, and considers academic dishonesty unacceptable. It is expected that all assignments and work conducted by the students in this course are authentic and original, with proper citations as appropriate. Further, *no assignments from other courses may be used for credit in this course.*

INTASC Standard	Course Objective	Assessment techniques: * Key assessment for course
3. Learning Differences and Diversity	1	Class activities; Midterm exam; Cultural Investigation Paper
1. Foundation and Content 4. Instructional Strategies 8. Assessment Strategies	2	Strategy presentations; Midterm exam; *ELL Lesson Plan
5. Environmental and Social Interaction	3	Class activities; Final exam
1. Foundation and Content	4	Class activities; Midterm exam
3. Learning Differences and Diversity	5	Class activities; Web Exploration Project
10. Collaboration/Relationships	6	Class activities; Midterm exam

3. Learning Differences and Diversity	7	*ELL Lesson Plan
3. Learning Differences and Diversity	8	Class activities; *ELL Lesson Plan ; Final exam
6. Communication and Technology	9	Class activities; Web Exploration Project
10.Collaboration/Relationships	10	Class activities; Strategy presentations; Final exam

VI. Required Textbook

Sheltered Content Instruction: Teaching English Learners with Diverse Needs. 4th edition by J. Echevarria & A. Graves, Pearson 2011.

Additional readings will also be required for several topics; most provided through D2L

VII. Bibliography for EDEX 323

- Bachman, L. & Cohen, A. (Eds). (1998). *Interfaces between second language acquisition and language testing research*. Cambridge: Cambridge University Press.
- Bouchard, M. (2005). *Comprehension strategies for English language learners: 30 research-based reading strategies that help students read, understand, and really learn content*. New York, NY: Scholastic.
- Cappellini, M. (2005). *Balancing reading and language learning :A resource for teaching English language learners, k-5*. Portland, ME: Stenhouse Publishers
- Chamot, A. & O'Malley, J.M. (1994). *CALLA Handbook: Implementing the cognitive academic language learning approach*. Reading: Addison-Wesley Publishing.
- Davies Samay, K. (2006). *When English language learners write: Connecting research to practice, k-8*. Oxford: Heinemann.
- Diaz-Rico, L. T. (2008). *A course for teaching English learners*. Boston, MA: Allyn and Bacon.
- Echevarria, J. Graves, A. & Wooding Graves, A. (1997) *Sheltered content instruction: Teaching English language learners with diverse abilities*. Toronto: Allyn & Bacon.
- Garcia, G. E. (1994). Assessing the literacy development of second language students. In K. Spangenberg-Urbschat and R. Pritchard, Eds., *Kids Come in All Languages*:

Reading Instruction for ESL Students, 180-205. Newark, DE: International Reading Association.

Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Hadaway, N.L., Vardell, S. M. & Young, T. A. (2004). *What every teacher should know about English language learners*. Boston, MA: Allyn and Bacon.

Herrell, A.L. & Jordan, M.L. (2003). *Fifty strategies for teaching English language learners*, 2nd edition. New York, NY: Prentice Hall.

Jesness, J. (2004). *Teaching English language learners k-12; A quick-start guide for the new teacher*. Thousand Oaks, CA: Corwin Press.

Kendall, Frances, E. (1996). *Diversity in the classroom: New approaches to the education of young children*. New York, NY: Teachers College Press.

Mitchel, R. & Myles, F. (2004). *Second Language Learning Theories*. New York, NY: Hodder Arnold.

O'Malley, J. M. & Chamot, A.U. (1990). *Learning strategies in second language Acquisition*. Cambridge: Cambridge University Press.

O'Malley, J. M. & Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Boston, MA: Longman.

Rea, D.M. & Mercuri, S.P. (2006). *Research-based strategies for English language learners: How to reach goals and meet standards, k-8*. Oxford: Heinemann.

Walter, T. (2004). *Teaching English language learners: The how to handbook*. Upper Saddle River, NJ: Pearson.

Module 1—Teaching English Language Learners

Introduction

This module is designed to provide background knowledge on the varying programs developed for English Language Learners (ELLs) and ELLs with special learning needs. Understanding language acquisition is a necessary first step as well as sorting through the myriad approaches for students from different cultures, with varied academic backgrounds and skill sets. Learners' needs most often drive not only the environment in which education takes place, but also the type of instruction that will most likely lead to learner success. This module is designed to help you see “the big picture” in programmatic approaches for ELLs.

