Northwestern University
School of Education and Social Policy

Summer 2020

Instructor Information
Name: Elizabeth Cardenas-Lopez, Ed.D.
Email: elizabeth.lopez@northwestern.edu
Office Hours: By appointment

Course Information:
Dates: June 22nd to July 29th
Class location: Remote Learning
Days and Time: Mondays and Wednesdays 12:30 - 3:00 pm

Course Description:
The Foundations of Teaching in a New Language course explores the historical, political, sociocultural and educational practices that impact linguistically and culturally diverse learners in American schools. Topics include historical and current federal and state laws regarding the learning of English as a new language, aspects of language learning of first and second language acquisition, and historical movements in immigration and education. Research-based instructional models are discussed, including methods and materials for effective pedagogy in second language acquisition, with a goal of a deepened appreciation and understanding of factors contributing to sustained student achievement. Students taking this course will learn, explore and practice teaching research-based strategies for educating Emergent Bilinguals. Students will lead discussion and application of theoretical foundations and key concepts.

Course Objectives:
- Demonstrate knowledge of theories and models of second language acquisition (SLA).
- Demonstrate knowledge of the various models of SLA in national policy and in schools and their influence on the academic success of English language learners (ELLs).
- Demonstrate understanding of the effect of political, social, cultural, and historical policies and laws on the education of ELL students.
- Reflect on the ways that acquiring/learning a new language and acculturating to a new way of life impacts immigrants and their families within and beyond the school setting.
- Demonstrate awareness of terminology, law, and resources for educators involved with linguistically and culturally diverse students.
- Demonstrate understanding of the demographic trends in the U.S. and their impact upon the educational options and outcomes of children who speak a language other than English in their home.
- Demonstrate understanding of strategies to be able to serve as advocates for the needs of English language learners in schools and community settings.
- Demonstrate knowledge and understanding of best practices for teaching English as a new language.

Northwestern University
Conceptual Framework for Teacher Education

Mission: Our mission is to prepare knowledgeable, reflective, and innovative teachers who will lead and inspire students.

Vision: The Teacher Education Program at Northwestern University is guided by a conceptual framework for teacher education, organized around a vision of learning, learners and teaching. The conceptual framework focuses on

A vision of learning that includes:
1.1. how students come to understand and think about subject matter;
1.2. an emphasis on inquiry and reflection;
1.3. the importance of collaboration and social interaction; and
1.4. experiential activities that are relevant and engaging.

A vision of learners that includes:
2.1. the belief that every person is capable of learning;
2.2. that development is shaped by social contexts; and
2.3 equitable experiences for all.

A vision of teaching that includes:
3.1 connecting theory and practice;
3.2 inquiry, reflection, collaboration, and innovation;
3.3 creating a climate of learning for all students; and
3.4 acting professionally, responsibly, and ethically.
Dispositions:
CAEP defines dispositions as “habits of professional action and moral commitment to teaching.” The Northwestern teacher preparation programs will help candidates acquire the following dispositions to the level of proficiency:
1. to reflect on one’s own practice and make changes as appropriate.
2. to support students as individuals.
3. to collaborate with all stakeholders.
4. to engage all students.
5. to incorporate innovations in teaching, including the use of new technologies.
6. to conduct one’s self, professionally, responsibly, and ethically.

IPTS Standards 1, 2, 4, 5, 8, 9

Required Texts


Recommended for Middle School - High School Teacher Candidates
Echevarria, J. & Graves, A. (2011). Sheltered Content Instruction: Teaching English Learners with Diverse Abilities

Recommended for K-8 Teacher Candidates

Chapters & Excerpts will be drawn from the following texts (Instructor will provide copies):


Walki, A. & van Lier, L. (2010). *Scaffolding the Academic Success of Adolescent English Language Learners*. San Francisco. WestEd.

**Course Schedule and Topics:**
Assignments/readings are due the date they appear on the syllabus. Be prepared to talk about (or lead discussions about) the readings the week they are due. Please, bring required and recommended texts, and assigned reading materials to class every week.

**Session 1: Monday, June 22nd, 12:30 - 3:00 pm**
**REMOTE LEARNING:**
- Introduction to the course and field of study
- Research on Language Acquisition
- Signing up for Language Experience Activity
- Signing up for Demo of Best Teaching Practices and Groups for Chapters Discussion

**Homework for June 24th:** *Read Garcia & Kleifgen Preface and Chapters 1 & 2*  
*Language Experience Presentation*

**Session 2: Wednesday, June 24th, 12:30-3:00 pm**
**REMOTE LEARNING:**
- Language Experience Presentations
- Class Discussion:
  - What is the Central Idea in Garcia & Kleifgen Book?
  - What are some of the issues that emerge from the different labels that have been assigned to students who are learning English as a new language in U.S. schools? Why the term Emergent Bilinguals?

**Homework for June 29th:** *Read Garcia & Kleifgen Chapter 3*  
*Read Shatz & Wilkinson, Preface & Chapters 1 & 7*  
*Create a draft of an outline of the teaching strategies for educating Emergent Bilinguals that you will teach to the class. (Draw ideas from readings and/or additional resources)*

**Session 3: Monday, June 29th, 12:30-3:00 pm**
**DUE:** A draft of the teaching strategies you are considering for teaching emergent bilinguals that you will teach to the class.

**REMOTE LEARNING:**
- Class Discussion - Garcia & Kleifgen Chapter, 3 AND, Wilkinson, Chapters 1 & 7
  - Programs and Policies for Emergent Bilinguals
What are the different types of educational programs for emergent bilinguals? Discuss how they differ in their practices and goals.

How has the development of educational policies targeting emergent bilinguals in our recent past impacted teaching and learning practices that impact the success of these students?

How do you view the commodification of bilingualism? What evidence is there that it will benefit poor and racialized emergent bilinguals? and How do you see your role as a change agent?

Understanding Language in Diverse Classrooms
- Why ALL teachers need to know about language
- What teachers need to know about language

Discuss Ideas for creating savvy lessons
- What are some productive ways to address the oral language needs of Emergent Bilinguals in the classroom?
- How can educators (you) help Emergent Bilinguals learn content area academic language? How does academic language vary across content areas? Provide evidence and examples to support your claims.

Homework for July 1st: Read Garcia & Kleifgen Chapter 4
Read Shatz & Wilkins, Chapter 2

Session 4: Wednesday, July 1st - 12:30 - 3:00 pm
DUE: First Core Reading Reflection (Garcia & Kleifgen, Chapters 1-4 & Shatz & Wilkinson, Chapters 1, 2 & 7)

REMOTE LEARNING
- Student Led Discussion: Garcia & Kleifgen Chapter 4 & Shatz & Wilkinson, Chapter 2
  o Discuss Cummin’s Theories of “Linguistic Interdependence” and Common Underlying Proficiency” What is the distinction between basic interpersonal communication skills (BICS) and cognitive academic learning proficiency (CALP)
  o What is translanguaging? Can you imagine how building on the concept of translanguaging might change instruction in ESL and bilingual education? Can that be practical, possible and effective for educating Emergent Bilinguals? Why or Why not?
  o What is the epistemological difference between translanguaging and code-switching?
- Demo of Best Teaching Practices: Teacher-Share in Pairs
Homework for July 6: Read Garcia & Kleifgen, Chapter 5 & Wilkinson, Chapter 4

Session 5: Monday, July 6th - 12:30 - 3:00 pm
DUE: Reflection & Response Entry #1 (Garcia & Kleifgen, Chapters; Wilkinson, Chapter 4)

REMOTE LEARNING:
- Student Led Discussion - Garcia & Kleifgen, Chapter 5; Wilkinson, Chapter 4
  - What is the situation today regarding the use of languages other than English in U.S. education? How might teachers use the home languages of their students for more effective academic instruction?
  - Describe a critical multilingual awareness activity that you might conduct. Explain why it would be important in your own teaching context?
- Demo of Best Teaching Practices: Teacher-Share in Pairs

Homework for July 8th - Read Garcia & Kleifgen, Chapter 6; Wilkinson, Chapter 5

Session 6: Wednesday, July 8th - 12:30 - 3:00
DUE: Reflection and Response Entry #2: Garcia & Kleifgen, Chapter 6; Wilkinson, Chapter 5

REMOTE LEARNING:
- Watch & Listen to a rendering of “Let America be America Again”
  - Read Let America be America Again poem
    - Engage in 5 word-summary activity
    - What worked for you?
    - What did you learn that you didn't know before?
    - How would you use what you've practiced in this activity to learn more about and work to end systemic racism in the U.S.?
- Student Led Discussion - Garcia & Kleifgen, Chapter 6; Wilkinson, Chapter 5
  - Use study questions at the end of each chapter to guide discussion and engage peers in learning activities
- Demo of Best Teaching Practices: Teacher-Share in Pairs

Homework for July 13th: Read Garcia & Kleifgen, Chapters 7

Session 7: Monday, July 13th, 12:30 - 3:00
DUE: Reflection & Response Entry # 3: Garcia & Kleifgen, Chapter 7

REMOTE LEARNING:
- Student Led Discussion - Garcia & Kleifgen, Chapter 7
- Use study questions at the end of each chapter to guide discussion and engage peers in learning activities
• Demo of Best Teaching Practices: Teacher-Share in Pairs

**Homework for July 15th:** Read Shatz & Wilkinson, Chapter 6

**Session 8: Wednesday July 15th, 12:30 - 3:00**

**DUE:** Reflection & Response Entry # 4, Shatz & Wilkinson, Chapter 6

**REMOTE LEARNING:**

• Watch Precious Knowledge 1:15 min.
  ○ Student Led discussion of Precious Knowledge against backdrop of Garcia & Kleifgen Ch. 6 themes - 30 min.

• Demo of Best Teaching Practices

**Homework for July 20th:** Read Garcia & Kleifgen, Chapter 8 & Transforming Linguistic & Racial Categories Chapter 14, (Best Practices in ELL Instruction);

**Session 9: Monday, July 20th - 12:30 – 3:00**

**DUE:** Second Reading Reflection- Synthesis & Application: Garcia & Kleifgen, Chapters 5 - 8; Shatz & Wilkinson, Chapters 3, 4, 5, & 6 - Focus on Structures, Programs, Staffing, Curriculum & Instruction, Assessment, Family & Community

**REMOTE LEARNING:**

• Student Led Discussion: Garcia & Kleifgen, Chapter 8 and Au & Raphael, Chapter 14;

• Demo of Best Teaching Practices: Teacher-Share in Pairs

**Homework for July 22nd:** Read Garcia & Kleifgen, Chapter 9; Wilkinson, Chapter 8.

**Session 10: Wednesday, July 22nd - 12:30-3:00**

**DUE:** Reflection and Response Entry #5: Garcia & Kleifgen, Chapter 9; Wilkinson, Chapter 8.

**REMOTE LEARNING:**

• Student Led Discussion: Garcia & Kleifgen, Chapter 9; Wilkinson Chapter 8

• Demo of Best Teaching Practices: Teacher-Share in Pairs.

**Homework for July 27th:** Read Garcia & Kleifgen, Chapter 10

**Session 11: Monday, July 27th - 12:30 - 3:00**

**DUE:** Project Based Synthesis & Application of Learning: Garcia & Kleifgen, Chapter 10

**REMOTE LEARNING**

• Student Led Discussion: Garcia & Kleifgen, Chapter 10

• Demo of Best Teaching Practices: Teacher-Share in Pairs.
Session 12: Wednesday, July 29th - 12:30 - 3:00

REMOTE LEARNING:

- Teacher-Share in Pairs: Demo of Best Teaching Practices
- Project and summary: What does it mean to learn in a language other than English in the U.S? What does it mean to be an Emergent Bilingual in the U.S?

All that we Have Learned Activity- A collage of key concepts/ideas, symbols, images, experiences, growth vs. deficit mindset, multilingualism, multiculturalism, etc.

Course Assignments

Core Reading Reflections (20 Points – 2 reflections, 10 points each)
Students are expected to write three 800-1200 words reading reflections of the Garcia & Kleifgen and Shatz & Wilkinson chapters. Each reflection should reference all of the chapters outlined in the syllabus. Students are expected to organize their reflections by using the “three I’s” below, and include a memorable quote from any of the readings in each reflection. Further instructions will be given in class as necessary.

- **Interest**: Vocabulary or concepts new and interesting to me, and their definitions.
- **Insight**: New insights from the chapters, or confirmations of previous insights.
- **Implications**: How I will apply these guidelines and new learnings to my practice as an educator.
- **Memorable Quote**: A short quote with explanation and page number, from any place in the readings that really connects to your experience (can be put in any of the three “I” categories).

Reflection and Response Entries (30 Points – 5 instructor directed entries, plus 1 student choice entry: 5 points each)
During sessions 5-10, you will select and respond in writing to one discussion item of your choice from the list of study questions you will find at the end of each chapter. Time will be allotted during class to share your Reflection and Response entry with a classmate. You will read each other’s entries and provide a written response for approximately ten minutes.

Please ensure that your journal entries are legible and contain the following:

- For each reflection entry:
  - write your name
  - write the date
  - the topic of the reflection & author of text
  - name of classmate responding
As you write, be aware of the following:

✔ the degree to which you have reflected on class readings AND field experience observations, or own experience
✔ the degree to which you have responded to peer entries
✔ Your grade will be based on your reflection and your written response to a peer

You must journal with someone new each week. Your entries will be collected and graded.

Be prepared to share any insights gained from the content of your discussion with the larger group.

Demo of Best English as a Second Language (ESL) Teaching Practice:
Teacher-Share in Pairs (20 Points)
During week 4 to 10, there will be a presentation of an ESL instructional strategy useful for English language development. Instructional strategies for English language development will be drawn from the Growing Language & Literacy and Sheltered Content Instruction texts. Students will do this activity in pairs. A Sign-Up sheet will be available on the 1st day of class and students can sign-up on a first-come-first-serve basis.

- Teacher-Shares should be brief presentations (10-15 minutes) on one particular ESL strategy that advances the language development of Emergent Bilinguals
- During the strategy teaching, presenters must briefly describe the strategy, explain why the strategy is useful for language development, and model the strategy with their classmates as if they were Emergent Bilinguals in their class.
- Students must explain how the strategy specifically aids Emergent Bilinguals with language development and addresses various degrees of English proficiency.
- A list of possible topics will be shared and discussed and a rubric will be disseminated in class (Avoid strategies that only emphasize more skill-based development such as grammar, phonics, or spelling).

For this activity, students will need to provide a Written Description: Prepare a one page description including instructions for implementing their strategy and citing all sources. At the time of their presentation, students will distribute a copy of the written description to each class member.

Leading a Chapter Discussion (20 Points)
In small groups assigned by the instructor, class members will lead discussions about the Garcia/Kleifgen; Shatz/Wilkinson; Walqui/van Lier; Au/Raphael chapters on weeks 4-9 by choosing from 1-3 questions at the end of the chapter and adding their own ideas and perspectives. This presentation should be thorough and thoughtful, and take from 45-50 minutes. Unless a plausible reason is provided, all members of the group will receive the same grade. Further instructions will be given in class.

**Language Experience Activity and General Participation, Punctuality** (10 Points)

Your leadership in class discussions and presentations, punctual attendance, classroom etiquette, bringing of the textbooks, and overall participation will contribute 10 points to the final grade.

**Grading Scale**

A= 95-100 Points; A- = 90-94 Points  
B= 85-89 Points; B- = 80-84 Points  
C= 75-79 Points; C- = 70-74 Points  
D= 65-69 Points  
F= below 65 Points

**Points per Assignment:**

**First Core Reading Reflection & Application (Garcia & Kleifgen - Chapters 1-4; Shatz & Wilkinson: 1, 2 & 7)**
Due: July 1st  10

**Second Core Reading Reflection (Garcia & Kleifgen - Ch. 4, 5, 6, 7; Shatz & Wilkinson) Due July 20th**  10

1st Reflection and Response Entry: Garcia & Kleifgen, Chapter 5; Shatz & Wilkinson - Chapter 4  
(Due 7/6)  5

2nd Reflection and Response Entry: Garcia & Kleifgen, Chapter 6; Shatz & Wilkinson, Chapter 5 (Due 7/8)  5

3rd Reflection and Response Entry: Garcia/Kleifgen, Chapter 7 (Due 7/13)  5

4th Reflection and Response Entry: Shatz & Wilkinson, Chapter 6 (Due 7/15)  5

5th Reflection and Response Entry: Garcia & Kleifgen, Ch.9 & Shatz & Wilkinson, Ch. 8 (Due 7/22)  5

**Synthesis & Application of Learning - STUDENT CHOICE (7/27)**  5

**Demo of Best Teaching Practices: Teacher-Share in Pairs**  20
Leading In-Class Discussion of Chapters 20
Language Experience Activity & Draft of Teaching Strategies 10

Attendance and Late Submission Policies: If you miss more than two classes, you will lose 10 points from the total course grade. Late submissions will not be accepted. Extenuating circumstances should be discussed with the instructor.

Resources and Further Readings:


Office of English Language Acquisition (OELA): https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

Federal English Learner Tool Kit https://ncela.ed.gov/english-learner-tool-kit

Title 23 IL Administrative Code Part 228: Transitional Bilingual Education https://www.isbe.net/Documents/228ARK.pdf


ISBE Equitable Access to Educational Excellence
ISBE English Language Proficiency Assessments
https://www.isbe.net/Pages/ACCESS-for-ELLs.aspx

Resources about SIOP
http://www.cal.org/siop/resources/

ILLINOIS PROFESSIONAL TEACHING STANDARDS (2013)
Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

**Academic Integrity**

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: [http://www.northwestern.edu/provost/policies/academic-integrity/index.html](http://www.northwestern.edu/provost/policies/academic-integrity/index.html).

**Accommodations for Students with Disabilities**

Any student with a disability requesting accommodations must register with Services for Students with Disabilities ([ssd@northwestern.edu](mailto:ssd@northwestern.edu); 847-467-5530) and request an SSD accommodation notification for his/her professor, preferably within the first two weeks of class. All information will remain confidential.