Course Description
This course is designed to equip teacher candidates with the knowledge and skills to effectively organize and implement research-based instruction that meets the needs of language learners in bilingual, mainstream, and English language development (ELD) programs through ELD and specially designed academic instruction in English (SDAIE) methods. We will explore the historical legal context in educating language learners. We will examine the psycho-linguistic and socio-linguistic principles upon which modern methods of L2 teaching are based. We will delve into California’s new ELD Standards. Students will design lessons and assessments based on the ELD standards and Common Core Standards in the content areas, and that integrate research-based instructional strategies. The course content will be learned through the kinds of experiential, participatory and process-oriented strategies that are used in successful English language development classrooms and that build reflective practices.

Course Objectives:
Upon completing the course students will be able to:
1. Examine own knowledge about and attitudes toward language issues involving the education of language minority students (TPE 13);
2. Define the basic principles of ELD/SDAIE methods and describe their implementation in classroom contexts (TPE 1-9, 11);

3. Apply the California State ELD Standards, as well as the Common Core Standards for English Language Arts/Science/Math Content Areas to lesson planning (TPE );

4. Identify and apply the principles and procedures of different L2 methods in lesson plans and learning activities (TPE 4-9, 11);

5. Create formative and summative assessments to assess both the language skills and content understanding of L2 learners in order to effectively plan instruction based on California State ELD Standards and Common Core Content Area Standards; and, students’ linguistic and content understanding strengths and needs (TPE 2, 3, 8); and,

6. Develop a set of tools to access research/resources and to relate these to practice within the classroom (TPE 13).

**Americans with Disabilities Act Policy**

It is the policy of SDSU to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Disability Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Disability Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Disability Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.
**Required Texts:**


**Recommended Text:**


**Grading and Evaluation**

Class work, projects and written assignments and tests will be weighed for the total course grade according to the following weighted scale:

1. Attendance 10%
2. Participation 20%
3. Weekly reflective responses & activities 20%
4. A group workshop & activity presentation 15%
5. ELD/SDAIE lesson plan/reflection 20%
6. Final synthesis project 15%

**TOTAL** 100%
Assignment Guidelines  All written assignment, with the exception of reflective responses/journals/in-class assignments, will be typed, double-spaced, 12 font with 1 inch margins and edited for use of Standard Academic English. The content of all writing assignments will be evaluated based on the level of higher order thinking skills demonstrated by the student according to the criteria for grading included in this syllabus. You should include appropriate references to readings and other resources used. Late assignments will be penalized five percent.

Points and Grade Equivalents

As a credential/graduate student, one is expected to produce high quality work that does not fall lower than a “C”; conversely, a grade of “A” is not simple or easy to earn. Should the quality of a product not be up to the professor’s standards, the student may be asked to resubmit work so that it reflects an understanding and adherence to the criteria included in the grading rubric.

(93-100%) = A
(90-92.9%) = A-
(87-89.9%) = B+
(86.9-83%) = B
(82.9-80) = B-
(77-79.9) = C+
(70-72.9) = C
(76.9-73) = C

Note on Submitted Work:
The content of all assignments will be evaluated based on the level of higher order thinking skills demonstrated by the student according to the criteria for grading included in this syllabus. Please submit work that demonstrates the quality of a future teacher and of a post-baccalaureate course. See policy for attendance and late papers.

Plagiarism is defined as “the unauthorized use or close imitation of the language or thoughts of another author and the representation of them as one’s own original work.” (Random House Dictionary of the English Language, 1987). All sources of reference from which students take quotations, major theories or concepts or instructional materials for lesson plans or papers must be properly cited. Plagiarism will not be tolerated. Such work will result in a zero for the assignment and referral to Student Affairs for possible suspension or expulsion.
**Homework Policy:**

1. All assignments must be completed by the due dates. I only accept late assignments if you make arrangements PRIOR to class time. If you are sick or have a personal emergency, email or call me BEFORE class. We will then discuss your options for turning in the assignment. All late assignments, without exception, will automatically be penalized 10% off the total score for each day late, even if you make arrangements to turn it in late. Assignments submitted five or more days late will not receive credit.

2. All assignments must be submitted in order to earn a passing grade for the course.

**Electronics Policy**

1. **No cell phones or texting permitted during class.** Phones must be kept out of eyesight (off the table or desk, and inside a closed purse or backpack) and on “silent” during class. Do not take out your phone during class time to check voice or text messages. If you have an emergency situation (e.g., relative in the hospital, etc.) and need to keep your phone on and in eyesight, let the instructor know before class.

