Instructor: Dr. Melissa D. Reed

Department: Early Childhood and Elementary Teacher Education
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Office Hours: Immediately before and after class and by appointment.

Credit hours: 1 credit

Course Time and Room:
2:00 pm - 3:50 pm M Visser Hall 118 Jan. 24, 2011 – Mar. 14, 2011

Course Texts (3 required for course):
All 3 texts for this course can be purchased as a bundle at a discounted price from the ESU Bookstore only. Use this ISBN 0132625539. You will find that you are buying the strategy text at a discounted cost and getting the other two texts for free.

If you choose to order the texts individually from a different textbook source, the individual titles/ISBNs are below:


Course Description:
The course focuses on the literacy development, research, and effective teaching practices that support emerging bilinguals (EBs) becoming literate in the elementary schools as well as how to effectively and equitably teach diverse populations. We will examine how learning to read, write, speak, and view in a new language are similar and/or dissimilar from these modalities in a first language. Cognitive, sociocultural, linguistic and educational perspectives are investigated as part of this examination. Specific examples of challenges that exist for students as they learn to communicate in English are shared and problem-solved. Ways to connect students’ home languages, background literacy knowledge, and development are also explored. The course examines the essential components of literacy instruction: phonemic awareness, phonics, fluency, vocabulary development and comprehension. As each component is studied, implications for literacy development with EBs will be highlighted.
Course Objectives The student will:

- Understand the similarities and differences in learning to read in a first or second/additional language.
- Understand the multiple layers of factors that influence second-language literacy development, and how these translate to classroom and school-wide practices.
- Learn about and use instructional techniques found to be effective in helping EBs students improve in reading and writing across the curriculum.
- Understand best practices in literacy assessment for English-learning students.
- Develop a broad understanding of the definition nature and role of culture in education, curriculum, teaching and learning.
- Be able to develop and/or evaluate strategies culturally appropriate for classrooms, lessons, and teaching materials across the curriculum.
- To be prepared to teach in culturally diverse schools and classrooms.

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
This course addresses the following Knowledge, Skills, and Dispositions outcomes:

| Kansas Professional Standards | Standard 1: The Kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas. | Strategy Presentations and Applications/ Class Participation |
| Knowledge Indicator 8 | The teacher has knowledge of the significance of social, economic, cultural, and linguistic diversity for development and learning of literacy skills, and recognizes that children are best understood in the contexts of family, culture, and society. | Class Participation Reading Log |
| Knowledge Indicator 9 | The teacher understands the interrelationships among culture, language, and thought and the function of the home language in the development of young children. | Class Participation Reading Log |
| Performance Indicator 4 | The teacher develops and uses criteria for evaluating and selecting a variety of materials for language arts instruction, recognizing issues of equity in gender, age, ethnicity, lifestyle, and socioeconomic status. | Strategy Presentations/ Class Participation Resource Notebook |
| Performance Indicator 7 | The teacher creates literacy rich environments and experiences that promote individually and culturally responsive approaches throughout the curriculum. | Strategy Presentations Resource Notebook |
| Performance Indicator 8 | The teacher evaluates and selects assessments to fit diverse learner strengths and needs. | Class Participation Resource Notebook |
**Course Topics:** Course topics include looking at students’ literacy development; effective teaching practices that support this development; cognitive, socio-cultural, linguistic and educational perspectives on diverse populations; and how the essential literacy components of phonics, fluency, vocabulary and comprehension relate to emerging bilingual students.

**Dispositions**
1. desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices.
2. respect for cultural and individual differences by providing equitable learning opportunities for all.

**Academic Dishonesty Policy:** Any student found engaging in academic dishonesty including but not limited to activities such as cheating and plagiarism (present as one’s own, the intellectual or creative accomplishments of another without giving credit to the source), will be given NO CREDIT for that assignment. NO EXCEPTIONS.

**Statement of Accommodations:** Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Office of Disability Services 242 SE Morse Hall 620-341-6637 Voice 620-341-6646 TTY disabser@emporia.edu

**Faculty Initiated Student Withdrawal:** If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of the other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of the Vice President of Student Affair to help insure contacting the student. The office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence.

**Attendance Policy:**
This course requires your attendance. Class will begin promptly at the beginning of the hour. A sign-in sheet will be passed around at the beginning of the class period. It is your responsibility to sign the role sheet. In order to get credit for attendance, you are expected to be in class on time and to be present for the entire class period. You will miss in-class participation points when you are absent (whether the absence is excused or unexcused). Please contact the instructor in advance about an absence. Please note that more than one absence will result in a possible drop from the course, at the discretion of the instructor.

Some absences due to extenuating circumstances may be considered excused at the discretion of the instructor if the instructor has been notified and the student has provided the instructor with documentation at the time of the absence. For example: students who represent the university in some capacity (such as athletes), chronic illness or medical emergency, family emergency, funerals, court appointments. It is your responsibility to communicate with the instructor at the time of the absence.

