Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the first Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Karena Brace
   Graduate Education
   Phone: 570-408-7841
   Email: karena.brace@wilkes.edu

2. Proposal Title: Permanent Course Number- Teaching the English Language Learner

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
☐ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
☒ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
☐ Change in course credit or classroom hours.
☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
☐ Other (Specify)
Indicate the number of course modification forms that apply to this proposal:

1. Course Addition Form (plus syllabi)
2. Course Deletion Form
3. Course Change Form

4. Executive Summary of Proposal.
   Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

The purpose of this proposal is to establish a permanent number for a PLS 3rd Learning topics course found in the M.S. in Educational Development and Strategies program. The course has been offered for several semesters and remains an actively enrolled course on the PLS 3rd Learning schedule. The establishment of a permanent number will reflect the School of Education’s continued effort to provide the most up to date course offering information to students and remain responsive to current topics in education.

Permanent number sought for the following course:
- ED 558 Teaching the English Language Learner (Proposed: ED 5405)

5. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

The M.S. in Educational Development and Strategies will be minimally impacted. The course requiring a permanent number is already an Area V option, functioning as topics course. The change reflects an effort to ensure internal processes are followed for topics courses that have been offered consistently. There are no additional resources required for this proposal.

6. Program Outline. (Not applicable for incidental changes).
   A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

   While the change does not directly impact the program’s curriculum, the verbiage in the Graduate Bulletin requires editing to reflect the change in course number within Area V.

   The general program listing for Educational Development and Strategies requires the following edits:
Educational Development and Strategies (EDS)

The Master of Science degree in Education with a major in Educational Development and Strategies is designed to meet the needs of practicing teachers by combining effective teaching practices with theory and research. Students will grow their knowledge base as well as gain practical skills and techniques that are directly applicable to their classroom.

The requirements for this 30-credit degree are:

**Area I: Foundations of Education (6 credits required)**

**Required:**

- ED 519 Issues, Law, and Trends in Education (3 credits)

**And one of the following:**

- ED 510 Psychological Foundations (3 credits)
- ED 511 Philosophical Foundations (3 credits)
- ED 512 Social Foundations (3 credits)
- ED 513 Comparative Foundations (3 credits)
- ED 515 Cognition (3 credits)
- ED 569 Teaching Diverse Learners Using Inclusive Classroom Practices (3 credits)

**Area II: Professional Skills (9 credits required)**

- ED 520 Using Assessment to Guide Instruction (3 credits)
- ED 522 Curriculum and Instruction (3 credits)
- ED 585 Integrating Technology into the Curriculum (3 credits)

**Area V: Major Courses PLS 3rd Learning (12 credits required)**

- (Numbered ED 541-561, ED 5020, ED 5024 and ED 5400-5405)- *Extend course number band to accommodate ED 5405

**Elective Courses (3 credits required)**

PLS 3rd Learning (Area V) courses cannot be used for elective credits in this degree program, including those listed as 558 Topics courses.
7. Signatures and Recommendations. (please date)
   • Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal
     and that adequate resources (library, faculty, technology) are available to support proposal.
   • If a potential signatory disagrees with a proposal he/she should write "I disagree with this
     proposal" and a signed statement should be attached to this submission.

Print Name/Title
Department chair(s) of all potentially affected programs

Print Name/Title
Dean(s) of any potentially affected College/School.

Print Name/Title
Registrar

Print Name
Signature
Date
Provost (For new programs, significant revisions and revisions to the General Education Program
revisions only).

Provost should check here if this proposal is a program revision AND the significance of
the revision requires review and approval by APC prior to Curriculum Committee.

Print Name
Signature
Date
Chair, Academic Planning Committee. For new programs, program revisions sent via the provost.
Signature indicates that the proposal has been reviewed and approved by APC.

