UNIVERSITY OF MARYLAND
UNIVERSITY SENATE

1100 Marie Mount Hall
College Park, Maryland 20742-4111
Tel: (301) 405-5805 Fax: (301) 405-5749
http://www.senate.umd.edu

SENATE LEGISLATION APPROVAL

Date:	December 15, 2014
To:	Wallace D. Loh
From:	Donald Webster Chair, University Senate
Subject:	PCC Proposal to Establish a Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages
Senate Document #:	14-15-14

I am pleased to forward for your consideration the attached legislation entitled, "PCC Proposal to Establish a Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages." Betsy Beise, member of the Programs, Curricula, and Courses (PCC) Committee, presented the proposal. The University Senate approved the proposal at its December 11, 2014 meeting.

We request that you inform the Senate Office of your decision as well as any subsequent action related to your conclusion.

Enclosure: PCC Proposal to Establish a Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages
Senate Document # 14-15-14

DW/rm

Cc: Mary Ann Rankin, Senior Vice President for Academic Affairs & Provost
Reka Montfort, Executive Secretary and Director, University Senate
Juan Uriagereka, Associate Provost for Faculty Affairs
Diane Krejsa, Interim Vice President for Legal Affairs and Chief Counsel
Janet Turnbull, President's Legal Office
Elizabeth Beise, Associate Provost for Academic Planning & Programs
Sylvia B. Andrews, Academic Affairs
Donna L. Wiseman, Dean, College of Education
Francine Hultgren, Chair, Teaching and Learning, Policy and Leadership
Drew Fagan, TESOL Outreach/International Coordinator

Approved: _____ Date: 12-17-2014
Wallace D. Loh
President

University Senate
TRANSMITTAL FORM

Senate Document #:	14-15-14
PCC ID #:	14009
Title:	Establish a Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages
Presenter:	Gregory Miller, Chair, Senate Programs, Curricula and Courses Committee
Date of SEC Review:	November 17, 2014
Date of Senate Review:	December 11, 2014
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	The College of Education and the Department of Teaching and Learning, Policy and Leadership propose to establish a 12-credit Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL). The purpose of this certificate is to offer professional development to a variety of educators in the area of TESOL at the elementary, middle, and high school levels. The primary target population for this certificate program are teachers who are currently certified in other content areas and have English language learners (ELLs) present in their classes but do not have the pedagogical and theoretical knowledge needed for meeting their students' specific language needs. The program will also be appealing for other populations, such as non-public P-12 teachers, as well as other educators or trainers who work with ELL populations in different contexts. For public school teachers, the program will address a growing state need as Maryland school systems have had a 115% increase in the number of students with ELL designations since the 2002-2003 school year. In anticipation that local school systems will desire this training for their teachers, the program will initially be offered to specific cohorts. When the program is offered to specific cohorts, the program will be offered at convenient locations, such as the Universities at Shady Grove, the Laurel Center, or at local schools. The program may also be offered in a blended format.

	The program will address second language acquisition theory, ESOL methods, ESOL literacy across the primary and secondary content areas, and second language assessment. The curriculum will consist of four courses: EDCI631 Student Assessment in the Second Language Classroom; EDCI634 Methods of Teaching ESOL; EDCI636 Teaching ESOL Reading and Writing in the Elementary Classroom Areas **or** EDCI638 Teaching ESOL Reading and Writing in Secondary Content Areas; and EDCI732 Second Language Acquisition. These courses are already included in the TLPL department's existing 42-credit Master's Certification TESOL program and the 30-credit Master's Non-certification TESOL program. This proposal received the unanimous support of the Graduate PCC committee on October 27, 2014. The proposal also received unanimous support from Senate Programs, Curricula, and Courses committee at its meeting on November 7, 2014.
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new Post-Baccalaureate Certificate program.
Committee Work:	The committee considered this proposal at its meeting on November 7, 2014. Drew Fagan from the Department of Teaching and Learning, Policy and Leadership, presented the proposal and responded to committee questions. After discussion, the committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve this new certificate program.
Risks:	If the Senate declines to approve this new certificate program, the University will lose an opportunity to offer needed professional development for teachers looking to enhance their knowledge of teaching English to speakers of other languages, which is a growing need in the state of Maryland.
Financial Implications:	There are no significant financial implications with this proposal. This program will be funded primarily through tuition revenue.
Further Approvals Required:	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.
- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

PCC LOG NO. 14009

College/School:
Please also add College/School Unit Code-First 8 digits:
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:
Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):

- ☐ Curriculum change (including informal specializations)
- ☐ Curriculum change for an LEP Program
- ☐ *Renaming of program or formal Area of Concentration*
- ☐ *Addition/deletion of formal Area of Concentration*
- ☐ *Suspend/delete program*
- ☐ *New academic degree/award program*
- X New Professional Studies award iteration
- ☐ New Minor
- ☐ Request to create an online version of an existing program

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

The Department of Teaching and Learning, Policy and Leadership (TLPL) is proposing a new Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL). The purpose of this certificate is to offer professional development to a variety of educators in the area of TESOL at the elementary, middle, and high school levels. The target participants will be educators who are currently certified in other content areas and have English language learners (ELLs) present in their classes but do not have the pedagogical and theoretical knowledge needed for meeting their specific language needs; these educators also may or may not want to pursue an add-on certification in P-12 English to Speakers of Other Languages (ESOL) for the state of Maryland. The certificate will also be beneficial for teachers of adults or supplemental schools who have not had formal preparation in TESOL.

The course sequence will consist of four (4) courses (12 credits) that are essential in order to be successful in working with ELLs in both ESOL and non-ESOL content classrooms, specifically courses in second language acquisition theory, ESOL pedagogy, ESOL literacy across the primary and secondary content areas, and second language assessment. These courses are already included in the Department's existing 42-credit Master's Certification TESOL Program and 30-credit Master's Non-certification TESOL Program. They will be offered to cohorts of teachers, with a maximum of 28 teachers per cohort.

Upon completion, the participants will receive a Post-Baccalaureate Certificate in TESOL from the University of Maryland. Participants will also have the option of transferring these credits toward a Master's in Education and/or certification in the field.

Departmental/Unit Contact Person for Proposal: Drew Fagan; Email: dfagan@umd.edu

==========

APPROVAL SIGNATURES - *Please print name, sign, and date. Use additional lines for multi-unit programs.*

1. Department Committee Chair Robert G. Croninger 9-19-14
2. Department Chair Francine Hultgren 9-19-14
3. College/School PCC Chair Denis Sullivan D. SULLIVAN 9-19-14
4. Dean Donna L Grasemann 9-23/14
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC Gregory Mitchell
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

PROPOSAL

POST-BACCALAUREATE CERTIFICATE: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

COLLEGE OF EDUCATION, UNIVERSITY OF MARYLAND
DEPARTMENT OF TEACHING AND LEARNING, POLICY AND LEADERSHIP

Overview

The Department of Teaching and Learning, Policy and Leadership (TLPL) is proposing a new Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL). The purpose of this certificate is to offer professional development to a variety of educators in the area of TESOL at the elementary, middle, and high school levels. The target participants will be educators who are currently certified in other content areas and have English language learners (ELLs) present in their classes but do not have the pedagogical and theoretical knowledge needed for meeting their specific language needs; these educators also may or may not want to pursue an add-on certification in P-12 English to Speakers of Other Languages (ESOL) for the state of Maryland. The certificate will also be beneficial for teachers of adults or supplemental schools who have not had formal preparation in TESOL.

The course sequence will consist of four (4) courses (12 credits) that are essential in order to be successful in working with ELLs in both ESOL and non-ESOL content classrooms, specifically courses in second language acquisition theory, ESOL pedagogy, ESOL literacy across the primary and secondary content areas, and second language assessment. These courses are already included in the Department's existing 42-credit Master's Certification TESOL Program and 30-credit Master's Non-certification TESOL Program. They will be offered to cohorts of teachers, with a maximum of 28 teachers per cohort.

Upon completion, the participants will receive a Post-Baccalaureate Certificate in TESOL from the University of Maryland.

Completers will also have the option of transferring these credits toward a Master's in Education and/or certification in the field.

Rationale

This Post-Baccalaureate Certificate will meet the professional needs of the Maryland school systems which have had a 115% increase in the number of students with ELL designations since the 2002-2003 school year, with 27,311 in 2002-2001 compared with 58,931 in 2013-2014 (data from the Title III/ELL Office, Department of Curriculum, Assessment, & Accountability, Maryland State Department of Education). These numbers do not include those students who have recently exited the ELL designation but are still in the process of acquiring the English language and continue to struggle with English literacy across the content areas. This increase is found in counties with a historically large representation of ELLs in classrooms, such as Montgomery and Prince George's, both of which are experiencing shortages in ESL teachers and

content area teachers knowledgeable in ELL pedagogy. Simultaneously, counties such as Anne Arundel, Howard, and Frederick, which historically have had relatively low populations of ELLs, have seen the number of ELLs grow exponentially over the last ten years. As with Montgomery and Prince George's Counties, though, the number of teachers who can meet this student population's linguistic needs both in ESOL and content area classrooms have not increased in parallel.

Due to these current trends in numbers of ELLs across the state, and, in particular, counties in close proximity to the university, the proposed PBC program would be desirable for those teachers who have not already been exposed to second language acquisition theory and ESOL pedagogy and plan to:

(1) Continue working with ELLs in their content areas.
(2) Apply for their add-on certification in ESOL.
(3) Work with ELLs outside of the public school system.

Additionally, the program would also be helpful for those teachers who may already teach ELLs by virtue of having taken Praxis II without preparation in a TESOL program. These teachers would benefit by enhancing their understanding of second language learning theory and practice in order to enhance their pedagogy. Finally, this certificate will meet the needs of individuals who are interested in the field of TESOL but are not working in a public school system. This includes teachers in community language programs for children and adults, as well as those contracted to teach adults English for business or government institutions domestically and internationally.

As a land-grant institution, the University of Maryland, College Park, is positioned well to offer this post-baccalaureate certification to its neighboring school districts. Currently, there are numerous Master's in TESOL programs throughout the state of Maryland; however, only two schools have post-baccalaureate certificates such as the one proposed here: Salisbury State and University of Maryland, Baltimore County (UMBC). The program at Salisbury State consists of 15 credit hours but focuses on practicing teachers on the Eastern Shore as courses are only offered in person, thus not making it accessible for students in the local Washington, DC metro area. The 12-credit program at UMBC, while offered both online and in-person, draws from students in the Baltimore metro area and is an open enrollment program; as such, it is not easily accessible for closed cohort programs with school districts in the Washington, DC metro area that aim to have programs geared towards their specific ELL student populations' needs. The proposed program here at the University of Maryland, College Park, would address that much needed niche.

Nature of the Program

The TESOL PBC program will address second language acquisition theory, ESOL methods, ESOL literacy across the primary and secondary content areas, and second language assessment. The curriculum of the courses will also integrate the backgrounds, current work settings, and future needs of the participants, including preparing ELLs for the World-Class Instructional Design and Assessment (WIDA) Standards, recently introduced in the Maryland school systems,

and the Maryland College and Career-Ready Standards (MCCRS). In addition, the courses will incorporate the use of technology.

The program will be offered off-campus at a location convenient for the cohort, such as the Universities at Shady Grove, the Laurel Center, or at local schools already approved by the College of Education for off-campus outreach programs. Classes will be held in the late afternoon or evening to accommodate in-service teachers' work schedules and will include face-to-face, on-line, or other blended pedagogies.

One course will be offered each semester in consecutive semesters, with summers included, so the students are able to complete the certificate at the earliest in one calendar year. Students may also elect to complete the courses at their own pace. However, as stipulated in University policy, students will need to complete the coursework within five years of enrolling.

Title of Certificate: Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL)

Course and Catalog Descriptions:

EDCI 631: Student Assessment in the Second Language Classroom

- Analysis of standardized and teacher-made FL/ESL tests; emphasis on principles of FL/ESL test construction. Field-testing of commercial and teacher-made materials.

EDCI 634: Methods of Teaching ESOL

- This course presents a survey of the historical and current approaches, methods, and techniques of teaching English to speakers of other languages, from grammar to translation to audio-lingual and communicative approaches. Additionally, successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed.

*EDCI 636: Teaching ESOL Reading and Writing in the Elementary Classroom Areas

- Analysis of elementary school classroom culture, social contexts, and instructional strategies which foster language development in elementary school content areas.

*EDCI 638: Teaching ESOL Reading and Writing in Secondary Content Areas

- Analysis of approaches to curriculum, current research, theory and pedagogy of reading and writing to second language students from diverse cultural and linguistic backgrounds.

EDCI 732: Second Language Acquisition

- Major theoretical approaches to second language acquisition.

*Depending on the specified needs of the cohort, EDCI 636 or EDCI 638 will be offered.

Course Sequence

Semester 1	Summer II Semester	EDCI 732: Second Language Acquisition
Semester 2	Fall Semester	EDCI 634: Methods of Teaching ESOL
Semester 3	Spring Semester	EDCI 636: Teaching ESOL Reading and Writing in the Elementary Classroom Areas OR EDCI 638: Teaching ESOL Reading and Writing in Secondary Content Areas
Semester 4	Summer I Semester	EDCI 631: Student Assessment in the Second Language Classroom

Faculty

Faculty who teach these courses will be drawn from the Department of Teaching and Learning, Policy and Leadership (TLPL), and will be coordinated by the Outreach/International TESOL Coordinator. The faculty will comprise a combination of full-time, tenure-track and clinical faculty, and adjunct professors who normally teach these courses.

Learning Outcomes

Students will demonstrate:

1. An ability to plan differentiated lessons that integrate TESOL and WIDA Standards into ESOL and/or content area courses.
2. An ability to design thematic units and lessons that align with MCCRS and integrate the Maryland Teacher Technology Standards (MTTS).
3. Knowledge of current and historical theories and research into second language acquisition as applied to language learning in K-12 contexts.
4. An ability to assess second language learners' language skills and communicative competencies using multiple sources of information, construct teacher-made tests and authentic assessments for students in ESOL and/or content area classrooms.
5. Knowledge of the interactive nature of the reading and writing processes in the various content areas that ELLs find themselves in P-12 contexts, as well as other theories and models of cognition and literacy, and apply them in designing instruction.

