



Syllabus

GORDON ALBRIGHT SCHOOL OF EDUCATION **ESL 434: Learning Strategies and Assessment**

5 Credits
Effective: Winter 2018/2019

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

Through this course students will consider the cross-cultural factors that influence second language learners and investigate what instructional practices and materials are best suited for specific situations. They will also examine topics such as cooperative learning, cross-cultural testing, peer teaching, and methods for integrating content and language.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Apply ACTFL Proficiency Guidelines and English Language Development (ELD) standards
- Utilize effective communication strategies with ELL students and families
- Demonstrate comprehension strategies
- Integrate ELL instructional strategies in content areas, i.e., social studies, science, mathematics

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- ACTFL Proficiency Guidelines
- Basic Interpersonal Communication Skills (BICS)
- Cognitive Academic Language Proficiency (CALP)
- Communication strategies
- Cultural and linguistic diversity
- ELD Standards
- Four by Four Model
- Interrelationship between language and culture
- Total Physical Response (TPR)

- Wait time

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Parent and Community Communication Plan	25%
Strategies for Mainstream and Sheltered Classes for Listening and Speaking	25%
ELL Lesson Plan Set and Reflection in Content Area	30%
Instructor Determined Assignments; including participation	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Parent and Community Communication Plan

Candidates research ELL parent involvement in the education of their children, write a summary of the findings, and design a plan for increasing parent involvement. Candidates research one required and three self-selected articles which address ELL parent involvement in schools and summarize the articles. Candidates create a culturally responsive communication plan which includes the specific elements below: • Summary of different cultures’ parental roles in children’s education • Two barriers to ELL parent involvement in schools • Two suggestions for improving parent involvement; • Two strategies to communicate effectively with parents of ELL children • Two strategies for working with parents • Three resources in the bibliography Peer review of communication plan by a minimum of one classmate is required with peer’s suggestions and comments included.

<i>Components</i>	<i>% of Grade</i>
Professional, scholarly articles summary	35%
Required components of plan	40%
Peer review	15%
Organization and appropriate use of written English conventions	10%
TOTAL	100%

Strategies for Mainstream and Sheltered Classes for Listening and Speaking

Candidates plan and teach a set of three consecutive listening and speaking skills lessons to ELL students in a sheltered English program or in a mainstream classroom. Candidates determine the level of student proficiency using the ACTFL Proficiency Guidelines. Candidates use the English Language Development

(ELD) standards for the State of Washington to determine instructional expectations for the students, and record the experiences in a Reflection Log. The log includes: • Description of target students • Learning targets • Instructional plans with clear description of how plan models methods, techniques, and strategies discussed in text • Explanation of how the lessons construct a learning environment that supports both English language and literacy development and content area achievement • Explanation of how the lessons, and the methods on which they are based, accommodate cultural differences and develop cultural awareness in the classroom • Discussion of how the use of the strategies helped develop the students' BICS and CALPs with specific examples of student responses • Samples of all teaching materials • Student voice evidence of learning targets achievement • Description of the “next steps” based on student performance and the ELD standards at the conclusion of these three consecutive lessons • Reflection on each the lessons

<i>Components</i>	<i>% of Grade</i>
Instructional Plans	40%
Proficiency Levels	15%
Reflection Log	35%
Organization and appropriate use of written English conventions	10%
TOTAL	100%

ELL Lesson Plan Set and Reflection in Content Area

Candidates plan, teach, and assess three or more consecutive ELL lessons in a content area, such as, mathematics, social studies, or science. The required component sections of this assignment are: instructional strategies, literacy learning targets, instructional plan, and reflection. Required Elements: 1. Instructional Strategies: Lessons must include one strategy from Section 1(McCarthy's model of instruction) and one strategy from Section 2. Section 1 • Whole group instruction; • Whole group questioning; • Small group interaction; • Individual instruction and learning and/or individual reflection. Section 2: • Slavin Model • Cooperative Learning Techniques • Questioning Strategies • Self-reflection techniques • Metacognition • Johnson and Johnson Model (cooperative learning) 2. Literacy Learning Targets: Learning targets for the literacy strands of reading, writing, listening, and speaking are required in these lessons. Choose two literacy strands to use. Include at least one skill for each of the literacy strands selected. 3. Instructional Plan: • Content area GLEs • ELD standards • Instructional delivery methods • Assessments aligned with learning targets • Pre-test assessment, during instruction assessment, and post-test assessment used • Samples of all teaching materials used • One rubric and one student work sample • Anecdotal student responses from assessments given • Student voice evidence 4. Reflection: Description of the background and cultural heritage of the students, including any cultural factors influencing success of their learning Explanation of how the lessons included each students' cultural identity and accommodated cultural differences Description of teaching strategies and delivery models used, i.e., total Physical Response (TPR), Presentation, Practice, and Production (PPP), Communicative Language Teaching (CLT), Johnson and Johnson model, Slavin model Analysis of the effectiveness of selected strategies using student voice evidence How the lessons were modified to meet the needs of diverse ELL learners How the strategies used increased the students' learning of BICS and CALPs Assessments used before, during and after instruction How student voice evidence demonstrates achievement of learning targets Areas of strength and areas for

<i>Components</i>	<i>% of Grade</i>
Instructional plans	30%
Strategy selection	15%
Literacy learning targets	15%
Reflection	30%
Organization and conventions	10%
TOTAL	100%

Instructor Determined Assignments; including participation

Class participation expands the participant’s knowledge and ability to implement strategies learned in the course. Candidates are expected to demonstrate a professionalism by attending classes, participating in class and on Blackboard, and creating respectful interactions with colleagues. Candidates are also called on periodically to take leadership roles within the class, or as a part of a small group. Leadership skill-building opportunities include classroom, online participation, and essential dispositions. The instructor may determine other required assignment(s) that become part of each candidate’s grade. For such assignments, the instructor provides a written assignment description and supporting advance guidance, including a rubric that guides performance expectations for candidates and defines how the instructor will grade the assignment.

<i>Components</i>	<i>% of Grade</i>
Contribution	20%
Preparation	20%
Attendance	20%
Communication	20%
Essential Dispositions	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle’s academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value

equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.