In this module you will be required to:

1. Read about the program options for ELLs and the conversational language system compared to academic language proficiency.
2. With a designated group, construct a summary of one of the program options (transitional bilingual education, developmental bilingual education, two-way immersion approach, English language development, and Newcomer programs) as a presentation to post.
3. Respond to the presentation summaries of the four other program options of your classmates.
4. Review the elements of the English language and take a short quiz online.

Module Objectives

At the completion of this module, you will be able to:

1. Self-evaluate your own knowledge of the elements of the English language
2. Evaluate program options for ELLs and ELLs with special learning needs.
3. Determine the best program option for learners based upon age, native language proficiency, English language proficiency, academic background, and any special learning needs.

Course Objectives in this Module

Upon successful completion of this course, it is expected that students will be able to

- Examine the impact of student characteristics on the teaching/learning process INTASC/CEC 1,2,3, 4
- Utilize components of differentiated instruction, instructional goal-setting and planning, and unit design INTASC/CEC 3,4,5, 10

Lecture and Reading Resources

The following resources will assist you in completing the module activities:

Structure of English Language Presentation

Second Language Learning Acquisition Presentation

These *narrated slide presentations* will introduce you to the Elements of English Language including Phonology, Morphology, Syntax, Semantics, Pragmatics, and Suprasegmentals. The Elements of English Language is considered a prerequisite skill set for basic understanding in English Language Learning in this course and there is an online quiz where students must match the correct element to the example provided. The Second Language Acquisition Presentation provides background knowledge for students to better understand their reading from the Echevarria & Graves text on the multiple approaches to English Language Learning.

Textbook Readings

You will be assigned to one of five different program options for ELLs; Transition Bilingual Education, Developmental Bilingual Education, Two-Way Immersion, English Language Development, and Newcomer programs. Examine the description of the program option in Chapter 1 of the Echevarria & Graves text and conduct an investigation on the additional information about your assigned program.

Assignments to be completed

Using the information from the slide presentation and your course text, you will complete the following activities:

Group Presentation of Program Option

You will be placed into groups and assigned a specific program option. Your group must collaborate and develop an informational presentation of 10-12 slides about the specific elements and applications of the program option you have been assigned. Presentation handouts will be posted to the Module 1 discussion forums for peer and instructor review.

You will then provide substantive feedback on the other groups' presentations. You will utilize a rating checklist to both self-evaluate your group's presentation and the presentation of another group you have been assigned. Your instructor will also be providing feedback and commenting on your presentation and your critiques of the other presentations.

All presentations must be posted and comments made by the date outlined in the course syllabus.

Quiz - You will take a 25-point online quiz of the language elements exemplified in each quiz item.

Online Activity - Chapter 2 includes many theories of language acquisition. We will conduct an online activity that links elements of our program option descriptions to the actual theories from which they derived.

Discussion Forum Question

Assignment Submission

The following assignments should be submitted as part of this module:

- **Group PowerPoint Presentation**—Your group's PowerPoint should be loaded to the Module 1 discussion forums by the date outlined in the course syllabus.

- **Self and Peer Group Feedback**—Use the PowerPoint rubric to self-assess and to provide feedback on your peers' presentations in the Module 1 discussion forums by the date outlined in the course syllabus.
- **Quiz and Online Activity**—Upload your quiz by the assigned time on the syllabus and your online activity into the designated discussion forum by the deadline on the course syllabus

