

University of Wisconsin-Whitewater  
Curriculum Proposal Form #4A

**Change in an Existing Course**

Type of Action (check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Course Revision ( <i>include course description &amp; former and new syllabus</i> ) | <input type="checkbox"/> Grade Basis          |
| <input checked="" type="checkbox"/> Contact Hour Change and or Credit Change                                 | <input type="checkbox"/> Repeatability Change |
| <input type="checkbox"/> Diversity Option  | <input type="checkbox"/> Other:               |
| <input type="checkbox"/> General Education Option<br>area: Select one: *                                     |   |

\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term:** 2157 (Fall 2015)

**Current Course Number** (*subject area and 3-digit course number*): CIGENRL/ESL 403

**Current Course Title:** ESL Methods and Curriculum Development

**Sponsor(s):** Melanie Schneider, Susan Huss-Lederman, Julie Minikel-Lacocque, Wallace Sherlock

**Department(s):** Curriculum & Instruction (COEPS) and Languages & Literatures (L&S)

**College(s):** {Select from drop down list}

**List all programs that are affected by this change:**

**Minors in Teaching English as a Second Language, Teaching English as a Second Language/Bilingual-Bicultural, and Teaching English as a Second Language to Adults**

**If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?**

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

- NA       Yes       They will be submitted in the future

Proposal Information: ([Procedures for form #4A](#))

I. **Detailed explanation of changes** (use FROM/TO format)

**FROM:**

**3 credits**

***ESL Curricula and Materials will provide students with the background to develop or select appropriate curricula and to design materials which enhance language learning. The approach to curricular design and materials development is one that is learner centered.***

***Prereq: CIGENRL/ESL 350, 310, and 320 or consent of instructor***

**TO:**

**4 credits**

**ESL Methods and Curriculum Development will provide students with the background to develop or select appropriate curricula and to design materials which enhance language learning. The approach to curricular design and materials development is one that is learner centered. This course includes a field experience for those who are not already teaching in ESL settings. Prereq: CIGENRL/ESL 350, 310, and 320 or consent of instructor**

**II. Justification for action**

A credit change, from 3 credits to 4 credits, is requested in order to include a field experience component so students who are not already practicing teachers in ESL settings can observe and participate in the instruction of English Learners/Emergent Bilinguals in public schools. This additional credit does not increase credits to degree. Three credits of field study, CIFLD 492, have been replaced by adding one credit to CIGENRL/ESL 403 and reducing the three-credit field study to a two-credit field study (renumbered as either CIFLD 406 or CIFLD 408) to the program.

**III. Syllabus/outline (if course revision, include former syllabus and new syllabus)**

**Former Syllabus:**

<b>CIGENRL/ESL 403/603</b> <b>Prerequisites:</b> Admission to Professional Education or consent of the instructor.		<b>Spring 2011</b> <b>Meeting:</b> Mondays, 5-7:30 PM <b>Room:</b> Winther Hall 2008		
<b>Instructor</b>	<b>Office</b>	<b>Phone</b>	<b>E-Mail</b>	<b>Office Hours</b>
Susan Huss-Lederman	434 Heide Hall 1002A Winther Hall	262-472-5038 262-472-5797	hussleds@uww.edu	After class on Mondays M & W 11-12:30 in 1002A Winther Hall & always gladly by appointment.

**Course Description:** In ESL Methods and Curriculum Development participants examine and practice approaches and methods for teaching English language learners. In this course, special attention will be paid to transition times in learners' education and in preparing our learners to meet these transitions well prepared and with the knowledge that educational achievement is precious capital that cannot be devalued.