Print Name
Signature
Date
Chair, General Education Committee. For revisions to General Education program only.
(Signature indicates that the proposal has been approved by GEC).
1. Course Title: Teaching the English Language Learner

2. Course Number: ED 5405
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3 Lab Hours Other

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

This course provides educators with the knowledge, skills, attitudes, insights, and resources to service English language learners. Guided by the Teachers of English to Speakers of Other Languages standards, students will explore theories and best practices promoting the construction of learning environments that support literacy development and content area achievement among English language learners.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5405</td>
<td>Teaching the English Language Learner</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
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</table>

Course Description from Graduate Bulletin:

This course provides educators with the knowledge, skills, attitudes, insights, and resources to service English language learners. Guided by the Teachers of English to Speakers of Other Languages (TESOL) standards, students will explore theories and best practices promoting the construction of learning environments that support literacy development and content area achievement among English language learners.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master's degree, students can self-register for the graduation audit (GRD-000B). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx.

Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:


Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

Required Reference:

Institutional Student Learning Outcomes (ISLO)
Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:
1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:
1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Educational Development and Strategies Program Outcomes (EDSPO)
1. The student will learn to create classroom-learning environments, which are conducive to the achievements of established learning goals.
2. The students will learn to apply and adapt instructional strategies to meet individual learning needs.
3. The students will demonstrate research-based learning theory and practices to motivate and instruct students in content areas.
4. The students will develop and employ communication skills to facilitate understanding, build relationships, and foster a community of learners.

Wilkes University Syllabus
Teaching the English Language Learner Online
# Student Learning Objectives & Evidence of Student Learning

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Alignment to Outcomes</th>
<th>Evidence of Learning</th>
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</thead>
</table>
| 1. Describe language, language acquisition, language development, and second-language learning. | I = 1-5  
S = 1-6, 8  
G = 1-5  
E = 3 | Assignments 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, & Reflection and Application Journal |
| 2. Recognize the value of students’ native languages and cultures as the foundation for developing academic language proficiency. | I = 1-5  
S = 1-3, 5, 7  
G = 1-2, 4-5  
E = 1,2,4 | Assignments 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, & Reflection and Application Journal |
| 3. Relate language to the core curriculum content areas such as language arts, mathematics, science, and social studies. | I = 1-3  
S = 1-8  
G = 1-2, 4-5  
E = 1,2,3 | Assignments 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, & Reflection and Application Journal |
| 4. Utilize the performance definitions of the Five Levels of English Language Proficiency as per current TESOL standards for Pre-K through 12. | I = 1-5  
S = 1-8  
G = 1-2, 4-5  
E = 2,3,4 | Assignments 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, & Reflection and Application Journal |
| 5. Explain the importance of culture and the diversity of learners today, cultural groups, and cultural identity as it influences learners in the classroom. | I = 1-5  
S = 1-3, 5-8  
G = 1-2, 4-5  
E = 2,3,4 | Assignments 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, & Reflection and Application Journal |
| 6. Consider the social and intercultural aspects of language development. | I = 1-5  
S = 1-3, 5-8  
G = 1-5  
E = 3 | Assignments 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, & Reflection and Application Journal |
| 7. Design and deliver appropriate instruction for standards-based English-language teaching that addresses language and content learning for second-language learners and an effective learning environment. | I = 1-5  
S = 1-3, 5-8  
G = 1-5  
E = 1,2 | Assignments 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, & Reflection and Application Journal |
| 8. Access a variety of valuable resources and tools for instructional support, materials design, and overall creation and maintenance of a nurturing, effective classroom. | I = 1-5  
S = 1-8  
G = 1-5  
E = 1,2,4 | Assignments 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, & Reflection and Application Journal |
| 9. Summarize the issues of assessing and evaluating language learners daily in the classroom. | I = 1-5  
S = 1-3, 5-8  
G = 1-5  
E = 1,2,3,4 | Assignments 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, & Reflection and Application Journal |
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| **10.** Access a wide range of instruments and methods used to test for language-level proficiency and content-area progress. | I = 1-5  
S = 1-8  
Q = 1-5  
E = 1, 2, 3 | Assignments 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27, & Reflection and Application Journal |
| **11.** Recall historical data and research that supports English instruction and its development as it is integrated into content areas. | I = 1-5  
S = 1-3, 5-8  
Q = 1-5  
E = 3 | Assignments 25, 26 |
| **12.** Construct partnerships, grant opportunities, and networks to advocate for the field of English as a second language. | I = 1-5  
S = 1-3, 5-8  
Q = 1-5  
E = 4 | Assignments 24, 25, 26 |
| **13.** Pursue continuing professional education in order to develop state-of-the-art skills and strategies to consistently and effectively meet the needs of English language learners. | I = 1-5  
S = 1-8  
Q = 1-5  
E = 2, 3, 4 | Assignments 24, 25 |
| **14.** Explain the need for an infrastructure that is aligned with United States federal legislation as it relates to the education of minority-language students and their rights to fair education. | I = 1-5  
S = 1-8  
Q = 1-5  
E = 4 | Assignments 24, 26 |