PowerPoint Presentation ELL Program Option - Module 1

Group Name: _____

Title of Presentation: _____

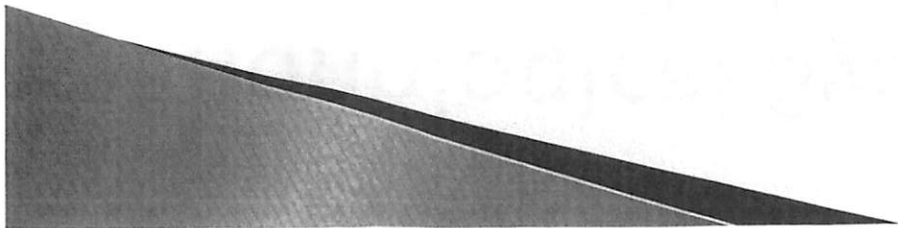
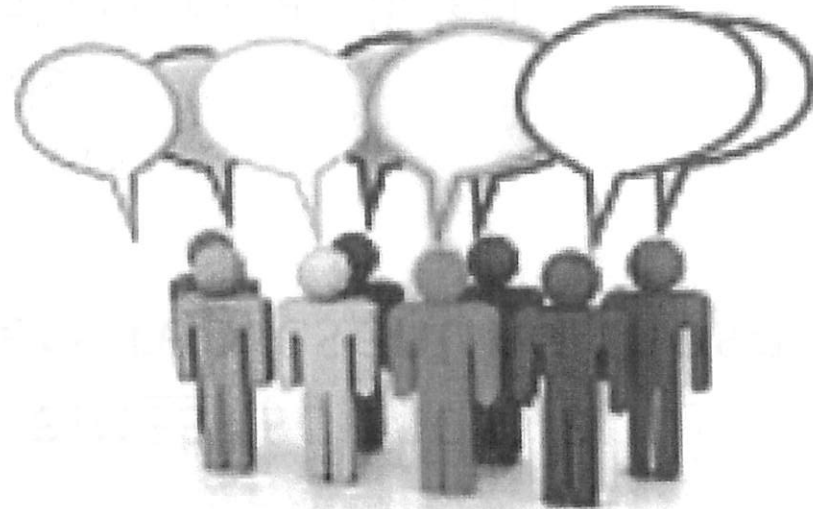
CATEGORY	Excellent-5	Good-4	Satisfactory-3	Needs Improvement-0-2
Content - Accuracy	All content throughout the presentation is accurate. Content clearly representative of the model. There are no factual errors.	Most of the content is accurate and representative of the model. There may be one or two inaccuracies in the information presented.	The content is generally accurate but the coverage of the model is considerably less than representative. Some information is clearly inaccurate.	Content confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. Information flows conceptually and sequence clearly enhances the learning process.	Most information is organized in a clear, logical way. One slide or piece of information seems out of place.	Some information is logically sequenced. An occasional slide or piece of information seems out of place.	There is no clear plan for the organization of information.
Effectiveness	Project includes all material needed to give a thorough understanding of the instructional family. Examples are provided. The project is fully consistent with the purpose of the activity..	Project is lacking one or two key elements that would ensure thorough understanding of the instructional family. Project is consistent with the purpose of the activity.	Project is missing more than two key elements that would ensure thorough understanding of the instructional family. Project seems to be related to purpose of activity	Project is lacking several key elements and has inaccuracies. Project is completely inconsistent with purpose of activity.
Use of Graphics	All graphics clearly convey concepts associated with presentation. Graphics use size and color to support the topic of the presentation.	Most graphics convey concepts associated with presentation. Graphics use size and color to support the topic of the presentation.	Minimal use of graphics that support the key concepts associated with the topic of the presentation.	Graphics actually detract from the content of the presentation.

Text - Font Choice & Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Cooperation	Group shares tasks and all performed responsibly all of the time.	Group shares tasks and performed responsibly most of the time.	Group shares tasks and performs responsibly some of the time.	Group often is not effective in sharing tasks and/or sharing responsibility.

Commentary to four other models [2.5 points each for four evaluation summaries]	Commentary uploaded to discussion forum shows thorough reading of presentation, insightful discernment of key concepts, and creative interpretation of classroom application	Commentary uploaded to discussion forum shows reading of the presentation, comprehension of key concepts and some knowledge of how model translates to classroom application	Commentary uploaded to discussion form shows basic level of understanding and some ideas about how representative lessons and activities might look in a classroom	Commentary uploaded to discussion forum is incomplete – 3 comments not included; or commentary limited to rudimentary statements that do not indicate understanding
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Additional Comments:

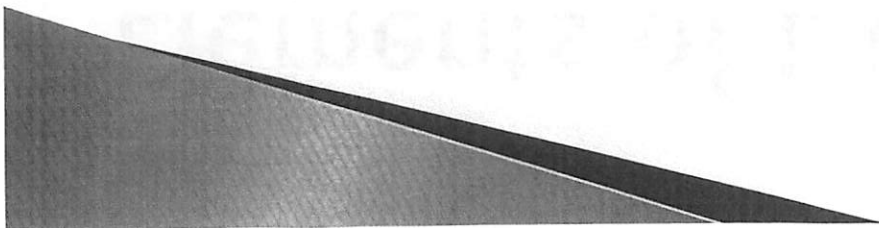
Elements of Language



Phonological System

–sound system of English with approximately 44 sounds

- ▶ Consists of Phonemes (sounds) and Graphemes (letters representing those sounds)
 - How used by learners?
 - Pronouncing words
 - Detecting regional and other dialects
 - Decoding words when reading
 - Using invented spelling
 - Reading and writing alliteration

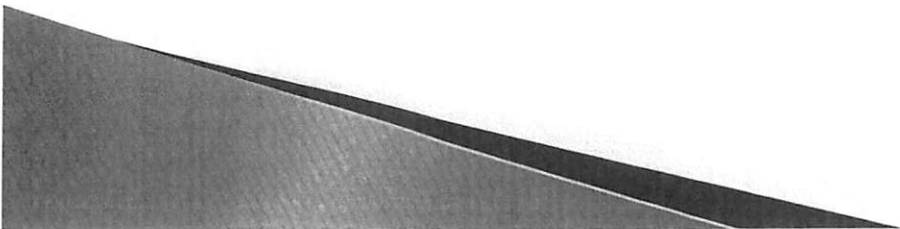


Syntactic System

Structural system of English that governs how words are combined into sentences

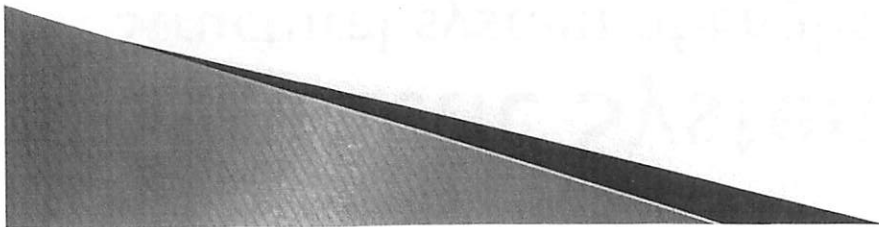
▶ Morphemes

- “free” – can stand alone as a word
- “bounded” – must be attached to a free morpheme
- learners use morphemes to...
 - combine words to make compound words
 - add prefixes and suffixes to root words
 - add inflectional endings to words



◦ Syntax

- writing simple, compound, and complex sentences
- combining sentences into meaningful paragraphs
- Using capitalization and punctuation to indicate beginnings and end of sentences

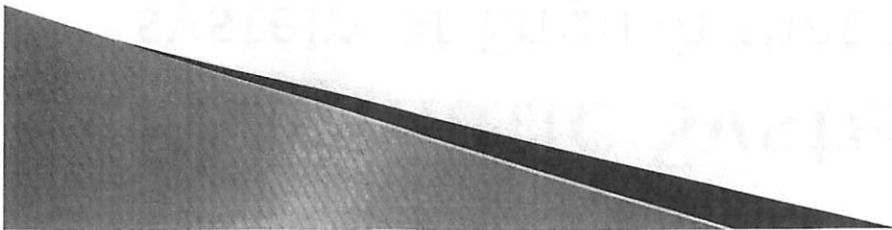


Semantic System

meaning system of English that focuses on vocabulary

▶ Meaning

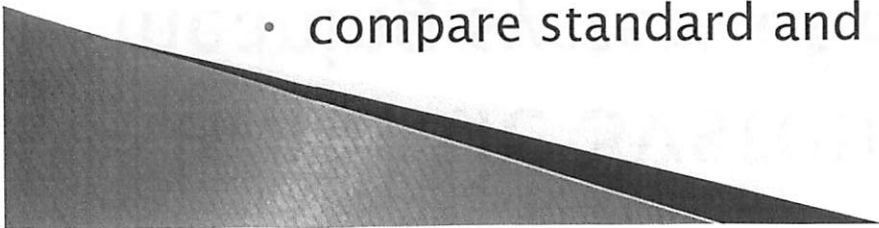
- students use semantics to...
 - learn the meaning of words
 - discover that some words have multiple meanings
 - study synonyms, antonyms, and homonyms
 - use a dictionary and thesaurus
 - reading and writing comparative forms and figurative language
 - metaphors, similes, personification, hyperbole, etc