**Course Content Objectives (and corresponding Wisconsin Teaching Standards):<sup>1</sup>**

- to examine different pedagogical approaches to the teaching of English as an additional language (WTS 1, 2, 3, 4, 7);
- to develop activities and lessons to foster language and literacy development in different academic contexts (WTS 1, 2, 3, 4, 7);
- to evaluate materials for appropriate use in the teaching of learners of English as an additional language (WTS 1, 2, 3, 4, 7)

**College of Education Conceptual Framework**

Our conceptual framework, *The Teacher is a Reflective Facilitator*, is the underlying structure in our teacher preparation program at UW-Whitewater. This structure gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning

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<sup>1</sup> If you need an artifact for your portfolio, the standards listed here are met in the process of this course. The annotations should help you in selecting artifacts.

experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

**Course Readings and Resources:**

Myers, W. (1999). *Monster*. New York: Harper Collins. (Available from the UWW bookstore, bookstores, and public libraries.

Peregoy, S. and Boyle, O. (2008). *Reading, writing and learning in ESL: A resource book for K-12 teachers*, 5th ed. Boston: Pearson. (Rental Library)

WIDA (2007). *English language proficiency standards for English language learners in kindergarten through grade 12*. Madison, WI: UW Madison Board of Regents.

WIDA (2007). *Understanding the WIDA English language proficiency standards*. Madison, WI: UW Madison Board of Regents.

The WIDA resources are available through on-line link through our D2L site or for purchase directly from WIDA at [www.wida.us](http://www.wida.us).

**Grading and Major Assignments:**

- 1. Class participation and attendance: 10%
- 2. Teacher Interview or Professional Goal Statement 10%
- 3. Participation in D2L discussions: 15%
- 4. Three Lesson Plans 45%
- 5. Final Project: 20%

Whenever possible, use the D2L drop box.

**Important Considerations:**

*Participation and attendance* means coming to class prepared for small group and large group discussion. It means speaking up in class as well as listening attentively to others, without taking phone calls (cells off or set to silent) or texting. Don't miss class. We only meet once a week. Missing class could result in a lower grade.

**Grading Scale:**

Undergraduates:

- A = 96-100
- A- = 92-95
- B+ = 88-91
- B = 84-87
- B- = 80-83
- C+ = 76-79
- C = 72-75
- C- = 68-71
- D+ = 64-67
- D = 60-63
- D- = 56-59
- F = 56 or lower

Graduates:

- A = 95-100
- AB = 88-94
- B = 83-87
- BC = 78-82
- C = 70-77
- D = 60-69
- F = 59 and below

<b>Meeting Schedule and Course Topics (subject to change with advance notice)</b>	
<b>Week</b>	<b>Topic</b>
24 January	INTRODUCTION Reading: Chapter 1 of P&B; SLA overview and leveled questions (handout). Grad Reading: Identifying critical competencies for teachers of English Learners (D2L)
31 January	CLASSROOM PRACTICES Reading: Chapter 3 of P&B; Realia; Modeled talk (on D2L) WIDA <a href="#">Can-Do Descriptors overview</a>
7 February	ORAL LANGUAGE DEVELOPMENT Reading: Chapter 4 of P&B; TPR; Vocabulary role play; What's in my pocket? Chalk Talks, Questions, Please!, Facts and figures, Draw the picture (D2L) <a href="#">WIDA Resource Guide</a> , pp. 1-13

