Instructor: Ann Michele Garrett  
Office: Wham 323H  
Phone: (618) 246-8298  
Office Hours: Mondays 12:30 – 1:00, 3:30 – 4:30  
Tuesdays 8:30 – 12:30  
Rend Lake Marketplace: Wednesdays 6 – 7 pm  
Email: agarrett@siu.edu  
Class Meeting: Mondays 1:00 – 3:30 in Wham203, Section 1

TEP Conceptual Framework  
The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services illustrates the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate level. Reflective educational leaders not only practice reflective thinking but also become practitioners of reflective action, engaging in informed reflection during and after interactions with their students. Thus, this course will develop skills and competencies related to the major tenets of SIU’s Teacher Education Program:

Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents or guardians, and the profession. Course Objectives: 1, 4, 5, 8 & 9

Reflective educational leaders understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy. Course Objectives: 1, 2, 3, 4, 5, 6 & 9

Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning. Course Objectives: 1, 2, 3, 4, 5 & 7

Illinois Professional Teaching Standards  
*The course is designed to address aspects of the Illinois Professional Teaching Standards, with a specific focus on English language learners and dialect speakers:*

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 (specifically, 1A, 1E, 1F, 1G)

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 (specifically, 2E, 2H, 2Q)
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 (specifically, 3C, 3P, 3Q)

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 (specifically, 8A, 8D, 8J, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 8T)

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 (specifically, 9A, 9F, 9G, 9Q)

Course Relationship to the Conceptual Framework
EDUC 319 supports the Conceptual Framework by educating teacher candidates primarily in the tenet of literacies. As candidates learn to become reflective and effective educators, they will align their instruction with their knowledge of their disciplines and the importance of reading, writing, and aural communication as well as media, scientific, and quantitative literacy to the effective learning of that discipline. (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry & Delpit, 1998; Shulman, 1987; Scheartz, 2005; Wilson, 2006; Wineburg, 2001). Teacher candidates will learn how to address, validate, and respect language development and acquisition as they purposefully incorporate the language demands of academic language in their instructional design. As students plan, teach, and analyze their teaching, they will learn to examine the role of literacies in their instructional plans, delivery, assessment, and reflection.

Course Description:
EDUC 319 – 3 Credits Language, Culture, and Learning - This course introduces first and second language development and acquisition, language variation, cultural diversity, bilingual education, and culturally and linguistically responsive instruction. The course will serve as a foundation for methods courses in the teacher education program where teacher candidates will learn best practices to teach ELLs (English language learners), dialect speakers, and other students from diverse cultural and linguistic backgrounds.

COURSE OBJECTIVES:
Upon completion of the course, students will have an overall understanding of and be able to describe and use in instructional delivery, lesson planning, assessment, reflection, and analysis the following:

1. similarities and differences between first- and second- language acquisition and the ability to relate different theories of second language acquisition to classroom instruction and literacy instruction;
2. recent research in the field of second language learning;
3. the centrality of literacy to success in all academic disciplines
4. the use of the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards for ELLs and Common Core Standards;
5. formative and summative assessments as they relate to ELLs
6. the 4 language demands (in edTPA) and literacy demands required for academic success (vocabulary, function, syntax, and discourse)
7. theories of learning as they relate to ELLs;
8. plan, deliver, assess, and reflect on instruction
9. completion of the 3 tasks of the edTPA about a lesson taught in the field
10. professional collegial and family communication

Helpful Websites:

http://www.isbe.state.il.us/  
Illinois State Board of Education

http://www.ncela.gwu.edu/  
National Clearinghouse for English Language Acquisition and Language Instruction Education Programs

http://wida.us/standards/eld.aspx

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Grading Scale
Your grade will be figured using the scale below.

A  90-100 percentage
B  80-89 percentage
C  70-79 percentage
D  60-69 percentage
F  0-59 percentage

Note: Completing the above course requirements does not automatically result in an “A” grade. An “A” grade is earned only by satisfying the highest standards set for each of the assignments.

Course Requirements:

Tests: 6 exams and 1 final exam  100 points each

Reflective Statement: The assignment will require you to reflect on what you have learned about specific topics relevant to the course and how you will use this information and learning to enhance your teaching. Details will be provided in a rubric. 100 points

Identity/Language Autobiography: You will be required to research and reflect on your identity and language development and the role of family members and other key figures in the creation of your literate identity. Details will be provided in a rubric. Oral and written requirement. 100 points written and 100 points oral

Miniunit Lesson Plans: Three parts of the edTPA lesson plan will be the focus of this work, particularly planning for, teaching, and evaluating the language demands of content specific lessons. You will create all parts of a miniunit of at least 3 lessons. Details will be provided in a rubric. 3 parts 100 points each = 300

Discussions postings: Posted on D2L by noon every Monday as assigned 10 points each

Presentations/participation: Every class will have presentation and written requirements worth 10 points each. It is, therefore, important that you attend every class.

