Syllabus

Catalogue Description: Further study of materials, approaches, and techniques used in teaching language skills to second or foreign language learners at the elementary and secondary levels and application of language acquisition and literacy development theories to practice. With specific emphasis on methods of teaching reading to ELLs at the elementary and secondary levels, including methods of reading enrichment and remediation; curriculum development and instructional planning; teaching language through content areas; skills in motivation, communication, and classroom management; and teaching students of mixed levels.

Course Overview: This course emphasizes the investigation and practice of second language instructional strategies while highlighting literacy, academic language and context based teaching. Students will have the opportunity to work in partnerships and will develop, demonstrate and reflect on model lessons in their target languages.

Learner Objectives:

• Students will learn how to integrate literacy and content based teaching for the SLC.
• Students will learn how academic language is taught through literacy work in the SLC.
• Students will develop reflective practices to evaluate lesson plans and instructional strategies.
• Students will develop an extensive bibliography and portfolio of materials for SL instruction.

思而不学则罔，学而不思则殆
Thinking without learning is loss of labor; learning without thinking is perilous.
Required Texts


Routine Assignments:

- Reading summary/reflection – Ask two questions about the text and provide the answers to them. Write one idea how you can relate to the text.
- FactoidTrivia about target culture (Three facts about one subject in bullet format to share with class. Write entry on 3x5 index card.)
- Presentation of assigned topics (TBA)
- Read Aloud practice demonstrating reading skills (TBA)

Class Agenda:

- Warm up (trivia, a week in review, homework discussion)
- Presentation (from week 3), Read Aloud (from week 4)
- Major topic(s)
- Wrap up