**Course Requirements & Assessments**

**Assignment 1 (Learning Activity 1-A-1): Your Classroom**
Explain how the children in your classroom differ from those in the image you chose. Are there differences in age, ethnicity, or gender? Is there an even mix of native speakers and non-native speakers? If you do not teach in an ELL classroom, review your school district’s ethnic diversity statistics and compare those with the image that best represents the age group you will be teaching. Offer an explanation of how the children in your classroom resemble or differ from the above images. Does it make a difference in how you teach in regards to language, age, ethnicity and gender? Should it? Explain.

**Assignment 2 (Learning Activities 1-B-1 & 1-B-2): Mini Web Quest / Lesson Plan Statement**
Develop a statement that answers the following question: How would you apply what you learned to develop a lesson plan for your classroom?

- If you are located in different locales, use the National standards.
- Cross-curricular lesson planning is encouraged but not required for this activity.

English Language Proficiency standards are important for developing instruction, lesson plans, and assessments that are comparable across school districts. It is important that you, as an ELL instructor, understand these standards and how you can use them to scaffold learning in your classroom.

**Scenario**
You are a new ELL instructor planning lessons for the coming school year. To ensure that you reach each student and keep them engaged, you know that standards have been developed to help you develop your instruction. Before you begin, though, you want to review the standards that you’ll need to base your lessons, instruction, and assessments upon.

Wilkes University Syllabus  
*Teaching the English Language Learner Online*
Task

1. What are English Proficiency Standards based upon? Read the following web article to answer this question: What NCLB says about ELL students
2. What are the TESOL English Proficiency Standards? To answer this question, do the following: Read pages 11-25 in PreK-12 English Language Proficiency Standards. Explore this section of the TESOL website: ESL Standards for PreK-12 Students
3. What are the English Proficiency Standards for my state? Developing Educational Standards (choose your state)
4. What are the English Proficiency Standards for my school district?

Go to http://google.com and enter your school district into the search box. Click on the link to your school district and explore the website.

The Product

Using the information from the above questions, in your small group wiki, develop a statement that answers the following question:

- How would you apply what you learned to develop a lesson plan for your classroom?
  - If you are located in different locales, use the National standards.
  - Cross-curricular lesson planning is encouraged but not required for this activity.

One person from each small group should place their group's statement into the body of a post to the class Forum. Individually, respond to one other group's lesson plan statement. Does it differ from your groups? Explain. Include at least one suggestion for lesson planning not mentioned in that group's statement.

Assignment 3 (1-C-1): TESOL Standards Matrix

In your small group wiki, determine which language domains are used, what the topic is, what the performance indicators are, how the performance indicators are measured and what proficiency level the lesson plan encompasses. Give an explanation of each.

Assignment 4 (2-B-1): Language Acquisition Theories Interactivity

1. Complete the Language Acquisition Theories Interactivity.
2. In a post to your blog, summarize the theories of language acquisition. Be specific about the acquisition aspects of each theory.
3. Respond to at least one other classmate's post. What inferences can you make about second language learning from your analysis of their post? Explain

Assignment 5 (2-C-1): Krashen’s Hypotheses

In your small group wiki, explain how Krashen’s Hypotheses have affected SDAIE and ELL instruction. Give specific examples.