Group Presentation: Using technology and lesson delivery, groups will present an assigned topic for this class. Details will be provided in a rubric. 100 points each. Written component of group presentation 100 points.

Participation/Professional Behavior Expectations

A critical element of your professional preparation as an educator is the development of a professional attitude and behavior patterns that we call professional dispositions. The professional attitude and behavioral expectations for this class will include the following:
1. listening and actively participating in the instructional activities of the class, including listening to and respecting your colleagues’ contributions.
2. Demonstrating initiative to extend your own knowledge and learning.
3. Showing respect for your own learning and that of others by being on time and remaining in class until the end of the class period.
4. Completing your assigned coursework and assignments in a timely manner
5. Presenting your work in a professional manner

If there is an area of concern regarding one or more professional dispositions, a Unit Dispositions Form will be completed by the course instructor and submitted to Livetext for further action, if appropriate. The student will receive a copy of the evaluation and an opportunity to discuss it.

**Final Exam:** The final will be the same as the pre-test that you wrote on the first meeting of class.

**Livetext:** Your 3 sections of the edTPa plan must be successfully posted in Livetext in order to receive credit for this course.

**Tentative Course Schedule Spring 2016 (subject to change as the semester progresses).** These assignments are based on the 4th edition but we will use the 5th edition of the text so they will change.

**EDUC 319: Language, Culture, and Learning**

<table>
<thead>
<tr>
<th>Date Mon.</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>ILPTS/Conceptual Framework (Literacies)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Pretest. Course introduction and purpose; syllabus review. Read Theoretical Overview in text.</td>
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<td>Literacies ILPTS 1,2,3,8, 9</td>
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<tr>
<td>January 25</td>
<td>Theoretical Overview text p. 1-7 Language Acquisition- Krahen/Terrell, Vygotsky, Van Lier, Halliday’s 7 functions The Underlying Theory Base of Instruction for ELLs</td>
<td>Discussion posting for Language Acquisition Theory p. 1-7 text</td>
<td>Literacies – acquisition ILPTS 1, 6</td>
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<tr>
<td>Week 2</td>
<td>Language autobiography Theoretical Overview – Cummins, Diaz-Rico, discourse theory Assessment to end of section 1 – formative and summative assessment Peer review language autobiography</td>
<td>Discussion posting p. 7-15 Test on Theoretical Overview 2 p.m. 1st draft of autobiography for peer review</td>
<td>Literacies – assessment WIDA ILPTS 1, 3, 6, 7</td>
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<td>Feb. 1</td>
<td>WIDA 4 language demands Section II – Active Involvement Strategies Objectives</td>
<td>Final draft of language autobiography Oral electronic presentations of language autobiography Discussion posting for strategies 1 - 11 Assigned teams will develop and present strategies and justification for each.</td>
<td>Literacies – language demands of function, vocabulary WIDA ILPTS 1, 3, 6, 8</td>
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<tr>
<td>Week 5</td>
<td>Planning a lesson to incorporate WIDA and language demands Language Development</td>
<td>Discussion posting for strategies 12-17 1st draft planning lesson continue presentations Test section II 2 p.m.</td>
<td>Literacies – language and content objectives including syntax and discourse WIDA ILPTS 1, 2, 3, 4, 5, 6</td>
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<tr>
<td>Feb. 22</td>
<td>Language Development Language demands WIDA</td>
<td>Posting strategies 18-23 Test Section III 2 p.m. Final draft of sect. 1 on Livetext – key assessment for this class Group presentations of strategies 1st draft of task 2 – include video plan</td>
<td>Literacies – language Objectives and language demands (function vocabulary, syntax, discourse) WIDA ILPTS 1,2,3, 4, 8</td>
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<tr>
<td>Week 7</td>
<td>March 7</td>
<td>Peer review section 2 of edTPA edTPA part 2 Strategies for Literacy Development</td>
<td>Posting 24-30 Draft of Part 2 edTPA on Livetet</td>
</tr>
<tr>
<td>Week 8</td>
<td>March 21</td>
<td>Section IV Literacy Development</td>
<td>Discussion posting for strategies 31-36 Final draft of lesson plan task 2 in Livetext – key assessment Test Section IV 2 p.m.</td>
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<tr>
<td>Week 9</td>
<td>March 28</td>
<td>Section V Content Instruction</td>
<td>Discussion posting for strategies 37-41. Your lesson plan must have been taught by this date.</td>
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<td>Week 10</td>
<td>April 4</td>
<td>Section V Content Instruction Peer review task 3</td>
<td>Discussion posting for strategies 42-46 1st draft of lesson plan reflection/analysis (task 3 of lesson plan)</td>
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<tr>
<td>Week 11</td>
<td>April 11</td>
<td>Section V Content Instruction</td>
<td>Discussion posting for strategies 42-46 Test Section V 2 p.m. 1st draft of reflective statement due</td>
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<tr>
<td>Week 12</td>
<td>April 18</td>
<td>Section VI - Technology</td>
<td>Discussion posting for section VI Final draft of lesson analysis due on Livetext – key assessment</td>
</tr>
<tr>
<td>Week 13</td>
<td>April 25</td>
<td>WIDA, TESOL Standards</td>
<td>Test Section VI 2 p.m. Draft of final reflective statement for peer review/discussion</td>
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<td>Week 14</td>
<td>May 2</td>
<td>Writing and Learning Group presentations</td>
<td>Final draft of reflective statement due on D2L Everything is due – last week</td>
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<td>Week 15</td>
<td>May 4</td>
<td>Final Exam Week</td>
<td>Finals Final exam is May 13 12:30-2:30</td>
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This calendar is tentative and may be subject to change as the semester progresses.

