

**California State University, Northridge**  
**Michael D. Eisner College of Education**  
**Course Syllabus**

**SED 529 Teaching English Learners in Multiethnic Classrooms**

**Instructor:**

**Office:**

**Office Hours:**

**Phone:**

**Email:**

**Conceptual Framework:**

The Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to *Excellence through Innovation*. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- o We value academic excellence in the acquisition of professional knowledge and skills.
- o We value the use of evidence for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- o We value ethical practice and what it means to become ethical and caring professionals.
- o We value collaborative partnerships within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- o We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.
- o We value creative and reflective thinking and practice.

**Course Description: SED 529. Teaching English Learners in Multiethnic Secondary Schools**

*Required for candidates in all Single Subject Teacher Basic Credential Programs. Restricted to candidates officially admitted to the Credential Program or already possessing a teaching credential.*

*Prerequisite: [SED 511](#). Corequisite: [SED 521](#).* Addresses state and federal legal requirements related to English learners, the California English Language Development (ELD) Standards, school programs serving English learners, language acquisition, and teaching materials and strategies for English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE) to support content-area learning. Also focuses on diagnostic and other assessments for English learners. Completion of field-based activities is required.

### **Course Objectives:**

- Identify legal requirements related to the education of English learners in secondary schools, including the California Coordinated Compliance Review Procedure.
- Analyze theories and models of school and classroom organization for English learners, elementary through adult.
- Apply theories of first and second language acquisition to ELD instruction and to SDAIE instruction.
- Identify components of an effective, balanced and comprehensive program at introductory, intermediate, and advanced levels of English Language Development instruction.
- Recognize the components for effective instructional delivery as described in ELD Standards, including orientation, presentation, models/modeling, structured practice, and guided practice lesson components.
- Utilize factors involved in emergent literacy to develop receptive (reading, listening) and productive (writing, speaking) competencies across the content areas for English learners.
- Design lessons with research-based strategies, including principles of UDL, for teaching in Specifically Designed Academic Instruction in English (SDAIE/sheltered) content area classrooms.
- Identify English learners' strengths and challenges in completing oral and written language tasks in relation to their linguistic backgrounds, academic abilities, and prior educational experiences.
- Analyze the academic language features of reading and other materials, learning tasks, and the California Content Standards and California English Language Development Standards in order to provide effective and scaffolded literacy instruction for English learners.
- Plan systematic and explicit differentiated instruction in the subject to meet the needs of English learners, including students with disabilities.
- Develop/adapt classroom assessments for use with English learners.
- Analyze the results of multiple types of assessment for English learners, including the English Language Proficiency Assessment for CA (ELPAC).

### Teacher Performance Expectations (TPEs)

[www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf](http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf)

- TPE 1: Engaging and Supporting All Students in Learning, including student engagement, and language acquisition and development
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning, including subject-specific pedagogy and making content accessible, and integrating educational technology
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

**Required Textbook:**

[Wright, W. E. \(2015\). \*Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice\* \(2<sup>nd</sup> ed.\). Philadelphia, PA: Caslon Publishing.](#)

(listed in the syllabus as Wright)

[Additional readings will be provided in class and through Canvas.]

**Required Readings to be downloaded from Online:**

California Department of Education. California English Language Development Standards (CELDS) (<http://www.cde.ca.gov/re/pn/fd/documents/englangdev-std.pdf>)

California Department of Education. Content Standards for California Public Schools—Grades 6-12 (Select standards according to the content area you will be teaching)

**Additional Relevant Resources:**

California Department of Education. [English Language Proficiency Assessment for CA \(ELPAC\)](#). Website provides an overview of ELPAC document and information.

<https://www.cde.ca.gov/ta/tg/ep/cefelpac.asp>

California Department of Education. [The California Standards for the Teaching Profession \(CSTP\)](#)

California Commission on Teacher Credentialing. [Teacher Performance Expectations](#) (listed and match with California Standards for Teaching Profession). Also refer to Single Subject Handbook, (Edition, 2008-09) for more information about the Teacher Performance Expectations (TPE) and Teacher Performance Assessments (TPA).

[http://www.csusb.edu/coe/programs/single\\_subject\\_cred/teaching\\_performance\\_assessment.htm](http://www.csusb.edu/coe/programs/single_subject_cred/teaching_performance_assessment.htm)

**Recommended Readings:**

Carr, J., et al. (2009). West Ed Guidebooks. *Making mathematics accessible to English learners. Making science accessible to English learners*. San Francisco: West Ed.

Chamot, A. U. (2009) *The CALLA handbook: Implementing the cognitive academic language approach*. (2<sup>nd</sup> ed.) White Plains, NY: Pearson Longman.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning*. Portsmouth, NH: Heinemann.