Even if the absence is excused, the student is responsible for getting assignments that are due to the instructor. Students must realize that even excused absences in excessive amounts can result in their failure of the course. If absent, it is your responsibility to get assignments, oral announcements, notes, and handouts from another student or Blackboard. Professional participation is expected at all times. **During class, all electronic devices must be turned off or used only for proper course purposes.**
**Assignments:** All assignments should be completed after the information is covered in class. Assignments completed before the information is covered in class will **NOT** be graded. All assignments must be on time or points will be taken from the final score (10% of possible grade each day up to 50%). Class discussion/participation points cannot be made up.

**Course Requirements:**

I. **Reading Logs (2 x 10 pts each) & Small-group Discussion (2 x 5 pts each):**
   - This task was designed to give you a continuum of your growth as a future educator of diverse learners. Read the assigned chapters in *What Every Teacher Should Know About: English Language Learners* (WETSKA: ELL) and *What Every Teacher Should Know About: Multicultural and Global Education* (WETSKA: M & G Ed.) according to the course schedule. A reading log template will be provided on Blackboard for you to download and record your responses. You are expected to:
     - react to the readings from the course texts. Document 3-5 key idea, concepts, or quotes from the chapter. Then write your own personal thoughts/reactions to the idea and how this will affect you as a teacher of diverse student populations. It is not a summary of the text.
     - generate questions which still remain after reading the chapter. These questions will be used during class discussions.
     - participate fully in small-group discussions held during class time to exchange ideas and further extend your understanding/learning of the content.

II. **Strategy Presentations (45 pts):**
   - Students will work in small groups to plan a lesson for ELL/Diverse learners. This lesson will be taught/presented to the class. Note: Individual grades will be adjusted for students who do not complete their share of the work or participate the day of the presentation.

III. **Article Reviews (2 x 20 pts each) & Small-group Discussion (2 x 5 pts each):**
   - Each student will choose 2 research articles to read, review, and share with small group. The 4-3-2-1 format will be used to complete each review. Articles can be chosen from those posted on Blackboard. The articles focus on English language learners, culturally responsive teaching, and other topics related to diverse populations.

IV. **Additional Participation Activities:**
   - Additional class discussion and class activities, will be required. These include exploring the Teach Tolerance website for teaching tips, creating an annotated bibliography of multicultural literature and websites, evaluating multicultural literature.
EL315 A GRADE SHEET

Student Interview (will not be returned) (5 pts) +_______/5

WETSKA: ELL Reading Log 1 (10 pts)
Participation in Class Group Discussion (5 pts) +_______/15

WETSKA: M&G Ed. Reading Log 2 (10 pts)
Participation in Class Group Discussion (5 pts) +_______/15

5 Tips from Teach Tolerance Website (5 pts)
Participation in Class Group Discussion (5 pts) + ______/10

Annotated Bibliography and ELL Website (10 pts)
Evaluation of Multicultural Children’s Literature (10 pts)
Participation in Class Group Discussion (5 pts) +_______/25

ELL Article Review #1 (20 pts)
Participation in Class Group Discussion (5 pts) +_______/25

ELL Article Review #2 (20 pts)
Participation in Class Group Discussion (5 pts) +_______/25

Group Strategy Presentation +_______/45

Course Grade +_______/165

Grading Scale:
90-100 % = A 80-90% = B 70-80% = C 60-70% = D Below 60% = F
<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Reading this Week</th>
<th>Content to be covered during class.</th>
<th>Assignments Due</th>
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| Jan. 24    | Chapter 1 WETSKA: ELL      | Syllabus  
Reading Logs  
Create discussion groups.  
Understanding Migrant Students (Module 1, Part 1 on Blackboard)                                                 | JOIN: http://www.tolerance.org/ |
| Jan. 31    | Chapter 2-3 WETSKA: ELL    | Defining ELL students (Module 1, Part 2 on Blackboard)  
Understanding Language (Module 2 on Blackboard)                                                                                                                      | Student Interview – DUE (5 pts)  
NOTE: This will not be returned. |
| Feb. 7     | Part 1 & 2 WETSKA: M&G Ed. | **Reading Log 1:** Class Discussion Groups  
Requirements for Article Reviews  
Requirements for Strategy Teaches  
Bring *50 Strategies for ELL* text to class.                                                                                                                        | Reading Log 1 – DUE (15 pts) |
| Feb. 14    | *50 Strategies for ELL*    | **Reading Log 2:** Class Discussion Groups  
Requirements for Strategy Teaches  
Bring *50 Strategies for ELL* text to class. Strategy Teach Presentation Workshop in Class – Be prepared to use classtime to work with your group on your strategy presentation. You may bring your laptop to class. | Reading Log 2 – DUE (15 pts) |
| Feb. 21    | Teach Tolerance Website    | Class Discussion: Teach Tolerance Tips  
Looking at Multicultural Literature & Websites. Bring a copy of the Multicultural Literature evaluation found on Blackboard. You may also bring a laptop to class. | 5 Tips from Teach Tolerance Website – DUE (10 pts) |
| Feb. 28    | ELL Article of Choice From BB | Strategy Teach Presentation Group 1  
Strategy Teach Presentation Group 2  
Strategy Teach Presentation Group 3                                                                                                                                 | Annotative Bibliography/ELL Websites & Evaluation – Due (25 pts) |
| Mar. 7     | ELL Article of Choice From BB | Strategy Teach Presentation Group 4  
Strategy Teach Presentation Group 5  
Class Discussion: Article Reviews                                                                                                                                         | ELL Article Review #1  
DUE - (20 pts) |
| Mar. 14    | Wrap-up                    | Strategy Teach Presentation Group 6  
Strategy Teach Presentation Group 7  
Class Discussion: Article Reviews                                                                                                                                 | ELL Article Review #2  
DUE - (20 pts) |
**OPTIONAL 1 Hour Credit for EL315**

