

PTED 7281-13**INDEPENDENT PROJECT:****TEACHING ELLs in MAINSTREAM CLASSROOM**

Semester Hours:	3
Semester/Year:	Summer 2008
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COURSE DESCRIPTION

Prerequisite: Bachelor's Degree and Academic Advisor's Approval

Preparation of an independent project under the direction of a full-time college faculty member.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education UWG forms the basis upon which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the college assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured. Depending on the specific nature of the independent project, students would address one or more of the NBPTS propositions.

The mission of the College of Education is to develop educators who are prepared to function in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related

directly to the conceptual framework and appropriate descriptors, principles or propositions, and learned societies standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES:

Participants will

1. begin to formulate a personal philosophy with respect to the role of the teacher in serving culturally and linguistically diverse student populations (Baruth & Manning, 1992; Bennett, 2000; Nieto, 2000; Trueba, 1989);

(Lifelong Learners, Culturally Sensitive, Empathetic, Knowledge)

2. identify and discuss characteristics of diverse student groups and effective instructional strategies for culturally and linguistically diverse student groups (Bennett, 2000; Floden, 1991; Ovando & Collier, 1985; Nieto, 2000; Scarcella, 1990; Suarez-Orozco & Suarez-Orozco, 2001);

(Culturally Sensitive, Empathetic, Knowledge, Proactive)

3. design learning activities which, through the use of information on various ethnic and cultural groups in the U.S., help develop academic and interpersonal skills in students (Baruth & Manning, 1992; Bennett, 2000; Kennedy, 1990; Nieto, 2000; Scarcella, 1990; Suarez-Orozco & Suarez-Orozco, 2001);

(Adaptive, Collaborative, Culturally Sensitive, Empathetic; Proactive)

4. describe the teacher's role in working with families and multicultural communities and fostering parent involvement in education (Bennett, 2000; Nieto, 2000; Ovando & Collier, 1985; Suarez-Orozco & Suarez-Orozco, 2001; Violand-Sanchez, Sutton & Ware, 1991);

(Adaptive, Collaborative, Culturally Sensitive, Empathetic; Knowledge, Proactive)

5. evaluate, develop, and adapt curricular materials for use with diverse learners (Bennett, 2000; Dubin & Olshtain, 1986; Nieto, 2000; Scarcella, 1990); and

(Adaptive, Collaborative, Culturally Sensitive, Empathetic; Knowledge, Proactive)

6. describe and integrate the social, cultural, and learner centered aspects of teaching in ESOL classrooms (Bowers & Flinders, 1991; Chamot & O'Malley, 1987; Crandall, Spanos, Christian, Simich, Dudgeon, & Willets, 1987; Mohan, 1986; Ovando & Collier, 1985; Short, 1991);

(Lifelong Learners; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable; Reflective)

7. develop techniques for teaching the four language skills - listening, speaking, reading and writing - within an integrated, content-based approach (Heald-Taylor, 1994; Cornejo,

Weinstern, & Najjar, 1983; Crandall, et al., 1987; Gebhard, 1998; Levi, 1992; Ovando & Collier, 1985; TESOL, 1995);

(Lifelong Learners; Adaptive; Empathetic; Knowledgeable; Reflective)

8. be cognizant of the relationship between linguistic schools of thought, methods of teaching second languages, assessment practices, and theories of curriculum development associated with each linguistic theory (Dubin & Olshtain, 1986; Echevarria & Graves, 1998; Harley, et al, 1990; Newnan, 1995; Mohan, 1986; Pierce & O'Malley, 1992; Scarcella, 1990);

(Lifelong Learners; Adaptive; Empathetic; Knowledgeable; Reflective)

9. identify and analyze assessment instruments currently in use for placement, programming, diagnosis, entry exit criteria in Title VII programs, and evaluation (Cohen, 1983; Henning, 1988; Oller, 1983; Ovando & Collier, 1985; Pierce & O'Malley, 1992);

(Lifelong Learners; Adaptive; Empathetic; Knowledgeable; Reflective)

10. be familiar with special issues in the testing of limited English proficient students, including cultural bias in tests, intelligence testing, and testing for placement in special education (O'Malley & Pierce, 1996; Cummins & Swain, 1986; Ovando & Collier, 1985; Scarcella, 1990; Underhill, 1987);

(Lifelong Learners; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable; Reflective)

11. link assessment strategies with programming for limited English proficient students (Harley, et al., 1990; Ovando & Collier, 1985; Amato, 1988; Underhill, 1987); and

(Lifelong Learners; Adaptive; Empathetic; Knowledgeable; Reflective)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Selected literature appropriate to topic covered.

LINK TO CONCEPTUAL FRAMEWORK

This course provides an extensive study of the PTED learner, the school curriculum, and selected methods and techniques of instruction and organization appropriate for the selected PTED school setting in light of current trends and issues. The instructor determined assignments will serve as a synthesis for nearly every one of the descriptors found in the COE conceptual framework. Students taking this course are graduate students currently in classroom settings. Field experience related assignments will be drawn from their individual school setting. Assignments and discussion should assist them in internalizing the framework concepts. Collectively, the assignments for this course should allow the students to demonstrate achievement in the areas to be determined by the instructor.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

- Design a unit / lesson plan with modifications for ELLs of all three levels of proficiency, focusing on language objectives.
- Draft a personal belief statement.
- Review a book related to teaching ELLs.
- Maintain a journal on WebCT throughout the week of LF08 and the succeeding 15 hours of instruction.
- Complete a paper based in their learning at LF08.

Grading Policy:

Activities	%
Personal belief statement	10
Unit / lesson plan	20
Journal entries	20
Book review	20
LF08 paper	30
	100

A=100-90 points B=89-80 points C=79-70 points D=69-60 points F= >60 points

CLASS OUTLINE

The following topics will be addressed in the Concurrent sessions at LF08:

- Demographic changes in Georgia
- Team teaching – Principles and Models
- Team teaching – Roles and Expectations
- Needs and concerns of ELLs
- Immigrant parents' perceptions of schooling in the US
- How can teachers access/ involve immigrant parents in their children's education?
- Societal response to schooling of immigrants
- Issues of power in my classroom? Who is empowered? To do what?
- Empowering ELLs in my classroom

The following topics will be addressed in the Content Strand session at LF08 and in the 15 additional hours of instruction:

- Learning in a new language
- How do the ELLs get placed in my class?
- Theories and principles of Second Language Acquisition
- Affective characteristics of ELLs
- Language Learning objectives

- Scaffolding
- ESOL Standards
- Critical vocabulary in each content area
- Teaching vocabulary
- Teacher beliefs about teaching ELLs

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.