Assessment Measures

Assessments will include (give a clear example of what's being assessed):

- Thematic unit plans focusing on the accuracy and relevance of differentiated instruction for ELLs in content classrooms.
- Short reaction papers to course readings demonstrating students' understandings, critiques, and applications for the classroom.
- Case studies on ELL learning in varied educational settings.

- Literature reviews of key topics on second language acquisition theory and pedagogy.
- Second language assessment tool construction.
- Video-recordings, reflections, and analyses of teaching-in-practice.

Admissions Criteria

Students applying for the Post-Baccalaureate Certificate in TESOL must first indicate interest to the director who will then vet the applicants for eligibility. Applicants will then submit an application to the Graduate School of the University of Maryland, where they must meet all requirements of the Graduate School, including:

- A minimum GPA of 3.0 (4.0 scale) or graduate GPA of 3.0 (4.0 scale). Applicants with international credentials must submit in the original language those academic records that are not written in English. Such credentials must be accompanied by an accurate and literal English translation.
- Three letters of recommendation that address the applicant's leadership potential, relevant experience, and ability to succeed in the program.
- A statement of goals and objectives for pursuing graduate study. The statement must indicate both the applicant's practical experience as well as professional goals.
- Where applicable, a TOEFL score of 100 or higher or IELTS combined score of 7.0 or higher.

Students may apply some or all of the 12 credits earned for the Post-Baccalaureate Certificate towards a Master's degree, with the approval of the student's advisor and the program. However, acceptance to begin the course of study for the Post-Baccalaureate Certificate will not automatically guarantee admission to a degree program. Students will need to apply to and meet all requirements of the Graduate School and program to be accepted to the degree program.

Off-Campus Programs

Given that this TESOL Post-Baccalaureate Certificate is intended to serve non-traditional students who otherwise would not be able to attend on-campus programs (e.g., full-time teachers), this program will be offered off-campus. As is the current standard and accepted practice, the Dean of the College of Education and the Chair of TLPL ensure student access to a full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities and computer facilities, if needed).

Commitment to Diversity

The University of Maryland is committed to recruiting and retaining a diverse student body. The university's accreditation by the Middle States Association of Colleges and Secondary Schools, the College of Education's accreditation by the Council for the Accreditation of Education Preparation (CAEP), and the Maryland State Department of Education insure this commitment.

Resources

Staffing for this program will come from existing faculty within TLPL. Support from tuition revenues will be sufficient to cover all faculty, facility, and administrative costs (See Tables 1 and 2):

Table 1: Resources (FY July 1-June 30)

Resource Categories	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1. Reallocated Funds	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue	$ 183,000	$ 183,000	$ 183,000	$ 183,000	$ 183,000
a. #F.T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	na				
c. Annual Full-time Revenue (a x b)	-				
d. # Part-time Students	25	25	25	25	25
e. Credit Hour Rate (current differential rate subject to change)	$610	$610	$610	$610	$610
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	$ 183,000	$ 183,000	$ 183,000	$ 183,000	$ 183,000
3. Grants, Contracts, and Other Resources	$ -				
4. Other Sources	$ -				
TOTAL (add 1- 4)	$ 183,000	$ 183,000	$ 183,000	$ 183,000	$ 183,000

Table 2: Expenditures and Revenues by Year (FY July 1 – June 30)

Expenditure Categories	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1. Total Faculty Expenses (b + c below)	$50,400	$50,400	$50,400	$50,400	$50,400
a. #FTE	0.25	0.25	0.25	0.25	0.25
b. Total Salary	$40,000	$40,000.00	$40,000.00	$40,000.00	$40,000.00
c. Total Benefits	$10,400	$10,400	$10,400	$10,400	$10,400
2. Total Administrative Staff Expenses (b + c below)	$-				
a. #FTE	$-				
b. Total Salary	$-				
c. Total Benefits	$-				
3. Total Support Staff expenses					
a. # FTE	$-				
b. Total Salary	$-				
c. Total Benefits	$-				
4. Equipment	$-				
5. Library	$-				
6. New or Renovated Space	$-				
7. Other Expenses	$55,900	$55,900	$55,900	$55,900	$55,900
Shady Grove room charge	$1,000	$1,000	$1,000	$1,000	$1,000
Entrepreneurial/Admin fee (10% of tuition)	$18,300	$18,300	$18,300	$18,300	$18,300
College of Education Fee (20% of tuition)	$36,600	$36,600	$36,600	$36,600	$36,600
TOTAL (add 1-7)	$ 106,300	$106,300	$106,300	$106,300	$106,300

***This does not include any factors for inflation since we assume salaries and tuition will go up by similar percentages**

Other Issues

If a school district wishes to sponsor a cohort of its teachers, a Memorandum of Understanding (MOU) will be negotiated with the school district, as is current standard practice.

EDCI 631: Student Assessment in the Second Language Classroom

University of Maryland, College Park, Spring 2014
Mondays, 5:00- 7:45 pm

Professor: Dr. Ebony Terrell Shockley
E-mail: eterrell@umd.edu
Telephone: (301) 405-4959
Skype Contact: eterrell15
Location: ASY 3211(Art -Sociology Building)
Office hours: Mondays, 3:30-4:30 & by appt.

COURSE DESCRIPTION

This course provides students with an analysis of standardized and teacher-made foreign language and English as a Second Language (FL/ESL) tests; the emphasis is on principles of FL/ESL test construction, as well as field-testing of commercial and teacher-made materials.

Participants will be able to understand foundational language assessment concepts and apply these to the selection, use and interpretation of externally-developed standardized tests and to the adaptation, development, administration, scoring and interpretation of classroom assessments. The course addresses assessment of both language and academic content. Participants will also become familiar with current social, legal and political issues in testing. Finally, participants will be able to evaluate compliance with international standards of ethics in assessment.

COURSE STANDARDS AND OBJECTIVES

This course is specifically designed to address the MSDE ESOL preK-12 certification assessment requirement and the TESOL Standards Domain 4 (Assessment). In addition, the College of Education Conceptual Framework, Maryland Teacher Technology Standards (MTTS), as well as InTASC Standards are identified throughout this syllabus.

By the end of this course, students will be able to demonstrate an understanding of issues in assessment and foundational assessment concepts as they relate to second language learners (TESOL 4.a.1, 4.a.2, 4.a.3, 4.a.4, 4.a.5; CF: Subject Matter).

Course Objectives: By the end of this course, students will be able to:

1. Adapt and construct classroom assessments of both language and academic content for second language learners (TESOL 4.b.3, 4.c.1, 4.c.2, 4.c.3, 4.c.4, 4.c.5; CF: Pedagogy).
2. Evaluate and describe the strengths and weaknesses of externally-developed standardized assessments for second language learners and interpret and use results appropriately (TESOL 4.b.1, 4.b.2; CF: Subject Matter).
3. Assess and produce evidence that demonstrate that you understand how to determine second language learners' language proficiency for a variety of purposes using multiple sources of information (TESOL 4.b.3; CF: Subject Matter).
4. Evaluate the principles of assessment as related to assessing second language learners

(4.a.1, 4.a.2, 4.a.3, 4.a.5; CF: Subject Matter).

5. Compute, interpret and use basic test data to inform instruction (TESOL 4.a.5, 4.b.2, MTTS IV, CF: Technology, Educational Goals and Assessment)

REQUIRED TEXTS

1. Genesee, F., & Upshur, J. (1996). *Classroom-based evaluation in second language education.* Cambridge: Cambridge University Press.

2. Supplementary Readings (see ELMS)

3. Online Resources in testing and assessment

ASSIGNMENTS AND EVALUATIONS

Class Preparation and Participation	30%
Issues Synthesis	20%
Teacher-made Test	10%
Published Test Analysis	15%
Final Assessment	25%
TOTAL:	100%

Grading Scale:

A+ = 98-100%	B+ = 88-89.9%	C+ = 78-79.9%	D+ = 68-69.9%	F = 0-59.9%
A= 94-97.0%	B= 84-87.9%	C= 74-77.9%	D= 64-67.9%	
A- = 90-93.9 %	B- = 80-83.9%	C- = 70-73.9%	D- = 60-63.9%	

1. **Class Preparation and Presentation (30%):** read and anlyze texts before each class; participate in class discussions and activities, attend synchronous sessions. In addition, the Surveys and Discussions are key assignments for this part of grading. For Discussions, aim for initial postings of at least 200 words and responses to others that are at least 75 words.

2. **Issues Synthesis (20%)**: Choose a current issue in language assessment. Read 5-7 articles on the topic. Write a 4-6 page synthesis. Research a published language test using print and electronic resources; write up review and conclusions.

   REFERENCES DUE: MONDAY, MARCH 10TH, 2014
   FINAL VERSION DUE: MONDAY, MARCH 17TH, 2014

Rubric:

	7 points	5 points	4 points	3 points	2 points	0 points
Timeliness/ Completion				The paper is submitted early or on time and meets the length requirements of 4-6 pages		The paper is not submitted early or on time or the paper does not meet the length requirement (4-6 pages).
Paper Structure		The paper is cohesive; the paper displays proper use of grammar, font, spelling and mechanics.	The paper is cohesive, however the paper contains more than three errors with respect to either grammar, or font, or spelling or mechanics.	The paper is cohesive, the paper contains more than four errors with respect to either grammar, or font, or spelling or mechanics.	The paper is not cohesive, and the paper contains more than four errors with respect to either grammar, or font, or spelling or mechanics.	
Paper Content	The paper relates to the topics/issues of language learners. The student elaborates with respect to the research on the given topic. The paper makes reference to a possible resolution of the "issue".	The paper relates to the topics/issues of language learners. The student does not elaborate on the topic with respect to the research on the given topic or the paper does not make reference to a hypothetical resolution of the "issue".		The paper does not relate to the topics/issues of language learners. The student does not elaborate on the topic with respect to the research on the given topic or the paper does not make reference to a hypothetical resolution of the "issue".		The paper does not relate to the topics/issues of language learners and the student does not elaborate on the topic with respect to the research on the given topic and the paper does not make reference to a hypothetical resolution of the "issue".

3. **Teacher-made Test (10%):** Analyze a teacher-made test; write up results of analysis applying test terminology (e.g., principles of assessment) and concepts studies.

   DUE: MONDAY, APRIL 7TH, 2014

   Rubric:

   Part 1: Accuracy & Completion Questions:
   - Each question is answered and is accurate (4 points)
   - Most questions are answered or most questions are accurate (3 points)
   - Some questions are answered or some questions are accurate (1 point)

   Part 2: Accuracy & Completion Prompt
   - Appropriate, accurate, and complete responses with 150-200 words (4 points)
   - Appropriate, accurate, or complete responses with 150-200 words (2 points)
   - One of the above (1 point)

   Part 3: Promptness
   - Submitted early or on time (2 points)
   - Submitted one day late (1 point)
   - Submitted more than one day late (0 points)

4. **Published Test Analysis (15%)**: Research a published language test (this may include an entry level assessment) using print and electronic resources; write up review and conclusions.

   DUE: MONDAY, APRIL 21ST, 2014

   Rubric:

	5 points	4 points	3 points	1 point	0
Timeliness			Work submitted early or on time.	Work submitted after midnight of due date.	Work submitted more than 1 day late.
Content	Responses, references from class, textbook, and other readings relate to the topic, standard or issue; written at the graduate level/only 1-2 errors.	More than one of the components in the summary or reaction do not parallel the given topic, standard or issue; more than 3 errors.		The reaction and summary are not linked to class discussions, the textbook or course readings.	
Completion		Includes summary and reaction to each prompt, published assessment & cut-score/norming/Review Process; content area & grade level, suggestions for revisions and parallels to course reading (e.g. Abedi, 2006) included.	One of the 4 point components is not included/ referenced.	More than one of the 4 point components is not included/ referenced.	
Length			Assignment meets the 3 page minimum.	Assignment is less than 3 pages.	Assignment is less than 2 pages.

5. **Final Assessment (25%):** Develop a traditional pencil-and-paper language test and a performance-based assessment for a specific instructional unit. Include the steps and components of Backward Design.

   DUE: MONDAY, MAY 12TH, 2014

Rubric:

	6 points	5 points	3 points	1 point	0 points
Clarity	Language use is consistent throughout the test (i.e. there are no use of idioms or non-standard language unless it is appropriate for the culture of the test). It is translated to English with no errors.		Language use is consistent, however, the test includes unclear language that is not for the purpose of understanding the culture or dialect of a language, or it is translated to English with 1 or more errors.	Language use is not clear, the test includes unclear language that is not for the purpose of understanding the culture or dialect of a language, or it is not translated to English	
Alignment		The test questions are on content/material that extend from the Backward Design task or from the listed standard.		Most of the test questions (more than 50%) are on content/ material that extend from the Backward Design task or from the listed standard.	Some of the test questions (less than 50%) are on content/material that extend from the Backward Design task or from the listed standard.
Test Item/ Summary	The teacher describes how she/he plans to ensure validity/ reliability and the explanation is appropriate and accurate and contains at least 5 items.			The teacher describes how she/he plans to ensure validity and reliability and the explanation contains inaccuracies or contains fewer than 5 items.	The teacher describe how she/he plans to ensure either validity or reliability and the explanation of one of these contains inaccuracies.
Content		The test topic is on reading, writing, speaking or listening.			The test topic is not on a literacy component.
Scoring			The scoring for the test is included for each test item.	The scoring for the test is included for most (more than 50%) of the test items.	The scoring for the test is included for some or no test items.

Final Exam Rubric E.Terrell Shockley

COURSE POLICIES

The following guidelines apply to written assignments for this course. Unless otherwise specified, written assignments are to be submitted in hard copy in class on the day they are due. As identification, they should include your name, course title, assignment title and date on top of page. Include page numbers and use a traditional 12-point font such as Times New Roman. Double space and use one-inch margins. Use in-text citations and references when necessary, following APA format. In addition, be sure to check your work to make sure it is free of editing errors.

Late work will be penalized five percentage points a day except in the case of a serious emergency or illness. If you know in advance that you will not be able to turn something in on the due date due to religious observances or participation in university activities at the request of university authorities, you must make arrangements with me to turn in the work prior to the due date. In the case of an emergency or serious illness, late work will only be accepted if you contact me ahead of time or as soon as possible following the incident.

All students are required to comply with the University's Honor Code, which prohibits cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On each assignment, students are required to write and sign the following: I pledge on my honor that I have not given or received any unauthorized assistance on this examination.
Allegations of academic dishonesty should be reported directly to the Honor Council (301-314-8450) by any member of the campus community. For a copy of the full text of the Code, please go to www.jpo.umd.edu.