Course Outline: Following is an outline of the course content week by week. The written assignments and their due dates are described above. The written assignments correspond to the topics, class activities, and reading assignments on the outline below. Some content or even assignments may change depending on changing situations or student needs. If there are questions please email the instructor at PL769@nyu.edu.
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme/Topic</th>
<th>Class Activities/ Discussions</th>
<th>Readings and Assignments</th>
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<tr>
<td>1/27</td>
<td>Introduction</td>
<td><strong>Presentations</strong>: Overview of the course syllabus, readings, assignments, expectations, and grading.</td>
<td>Assignment #1&lt;br&gt;1. Complete an <a href="#">on-line survey</a> for prior knowledge/interest/talent&lt;br&gt;2. <strong>Writing</strong>: personal philosophy in teaching a second and/or a foreign language&lt;br&gt;3. <strong>Journal Entry for Video viewing</strong>: <a href="#">ABCNews - What Makes Great Teachers - 02-26-2010.ASF</a>&lt;br&gt;○ What was the big idea?&lt;br&gt;○ What questions do you have?</td>
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<td><strong>3-step interview</strong></td>
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<td><strong>Video Viewing</strong>: What makes a good teacher? A good language teacher?</td>
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<td>○ <a href="#">What makes a teacher great?</a>&lt;br&gt;○ <a href="#">How Do Great Teachers Support Poor Kids?</a>&lt;br&gt;● What was the big idea?&lt;br&gt;● What questions do you have?</td>
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<td><strong>Anticipatory Chart</strong>: Our Mindset about teaching.</td>
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<td><strong>Presentation</strong>: Set and Growth Mindsets</td>
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<td>2/3</td>
<td>Teaching FL and ESL</td>
<td><strong>Presentation</strong>: National and NYS Perspectives&lt;br&gt;● Common Terminology used in ESL/FL Instruction (sorting, Bingo)&lt;br&gt;● Who are our students?&lt;br&gt;● Setting expectations - Rosenthal and Jacobson’s research,</td>
<td>Assignment #2&lt;br&gt;<strong>Journal Entry for Scan Read</strong>&lt;br&gt;1. <a href="#">NYC ELL Demographics</a> and <a href="#">NYC DOE LAP Glossary</a>&lt;br&gt;○ Write three pieces of information that interest or surprise you.&lt;br&gt;2. Principles of Learning for Effort-based Education Jigsaw Reading <a href="#">http://ramsey.spps.org/uploads/polv3_3.pdf</a>&lt;br&gt;○ Determine a school/class to conduct your field observation (by 3/3)</td>
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<td><strong>Today’s Learners</strong></td>
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<td>● Cultural/language trivia begins</td>
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<td>● Schedule for presentation and read aloud assignments</td>
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<td>2/10</td>
<td>Intro to the elements of <strong>Balanced Literacy</strong>: Read Aloud and Shared Reading</td>
<td><strong>Reading recap</strong>&lt;br&gt;1. ELL Demographics&lt;br&gt;2. Principles of Learning - Jigsaw&lt;br&gt;● How can the workshop model be used in the language class?&lt;br&gt;● Demonstrating reading skills and fluency – Read Aloud assignments</td>
<td>Assignment #3 <strong>Reading</strong>&lt;br&gt;● Reading: <em>Literacy Instruction</em>, Chapter 1, pp. 1-32</td>
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<td>3</td>
<td><strong>Group Presentation</strong>: The influence of language and culture in the American society</td>
<td><strong>Presentation: Balanced Literacy</strong>&lt;br&gt;● <strong>Video Viewing</strong> Read Aloud Guidance&lt;br&gt;○ What was the big idea?&lt;br&gt;○ What questions do you have?</td>
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<td><strong>Student Presentation:</strong></td>
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<td><strong>Small group work</strong>: Rubric writing</td>
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<td>Date</td>
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<td>Presentations</td>
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| 2/17  | Backward Design and Thematic Planning | Making appropriate educational choices when designing a thematic unit | Can Do statements, How do we design assessments and learning activities with established learning goals, Discuss the differences between a curriculum, a unit and a lesson, Group work on outlining a thematic unit | Assignment #4  
Reading – All Students: *Keys, Chapter 2*, pp. 25-40  
Unit Design  
Reminder: Term Project (Due on 5/5)  
Design a thematic unit. Choose the theme that is appropriate for your grade-level. |
| 2/24  | Thematic Unit Planning, Continued | Three modes of communication – Matching learning activities and assessments with the communication modes | Trimming and enriching – what does a unit look like, How can authentic materials be used | Assignment #5  
Reading:  
*Keys, Chapter 3*, pp. 41-57  
Lesson Design  
*Keys, Appendix C*, pp. 86-87: 2nd language acquisition chart  
Work on your unit outline: Theme – Unit (learning goals and assessments) |
| 3/3   | Standards Overview | Overview of ACTFL Standards and NYS FL Standards | How are standards reflected in teaching? | Assignment #6  
Reading:  
| 3/10  | Standards Overview – Continued | Danielson’s Framework | Crosswalk of TELL and Danielson’s Framework for Teaching | Assignment #7  
Reading: *Keys, Chapter 5*, pp. 75-82  
Curriculum Design  
What strategies did the teacher use? What questions do you have? |
| 3/24  | Standards Overview – Common Core State Standards (CCSS) | Using text features and structures for comprehension, Genres |  | Assignment #8  
Reading - All Students: *Literacy Instruction*, Chapter 2, Pp. 35-74  
Midterm Reflection |
| 3/17  | No Class | | | |
| 3/10  | Standards Overview – Continued | Danielson’s Framework | Crosswalk of TELL and Danielson’s Framework for Teaching | Assignment #7  
Reading: *Keys, Chapter 5*, pp. 75-82  
Curriculum Design  
What strategies did the teacher use? What questions do you have? |
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<td>3/31</td>
<td>Teaching Reading and Writing with the CCSS in Mind - Continued</td>
<td>What does it look like?</td>
<td>Reading: <em>Literacy Instruction</em>, Chapter 3, Pp. 80-113</td>
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<td>Student Presentation</td>
<td>Foreign language alignment with CCSS</td>
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<td>ESL instruction</td>
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<td>Vocabulary tiers</td>
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<td>4/7</td>
<td>Teaching Higher Order Thinking Skills</td>
<td>BT and DoK: How are they related?</td>
<td>Assignment # 10 Reading All Students:</td>
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<td>10</td>
<td>Student Presentation</td>
<td>What activities and questioning techniques will lead to HOTS?</td>
<td><em>Keys</em>, Chapter 1 pp. 1-24</td>
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<td>4/14</td>
<td>Brain Compatible Learning</td>
<td>Plan for success - activities to engage the brain through MI and DI</td>
<td>Assignment # 11 Reading All Students: <em>Keys</em>, Chapter 4, pp. 59-74</td>
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<td>11</td>
<td>Student Presentation</td>
<td>BT and DoK: How are they related?</td>
<td>Unit planning – present “Theme” and unit idea. Outline lessons.</td>
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<td>What activities and questioning techniques will lead to HOTS?</td>
<td>Field Observation Report Due</td>
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<td>4/21</td>
<td>Assessments:</td>
<td>What are summative and formative assessments?</td>
<td>Assignment # 12 Reading All Students: <em>Literacy Instruction</em>, Chapter 4, Pp. 114 - 154</td>
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<td>12</td>
<td>Formative and Summative Assessments, Designing Performance Tasks</td>
<td>Why performance tasks? How do we design performance tasks for the foreign language class?</td>
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<td>Student Presentation</td>
<td>What are the integrated performance tasks according to the ACTFL standards?</td>
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<td>Group Work: Examining sample performance tasks.</td>
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<td>4/28</td>
<td>All Kinds of Learners</td>
<td>Presentations:</td>
<td>Assignment # 13 Reflection Paper</td>
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<td>13</td>
<td>Read Aloud Resource Sharing</td>
<td>How do we help learners access content?</td>
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<td>Reading of UDL principles</td>
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<td>Using technology to enhance instruction</td>
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<td>The role of Multiple Intelligence</td>
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<td>5/5</td>
<td>Final Project Presentation</td>
<td>Class presentation</td>
<td>Final project due</td>
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Course Requirements