<b>Meeting Schedule and Course Topics (subject to change with advance notice)</b>	
<b>Week</b>	<b>Topic</b>
	<b>Major Assignment Due:</b> Professional Goals Statement or Teacher Interview
14 February	EMERGENT LITERACY/OVERVIEW SIOP PLANNING (focus on comprehensible input). Reading: Chapter 5 of P&B; <a href="#">WIDA English Language Proficiency Standards, Pre-K—Grade 5</a> , pp. 1-25; SIOP materials (on D2L)
21 February	WORDS AND MEANING Reading: Chapter 6 of P&B; Word sorts; Vocabulary cards; Language focus lessons; Manipulative strategies (on D2L) Bring to class the <a href="#">WIDA standards</a> that pertain to your area of specialty.
28 February	PROCESS WRITING/6+1 TRAITS Reading: Chapter 7 of P&B; The Trait lady speaks up; Writing to prompts in the Trait-based classroom; RAFT Writing (on D2L) <b>Major Assignment Due:</b> Lesson Plan 1
7 March	READING AND LITERATURE Reading: Chapter 8 of P&B; <i>Monster</i> and additional resources on 1.) juvenile justice and 2.) teaching <i>Monster</i> (on D2L)
14 March	CONTENT-AREA READING AND WRITING I Reading: Chapter 9 of P&B Grad Reading: Language—Collaborating for content-based academic language instruction & scaffolding instruction for English Language Learners: A conceptual framework (on D2L) <b>Major Assignment Due:</b> Lesson Plan 2
21 March	Spring Break—no classes
28 March	CONTENT AREA LEARNING: FOCUS ON MATHEMATICS Reading: Review of WIDA Standards for the Language of Mathematics, How to modify math lessons to support English Language Learners; SIOP math lesson (on D2L) Grad Reading: Reciprocal teaching as a comprehension strategy for understanding mathematical word problems (on D2L)
4 April	CONTENT AREA READING AND WRITING 2 Reading: Chapter 10 of P&B
11 April	CONTENT AREA LEARNING: FOCUS ON SCIENCE Reading: Review of WIDA Standards for the Language of Science EDGE packet on genetics; Adjunct displays; SIOP science lesson; Building a scientific vocabulary (on D2L)
18 April	CONTENT AREA LEARNING: FOCUS ON SOCIAL STUDIES Reading: Review of WIDA Standards for the Language of Social Studies; Paired Reading; Dictogloss; Found Poems; Protest, Change and the American Revolution (on D2L) Grad Reading: Helping content area teachers work with academic language: Promoting English Language Learners’ literacy in history (on D2L)
25 April	ADULT ABE ESL & PARTICIPATORY/PROBLEM POSING PEDAGOGY Reading: Education <a href="#">for Adult English Language Learners in the United States</a> ; <a href="#">REEP curriculum</a> and <a href="#">REEP World</a> ; Language Experience Approach (on D2L) <b>Major Assignment Due:</b> Lesson Plan 3
2 May	INTENSIVE ENGLISH PROGRAMS Reading: Excerpt from “Programs in action” in <i>Making it happen</i> (on D2L)
9 May	FINAL PROJECT PRESENTATIONS. <b>Major Assignment Due:</b> Final projects are due to the instructor by 3 PM Friday, May 13 <sup>th</sup> . If possible, use the D2L dropbox.

**Additional Course Policies:**

**PLAGIARISM.** Plagiarism, the act of intentionally using the work of another writer without citation, intending the reader to believe that it is your own work, is a serious violation of academic conduct. Engaging in plagiarism will result in your failing the assignment and/or the course.

**RELIGIOUS OBSERVANCES.** If you are absent due to the observance of a religious holiday, please let us know so that we can reschedule your assignments.

**SPECIAL NEEDS.** If you have special needs due to physical or learning disabilities, please let us know, so that we can make the appropriate accommodations for you.

**UWW REQUIRED POLICY STATEMENT:** The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the *Undergraduate and Graduate Timetables*; the "Rights and Responsibilities" section of the *Undergraduate Bulletin*; the "Academic Requirements and Policies" and the "Facilities and Services" sections of the *Graduate Bulletin*; and the "Student Academic Disciplinary Procedures: [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

**New Syllabus:****CIGENRL/ESL 403: ESL Methods and Curriculum Development**

Fall XXXX

## Course Description

Melanie Schneider  
Office: Winther 3042  
Office phone: (262) 472-5439  
email: [schneidm@uww.edu](mailto:schneidm@uww.edu)

Class meeting time: T/TH 11:00 am-12:15 pm, WH 2008  
Office hours: T, TH 9-10:30 am, W 4-5 p.m.: others online  
and by appointment  
4 credits

**Course Description**

In this course you will learn about and practice approaches and methods for teaching English learners (ELs). Special attention will be paid to content-based approaches to teaching ELs and to the development of literacy skills across content areas in school-age ELs (middle childhood/early adolescence and early adolescence/adolescence).<sup>2</sup> In addition, the course will expose you to a wide variety of teaching materials/resources and will offer multiple opportunities to plan activities and lessons and share teaching strategies.

