Course Number: ELA 919
Course Title: Achieving Fluency with English Language Learners

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Units: 3
Grade Level: 7-12

Course Description
This course is designed to help teachers understand and effectively employ effective, current, research-based methods and strategies in teaching English Language Learners in the secondary classroom while addressing the standards. Mainstream English courses often include ELL students at a variety of levels, including both students who are recent immigrants and students who have lived in the US for many years but still have limited English capabilities. The course curriculum focuses on helping teachers understand the needs of ELL students while implementing specific strategies to help students acquire proficiency in the English language. Particular attention is given to teaching vocabulary, grammar, reading comprehension, and ultimately, fluency in speaking, reading and writing English.

This course is strongly aligned with the standards established by the National Council of Teachers of English. The required textbook (Language Learners in the English Classroom by Douglas Fisher, Carol Rothenberg, and Nancy Frey, 2007) is an NCTE publication. The assignments are designed to help teachers implement the objectives of the standards in their own classroom. The ultimate goal is to help students gain an understanding of the special needs of ELL students at the secondary level and how to implement teaching strategies that will assist ELL students in achieving fluency in the English language. This course is ideal for teachers in the secondary classroom who teach ELL students in grades 7-12.

Course Dates
Self-paced; students may enroll at any time and take up to one year to complete assignments.
You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

**Moodle:**
This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

**Moodle Site Login and passwords – (or other online course access information)**
Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

**Getting Help with Moodle:**
If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing Education/Independent Studies department.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

**Course Materials**

**Discussion Forums**
Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.
Course Requirements

Students will be required to complete the detailed assignments outlined in the schedule of topics and assignments. Students will be required to reflect and evaluate both the assigned reading and their own teaching experiences. Students will also design and implement lesson plans that reflect the teaching strategies and approaches discussed in the course texts. Reflecting and evaluating the hands-on strategies discussed is an integral part of the course curricula.

National Content / Common Core Standards

The course addresses the National Council of Teachers of English, standards #1-6, 8, 9, 11 and 12. The course also addresses the English Language Arts Standards for Reading Literature as outlined by the Common Core State Standards Initiative.

Learning Objectives / Outcomes

It is the goal of the instructor that students will gain a greater understanding of the needs of the ELL student as well as an understanding of how to implement effective strategies in teaching the ELL student. Please note the national standards set forth by the National Council of Teachers of English (as discussed previously) addressed by each objective.

Students of this course will be able to:

- Design activities and lesson plans that engage students and foster the development of students’ language development. (1, 2, 3, 4, 5, 6, 9, 10, 11, 12)
- Use a variety of strategies in addressing vocabulary, grammar, comprehension, reading, writing, and oral fluency with the English language. (1, 2, 3, 4, 5, 6, 9, 10, 11, 12)
- Implement teaching strategies in which students use their first language in the building, development, and acquisition of fluency in the English language. (1, 2, 3, 4, 5, 6, 9, 10, 11, 12)
- Participate in a professional community of educators dedicated to understanding and assisting ELL students acquire proficiency in the English classroom. (1, 2, 3, 4, 5, 6, 9, 10, 11, 12)
- Design and implement activities and teaching strategies that encourage cultural awareness, understanding, and diversity among students. (1, 2, 3, 4, 5, 6, 9, 10, 11, 12)
- Integrate specific teaching techniques from the course curriculum for approaching vocabulary, grammar, fluency and comprehension with ELL students. (1, 2, 3, 4, 5, 6, 9, 10, 11, 12)

Schedule of Topics and Assignments

1. Discussion Forum: Reflection on Teaching ELL Students
2. Discussion Forum: Finding What Works in the Classroom
3. Discussion Forum: Getting the Right Word
4. Vocabulary: Lesson Plan Assignment
5. Discussion Forum: Teaching Grammar
6. Grammar: Lesson Plan Assignment
7. Discussion Forum: More than the Need for Speed

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8. Lesson Plan Assignment: Achieving Fluency
10. Lesson Plan Assignment: Focus on Comprehension
11. Discussion Forum: The Importance of Scaffolding
12. Lesson Plan: Sequencing a Unit
13. Discussion Forum: Final Reflection
14. ELL Students and the Standards

**Evidence of Learning**
Student will provide evidence of learning for individual assignments through accomplishing the objectives and requirements set forth in the rubrics for individual assignments (see Grading Rubrics and Information).

