EDU 558 Content-Based Curriculum For ELLs
Online
Spring 2015

Andrea Stairs-Davenport, Ph.D.
503 Bailey Hall, Gorham, ME 04038
Email: astairs@usm.maine.edu (best way to reach me)
Email for Sharing Google Docs: andrea.stairs@maine.edu
Skype User Name: andrea.stairs1
Office Phone: (207) 780-5971
Office Hours: Tuesdays 2:00-4:00 in Gorham, or by appointment via phone, email, Skype

Contacting the Professor
Please use email as your primary method to contact me. I check email many times each weekday, but rarely on weekends and holidays. I generally reply to messages within 24 hours or the next workday (48 hours on the weekend). Please communicate with me via your University of Maine System email account (maine.edu hosted by Gmail). You can expect to receive all emails from me at your maine.edu account; please check this account daily.

Course Description
This course focuses on factors necessary for the development and implementation of relevant content learning for second language students of all age and proficiency levels in the public school setting. The course explores the theoretical background and models of strategies for insuring competent delivery of appropriate language and content in a multilingual context. A co-construction approach incorporating the backgrounds and experiences of course participants is the principal methodological approach. The framework for this course is a pedagogical focus that incorporates scaffolding, differentiated instruction, independent learning strategies, critical thinking, and assessment. (3 Graduate Credits)

Expected Outcomes
Upon completion of this course, students will be able to:

- Articulate a rationale for developing content-based curriculum to meet the diverse needs of ELLs
- Explain the pedagogical applications of schema elaboration, learning strategies, critical thinking, and performance-based assessment for ELLs
- Design language- and content-focused curriculum for ELLs through a content-based instruction (CBI) design (SIOP Model)
- Align content-based curriculum, instruction, and assessment for ELLs with appropriate language and content standards (WIDA Standards and Common Core State Standards or other relevant content standards)
Connection with TESOL Standards for P-12 ESL Teacher Education (2010)

**Domain 1: Language:** Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help ELLs’ develop language and literacy and achieve in the content areas.

**Domain 3: Planning, Implementing, and Managing Instruction:** Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and are skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Connection with TESOL Standards for ESL/EFL Teachers of Adults (2008)

**Domain: Planning: Standard 1:** Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

**Domain: Instruction: Standard 2:** Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.

**Domain: Content: Standard 7:** Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language course is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.

USM School of Education and Human Development Mission: We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

Core Commitments

- **Democracy**—to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.
- **Civility and Caring**—to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.
- **Equity and Diversity**—to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.
- **Social Justice**—to speak for and empower people who are disenfranchised and work towards a more just society.
- **Ethical Practice**—to engage in and insist on the highest level of professional practice.
- **Scholarship**—to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.
• Professional Learning and Continuous Improvement—to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.

Course Requirements and Grading
For successful completion of this course, students must effectively meet the following course requirements:
- Readings and activities as assigned in the course outline below
- Discussion Board Participation: 70 points (7 discussions, 10 points each)
- WIDA Standards Blank Template Completed for Lesson Topic: 10 points
- SIOP Lesson Plan: 20 points
- Article Critique Paper: 20 points

This course is based on a total points systems where students’ final course grades will be based on points earned out of 120 points possible.
A = 112-120, A- = 108-111, B+ = 105-107, B = 101-104, B- = 96-100, C+ = 93-95

Final course grades will be submitted to Mainestreet after the online student course evaluation window has closed (typically 2-3 weeks after our last class session).

Assignments must be submitted as Word documents (.doc or .docx) or PDF documents (.pdf). Word documents are strongly preferred so that I might track changes and make comments in the margins. Assignments submitted in other formats will not be accepted.

Submit assignments as attachments via email to astairs@usm.maine.edu
If you wish to share a Google document with me, please use the following email address: andrea.stairs@maine.edu

Late assignments will lose one point for each day late; however, students granted an extension on an assignment will not lose points. If you need an extension on an assignment for any reason, please email me ahead of time to negotiate a new due date/time.

You may revise individual assignments that have been graded for an improved grade; please address my comments and resubmit within one week of receiving the initial grade. The initial and revised grades are averaged for a final grade on the assignment.

Required Course Text

Other readings may be found at the Content button on Blackboard or online.

Academic Support
If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. At any point, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Help
is also available through the Counseling Center, 105 Payson Smith in Portland and 125 Upton Hall in Gorham (207-780-4050), and the Disability Services Center, 242 Luther Bonney in Portland (207-780-4706).

Technology Support
USM Help Desk via email or phone: helpdesk@usm.maine.edu (207) 780-4029

Library Support
USM Libraries: http://usm.maine.edu/library
Click on Ask Us located on the right-hand side of the screen to call a librarian, send an email or text, and/or read frequently asked questions.

You will need a USM student id/library card in order to access library resources from off campus: http://usm.maine.edu/library/distance-learning-services

New to USM or Online Learning? Two links with relevant information and tutorials:
http://usm.maine.edu/online/tutorials

Professor’s Words of Wisdom about this Fully Online, Asynchronous Course
This fully online, asynchronous course requires that all participants are independent AND collaborative learners. We will work together, co-constructing knowledge about teaching content and language to ELLs. However, we will do so at times that work best for us, as we are not required to all be online at the same time. The success of a fully online course lies with the motivation of each individual to complete his/her own work in a timely, professional fashion and to support one another with feedback and in discussions as required. I have found for maximum learning that an asynchronous course works best if students log in and participate at least 3 times over the course of one week; you may think of this as joining in at the beginning, middle, and end of each week. Ideally, you would login and contribute daily Wednesday through Sunday. I hope that you will enjoy finding the best times of day for you to fully engage with your learning and recognize that with flexibility comes responsibility for your own and each other’s learning.

Online Course Details and Expectations
• Class sessions run from Sunday to Sunday.
• New announcements will be posted each Sunday at noon. Read these carefully for instructions about assignments.
• Sunday-Wednesday: Read and complete activities to prepare initial post or course assignment.
• Initial posts and course assignments are due on Wednesdays by 8:00 p.m.
• Wednesday-Sunday: Discuss the prompt.
• Discussion closes Sundays at 8:00 p.m.
• Students are expected to spend between 5-10 hours per week completing assignments and collaborating in whole class and small group discussions.
# EDU 558 Course Outline

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<tr>
<th>Class #</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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| 1       | Mon. 1/12  | Welcome to EDU 558: Introductions                                      | Follow instructions in the Announcement on Blackboard; make introduction to classmates and professor in appropriate Discussion Board forum by Wednesday, 1/14; greet classmates through Sunday 1/18.  
Save or print the syllabus, review carefully, make note of due dates. |
| 2       | Sun. 1/18  | Introduction to TESOL Standards for P-12 and Adult ESL/EFL Teachers   | Read Introduction (p. 9-25) of TESOL 2010 Standards for P-12 ESL Teacher Education  
*Optional:* Read TESOL 2008 Standards for ESL EFL Teachers of Adults (2 pages)  
Read professor’s introduction to the topic (posted on Sunday, 1/18 at noon).  
Whole Class Discussion: Initial post due by Wednesday, 1/21; discussion with classmates through Sunday, 1/25. |
| 3       | Sun. 1/25  | Introduction to Content-Based Curriculum for ELLs                     | Read Ch. 1  
Read professor’s introduction to the topic (posted on Sunday, 1/25 at noon).  
Whole Class Discussion: Initial post due by Wednesday, 1/28; discussion with classmates through Sunday, 2/1. |
| 4       | Sun. 2/1   | Lesson Preparation, and Building Background                           | Read Ch. 2 & 3  
Read professor’s introduction to the topic (posted on Sunday, 2/1 at noon).  
Small Group Discussion: Initial post due by Wednesday, 2/4 (visit the Groups button for the Group Discussion Boards); discussion with classmates through Sunday, 2/8. |
| 5       | Sun. 2/8   | Using Standards to Plan Curriculum                                    | Review the PPT “Introduction to WIDA ELD Standards”  
Complete the WIDA Standards Blank Template for your lesson topic and submit to professor via email by Wednesday, 2/11. |
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<th>Sun. 2/15</th>
<th>NO CLASS: WINTER VACATION</th>
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| 6 Sun. 2/22 | Comprehensible Input, and Strategies | Read Ch. 4 & 5
Read professor’s introduction to the topic (posted on Sunday, 2/22 at noon).
Small Group Discussion: Initial post due by Wednesday, 2/25; discussion with classmates through Sunday, 3/1. |
| 7 Sun. 3/1 | Selecting a Peer-Reviewed Article on Content-Based Curriculum for ELLs | Identify article for Article Critique Paper and post APA citation for the article on the Whole Class Discussion Board by Wednesday, 3/4. Note: Professor must approve your article via this forum before you begin writing your paper. |
| 8 Sun. 3/8 | Interaction, and Practice & Application | Read Ch. 6 & 7
Read professor’s introduction to the topic (posted on Sunday, 3/8 at noon).
Small Group Discussion: Initial post due by Wednesday, 3/11; discussion with classmates through Sunday, 3/15. |
| 9 Sun. 3/15 | Lesson Delivery, and Review & Assessment | Read Ch. 8 & 9
Read professor’s introduction to the topic (posted on Sunday, 3/15 at noon).
Small Group Discussion: Initial post due by Wednesday, 3/18; discussion with classmates through Sunday, 3/22. |
| 10 Sun. 3/22 | Creating a Content-Based Lesson Plan | Complete SIOP Lesson First Draft due to small group discussion boards by Wednesday, 3/25; comments to classmates on their lessons by Sunday, 3/29. |
| Sun. 3/29 | NO CLASS: SPRING BREAK |
| 11 Sun. 4/5 | Refining a Content-Based Lesson Plan | Complete SIOP Lesson Final Draft to professor via email by Wednesday, 4/8. |
| 12 Sun. 4/12 | Issues of Reading, RTI, and Special Education for English Learners | Read Ch. 10
Read professor’s introduction to the topic (posted on Sunday, 4/12 at noon).
Whole Class Discussion: Initial post due by |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>Sun. 4/15</td>
<td>Wednesday, 4/15; discussion with classmates through Sunday, 4/19.</td>
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<tr>
<td>Sun. 4/19</td>
<td><strong>NOTE:</strong> local schools on vacation</td>
<td>Work on Article Critique Paper; submit to professor via email by Wednesday, 4/22.</td>
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<td>Reading and Critiquing a Peer-Reviewed Article on Content-Based Curriculum for ELLs</td>
<td>Optional: Submit revision of SIOP Lesson Plan by Wednesday, 4/22 (follow instructions on p. 3 of the syllabus).</td>
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<td>Sun. 4/26</td>
<td>Wrap-up to the course: Review of key concepts</td>
<td>Follow instructions at the weekly announcement about final course activities, including online course evaluations: <a href="https://usm.campuslabs.com/CourseEval">https://usm.campuslabs.com/CourseEval</a></td>
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<tr>
<td>Sun. 5/3</td>
<td>Final Exam Week; USM Commencement on Saturday, 5/9</td>
<td>Optional: Submit revision of Article Critique Paper by Wednesday, 5/6 (follow instructions on p. 3 of the syllabus).</td>
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Directions for Discussion Board (DB)
The Discussion Board presents an opportunity for us to develop a community of learners and share our thinking with each other. The Introduction to each online session (found at the Content button on Blackboard) will provide an overview of the topic and explain how you will interact with your classmates and professor during the unit, including the discussion prompts. Some weeks you will participate in a whole class discussion; some weeks you will participate in a small group discussion. I will assign you to an appropriate group based on the information you provide in your Introduction, so be sure to share your teaching area of interest (grade, class, subject).

Discussion Board posts should be about 250 words. This works out to be about 10-12 sentences. You will make an initial post in response to the discussion prompt for the week by creating a thread on the DB, and you are responsible for facilitating the discussion in your own thread. You will also participate in engaged dialogue and supportive dialogue as explained in the rubric for evaluating your DB participation below.

Tips for Effective Discussion Board Participation
Review the Rubric: Pay close attention to how you will be evaluated on your participation by reviewing the rubric before each online discussion.

Check Spelling and Grammar: Use capitalization, punctuation, and properly constructed and grammatically correct sentences in the same way that you would in any other written, graduate-level document. It’s usually best to construct your post in a word processing program, then copy and paste it into Blackboard.

Practice Netiquette: Be courteous and remember that tone is sometimes difficult to assess in online communication. Consider whether you would make the statement to the person’s face or if your original intent might be misinterpreted.

Be Involved and Keep Track: No matter which threads you join and which posts you respond to, it is your responsibility to read through all the threads and posts to get a sense of the direction the class or your small group has taken with the discussion. This is just like listening attentively to all comments made in a face-to-face class discussion and contributing appropriately when you have something to say. You should also keep track of the threads that you choose to participate in. You may make notes of classmates’ names when you participate in their threads as a reminder the next time you log in that week, or you may use the “Search” function at the top of the DB forum’s screen to search your own name and see where you have been participating. This allows you to stay involved with classmates appropriately.

Have Fun! The beauty of online, asynchronous class sessions is that you can put the kids to bed on a weeknight or be sitting in your pajamas drinking coffee on a weekend morning (been there, done that) and “talk” with your classmates. It should be enjoyable and extend your learning, so have fun!
# Discussion Board Rubric, 10 Points Possible

**Name:**  
**Dates for Discussion:**  
**Score: _____/10**

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<tr>
<th>Exceeds Standard 3 points</th>
<th>Meets Standard 2 points</th>
<th>Approaching Standard 1 point</th>
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<tr>
<td><strong>Substantive Initial Post</strong></td>
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<td>Initial post is substantive, where student integrates the reading for the week with his/her professional experiences and includes specific examples and/or substantiating evidence to support response. Initial post stimulates a deep discussion about the material. Initial post reflects high standards of graduate student work and thoughtful effort about the material.</td>
<td>Initial post integrates the reading for the week with professional experiences and includes specific examples and/or substantiating evidence to support response. Initial post stimulates a discussion about the material. Initial post reflects graduate student work.</td>
<td>Initial post lacks integration of the reading for the week with professional experiences and does not include specific examples and/or substantiating evidence to support response. Initial post does not reflect graduate student work.</td>
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<td><strong>Engaged Dialogue</strong></td>
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<td>Student makes thoughtful and engaged responses to 2 or more classmates. These responses include giving additional information, probing a topic further, sharing a new example, or asking a further question. These responses continue the conversation and invite others to think deeply about the topic.</td>
<td>Student makes a thoughtful and engaged response to 1 classmate. This response includes giving additional information, probing a topic further, sharing a new example, or asking a further question.</td>
<td>Student’s responses to classmates do not reveal thoughtful or engaged dialogue.</td>
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<tr>
<td><strong>Supportive Dialogue</strong></td>
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<td>Student makes 3 or more supportive comments on classmates’ threads that demonstrate that he/she is reading and engaging with others’ posts. Supportive dialogue can include things like “Good point” and “Have you thought about...”</td>
<td>Student makes 1-2 supportive comments on classmates’ threads that demonstrate that he/she is reading and engaging with others’ posts.</td>
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<tr>
<td><strong>Professionalism and Timeliness</strong></td>
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<td>Entries are concise (~250 words) and well written. Initial post is made by Wednesday. Participation is spread throughout the week allowing for authentic discussion.</td>
<td>Entries are unnecessarily wordy and/or contain errors. Initial post is made after Wednesday. Presence is barely noticeable—may post and respond on only one day during the week leaving no room for conversation.</td>
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Directions for SIOP Lesson Plan

Over the semester you will be learning about the 8 components and 30 features that make up an effective SIOP lesson plan. The point of this assignment is to develop the particular aspects of one lesson week by week as you learn about SIOP in order to craft a model lesson for teaching content and language to ELLs that could be shared with colleagues at your school site. Your goal is to earn a “highly effective” 4 rating on each aspect of the lesson you turn in to me. Appendices A and B in the course text have the rubric and lesson plan formats we will follow, and the examples throughout the text should provide scaffolding for your own learning. Please note that you may choose any of the 4 lesson plan formats you like best for writing your lesson plan.

The following website has a collection of SIOP lesson plans for your review: http://www.cal.org/siop/lesson-plans/

Some of the components and features are more easily evaluated if I were to observe you teaching the lesson, e.g. comprehensible input and lesson delivery. However, I can still evaluate how you’ve planned comprehensible input on paper and whether your pacing would be appropriate given what you have planned. Therefore, be as explicit as possible in describing your lesson. Even scripting what you would say during instruction is helpful for me to better understand your lesson plan. I should be able to easily walk into your classroom and deliver your SIOP lesson.