**Course Objectives** (and corresponding Wisconsin Teaching Standards [WTS<sup>3</sup>])

- to examine different pedagogical approaches to the teaching of English as an additional language (WTS 3, 4)
- to develop activities and lessons to foster language and literacy development in different academic contexts within the framework of the SIOP model (WTS 3, 4, 7)
- to evaluate and create resources for addressing literacy and academic language needs of students from diverse backgrounds (ELs) using at least one newer form of technology (WTS 3, 4, 7)
- to incorporate culturally responsive practices in teaching (WTS 3, 7)

**Course Materials**Required:

<sup>2</sup> We will expand this age group to adults if other minors are part of the class.

<sup>3</sup> If you need an artifact for your Phase 3 Portfolio, the standards listed here will be met through this course. The portfolio guidelines should help you in selecting artifacts.

Peregoy, S., & Boyle, O. (2008). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (5<sup>th</sup> ed.) Boston: Pearson Education, Inc.

Echevarria, J., Vogt, M., Short, D. (2013). *Making content comprehensible for English learners* (4<sup>rd</sup> ed.). Boston: Pearson Education, Inc. You will need the new edition! Available in UWW bookstore.

Other articles, book chapters, professional reports, and Internet-based materials as assigned.

### **Modes of Instruction**

Class sessions will include whole class/small group discussion, lectures, small group work, student presentations, and some D2L activities (D2L-enhanced course). If you do not have access to the Internet, you are encouraged to use UW-W computer labs. ***You will need to use your UWW email account.*** Documentation for instructors and students on how to use D2L is available on the D2L Support web site (<https://d2l.uww.edu/support>).

### **Course Expectations**

1. Attendance/Participation: Attend every class, participate in discussions, and ask questions if you don't understand or are curious about something (this can also be done individually). Most class sessions include discussions, collaborative work, and presentations by others that would be difficult to recreate if you are absent. Be prepared to come to class ready to learn and with all the homework completed prior to class. If an emergency arises, please talk to me individually, and we will work out an appropriate course of action.
2. Late work: All assignments are due at the beginning of class on the dates assigned in the syllabus. Students must request permission in writing (email is the norm) to submit work later than the assigned due date. Late work without a request is normally penalized 10% per class session. Late work must be turned in no later than one week after the due date for credit. If an emergency arises, please contact me before the due date if at all possible.
3. Incompletes. Incompletes are reserved for students who have been doing passing work until near the end of the term or summer school, and then, due to illness or other unavoidable circumstances, are prevented from completing the work. Please do not request an incomplete for other reasons. Work for an incomplete course must be completed within the agreed time stated in the Contract for Incomplete or Progress Grade.
4. Cell phones/computer use during class: As a courtesy to others, please turn cell phones off before class. If you must make or take a call, please leave the classroom briefly. Unless you are making a presentation or we are working on written assignments, please do not bring your computer or tablet to class. Typing on a keyboard can be distracting to others and can take away your focus from the class.
5. Communication: If you are worried or confused about something in the course, please take advantage of avenues that are open to you: office hours, email, the library, iCIT and other specialists, the Writing Center, your classmates. I have an open-door policy during office hours; you are my top priority, but I suggest you make an appointment to avoid waiting. Please note that my responses to email on weekends may take longer than during the week. While turn-around time is normally 24-48 hours during the week, on the weekends, it may take longer. Because of course preparation (sometimes involving testing of equipment), meeting just before class is generally not a good time.

To sum up, because you are a professional educator (or preparing to be one), you are expected to

- attend all class sessions (and contact me beforehand if you know you will be absent)
- arrive on time

- complete readings and other assigned activities by the date they are assigned
- actively participate in class discussions and other class activities
- reflect on what we are reading and doing for the class
- seek to understand the viewpoints of others and be respectful of them.

