

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

Summer 2022, **Mondays 12:00 PM - 5:00 PM**
Evanston, IL @ Kresge Centennial Hall 2425



Instructor: Joao Goebel (He/His/Elles)

Email address: joao.goebel@northwestern.edu

- **Session 1 June 27th (asynchronous - all work will be completed online)**
- No class on July 4th
- Session 2: Monday, July 11 (in-person)
- Session 3: Monday, July 18 (in-person)
- Session 4: Monday, July 25 (in-person)
- Session 5: Monday, August 1 (in-person)

Office Hours: as needed via Zoom or in-person (after class) – email or text to schedule a Zoom meeting.

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 learning 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 for effective pedagogy in second language acquisition. A major goal of this course is to develop a deepened understanding and appreciation of factors that contribute to sustained achievement for linguistically and culturally diverse students learning English as a new language.

Required Books:

Title: Educating Emergent Bilinguals: Policies, programs, and practices for ELs

ISBN: 9780807776766

Edition: 2ND 2018

Required: REQUIRED

García & Kleifgen

Title: Responsive Schooling For Culturally And Linguistically Diverse Students

ISBN: 9780393713534

Edition: Latest - 2020

Required: REQUIRED

Zacarian & Soto

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 to linguistically, socio-economically, and culturally diverse learners.
- Develop strategies to be able to serve as advocates for the needs of English Language Learners in one's school, district, and/or community.

Course Expectations, Policies, and Grading

Students are expected to attend every class, and participate in class discussions and activities, to ensure maximum class engagement and success. This means being prepared prior to coming to class by completing assigned readings and course work assignments. All assignments must be posted by the due date listed in the course schedule.

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](#).

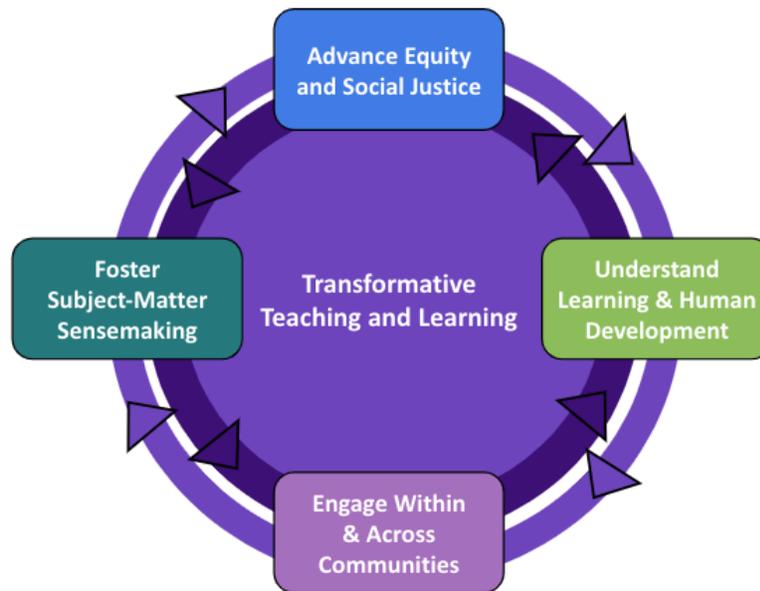
Maintaining the health of the community remains our priority. If you are experiencing any symptoms of COVID do not attend class and update your Symptom Tracker application right away to connect with

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 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

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 for some reason you must be absent from a class session, you must inform the instructor before your absence. **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.

All work should be turned in by the assignment deadline. Extensions may be granted at the instructor's

discretion.

Extensions may be granted for:

- Extenuating circumstances. **Students must communicate this need to the instructor, preferably prior to the due date, and the two will agree to a revised timeline.** Twenty-four to forty-eight hours is considered standard for grace periods. Instructors may alter this depending upon the circumstances.
- All ADA accommodations will take precedence over instructor and departmental policies. ADA accommodations that have been issued by the university.
- Because of the pace of the quarter, NO assignments will be accepted after 7 days from the initial due date. A grade of zero will be earned after 7 days from the initial due date.

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/academic-integrity/index.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 (e: 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 and 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.