Assignment 6 (2-D-1): Lesson Plan for Multiple Proficiency Levels

In a post to your blog, rework a lesson plan from Lessonsplanpage.com so that ELL students of all levels might be able to follow along and accomplish the goals of the lesson. Critique at least one classmate’s updated lesson.

Assignment 7 (3-A-1): Performance Indicators

In a post to the Forum, explain how performance indicators from the TESOL standards can be addressed in the planning stages of instruction.

1. Respond to two of your peers' posts. Compare how they address the problem with your own post. What could be combined from their explanation with your own to improve both of your decisions? Explain.
Assignment 8 (3-B-1): Thematic Unit
In your small group Wiki, develop a thematic unit of two lessons in the social studies content area for elementary grades 1-3.
  • Please assume that the classroom you are developing these lessons for is approximately 80% native Spanish speaking.
  • For this project, use the TESOL standards for the given grade levels.
You must include the Six Elements of Thematic Instruction:
  • Meaning and purpose
  • Building upon prior experience
  • Integrating oral and written languages for learning purposes
  • Scaffolding for support
  • Collaboration
  • Variety
Be sure to adapt the following lesson elements and use the TESOL standards for grades 1-3:
  • materials
  • activities
  • assessment
  • classroom management

Assignment 9 (3-D-1): Using Sheltered Instruction & SIOP
In a post to the Forum, explain how you use sheltered instruction in the classroom and if you feel that using SIOP would be effective for your lesson planning or not.
  1. Respond to at least one classmate's post. What suggestions or tips can you provide your classmate regarding SIOP? What have you learned from their experiences? Explain.

Assignment 10 (4-A-1): Oral Language Compare/Contrast
In your small group wiki, create a table that compares and contrasts oral language performance for ELL students:
  • Divide table into two age groups: K - 4 and 5 - 8
  • Describe characteristics of language that meets the TESOL standards for this grade level
  • Activities that promote oral language performance that support the TESOL standards for each grade level

Assignment 11 (5-A-1): Individual Lesson Plan for Thematic Unit
Using the thematic unit developed for Activity 3-B-1 as a guide, in a word processing document rework a lesson plan you use in your classroom so that it reflects the ELL standards of your local school or state. If you do not have a lesson plan available, feel free to use one from edportal.com. Post your lesson plan to Assignments as Activity 5-A-1: Individual Lesson Plan for Thematic Unit. You may only use an attachment for this activity.

Assignment 12 (6-B-1): Self Evaluation Assessment Tool
In a post to your blog, develop an assessment tool specifically for a student to use to self-evaluate a written assignment. Use one of the following approaches to portfolio assessment:
  1. Holistic based on certain criteria
  2. Rubric with given point values for each required work entry

Review the website Authentic Assessment Toolbox for tips on developing your assessment tool. Respond to two peers' posts. Analyze their assessment tools. How effective do you believe the tools will be once in use in the classroom? Speculate on the outcome and explain your reasoning.
Assignment 13 (7-A-1): Informal Assessments
1. In the Forum, develop three different types of informal assessments for your ELL/mainstream classroom.
2. Include a rationale for inclusion.

Assignment 14 (7-B-1): Assessment Plan
Using the criteria detailed in the key information, develop an assessment plan for your classroom for ELL and mainstream students.
1. Post your assessment plan to your blog. Review and post your response to at least one peer's assessment plan.

Assignment 15 (7-C-1): Informal Reading Inventories
Each group member should perform an Internet search for Informal Reading Inventories (IRI).
1. In a table in your small group wiki, post the name and web site address for at least two IRIs.

