

Fresno Pacific University
Center for Professional Development

Course Syllabus

INT 932 Strategies For Teaching ELD Classes

Instructor: Troy Tenhet

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Course Description

This course is designed to have participants identify and examine different approaches, techniques, and methods for meeting the diverse needs of their ELD students. Basic instructional theory will be dealt with as well. Participants will compare and analyze different models and strategies for teaching as well as develop and evaluate resources for use in the ESL classroom. They will relate the strategies to their own professional contexts and discuss at length, the strategies that were both successful and unsuccessful. Participants will finally create a strategic instructional portfolio for personal/professional use as well as for dissemination into the educational community at large.

National Standards Alignment

This course aligns itself with the National Board for Professional Teaching Standards (NBPTS) and the National Teachers of English to Speakers of Other Languages (TESOL) Standards. Specific standards for NBPTS include Standards I-IV. These standards specifically deal with teachers drawing on their knowledge of human development, being models of language proficiency, being knowledgeable about cultural dynamics, and finally are able to show an ability to draw on a comprehensive command of their subject matter and language instruction. Other specific standards for NBPTS include Standards V-VI. In these specific instances teachers are to be able to use a variety of approaches (multiple paths) that cause their students to confront, explore, and understand important concepts of the curriculum. This course aligns specifically to TESOL National Standards as well. Specifically all three primary goals/standards (and their subsets) including students being able to use English in social settings, use English to achieve academically, and finally use English in socially and culturally appropriate manners.

Primary Learning Outcomes

- Participants will be able to identify their own ELD learners' skills, interests, aspirations, and values.
- Participants will be able to analyze their own strategies and then modify said strategies in order to better meet the needs of their ELD learners.
- Participants will be able to describe a set of goals that meets the needs of their ELD learners.
- Participants will be able to gather, process, and defend a collection of teaching resources that is designed to meet the needs of their ELD learners.
- Participants will be able to compare former and contemporary methods as they design curricula for their ELD learners.
- Participants will describe multiple paths to common goals set forth for their ELD learners.
- Participants will create grade level appropriate curricula that causes their ELD learners to use English, written and spoken, in social settings in order to extend communicative competence.

- Participants will create grade level appropriate curricula that causes their ELD learners to use English to achieve academically as they interact in the classroom, obtain and construct subject matter information, and apply academic knowledge in the classroom setting.
- Participants will create grade level appropriate curricula that causes their ELD learners to use English in socially and culturally appropriate ways. This includes non-verbal communication.
- Participants will create a final project that produces grade level curricula that demands that learners use English in written and oral language, for academic achievement, and for social and cultural reasons.

Course Materials

Herrell, Adrienne and Jordan, Michael. (2007). *Fifty Strategies for Teaching English Language Learners*. 3rd Edition. New Jersey: Pearson Education. ISBN# 013199266X Texts can be ordered online at Amazon.com or at Barnes and Noble.

Required Websites

Course is located on Moodle at: <http://moodle.fresno.edu/moodle/>
 Class Blog Site is at: <http://strategiesforteachingeld.blogspot.com/>

Course Credit Hours: 3 Semester Units of Credit

Evaluation and Grading Criteria:

- Attendance in Virtual Chat sessions.
- Participation in BLOGS, WIKIS, and FORUMS, and all other tasks.
- Development/presentation of final project.

Class Schedule: This class is offered online via the Moodle Learning System. Link is listed above.

Grading (Letters A-F)

- A=90-100
- B=80-89
- C=70-79
- D=60-69
- F=0-59

Grading Breakdown:

Blogging Posts	15%
Completion of Assignments	25%
Chat Attendance	10%
Forums	25%
Final Project	25%

(Course Rubric)