Herrell, A.L. and M. Jordan (2012). *Fifty strategies for teaching English language learners*. New York: Pearson.

Vogt, M., J. Echevarria, and D.J. Short (2010). *The SIOP model for teaching English language arts to English teachers*. New York: Pearson.

**Evaluation of Specific Assignments**

Though some assignments will vary in the amount of time it takes you to complete them, most weekly assignments will require your consistent, thoughtful planning and application. Our discussions will focus on the reading you have done and I expect that you participate fully in the classroom assignments and activities. While I respect those of you who might be more reserved in class discussions, I strongly encourage you to share your views. Dialogue is critical to a deeper understanding of issues. As teachers, please think of the vocal and public nature of teaching, and look at this class as further developing your public speaking skills.

**The following assignments require that you observe, describe and analyze various aspects of schooling for English Learners. Specific guidelines and details are included below. . You must include course readings in your analysis in order to receive full points. If no RELEVANT AND MEANINGFUL references are made to the course readings, you should not expect to receive the maximum points.**

### Course Requirements:

**Class attendance and participation** [15 points (includes on time attendance and active participation in ALL class and/or online activities)]

**District ELL Master Plan Report** [15 points]

**Field Observation Report** [15 points]

**Modified Lesson Plan** [20 points] **SPSS 12 (A)**

**Final project: SDAIE Unit Plan** with objectives, lessons, and assessments [35 points] **SPSS 12 (A)**

**\*\*Please note that although your final grade is based on a point system, all assignments must be completed in order to receiving a passing grade.**

### Course Evaluation Plan:

Students' work will be evaluated based on course requirements listed above and in the contract of involvement. The following grading scale will be used.

96-100	= A
90-95	= A-
86-89	= B+
83-85	= B
80-82	= B-
76-79	= C+
73-75	= C
70-72	= C-
60-69	= D
59 – below	= F



### Grading System:

- Passing grades are awarded if the course requirements are adequately fulfilled within the time frames stipulated.
- An “A” grade is reserved for exceptional work not only in completing all formal assignments, but also including unusual initiative and effective class leadership.
- A “B” grade is awarded for solid performance in the preparation of written assignments and formal presentations. Written assignments should show evidence of independent thought based significantly on the examination of course materials, appropriate reading and pertinent research. Written assignments should be presented in a neat, professional format. Active, constructive participation will be considered in grading.
- Assignments falling below this standard, but nonetheless meeting minimum course standards will earn a “C” grade.
- Failure to complete requirements within specified timeframes may result in a failing grade.
- Excessive absences may also result in a failing grade.

### Policies: PLEASE READ THESE CAREFULLY TO AVOID ANY CONFUSION LATER

- If a student must miss all or part of a class session due to illness or an emergency, please check with other classmates, in advance of the subsequent class session, regarding any materials handed out the night of an absence.
- Assigned readings form the core of each week’s class session. Assigned readings serve as a basis for an informed analysis and critique of the issues presented in this course; therefore they should be completed **BEFORE** the class indicated.
- Written assignments must be typed, doubled spaced, proofread, and corrected using a word-processing program unless special instructions indicate otherwise. All written assignments must be well presented, organized and without spelling errors and conform to the American

Psychological Association (APA) style manual, 6<sup>th</sup> edition. All written assignments must be identified with student name, date and title of assignment. Unless otherwise directed, all assignments must be typed with 12-point font, with 1-inch margins, and double-spaced. Work may be turned in early ☺ !

\*\*\*\*Please put your name, assignment title, due date and page number on the top right hand corner of the first page.

- Everyone's life is made easier when assignments are turned in on time. If you are experiencing some challenges during the semester that make it difficult to meet class deadlines, be sure to discuss these with the instructor as **early as possible**. Without prior consent from the instructor, late work will be down-graded.
- In order to receive an incomplete for a course, you must have attended 80% of the class sessions and completed 80% of the course assignments. ***Incompletes are only given if there is a compelling reason and you have discussed this with your instructor prior to making a request for an incomplete.***
- Please be mindful and respectful of the learning environment within the classroom. Your participation is crucial to the success of the class therefore working on other non-class activities can be distracting to your classmates and interrupts the learning process. Remember you are all soon to be teachers, therefore you should behave in a manner that reflects what you would expect of your own students.
- Tardiness, though unavoidable at times, is also distracting to other students in the class. Additionally, because of the amount of information given at the beginning of class, those who are habitually late run the risk of not knowing of changes or clarifications of course expectations.
- Thank you, in advance, for your thoughtfulness and your efforts to create and maintain a good learning environment during class meetings.

### **Policy On Academic Honesty**

California State University Northridge expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data, unauthorized access to University computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the University library will be dealt with appropriately. Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor. In addition, students may be suspended or dismissed from the University upon the recommendation of the Department Chair or the Dean of the student's college.