Assignment 16 (8-A-1): TESOL Affiliates
Review TESOL Affiliates in North America page on the TESOL website
1. From the list, choose the closest TESOL affiliate to your teaching location. Click on the link to the affiliate's website.
2. Review the affiliate's website for the following information:
   ○ Local events
   ○ National events
   ○ Volunteering
3. In a short post to the Forum, detail what you can do to become involved with your local TESOL chapter based upon the information from the affiliate's website.

In a response to a peer's post, compare and contrast your observations about the affiliates both you and your peer chose.

Assignment 17 (8-B-1): History of ELL
In a post to your blog, briefly explain why the history of ELL affects you today as a second language instructor. You may want to include specific points in history, either from one of the links included in the key information or from the article, History of Bilingual Education, to underscore your explanation. Speaking of Learning: Bilingual Education. Choose "The Bilingual Education Timeline" from the list at the bottom of the page.
- NEA School Integration Timeline
- University of Michigan: Bilingual Education Timeline
- Legal History of Bilingual Education by Jill Kerper Mora, Ed.D at San Diego State University
- American Educational History Timeline (very detailed and gives a broader overview)

Assignment 18 (8-C-1): Current Legislation
Click on "read more" link to view the following sections:
   ○ detailed summary
   ○ status of legislation
   ○ points in favor and points against
At the bottom of the Article page, post a comment that describes how this Act will affect you.
When finished, post a link to your comment in the class Forum. Choose one classmate's link to read. In this Forum only, compare and contrast how the Act affects you both. Offer examples to illustrate your points.

Wilkes University Syllabus
Teaching the English Language Learner Online
Assignment 19 (8-D-1): Final Mini Case Study
In a word processing document, compile a finalized version of the mini case study you have developed over the past modules of this course. Include all feedback you have received from your instructor and classmates. Post your document as an attachment to Assignments 8-D-1: Final Mini Case Study.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Point Value</th>
</tr>
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<tbody>
<tr>
<td>Module 1: Introduction to English as a Second Language: Linguistic and Cultural Issues</td>
<td>108</td>
</tr>
<tr>
<td>Module 2: Second Language Acquisition: Theory and Practice</td>
<td>120</td>
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<tr>
<td>Module 3: Instruction and Methodology: Classroom Practices for English-Learner Instruction</td>
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</tr>
<tr>
<td>Module 4: Instruction and Methodology: Oral Language Development in Second-Language Acquisition</td>
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</tr>
<tr>
<td>Module 5: Instruction and Methodology: Content Reading and Writing in English-Language Learning</td>
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</tr>
<tr>
<td>Module 6: Assessment: Classroom and Standardized Assessment in English-Language Learning</td>
<td>77</td>
</tr>
<tr>
<td>Module 7: Assessment: Reading Assessment and Instruction in English-Language Learning</td>
<td>86</td>
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<tr>
<td>Module 8: Professionalism in ESL</td>
<td>149</td>
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<tr>
<td><strong>Total Points Possible for all Modules</strong></td>
<td><strong>828</strong></td>
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Graduate Education Grading Scale (MS Level):

<table>
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<tr>
<th>Grading Scale</th>
<th>4.0 A 94-100%</th>
<th>3.5 B+ 87-93%</th>
<th>3.0 B 80-85%</th>
<th>2.5 C+ 75-79%</th>
<th>2.0 C 70-74%</th>
<th>0.0 F Below 70%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Academic achievement of superior quality</td>
<td>Academic achievement of good quality</td>
<td>Academic achievement of acceptable quality in meeting graduation requirements</td>
<td>Academic achievement of adequate quality but below the average required for graduation</td>
<td>Academic achievement below the average required for graduation</td>
<td>Failure. No graduate course credit</td>
</tr>
</tbody>
</table>

A grade of “X” indicates assigned work yet to be completed in a given course. Except in thesis work, grades of “X” will be given only in exceptional circumstances. Grades of “X” must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the “X” grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Wilkes University Syllabus
Teaching the English Language Learner Online
Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association’s Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussions follow a weekly unit protocol that initial postings are due on Thursday, responses are due on Sunday and assignments are due on Sunday. Exceptions to this practice will be noted in the syllabus. Late discussions are not accepted for partial credit after the dates set for each unit.

