

**Master of Science in Education Program****MSED 410: Foundations of Learning in a New Language**  
**Spring 2022**

Dr. Fabiola Fadda-Ginski

[fabiola.fadda-ginski@northwestern.edu](mailto:fabiola.fadda-ginski@northwestern.edu)**Class location:** Annenberg G32**Dates:** Mondays 6-9 pm**Office Hours:** By appointment**Course Description**

The course explores **historical**, **political**, **sociocultural** and **educational practices** which **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, **foundations** of first and second **language acquisition**, historical movements in **immigration** and education, and comparative **international language instruction**. Major **instructional models** are discussed, including **methods** and **materials** for effective pedagogy, with a goal of a deepened **appreciation** and **understanding** of factors contributing to sustained **student achievement**.

**Course Objectives**

1. To demonstrate knowledge of theories and **models** of second **language acquisition** (SLA).
2. To 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).
3. To demonstrate understanding of the **effect** of political, social, cultural, and historical **policies** and **laws** on the education of ELL students.
4. To 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.
5. To demonstrate awareness of **terminology**, **law**, and **resources** for educators involved with linguistically and culturally diverse students.
6. To 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.
7. To demonstrate understanding of **strategies** to be able **to serve as advocates** for the needs of English language learners in schools and community settings.
8. To demonstrate understanding of **best practices** for teaching English as a new language.

## Course Expectations, Policies, and Grading

### Required Texts:

de Jong, E. (2011). *Foundations of multilingualism in education – from principles to practice*. Philadelphia, PA: Caslon.

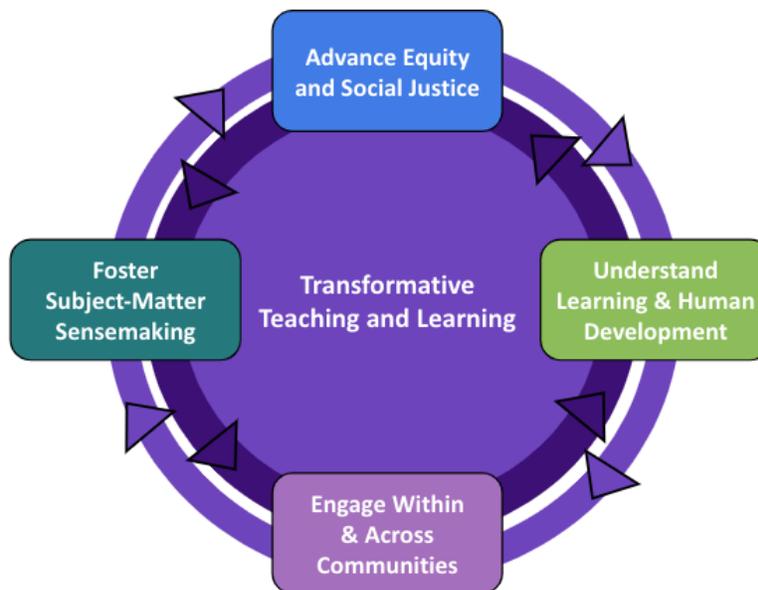
Lems, K., Miller, L.D. & Soro, T.S. (2017). *Building Literacy with English language learners: Insights from linguistics*. New York: Guilford.

### 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.

**In-Class Technology Use:** Using laptops or cell phones as tools for your learning is encouraged in this class. However, non-instructional use of these devices is not acceptable. Engaging in non-instructional use of devices will result in a reduction of your participation grade.

## Northwestern Teacher Education Guiding Commitments



The Northwestern Teacher Education Program's Guiding Commitments are:

- A statement of values about education for dignity, theories of learning as a social, cognitive, ethical and cultural process, and belief in the power of practices that create culturally sustaining & anti-racist learning environments
- Tools for strengthening our cultural life living through Course, "Discipline", Program, and Community
- Opportunities to build knowledge, enact practices/ performances, cultivate dispositions

## Student Attendance Policy

**Attendance:** Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If you cannot attend the session, please email me and a classmate who can collect notes for you. Even if you are absent, you are still accountable for all information covered in class. If you miss more than two classes, you will lose 10 points from the total course grade. You must still turn in your assignments on time. Late submissions will not be accepted. Extenuating circumstances should be discussed with the professor. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to retake the class at another time.