ASSIGNMENT 1 **NO CREDIT** **EARN "B" CREDIT** **EARN "A" CREDIT**

FORUM PARTICIPATION _____/25

NO CREDIT

OCCASIONAL INPUT IN FORUMS WHEN COMPARED TO SYLLABUS

EARN "B" CREDIT

MISSED 1-2 CHANCES PER SECTION PER SYLLABUS

EARN "A" CREDIT

MADE ALL OPPORTUNITIES PER SECTION AS PER SYLLABUS

ASSIGNMENT 2

EMAIL/SNAIL MAIL _____/25

*WHEN APPLICABLE

NO CREDIT

USUALLY MISSED OPPORTUNITIES

EARN "B" CREDIT

MADE MOST OPPORTUNITIES PER SYLLABUS

EARN "A" CREDIT

MET ALL OPPORTUNITIES PER SYLLABUS

ASSIGNMENT 3

OPPORTUNITIES CREATE A QUOTE SECTION _____/25

NO CREDIT

DID NOT COMPLETE 2 OR MORE QUOTES PER SYLLABUS

EARN "B" CREDIT

COMPLETED ALL BUT ONE QUOTES PER SYLLABUS

EARN "A" CREDIT

ALL QUOTES ARE COMPLETED PER SYLLABUS

ASSIGNMENT 4

REFLECTIVE JOURNALS _____/25

NO CREDIT

DID NOT COMPLETE JOURNALS

EARN "B" CREDIT

COMPLETED ALL BUT ONE REFL.

JOURNAL AS PER SYLLABUS

EARN "A" CREDIT

ALL JOURNALS ARE COMPLETED AS DIRECTED IN SYLLABUS

ASSIGNMENT 5

GENERAL CONTENT PERFORMANCE _____/25

NO CREDIT

DID NOT MEET THE SPECIFICATIONS OUTLINED

EARN "B" CREDIT

MET MOST OF THE SPECIFICATIONS IN SYLLABUS

EARN "A" CREDIT

MET ALL SPECIFICATIONS OUTLINED IN SYLLABUS

ASSIGNMENT 6

FIVE LESSON FINAL UNIT _____/125

NO CREDIT

THREE OR LESS UNITS COMPLETE PER SYLLABUS

EARN "B" CREDIT

AT LEAST FOUR UNITS COMPLETED AS PER SYLLABUS

EARN "A" CREDIT

ALL FIVE UNITS COMPLETED AS PER SYLLABUS

ASSIGNMENT 7

CONCEPTUAL GENERALIZATION ESSAY _____/100

NO CREDIT

DID NOT COMPLETE THE ESSAY AND STICK TO TOPIC

EARN "B" CREDIT

ESSAY DONE BUT WITH SOME ERRORS AND TOPIC ISSUES

EARN "A" CREDIT

ESSAY ON TOPIC COMPLETE WITH FEW OR NO ERRORS

ASSIGNMENT 8

COURSE ARTIFACT SECTION _____/100

NO CREDIT

DID NOT CREATE ANY ARTIFACTS DURING COURSEWORK

EARN "B" CREDIT

SUBMITTED MOST ARTIFACTS IN NO PARTICULAR ORDER

EARN "A" CREDIT

ALL ARTIFACTS ARE IN AND SUBMITTED IN ORDERLY MANNER AS PER SYLLABUS

ASSIGNMENT 9

TWENTY ONLINE RESOURCES _____/100

NO CREDIT

FOUND LESS THAN 15 RESOURCES

EARN "B" CREDIT

FOUND LESS THAN 20 RESOURCES

EARN "A" CREDIT

FOUND ALL 20 RESOURCES AS PER SYLLABUS

ASSIGNMENT 10

EXTRA CREDIT VIA "MERLOT" _____/50

NO CREDIT

DID NOT LIST RESOURCES ONLINE

EARN "B" CREDIT

DID NOT LIST RESOURCES ONLINE

EARN "A" CREDIT

LISTED ALL 20 RESOURCES ONLINE

ASSIGNMENT 11

TOTAL POINTS POSSIBLE=600

NO CREDIT

TOTAL POINTS FOR "NO CREDIT" (< 450)

EARN "B" CREDIT

TOTAL POINTS FOR "B" GRADE= 450--500

EARN "A" CREDIT

TOTAL POINTS FOR "A" GRADE=500--600

Student Name: _____ Enrollment Date: _____

Due Date: _____

Course Final Documents Rec'd Date: _____

Final Grade: _____

Instructor Comments: _____

Evidence of Learning

Please note that I will be looking for evidence of learning as pertaining to the course objectives. The following points are key concepts and evidence points:

- Course instructor observed evidence of understanding as demonstrated by participant's reflective journals.
- Course instructor observed evidence of understanding as demonstrated by participant's participation in the course forums.
- Course instructor observed evidence of understanding as demonstrated by participant's creation of curricula that identified ESL learners' skills, interests, aspirations, and values.
- Course instructor observed evidence of understanding as demonstrated by participant's ability to analyze and modify their own teaching strategies.
- Course instructor observed evidence of understanding as demonstrated by participant's ability to describe a set of goals for their learners.
- Course instructor observed evidence of understanding as demonstrated by participant's ability to process, collect, and defend their choice of teaching resources.
- Course instructor observed evidence of understanding as demonstrated by participant's comparing of former and now contemporary teaching models.
- Course instructor observed evidence of understanding as demonstrated by participant's competence at describing multiple paths to common goals for their learners.
- Course instructor observed evidence of understanding as demonstrated by participant's creation of a final project that produces grade level curricula that demands that learners use English in written and oral language, for academic achievement, and for social and cultural reasons.

Instructor/Student Contact:

References for Further Reading/Research

Please find the following resources in order to further enhance your knowledge and abilities:

1. Carrasquillo, A. L. & Rodriguez, V. (1996). *Language Minority Students in the Mainstream Classroom*. Philadelphia, PA: Multilingual Press.
2. Celce-Murcia, M. (Ed.). (2001). *Teaching English as a Second or Foreign Language*. (3rd ed.). Boston: Heinle & Heinle.
3. Grabe, W., & Kaplan, R. B. (1996). *Theory and Practice of Writing: An Applied Linguistic Perspective*. New York: Longman.
4. Grabe, W., & Stoller, F. L. (2002). *Teaching and Researching Reading*. New York: Longman.
5. Graves, Kathleen (2000). *Designing Language Courses*. Boston: Thompson and Heinle.
6. Kottler and Kottler, (2002). *Children with Limited English: Teaching Strategies for the Regular Classroom*. Thousand Oaks Ca: Corwin Press.
7. Kumaravadelu, B. (2003). *Beyond Methods: Macro-strategies for Language Teaching*. New Haven, Connecticut: Yale University Press.
8. Lewis, Michael, and Hill Jimmie (1992). *Practical Techniques for Language Teaching*. Boston: Thompson and Heinle.
9. Matters.Reid, J. M. (1998). *Understanding Learning Styles in the Second Language Classroom*. Upper Saddle, NJ:

Prentice Hall Regents.

10. Peregoy, S. F. & Boyle, O. F. (2000). *Reading, Writing, & Learning in ESL: A Resource Book for K-12 Teachers*. Second Edition. NY, NY: Longman.

11. Richards, Jack, and David Nunan (1990). *Second Language Teacher Education*. Cambridge: Cambridge University Press.

12. Richards, Jack, and Rodgers, T. S., (2001). *Approaches and Methods in Language Teaching*. 2nd Edition. Cambridge: Cambridge University Press.

13. Samway, Katherine Davis and Denise McKeon (1999). *Myths and Realities: Best Practices for Language Minority Students*. Portsmouth, New Hampshire: Heinemann.

14. Stahl, S. A. (1999). *Vocabulary Development*. Cambridge, MA: Brookline Books.

15. Ur, P. (1988). *Grammar Practice Activities: A Practical Guide for Teachers*. New York: Cambridge University Press.

16. Willis, J. (1996). *A Framework for Task-based Learning*. NY, NY: Longman.

Please Note:

Fresno Pacific University is committed to meeting the special needs of individuals with disabilities. If you have such needs, please refer to the University Catalog where policies and procedures for arranging services and accommodations are found. All assignments should reflect required digital and/or traditional library usage.

Policy on Plagiarism

All participants in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalog.

University Information

“Graduate level course work reflects Fresno Pacific University’s Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- Oral and written communication in individual and group settings
- Content knowledge, and application of such knowledge in the student’s area of interest to affect change
- Reflection for personal and professional growth
- Critical thinking
- Cultural and global perspectives to understand complex systems
- Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems”