

**CIEP M78 ESL Methods and Materials**  
**Loyola University Chicago**  
**Spring 2011**  
**Instructor: Pam Demetrius-Overal**  
**M.A. English as a Second Language**

**Office Hours:** By Appointment  
**Location:** Mundelein 606

**Class Sessions:** Tuesdays, 1:00-3:30  
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**Course Description:**

This course focuses on relevant topics concerning English as a Second Language along with the nature and function of language. Methods of teaching listening, speaking, reading, and writing will be presented along with methods of integrating the teaching of language and academic content. Sheltering and scaffolding instruction will be emphasized and the use of the fine arts and literature will be examined. Students will select and critically analyze ESL materials.

**Required Texts**

Peregoy, S. F., & Boyle, O.F. (2008). *Reading, Writing, and Learning in ESL* (5<sup>th</sup> ed.). New York: Longman.

Herrell, A & Jordan, M (2008). *Fifty Strategies for Teaching English Language Learners*. (3rd ed.) Upper Saddle River: Pearson Education, Inc.

**Course Objectives**

- Demonstrate familiarity with theories as well as instructional methodologies and strategies for teaching English Language Learners
- Identify resources, including books, computer based information, professional organizations, and human resources, and select/create appropriate material for ELL instruction
- Demonstrate awareness of the socio-cultural and political factors related to ELL instruction
- Identify ways of involving family and other external communities in program instruction and implementation
- Demonstrate ability to shelter and scaffold instruction
- Develop lesson plans that demonstrate appropriate use of ELL methods and materials
- Develop ability to integrate language and content instruction

## **Loyola University Chicago School of Education**

### **Conceptual Framework**

Each course within the Bilingual/Bicultural sequence places educational equity and advocacy for English Language Learners as foundational tenets to the discipline as well as fundamental aspects of social justice.

### **Conceptual Framework Standards**

CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

### **Technology**

Use of scholarly and professional websites is integrated throughout the course. Technology is encouraged and supported in final group presentations.

### **Diversity**

Content for this course is designed to highlight theoretical considerations of educational equity for English Language Learners. Both linguistic and cultural diversity are addressed within this framework.

## **Course Policies: Please Read Carefully**

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml).

For additional academic policies and procedures refer to:

[http://www.luc.edu/education/adacemics\\_policies\\_main.shtml](http://www.luc.edu/education/adacemics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing

incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

## **Grading**

With the exception of writing to be done in class, all assignments should be typed, paginated, and double-spaced. When using citation, A.P.A. style should be used. It is expected that all assignments will be proof read before they are turned in, and will reflect college level writing skills. Papers that do not meet this standard will be returned to the student for editing. Repeated returns will be considered as late papers and the appropriate percentage points will be deducted. All papers will be evaluated based upon both the content and writing mechanics. Students who need support in developing their writing skills are encouraged to discuss this with the instructor so that an individualized plan can be developed to address their needs. When using University support services, verification of an appointment must be attached to the completed paper. All prior drafts with instructor written commentary must be attached to final papers.

*It is the responsibility of each student to obtain information missed due to tardiness or absence. Each participant should exchange phone numbers with at least one other student in order to obtain make-up assignments in case of absence.*

## **Grading Scale**

<b>A:</b>	<b>100-90</b>
<b>B:</b>	<b>89-80</b>
<b>C:</b>	<b>79-70</b>
<b>D:</b>	<b>69-60</b>
<b>F:</b>	<b>59-0</b>

## Course Requirements

REQUIREMENTS	DESCRIPTION/EXPECTATION	PERCENTAGE
Assigned Readings and Class Participation	<p>It is expected that students will read all selections thoroughly and deeply prior to class sessions. Class dialogue, facilitated by the instructor, will be an essential component of this course. Students will be expected to participate fully in class activities, <i>and complete any additional assignments that may develop out of class activities.</i></p> <p><i>All students are required to complete 15 clinical hours. Site information and further information will be available in February. In order to receive full credit for the clinical experiences, students must complete the assigned Personal Reflections and Blackboard Contributions.</i></p>	15% (50 Points)
Reading Reflections ,Clinical Blackboard Contributions, and Personal Reflections	As assigned, corresponding to chapters and class discussions/clinical discussions	10% (80 Points)
Oral Language Assignment	Oral Language project designed for English Language Learners	15% (50 Points)
Vocabulary Assignment	Content Area project designed for English Language Learners	15% (50 Points)
Group Presentation/Lesson Plan	Group Lesson Plan and Presentation/ Strategies for Teaching ELLs (Herrell/Jordan Text)	15% (50 Points)
Website Assignment	Explore, research and share ELL student and teacher website research.	15% (50 Points)
Lesson Plan	ELL Content Area or Newcomer Lesson Plan	15% (100 Points)
<b>TOTAL</b>		<b>100% (430 Points)</b>

### Tentative Class Schedule

DATE	FOCUS	TOPIC/ACTIVITIES	Assignments/Reading Due NEXT Class
January 18 <i>Session 1</i>	English Language Learners <i>Who are they?</i>	-Introductions -Course Overview/Syllabus -Culture	Peregoy/Boyle-Chapter 1 Reading Response (One page maximum-typed and ready to discuss next class)
January 25 <i>Session 2</i>	English Learners in School	-Reading Response Sharing -Newcomers/Culture Shock -Cultural Differences -Classroom Routines -Program Models	Peregoy/Boyle-Chapter 2 Website Assignment
February 1 <i>Session 3</i>	Second Language Acquisition	-Communicative Competence -First and Second Language Acquisition Theories -Website Sharing	Peregoy/Boyle--Chapter 3
February 8 <i>Session 4</i>	Classroom Practices for English Learner Instruction	-Standards-Based Instruction -Differentiated Instructional Approaches and Assignments -Sheltered Instruction -Cooperative Learning - <b>Lesson Planning for ELLs</b>	Peregoy/Boyle--Chapter 4  <b>Bring <i>Fifty Strategies for Teaching English Language Learners</i> Text to next class</b>
February 15	Hybrid 1: ELL Class Description	Program Model Student Diversity/Background Personal Reflection	Blackboard Contribution
February 22 <i>Session 5</i>	Oral Language Development in Second Language Acquisition	-Oral Language Development: Strategies/Activities/Assessment -Introduce Group Lesson Plan Project/Presentation Herrell Text: <i>Fifty Strategies for Teaching English Language Learners</i>	Oral Language Project Peregoy/Boyle--Chapter 5
March 1 <i>Session 6</i>	Emergent Literacy: English Learners Beginning To Write and Read	-Oral Language Project Sharing -Classroom Strategies to Promote Early Literacy -Group Project Time	Peregoy/Boyle--Chapter 6
March 8	Spring Break	No Class	None

<b>DATE</b>	<b>FOCUS</b>	<b>TOPIC/ACTIVITIES</b>	<b>Assignments/Reading Due NEXT Class</b>
March 15 <i>Session 7</i>	Words and Meaning: English Learners' Vocabulary Development	-Essential Vocabulary -Dictionaries (Picture, ELL) -Group Project Time	Peregoy/Boyle--Chapter 7 Vocabulary Activity
March 22 <i>Session 8</i>	ELL Publisher Visit (Tentative Date)	-Sheltered English Materials -ELL Reading Programs -Newcomer Materials -Vocabulary Project Sharing	1-2 page reflection paper (typed) comparing and contrasting ELL texts and standard texts/materials
March 29	Hybrid 2: ELL Student or Group Information	ELL Materials ELL Methods/Activities Personal Reflection	Blackboard Contribution
April 5 <i>Session 9</i>	English Learners and Process Writing	-ELL Materials Discussion -Process Writing -Group Project Time: Presentation Lesson Plan Due by end of class period	Peregoy/Boyle--Chapter 8 Prepare for Group Presentations
April 12 <i>Session 10</i>	Reading and Literature: Instruction for English Learners	-Reading in a Second Language -Reading Comprehension -Group Presentations (3) with Peer Evaluation Component	Peregoy/Boyle-Chapter 9 & 10
April 19	Hybrid 3: ELL Lesson Experience	Vocabulary or Oral Language Project with ELLs Personal Reflection	Blackboard Contribution
April 26 <i>Session 11</i>	Content Reading and Writing: Pre-reading and During Reading  Content Reading and Writing: Post-reading Strategies for Organizing and Remembering	-Reading Strategies Discussion -Differentiating Instruction for Content Area Reading -Assisting Classroom Teachers with instruction and homework modifications -Graphic Organizers -Group Presentations (3) with Peer Evaluation Component	ELL Lesson Plan Due: Newcomer, ELL Group, or Content Area Instruction
May 3	Final Exam Day	ELL Lesson Plan Due to LiveText	