Disability support services are available to students who need them. If you have a documented disability and need academic adjustments or accommodations, please speak with me about it during the first two weeks of class. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodation request each semester. Information is available on the web at www.counseling.umd.edu/DSS.

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting May 1. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Religious Observance: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up assignments that are missed due to such absences. However, they must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

EDCI 631- Spring 2014 Schedule

Week/Date	Topics		Reading/Preparation
Week 1 Jan. 27	Module 1: Introduction to Assessment	Course Introduction Online Survey; Expectations Acknowledgement	Gather textbook and online sources Gumperz & Cook-Gumperz (2008)
Week 2 Feb. 3		Purposes and uses of assessment	Abedi & Levine (2013)
Week 3 Feb 10	Module 2: Teaching and Testing	Course Objectives Language Objectives	Genesee & Upshur, ch. 1-3
Week 4 Feb 17		Backward Design Bias/Perspectives/Culture	
Week 5 Feb 24	Module 3: Assessing without Tests	Validity, reliability, and practicality Backwash and impact Constructs for listening, speaking, reading, writing	Genesee & Upshur, ch. 4-5
Week 6 Mar 3		Journals, portfolios, conferences	Genesee & Upshur, ch. 6-7
Week 7 Mar 10	Module 4: Test Development and Interpretation	Test development Testing techniques Test Statistics Testing Grammar and Vocabulary	Genesee & Upshur, ch. 8 & 10 **References for Issues Paper Synthesis due via email**
Week 8 Mar 17		**Spring Break**	
Week 9 Mar 24		Developing, interpreting, and reporting test results Standardized testing of Access Test	View Understanding Assessment tutorial
Week 10 Mar 31	Module 5: Rubrics and Accommodations	Rubrics Language proficiency assessment Maryland Accommodations Manual ELLs and special education testing	Genesee & Upshur, ch. 11 Abedi (2008)

Week 11 Apr 7		State and Federal Modifications Response to Intervention	Klinger, Artiles and Barletta (2006) MacSwan & Rolstadt (2006) **Teacher Made Test Analysis due**
Week 12 Apr 14	Module 6: Data Analysis & Accountability	Bilingual/L1 Assessments Adapting content area assessments	Abedi (2006); Solano-Flores (2006); Abrams, Ferguson & Laud (2001)
Week 13 Apr 21		Data Analysis & Instructional Decisions Policy, Accountability Testing	Genessee & Upshur, ch.14 **Published Test Analysis due**
Week 14 Apr 28	Module 7: Alternative Assessments	Performance Assessment Special uses of language tests Alternative Assessment Self- and Peer-Assessments	Video "Assessment of English Language Learners", pt 2
Week 15 May 5		Wrap-up Review Course Evaluations	
May 12			**Final Assessment Project Due**

EDCI 634: Methods of Teaching ESOL

University of Maryland, College Park
Wednesdays, 5:00-7:45 pm

Professor: Dr. Roberta Lavine
Email: rlavine@umd.edu
Office Jimenez Hall 2102
Office Hours: Before or after class, or by appointment
Office Number: 301-405-6443

COURSE DESCRIPTION

This course presents a survey of the historical and current approaches, methods, and techniques of teaching English to speakers of other languages, from grammar to translation to audio-lingual and communicative approaches. Additionally, successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed.

STANDARDS AND OBJECTIVES

This course is designed to address the following TESOL/NCATE Standards:

a. Domain 3a- Planning for standards-based ESL and content instruction
b. Domain 3b- Implementing and managing standards-based ESL and content-instruction
c. Domain 3c- Using resources and technology effectively in ESL and content instruction

In addressing these standards, by the end of the course students will be able to:

1. Acquire an understanding of historical and current methodology of ESL teaching.
2. Acquire knowledge of the concepts of standards, the TESOL standards, and the Maryland State Department of Education Standards for ESOL, and how they relate to language competency, proficiency, teaching, and learning.
3. Demonstrate an understanding of key theoretical concepts of ESL methodology
4. Demonstrate a familiarity with a variety of issues, activities, and evaluation relevant to listening, speaking, reading, and writing.
5. Plan instruction to achieve objectives.
6. Implement the plan of instruction in delivery of instruction.
7. Use a variety of materials and strategies, including the use of technology, which meets learners' individual needs, as well as motivates and involves learners.

REQUIRED READINGS

1. Brown, H.D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Pearson.
2. Additional readings on ELMS- elms.umd.edu

ASSIGNMENTS AND EVALUATIONS

Take-home Methods Evaluation (individual	15%
Observation Assignment (individual or pair)	15%
Electronic Discussions & Participation	15%
Teaching Tips (pairs)	15%
Research Articles (individual)	15%
Teaching Philosophy (individual)	5%
Cross-Cultural Projects (individual, pair, or group)	20%
TOTAL:	100%

Grading Scale:

A+ = 98-100%	B+ = 88-89.9%	C+ = 78-79.9%	D+ = 68-69.9%	F = 0-59.9%
A= 94-97.0%	B= 84-87.9%	C= 74-77.9%	D= 64-67.9%	
A- = 90-93.9 %	B- = 80-83.9%	C- = 70-73.9%	D- = 60-63.9%	

1. **Take-home Methods Evaluation (15%):** We will have a take-home evaluation to help us synthesize and apply what we've learned.

   DUE: October 5th

2. **Classroom Observation (15%)**: You will have the opportunity to observe a linguistically and culturally diverse classroom with a critical eye. Your observation should be one full class period in an ESL classroom of your interest (primary, middle, secondary, adult). You will be provided with a list of potential sites, though it is your responsibility to make the contact and set up the time for the observation. Take notes during the period. Use what you have learned from our class discussions and readings to analyze and evaluate the teaching. Make specific references to our readings, and provide suggestions with rationale as you see fit.

   DUE: November 30th

3. **Electronic Discussions (15%)**: Participation in class is essential. Please note that participation includes our electronic discussions and your responses to your colleagues postings. We will have five formal graded online discussions throughout the course:
   a. **"Where I come from":** Individual post due September 5th; responses due September 7th
   b. **"Freedom Writers":** Individual post due September 12th; responses due September 14th
   c. **"Language Learning Autobiography":** Individual post due September 19th; responses due September 21st
   d. **"This I believe":** Individual post due September 26th; responses due September 28th

e. **"Three annotated websites":** Individual posts only due October 19th

4. **Teaching Tip and Holiday Presentation (15%):** Throughout the semester, students will present a 15 minute teaching tip (microteaching) integrating specific language skills. You will also hand in a lesson plan of the teaching tip. Sign up for your presentation week.

5. **Research Articles (15%):** Depending on the teaching context, skill, age group, method, etc… that interests you, (1) choose one specific topic and annotate three individual research articles from 2005 forward, and (2) analyze and comment how it can be applied to your own teaching context.

   DUE: November 2nd

6. **Teaching Philosophy (5%):** You will develop a teaching philosophy in written format. We will review sample teaching philosophies throughout the semester showing you how to incorporate key concepts from the course into your philosophy.

   DUE: DECEMBER 7TH

7. **Cross-cultural Projects (20%):** You will work with your partners at Tamkang University in Taiwan to complete seven cross-cultural projects. These tasks will help us apply and synthesize much of the course materials and seek a common ground that can that can benefit future ESL students.

COURSE POLICIES

The following guidelines apply to written assignments for this course. Unless otherwise specified, written assignments are to be submitted in hard copy in class on the day they are due. As identification, they should include your name, course title, assignment title and date on top of page. Include page numbers and use a traditional 12-point font such as Times New Roman. Double space and use one-inch margins. Use in-text citations and references when necessary, following APA format. In addition, be sure to check your work to make sure it is free of editing errors.

Late work will be penalized five percentage points a day except in the case of a serious emergency or illness. If you know in advance that you will not be able to turn something in on the due date due to religious observances or participation in university activities at the request of university authorities, you must make arrangements with me to turn in the work prior to the due date. In the case of an emergency or serious illness, late work will only be accepted if you contact me ahead of time or as soon as possible following the incident.

All students are required to comply with the University's Honor Code, which prohibits cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On each assignment, students are required to write and sign the following: I pledge on my honor that I have not given or received any unauthorized assistance on this examination.

Allegations of academic dishonesty should be reported directly to the Honor Council (301-314-8450) by any member of the campus community. For a copy of the full text of the Code, please go to www.jpo.umd.edu.

Disability support services are available to students who need them. If you have a documented disability and need academic adjustments or accommodations, please speak with me about it during the first two weeks of class. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodation request each semester. Information is available on the web at www.counseling.umd.edu/DSS.

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Religious Observance: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up assignments that are missed due to such absences. However, they must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

EDCI 634- Schedule

Unit Date	Themes Topics	Readings & Assignments Due
Week 1 Aug. 31	**Introduction** • Introduction to class • Introduction to ELMS • Class Business **Excellent in education** • Intro to Classroom Assessment Techniques (CATs) • Teaching by principles	**Readings** • Angelo & Cross, pp. 3-11 • Brown Chs. 4 & 24 **Assignments** • Electronic Discussion: "Where I come from"
Week 2 Sept. 7	**Methods: Where we come from** • Historical overview of methods *Where I come from due*	**Readings** • Brown Ch. 2 • Jigsaw: Larsen-Freeman Chs. 1-8 (chapter assigned to your group) **Assignments** • Electronic discussion: "Freedom Writers"
Week 3 Sept. 14	**Methods: Where are we now?** • CLT and communicative competence • Lesson planning: Good and bad lesson plans *Freedom writers due*	**Readings** • Brown Chs. 3 & 9 • Larsen-Freeman Ch. 7 **Assignments** • Electronic discussion: Language Learning Autobiography
Week 4 Sept. 21	**Methods: Where are we now?** • Task-based learning and backward design • Skills integration	**Readings** • Lee Ch. 3 • Ricahrds & Rodgers Ch. 18

	• Wimba Voice board *Language learning autobiography due*	• Wiggins & McTighe • Brown Ch. 17 **Assignments** • Electronic discussion: "This I believe" • Work on Take-home Methods Evaluation for Oct. 5th
Week 5 Sept. 28th	**The Classroom** • Listening and Reading • Observation *This I believe due*	**Readings** • Brown Chs. 18 & 20 **Assignments** • Work on Take-home methods evaluation for Oct. 5th
Week 6 Oct. 5	**The Classroom** • Speaking and Writing *Take-home methods evaluation due*	**Readings** • Brown Chs. 19 & 21
Week 7 Oct. 12	**The Classroom** • Weave together: Into, Through, Beyond • Vocabulary *Teaching Tip #1: Listening Due*	**Readings** • Brown Ch. 2 • Brinton, Goodwin, & Ranks (1994) **Assignments** • Present three annotated sites/websites on Oct. 19th • Conduct your class observation and write the report by Nov. 30th
Week 8 Oct. 19	**The Classroom** • Technology • Exploring resources and evaluating ESL web resources • Review of ESL sites	**Readings:** • TBA

	• Introduction to the activities with Taiwan *Three annotated websites due*	
Week 9 Oct. 26	**The Classroom** • The millenials • Teaching grammar *Teaching Tip #2 Speaking Due*	**Readings** • Brown Ch. 12 • Dede (Millenials) • Mark Prensky (Digital natives vs. immigrants) **Assignments** • Research articles due Nov. 2
Week 10 Nov. 2	**The Classroom** • Competence, proficiency, and standards *Research articles due*	**Readings** • Brown Ch. 7 • TESOL P-12 Standards • MSDE ESOL Standards
Week 11 Nov. 9	**Who we are: Individual differences** • Learning styles & strategies • Case study on strategy-based instruction *Teaching Tip #3 Reading due*	**Readings** • Brown Ch. 16 • Oxford's Strategy Typology & SILL **Assignments** • Give yourself and one friend a language style instrument. Compare your results to theirs.
Week 12 Nov. 16	**Who we are: Individual differences** • Multiple intelligences • Case study on individual differences • Comments on Style Instruments *Teaching Tip #4 Writing due*	**Readings:** • Richards & Rodgers Ch. 10 **Assignments** • Conduct your class observation and finish the report by Nov. 30th

Week 13 Nov. 23	**Thanksgiving- No Class**	
Week 14 Nov. 30	**The Classroom** • Cooperative Learning • Teaching Philosophy *Class observation due*	**Readings** • Cooperative Learning reading online
Week 15 Dec. 7	**The Classroom** • Assessment Activitites (online) *Teaching Philosophy due*	**Readings** • Brown Ch. 23
Week 16 Dec. 14	**Wrap-up and Review** *Cross-cultural project due*	

EDCI 636: Teaching ESOL Reading and Writing in the Elementary Classroom Areas

University of Maryland, College Park, Fall 2013

Online

Professor: Dr. Megan Madigan Peercy
Email: mpeercy@umd.edu
Office: 2231 Benjamin Building
Office hours: By appointment
Electronic location for course materials on Canvas: elms.umd.edu

---

COURSE DESCRIPTION

Prerequisite: EDCI 634.

Analysis of elementary school classroom culture, social contexts, and instructional strategies that foster language development in elementary school content areas.

This course addresses the following TESOL/NCATE Standards:

3a: Planning for Standards-Based ESL and Content Instruction
3b: Implementing and Managing Standards-Based ESL and Content Instruction
3c: Using Resources and Technology Effectively in ESL and Content Instruction

---

REQUIRED MATERIALS/PARTICIPANTS

You will need the following for the course:

- *A group of young learners (preschool-6th grade age) you can videotape yourself working with, and permission to videotape yourself working with them.* A critical part of the course is your participation in 3 assignments (described below) in which you videotape yourself interacting with learners, upload video, and reflect on the video and your experience. This can be a different group of children for each assignment, or you can work with the same group each time. These assignments can be with students that you are teaching now, your children, neighbors, etc. Start thinking now about a group with whom you can work. You will need to have parent permission to videotape the learners. I will provide you with the appropriate forms for requesting permission.

- *Computer with Broadband Connection.* You will need a computer with speakers or headphones in a comfortable place where you can work for long hours without distraction or interruption, with a broadband (high speed) connection to the internet (such as DSL or a cable modem services). A dial up connection will not support course content and cannot be used.

- *Video camera or webcam.* This class frequently requires you to create video and upload it, as well as participate in synchronous meetings that require audio and video capability. You can buy a webcam at a computer hardware store. Many laptops now have webcams built in.