I will make every effort to do the same.

### Course Assignments

Assignments and evaluation criteria will be explained in greater detail in class and posted on D2L. In addition to attendance/class participation, there are **five** main assignments for the course.

Field experience with ELs. In order to make connections between what we are learning and doing in class and to help prepare you for designing a unit plan, you will be paired with a grade level teacher with ELs (or an adult EL teacher) for sixteen hours (2 hours/week for 8 weeks).<sup>4</sup> The goal for preservice teachers is to help out with guided reading groups and other classroom activities in a classroom with ELs and 2) become more familiar with a particular grade level curriculum. We have arranged a partnership to work in two elementary schools in Whitewater; other locations are also possible, in consultation with me. This is a guided learning experience. You will not be expected to lead whole-class instruction. Start/End date: week of Sept. 23, Nov. 29.

1. Attendance and class participation. (10%). Your active listening and regular participation in the course in a timely and professional manner is expected and critical to the success of the course. One unexcused absence in the course is allowed, but additional unexcused absences will detract from the attendance part of your grade (2.5 points per class session). There will also be a number of ungraded assignments that offer practice with new content/material and/or teaching techniques in a supportive environment. Completion of these assignments will be noted and will contribute to the class participation portion of your grade.
2. Steppingstones for the Unit Plan. (20%). These assignments are designed to help prepare you for developing a unit plan. They are to be completed in the context of your field experience in a classroom with ELs. (Not all steppingstones will be graded.)
  - *Window on classroom* – describe the classroom you are working in (more on this later)
  - *Interview with an elementary or secondary teacher with ELs, or an adult EL teacher,* about possible topics for your unit plan (you will ultimately decide on the topic)
  - *Plan for unit plan* – bring your plan and discuss your ideas at your individual student conference
  - *Peer review of lesson plan* – using guidelines, class members review at least one lesson
3. Activity #1 (Vocabulary strategy lesson plan). (10%). Students may work in pairs for this assignment. Select a vocabulary teaching strategy and embed it in a lesson plan in a content area and on a topic of your choice for a particular group of students. Pay special attention to scaffolding needed for ELs. You will have a list of strategies from our course readings and other sources to choose from or you may choose one that you have used. (For this lesson plan, we will use a modified version of the SIOP lesson format.)
4. Activity #2 (Philosophy of Teaching with ELs). (10%). For this assignment, consider course readings, classroom discussions, and your professional experience in formulating a personal statement on teaching with ELs. The assignment includes guiding questions to help you reflect on what it means

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<sup>4</sup> If you are a practicing teacher who teaches in a classroom with ELs, you will be able to complete this field experience on site with some modifications in the steppingstones for the unit plan.

to teach with ELs. The assignment may be used to revise your Philosophy of Teaching statement for the Phase 3 Portfolio or prepare for portions of the edTPA (in the future).

5. Activity #3 (Interactive Board Lesson). (15%). Create a SmartBoard or other interactive board lesson to introduce, collaboratively practice, or follow up on a content-area lesson for a specific group of learners that include ELs. For this assignment, training sessions outside of class will be scheduled to introduce you to basic SmartBoard skills if you are not familiar with them. These sessions will take place in the Winther Hall Computer Lab or elsewhere (TBA). You are encouraged to include your interactive board lesson as part of your unit plan.
6. Final Project (Integrated Unit Plan + Presentation). (35%). The integrated unit plan is a culmination of your semester-long experiences in this course. It consists of a sequence of related lessons in two or more content areas or an interdisciplinary area on a topic of your choice. The unit plan is created for a particular grade level of learners that include ELs or adult ELs. Copies of unit plans will be made available on D2L. To help ensure your success on this project, we will approach this assignment in steps (see above and course syllabus). The unit plan will contribute 25% and the final presentation will contribute 10% to this assignment.