Late Assignments:
Assignments posted on the syllabus are due at the beginning of the period for class meeting noted unless you are told differently by the instructor. In extreme circumstances where it may be necessary for you to turn in an assignment late, arrangements must be made in advance. Otherwise, late assignments will be accepted and graded with points deducted.

Policy on “Incomplete” as a Course Grade:
An Incomplete is assigned when, for reasons beyond your control, you are engaged in passing work but unable to complete all class assignments. Please be sure to talk with me before the end of the semester if you feel you would like to request an Incomplete.

Attendance Policy: If you are absent more than once you will lose 10 points for each absence. Your presence is required because you are a member of a learning community and your absence takes away from your opportunity to learn. Please keep in mind that if you are absent too many times from the class, it may become necessary for you to repeat the course. Chronic tardiness and/or early dismissal will also affect how you contribute to the class. Students absent from classes because of observances of major religious holidays will be excused. Students must notify the instructor at least three regular class periods in advance of an absence from class for a religious holiday and must take the responsibility for making up work missed. In order to ensure that all students have the opportunity to benefit from time spent in class; students are prohibited from engaging in any form of distractions (**including the unauthorized use/display of cell phones, laptops, or other devices as well as newspapers, or other class assignments **).
**Preparation for Class**: Please attend sessions having read all assigned readings for each session.

**Inclusiveness**: Learning from and working with people who differ from you is an important part of your education in this class, as well an essential preparation for any career. At SIU, there are people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Therefore, it will be necessary for you to communicate with people from diverse backgrounds.

**Academic Honesty**: Acts of academic dishonesty, including but not limited to cheating and plagiarism, will not be tolerated! Minimally, in instances where academic dishonesty **is suspected**, no credit will be given for the work. The University Student Academic Integrity Policy is available from the office of the Senior Vice President and Provost and from the deans of the individual colleges.

**Emergency Procedures** - SIUC is committed to providing a safe and healthy environment for study and work. Some health and safety circumstances are beyond our control, therefore, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus and on the SIU website: [http://emergency.siu.edu/](http://emergency.siu.edu/) and [http://emergency.siu.edu/check/index.html](http://emergency.siu.edu/check/index.html).

Also review the Emergency Response Checklist: [http://emergency.siu.edu/check/emergency_response_checklist.pdf](http://emergency.siu.edu/check/emergency_response_checklist.pdf). You will need to know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**SPECIAL ACCOMMODATIONS**

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Disability Support Services (DSS) to help us determine appropriate academic accommodations. DSS (618-453-5738); [http://disabilityservices.siu.edu/](http://disabilityservices.siu.edu/) typically recommends accommodations through an Accommodation Agreement Form. Any information you provide is private and confidential and will be treated as such.

**Official SIUC Student E-mail Policy**

Students are responsible for checking their University e-mail account on a frequent and consistent basis in order to stay current with University-related communications.