Support for Wellness and Mental Health

Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all of the resources mentioned above can be found here:

<https://www.northwestern.edu/counseling/>

<https://www.northwestern.edu/religious-life/>

<https://www.northwestern.edu/care/>

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](#).

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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.

Guidance on Class Recordings

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 and 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.

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: June 27th (asynchronous - all work will be completed online)

Module 1: Beginning the Journey - Historical Implications and ELLs Demographics

- **Create** a Video Introduction
- **Complete** Self-Assessment / Pre-course Survey
- **Watch** Webinar: Historical Implications of Bilingualism in the U.S. and **Respond** to the Padlet Activity
- **Read** Garcia & Kleifgen:
 - Chapter 1: Introductions
 - Chapter 2: Who are the emergent bilinguals?
 - Chapter 5: Language and Bilingualism: Practices
- **Complete** Week 1 Assignment 1: ELLs - Who are they and current demographics in the U.S. (G & K: Chapters 1 & 2).
- **Complete** Week 1 Assignment 2: Language and Bilingualism Practices (G & K: Chapter 5)
- **Sign up** for a group

Thinking ahead: Preparing for week 2 (in-person):

- Please read (all students):
 - Zacarian & Soto - Chapter 1: What is the Urgency for Culturally Responsive Teaching.
- **Group 1 will present** Zacarian & Soto - Chapter 1: What is the Urgency for Culturally Responsive Teaching and Facilitate Discussion based on 3 questions they created.

Week 2: Monday, July 11 (in-person) 12:00 PM - 5:00 PM

Module 2: Immigration Experiences and Impact on Learning, Quality of Education, and Teachers' Attitudes Towards ELLs

In-class Activities:

- Icebreaker
- Group 1 - Presentation
- Immigration Myths
- Linguistic Bias - Lecture
- **DeJong**: Language as a Problem, as a Right, as a Resource
- Teachers' attitudes and its impact - Lecture
 - Every child deserves a champion
- Assignment 1 - Group work (start in-class)

After-Class:

- Week 2 Assignment 1: Local Media Representation - Group work
- Week 2 Assignment 2: Quality of Education for Bilingual Students (G & K Chapter 7) - Individually

Readings:

- Zacarian & Soto - Chapter 2: Understanding Identity as Socially and Internationally Constructed
- Garcia & Kleifgen - Chapter 7: Curriculum and Other Practices

Thinking ahead: Preparing for week 3 (in-person):

- Please read (all students): Zacarian & Soto - Chapter 2: Understanding Identity as Socially and Internationally Constructed.
- **Group 2 will present** Zacarian & Soto - Chapter 2 and Facilitate Discussion based on 3 questions they created.

Week 3: Session 3: Monday, July 18 (in-person)

Module 3: Program Models & Legal Foundations

In-class Activities:

- Icebreaker
- Group 2 - Presentation
- Program Models - Lecture
- Legal Foundations - Activities
- Translanguaging - Lecture/Discussion
- Assignment 1 - Group work (start in-class)

After-Class:

- Week 3 Assignment 1: Program Models in Context - Group work
- Week 3 Assignment 2: Policies and Program Models (G & K Chapters 3 & 4)

Readings:

- Zacarian & Soto - Chapter 3: Building a Balanced Approach to Culturally Responsive Teaching
- Garcia & Kleifgen - Chapter 3: Program and Policies for Educating Emergent Bilinguals
- Garcia & Kleifgen - Chapter 4: Building Constructs and Empirical Evidence

Thinking ahead: Preparing for week 4 (in-person):

- Please read (all students):
 - Zacarian & Soto - Chapter 3: Building a Balanced Approach to Culturally Responsive Teaching
- **Group 3 will present** Zacarian & Soto - Chapter 3 and Facilitate Discussion based on 3 questions they created.