2. Laptops are permitted if used for the following purposes:
   - Taking class notes (you may be asked to send me your notes at the end of class)
   - Referring to DLE 915B materials

   If a student uses a laptop for other purposes, s/he will be asked to put it away and discontinue use of the laptop during class for the balance of the semester.

**Description of Course Requirements:**

**Note:** The course requirements outlined below are guidelines with which to begin the course; in keeping with problem-posing format of the class, it is possible that course products may change to more accurately reflect the needs of the students and professor.
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1. **Attendance: Weekly (Be sure to sign in each class!)**
   This class has both face-to-face and online sessions. Attendance will be taken weekly. Attendance at all class sessions, including online sessions, is required. More than 1 absence or excessive tardiness (more than 2 days tardy) will result in lowering of final grade by $\frac{1}{2}$ a grade. Tardiness is arriving 10 minutes or more late OR leaving class before the end time. Either will be counted towards an absence. More than 1 absence or excessive tardiness will result in lowering of final grade. A student with more than 2 absences cannot earn an A in the course. Students who are excessively late for class or who leave class early will receive a final grade that is at least one grade lower than the computed grade.

2. **Participation: Weekly**
   Participation in class and online is valuable to you and to the community of learners to which we belong. Therefore, interaction with peers is an essential component of this course and our learning. Because our time together is short and precious, it is important that you come to class **having read the assignments and prepared to engage in discussions and activities centered on the readings.** I have designed in class activities and discussions for you to demonstrate your ability to apply your knowledge. I also learn about you and your interaction with others through our class discussions and activities.

3. **Weekly Reflective Responses and Activities: Various due dates**
   Throughout the course, you will respond to readings and videos via written reflective responses and activities. These reflective responses and activities serve to help you gain clarity on concepts and information from class, by bringing together your own personal classroom observations and experiences, while making connections to readings, and critically examining the information and concepts covered. These activities help me to better understand the meaning you are making of the concepts and information we cover in class. A rubric describing criteria for the Threaded Discussion Board (TBD) postings will be distributed in class and posted on our BB site.

4. **Journal Observations and Responses: Various due dates**
   Throughout the course, students will write periodic reflective observations in the form of a journal or a quick write that bring together a discussion of classroom observations of literacy events, make connections to readings, and critically examine teacher and student interaction.
5. **A Group Workshop Presentation: Due near end of the semester**

In teams of 3, you will work as a professional team to prepare, present key concepts in the assigned chapter. Teams will also lead DLE 915A class participants in a hands-on activity that will foster a deep understanding of the strategy covered in the assigned chapter and connect to the California ELD Standards.

There are several purposes of the group workshop presentation. First, this will allow you to efficiently cover and process the material and teaching strategies covered in the texts, leading to collaborative learning. Second, the workshop gives you an opportunity to lead a teacher directed activity involving the dissemination of critical content. The information from the readings, along with each group’s summary will be utilized in constructing the SDAIE Lesson Plan, which serve as the signature assignment of DLE 915A. The third purpose of these presentations is to give you the opportunity to share lesson plans and activities that model a student-centered process. Lastly, these presentations help to support you in developing collaboration and presentation skills of key educational concepts and processes utilizing relevant materials, research, and technology. Presentations should be prepared by the team to model a workshop format. You will work as a professional team in preparing, presenting, and demonstrating key concepts.

**Workshop Components:**

a) Prepare and distribute a written summary of the presentation components and key chapter concepts for each member of the class. **This should not be a regurgitation of the chapter, but a summary in your own words.**

b) Lead one or several activities that involve **hands-on class participation** and reflects the key concepts of the chapter. The time allotted for the workshop presentation will be **20 minutes**.

Each team will **provide the instructor with**

a) An **organizational plan** that identifies team members and details how the task was divided by team members along with a description of the class activity.

b) One copy of a summary/outline plan that will be distributed to each class member. Plan must identify an ELD standard and objective (based on appropriate grade and ELD level). See course syllabus for presentation dates.

**Evaluation:**

A rubric will be used to evaluate each team’s presentation. The team will receive a grade for the presentation of chapter summary/outline, the relevance and connection of the activity/presentation to the key points of the chapter,
professionalism in appearance and presentation, and staying within the time frame. Please review rubric to ensure that each element is addressed in your workshop presentation.

