



EDU 220
Introduction to Serving
English Language Learners
(ELL)
3 credit hours



Course Description:

Rationale for and current educational and legal issues for English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies.

Prerequisites: None.

Course Note: Approved school-based practicum is required. EDU220 incorporates the 45-clock hour curricular framework for provisional SEI endorsement through the Arizona Department of Education.

Course Competencies [Bracketed codes refer to ADE Curricular Framework connections.]

1. Trace the historical and legislative foundations of programs of instruction for English Language Learners (ELL). [C1]
2. Identify and explain theories of first and second language acquisition. [C3]
3. Identify the role of culture in learning. [C4]
4. Explain the philosophical and theoretical foundations of SEI, ESL, and Bilingual Education programs. [C2]
5. Compare and contrast program models for serving English language learners.
6. Identify and describe SEI/ESL and bilingual strategies for serving various age and language groups including related terminology. [D1]
7. Integrate multiple strategies to improve student achievement. [D1]
8. Identify the alignment between ELL proficiency standards to the Arizona Language Arts Academic Standards. [A1]
9. Identify ELL proficiency standards and ways to integrate them into content areas. [A3]
10. Use ELL proficiency standards to plan, deliver and evaluate instruction. [A2]
11. Identify instruments used to assess language skills and describe how they can be used to guide instruction. [B3]
12. Explain the relevance of state-mandated achievement levels for English language learners. [B2]
13. Apply instruction and assessment strategies in a K-12 classroom. [B1]
14. Summarize the practicum experience.

Disclaimer:

All provisions in this syllabus are subject to revisions by the instructor. Such revisions, if any, will be announced in class. The student is responsible for making note of all such announcements concerning syllabus revisions and assignments.

Required Materials: Textbook and Practicum

Alsen, E. and Guerrero, K. *Putting ALL the Pieces Together*, 2nd ed. Allyn and Bacon, Inc., 2011.

Supplemental Materials:

A variety of weekly resources including journal articles, chapter excerpts from novels and picture books.



**CURRICULAR FRAMEWORK FOR
PROVISIONAL STRUCTURED ENGLISH IMMERSION (SEI) ENDORSEMENT TRAINING
(45 HOURS/AUGMENTED)**

In compliance with the Arizona Department of Education requirements for Provisional Structured English Immersion (SEI) Endorsement, the following state-approved curricular framework will be used to fulfill the required forty-five (45) clock hours addressing the components identified below.

A	B	C	D
ELL Proficiency Standards Objectives <i>Three (3) Clock Hours</i>	Assessment Objectives <i>Four (4) Clock Hours</i>	Foundations of SEI Objectives <i>Thirteen (13) Clock Hours</i>	SEI Strategies Objectives <i>Twenty-five (25) Clock Hours</i>
1. Examine the format and alignment of ELL Proficiency Standards to the Arizona Language Arts (Listening & Speaking, Reading, and Writing) Academic Standards.	1. Analyze the content and use of the Arizona English Language Learner Assessment (AZELLA) in guiding ELL instruction.	1. Know the legal, historical and educational reasons for SEI.	1. Identify and use multiple strategies to improve student achievement. Integrate: <ul style="list-style-type: none"> • Comprehensible input; • Ongoing, specific and immediate feedback; • Grouping structures and techniques; • Building background and vocabulary development; and, • Student engagement. Recommendations for Augmentation: -Develop specific content lesson plans that incorporate all of the above to improve student achievement. -Present these lesson plans during a minimum of 24 hours of class/contact time. -These contact hours must include, but are not limited to, discussion, identification, and application of these strategies. -An evaluation/synthesis of these lessons will also be included in these contact hours.
2. Use ELL Proficiency Standards to plan, deliver and evaluate instruction.	2. Discuss the relevance of state-mandated achievement for ELLs.	2. Know basic SEI terminology.	
3. Demonstrate the integration of ELL Proficiency Standards in all content areas.	3. Identify and use alternative methods of assessment.	3. List language acquisition theoretical principles.	
		4. Define the role of culture in learning.	