Week 4: Monday, July 25 (in-person) 12:00 PM - 5:00 PM

Module 4: Introduction to Language Acquisition, Resources and Strategies

In-class Activities:

- Icebreaker
Group 3 - Presentation
- Theories of Second Language Acquisition
 - L1 and L2 Language Acquisition and Comparison
 - Bridging: L1 & L2
 - Cognates (content-areas)
 - Writing Sample - Case Scenario and data analyzes

- Social & Academic Language - Lecture/Discussion
 - BICS & CALP - Activity
- Context and Cognitive Load - Lessow-Hurley
 - Video example
- ESL Teaching strategies (Classroom Quality for English Language Learners) - Activities

After-Class:

- Week 4 Assignment: Affordances of Technology (G & K: Chapter 6)
 - Technology and Interactive games

Readings:

- Zacarian & Soto - Chapter 4: Building Culturally Responsive Family-School Partnerships
- Garcia & Kleifgen - Chapter 6: Affordances of Technology

Thinking ahead: Preparing for week 5 (in-person):

- Please read (all students):
 - Zacarian & Soto - Chapter 4: Building Culturally Responsive Family-School Partnerships
- **Group 4 will present** Zacarian & Soto - Chapter 4 and Facilitate Discussion based on 3 questions they created.

Week 5: Monday, August 1 (in-person) 12:00 PM - 5:00 PM

Module 5: Advocacy and Professional Growth and Continuing the Journey

In-class Activities

Icebreaker

Group 4 - Presentation

Group Activity 1:

Family and Community Engagement (G & K: Chapter 8)

Assessments (G & K: Chapter 9)

Group Activity 2:

Topics of interest based on pre-assessment

Individual or Group Activity 3:

Professional Organizations

Advocacy

Individual Activity 4:

- Post Self-Assessment
- Course Final Reflection

Assignments and Due Dates

Module 1: Beginning the Journey - Historical Implications and ELLs Demographics

Tasks due by July 3rd:

- Video Introduction
 - Due by Sunday, July 3rd by 11:59pm
 - Respond to 2 peers by Sunday, July 10th.
- Self-Assessment / Pre-course Survey
 - Due by Sunday, July 3rd by 11:59pm
- Sign up for a Group
 - Due by Sunday, July 3rd by 11:59pm
- Assignment 1: ELLs - Who are they and current demographics in the U.S.
 - Due by Sunday, July 3rd by 11:59pm

Tasks due by July 10th:

- Webinar: Historical Implications of Bilingualism in the U.S. and respond to the Padlet Activity
 - Due by Sunday, July 10th by 11:59pm
- Assignment 2: Language and Bilingualism Practices (G & K: Chapter 5)
 - Due by Sunday, July 10th by 11:59pm
- Zacarian & Soto: Chapter 1: What is the Urgency for Culturally Responsive Teaching
 - All students read by July 10th
- Group 1 Presentation: Chapter 1: What is the Urgency for Culturally Responsive Teaching
 - Read by July 10th
 - Present in-class on Week 2, Monday, July 11th

Module 2: Immigration Experiences and Impact on Learning, Quality of Education, and Teachers' Attitudes Towards ELLs

- Assignment 1: Quality of Education for Bilingual Students (Based on G & K Chapter 7) - Individually
 - Due by Sunday, July 17th by 11:59pm
- Assignment 2: Local Media Representation - Group
 - Due by Sunday, July 17th by 11:59pm
- Zacarian & Soto: Chapter 2: Understanding Identity as Socially and Interactionally Constructed
 - Read by July 17th
- Group 2 Prep for Presentation: Chapter 2: Understanding Identity as Socially and Interactionally Constructed
 - Present in-class on Week 3, Monday, July 18th

Module 3: Module 3: Program Models & Legal Foundations

- Assignment 1: Program Models in Context - Group work
 - Due by Sunday, July 24th by 11:59pm
- Assignment 2: Policies and Program Models

- Due by Sunday, July 24th by 11:59pm
- Group 3 Prep for Presentation: Chapter 3: Building a Balanced Approach to Culturally Responsive Teaching
 - Present on Week 4, Monday, July 25th

Module 4: Module 4: Introduction to Language Acquisition, Resources and Strategies

- Week 4 Assignment: Affordances of Technology (G & K: Chapter 6)
 - And Interactive games
 - Due by Sunday, July 31st by 11:59pm
- Group 4 Prep for Presentation: Chapter 4: Building Culturally Responsive Family-School Partnerships
 - Present on Week 5, Monday, August 1st

Module 5:

- Group 4 Presentation: Building Culturally Responsive Family-School Partnerships
- All materials will be covered and completed in class - Monday, August 1st.