**Course Evaluation and Grading** (see next page)

Assignment	Contribution to final grade Grading Scale (Undergraduate students) <sup>5</sup>				
		Grade	Percent.	Grade	Percent.
Attendance/participation	10%				
Steppingstones for unit plan	20%	A	93	C	73
Activity #1 - Vocabulary strategy lesson	10%	A-	90	C-	70
Activity #2 - Philosophy of teaching ELs	10%	B+	88	D+	68
Activity #3 - Interactive board lesson	15%	B	83	D	63
Final project (Integrated unit plan - 25%) (Presentation – 10%)	25%	B-	80	D-	60
	10%	C+	78	F	0-59
TOTAL	100%				

**Wisconsin Teacher Standards (WTS)**

The content and assignments in this course contribute towards proficiency in the following standards:

3. Teachers understand that children learn differently.
4. Teachers know how to teach.
7. Teachers are able to plan different kinds of lessons.

**UW-W Required Policy Statement**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events. (For details, please refer to the *Undergraduate and*

<sup>5</sup> Grading scale is modified for graduate students. See handout, CIGENRL/ESL 403/603 Grade Scheme.



*Graduate Timetables*; the “Rights and Responsibilities” section of the *Undergraduate Bulletin*; the “Academic Requirements and Policies,” and the “Facilities and Services” sections of the *Graduate Bulletin*; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17]).

### **Plagiarism**

Plagiarism is the act of intentionally using the work of another writer/author without proper citation and presenting it as your own work. Engaging in plagiarism is a serious violation of academic conduct and will result in serious consequences, such as failing the assignment and/or the course. **Students are responsible for the honest completion and representation of their work and for the appropriate citation of sources.** If you are not certain as to what plagiarism is or have any questions about academic misconduct, please feel free to discuss these matters with your instructor.


### **Reasonable Modification Requests**

Students in need of reasonable modification of the instructional context are to meet with the instructor to discuss the needed modification. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily provided by the instructor, then the student is to be referred to Disabled Student Services. If referred to Disabled Student Services, the student must:

- a. Sign a request for services based on the presence of a disability,
- b. Provide appropriate diagnostic information that establishes that s/he is a qualified individual with a disability, and
- c. Request in writing the reasonable modifications(s) sought to accommodate the qualifying disability. Disabled Student Services arranges (in consultation with instructional staff) to provide appropriate reasonable modifications.


Melanie Schneider  
 Office: Winther 3042  
 Office phone: (262) 472-5439  
 email: [schneidm@uww.edu](mailto:schneidm@uww.edu)

Class meeting time: T/TH 11:00 am-12:15 pm, WH 2008  
 Office hours: T, TH 9-10:30 a.m., W 4-5 p.m., and by  
 and by appointment

• WEEK	• DATE	TOPIC	READING/ASSIGNMENT
1	Sept. 3  5	Introduction to the course and to each other  Learning a second language in school	Student profile Field experience in schools Self-assessment activity P&B: Ch. 1, English learners in school Cocktail party: Find your partner *Rance-Roney, Creating intentional communities to support ELLs
2	Sept. 10  12 	Classroom practices for ELs: An overview  Collaboration and Co-teaching  <b>UWW Global Experiences Fair</b> – 10 am – 3 pm Outside betw. Hyland + U.C.	P&B: Ch. 3, Classroom practices for EL instruction Supporting ELs in the primary classroom.web TeachingChannel: The stoplight method (1 min.) *Dove & Honigsfeld, ESL Coteaching and collaboration <u>Video</u> : St. Paul Public Schools, Co-Teaching Models (15 min.)
3	Sept. 17  19	Oral language development of ELs Planning for purposeful talk	P&B: Ch. 4, Oral language development in SLA *Defining features of academic language *Fisher & Frey: Ch. 3, Planning for purposeful talk Classroom noise scale TchgCh.: The multilingual classroom (14 min.) <u>Intro Final Project: Unit plan</u> - overview
4	Sept. 24  26	Vocabulary Development  Cognates and other strategies  SIOP: Planning for teaching	P&B: Ch. 6: Words and meaning: ELs' vocabulary development <u>Intro Assign. #1: Vocabulary learning strategy</u> Vocabulary strategy fair *Colorín Colorado, Using cognates...in English EV&S: Ch. 1-2, Lesson preparation
5	Oct. 1	SIOP: Planning for	More on lesson objectives

<sup>6</sup> As instructor of the course, I reserve the right to make changes to the course as needed. Any changes will be announced in class and on D2L.