Course Grades and Assignment Descriptions:

To receive full credit, assignments must be of college level quality, completed according to the criteria outlined in the course. Each assignment will be graded with a rubric. All assignments must be typed and double-spaced with proper spelling and grammar usage.

Readings and Participation/Attendance			
Category	Description		
ARO Advanced Reading Organizer/15 Points 120 Total	Using advanced reading organizers, researched-based ELL reading strategies, summarize the required reading from the chapter assigned for <i>Putting All The Pieces Together</i> . Due weekly.		
Late AROs:	Up to 1 week after the due date with 50% off of total points.		
DQ Discussion Question 15 points 120 Total	Discussion questions are whole class discussions answered weekly on day 3. It includes an initial post and two responses on different days before day 7. Late posts are not accepted.		
	Initial Post: 200 word post to the discussion topic	Response #1: 100 word response to another post	Response #2: 100 word response to another post
	7 Points	4 Points	4 Points
NOTE: Attendance	<i>Failure of weekly attendance will result in course withdrawal or a drop in grade. See attendance policy.</i>		
Assignments			
Category	Description		
Autobiography 20 Points	The Autobiography is a cultural self-study investigating one's personal customs, values, attitudes, beliefs, etc. Due WK2.		
Court Case Tour 25 Points	The Court Case Tour is an exploration of the laws and legislation influencing the education of ELLs. Due WK3.		
Cloze Notes 10 Points	Cloze Notes is an ELL strategy that can be used to help facilitate note taking for second language learners. Due WK4.		
ELL Interview 30 Points	The ELL Interview is an interview of a person who has learned English as a second language to better understand their experiences in school as well as in the community. Due WK5.		
Vocabulary PowerPoint 25 Point	The Vocabulary PowerPoint (VB Ppt.) assignment is a strategy used to teach key terms to support the concepts of the lesson defined by the objectives and standards. Due WK6.		
Late Assignments:	Up to 1 week after the due date with 50% off of total points.		
Survey 10 Points	The online Survey assesses your technological and course content gained as a result of this training. Due WK8.		
Final 100 Points	The Final is an assessment reviewing and evaluating eight teaching scenarios according to the SIOP Protocol demonstrating your knowledge of the course. Due WK8.		
NOTE:	NO LATE FINALS are accepted.		
Total 600 Points			
A = 600-540, B = 539-480, C = 479-420, D = 419-360, F = 359 and below			

Course Grades and Assignment Descriptions Continued:

Assessments: Lectures and Videos		
Category	Description	
Quiz Practicum Experience 20 points 140 Total	A Practicum Experience is required of English Language Learners within a K-12 classroom setting . The practicum will help you gain insights not available in the college classroom. This requirement is accomplished through weekly assessments mainly based on the corresponding weekly PowerPoint lectures and videos. Below is a general breakdown for most weeks.	
	50% of total points will be deducted if submitted late.	
	Lectures: Weekly Power Points	Educational Impact (EI) Video: EI Videos posted on the video schedule under the course content on the homepage
	8 to 10 Points	12 to 15 Points
Educational Impact (EI) Online: Educational Impact (EI) Online is the premier online provider of professional development for K-12 teachers, administrators and university students. Through the power of online streaming video, educators can "see" what effective instruction looks like in real classrooms with real students. To complete the Practicum requirement, you will need to purchase the access from Educational Impact Online for \$15.00. A link is provided to EI Online in the WK3 folder.		
EI Video Schedule:		
WK 3	Module II	Methods of Sheltered English
WK 4	Module I	Unsheltered/Sheltered Language
WK 5	Module VII	Focused Instruction & Planning
WK 6	Module III	Extra-linguistic Cues
WK 7	Module VI	Cooperative Learning
WK 8	Module IX	Putting It All Together
Failure to complete the Practicum will result in not passing the course.		
Extra Credit SIOP Videos 10 points Up to 10 Pts. Total	How do you create effective lessons to support all learners including ELLs? Earn up to 10 points extra credit by reviewing the SIOP model and explaining how it applies English Language Learners.	
	Earn up to 10 points per answered prompt. The quiz will open week 8 and due by Sunday at 11:59 pm., the last date of the course. Late quizzes will not be accepted.	
	1 Attempt Only	Ends WK8 on Sunday
Total 600 Points A = 600-540, B = 539-480, C = 479-420, D = 419-360, F = 359 and below		

