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 model methods of L2 teaching are based. We will delve into California's new ELD Standards and the ELA/ELD Framework. 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 I3);
2. Define the basic principles of ELD/SDAIE methods and describe their implementation in classroom contexts (TPE I-9, I1);
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;
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).

**Course DLE Knowledge, Dispositions, and Skills (KDS):**
- Biliteracy development and success across the content areas
- Create inclusive learning environments
- Global (linguistic and cultural) competence

**edTPA Alignment with Course Assignments:**
- Research to Practice Connections (r1, r2, r3, r4, r5)
- EL Strategy Presentation (r1, r2, r7)
- SDAIE Lesson Plan and Reflection (r1, r2, r3, r4, r5, r7, r8, r10, r11, r14, r15)
- EL Portfolio of Teaching Resources (r1, r2, r3, r4, r5, r8)
- EL Case Study (r1, r2, r5, r11, r12, r14, r15)

**Required Texts:**
- Scaffolds for Supporting English Learners with the California State Standards (resource from county office)
- *California 2012 ELD Standards* (hard copy)

**Required Materials:**
- Computer (talk to the instructor if this will be an issue)
- Standard sticky notes (3 X 3)
- Highlighter
- Thumb Drive

**Required Websites:**
- [Blackboard](http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp)

**Blackboard Policies:**
You will need to access Blackboard every week. I will provide course supplemental readings, resources, and other important course information on Blackboard.
Grading and Evaluation:
All written assignments should be typed, double-spaced, in Times New Roman font, and edited for usage and mechanical errors. Appropriate references to readings and other resources should be included (with proper APA formatting). Course assignments are based on rubrics/performance criteria and a point system. The table below indicates the total points possible for each assignment:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research to Practice Connections (10 x 10 points)</td>
<td>100</td>
</tr>
<tr>
<td>EL Strategy Presentation</td>
<td>50</td>
</tr>
<tr>
<td>SDAIE Lesson Plan</td>
<td>100</td>
</tr>
<tr>
<td>EL Portfolio of Teaching Resources</td>
<td>100</td>
</tr>
<tr>
<td>EL Case Study</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

Final course grades will be determined by the following point system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>475 - 500</td>
</tr>
<tr>
<td>B</td>
<td>400 - 434</td>
</tr>
<tr>
<td>C</td>
<td>325 - 349</td>
</tr>
<tr>
<td>A-</td>
<td>450 - 474</td>
</tr>
<tr>
<td>B-</td>
<td>380 - 399</td>
</tr>
<tr>
<td>C-</td>
<td>300 - 324</td>
</tr>
<tr>
<td>B+</td>
<td>435 - 449</td>
</tr>
<tr>
<td>C+</td>
<td>350 - 379</td>
</tr>
<tr>
<td>D</td>
<td>250 - 299</td>
</tr>
</tbody>
</table>

Description of Course Assignments:

Research to Practice Connections
Teacher candidates will identify research-based practices (e.g., approach, strategy) and locate theory and research from the assigned course text each week to substantiate its use. This assignment will help you in articulating the research and rationale behind best practices in the L2 classroom.

EL Strategy Presentation (in pairs)
With a partner you will choose an EL strategy to present to your peers after using it in an elementary classroom. You will provide the rationale, research, key points, advice, and resources in a 1-2 page handout on the day you present. Student samples need to provided in class as well (e.g., photos on a PPT or actual artifacts from the classroom such as student work or a chart).

SDAIE Lesson Plan & Reflection (Embedded Signature Assignment-ESA) Using the SDAIE lesson plan protocol, teacher candidates will write, implement, and reflect on a lesson that integrates the standards, language demands, learning objectives, differentiation, Bloom’s Taxonomy/DOK, the gradual release of responsibility (into, through, and beyond), and formative assessment. A one-page reflection is included.

EL Portfolio of Teaching Resources
Teacher candidates will compile a portfolio/binder of teaching materials that will assist you when in the classroom. The portfolio will include EL strategies, your SDAIE lesson plan, class tasks, and other resources handed out in class. A one-page reflection is included.
**EL Case Study**
Teacher candidates will complete a case study for 2-3 English Learners at the same stage of English language proficiency (i.e., emerging, expanding, or bridging as determined by their CELDT scores). Candidates will diagnose, teach a mini-lesson, assess, provide feedback, and reteach/assess. The mini-lesson should be a designated ELD lesson with a brief lesson plan.

**Assignment Rules:**
Students must take responsibility for putting a heading on every assignment. Type your complete name, the class, and the assignment on the first page of the assignment on the top left. The document file must be saved with your full name, an abbreviation of the assignment, and date (month/date/year) (e.g., Sera Hernandez_LP_012016 or Sera Hernandez_CS_031516). No late assignments will be accepted without prior approval of the professor. Assignments may be redone and resubmitted for a higher score, except for the dialectical journals and blogs (only one resubmit per assignment).

**Attendance and Participation Policy:**
There will be a weekly sign in. A student with more than 2 absences or excessive tardiness 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.

Participation in class is weighed heavily because the processes learned through interaction with peers are essential components of the course. 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.

**Students with Disabilities:**
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Course Communication:**
Announcements and course-related information will be provided by means of e-mail via Blackboard. You are responsible for checking your SDSU e-mail regularly and ensuring that your e-mail address is current.

**Email Etiquette:**
All subject lines for emails sent to the instructor should start with “DLE 915A” and then the topic of the email, e.g., DLE 915A – EL Case Study. This will help me respond to your inquiry as soon as possible. Correct subject lines are important. If replying to an email, make sure the subject line follows the standard. If an immediate response is needed, type those words in the subject line, for example, “DLE 915A—Urgent Question.” All emails should include the student name typed in the body of the email – at the bottom of the message. Think of it as “signing” the email. The student name should not appear in the subject area.
Homework Policy:
Effective teachers communicate with peers and their school; similarly teacher candidates demonstrate responsibility for their presence and tasks. All assignments must be completed by the due dates. I only accept late assignments if you make arrangements **ahead of time in discussion with me**. If you are sick or have a personal emergency, email or text me **BEFORE or immediately after class**. I will then discuss options for catching up on missed instruction. You will **not** be penalized for submitting a late assignment **ONLY** if you have communicated with me.

| SDSU University Policy on Academic Honesty: Institutions of higher education are founded to impart knowledge, seek truth, and encourage one's development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which not only violate academic standards but also make the offender liable to penalties explicit in Section 41301 of Title 5, California Code of Regulations. |

Role of the Instructor:
In order to facilitate learning and a climate for sharing ideas and experiences, the instructor will make presentations and facilitate interaction among participants through presentations, guest lectures and panels, discussions, small group activities, and other hands-on experiences.

Class Norms/Agreements:
- Please turn off or place all cell phones and pagers on “silent” mode to avoid distractions during the class.
- Please only leave the class to make or answer phone calls when it is an **emergency**. Ensure you come to class with a computer and access to email.
- Be prepared by reading and writing as assigned, and be engaged by listening, sharing, participating and learning with an open mind.

Help is Available
I am available through email, Skype, and office hours if you need consultation. Do not hesitate to ask for an appointment. If we can be of any assistance to you in any way, please call upon me.

Syllabus Refinement
This course is designed to be sensitive to the contributions of class members and tailored to the experience and goals of class members. Therefore I reserve the right to make ongoing changes to the syllabus as needed and with timely notification.