EDUC 372: Teaching English to English Language Learners Syllabus

**Summer 2018, 2 credit hours**

**Instructor:** Reid Chapman  
**Office Phone/Email:** 828.251.6768; rchapman@unca.edu

**Course Description:**
Designed to familiarize participants with a particular group of diverse learners, English language learners, and their needs, and strategies for meeting their needs. Also, includes basic principles underlying English as a Second Language (ESL) pedagogy (instructional strategies and techniques) for teaching students at different levels of English proficiency. Participants plan and implement ESL instruction; and gain experience working within a community of English learners.

**Course Texts**
- Sheltered Content Instruction: Teaching English Learners with Diverse Abilities (Jane Echevarria and Anne Graves)
- Explicit Direct Instruction for English Learners (John Hollingsworth and Silvia Ybarra)
- Teaching English Language Learners (Claude Goldenberg; https://www.aft.org/sites/default/files/periodicals/goldenberg.pdf)
- Teaching English language Learners: Effective Instructional Practices Online Module by the Iris Center @ Vanderbilt University > http://iris.peabody.vanderbilt.edu/module/ell/#content

**Course Policies**

Professionalism. You are **expected to be a highly motivated, self-regulated learner**. You are responsible for reading ALL materials, thinking about and processing the material on your own, attending seminars regularly, and participating actively in seminar discussions, and engaging fully in all activities and assignments given.

Attendance & Participation. Students are responsible for attending and participating in every seminar, activity, and assignment given for the course. **Students are expected to initiate and engage in course activities.** An active interchange amongst all present will contribute to an energized environment and enriched experience. Your questions, comments, and contributions keep the class interesting and relevant to your needs. A missed class absence will result in a penalty from your grade (a missed class means missed learning opportunities in class discussion and other in-class activities).

Criminal Background Check Policy
A background check is a requirement for this course. You must successfully complete the field experience to pass the course and you cannot complete the field experience without a satisfactory background check. Please withdraw from this course if this is something you do not wish to do.

Classroom Citizenship. As a course participant, you are expected to fulfill your responsibilities as a **responsible and ethical team member.** See the ethical and responsible member checklist.
**Ethical & Responsible Member Checklist**

Are you an ethical and responsible member of our classroom community? Please self-assess.

1) I am an ethical and responsible student for this class because I:
   - **read the required readings before class**
     - Hardly Ever
     - Occasionally
     - Sometimes
     - Frequently
     - Almost Always

2) I am an ethical and responsible student for this class because I:
   - **take my own notes (before or during class)**
     - Hardly Ever
     - Occasionally
     - Sometimes
     - Frequently
     - Almost Always

3) I am an ethical and responsible student for this class because I:
   - **Study course content on my own before coming to class and after class**
     - Hardly Ever
     - Occasionally
     - Sometimes
     - Frequently
     - Almost Always

4) I am an ethical and responsible student for this class because I:
   - **Read assignment descriptions before attempting an assignment**
     - Hardly Ever
     - Occasionally
     - Sometimes
     - Frequently
     - Almost Always

5) I am an ethical and responsible student for this class because I:
   - **Evaluate my assignments using the instructor’s checklist before submitting an assignment**
     - Hardly Ever
     - Occasionally
     - Sometimes
     - Frequently
     - Almost Always

6) I am an ethical and responsible student for this class because I:
   - **Ask assignment clarification questions in class during housekeeping**

7) What are the major weaknesses of the STUDENT? (what could you do differently in terms of being an ethical and responsible member of our class community)

8) What are the major strengths of the STUDENT? (what have you done to contribute to your academic success?)

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**Technical Support.** If you experience any problems with your UNC Asheville account you may contact the HelpDesk at (828) 251-6445 or send email to helpdesk@unca.edu. The ITS HelpDesk is located in the lobby of the Ramsey Library at the Research & Technology Desk.

**Student Conduct & Discipline.** University of North Carolina Asheville has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations. Please consult the Student Code of Conduct at [http://studentactivities.unca.edu/code-conduct](http://studentactivities.unca.edu/code-conduct) and student handbook at [http://studentaffairs.unca.edu/sites/studentaffairs.unca.edu/files/Handbook_2013.pdf](http://studentaffairs.unca.edu/sites/studentaffairs.unca.edu/files/Handbook_2013.pdf) and course catalog (registrar’s website) at [http://registrar.unca.edu/course-catalogs](http://registrar.unca.edu/course-catalogs) for detailed information about specific policies such as academic dishonesty, change of grade, disability...
services, disruptive behavior, general class attendance, grade appeal, student grievance procedures, withdrawal, etc. Lastly, please consult the registrar’s website regarding Family Educational Rights’ and Privacy Act (FERPA) at http://registrar.unca.edu/student-rights-under-ferpa.

Academic Integrity. Any form of academic dishonesty is unacceptable to me. According to University of North Carolina Asheville’s academic integrity policy, all forms of academic dishonesty include plagiarism, fabrication, and cheating. This is not exhaustive. Please refer to the University’s policy on academic integrity. It is expected that any and all work that you submit in the class be solely of your own (or of yourself or groupmates for any cooperative assignments) – whether it be an exam, paper, homework assignment, project, or quiz. Any instance of academic dishonesty will result in an ‘F’ for that assignment or exam and be reported to the University.