	3	teaching WIDA resources	WIDA English language development standards <b><i>Steppingstone #1: Window on classroom due</i></b> *WIDA Resource Guide, 2007, selected pages, and 2012 Amplification of ELDs <b>Assignment #1 due</b>
6	Oct. 8 10	Reading and Literature Common Core State Standards	P&B: Ch. 8, Reading and literature instruction *Avalos & others, Modified guided instruction <a href="http://dpi.wi.gov/standards/stds.html">http://dpi.wi.gov/standards/stds.html</a> <a href="http://www.corestandards.org/the-standards">http://www.corestandards.org/the-standards</a> <u>Intro Assign. #2: Philosophy of teaching ELs</u>
7	Oct. 15 17	Content Reading and Writing Peer review and editing	P&B: Ch. 7, ELs and process writing Writing/revising/editing activity <b><i>Steppingstone #2: Interview of teacher due</i></b>
8	Oct. 22 24	Content Reading and Writing, cont.	P&B: Ch. 9, Content reading and writing: Prereading and during reading <u>Intro Assign. #3: Interactive board lesson</u> <b>Assignment #2 due</b>
9	Oct. 28 Oct. 29 31	L&S Lecture Series, Gustavo Arellano, "Taco USA," 7 pm Conferences on Unit Plan	<u>Individual student conferences</u> <b><i>Steppingstone #3: Plan for unit plan due</i></b> (bring to your conference)
10	Nov. 5 7	SmartBoard for Newbies SmartBoard for Knowbies SIOP Essentials, cont.	Location TBA EV&S: Ch. 3, Building background K-W-L and other resources
11	Nov. 12 14	SIOP: Essential components, cont.; Graphic organizers and other resources Peer sharing	EV&S: Ch. 4, Comprehensible input Three biggies: Venn diagrams, bracket frames, T-charts <a href="http://www.worksheetworks.com/">http://www.worksheetworks.com/</a> Flash Presentations – Interactive Board lessons <b>Assignment #3 due</b>
12	Nov. 19 21	SIOP: Essential components, cont. Role of differentiation	EV&S: Ch. 5, Strategies; Ch. 6, Interaction EV&S: Ch. 7, Practice/Application
13	Nov. 26	Peer review of lesson plans	EV&S: Ch. 9, Review and assessment <b><i>Steppingstone #4: Review of lesson plan</i></b>

	28 	THANKSGIVING	NO CLASSES
14	Dec. 3  5	SIOP: After teaching – before the bell rings	EV&S: Ch. 10, Issues of reading, RTI, Spec. Ed. *Echevarria, Effective practices for...ELs Course wrap-up: Reflecting on learning
15	Dec. 10	Showcasing unit plans	Final Project Presentations (5) <b>Unit plan due</b>
16	Dec. 17 (10 am-12 noon)	Exam Day Showcasing unit plans Gala breakfast extravaganza	Final Project Presentations (8)

**Course texts:**

P&B = Peregoy, S., & Boyle, O. (2008). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (5<sup>th</sup> ed.) Boston: Pearson Education, Inc.

EV&S = Echevarria, J., Vogt, M., Short, D. (2008). *Making content comprehensible for English learners* (3<sup>rd</sup> ed.). Boston: Pearson Education, Inc.

\*Additional articles, book chapters, and other materials will be posted on D2L or available on electronic reserve from the library. Some of these materials are supplemental materials for you to use when you complete course assignments.