6. **1 SDAIE Summative Lesson Assessment Rubric:**
   Purpose: The purpose of the SDAIE Summative Lesson Plan Assessment Rubric Assignment is to apply and articulate your knowledge of the CA ELD Standards, the Common Core Standards in the Content Areas, and L2 acquisition theory by developing a summative (to occur at the end of the lesson) assessment piece to assess both the linguistic and content objectives of a lesson you have designed. For this assignment, you will draw on the readings, lectures, and class discussions to design an assessment piece you can use in your own classroom with your own students. You will explicitly identify the ELD proficiency level, as well as the mode/s of communication that your assessment addresses. The assessment you design should be summative in the sense that it is to occur at the end of a lesson, rather than in the midst of a lesson. This assignment may be completed individually or with a partner.

7. **SDAIE Lesson Plans**
   Purpose: The purpose of the Lesson Plan Assignment is to provide the teacher candidate with practice planning instruction for a diversity of language learners in the classroom based on classroom curriculum and guided by the CA ELD Standards, the Common Core Standards in the Content Areas.

   **Step 1: Evaluate a SDAIE Lesson Plan.** Working with a partner, you will evaluate a lesson to determine the extent to which it meets both the linguistic and academic needs of language learners. You may evaluate a lesson you have written or someone else’s lesson (be sure to identify the source). You will use the PLC Lesson Plan Template, Guidelines & Rubric to evaluate the lesson plan, giving a score for each area identified in the rubric. You must justify your ratings.

   **Step 2: Revise your own SDAIE lesson.** Based on the evaluation you conducted in Step 1, you will revise the lesson plan, meeting the areas of weakness and the gaps previously identified. On BB, you will submit a) the original lesson plan, b) the rubric with scores & justifications, and, c) the revised lesson, with changes highlighted in different color font or highlights.

   The revised lesson should address both one CA ELD standard and one Common Core Content Area Standard. It should incorporate the effective principles, strategies, and practices of ELD & SDAIE methodologies, drawing on readings, videos, other class materials, and discussions. The lesson will include instructional plans for one proficiency level of language learners (Emerging, Expanding, or Bridging) with ideas for how to differentiate the lesson for other levels. The lesson will address one of the modes of communication (Collaborative, Interpretive or Productive). Lesson plan guidelines and rubric will be provided in class.

   **Evaluation:**
Grading will be done using the Lesson Plan Rubric and is based on the completeness and thoughtfulness in meeting each lesson plan element identified in the Lesson Plan Template and expanded upon in the Lesson Plan Guidelines. Pairs will receive a grade for their lesson plans based on the completeness of the lessons, appropriateness of the lessons as related to the language proficiency level identified, the mode of communication identified, and the incorporation of ELD/SDAIE methods and strategies discussed, read about, and viewed in class and via homework assignments.

8. **Letter to a colleague: Policy & Research Synthesis Assignment (Signature Assignment):**
   In this assignment you will be writing a response to a colleague whose school is experiencing a dramatic increase in English learners (ELs) and who is seeking your input and advice on how to best meet the needs of their EL students. In your response you will synthesize and apply the information you have learned regarding federal and state policy in serving ELs, as well as the research on second language acquisition.

This course is divided into three major modules.

**Module 1:** The first module covers the basis for our responsibilities as teachers of English learners (ELs). It addresses foundational information in federal and state policies in teaching ELs, and the theoretical basis in acquiring another language. Module 1 lays the foundation that will allow us, as teachers, to make educated and informed choices as educators and advocates for our ELs.

**Module 2:** The second module focuses on English language development (ELD), including the California English Language Development Standards and research-based strategies we can use to support ELs English acquisition.