- *Microphone.* You will need a microphone. These are often built-in to webcams and computer headphones, as well as laptop computers.

- *Microsoft Office.* You will need to have the Microsoft Office suite in order to view, create, and edit documents for this course.

- *Web browser.* Up-to-date browser, such as Safari, Internet Explorer, Chrome, etc.

- *Adobe Acrobat.* You will need Acrobat (free download from the internet) to read .pdf documents for this course.

- *Capability to digitally videorecord, edit, and upload video.* You will need a videocamera or phone that allow you to digitally videorecord yourself teaching 3 assignments in this class. You will also need iMovie (for Macs; free online at http://en.kioskea.net/download/download-1238-imovie-hd) or Movie Maker (for PCs; free online at http://windows.microsoft.com/en-us/windows/get-movie-maker-download), or similar software, to excerpt a short segment of your teaching to upload to Canvas.

Required texts

1. Peregoy, S.F. & Boyle, O.F. (2013), 6th ed. *Reading, writing, and learning in ESL: A resource book for K-12 teachers.* Boston: Pearson.

2. Freeman, D.E. & Freeman, Y.S. (2000). *Teaching reading in multilingual classrooms.* Portsmouth, NH: Heinemann.

3. Samway, K.D. (2006). *When English language learners write: Connecting research to practice, K-8.* Portsmouth, NH: Heinemann.

4. Additional readings listed below, available on our Canvas course site (accessed through elms.umd.edu).

COURSE OVERVIEW

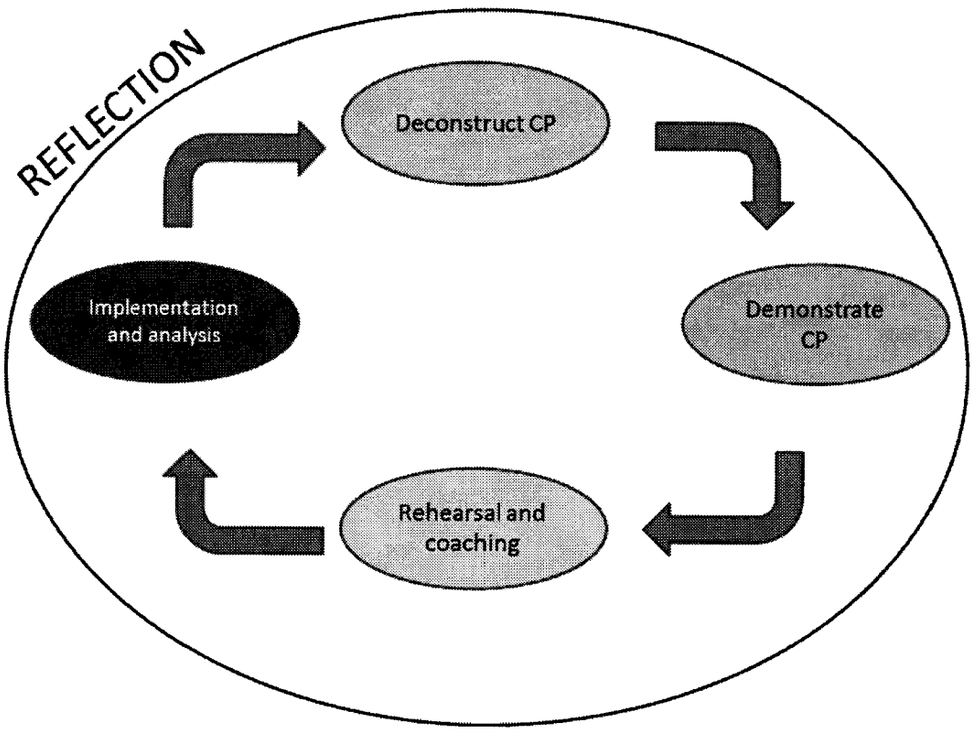
Following the TESOL/NCATE Standards, This course is built on 4 "core practices" and 2 important cycles. Core practices are briefly explained in the course overview video on the home page for this course in Canvas. Both core practices and the cycles are explained in the class lecture materials for Sept. 3. Brief written explanations follow below.

- ✓ What are core practices?

- Core practices (CP) are practices that are essential to successful classroom teaching and student learning, and are possible for novice teachers to learn and enact.
- There are core practices that are important across content areas, such as leading a classroom discussion, designing a sequence of lessons, and communicating effectively with colleagues and parents/guardians.
- There are also field-specific core practices. In this course, we will focus on 4 core practices that are specific to the teaching of ELLs:
    - providing students with comprehensible input;
    - generating content and language objectives (with content emerging from standards and language objectives that support content objectives by addressing the academic language demands of the content-based texts and tasks);
    - scaffolding language learners in ways that are responsive to their language proficiency, cognitive abilities, and the demands of the task; and
    - creating opportunities for both receptive and productive use of language in appropriately challenging ways.

✓ Understanding the core practices cycle: one cycle we use in throughout the semester in this course is an inquiry cycle that will help you better recognize, analyze, and utilize core practices. In it, you will engage in the following activities:

- Deconstruct CP: Introduce and discuss the CP
- Demonstrate CP: Observe examples of the use of the CP in action
- Rehearse and coach CP: Practice using the CP with peers and coach one another, give and receive feedback
- Implement CP and analyze: Enact the CP with students, analyze use of CP and teaching-learning interactions.
- Reflect: Throughout each step of this cycle reflect on the CP and your use of it.



- ✓ The cycle above corresponds with the lesson cycle we will use twice this semester in which you will:
  - Learn more about the CP through class materials and discussion
  - View examples of the CP being used
  - Plan lessons that include the use of the 4 CP
  - Meet synchronously online with a small group of classmates to do rehearsal and coaching of your lesson, focusing on the 4 CP
  - Implement and videotape your lesson with the intended learner audience—you will need a group of young learners (preschool-6th grade age) you can videotape yourself working with 3 times, for 3 different assignments, this semester.
  - Reflect on and analyze your lesson, examining your use of the 4 CP

- ✓ In addition to this lesson cycle, you will notice that modules are divided by content, rather than length of time (module lengths vary from 1-3 weeks in this course), and each module has an "outcome," that is, each module has a goal towards which it is working, and the module ends when that goal (usually in the form of an assignment due) is completed

---

COURSE ASSIGNMENTS

Class Participation & Professionalism	10%
Reading Reactions	5%
Demonstration of Reading Strategies	15%
Classroom Observations & Analyses	15%
Lesson Cycles	40%
Synthesis Assignment	15%
TOTAL:	100%

Grading Scale:

A+ = 98-100%	B+ = 88-89.9%	C+ = 78-79.9%	D+ = 68-69.9%	F = 0-59.9%
A= 94-97.0%	B= 84-87.9%	C= 74-77.9%	D= 64-67.9%	
A- = 90-93.9 %	B- = 80-83.9%	C- = 70-73.9%	D- = 60-63.9%	

1. Class participation and professionalism (10%): Participation in this online course includes completing work such as your introduction to your classmates, participating in synchronous class meetings, and contributing in meaningful ways to the discussion board, rehearsals and feedback with peers, and other small group activities. Just as I expect active contributions and engagement in face-to-face courses, I also expect them in this course. In some respects, your contributions to our meaning-making together as a class may be even more critical in this online format because we do not have the benefit of regular interactions in the same physical space, where common understanding is often built together. We thus may need to work harder to accomplish this together online. Please be especially conscious about making every effort to interact as you participate in this class.

2. Reading reactions (5%): Post reactions and/or questions to something that struck you about the readings at least 3 times during the semester on the Discussion section in Canvas. These should be posted by 5 p.m. on the Tuesday night of class to which the readings correspond as being due. If others have posted for the readings for which you are posting questions/reactions, please also read their postings and consider responding to what they have said in your post. These do not need to be lengthy, I am more interested in evidence of your thinking (not summaries of what you have read; but rather analysis, synthesis, evaluation).

   DUE: ONGOING, you choose 3 dates

3. Demonstration of reading strategies (15%): Find a multicultural (diversity of language, country, ethnicity, region of the county, disability, different family structure, etc.) children's book and an audience (of at least 1-2 young children—preschool-6th grade age) to whom you can read aloud (this can be in your classroom, if you are teaching; or it can

be in your child's classroom, or to your own children, to neighbor children, etc.), using one or more of the reading strategies discussed in our texts (some possibilities include: Big Books (Peregoy & Boyle); book walk (P&B; Freemans, pgs. 14 and 47); text features (P&B), previewing (P&B); text to self/text/world connections (P&B), and many others—see P&B Chapters 8-10 or the web for additional ideas). You must videorecord yourself reading and using reading strategies while you work with your learner(s). Then watch your video, choose 1-2 minutes to upload, and share; and write an analysis in which you describe your practices and how successful you were at enacting any of the four core practices we are focusing on in our class (listed below).

Core practices

- Comprehensible input
- Opportunities for both receptive and productive use of language in appropriately challenging ways
- Scaffolding language learners in ways that are responsive to their language proficiency, cognitive abilities, and the demands of the task
- Generating content and language objectives (with content emerging from standards and language objectives that support content objectives by addressing the academic language demands of the content-based texts and tasks)→this CP is the least likely of the 4 CP to be part of this assignment, but if you are in a classroom right now it is possible this would be part of your CP and recording.

In your write-up, please also discuss how your practices would be beneficial to ELLs (or could be improved upon to be more beneficial to ELLs), citing at least 2 readings from our class or outside readings to support your claims (use APA format for in-text and reference list citations). You should also post an annotated bibliography for your book to our collective list on discussion board to build a list of multicultural children's resources compiled by you and your classmates for you to use in the future. Your bibliography should use APA format (e.g., Miller, J. (1982). *Darwin for beginners.* Van Loon, B. (Illus.). New York: Pantheon.), and should give a brief summary, recommendations for proficiency and grade levels of students, and share teaching ideas and information about special qualities of the book (illustrations, idioms, rhyming, similes, punctuation, etc.). See Peregoy & Boyle's section at the end of each chapter entitled "Suggestions for further reading" for an example of annotated bibliographies. There are also many citations on the web about preparing annotated bibliographies.

To record and excerpt your reading demonstration video: Record yourself using a videocamera, phone, or webcam on a computer (if your movements are limited enough to fit in the scope of your computer's camera). If using a videocamera or phone, PC users can utilize Movie Maker and Mac users can utilize iMovie to excerpt 1-2 minutes of video (there are multiple tutorial videos on YouTube which how to use these software tools, if you have difficulty, contact Bedrettin Yazan, technical support for this course, at byazan@umd.edu for assistance). When your excerpt is ready to submit, you can upload it to Canvas. If you are using a computer webcam to record yourself, you can record your video using the Media tab in the assignment on Canvas, and then save and upload the assignment.

DUE: SEPTEMBER 24, 2013

4. Classroom observations and analyses (15%): You are required to perform 2 observations of classrooms with elementary ELLs in them. I will provide a list of some possible contacts for observations (you must contact them to set up a mutually agreeable time), or you may check with me if you have another location where you would like to observe. Please keep in mind that you are a representative of the university while you are engaging in this work, and act professionally and courteously.

   During your observation you should take notes to record your observations. You should use what you have learned from our class readings and discussions to analyze and discuss the instruction in these settings, focusing especially on at least 2 of the 4 core practices, but other aspects from our readings and discussion may also be included and analyzed. Use APA format for in-text citations and references list. Analysis papers should be approximately 3-4 double-spaced pages.

   In your observation paper you should:
   a) Describe the setting (classroom, students, teacher, and the school; some school information can be found on school websites and also on mdreportcard.org),
   b) Describe the instructional activities you observed (were any of our 4 CP used?),
   c) Analyze how the activities did/didn't benefit ELLs (how do they affect ELLs' learning?),
   d) Use at least 3 class (or other outside) readings to support your claims. If you feel that some activities were not as beneficial as they could be to ELLs, explain why, again supporting your claims by citing class readings (and outside readings, if you'd like).

   OBSERVATION 1 DUE: OCTOBER 8, 2013
   Gain approval of site by teacher you are observing and Dr. Peercy via Google Doc spreadsheet (use tab at bottom of spreadsheet entitled "Observation 1 information and approval") by September 17, 2013.

   OBSERVATION 2 DUE: NOVEMBER 12, 2013
   Gain approval of site by teacher you are observing and Dr. Peercy via Google Doc spreadsheet (use tab at bottom of spreadsheet entitled "Observation 2 information and approval") by October 22, 2013.

5. Lesson cycles (40%): You are required to participate in 2 lesson cycles this semester in which you engage in the following steps:
   a. Find a young learner (preschool-6th grade age) audience to teach (this can be in your classroom if you are teaching, your children, neighbors, your child's class, etc.)
   b. Plan a lesson for a learner audience with whom you have permission to do a lesson in which you videotape yourself

c. Meet online with an assigned small group in a synchronous meeting during which you rehearse part of your lesson and your small group members coach you and provide feedback in light of the 4 CP for this course
d. Teach the lesson to the intended learner audience and videotape yourself
e. Watch your video, reflect on the successes and challenges of the lesson (focusing especially on the 4 CP) and write a reflection and analysis about your lesson
f. Select 2 minutes of the video which you think are particularly important (whether positive or negative, or both) to your reflection and analysis to share
g. Upload the lesson plan, video segment, and your analysis and reflection on the lesson

The lessons you design should follow the Into, Through, and Beyond format (Brinton & Holten, 1997) and must include the elements specified in the guidelines for this assignment (e.g., standards, content and language objectives, etc.). Additionally:

Lesson 1 must include the use of technology and you must explain how the technology is intended to enhance student learning.

Lesson 2 must be differentiated to be appropriate for a variety of students. Teachers of ELLs regularly need to differentiate lessons to meet the varying proficiency and grade levels of ELLs, so that ELLs can learn meaningful content. This assignment requires you to develop a differentiated lesson plan appropriate for a target population of elementary students that you specify. According to Tomlinson (2000),

> *Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels.*

To record and excerpt your lesson video: Record yourself using a videocamera, phone (remember, you may need a tripod or a friend!), or webcam on a computer (if your movements are limited enough to fit in the scope of your computer's camera). You should only include those learners in the video picture if they have parent permission to be videotaped. If using a videocamera or phone, PC users can utilize Movie Maker and Mac users can utilize iMovie to excerpt 1-2 minutes of video (there are multiple tutorial videos on YouTube which how to use these software tools, if you have difficulty, contact Bedrettin Yazan, technical support for this course, at byazan@umd.edu for assistance). When your excerpt is ready to submit, you can upload it to Canvas. If you are using a computer webcam to record yourself, you can record your video using the Media tab in the assignment on Canvas, and then save and upload the assignment.