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor’s policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor.

Penalties levied by the instructor in accordance with this policy are not subject to grievance by the students.
Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

Reference Text:

APA Online References: http://apastyle.apa.org/ http://owl.english.purdue.edu/owl/resource/560/01/

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find out more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

Required Software: Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at http://wilkes.beta.libguides.com/library/databases

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is http://wilkes.libguides.com/gradeducation
Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without "@wilkes.edu") and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

**Writing:** The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at http://www.wilkes.edu/resources/writing

**Disability Accommodations:** Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors and possibly other personnel. Both the student's needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

**Wilkes Graduate Education Program**

**Identity Authentication:** The university and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students' Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions, discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university's IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

**Program Evaluation:** Wilkes University Graduate Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

**Act 48 or Act 45:** Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: https://www.perms.ed.state.pa.us/

Wilkes University Syllabus

*Teaching the English Language Learner Online*
## Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topic(s) &amp; Readings</th>
<th>List of Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Introduction to English as a Second Language: Linguistic and Cultural Issues</td>
<td>Overview of English language learners; conceptual framework for TESOL standards; organization of TESOL standards</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td>Second Language Acquisition: Theory and Practice</td>
<td>Second-language acquisition; language-acquisition theories and Krashen's 5 Hypotheses; processes and factors of learning a second language in school</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td>Instruction and Methodology: Classroom Practices for English-Learning Instruction</td>
<td>Ways to implement TESOL standards; classroom practices for English-learner instruction; methods of sheltered English for English language learners</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td>Instruction and Methodology: Oral Language Development in Second-Language Acquisition</td>
<td>Oral language development in second-language acquisition</td>
</tr>
<tr>
<td><strong>Unit 5</strong></td>
<td>Instruction and Methodology: Content Reading and Writing</td>
<td>Content reading and writing in English-language learning</td>
</tr>
<tr>
<td><strong>Unit 6</strong></td>
<td>Assessment: Classroom and Standardized Assessment in English-Language Learning</td>
<td>Classroom and standardized assessment in English-language learning</td>
</tr>
<tr>
<td><strong>Unit 7</strong></td>
<td>Assessment: Reading Assessment and Instruction in English-Language Learning</td>
<td>Reading assessment and instruction in English-language learning</td>
</tr>
<tr>
<td><strong>Unit 8</strong></td>
<td>Professionalism in ESL</td>
<td>Professional impact of ELL history and legislation</td>
</tr>
</tbody>
</table>
Course Outcome Correlations With Model Core Teaching Standards (InTASC)

**Standard 1: Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Standard 2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Standard 3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Standard 4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Standard 5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Standard 6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

8, 9, 10

**Standard 7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Standard 8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Standard 9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

11, 12, 13, 14
Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Interstate New Teacher Assessment and Support Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at http://www.cesco.org/intasc


Course Outcome Correlations With National Board for Professional Teaching (NBPTS)
Propositions and Standards

Proposition 1: Teachers are Committed to Students and Their Learning.
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
NBCTs understand how students develop and learn.
They respect the cultural and family differences students bring to their classroom.
They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.
NBCTs are also concerned with the development of character and civic responsibility.
Course Outcomes
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
They are able to use diverse instructional strategies to teach for understanding.
Course Outcomes
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
NBCTs know how to assess the progress of individual students as well as the class as a whole.
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.
Course Outcomes
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
Course Outcomes
4, 5, 6, 7, 8, 9, 10, 13, 14
1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
10, 11, 12, 13, 14
Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning. 3, 8, 12, 13, 14
They are leaders and actively know how to seek and build partnerships with community groups and businesses. 12, 13, 14
They work with other professionals on instructional policy, curriculum development and staff development. 12, 13, 14
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. 4, 7, 8, 9, 10, 12, 13, 14
They know how to work collaboratively with parents to engage them productively in the work of the school. 12, 13, 14

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References