1. Student provided evidence of his/her understanding of the course’s objectives and the course text through his/her reflective writing. (Assignment #1, 2, 3, 5, 7, 9, 11, 13)
2. Student designed and implemented lesson plans and activities that demonstrated his/her understanding of the course objectives and the principles of the text. (Assignments #4, 6, 8, 10, 12)
3. Student read a professional teaching text and demonstrated his/her critical thinking skills in responding to and engaging with the text and its principles. (Assignments #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13)
4. Student demonstrated an ability to respond critically and synthesize information successfully into practical lesson plans/activities for the classroom. (Assignments #4, 6, 8, 10, 12)
5. Student demonstrated an understanding of his/her state and/or professional teaching standards, and how standards are implemented within lesson plans for the classroom. (Assignment #4, 6, 8, 10, 12, 14)
6. Student applied ideas from the texts to the classroom. (Assignments #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

**Grading Policies and Rubrics**
300 points total
270-300 = A
240-269 = B or Credit Grade
Below 239 = No Credit

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.
Instructor/Student Contact
A minimum of three instructor/student contacts are required. These may be in the form of discussion form posts/responses and/or individual emails.

References/Resources


Internet Resources
http://www.edweek.org/dd/articles/2007/09/12/02ell.h01.html
http://www.ncte.org/ell (NCTE - ELL Students)
http://www.ncte.org/positions/statements/issuesinesbilingual (NCTE - Position Paper on Bilingual Education Issues)
http://www.ncte.org/positions/statements/teachersoneducatingell (NCTE - Role of English Teachers)
http://www.ncte.org/governance/ELL (Summary - ELL students in English Classroom)
www.readwritethink.org
www.aesopfables.com
http://www.multiculturalchildrenslit.com/ (Celebrating Cultural Diversity Through Literature)
http://curry.edschool.virginia.edu/go/cltic/ (Content Literacy Information Consortium)
(Exploring Diversity: Themes and Community)
http://www1.ncte.org/library/files/Related_Groups/WLU/nature.pdf  (Fact Sheet - Nature of Whole Language by C. Weaver)
http://www.topics-mag.com/ (Topics – An Online Magazine for Learners of English)
www.vocabulary.com
www.youthradio.org

**Final Course Grade and Transcripts**
When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

**Plagiarism and Academic Honesty**
All people participating 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 Catalogue. URL http://www.fresno.edu.

**CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

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<tr>
<th>CE 1.</th>
<th>Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</th>
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<td>CE 2.</td>
<td>Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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<td>CE 3.</td>
<td>Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</td>
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<td>CE 4.</td>
<td>Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.</td>
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<td>CE 5.</td>
<td>Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.</td>
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<td>CE 6.</td>
<td>Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</td>
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### FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

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<tr>
<th>Student Learning Outcomes Oral Communication: Students will <em>exhibit</em> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <em>evaluate</em> content and delivery components.</th>
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<td><strong>Written Communication:</strong> Students will <em>demonstrate</em> proficient written communication by <em>articulating</em> a clear focus, <em>synthesizing</em> arguments, and utilizing standard formats in order to <em>inform</em> and <em>persuade</em> others.</td>
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<td><strong>Content Knowledge:</strong> Students will <em>demonstrate</em> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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<td><strong>Reflection:</strong> Students will <em>reflect</em> on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.</td>
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<td><strong>Critical Thinking:</strong> Students will <em>apply</em> critical thinking competencies by <em>generating</em> probing questions, <em>recognizing</em> underlying assumptions, <em>interpreting</em> and <em>evaluating</em> relevant information, and <em>applying</em> their understandings to new situations.</td>
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<td><strong>Moral Reasoning:</strong> Students will <em>identify</em> and <em>apply</em> moral reasoning and ethical decision-making skills, and <em>articulate</em> the norms and principles underlying a Christian world-view.</td>
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<td><strong>Service:</strong> Students will <em>demonstrate</em> service and reconciliation as a way of leadership.</td>
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<td><strong>Cultural and Global Perspective:</strong> Students will <em>identify</em> personal, cultural, and global perspectives and will employ these perspectives to <em>evaluate</em> complex systems.</td>
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<td><strong>Quantitative Reasoning:</strong> Students will accurately <em>compute</em> calculations and symbolic operations and <em>explain</em> their use in a field of study.</td>
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<td><strong>Information Literacy:</strong> Students will <em>identify</em> information needed in order to fully understand a topic or task, <em>explain</em> how that information is organized, <em>identify</em> the best sources of information for a given enquiry, <em>locate</em> and critically <em>evaluate</em> sources, and accurately and effectively <em>share</em> that information.</td>
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