DUE DATES FOR LESSON 1 CYCLE

- WRITTEN LESSON PLAN 1 DUE OCTOBER 15, 2013, MIDNIGHT

- FINAL APPROVAL FOR VIDEOTAPING OF LP 1 APPROVED BY YOUR SITE, PARENTS, AND PEERCY: OCTOBER 15, 2013, MIDNIGHT.
- SYNCHRONOUS REHEARSAL AND COACHING WITH SMALL GROUP DUE OCTOBER 22, 2013, MIDNIGHT
- LESSON 1 VIDEO SEGMENT, ANALYSIS, AND REFLECTION DUE OCTOBER 29, 2013, MIDNIGHT

DUE DATES FOR LESSON 2 CYCLE

- WRITTEN LESSON PLAN 2 DUE NOVEMBER 19, 2013, MIDNIGHT
- FINAL APPROVAL FOR VIDEOTAPING OF LP 1 APPROVED BY YOUR SITE, PARENTS, AND PEERCY: NOVEMBER 19, 2013, MIDNIGHT.
- SYNCHRONOUS REHEARSAL AND COACHING WITH SMALL GROUP DUE NOVEMBER 26, 2013, MIDNIGHT
- LESSON 2 VIDEO SEGMENT, ANALYSIS, AND REFLECTION DUE FRIDAY, DECEMBER 6, 2013, MIDNIGHT

This lesson cycle assignment requires that students plan and implement a lesson for elementary ESOL students. It requires that students write standards-based content and language objectives, plan instruction and assessment aligned with the objectives, and take diverse student needs into account (TESOL-NCATE standard 3a). Students must plan activities that integrate listening, speaking, reading and writing as well as development of language and content (TESOL-NCATE standard 3b). Finally, students must provide appropriate materials that they have selected, modified, and used to address their specific students' needs (TESOL-NCATE standard 3c). In short, this assignment, which asks teacher candidates to engage in all parts of the lesson cycle, is an authentic evaluation of the candidates' capabilities in planning, preparing materials, delivering instruction, and assessing student outcomes.

6. Synthesis assignment: Reflection on lesson cycles (15%): At the end of the semester you will reflect on your two lesson cycles, considering the following questions (as well as other thoughts you would like to share about your experiences): How are core practices evident in your lessons? What could be improved? What did you do well? What have you learned from doing this, both about yourself as a teacher, and about teaching? What did you learn from doing rehearsal and coaching before teaching the lessons? Did you change your lessons at all based on the feedback from the rehearsal and coaching? What would you do differently the next time you engage in a lesson cycle (preparing, teaching, and reflecting on a lesson)? How would you recommend this process or assignments be changed in the future?

   DUE: DECEMBER 13, 2013

COURSE POLICIES

****LATE WORK IS NOT ACCEPTED EXCEPT IN THE CASE OF A SERIOUS EMERGENCY****

If you know in advance that you will not be able to turn something in on the due date due to religious observance or participation in university activities at the request of university authorities, you must make arrangements with me to turn in the work PRIOR TO the due date. In the case of an emergency or serious illness, late work will only be accepted if you contact me as soon as possible.

Honor Code: Students are required to comply with the University's Honor Code, which prohibits cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Allegations of academic dishonesty should be reported directly to the Honor Council (314-8450) by any member of the campus community. For a copy of the full text of the Code, please go to www.jpo.umd.edu.

Course Evaluations: As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. The link at which you can access the submission system is www.courseevalum.umd.edu. By completing all of your evaluations each semester, you will have the privilege of accessing online, in Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Disability Support Services: Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodations request each semester. Information is available on the web at http://www.counseling.umd.edu/DSS/receiving_serv.html. Additionally, if you are experiencing difficulties in keeping up with the academic demands of this course, you may contact the Learning Assistance Service (www.counseling.umd.edu/LAS), 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

Inclement Weather: If the university is closed due to inclement weather on a day this course is scheduled, I will do my best to contact you directly via email with this information. You can also check the status of university closure or delays at www.umd.edu, 301-405-SNOW, and local radio and TV stations.

Religious Observance: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up assignments that are missed due to such absences. However, they must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

EDCI 636- Fall 2013 Schedule

Week & Topic	Readings Due	Assignments Due
WEEK 1: Introduction to Course	Brinton, D.M., & Holten, C. (1997). Into, through, and beyond: A framework to develop content-based material. *English Teaching Forum*, *35*(4), 10-15. Brief article about the Into, Through, and Beyond format: http://www.yesmagazine.org/for-teachers/curriculum/into-through-beyond-a-lesson-planning-framework-for-using-yes-in-the-classroom Wiggins, G. P. & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Alexandria, VA: ASCD. Read the Introduction and pgs. 13-26. Collisson, C. (2006). Teaching children to be literate, not teaching literacy. In Dozier, C., Johnston, P., & Rogers, R. (Eds.), *Critical literacy, critical teaching: Tools for preparing responsive teachers* (pp. 78-85). New York: Teachers College Press.	
WEEK 2: Who are ELLs? How do they learn? What are comprehensible input and receptive/productive skills?	Peregoy & Boyle Chapter 1: English language learners and school Peregoy & Boyle Chapter 2: Second language acquisition Laliberty, E.A. & Berzins, M.E. (2000). Creating opportunities for emerging biliteracy. *Primary Voices K-6, 8*(4), 11-17. (Canvas)	
WEEK 3 How do standards affect the instruction of ELLs?	Peregoy & Boyle Chapter 3: Classroom practices for English learner instruction Common Core State Standards (CCSS); o watch the video explanation of CCSS by Asst. State Superintendent Cary at http://mdk12.org/instruction/commoncore/index.html	

What are content and language objectives? What is scaffolding?	○ read information about CCSS at http://www.corestandards.org/ ○ http://www.corestandards.org/the-standards/english-language-arts-standards MSDE English Language Development Standards; see ○ http://mdk12.org/instruction/curriculum/elp/ ○ link to grade-level WIDA standards at the bottom of this page (for instance, grades 3-5, http://mdk12.org/instruction/curriculum/elp/WIDA_ELD_Standards_Draft_Grades3-5.pdf) to see examples of how CCSS (content standards) and WIDA (language development standards) are being used together. Himmel, J. (2012). *Language Objectives: The Key to Effective Content Area Instruction for English Learners*. Available at: http://www.colorincolorado.org/article/49646/.	
WEEK 4 What is effective reading instruction for ELLs?	Peregoy & Boyle Chapter 8: Reading and literature instruction for English learners Freeman, D.E. & Freeman, Y.S. (2000). *Teaching reading in multilingual classrooms*. Portsmouth, NH: Heinemann. Introduction and Chapters 1-2 (pp. 1-30).	**Reading Demo Assignment**
WEEK 5 What is oral language development? How can I value and support reading for ELLs?	Peregoy & Boyle Chapter 4: Oral language development in second language acquisition Freeman, D.E. & Freeman, Y.S. (2000). *Teaching reading in multilingual classrooms*. Portsmouth, NH: Heinemann. Chapters 3-5 (pp. 31-82).	
WEEK 6 How can teachers support ELLs' emergent	Peregoy & Boyle Chapter 5: Emergent literacy: English learners beginning to write and read Freeman, D.E. & Freeman, Y.S. (2000). *Teaching reading in multilingual classrooms*.	**Observation 1**

literacy?	Portsmouth, NH: Heinemann. Chapters 6-8 (pp. 83-126).	
WEEK 7 Why is vocabulary knowledge important for ELLs?	Peregoy & Boyle Chapter 6: Words and meanings: English learners' vocabulary development	**Lesson Plan 1**
WEEK 8 What is process writing and how does it help ELLs?	Peregoy & Boyle Chapter 7: English learners and process writing Peregoy & Boyle Chapter 11: Reading assessment and instruction	**Lesson Plan 1 Rehearsal and Coaching Recording**
WEEK 9 What are prereading and during reading strategies to use with ELLs? What is differentiated instruction and how do I use it with ELLs?	Peregoy & Boyle Chapter 9: Content reading and writing: Prereading and during reading Tomlinson (2000), Differentiation of Instruction in the Elementary Grades http://ceep.crc.uiuc.edu/eecearchive/digests/2000/tomlin00.pdf	**Lesson 1 Analysis & Reflection**
WEEK 10 What is differentiated instruction and how do I use it with ELLs? What are postreading strategies to use with ELLs?	Tomlinson, C. A. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design.* Alexandria, VA: ASCD. Chapter 1 (UbD and DI: An essential partnership, pgs. 1-11) and Chapter 9 (Bringing it all together: Curriculum and instruction through the lens of UbD and DI, pgs. 141-165) Peregoy & Boyle Chapter 10: Content reading and writing: Postreading strategies for organizing and remembering	

WEEK 11 What do we know about teaching writing to ELLs?	Samway, K.D. (2006). *When English language learners write: Connecting research to practice, K-8*. Portsmouth, NH: Heinemann. Introduction and Chapters 1 & 2 (pp. vii-60).	**Observation 2**
WEEK 12 Catch-up		**Lesson Plan 2**
WEEK 13 Catch-up		**Lesson Plan 2 Rehearsal and Coaching Recording**
WEEK 14 How do ELLs' gender, race, ethnicity, social class affect their writing?	Samway, K.D. (2006). *When English language learners write: Connecting research to practice, K-8*. Portsmouth, NH: Heinemann. Chapters 3&4 (pp. 61-100).	**Lesson Plan 2 Analysis and Reflection**
WEEK 15 Course Wrap-up	Samway, K.D. (2006). *When English language learners write: Connecting research to practice, K-8*. Portsmouth, NH: Heinemann. Chapters 5-7 (pp. 101-179).	**Synthesis Lesson Cycle Assignment**

EDCI 638: Teaching ESOL
Reading and Writing in the Secondary Content Areas
University of Maryland, College Park, Spring 2014
Tuesdays, 5:00 pm- 7:45pm

Professor: Dr. Drew Fagan
Email: dfagan@umd.edu
Office: 2304K Benjamin Building
Office Hours: Tuesdays 3:00-4:00 pm or by appointment
Class Location: ASY 3219
TA: Pei-Jie (Jenny) Chen (email- pjchen@umd.edu)

COURSE DESCRIPTION

This hybrid course presents an overview of the research and practical implications of teaching reading and writing in the secondary content areas to English language learners (ELLs).

COURSE GOAL AND OBJECTIVES

COURSE GOAL: Following the International TESOL Organization's P-12 Standards, **the goal of this this course is to use instructional strategies appropriate for ELLs to communicate information, ideas, and concepts necessary for academic success in the content areas.** Specifically, the course will focus on the TESOL/NCATE Domain 3a: Planning for Standards-Based ESL and Content Instruction, Domain 3b: Implementing and Managing Standards-Based ESL and Content Instruction, and Domain 3c:Using Resources and Technology Effectively in ESL and Content Instruction

OBJECTIVES: At the conclusion of the course, students will be able to meet the following objectives based on the Maryland State Department of Education (MSDE) and :

1. Design strategic instruction using appropriate reading materials to achieve content area goals.
2. Use a variety of strategies to promote student independence in content area reading.
3. Use a variety of texts and approaches, including technology, to assist students who are having difficulty in reading.
4. Incorporate methods in the content areas to address the diverse backgrounds of their students including culture, language (dialect and ESOL), disabilities, and giftedness.
5. Implement coherent classroom approaches for assessing content area literacy.

DEPARTMENTAL AND SECOND LANGUAGE EDUCATION AND CULTURE PROGRAM GOALS

The goal of teacher preparation programs at the University of Maryland, College Park is to prepare discipline-based, reflective practitioners for a pluralistic society through research-based inquiry. Students preparing to be certified ESOL teachers learn to be reflective, to develop a

broad repertoire of teaching skills, to develop relationships with culturally and linguistically diverse students and colleagues, and to base their teaching practice on sound theory and research. Program standards are aligned with the five domains of the NCATE/TESOL standards: Language, Culture, Planning for Standards-based ESL and Content Instruction, Assessment, and Professionalism. Students are expected to adopt critical perspectives and to apply theory to research and practice in culturally and linguistically diverse settings.

REQUIRED TEXTS AND READINGS

1. Alvermann, D.E., Gillis, V.A., & Phelps, S.F. (2013). *Content area reading and literacy: Succeeding in today's diverse classrooms* (7th edition). Boston: Pearson.

2. All other readings are available on ELMS (and are listed below). **Please bring a paper or electronic copy of the ELMS readings with you to class to allow you to participate in class discussions/activities.**

ASSASSIGNMENTS AND EVALUATION

Participation, Professionalism, & Attendance	**10%**
Discussion Board Weekly Reflections	**10%**
Online Discussion Leading	**10%**
Classroom Observation Analysis	**15%**
Unit Plan Proposal	**15%**
Microteaching	**10%**
Unit Plan	**30%**
TOTAL:	**100%**

1. Participation, Professionalism, & Attendance (10%): Students are expected to fully participate in the course regardless of an in-person or online session. In-person sessions are set up seminar-style, not lecture. To fully grasp the material, it is necessary that all students have prepared the assignments due for that day's class (check elms.umd.edu daily for any updates), arrive on time for class, and actively participate in whole-class discussion and group-work activities. For online weeks only, students will have done all readings for the week and completed all other assigned work for those online weeks, including activities via the internet of Google Docs or presentations of readings (see Item #3 below), and presentations of developed materials (an online session week should take the same amount of time as an in-class session week). On these online weeks, all assignments pertaining to that day should be completed by Tuesday, 8pm (the end of our regular class periods). Any assignment not completed by the due date will result in a deduction in grade. Regardless of in-person or online sessions, Students are expected to show courtesy and respect for all those in the course and take ownership not only of their own learning but share responsibility for their colleagues' learning.

Regular attendance (in-person and online) is essential for this course. **More than one absence or late arrivals/early departures without a legitimate reason will result in an automatic**

decrease in grade (in cases of legitimate absence- make arrangements with another students to get missed material).