1. Class participation 30% --
   a. Group presentation project (topics to be assigned) 20%
   b. Cultural Trivia/All About Facts 5%
      Share a piece of knowledge on a simple topic with 3-5 bulleted facts with the class. The piece of knowledge should be written on an index card every week as you enter the class. Questions will be selected at random. The knowledge can be trivia of target culture and language or related to social and natural sciences. A sample would be:

   “What do you know about the Major League baseball teams in New York?
   o There are two: the New York Yankees (American League) and the Mets (National League).
   o The home stadium for the Mets is Citi Field in Queens; the home stadium for the Yankees is Yankee Stadium in the Bronx.
   o The Yankees have won the most championships in the World Series (26).
   o A Subway Series is held annually for these two teams to play against each other.

   c. Discussions (small groups and big groups) 5%

2. Weekly Journals 10% – Reading summary/reflection – Ask two questions about the text and provide the answers to them. Write one idea how you can relate to the text.

3. Field Observation Report 15% (Due 4/14)
   Submit a 3-5 page report documenting your three (3) observations of the school/classes you are assigned to. Your report will consist two parts:
   a. Part I is to describe the school program and population and summarize the instructional plans for ELLs/foreign language learners.
   b. Part II is to describe the classroom activities of what teachers and students do. Provide your comments of the lessons observed. The report should also include interview with the teachers as to why and how certain components are executed in certain manners.

4. Mini Lessons and Demonstrations 15% Start from Week 4
   a. Read Aloud – Demonstration of reading fluency and Think Aloud process for reading strategies of a reading selection
   b. Shared Reading – Demonstration of reading with students on Big Book or PPT presentation

5. Final Project - Thematic Unit 30%
   Design a thematic unit. Choose the theme that is appropriate for your grade-level. Both fiction and non-fiction reading and writing should be included. Include a reading resource list and a performance task for assessment that can be used for the unit or the whole thematic units.
   1. Describe your students (grade-level, learner profile, etc.)
   2. Decide a theme.
   3. Outline the possible units within the theme.
   4. Develop 3-5 lessons within a selected unit.
   5. State the standards you intend to teach.
   6. Select/create a passage in your target language to be used for Read Aloud - Shared Reading.
   7. Include Word Study.
   8. You must incorporate the following ideas in your unit planning:
      a. Backward design (student outcome – assessments – instructional activities)
      b. Differentiated instructional planning, including MI, UDL
      c. Within your lesson planning, include varied grouping activities.
Guidelines on Written Assignments Format:

- Write the course number and title, the assignment, the due date, the assignment description, and your name at the top or on a cover page.
- The paper should be double-spaced with one-inch margins all around. The font should be Times New Roman or Calibri size 12.