EDU220 Course Calendar: Print and write the due dates.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Academic Week	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 1: Learning About the Learner	Read Ch 1	DQ Extra Credit Due	WK1 DQ Due			WK1 ARO WK1 Quiz	WK1 DQ Responses Due
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 2: Culture and History of Biling. Ed.	Read Ch 2		WK2 DQ Due			WK2 ARO WK2 Quiz	Assignment: Autobiography WK2 DQ Responses Due
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 3: Lang. Acquisition and Programs	Read Ch 3		WK3 DQ Due	WK3 PPT	EI Online Video	WK3 ARO WK3 Quiz	Assignment: Court Case WK3 DQ Responses Due
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 4: Lang. and Content-Area Assessment	Read Ch 4		WK4 DQ Due	WK4 PPT	EI Online Video	WK4 ARO WK4 Quiz	Assignment: Cloze Notes WK4 DQ Responses Due
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 5: Introducing SI and Lesson Prep.	Read Ch 5		WK5 DQ Due	WK5 PPT	EI Online Video	WK5 ARO WK5 Quiz	Assignment: ELL Interview WK5 DQ Responses Due
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 6: Building Background/ Comprehensible Input	Read Ch 6		WK6 DQ Due	WK6 PPT	EI Online Video	WK6 ARO WK6 Quiz	Assignment: Vocab. PPT WK6 DQ Responses Due
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 7: Strategies, Interaction and Application	Read Ch 7		WK7 DQ Due	WK7 PPT	EI Online Video	WK7 ARO WK7 Quiz	WK7 DQ Responses
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 8: Lesson Delivery, Review and Assessment	Read Ch 8		WK8 DQ Due WK8 PPT	EI Online Video		WK8 ARO WK8 Quiz Due WK8 DQ Responses	Assignment: Final and Survey Due

EDU220						
Introduction to Serving English Language Learners (ELL)						
Weekly Point Sheet						
Grades are on Canvas						
DUE Week 1:						
Folder Location	Assignments		Due WK1		Possible Points	Points Earned
WK1	E.C. DQ: Check-In BIO.		Day 2	Tues.	5 EC	
	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 1		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	15	
			Weekly Total		45	
DUE Week 2:						
WK2	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 2		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	15	
WK1	Autobiography		Day 7	Sun.	20	
			Weekly Total		65	
DUE Week 3:						
WK3	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 3		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	20	
WK2	Court Case Tour		Day 7	Sun.	25	
			Weekly Total		75	
DUE Week 4:						
WK4	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 4		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	10	
	Cloze Notes		Day 7	Sun.	10	
			Weekly Total		50	
Total 600 Points						
A = 600-540, B = 539-480, C = 479-420, D = 419-360, F = 359 and below						

EDU220						
Introduction to Serving English Language Learners (ELL)						
Weekly Point Sheet						
DUE Week 5:						
Folder Location	Assignments		Due WK5		Possible Points	Points Earned
WK5	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 5		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	20	
WK3	ELL Interview		Day 7	Sun.	30	
			Weekly Total		80	
DUE Week 6:						
WK6	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 6		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	20	
WK5	Vocabulary PPt.		Day 7	Sun.	25	
			Weekly Total		75	
DUE Week 7:						
WK7	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 7		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	20	
			Weekly Total		50	
DUE Week 8:						
WK8	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 6	Sat.		
	ARO: Chpt. 8		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	20	
	Survey		Day 7	Sun.	10	
	Final: SIOP Lesson Rev.		Day 7	Sun.	100	
			Weekly Total		160	
E.C.	Extra Credit: 10 pts.		Course Total		600	/600
Total 600 Points						
A = 600-540, B = 539-480, C = 479-420, D = 419-360, F = 359 and below						

Instructor Contact and Grading Expectations

Contacting the Instructor: Communication responses within 48-72 hours.



For any **questions, concerns, or general comments**, the best way to communicate with the instructor is via **mail on Canvas**. The instructor reserves the right to take up to **72 hours** to respond. The instructor may have to do some grading, look something up, or may just be taking care of his or her own life requirements.