Students with Disabilities (Accommodations for Students with Disabilities). Students with disabilities who have documentation on file with the Office of Disability Services (253 University Hall; phone: 828-350-4500) are entitled to reasonable academic adjustments/accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Qualified students are encouraged to identify to professors early in the semester or term. UNC Asheville makes great effort to provide equal access to all students who have documented disabilities. University of North Carolina at Asheville is committed to making courses, programs and activities accessible to persons with documented disabilities. Students requiring reasonable accommodations must register with the Disability Services Office by providing supporting documentation. All information provided will remain confidential. For more information please contact the Disability Services Office at (828)232-5050 or disabilityservices@unca.edu or visit them in the OneStop Student Services Center. Please visit the office’s website for more information: http://www.unca.edu/disabilityservices/

University Writing Center. If you need assistance with academic writing, please visit the University Writing Center. It is located at 136 Ramsey Library. Please visit the Center’s website for more information: http://writingcenter.unca.edu/.

A guide to understanding course expectations are necessary.

Course Requirements

Assignments
You are responsible for all assignments whether you are present or not. Please refer to the course calendar for details on due dates. All assignments must be typed (if appropriate), free from grammar/spelling errors, and turned in on time in APA style (12-inch font, title page, Header, double-spaced). Assignments that have not been proofread for writing errors, have been plagiarized, or turned in late will be penalized accordingly.
Pre-KSSP Teaching Practicum (Spring 2018)

- Field Experience (Field trips > observation of ESL teacher and informal interview of ESL teacher)

Transportation and Professionalism
Candidates are responsible for transportation to field experience sites, and for dressing and behaving professionally during school visits.

Completion of Field Experiences
A background check is a requirement for this course. You must successfully complete the field experience to pass the course and you cannot complete the field experience without a satisfactory background check.

- Experiential field trip to the Buncombe County Newcomer Center (Observe and take notes; Interact with ELLs with little English proficiency; interact with licensed ESL teachers; observe pedagogical methods)
  - Newcomer Center
    The Newcomer Center (NCC) is a program for recently arrived immigrant middle and high school students up to age 21 who have little or no English literacy skills. It is a full day program offering intensive instruction in English, as well as in math and content areas. Middle school students will attend for a nine-week grading period and high school students for a full semester. If students enter the NCC in the middle of a session, at the end of that session they will be evaluated and a decision will be made whether the student should transition then or remain at the NCC for another full session. Source: [http://www.buncombe.k12.nc.us/Page/198](http://www.buncombe.k12.nc.us/Page/198)

- Elementary classroom observation with a licensed ESL teacher (2 hrs of observation; observe and take notes; Interact with ELLs; interact with licensed ESL teachers; observe pedagogical methods; Post Observation Reflection on the experience)

- Read scholarly sources and complete two double entry journals on practitioner-based articles regarding instructional methods for ELLs (ie. Goldenberg article)

- Complete an online module and assessment on Teaching English Language Learners (Iris Center module)

- View three video clips and complete 3-2-1 Strategy Charts

During KSSP Teaching Practicum (Summer 2018)

- On site in Korea:
  - Tour of the Hanbat Museum of Education (History of Korean Education at a glance) OR other educational facility (Daejeon Metropolitan Office of Education)
  - Lecture on Korean Education by Hannam’s English Education Department (how are schools governed; financed; school day for each level of schooling, ie. Elementary, middle, and secondary; typical curriculum for each level of schooling (courses, integration of fine arts, technology, etc.); standardized testing; criteria for promotion to various grades; process of teacher certification and selection)
  - Pre practicum orientation to include the following:
    - Meet & Greet at school; Tour of School and the English Department; Q-n-A with English Department Faculty - (Explore the teaching classroom and talk to English Department Faculty at the school; visit the school for an introduction to the Headmaster, Vice Principal, and English Teachers)
 Review of school demographic profile (number of students, teacher-pupil ratio, test score data, socio economic status, ethnic groups?)
 Orientation in TESOL/ESL teaching techniques (From Hannam’s English Education faculty) > brief workshop
 View video of an elementary English Education teaching lesson
 Observe an English Education class before teaching (opportunity to observe and assist before assuming full responsibility)
 Preview Korean English Curriculum books and last year’s KSSP student presentations on American culture
  o Students are required to review curriculum, prepare lessons, and facilitate English classes on a daily basis (co-taught and independent for 20 hours)
  o Observe English faculty (from local schools or the practicum school) teaching 40-minute lessons (to have a greater understanding of classroom routines, procedures, and instructional techniques)
  o Attend daily debriefing seminars with Instructor of Record
  o Complete daily journal entry on teaching experience (could be a group reflection in audio or video format)

**Post Teaching Practicum (Summer 2018)**

❖ Act as a Global Ambassador by presenting in local classrooms or UNC Asheville courses about your Korean experience (every student required to present in one classroom)

❖ Final Project > As a group, design a reference manual for future participant’s on the following:
  o Articles to read? Videos to watch? Favorite websites?
  o Cultural items to remember?
    ▪ Favorite games that students loved to play
  o Preparing to teach in Korea (materials to bring?; what do you need to bring from the U.S. to supplement your teaching?)
  o Best tips for teaching ELLs in Korea (identify the strategy, define the strategy, share an example)
    Etc. (to be defined)