Supplemental Reading:

- New York State Bilingual Common Core Initiative
  https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative
  http://www.corestandards.org/assets/application-for-english-learners.pdf
- TESOL Pre-K–12 English Language Proficiency Standards Framework
  http://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2
- Languages and Children – Making the Match 語言與兒童, Curtain, H, Dahlberg, C
- Mandarin-English Bilingual Education in New York City, Lo, W (2012)
- Application of Common Core State Standards for English Language Learners
- Overview of UbD & the Design Template, Wiggins, G
- Cruz, G. (2011). Getting Started with the Common Core Learning Standards with ELLs from The New York SABE Bilingual Times. December
  http://issuu.com/nysabe/docs/nysabe_bilingual_times?mode=window&backgroundColor=%23222222
- The 7 Conditions of Learning Language
  http://nurturingnarratives.blogspot.com/2009/12/7-conditions-of-learning-language.html

Websites Resources:

- American Council on the Teaching of Foreign Languages
  www.actfl.org/
- National Capital Language Resource Center
  www.nclrc.org
- Center for Applied Linguistics
  http://www.cal.org/services
• The Center for Advanced Research on Language Acquisition (CARLA)  http://www.carla.umn.edu/
• International ESL Organization  www.tesol.org
• STARTALK Resources  https://startalk.umd.edu/resources/
• TELL Project  http://www.tellproject.org/framework/
• ESL Resource  www.colorincolorado.org
• New York State ESL organization  www.nystesol.org
• New York State Foreign Language Organization  www.nectfl.org
• New York State Syllabus: Modern Language for Communication  
• The Chinese Language Teachers Association of Greater New York (CLTA-GNY)  http://clta-gny.org/
• Asia Society Chinese Learning Initiatives  http://asiasociety.org/china-learning-initiatives
Statement on Academic Integrity (http://steinhardt.nyu.edu/policies/academic_integrity)

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Education at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you does, from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:
- Cheat on an exam;
- Submit the same work for two different courses without prior permission from your professors;
- Receive help on a take-home examination that calls for independent work;
- Plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials which are not your original work. You plagiarize when, without proper attribution, you do any of the following:
- Copy verbatim from a book, an article or other media;
- Download documents from the Internet;
- Purchase documents;
- Report from other’s oral work;
- **Paraphrase or restate someone else's facts, analysis and/or conclusions;**
- Copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people’s ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.
Avoiding Academic Dishonesty

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another’s work need to be acknowledged.
- Always proofread your finished work to be sure that quotation marks or footnotes or other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.

Disciplinary Sanctions

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms the violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:
  - Allow the student to redo the assignment
  - Lower the grade for the work in question
  - Assign a grade of F for the work in question
  - Assign a grade of F for the course
  - Recommend dismissal

Once action(s) is taken, the Professor will inform the Program Director and Department Chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Services and Public Affairs, as a final step. Copies of the letter will be sent to the Department Chair for his/her confidential student file and the Associate Dean for Student Services and Public Affairs. The student has the right to appeal the action taken in accordance with the School's Student Complaint Procedure as outlined in The Steinhardt School of Education Student Handbook.

When dismissal is recommended, that recommendation will be forwarded to the Associate Dean for Student Services and Public Affairs, who will convene all parties involved. An appeal of the decision at this step is submitted in writing to the Vice Dean, including full documentation to support the appeal.

*The Steinhardt School of Education Statement on Academic Integrity is consistent with New York University Policy on Student Conduct, published in the NYU Student Guide.*
New York University is committed to providing equal educational opportunity and participation for students with disabilities. It is the University’s policy that no qualified student with a disability be excluded from participating in any University program or activity, denied the benefits of any University program or activity, or otherwise subjected to discrimination with regard to any University program or activity.

The Henry and Lucy Moses Center for Students with Disabilities (CSD) determines qualified disability status and assists students in obtaining appropriate accommodations and services. CSD operates according to an Independent Living Philosophy and strives in its policies and practices to empower each student to become as independent as possible. Our services are designed to encourage independence, backed by a strong system of supports.

Any student who needs a reasonable accommodation based on a qualified disability is required to register with the CSD for assistance.