Discussion Questions:



Grading Form	Yes, a rubric with the grading criteria.
Comments	None.
Turn Around	Within a week of the response due date .

NOTE:

DQs will be **monitored** weekly by the instructor in which posts will be added as additional information about the topic.

Chapter Summaries: Advanced Organizers



Grading Form	Yes, a rubric with the grading criteria.
Comments	Included on the grading form as needed.
Turn Around	Within one to two weeks of the due date .

NOTE:

For a grade not posted, the assignment may have been returned for editing. Check the Assignment Tool under Course Tools.

Quizzes:



Grading Form	No. Automatic totaled points posted.
Comments	None.
Turn Around	WK1-2: Within one to two weeks of the due date . WK3-8: Immediately upon submission.

NOTE:

Students have two attempts per quiz. Late points will be deducted if submitted after the Due Date according to the calendar.

Assignments:



Grading Form	Yes, a rubric with the grading criteria.
Comments	Included on the grading form.
Turn Around	Within two weeks of the due date .

NOTE:

For a grade not posted, the assignment may have been returned for editing. Check the Assignment Tool under Course Tools.

Student Guidelines

Category	Description
Academic Integrity	<p>All students assume as part of their obligation to the College the responsibility to exhibit in their academic performance the qualities of honesty and integrity. You are expected to uphold the principles of academic integrity in all the work you do for this course. This means that all of the work you turn in must be entirely your own. If you borrow any material from external sources and use it in your writing, you must follow the MLA (Modern Language Association) guidelines for giving credit to the authors and publishers of the borrowed information.</p> <p><i>Students who plagiarize (either intentionally or unintentionally) or engage in other forms of academic dishonesty such as cheating will be withdrawn from the course or receive a failing grade for the course at the instructor's discretion.</i></p>
Disclaimer	<p>Subject to revisions by the Instructor</p> <p>All provisions in this syllabus are subject to revisions by the instructor. Such revisions, if any, will be announced in class. The student is responsible for making note of all such announcements concerning syllabus or calendar revisions and assignments, and, in the case of absence, of assignments that were made while absent from class.</p> <p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Read and accept responsibility for all information in the syllabus. 2. Adhere to the college policies as outlines in the MCC College Catalog and MCC Student Handbook.
Attendance Policy	<p>Learn new strategies daily in class!</p> <p>Course attendance requires that students participate in the discussions three times per week as well as complete weekly assignments. Failure to do so, will result in withdrawal from the course, regardless of the reason for the absence, with a W (withdrawal passing) or Y (withdrawal failing) as per MCC Education Studies Dept. withdrawal guidelines:</p> <ol style="list-style-type: none"> 1. (W) withdrawal passing by the end of week three from the start date of the course <ul style="list-style-type: none"> • student-initiated • instructor-initiated and student is in good standing (consistent attendance / passing) • not computed in GPA • may affect status of financial aid, insurance and current/future scholarships 2. (Y) withdrawal failing after week three from the start date of the course <ul style="list-style-type: none"> • instructor-initiated and student is not in good standing (excessive absences / failing) • 0 points per credit hour computed in GPA • may affect status of financial aid, insurance and current/future scholarships 3. (F) course completion failing <ul style="list-style-type: none"> • Student attends class all semester but fails • 0 points per credit hour computed in GPA • usually considered course completion for financial aid and insurance purposes <p>Withdrawals (W's) will not be issued after week 3.</p>
Course Calendar	<p>Stay organized and check for Canvas for DUE dates.</p> <p>The course calendar provided includes weekly topics of class activities, due dates for discussions, quizzes and assignments. A calendar is provided in the syllabus as a guide to pace the course as well as with Canvas. Adjustments will be reflected in Canvas.</p>