After completing the coursework for EL315 Teaching Diverse Populations with a “C” or higher, you may continue to work the remainder of the semester for an additional hour of independent study credit. It is your responsibility to let the instructor know you intend to take the optional hour credit so you can get permission to enroll. You will need to enroll according to the University schedule for the last day to enroll.

The second-half of EL315 will allow you to apply your learning from the coursework as you work with an English Language Learner.

Requirements:

1. **WEEKLY MEETINGS WITH COURSE INSTRUCTOR (40 points)**
   You will meet with the course instructor a minimum of 8 times. The initial meeting(s) should occur prior to the end of the first half of the course (prior to spring break) to review expectations of the course, confirm tutoring schedule and approve the child you will tutor. Once the student has this initial approval, the next meeting will be scheduled for the week the tutoring sessions begin and will continue each week over the 6 week period. The schedule for the weekly meetings will be flexible and at the discretion of each individual student and the course instructor. Each meeting will last approximately 30 – 60 minutes. Ideally, this meeting will occur after you have met with your child. Then we can reflect on the lesson you taught and discuss how you will proceed with the next lesson. An exit meeting will occur during finals week. The completed reflection journal will be due at this time. It is the student’s responsibility to come prepared and to attend the scheduled meetings. Missing meeting or consistently arriving late will be reflected in your grade.

2. **TUTORING (60 points)**
   Each student will tutor an English Language Learner with limited English proficiency a minimum of 1 hour each week for the remaining 6 weeks of the semester (6 hours total). Depending on the age of the student, this may be two 30-minute sessions each week (for younger children) or one 60-minute session (for older children). You are expected to dress professionally and conduct yourself in a professional manner. This includes arriving on time, staying on schedule, and working with the child according to the schedule you establish. Keep in mind that the child will be looking forward to working with you. It is your responsibility to be there at your scheduled time unless the child is absent. You will work with the course instructor to make sure your ELL student and schedule is appropriate for the purpose of the course and age/developmental level of the child. You may locate your own child to work with or the course instructor will help you. The tutoring sessions can occur during the public school day or before/after school. These details can be established on a flexible basis with the approval of the course instructor.

3. **REFLECTION JOURNAL (150 points)**
   Each student will keep a reflection journal. This can be a small 3-ring notebook with 5 dividers for each section listed below. This journal should be up-to-date at all times. The student should bring this journal with them when they come to the weekly meetings with the course instructor.
The journal will contain the following information:

- **TAB 1: Background Summary (10 points)**
  The student will be expected to meet with the child’s classroom teacher or ELL instructor to find out what the child’s greatest needs might be, his/her strengths, and how your tutoring sessions could best benefit this child. During your initial meeting with the child you will complete an interest interview to get acquainted with the child. Your background summary should contain information which you gain from the meeting with the teacher and the interview with the child. You should also include the child’s age/grade, information on the child’s language/ethnicity, how long the child has been in the U.S., the child’s home language, etc.

- **TAB 2: Weekly Lesson Plans (60 points)**
  A template will be provided to guide your lesson planning. Since you are only meeting with the child for 6 hours, it would be best to choose one area and focus on that area. For example, if the child’s teacher tells you the child really need help learning the alphabet, it would be best to center all of your lessons on this objective. Remember to apply your learning from the coursework. Lessons should contain the strategies we learn in class. They should be “hands-on” and fun. They should not include pre-made, fill-in-the-blank worksheets. A copy of the lesson plan should be emailed to the course instructor at least 24 hours before you plan to teach the lesson. The instructor will review the plan and provide you feedback via email.

- **TAB 3: Lesson Reflections (60 points)**
  A template will be provided to guide your lesson reflections. These reflections should be completed as soon as possible following your tutoring session with the child. The completed reflection should be printed and placed in your journal and also emailed to the course instructor.

- **TAB 4: Examples Of Student Work (5 points)**
  This section of your journal should contain examples of student work. This includes examples of your successes as well as the areas you would change or do differently. These can be photocopies of the work if the child prefers to keep his/her own work or the original work. This can also include photographs of the completed projects, if you are unable to place them in your journal otherwise.

- **TAB 5: Summary of the Experience (15 points)**
  Write a 2-4 page summary/reflection of the experience. This paper should be double-spaced, but will not need a heading since it is part of your overall journal. The summary should reflect your overall learning. References should be made back to the course textbook and materials (cite using MLA style). You should be able to make a judgment about the child’s level of language acquisition. Consider what concepts you applied to the experience and what knowledge you have gained following the experience. Reflect on how this will help you as future classroom teacher.