### **Special Accommodations**

Students with special needs who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. The instructor can direct the students to the appropriate office on campus for assistance: <http://www.csun.edu/dres/index.php>.

## TENTATIVE COURSE SCHEDULE

Week	Topic	Activities
1 1/21	<u>Review Course</u> Introductions Syllabus and Expectations Central Course Questions	Read the Syllabus Complete the Student Information Sheet <b>AND</b> Wright – Ch.1 (all on Canvas)
2 1/28	<u>English Language Learners: Characteristics &amp; Needs</u> ELL State Demographics Student Needs <b>SPSS 12 (I)</b>	Walqui – Who are our students; Dutrow, S. - <i>What's Language Got to do With it?</i> (both on Canvas)
3 2/4	<u>History, Legislation &amp; Policy</u> Federal & State Law: 14 <sup>th</sup> Amendment, Civil Rights Act/Title VI, EEOA, Lau v. Nichols, Castañeda v. Pickard, Gomez v. Illinois SBOE, Keyes v. School District #1, Plyler v. Doe, Proposition 227, “No Child Left Behind.” Organizational Models	Read: Wright – Ch. 4 & 5
4 2/11	<u>Language Structure and 1<sup>st</sup>/2<sup>nd</sup> Language Acquisition</u> The Structure of Language; Language functions; Non-verbal communication L2 Acquisition <b>SPSS 12 (I)</b>	Read: Wright – Ch. 3
5 2/18	<u>Language Structure and 1<sup>st</sup>/2<sup>nd</sup> Language Acquisition</u> Continue topics from previous week	Read: Wright – Ch. 2
6 2/25	<u>Assessment: The English Learner Proficiency Assessments for California (ELPAC)</u> ·Initial Identification ·Home Language Survey ·Assessing on-going progress ·Re-designation Criteria & Procedures ·Language Appraisal Team	Read: Wright- Ch. 6 <b>AND</b> Access ELPAC information online: See link listed in “Additional Recommended Resources”  <b>DUE: District EL Master Plan Report (via Canvas)</b>
7 3/3	<u>Assessment: The English Language Development Standards (ELD Standards) &amp; the new Common Core</u> What are the ELD standards? ·How do they relate to the ELA Standards? ·How do we use them? ·Language Proficiency Assessments <b>SPSS 12 (I)</b>	Read: Heritage, Walqui, & Linquanti – The Role of Formative Assessment <b>AND</b> The Role of Summative Assessment (both on Canvas)

8 3/10	<u>Specially Designed Academic Instruction in English (SDAIE): Part I</u> ·key concerns ·methods/strategies ·materials: choosing them wisely <b>SPSS 12 (P)</b>	Read: <i>SDAIE for Language Minority Students</i> Genzok, M. (on Canvas)
9 3/17	<b><u>NO IN CLASS MEETING</u></b> <b><u>SPRING BREAK</u></b>	
10 3/24	<u>Specially Designed Academic Instruction in English (SDAIE): Part II</u> <u>SDAIE IN THE CONTENT AREAS</u> <b>SPSS 12 (P)</b>	Wright Ch. 10 &11 <b>AND</b> On Canvas look for a file with your content area readings. Choose one article to read from the file <b>DUE: Field Report Sheltered Content Area/SDAIE Classroom (via Canvas)</b>
11 3/31	<b><u>NO IN CLASS MEETING</u></b> <b><u>CESAR CHAVEZ HOLIDAY</u></b>	
12 4/7	<u>English Language Development (ELD):</u> Reading & Writing	Wright – Ch. 8 & 9
13 4/14	<u>Designing Instruction for English Learners</u> ·Planning from the bottom up ·methods/strategies ·materials <b>SPSS 12 (P)</b>	Walqui, & Van Lier – Designing Instruction (on Canvas)  <b>Due: Modified Lesson Plan (via Canvas)</b>
14 4/21	<u>Sociolinguistics: Language, Culture, and Academic Achievement</u> The study of language across cultures; bilingualism, politics of language	Read: <i>Enhancing achievement for language minority students</i> García, S.B., Wilkinson, C.Y. & Ortiz, A.A. (on Canvas)
15 4/28	Implications for classroom teaching and learning Film: Speaking in Tongues <b>SPSS 12 (P)</b>	<b>Work on Thematic Unit</b>
16 5/5	Course Wrap-Up	<b>Due: Thematic Unit Plan (via Canvas)</b>

*SED 529 Teaching English Learners in Multiethnic Classrooms*

**SSPS Index**

Pages on which SSPSs are **Introduced are in yellow**, **Practiced in teal**, and **Assessed in green**.

**Subject Specific Pedagogical Skills (SSPSs) for Single Subject Teaching Assignments in Dance**

SSPS 12: p. **4**, **6**, **7**