

**PREA 527 (1 Credit)**  
**ELL Boot Camp: Instruction Delivery for English Learners**  
**Spring 2021**  
**Online Course**

<b>Instructor:</b> Dr. Tammy Parlier	<b>Office:</b> Hull 215
<b>Cell Phone:</b> 434-401-8799	<b>Office Phone:</b> 434-401-8799
<b>Email:</b> parliertm@longwood.edu	<b>Office Hours:</b> By appointment
<b>Mailing address:</b> Longwood University, 201 High Street, Farmville, VA 23909	

**Meeting Dates:**

This is a fully online, asynchronous course with no face to face meeting dates.

**Course Description**

This course will enhance your skills for working with English learners in your classroom while also preparing you to add the ESL endorsement to your current Virginia teaching license through successful completion of the Praxis (5362): English to Speakers of Other Languages.  
 (1 credit)

**Required Text(s)**

All required readings will be posted on Canvas.

**Recommended Text(s)**

Fenner, D. S. & Snyder, S. (2017). *Unlocking English Learners' Potential: Strategies for Making Content Accessible*. Thousand Oaks, CA: Corwin. ISBN-13: 978-1506352770

Haynes, J. & Zacharian, D. (2010). *Teaching English Language Learners Across the Content Areas*. Alexandria, VA: ASCD. ISBN- 978-1-4166-0912-4

Herrell, A. L. & Jordan, M. (2015). *50 Strategies for Teaching English Language Learners (5th ed.)*. Boston, MA: Pearson. ISBN-13: 978-0133802450

Helman, L., Bear, D., Templeton, S., Invernizzi, M., & Johnston, F. (2012). *Words Their Way With English Learners: Word Study for Phonics, Vocabulary, and Spelling (2<sup>nd</sup> ed.)*. Upper Saddle River, NJ: Pearson. ISBN-13: 978-0136119029

**Membership in a local, state, or national literacy organization is highly recommended for all Reading, Literacy, & Learning graduate program candidates.** Suggestions: Phi Delta Kappa, International Reading Association, Virginia State Reading Association, National Council of Teachers of English, Virginia Association of Teachers of English.

**Technology Requirements**

This fully online course requires the use of an Internet connection and access to various software programs and/or apps. Please see the "Start Here" tab on Canvas for specific technology requirements prior to the first class.

**Note:** Please anticipate that some changes may be made regarding times, dates, and assignments as we work to respond to student learning needs throughout the semester. Students will be given adequate notification of any changes. In most cases, dates in Canvas should be followed.

### Course Learning Outcomes

- Understands social and academic language and the functions of each
- Understands the similarities and differences between first and second language acquisition
- Understands the process of second language acquisition
- Understands literacy development for English learners
- Understands how first-language literacy influences literacy in English
- Understands and selects appropriate methods and approaches for teaching English learners giving consideration to the learning context
- Knows a variety of instructional delivery models for English learners
- Can identify appropriate learning objectives aligned to language and content standards
- Designs appropriate classroom instruction, activities and assessments for English learners
- Understands strategies designed to activate prior knowledge as well as build new knowledge to support language acquisition and increased content knowledge
- Understands how to differentiate instruction based on language proficiency levels
- Knows how to respond to Students with Limited or Interrupted Formal Education
- Understands the difference between planning for English learners and students with disabilities

### Course Requirements & Assignments

Along with attendance, participation and assigned readings, there are a variety of assignments for this course. The assignments are designed to both enhance and assess the candidate's understanding of course objectives. All assignments should be submitted on the due date listed on the tentative schedule. Late assignments may result in a deduction of points. Because an essential component of professional behavior is to draw from one's specialized knowledge base, candidates will be expected to work from a scholarly literature base when preparing responses for all class activities/assignments.

#### 1. **Attendance, Participation, Communication and Module Work (10 percent)**

Due Date: Ongoing

Each student will be responsible for regular online attendance, completing required readings, discussions, and completing written assignments as indicated on the course schedule. All assignments should be typed and submitted on the specified due date. Late assignments are subject to a grade reduction.

#### 2. **Online Discussion (30 percent)**

Due Date: Within Each Topic

Based on the module readings, you will participate in an online discussion board assignment related to each learning topic. Topics related and due dates will be posted in Canvas.

#### 3. **Reflection Activity (30 percent)**

Due Date: Within Each Topic

Each topic will include a reflection activity. The purpose of the reflection activity is to allow you to explore the topic content, make personal connections with the content as it relates to your practice, and create a personal study guide for the Praxis assessment.