**Module 3:** The third module builds on the first two, as we apply what we have learned to support ELs’ access to grade-level content, guided by the California Common Core Standards in the Content Areas, in addition to the CA ELD Standards. While this course covers much material, it is in no way the end of our learning about how best to meet the needs of language learners. Indeed, it is just the beginning...
## Course Schedule, Assignments, and Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>What We’ll Focus on Today</th>
<th>Assignment to be done prior to class</th>
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<tbody>
<tr>
<td>8/25</td>
<td>NO CLASS due to Mexico trip for multiple subject students.</td>
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<tr>
<td>9/1</td>
<td><strong>Introductions</strong>&lt;br&gt;• Assessing our knowledge and understanding of English Language Arts (ELA)/ California English Language Development (ELD) Standards and the Common Core Standards (KWL)**</td>
<td>Bring a treasured item to class – it can be a photo or an object (small) that is important to you and/or has a story that goes with it. We will be sharing about the items in class.</td>
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<tr>
<td>9/8</td>
<td><strong>Overview of the ELD Standards and Proficiency Level Descriptors</strong>&lt;br&gt;<strong>Overview of the New CA ELA/ELD Standards</strong>&lt;br&gt;<strong>Introduce: My Digital Chalkboard</strong>&lt;br&gt;<a href="https://www.mydigitalchalkboard.org">https://www.mydigitalchalkboard.org</a> **</td>
<td>Read: ELA/ELD Introduction to the Framework (Posted on BlackBoard)</td>
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<tr>
<td>9/15</td>
<td><strong>Classroom demographics</strong>&lt;br&gt;<strong>Purpose of conversation (Expert groups)</strong></td>
<td>Read:&lt;br&gt;1. Zwiers &amp; Crawford: Introduction and Chapter 1: Reasons to Converse in Schools&lt;br&gt;2. SIOP Chapter 1</td>
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<td>9/22</td>
<td><strong>Digital BlackBoard</strong>&lt;br&gt;Module Overview&lt;br&gt;Unit 1: Overview of the CA ELD Standards&lt;br&gt;Lesson Planning incorporating ELD standards</td>
<td>Read:&lt;br&gt;1. Zwiers &amp; Crawford, Chapter 2: Getting Started with Academic Conversations&lt;br&gt;2. SIOP Chapter 2</td>
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<td>Date</td>
<td>Topic</td>
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<td>9/29</td>
<td>Digital BlackBoard</td>
<td>Read:</td>
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<td>Unit 2: A Closer Look at Part I: Interacting in Meaningful Ways</td>
<td>1. Zwiers &amp; Crawford, Chapter 3</td>
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<td>RA 3Qs, Partner Talk, Col Poster</td>
<td>2. SIOP Chapter 3</td>
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<td>Share lesson plans</td>
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<td>10/6</td>
<td>Digital BlackBoard</td>
<td>Read:</td>
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<td>Unit 3: A Closer Look at Part II: Learning About How English Works</td>
<td>1. Zwiers &amp; Crawford, Chapter 4</td>
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<td>Anticipatory Guides</td>
<td>2. SIOP Chapter 4</td>
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<td>Lesson Plan due</td>
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<td>10/13</td>
<td>ELA/ELD Standards Review by Grade Level/Subject Area</td>
<td>Read:</td>
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<td>1. Zwiers &amp; Crawford, Chapter 5</td>
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<td>2. SIOP Chapter 5</td>
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<tr>
<td>10/20</td>
<td>Academic grammar and vocabulary through conversation</td>
<td>Read:</td>
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<td>1. Zwiers &amp; Crawford, Chapter 6</td>
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<td>2. SIOP Chapter 6</td>
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<td>10/27</td>
<td>Conversations in Language Arts</td>
<td>Read:</td>
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<td>1. Zwiers &amp; Crawford, Chapter 7</td>
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<td>2. SIOP Chapter 7</td>
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<td>Lesson Plan due</td>
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<td>11/3</td>
<td>Conversations in History/Social Studies</td>
<td>Read:</td>
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<td>1. Zwiers &amp; Crawford, Chapter 8</td>
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<td>2. SIOP Chapter 8</td>
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<td>11/10</td>
<td>Conversations in Science</td>
<td>Read:</td>
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<td>Assessing academic conversations</td>
<td>1. Zwiers &amp; Crawford, Chapter 9&amp;10</td>
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<td>Date</td>
<td>Activity Description</td>
<td>Assignment/Due Date</td>
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<tr>
<td>11/17</td>
<td>Strategy Presentations</td>
<td>Assessment rubric due</td>
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<td>11/24</td>
<td>ELD/SDAIE strategy preparation</td>
<td>Scan 50 strategies for Teaching ELLs</td>
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<tr>
<td>12/1</td>
<td>Strategy Presentations</td>
<td>Letter to Colleague assignment due</td>
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<tr>
<td>12/8</td>
<td>Strategy Presentations</td>
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