Student Guidelines

Category	Description
Help Center	<p>For computer assistance or technology related issues call the Help Center:</p> <p>Phone: (480)-461-7217 Email: HelpCenter@mesacc.edu Hours: Monday – Thursday: 6:30am – 1030pm Friday: 6:30am – 5:00pm Saturday: 8:00am – 5:00pm Sunday: Closed</p>
Minimum Technological Skills	<ol style="list-style-type: none"> 1. Microsoft Office (word and Power Point), email, Adobe Reader, etc. 2. Other technologies are explained: Animoto, Dipity, Glogster, etc.
Learning Enhancement Center	<p>Many students find that college coursework provides new academic challenges. You are encouraged to use the free tutoring in the Learning Enhancement Center in the library. Teachers are there to help you in almost all subject areas. Call the Learning Enhancement Center! (480) 461-7678</p>
Writing Center	<p>The Writing Center provides professional English tutors that can help with structuring papers, writing essays and research papers, and writing mechanics. You may schedule an appointment in person or by phone at the Learning Enhancement Center of the MCC Libraries (S&D 461-7678, RDM 654-7735).</p>
Disability Statement	<p>The college will make reasonable accommodations for persons with documented disabilities, including learning disabilities. Students should notify Disability Resources and Services (S&D 461-7447, RDM 654-7770) and their instructors as soon as possible of any special needs.</p>
Early Alert Referral System (EARS)	<p>Mesa Community College is committed to the success of all our students. Numerous campus support services are available throughout your academic journey to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional. Early Alert Web Page with Campus Resource Information can be located at: www.mesacc.edu/students/ears</p>
Counseling Services	<p>The Counseling Department offers a variety of services to address personal, educational and career concerns. Confidential services are offered to help you achieve your full potential. Call to schedule an appointment! (480) 461-7588</p>
Netiquette	<p>Netiquette is network etiquette -- that is, the etiquette of cyberspace; a set of rules for behaving properly online in which all students' will be held to act responsibly online. <i>Failure to follow netiquette will result in course withdrawal or a drop in grade.</i></p>

Student Guidelines

Category	Description
FEC	<p>Join the Future Educator's Club!</p> <p>To bring education students together, the FEC offers social and academic support to all Education majors. Participation in meetings and events are great teacher résumé building opportunities and count for extra credit in some classes. To get involved, contact Tawn Hauptli: thauptli@mesacc.edu. Check out the club's Facebook page: http://www.facebook.com/pages/Mesa-AZ/FEC-MCC/150716599747</p> <p>All MCC education majors should sign up for FEC Google Groups to receive (and post) emails on important events, advisement updates, university transfer tips, and scholarship and job opportunities for future teachers. Follow the directions below to join:</p> <ul style="list-style-type: none"> • Go to http://groups.google.com/group/fec-mcc • Click on "Apply for Membership." • Choose how you want to receive the emails in "How do you want to read this group?" • For "What nickname do you want people in this group to see," <u>use your first & last name</u>. • In the box above "Apply to this group" type in your name, the education class(es) you are enrolled in, and your instructor's name. • This message should appear: "Your request to join is pending and has not yet been approved by the group manager." As soon as one of the managers approves the membership, you will be added to Google Groups!
Grants/Scholarships	<p>See the Scholarships & Grants link on the Education Studies webpage for details: http://www.mesacc.edu/dept/d15/edu/scholarships.html</p> <ul style="list-style-type: none"> • H.E. Hendrix Scholarship • Professional Career Pathway Project (PCPP) Grant T.E.A.C.H. Early Childhood ® Arizona Scholarship
Xalapa Study Abroad Program	<p>The Xalapa Study Abroad Program offers an opportunity to participate in a summer international learning experience in the tropical city of Xalapa, Veracruz, México. Participants earn 7 college credits in Education and Spanish to complement their service learning in Mexican classrooms, home-stay, and cultural immersion. For more information, visit: http://www.mc.maricopa.edu/international/sa_new/xalapa.html or call Dr. Eufemia Amabisca (602-243-8019).</p>
Student Education Student Success Series	<p>Learn about educational resources, network with other students and education professionals, and participate in skill development sessions through this series designed for students of Maricopa Community Colleges interested in a teaching career. For more information, visit http://www.maricopa.edu/academic/teachered/SuccessSeries.html</p>
Advisement	<p>Education majors are encouraged to contact the Education Studies Department Office (480-461-7904) for advisement and program information.</p>