2. Discussion Board Weekly Reflections (10%): Given that this is a hybrid course, much work will be done online. Every week (online or in-person), students will be reflecting on all of this information in weekly discussion boards where people can talk about the new information. Students are responsible for (a) INITIATING one topic/thread on the information presented and pose a question for others to answer, and then (b) REPLYING to ONE PERSON'S thread. That means students need to have a total of 2 posts each week. For specific criteria on what is expected of you with the discussion board postings, see the "Discussion Board Weekly Reflections" under "Files". Note that all Discussion Board Postings for a given week (online or in-person) are due on Monday at 9 pm.

3. Online Discussion Leading (10%): For each online session week, a team of 4-5 Discussion Leaders will present on the readings for that week. In addition to partaking in the discussion board themselves, discussion leader teams will be responsible for putting together a PPT covering the topics in the readings and summarizing their colleagues' initiations/responses in the Online Discussion Board forum. More information can be found under "Discussion Leader Information" under "Files" on ELMS. You will be assigned your weeks on the first day of class.

4. Classroom Observation Analysis (15%): To ground the readings and activities done in this course in actual teaching contexts, you will observe a lesson done in a secondary education ESL classroom or a classroom where the majority of students (>50%) are ELLs. Taking what you have learned in this class, you will describe and analyze how the instructor approaches the teaching of reading and/or writing to ELLs. A list of schools will be provided, but in the end it is your responsibility to find a location to do the one-lesson observation. Further information on the observation can be found on ELMS.

CLASSROOM OBSERVATION DUE DATE: March 11, 2014

5. Unit Plan Proposal (15%): The final project of this course is a detailed unit plan designed around a central content theme that would be taught over the course of three lessons with secondary ELLs. This unit plan is to be created by you for ELLs in a content area of your choosing. To help scaffold this final project, students will turn in a unit plan proposal outlining the following information:

Background

1. What are the demographics of your student population (grade, L1s, educational background of students, age)?
2. The content area of the unit and its theme.
3. The duration of each lesson within the unit.

For the overall unit and each lesson:

1. What are the standards on which your unit and individual lessons are based?
2. What are the overall content and language goals of the unit?
3. What are the content objectives for each lesson?
4. What are the language objectives for each lesson?

Strategies

1. Provide at least one reading strategy that will be used
2. Provide at least one writing strategy that will be used

Assessment

1. What types of formative assessments will be used over the course of the unit?
2. What types of summative assessments will be used at the end of each lesson/the overall unit?

Further information about the unit plan proposal can be found on ELMS.

UNIT PROPOSAL DUE: April 1, 2014

6. Microteaching (10%): During the final week of the course, all students will have the opportunity to microteach one of the activities created for the unit plan. The class will be divided into smaller groups, and within the groups each student will have 5-7 minutes to do a mini version of an activity from the unit created. Others in the group will be act as "students" for the "teacher." One part of your grade will also include self-assessment of your teaching as well as your feedback from your fellow colleagues. Each "teacher" will provide some context to the "students" describing the ELL population, the unit created, where in the unit this activity takes place, and should include everything the "teacher" would do with a real class. Further information can be found on ELMS.

MICROTEACHING DATE: May 13, 2014

7. Unit Plan (30%): For your final project, each person will design a 3-hour unit that focuses on one content area subject in which ELLs would be taught. The unit will include a description of the ELL population and classroom setting, as well as in-depth descriptions of the activities and strategies used throughout the unit. The project will also include a 5-page paper justifying your use of activities and strategies in the unit. This will include references to research and other sources that will support your project. Further information can be found on ELMS.

UNIT PLAN DUE DATE: May 13, 2014

Policy on Turning in Work:

LATE WORK IS NOT ACCEPTED EXCEPT IN THE CASE OF A SERIOUS EMERGENCY. In the case of a serious emergency or illness, late work will only be accepted if

you contact me by email, phone, or in person ahead of time, or as soon as possible after the incident.

If you know in advance that you will not be able to turn something in on the due date because of religious observance or participation in university activities at the request of university authorities, you must make arrangements to with me to turn the work in PRIOR TO the due date.

Grading Scale:

A+ = 98-100%	B+ = 88-89.9%	C+ = 78-79.9%	D+ = 68-69.9%	F = 0-59.9%
A= 94-97.0%	B= 84-87.9%	C= 74-77.9%	D= 64-67.9%	
A- = 90-93.9 %	B- = 80-83.9%	C- = 70-73.9%	D- = 60-63.9%	

Websites for Standards:

1. TESOL P-12 English Language Proficiency Standards: http://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf

2. Maryland Common Core Standards: http://mdk12.org/instruction/commoncore/

3. MSDE/WIDA English Language Proficiency Standards: http://mdk12.org/instruction/curriculum/elp/

4. MSDE Content Standards: http://mdk12.org/instruction/curriculum/index.html

5. ACTFL Proficiency Guidelines: http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

University and Course Policies:

This course complies with all relevant University policies including:

1) Code of Student Conduct (www.studentconduct.umd.edu)

2) Code of Academic Integrity (Honor Code) (www.studenthonorcouncil.umd.edu <http://www.studenthonorcouncil.umd.edu/>)

Students are required to comply with the University's Honor Code, which prohibits cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without

authorization, buying papers, submitting fraudulent documents, and forging signatures. The Honor Code must be written and signed on the exam, on the Literature Review and on the Materials project.

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

3) Disability Support Services: Students who have documented disabilities and who wish to discuss approved academic accommodations for this course should inform me as soon as possible.
   All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodations request each semester. Information is available on the web at http://www.counseling.umd.edu/DSS/receiving_serv.html.

4) Inclement Weather: If the university is closed due to inclement weather on a day this course is scheduled, check the status of university closure or delays at www.umd.edu, 301-405-SNOW, and local radio and TV stations

Religious Observance: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up assignments that are missed due to such absences. However, they must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

EDCI 638- Spring 2014 Schedule

(Weeks Shaded are Online)

Week & Topic	Readings Due	Homework & Assignments Due
Week 1: January 28th Introduction to Course; Who are Adolescent ELLs?	Alvermann et al., Ch. 2- Language, Diversity, & Culture Freeman, Y., & Freeman, D. (2009). Ch. 1- Understanding who needs academic language. In *Academic language for English language learners and struggling readers: How to help students succeed across content areas* (pp. 1-22). Portsmouth, NH: Heinemann. Murray, D.E., & Christison, M.A. (2011) Ch. 6- Teaching adolescent learners. In *What English language teachers need to know volume 2: Facilitating learning* (pp. 87-100). New York: Routledge.	**Student Questionnaire (emailed before 1st day)**
Week 2: February 4th Working Within the Secondary Content Area	Alvermann et al., Ch. 1- Content Literacy and the Reading Process Alvermann et al., Ch. 4- Planning for Content Literacy Alvermann et al., Ch. 3- Creating a Favorable Working Environment	**Online Discussion Board (due Monday, February 3)**
Week 3: February 11th Understanding Academic Language in Secondary Education	Freeman, Y., & Freeman, D. (2009). Ch. 3-Making sense of the academic registers of schooling. In *Academic language for English language learners and struggling readers: How to help students succeed across content areas* (pp. 46-70). Portsmouth, NH: Heinemann. Zwiers, J. (2008) Ch. 2- Language for Academic Thinking. In *Building academic language: Essential practices for content classrooms grades 5-12* (pp. 19-40). San Francisco: Jossey-Bass.	**Online Discussion Board (due Monday, February 11)**

Week 4: February 18th Understanding the Language of Academic Texts and Textbooks	Alvermann et al., Ch. 5- Assessment of Students & Textbooks Lattimer, H. (2003). Ch. 1- Teaching genre in the classroom. In *Thinking through genre: Units of study in reading and writing workshops 4-12* (pp. 2-20). Portland, ME: Stenhouse Publishers.	**Online Discussion Board (due Monday February 17)**
Week 5: February 25th Teaching Reading Comprehension I: An Overview	Pardo, L.S. (2004). What every teacher needs to know about comprehension. *The reading Teacher, 58,* 272-280. Bremer et al. (2002). Collaborative strategic reading (CSR): Improving secondary students' reading comprehension skills. Calderón, M. (2007). Ch. 4- Teaching reading comprehension and content. In *Teaching reading to English language learners grades 6-12: A framework for improving achievement in the content areas* (pp. 47-67). Thousand Oaks, CA: Sage.	**Online Discussion Board (due Monday, February 24)**
Week 6: March 4th Teaching Reading Comprehension II: The Reading Process	Alvermann et al., Ch. 6- Preparing to Read Alvermann et al., Ch. 7- Reading to Learn Alvermann et al., Ch. 9- Reflecting on Reading	**Online Discussion Board (due Monday March 3)**
Week 7: March 11th Teaching Vocabulary	Calderón, M. (2007). Ch. 3-Vocabulary Development. In *Teaching reading to English language learners grades 6-12: A framework for improving achievement in the content areas* (pp. 29-46). Thousand Oaks, CA: Sage. Kieffer, M.J., & Lesaux N. (2010). Morphing into adolescents: Word learning for English language learners and their classmates in middle school. *Journal of Adolescent & Adult Literacy, 54,* 47-56. Alvermann et al., Ch. 8- Increasing Vocabulary and Conceptual Growth	**Online Discussion Board (due Monday March 10)** **Classroom Observations Due**
MARCH 18TH SPRING BREAK, NO CLASS		

Week 8: March 25th	**Unit Plan Proposals Virtual Workshop**	**Unit Plan Proposal Draft**
Week 9: April 1st Ways of Approaching Writing	Alvermann et al., Ch.- 10 Writing across the Curriculum Booth Olson, C., Scarcella, R., & Matuchniak, T. (2013). Best practices in teaching writing to English learners. In S. Graham, C.A. MacArthur, &J. Fitzgerald (Eds.), *Best practices in writing instruction* (2nd edition) (pp. 381-402). New York; Guilford Publications.	**Online Discussion Board (due Monday March 31)** **Unit Plan Proposals Due**
Week 10: April 8th ELLs' Perspectives on Writing	Kibler, A. (2011). "I write it in a way that people can read it": How teachers and adolescent L2 writers describe content area writing. *Journal of Second Language Writing, 20,* 211-226.	**Online Discussion Board (due Monday April 7)**
Week 11: April 15th Assessing Writing: Considerations & Applications	Ferris, D. (2011). Ch.1- Is error treatment helpful for L2 writers? In *Treatment of errors in second language writing* (2nd edition). Ann Arbor, MI: University of Michigan Press. Ferris, D. (2011). Ch. 4- Responding to student errors: Issues and strategies. In *Treatment of errors in second language writing* (2nd edition). Ann Arbor, MI: University of Michigan Press.	**Online Discussion Board (due Monday April 14)**
Week 12: April 22nd Teaching ELLs in the Content Areas: An Introduction	Zwiers, J. (2008) Ch. 4- Content-area variations of academic language. In *Building academic language: Essential practices for content classrooms grades 5-12* (pp. 69-100). San Francisco: Jossey-Bass. Alveramann et al., Ch. 12- Developing Lifetime Readers: Literature in the Content Areas Classes	**Online Discussion Board (due Monday April 21)**

Week 13: April 29th Teaching ELLs Reading & Writing in ELA & Mathematics	Chamot, A.U. (2009). Ch. 8- Teaching English language arts in CALLA (pp. 171-175). In *The CALLA handbook* (2nd edition).White Plains, NY: Pearson. Colombo, M., & Furbush, D. (2009). Ch. 13- Putting it together in the English language arts classroom. In *Teaching English language learners: Content and language in middle and secondary mainstream classrooms* (pp. 279-298). Thousand Oaks, CA: Sage. Chamot, A.U. (2009). Ch. 8- Teaching mathematics in CALLA. In *The CALLA handbook* (2nd edition) (pp. 213-218).White Plains, NY: Pearson. Colombo, M., & Furbush, D. (2009). Ch. 11- Putting it together in the mathematics classroom. In *Teaching English language learners: Content and language in middle and secondary mainstream classrooms* (pp. 233-236). Thousand Oaks, CA: Sage.	**Online Discussion Board (due Monday April 28)**
Week 14: May 6th Teaching ELLs Reading & Writing in Social Studies/History & Science	Chamot, A.U. (2009). Ch. 10- Teaching science in CALLA (pp. 243-246). In *The CALLA handbook* (2nd edition).White Plains, NY: Pearson. Colombo, M., & Furbush, D. (2009). Ch. 10- Putting it together in the science classroom. In *Teaching English language learners: Content and language in middle and secondary mainstream classrooms* (pp. 213-232). Thousand Oaks, CA: Sage. Chamot, A.U. (2009). Ch. 11- Teaching history/social studies in CALLA. In *The CALLA handbook* (2nd edition) (pp. 171-175).White Plains, NY: Pearson. Colombo, M., & Furbush, D. (2009). Ch. 12- Putting it together in the history classroom. In *Teaching English language learners: Content and language in middle and secondary mainstream classrooms* (pp. 257-277). Thousand Oaks, CA: Sage.	**Online Discussion Board (due Monday May 5)**
Week 15: May 13th	**COURSE WRAP-UP** **MICROTEACHING**	**Unit Plans Due** **Microteaching Due**

EDCI 732: Second Language Acquisition
University of Maryland, College Park

Fall 2014
Thursdays, 5:00 - 7:45 pm

Professor: Dr. Drew Fagan
Email: dfagan@umd.edu
Office Phone: 301-405-4416
Office Hours: By Appointment
Class Location: Art & Sociology 3207

COURSE DESCRIPTION

This seminar-style course introduces students to the complexity of second language acquisition (SLA). Through inquiry, readings, in-class discussions and presentations, and research projects, students will co-construct a strong knowledge base and understanding of the foundational theories and research of second language acquisition from linguistic, psycholinguistic, sociolinguistic, and sociocultural perspectives. Through critical examinations of SLA theories and research, students will begin to develop their own scholarly justifications for how children acquire additional languages inside and outside of classroom settings.

COURSE GOAL AND OBJECTIVES

Our course goals are twofold: (1) to address the standards in Domain 1a (Language as a System) and 1b (Language Acquisition and Development) in the TESOL/NCATE P-12 Teacher Education Program Standards, as well as Standard 2 (Knowledge of Language and Language Development) and Standard 4 (Knowledge of Subject Matter) in the National Board for Professional Teaching Standards for teachers of English as a New Language

OBJECTIVES: At the conclusion of the course, students will be able to:

1. Demonstrate an understanding of current and historical theories and research in language acquisition as applied to all English language learners (ELLs).
2. Interpret relevant SLA research that will inform language teaching.
3. Evaluate the nature and extent of empirical support for SLA theories.
4. Explain the role of individual learner variables in the process of learning English and investigate how these variables may affect language acquisition.
5. Apply knowledge of sociocultural, psychological, and political variables that facilitate or hinder the process of learning into their future teaching.
6. Pose new questions about relevant issues in the field of SLA research.

DEPARTMENTAL AND SECOND LANGUAGE EDUCATION AND CULTURE PROGRAM GOALS

The goal of teacher preparation programs at the University of Maryland, College Park is to prepare discipline-based, reflective practitioners for a pluralistic society through research-based inquiry. Students preparing to work with ELLs learn to be reflective, to develop a broad repertoire of teaching skills, to develop relationships with culturally and linguistically diverse students and colleagues, and to base their teaching practice on sound theory and research. Program standards are aligned with the five domains of the NCATE/TESOL standards: Language, Culture, Planning for Standards-based ESL and Content Instruction, Assessment, and Professionalism. Students are expected to adopt critical perspectives and to apply theory to research and practice in culturally and linguistically diverse settings.

TEXTS AND READINGS

1. **Required**: Saville-Troike, M. (2012). *Introducing second language acquisition* (2nd edition). New York: Cambridge University Press.

2. **Recommended:** Lightbown, P., & Spada, N. (2013). *How languages are learned* (4th edition). New York: Oxford University Press.

3. Other readings distributed on ELMS (see list below).

ASSIGNMENTS AND EVALUATION

Attendance, Participation & Professionalism	**10%**
Weekly Discussion Board Postings	**15%**
Initial Language Learning Autobiography- due September 11th	**5%**
Revised Language Learning Autobiography- due November 6th	**15%**
Rationale & Annotated Bibliography for Final Project- due October 23rd	**20%**
Literature Review- due December 11th	**35%**
TOTAL:	**100%**

1. Participation & Professionalism (10%): Given the interactive nature of the course, class sessions are set up seminar-style, not lecture-style, where students are expected to participate fully. To grasp the material, it is necessary that all students have prepared the assignments due for that day's class, arrive on time for class, and actively participate in whole-class discussion and group-work activities. Students are also asked to bring laptops or tablets to do in-class work, including having access to readings and doing activities via the internet or Google Docs. Students are expected to show courtesy and respect for all those in the course and take ownership not only of their own learning but share responsibility for their colleagues' learning.

NOTE ON ATTENDANCE: You are allowed only one (1) day for absence without penalty. Be sure to use it wisely. More than one absence will result in a decrease in grade. Be sure to get any missed information from your colleagues.

2. Weekly Discussion Board Postings (15%): Every week, students will be reflecting on information from the readings in weekly discussion board postings. Students are responsible for (a) INITIATING one topic/thread on the information presented and pose a question for others to answer, and then (b) REPLYING to ONE PERSON'S thread. That means students need to have a total of 2 posts each week. Note that all Discussion Board Postings for a given week are due on Wednesday at 9 pm.

The following information can be used to brainstorm for your **initial reflection paragraph**:

- What did you find interesting in the readings that you did not realize before?
- What do you agree with and why?
- What do you disagree with and why?
- What was difficult to understand?
- How does this connect to teaching ELLs?
- What connections can you make between this information and your other TESOL courses?
- What would you like to know more about?

Your initial reflection paragraph should be a minimum of 7-sentences long (no more than 9- keep it direct, to the point). The information should be something you want to address in some way in class. The last sentence should be in the form of a question that you want another students to address (keep the question specific, not general, i.e., no "What do you think?" types of questions).

The following is expected for your **response paragraph** (do not reply to someone's thread that already has a reply):

- Clear answer to what was asked.
- Justification for the answer you give.
- At least 4 sentences in the answer.

Evaluation Criteria:

In-depth Reflection	In-depth Response	Grammar/Spelling	Total Points
/4	/2	/1	/7

DUE: EVERY WEDNESDAY, 9 PM (EXCEPT WEEK 1- DUE THURSDAY 5 PM)

3. Initial Language Learning Autobiography (5%): For this first project, you will write a history of yourself as a second language, foreign language, and/or bilingual learner. You should include the languages you have been in contact with and for how long, even if no formal (classroom) learning was involved. The focus should be in the learning of the language, not just on how it was taught. It should include the following:

- A brief introduction of what you think it means to be a language learner (no more than one paragraph)

- The languages other than your first language you have learned (formally and informally)
- The conditions under which you have learned these languages
- Some consideration of what factors you feel have most helped or hindered your learning of those languages beyond just how you were taught (provide specific examples).
- A conclusion describing how you think your language learning experiences have affected your perceptions of how you think languages other than the first language are acquired.

NOTE: The initial language learning autobiography is an informal history, and citations/references are not expected.

FORMATTING REQUIREMENTS: MAXIMUM three pages typed, double-spaced, 12 pt. font, Times New Roman, 1-inch margins all around (be sure to change the margins in Word).

Evaluation Criteria:

Items	Possible Points
Clear, concise, thoughtful understanding of what it means to be a language learner	/2
Detailed descriptions of language formally and informally learned (other than the first language)	/4
Detailed description of what factors helped/hindered learning the languages (specific examples provided)	/4
Influence of these experiences on perceptions of language learning	/3
Carefully edited paper with no grammar, spelling, or mechanic mistakes	/2
TOTAL POSSIBLE POINTS	/15

DUE: SEPTEMBER 11TH, 2014

4. Revised Language Learning Autobiography (15%): Near the end of the course, you will revise your initial language learning history to include terminology and concepts that were discussed throughout the course. The first four bullet points from above must be present but revised to include the following:

- Specific theories that can be attributed to how you acquired the language.
- The incorporation of different concepts learned throughout the course that can be attributed to your learning of the language or hindering your learning of the language.
- REVISED CONCLUSION: change the conclusion to focus on how your understanding of your own learning of languages has evolved over this course and how that will specifically impact your future teaching of ELLs.

NOTE: For the revised language learning autobiography, you must include a title page, in-text references (at least three), and a reference page (all in APA-style).

FORMATTING REQUIREMENTS: MAXIMUM five pages typed (not including title page and reference page), double-spaced, 12 pt. font, Times New Roman, 1-inch margins all around (be sure to change the margins in Word).

Evaluation Criteria:

Items	Possible Points
All bullets points from the Initial Language Learner Autobiography still present.	/2
Incorporation of what theories were utilized in how each language was learned (with citations and specific examples to support why you think it is that specific theory).	/5
Incorporation of different concepts learned throughout the course that shows what helped/hindered your learning of each language (with citations and specific examples to support).	/5
Detailed conclusion that shows how what you have learned about your own language learning will affect your future teaching (with specific ideas of how you can incorporate the theories/concepts).	/4
Carefully edited paper with no grammar, spelling, or mechanic mistakes.	/2
Correct use of APA-style for title page, in-text citations, reference page.	/2
TOTAL POSSIBLE POINTS	/20

DUE: NOVEMBER 6th, 2014

5. Rationale & Annotated Bibliography (20%): As we discuss various topics within the field of SLA, consider which topic you want to explore more deeply (e.g., a specific theory, input, output, corrective feedback, ZPD, the role of the L1, social factors, psychological factors, etc…). This topic will be the basis for your final project- the literature review (see below)- which goes into more detail about the SLA topic of your choosing. To prepare for your final project, you will do a brief introduction/justification of why you want to focus on this particular topic in relation to your current/future teaching of ELLs (no more than 1 page) and write up an annotated bibliography of 5 academic references beyond class readings that focus on that topic. You will get these references from academic journals available on UMD's library website (see pp. 7-8 here) or from other sources as outlined at the end of each chapter in the Saville-Troike textbook.

For each of the references, you will provide detailed bulletpoints of the following:

- The research questions/purpose of the study
- Theoretical framework/approach
- Key findings
- Implications for classroom/contributions to the field
- Limitations/gaps
- How this study relates to working with English Language Learners in the classroom

After doing this for each reference, you will do an overall synthesis of what you have learned about this topic beyond what we have discussed in class. Also, talk about any potential critiques that you have about the topic that needs future research (no more than one page, this will be expanded on in the final project). Finally, come up with a research question based on what you have researched that will guide your final project- the literature review. On the day it is due, October 23rd, submit an electronic copy on ELMS, and bring in two hardcopies for peer review.

Evaluation Criteria:

Items	Total Points
Detailed and concise introduction and justification for choosing this topic in relation to your future teaching.	/3
Annotated Bibliography Reference 1: Described in full (see bulletpoints above).	/3
Annotated Bibliography Reference 2: Described in full (see bulletpoints above).	/3
Annotated Bibliography Reference 3: Described in full (see bulletpoints above).	/3
Annotated Bibliography Reference 4: Described in full (see bulletpoints above).	/3
Annotated Bibliography Reference 5: Described in full (see bulletpoints above).	/3
Synthesis and Critiques of Research.	/2
TOTAL POSSIBLE POINTS	/20

DUE: OCTOBER 23RD, 2014

6. Final Project- Literature Review (35%): The final project is the culmination of your learning throughout the course, where you will demonstrate you ability to do research, present key aspects of one (1) SLA topic from the course, and make connections between that topic and working with English language learners in the P-12 classroom. To do so, you will expand on the research done for your Rationale & Annotated Bibliography and reconcile it with the feedback received from peers, Qin, and Dr. Fagan.

In the form of a literature review (in-class workshop on September 25th), you will go beyond the readings done in this course and investigate key aspects of the chosen SLA topic based on your rationale for choosing this topic and a research question of your choosing. The paper will be 12-15 pages done in APA-style (not including the title page or reference pages) and must have a minimum of 10 sources in the body of the literature review. The sources should include 1-3 seminal works, but at least seven of the sources must be recent (post 2000) to ensure that the information you are providing in current. The paper will be divided as follows:

1. Part I: Introduction- Introduce the topic, rationale for choosing it, and specific research you want the paper to address (~2-3 pages).

2. Part II: Body of the Literature Review- Situate the topic within the research- what has been done before and where is it now. Be sure to organize your literature in a way that works for your research question. In other words, it may be chronological if it works for the research question, or you may divided up the research by topic, or you may divide it up by comparison/contrast. As a literature review, you are to describe and analyze the literature in relation to your question and rationale. See sample literature reviews online. Minimum of 10 sources in the body (~8-10 pages).

3. Part III: Conclusion- Bring together everything you discussed in the body back to your research question and make connections between the topic andyour current/future teaching of English language learners in the classroom (~1-2 pages).

FORMATTING REQUIREMENTS: double-spaced, 12 pt. font, Times New Roman, 1-inch margins all around (be sure to change the margins in Word), APA-style title page, in-text citations, and reference page (6th edition).

**Note for TESOL MEd Students: If you are a TESOL MEd student working on your Seminar paper this semester or will be working on it next semester, you can utilize aspects of the topic you choose for this project in the Seminar Paper. However, you cannot directly cut and paste from one paper to another nor can you come up with the same exact research question or rationale, as these constitute plagiarism. If you have any questions about this or are unsure what would constitute plagiarism, please see me.

Evaluation Criteria:

Items	Possible Points
Content	
The author provides a clear background/rationale for choosing this topic.	/2
The author provides a clear and easily understood research question situating the literature review. The research question directly connects to the background/rationale	/2
The author provides a minimum of ten sources in the BODY of the literature review.	/5
Each sources is clearly described AND analyzed in a way that shows how the source fits into the literature review (based on the rationale and research question) and connects with one another in the body of the paper. In other words, the student is maneuvering the literature to answer the research question, not just describing what the literature states.	/20
The conclusion succinctly brings together all of the sources from the body to re-address the research question.	/3
The student clearly presents the implications of this paper on future teaching of English language learners in classrooms.	/3
Organization	
The student organizes the literature in a way that logically addresses	/5

the research question and connects the different sources smoothly and clearly (i.e., Source B is clearly connected back to Source A and leads into Source C).	
Grammar/Mechanics/APA-style	
The paper is carefully edited for spelling, grammar, and punctuation	/5
APA-style: The paper includes correct APA-style title page, in-text citations, and reference page.	/5
TOTAL POSSIBLE POINTS	/50

DUE: DECEMBER 11TH, 2014

POLICY ON TURNING IN WORK

LATE WORK IS NOT ACCEPTED EXCEPT IN THE CASE OF A SERIOUS EMERGENCY. In the case of a serious emergency or illness, late work will only be accepted if you contact me by email, phone, or in person ahead of time, or as soon as possible after the incident.

If you know in advance that you will not be able to turn something in on the due date because of religious observance or participation in university activities at the request of university authorities, you must make arrangements to with me to turn the work in PRIOR TO the due date.

Grading Scale:

A+ = 98-100%	B+ = 88-89.9%	C+ = 78-79.9%	D+ = 68-69.9%	F = 0-59.9%
A= 94-97.0%	B= 84-87.9%	C= 74-77.9%	D= 64-67.9%	
A- = 90-93.9 %	B- = 80-83.9%	C- = 70-73.9%	D- = 60-63.9%	

Websites for Standards:

1. TESOL/NCATE Standards for P-12 Teacher Education Programs: http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=2

2. TESOL P-12 English Language Proficiency Standards: http://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf

3. Maryland Common Core Standards: http://mdk12.org/instruction/commoncore/

4. MSDE/WIDA English Language Proficiency Standards: http://mdk12.org/instruction/curriculum/elp/index.html

5. MSDE Content Standards: http://mdk12.org/instruction/curriculum/index.html

Academic Journals:

The following journals are all accessible for free via the UMD library website. This is where the majority of your sources for the final project will come from:

Research-focused:
Applied Linguistics
Journal of Multilingual and Multicultural Development
Language Learning
Linguistics and Education
System
Studies in Second Language Acquisition
TESOL Quarterly
Modern Language Journal

Pedagogically-focused:
ELT Journal
Language Arts
TESOL Journal

University and Course Policies:

This course complies with all relevant University policies including:

1. Code of Student Conduct (www.studentconduct.umd.edu)

2. Code of Academic Integrity (Honor Code) (www.studenthonorcouncil.umd.edu <http://www.studenthonorcouncil.umd.edu/>)

   Students are required to comply with the University's Honor Code, which prohibits cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The Honor Code must be written and signed on the exam, on the Literature Review and on the Materials project.

   "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

3. Disability Support Services: Students who have documented disabilities and who wish to discuss approved academic accommodations for this course should inform me as soon as possible. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodations request each semester. Information is available on the web at http://www.counseling.umd.edu/DSS/receiving_serv.html.