**Tardiness:** Attendance will be taken at the start of each session. If you are late, it will be documented. Three or more late arrivals will be considered an absence. Late arrivals of 30 minutes or more will count as half an absence.

## Academic Integrity Policy

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: <https://www.northwestern.edu/provost/policies-procedures/academic-integrity/principles.html>

## Accommodations for Students with Disabilities

Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process ([accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu); p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

## COVID-19 Testing Compliance

"To protect the health of our community, Northwestern University requires unvaccinated students who are in on-campus programs to be tested for COVID-19 twice per week.

Students who fail to comply with current or future COVID-19 testing protocols will be referred to the Office of Community standards to face disciplinary action, including escalation up to restriction from campus and suspension."

## Prohibition of Recording of Class Sections by Students

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the [University's Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.”

## COVID-19 Classroom Expectations

“Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Code of Conduct](#). With respect to classroom procedures, this includes:

Policies regarding masking and social distancing evolve as the public health situation changes. Students are responsible for understanding and complying with current masking, testing, Symptom Tracking, and social distancing requirements.

- In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.
- No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.
- Faculty may assign seats in some classes to help facilitate contact tracing in the event that a student tests positive for COVID-19. Students must sit in their assigned seats.

If a student fails to comply with the [COVID-19 Code of Conduct](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.”

## Exceptions to Class Modality (for hybrid or in-person sections)

Class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU.

Maintaining the health of the community remains our priority. If you are experiencing any symptoms of COVID do not attend class and update your Symptom Tracker application right away to connect with Northwestern's Case Management Team for guidance on next steps. Also contact the instructor as soon as possible to arrange to complete coursework.

Students who experience a personal emergency should contact the instructor as soon as possible to arrange to complete coursework.

Should public health recommendations prevent in person class from being held on a given day, the instructor or the university will notify students.

## Northwestern Teacher Education Working Professional Dispositions

At Northwestern University, we affirm that teaching is a scholarly, complex endeavor that requires an understanding of the intertwined nature of theory and practice. Teachers need to develop knowledge, skills, practices, and critical reflection, while they also actively and consistently demonstrate professional dispositions. We define dispositions as professional attitudes, stances, values and beliefs; we have collaboratively developed our program dispositions for transformative teaching and learning. Through integrated coursework, developmental advising, and field experiences, we commit to supporting educators as they develop both their pedagogy and professional dispositions.

Below each **bolded disposition** we have included descriptors that elaborate how each disposition might be enacted. This is not an exhaustive list and there are other ways that educators may demonstrate these dispositions. By design, some indicators do appear under multiple dispositions given the intersecting nature of these categories.

### **Commitment to Advancing Equity and Justice**

- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate a recognition that teaching grounded in equity and social justice is essential in any setting and in the teaching of all subject matter.
- Work to understand how inequity shows up in different settings and take steps to disrupt those patterns.
- Identify and strive to address inequities and power relations of systemic racism, sexism, socioeconomic classism, heteronormativity, ableism, and other forms of human oppression.
- Cultivate interactions that demonstrably value all students and stakeholders and their ideas.

### **Sense of Professional Responsibility and Commitment to Ongoing Growth**

- Demonstrate self-awareness and self-management.
- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate an openness to feedback and integrate feedback into action.
- Seek out resources, feedback, and support based on interests and/or needs.
- Engage in critical self-reflection and reflection on practice; explain rationale for decisions grounded in research, theory, and lived experience.
- Apply feedback and demonstrate a willingness to make changes.
- Take action to learn and meet the professional expectations for each context (this includes everything from professional records to attendance to attire).
- Meet all legal and ethical requirements (including related to how to appropriately engage with students, colleagues, and stakeholders).
- Engage in a way that is reliable and trustworthy (this includes being punctual, prepared, present, etc.).

### **Reverence for Learners and Learning**

- Demonstrate a commitment to all students as individuals with unique strengths and experiences; seek to understand and build relationships with all students.
- Maintain high expectations for all students; value and prioritize opportunities to advance learning.
- Recognize the complexity of teaching and learning.
- Demonstrate a strengths-based perspective and actively question and push back on deficit thinking.
- Value students' contributions and their diverse ways of knowing and being; commit to understanding students' thinking.

### **Focus on Collaboration**

- Seek to build meaningful relationships by understanding, working with, and learning from others.

- Value the contributions of families and community members and actively work to meaningfully connect with them.
- Seek to understand and build relationships with schools, families, and communities as particular types of intersecting systems within a larger ecosystem that shape our students' lives.
- Maintain a focus on recognizing students' strengths, advancing learning (own and others), and finding positive solutions during all interactions.

# Key Course Readings and Assignments

## Week 1: Tuesday, March 29

- Introduction to the course and field of study
  - Research on Language Acquisition
  - Language and Literacy
- Assignments of Pairs for Demo of Best Teaching Practices, and of Groups for Chapters Discussions
- Reading Assignment for April 4:** *de Jong's Preface, Chapters 1 and 2*

## Week 2: Monday, April 4

- Foundational Concepts & Terms
- BICS and CALP
- Discussion of de Jong Chapters 1 and 2
- **Reading Assignment for April 11:** *de Jong Chapters 3 and 4*

## Week 3: Monday, April 11

- State and Federal Laws
  - Discussion of de Jong Chapters 3 & 4
- Reading Assignment for April 18:** *de Jong Chapters 5 & 6 — Lems/Miller/Soro Chapter 1 and 2*

## Week 4: Monday, April 18

**DUE:** Reflection and Response Entry: Lems/Miller/Soro Chapter 1, 2

### DURING SESSION:

- Beginning of Class: Check-In and Questions
- Work with partner to review Reflection and Response Entries
- Survey of de Jong Chapter 7 and 8
- Discussion: Lems/Miller/Soro Chapter 1, Chapter 2; de Jong Chapters 5 & 6
- Demo of Best Teaching Practices: Teacher-Share in Pairs

**Reading Assignment for April 25:** *de Jong Chapters 7, 8 — Lems/Miller/Soro Chapter 3*

## Week 5: Monday, April 25

**DUE:** Reflection and Response Entry: Lems/Miller/Soro Chapter 3

### DURING SESSION:

- Beginning of Class: Check-In and Questions
- Work with partner to review Reflection and Response Entries

- Discussion: Lems/Miller/Soro Chapter 3; de Jong Chapters 7, 8
- Demo of Best Teaching Practices: Teacher-Share in Pairs

**Reading Assignment for May 2:** *de Jong Chapters 9 and 10 —Lems/Miller/Soro Chapter 4*

### Week 6: Monday, May 2

**DUE:** Reflection and Response Entry: Lems/Miller/Soro Chapter 4

**DURING SESSION:**

- Beginning of Class: Check-In and Questions
- Work with partner to review Reflection and Response Entries
- Discussion: Lems/Miller/Soro Chapter 4; de Jong Chapters 9 and 10
- Demo of Best Teaching Practices: Teacher-Share in Pairs

**Reading Assignment for May 9:** *de Jong Chapters 11 and 12; Lems/Miller/Soro Chapter 5, 6*

### Week 7: Monday, May 9

**DUE:** de Jong Reading Reflection Paper; Reflection and Response Entry: Lems/Miller/Soro Chapter 5, 6

**DURING SESSION:**

- Beginning of Class: Check-In and Questions
- Work with partner to review Reflection and Response Entries
- Discussion: Lems/Miller/Soro Chapters 5, 6; de Jong Chapters 11 and 12
- Teacher-Share in Pairs: Demo of Best Teaching Practices

**Reading Assignment for May 16:** *Lems/Miller/Soro Chapter 7, 8*

### Week 8: Monday, May 16

**DUE:** Reflection and Response Entry: Lems/Miller/Soro Chapter 7, 8

**DURING SESSION:**

- Beginning of Class: Check-In and Questions
- Work with partner to review Reflection and Response Entries
- Discussion: Lems/Miller/Soro Chapters 7, 8
- Teacher-Share in Pairs: Demo of Best Teaching Practices

**Reading Assignment for May 23:** *Lems/Miller/Soro Chapter 9*

### Week 9: Monday, May 23

- Discussion: Lems/Miller/Soro Chapter 9

Week 10: Monday, June 6

- Teacher-Share in Pairs: Demo of Best Teaching Practices (if needed)  
**Summarizing:** *All that we Have Learned Activities*

## Assignments Descriptions

### Reading Reflection Paper on de Jong Chapters (20 Points)

Please write a 1,800 to 2,000 words reflection paper for the de Jong chapters. The paper should reference at least three important concepts covered in the assigned readings that are relevant to you as an educator. Please, organize the paper using the “three I’s” below. Be sure to include memorable quotes from the readings and why these resonated with you. Further instructions will be given in class.

- *Interest:* Concepts which are new and/or interesting to you, and their definitions.
- *Insight:* Describe new insights from the chapters, or confirmations of previous insights.
- *Implications:* How will you apply these concepts to your practice as an educator?
- *Memorable Quotes:* Three or more short quotes related to your insights with explanation and page numbers, from any place in the readings that really connects to your experience (can be placed in any of the three “I” categories).

### Reflection and Response Entries on Lems/Miller/Soro Chapters (25 Points – 5 entries, 5 points each)

During weeks 4-8, you will respond in writing to **one** discussion item of your choice from the list at the end of each chapter (**Questions for Further Study**).

Time will be allotted during class to share your *Reflection and Response* entry with a classmate. You will read/discuss each other’s entries and will provide a written response for approximately twenty minutes.

Please ensure that your journal entries contain the following:

- ✓ For each entry:
  - Write your name
  - write the date
  - the topic of the reflection
  - 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/summarized peer entries
- ✓ Your grade will be based on your reflection and your written response to a peer

You will work with someone new each week. Partners will be randomly assigned by the professor. **Your entries will need to be uploaded on Canvas at the end of each class.** Be prepared to share any insights gained from the content of your discussion with the larger group.

**Demo of Best ESL Teaching Practice: Teacher-Share in Pairs** (25 Points)

During weeks 4 to 9, you will take turns presenting an ESL instructional strategy useful for English language development. You will do this activity in pairs. **Pairs will be assigned on the 1st day of class.** Teacher-Shares should be brief presentations (**25-30 minutes**) of a lesson plan **utilizing a particular ESL strategy that would enhance meaningful language development for ELs.**

Avoid strategies that emphasize more skill-based development such as grammar, phonics, or spelling. During your presentation you should briefly describe the goal of the lesson, the strategy and explain why this is useful for language development. Be sure to explain how the strategy specifically aids ELs with better understanding the content and how it addresses the various degrees of English proficiency. Possible topics are at the bottom of this syllabus, and a rubric will be available on Canvas.

For this activity you will need to provide a **PowerPoint** and a **Written Description:** Prepare a one-page description including instructions for implementing your strategy and citing all sources and email it together with the PowerPoint to the professor at least 48 hours ahead of scheduled presentation. The professor will share a copy of the written description with each class member prior to the start of each session.

**Leading a Chapter Discussion** (20 Points)

In small groups assigned by the instructor, class members will lead discussions about each of the Lems/Miller/Soro chapters on weeks 4 to 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. The materials which will be utilized during the presentation (e.g. PowerPoint, handouts, etc.) need to be emailed to the professor at least 48 hours ahead of the scheduled presentation. Further instructions will be given in class.

**General Participation** (10 Points)

Your leadership in chapter discussions, punctual attendance, virtual classroom etiquette, and participation in all discussions 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 EACH ASSIGNMENT:

de Jong Reading Reflection Paper	20
Reflection and Response Entry: Lems/Miller/Soro Chapter 1, 2	5
Reflection and Response Entry: Lems/Miller/Soro Chapter 3	5
Reflection and Response Entry: Lems/Miller/Soro Chapter 4	5
Reflection and Response Entry: Lems/Miller/Soro Chapter 5, 6	5
Reflection and Response Entry: Lems/Miller/Soro Chapter 7, 8	5
Demo of Best Teaching Practices: Teacher-Share in Pairs	25
Leading In-Class Discussion of Chapters	20
General Participation, Punctuality	10
	<hr/>
	100

## Resources and Further Readings

Lau v. Nichols, 414 U.S. 563 (1974).

English Language Expanded Development Standards. (2012). <https://wida.wisc.edu/>

Heritage voices language collection. Center for Applied Linguistics.

<http://www.cal.org/resource-center/resource-archive/heritage-voices-languages-collection>

Demographics of ELLs. Migration Policy Institute.

<http://www.migrationpolicy.org/programs/data-hub/charts/number-and-share-englishlanguage-learners-state?width=1000&height=850&iframe=true>

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>

Illinois School Code Article 14C: Transitional Bilingual Education

<https://law.justia.com/codes/illinois/2012/chapter-105/act-105-ilcs-5/article-14c/>

ISBE Equitable Access to Educational Excellence

<https://www.isbe.net/Documents/el-framing-services-toolkit.pdf>

ISBE English Language Proficiency Assessments

<https://www.isbe.net/Pages/ACCESS-for-ELLs.aspx>

Resources about SIOP

## Methods, Techniques and Materials for Teaching English as a New Language

Dictation (LMS p. 58)  
Inventory of Listening Tasks  
Word Sort  
Celebrating writing systems  
(LMS p. 88)  
Word Cards/Word Bank/Word Rings  
(LMS p. 174)  
Compound noun game (LMS p. 107)  
Idioms Calendar (LMS Ch. 6)  
Board game with cards  
Visualization (LMS Ch. 8)  
Jeopardy Game  
Graphic Organizers (LMS Ch. 8)  
Infographics  
Kid-friendly Rubrics  
Word Walls, bilingual word walls  
(LMS Ch. 8)  
TPR or TPR storytelling  
Learning Logs  
Shared Reading  
Anticipation Guides  
Reciprocal Teaching  
Readers Theatre (LMS Ch. 7)  
Poetry unit  
Venn/H Charts, or T chart  
(LMS Ch. 8)  
Language Experience Approach  
(LMS Ch. 9)  
Semantic feature analysis  
(LMS Ch. 8)  
Adapting content materials for ELLs  
Guided Imagery  
Mind Mapping  
Using a song (LMS Ch. 6)  
Checklist for Writing  
Dictocomp (LMS Ch. 9)

Idiom Matching Game (LMS p. 135)  
Interactive Read Aloud (LMS p. 60)  
Cloze Activity  
Creating phrasal verbs (LMS Ch. 6)  
Finding Bilingual Resources  
Guided Reading  
Writing Workshop (LMS Ch. 9)  
Online resources for your class  
Building study skills  
QAR question practice  
Writing portfolios (LMS Ch. 9)  
Implementing the Daily 5  
Repeated reading (LMS Ch. 7)  
Leveraging cognates (LMS Ch. 6)  
Keyword method (LMS Ch. 8)  
Preparing bookbags (LMS Ch. 8)  
Dialog journals (LMS Ch. 9)  
Bilingual bridging activity  
Using Realia