Pragmatic System

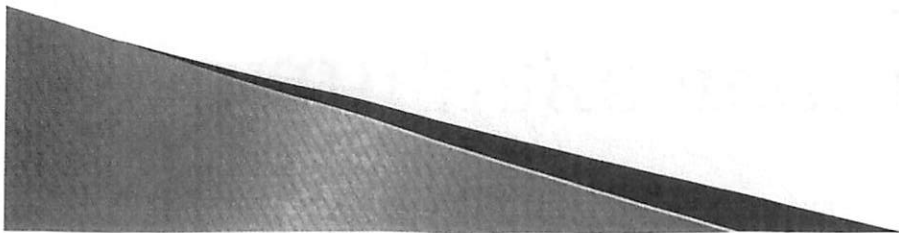
system of English that varies language according to social and cultural cues

- ▶ Function – the purpose for which a person uses language
 - Standard English – form of English used in textbooks, television newscasters, etc
 - Nonstandard English – other forms of English
 - Students use pragmatics to....
 - Vary language to fit specific purposes and communicate with different individuals
 - to read and write dialogue in dialects
 - compare standard and nonstandard English



Suprasegmental Aspects of Language

- ▶ Pauses between words, phrases, sentences
- ▶ Pitch contours and loudness levels
- ▶ Stress placed on certain syllables
- ▶ Rhythm in timing of words and across utterances
- ▶ Sometimes referred to the “music” or *prosody* of language
- ▶ Helps humans communicate emotions, ideas, and attitudes



Language acquisition for CLDs and CLDEs



Characteristics of Language



- Systematic
- Set of arbitrary symbols
- Symbols are primarily vocal but also visual
- Symbols have conventionalized meanings
- Used for communication
- Operates in a speech community or culture
- Essentially human
- Acquired by all people in much the same way

Language acquisition is most successful when:

- Safe & stress-free environment
- Exposure occurs in natural setting
- Language is being used for authentic communication
- There is comprehensible input
- Good language models provided
- Ample opportunity to practice is provided

Language acquisition is most successful when:



- Highly contextualized environment is provided, including:
 - Body language
 - Use of concrete referents
 - Pictures
 - Visual supports

Expectations:



- There is no reliable research that supports the argument that a student's disability will prevent or interfere with language learning
- Intelligence does not seem to be strongly related to aptitude for second language learning

Two theories of language development



- B.F. Skinner: structural-descriptive school of thought
 - Language can be broken down into smaller parts and then reassembled to form a whole
- Noam Chomsky: humans are “hard wired” for language

Stages of Second Language Development



1. Silent/Receptive or preproduction Stage – 1 – 6 months
2. Early Production Stage lasts about 6 months
3. Speech Emergence Stage – up to one year
4. Intermediate Language Proficiency Stage – may take up to 1 year

Stages, cont.



5. Advanced Language Proficiency

Stage – may take from 5 to 7 years

Factors which influence language acquisition



- Age
- Personality
- Social context
- Type of language input
- Other factors.....

Processes which are similar in L1 and L2 development



- Grammatical development
- Relationship of comprehension to production
- Role of hypothesis testing (overextension of use of a learned rule)
- Role of formulaic speech (use of formulas, chunks or phrases without completely understanding how they function in the language)

Two Types of Language Systems in School: BICS and CALP



- **BICS:**
Basic Interpersonal Communication Skills – also known as Conversational Language
- **CALP:**
Cognitive Academic Language Proficiency – also known as Academic Language



- **Conversational Language**

- People can understand basic phrases in a matter of hours – fluency attained in one-three years

- **Academic Language**

- Requires knowledge of basic English language structure
- Content specific vocabulary and concepts
- Is spiral and developmental in nature – linked to curriculum