4. Inclement Weather: If the university is closed due to inclement weather on a day this course is scheduled, check the status of university closure or delays at www.umd.edu, 301-405-SNOW, and local radio and TV station

Religious Observance: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up assignments that are missed due to such absences.

However, they must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

EDCI 732
Fall 2014 Schedule

Day & Topic	Readings due BEFORE class	Homework & Assignments Due
Week 1: September 4th **Introduction to Course; Learner as factor in language learning**	Díaz-Rico, L. (2014). Ch. 1- Learning about the language learner. In *The crosscultural, language, and academic development handbook* (5th edition) (pp. 2-27). Boston: Pearson.	**Student Questionnaire (emailed before 1st day)** Discussion Board Postings- Due Thursday by 5 pm.
Week 2: September 11th **SLA: An Overview**	Saville-Troike Ch. 1 Saville-Troike Ch. 2	Discussion Board Postings- Due by Wednesday- 9 pm **Initial Language Learning Autobiography Due**
Week 3: September 18th **The Linguistic Perspective of SLA Part 1**	Díaz-Rico, L. (2014). Ch. 2- Learning about language structure. In *The crosscultural, language, and academic development handbook* (5th edition) (pp. 28-45). Boston: Pearson. Saville-Troike Ch. 3 pp. 34-56	Discussion Board Postings- Due by Wednesday- 9 pm
Week 4: September 25th **Literature Review Workshop** **The Linguistic Perspective of SLA Part 2**	Saville-Troike Ch. 3 pp. 56-66	Discussion Board Postings- Due by Wednesday- 9 pm
Week 5: October 2nd **The Psychological Perspective of SLA Part 1**	Saville-Troike Ch. 4	Discussion Board Postings- Due by Wednesday- 9 pm

Week 6: October 9th **The Psychological Perspective of SLA Part 2**	Lightbown, P.M., & Spada, N. (2013). Ch. 3- Individual differences in L2 learning. In *How languages are learned* (4th edition) (pp. 75-101). New York: Oxford University Press.	Discussion Board Postings- Due by Wednesday- 9 pm
Week 7: October 16th **Input, Interaction, and Output**	Saville-Troike Ch. 5 pp. 106-118 Gass, S.M. (2013). Ch. 12- Input, interaction, and output. In *Second language acquisition: An introductory course* (4th edition) (pp. 339-397). New York: Routledge.	Discussion Board Postings- Due by Wednesday- 9 pm
Week 8: October 23rd **The Social Turn of SLA**	Saville-Troike Ch. 5 pp. 118- 136 Ortega, L. (2009). Ch. 10- Social dimensions of L2 learning. In *Understanding second language acquisition* (pp. 216-254). New York: Routledge.	Discussion Board Postings- Due by Wednesday- 9 pm **Rationale & Annotated Bibliography Due**
Week 9: October 30th **Feedback and SLA: Considerations**	Ellis, R. (2010). Corrective feedback and teacher development. *L2 Journal, 1,* 3-18. Waring, H.Z. (2008). Using explicit positive feedback in the language classroom: IRF, feedback, and learning opportunities. *The Modern Language Journal, 92,* 577-594. Fagan, D.S. (2014). Beyond 'Excellent!': Uncovering the systematiciy behind positive feedback turn construction in ESL classrooms. *Novitas-ROYAL, 8,* 45-63.	Discussion Board Postings- Due by Wednesday- 9 pm
Week 10: November 6th **Learner Language and Language Development**	Saville-Troike Ch. 6 Lightbown, P.M., & Spada, N. (2006). Ch. 4- Learner language. In *How languages are learned* (3rd edition) (pp. 77-104). New York: Oxford University Press.	Discussion Board Postings- Due by Wednesday- 9 pm

Week 11: November 13th **The Sociocultural/Cognitive Debate**	Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal, 81,* 285-300. FOR: Firth, A., & Wagner, J. (2007). Second/foreign language learning as a social accomplishment: Elaborations on a reconceptualized SLA. *The Modern Language Journal, 91,* 800-819. REBUTTAL: Gass, S.M., Lee, J., & Roots, R. (2007). Firth and Wagner (1997): New ideas or a new articulation? *The Modern Language Journal, 91,* 788-799.	Discussion Board Postings- Due by Wednesday- 9 pm
Week 12: November 20th **SLA Practices in the Classroom**	Lightbown, P.M., & Spada, N. (2013). Ch. 6- Second language learning in the classroom. In *How languages are learned* (4th edition) (pp. 153-199). New York: Oxford University Press.	Discussion Board Postings- Due by Wednesday- 9 pm **Revised Language Learning Autobiography Due**
Week 13: November 27th	NO CLASS- THANKSGIVING	
Week 14: December 4th **Implications of SLA Research for P-12**	Saville-Troike Ch. 7 Spada, N. (2014). SLA research and L2 pedagogy: Misapplications and questions of relevance. *Language Teaching.*	Discussion Board Postings- Due by Wednesday- 9 pm
Week 15: December 11th **Course Wrap-up**		**Literature Review Due** **Presentation on Literature Review**

Michael D Colson

From: Drew S. Fagan
Sent: Monday, October 20, 2014 12:34 PM
To: Elizabeth Jane Beise; Francine H. Hultgren
Cc: Michael D Colson; Alexander Chen
Subject: RE: proposal for a PBC in TESOL

Hi Betsy,

Thank you for the email, and thank you for letting me know about Salisbury's name. Yes, this is derived from the existing approved courses from the Area of Concentration in TESOL within the M.Ed. in Curriculum and Instruction, with the intention that if students so choose to continue on past this PBC and apply to the M.Ed. Program and be accepted, they would be able to transfer these courses into the program.

I can give you the current curriculum for the program with the data that you requested, along with information about faculty and the budget question you raised later today. Below are my responses to #1 & #2:

1. The data supporting this program, both short-term and long-term, stems from the needs of the immediate school districts around UMCP who want to partner with us for a non-Master's option for their mainstream teachers to learn more about working with their ever-growing English language learner populations across disciplines (i.e., not just in ESL classrooms). Specifically, I have been in meetings with Montgomery County for the past five months (the most recent being last Monday, October 13th), and they are ready, once this program is fully approved by MHEC, to proceed with the MOU process and start a cohort of 25-28 that could really benefit from this program (they are aware that we cannot do anything until final approval from MHEC is given). That county would like to ultimately have steady cohorts over the years with different student populations (e.g., middle school teachers, elementary, etc...) to address the English language learners' needs in specific contexts. PG County has also expressed similar needs for teachers who already have a Master's and do not want to proceed with another one, but want to gain this theoretical and pedagogical knowledge. Montgomery and PG have separately strongly expressed a desire to have their teachers working together on this in cohorts of students who are also teachers in the respective counties, allowing us to tailor the courses to the counties' specific needs. In short, this is a lucrative way for UMCP to reach out to specific student populations who otherwise would not be applying to the M.Ed. Program or as individuals to the university as Advanced Special Students.

Beyond these closed cohorts with school districts, it would also benefit the university to have open cohorts with this program to address a growing number of local DC metro area non-P-12 teachers/volunteers/community program coordinators/career changers who are looking for a program introducing them to the field of TESOL. Since starting as the TESOL Outreach Coordinator last year, I've had people contacting me (both in the office and at local conferences/organizations I have presented at) asking for such programs. These are students who, at the moment, would not want to further their studies at a Master's level (though with the option to do so later). They also would not necessarily have access to getting to UMBC or Salisbury in-person (they still want to have in-person/hybrid classes, though, as opposed to solely online courses which is a potential option at UMBC). This would be another student population we would focus on that would not necessarily be applying to our university (or other such programs) otherwise.

2. Shady Grove was an option for open cohorts, but in talking with the Outreach Office here at the COE we do have other options we could look into that could be more financially appealing and be more easily accessible for students. For closed cohorts, both Montgomery and PG Counties have expressed that they will be able to host in-person courses for their respective cohorts at their schools/offices. This would be discussed further in future MOUs once the program has been approved by MHEC.

I do apologize for the long email. As soon as I can, I will get you the other information you requested. In the meantime, please let me know if you have any further questions. Thank you for all of your help with this, Betsy. I'll be in touch soon.

Best,
Drew

Drew S. Fagan, Ed.D.
Clinical Assistant Professor of Applied Linguistics and Language Education Outreach/International TESOL Coordinator
Department of Teaching & Learning, Policy & Leadership
2311 Benjamin Building- College of Education University of Maryland College Park, MD 20742
1-301-405-4416

_____

From: Elizabeth Jane Beise
Sent: Monday, October 20, 2014 10:41 AM
To: Francine H. Hultgren; Drew S. Fagan
Cc: Michael D Colson; Alexander Chen
Subject: proposal for a PBC in TESOL

Dear Drew: We are reviewing the proposal for the post-baccalaureate certificate in TESOL. If I understand correctly, this is wholly derived from the existing Area of Concentration in TESOL within the M.Ed. in Curriculum and Instruction, yes? If so, it would be helpful for both the Grad PCC and the Senate PCC if you could provide the current curriculum of the M.Ed. in TESOL, along with some data regarding how many students are currently enrolled (and where the courses are taught and by whom).

Because this is a new certificate, it will require approval by the state. MHEC will require more information:

1) Evidence of market demand. You indicate that there are two programs (at UMBC and SU), but don't really indicate the need. How did you come up with a cohort of 25 students? How many students are in the M.Ed. program?

2) A more explicit identification of where the program will be delivered
-- it looks like you are assuming the courses will be taught at Shady Grove? Are the courses indicated already taught there or will these be new instances specifically for this cohort?

3) More detailed information about who will teach in the program and their credentials.

4) Catalog description of the program.

In the budget, you don't include any costs for administration/coordination of the program. Is this embedded in the CoE administrative fee? What is included in "other expenses"?

Thanks, Betsy

BTW: Salisbury University does not have "State" in its name.

--

Prof. Elizabeth Beise
Associate Provost, Academic Planning and Programs
1124 Main Administration, University of Maryland College Park, MD 20742

Michael D Colson

From: Drew S. Fagan
Sent: Monday, October 20, 2014 4:58 PM
To: Elizabeth Jane Beise; Francine H. Hultgren
Cc: Michael D Colson; Alexander Chen
Subject: RE: proposal for a PBC in TESOL
Attachments: TESOL Numbers & Faculty Info.docx

Thank you, Betsy. Question- are all of the locations that the COE Outreach Office has as approved locations for courses in the counties on the list of those that Middle States has approved? In talks with the counties, we have only agreed to those locations that the COE Outreach Office has said okay to based on their site list.

Attached you will find the information pertaining to the TESOL programs' numbers and faculty, as well as the faculty list of those who will teach in the proposed TESOL PBC.

Based on what I have read with other programs' catalog description, here is the short blurb I have come up with for this program (please let me know if you feel it needs adaptation for any reason):

"The Post-baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL) introduces participants to the pedagogical and theoretical knowledge needed to meet the linguistically and culturally diverse needs of English language learners across varied academic contexts. Taught by top faculty in the field, this 12-credit program includes courses in second language acquisition theory, ESOL pedagogy, ESOL reading and writing across content areas, and second language assessment. Participants who complete this program will also have the option of applying to the Master's in Education in TESOL program here at the University of Maryland, and, if accepted, transferring these credits towards that degree."

I also reviewed your budget questions with our Business Manager, Stephanie Goodwin. Yes, the administration/coordination of the program is embedded in the COE administrative costs. The "Other Expenses" is the sum of the next three lines on the sheet (Shady Grove, Entrepreneurial/Admin fee, COE fee).

Again, thank you for your help with this. Please let me know if there is anything else you need from me at this time. I look forward to hearing back from you soon.

Best,
Drew

Drew S. Fagan, Ed.D.
Clinical Assistant Professor of Applied Linguistics and Language Education Outreach/International TESOL Coordinator
Department of Teaching & Learning, Policy & Leadership
2311 Benjamin Building- College of Education University of Maryland College Park, MD 20742
1-301-405-4416

From: Elizabeth Jane Beise
Sent: Monday, October 20, 2014 4:30 PM
To: Drew S. Fagan; Francine H. Hultgren
Cc: Michael D Colson; Alexander Chen

M.Ed. in Curriculum & Instruction:
TESOL Specialization Programs

2014-2015 Student Numbers

TESOL Program	Number of Current Students	Course Locations
M.Ed. In Curriculum & Instruction: TESOL Specialization without K-12 Certification	23	On-campus, Online
M.Ed. In Curriculum & Instruction: TESOL Specialization with K-12 Certification	15	On-campus, Online
OUTREACH PROGRAM (MCERT): M.Ed. In Curriculum & Instruction: TESOL Specialization with K-12 Certification	5	Off-campus (Laurel Center, Shady Grove, Local Schools), Online
OUTREACH PROGRAM (PGCPS Cohort): M.Ed. In Curriculum & Instruction: TESOL Specialization without K-12 Certification	23	Off-campus (Owens Science Center, PGCPS Schools), Online

Faculty responsible for teaching courses in all TESOL programs listed above (and future outreach programs):

Full-time TESOL Faculty:
Dr. Drew Fagan, Clinical Assistant Professor & TESOL Outreach Coordinator
Dr. Daisy Fredricks, Clinical Assistant Professor & TESOL PDS Coordinator
Dr. Jeff, MacSwan, Professor & Applied Linguistics and Language Education Programs Coordinator
Dr. Melinda Martin-Beltrán, Assistant Professor
Dr. Megan Peercy, Assistant Professor
Dr. Kellie Rolstad, Visiting Associate Professor
Dr. Denis Sullivan, Professor

Full-time Associated Faculty (from other programs):
Dr. Ebony Terrell Schockley, Director of MCERT Programs, College of Education (Background in ESL & Content Area Assessment)

Adjunct Faculty
Dr. Margaret Malone, Associate Vice President of World Languages and International Programs & Assessment Coordinator, Center for Applied Linguistics

Faculty for Proposed TESOL PBC Program (in order of courses to be offered):

EDCI 732- Dr. Drew Fagan
EDCI 634- Dr. Kellie Rolstad
**EDCI 636- Dr. Megan Peercy
**EDCI 638- Dr. Daisy Fredricks or Dr. Megan Peercy
EDCI 631- Dr. Ebony Terrell Schockly or Dr. Margaret Malone

** Per the TESOL PBC Proposal, depending on cohort needs, either EDCI 636 or EDCI 638 will be offered.