Lessons should be at least 60 minutes long and ideally be taught on one day so that I can see how you would open and close the lesson. You are welcome to plan a longer lesson if your school follows a block schedule, or if your lesson would take two days to complete.

- You MUST incorporate and cite specific strategies from the course text in your lesson plan (e.g. Four Corners Vocabulary Charts on p. 81, Directed Reading-Thinking Activity on p. 126, Dinner Party on p. 158, Scaffolded Cloze Activities p. 181, Response Boards p. 222, etc.).
- You MUST incorporate technology into your lesson.
- You MUST include any handouts used as part of your lesson.

Your lesson will be evaluated using the rubric found in the text in Appendix A.
**Directions for Article Critique Paper**

1. Select a topic of interest that relates to **teaching content and language to ELLs**. Possible topics include teaching science vocabulary to elementary ELLs, introducing ELLs to text structures in second social studies’ textbooks, examining the implications of Cummins’ BICS/CALP distinction for content-based curriculum, etc.

2. Conduct a search on your topic in peer-reviewed journals and **locate a peer-reviewed article** you are interested in reading and writing about that has been **published in the last 7 years**. When you search using an online database, you may click on a box to limit your results to only peer-reviewed journals, or a small graduation cap icon will indicate that the article is peer-reviewed. Possible peer reviewed journals include *Bilingual Research Journal, Language Teaching Research, Journal of Pragmatics, Applied Linguistics, Language Sciences, Language Learning, Computer Assisted Language Learning, Language Learning and Technology, Modern Language Learning, Language and Education, Urban Review, Education and Urban Society, Urban Education, Theory into Practice, Teaching and Teacher Education, Review of Educational Research, Reading Improvement, Journal of English for Academic Purposes, Journal of Second Language Writing, Research in the Teaching of English, Journal of Literacy Research, English Language Teachers Journal, Language Arts, English Journal, Social Studies, Science Teacher, Teaching Children Mathematics, Middle School Journal.*

3. **Post the article’s APA citation** to the appropriate Discussion Board forum and **wait for the professor to approve your article**. Do not begin writing your paper until your article has been approved. You need to submit only the APA citation for the article, not the entire article.

4. **Construct a paper** of 750-1000 words (3-4 double-spaced pages) using the following **four headings**:

   a) **Introduction**
   Why did you select this topic? Explain why the topic is **significant in the field of content-based ESL curriculum** AND **to you personally** in about 1 paragraph.

   b) **Summary**
   Write a 1-2 paragraph summary of the article where you explain its key points. Was it outlining the results of a research study? Was it explaining how to implement a particular instructional strategy? Was it a review of previous research studies? Tell me just enough so that I know what the article was about and can then determine how effectively you critique it and apply its key points to your practice.

   c) **Critique**
   Evaluate the quality of the article in 2-3 paragraphs. What are the strengths and weaknesses of the article’s content and presentation of ideas? Use **direct quotations** from the article cited properly with page numbers to support your points. These paragraphs include your opinions about the article’s ideas and how well they are conveyed by the author(s). You are evaluating the article here, not explaining it as you
did in the Summary section. (See Bloom’s Revised Taxonomy on pages 124-125 in our course text for clarification.)

d) Application
In about 1 paragraph, explain how this information might impact your teaching of content and language to ELLs. Would you implement the ideas expressed the article? How could you use the key points to improve your current or future teaching of ELLs?

5. **Format the paper appropriately** using Times New Roman 12 point font, double space, and edit for grammar and mechanics. Use APA format, 6\textsuperscript{th} edition, to cite the references for the articles within the body of the paper and on the References page at the end. If you need a tutorial, please visit apastyle.org. It also is modeled in our course text. If you are continuing in graduate school, I strongly encourage you to purchase the APA publication manual. APA style is used in all social and behavioral sciences.

Your paper will be evaluated on how well you addressed each of the four sections of the paper (a-d above) and followed the paper requirements using the following holistic rubric:

**Rubric**
20-19 points (A paper): Superior, includes all criteria, all sections of paper are extremely well written and thoughtful
18-16 points (B paper): Good; all or most criteria included; sections may lack clarity or depth of analysis for a graduate-level critique
15-14 points (C paper): Acceptable, does not include some or most criteria; sections are not clearly written and/or surface analysis is presented

Papers that do not read the Acceptable level must be rewritten and resubmitted.