#### 4. Application Exercises (30 percent)

Due Date: Application Assessment #1 due February 21st, Application Assessment #2 due February 28<sup>th</sup>. There will be two application exercises in multiple choice format in the course.

#### Class Schedule Overview

The course is built around the seven topics outlined in the schedule below. You will be provided course content and two follow-up activities in connection with each topic. Two application assessments will be provided in a multiple choice format.

<b>Date</b>	<b>Module Topics</b>	<b>What's Due</b>
Week 1: Begins Feb. 15	Start Here / Course Orientation Module in Canvas	Start Here Module Orientation Quiz
	Topic 1: Engagement and the Learning Environment	
	Topic 2: Small Group Instruction	
	Topic 3: Vocabulary Instruction	
	Topic 4: Comprehension	
Sunday: Feb. 21		Discussions, Assignments, and Assessment for Topics 1 –4 Due by 11:59 p.m.
Week II: Begins Feb. 22	Topic 5: Writing Instruction	
	Topic 6: The Role of Homework	
	Topic 7: Engaging Parents	
Sunday: Feb. 28		Discussions, Assignments, and Assessment for Topics 5 –7 Due by 11:59 p.m.

#### Class Policies

**Grading Scale:** A minimum cumulative grade point average of 3.00 on a 4-point scale is required to remain in the graduate program and for graduation. As of Spring 2016 there is a distinction in quality points awarded

with a plus or minus grade. (Previously, plus and minus was not used, and for example, a B+, B, and B- would have all been worth 3 quality points.)

94-100	A: Excellent (4 quality points)
90-93	A-: Excellent (3.7 quality points)
87-89	B+: Good (3.3 quality points)
83-86	B: Good (3 quality points)
80-82	B-: Good (2.7 quality points)
77-79	C+: Passing (2.3 quality points)
73-76	C: Passing (2 quality points)
70-72	C-: Passing (1.7 quality points)
69 & below	F: Failure (0 quality points)

**Incompletes:** The instructor may choose to grant a grade of "I" which indicates that because of illness or for good reason, the work of the semester has not been completed. The instructor and student, listing work to be done and deadlines for completion, should complete an Incomplete Contract. When this work has been completed, a final grade will be reported. A grade of "I" will revert automatically to a grade of "F" if the necessary work has not been completed by the end of the subsequent regular semester.

**Attendance policy:** Students are expected to attend and participate in all class activities. If serious circumstances interfere with attendance, participation, or necessitate a make-up test/exam, students must present a doctor's note or other valid documentation of the circumstance and complete the alternate arrangements made with the instructor. If this occurs, notify the instructor as soon as possible. Advanced notice, when possible, demonstrates diligence, facilitates making alternate arrangements, and is looked upon more favorably than last minute or after-the-fact notice.

- Students must assume full responsibility for any loss incurred because of absence.
- Per Longwood University Attendance Policy, the instructor has the right to lower a student's course grade by no more than one letter grade if the student misses 10% of the scheduled class meeting times for unexcused absences.
- Per Longwood University Attendance Policy, the instructor has the right to assign a course grade of "F" when the student has missed a total (excused and unexcused) of 25% of the scheduled class meeting times.

**Contact Your Instructor:** Your success is very important to me. I value being able to support you in answering questions in a timely manner. If at any time you would like to meet with me, please let me know and we can schedule a time to get together either through a F2F meeting, telephone conference, or FaceTime.

You are always welcome to reach out with questions at any time, however, it may be the next business day before I am able to respond. My work schedule is generally Monday – Friday, 9 a.m. to 5 p.m. Some weeks, however, my schedule is adjusted to account for teaching off campus cohorts on Saturdays or late evenings during the week. **For these reasons, the very best way to communicate with me is by email.** You can email me at [parliertm@longwood.edu](mailto:parliertm@longwood.edu) and I will do my best to respond within 48 hours.

**Communicating About Coursework / Assignments:** Summer courses can be intensive with condensed delivery of content. This combined with less structured summer schedules and vacations may cause you to need to communicate with me regarding assignment submissions. There is no need to text or email requesting a delayed submission date for an assignment or explaining a late submission after the due date. Instead, I ask that you add these types of assignment related comments to Canvas in the "COMMENTS" section of the specific assignment. This helps maintain accurate records of your progress towards meeting the required course

outcomes. Should you have an emergency situation and needs my immediate attention, please call or text me at 434-401-8799.

**Accommodations:** If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the [Office of Disability Resources](#), Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

**Mental Health Resources:** Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's [Counseling and Psychological Services \(CAPS\)](#), located in the Health and Fitness Center, is available to all students at no cost. Appointments can be scheduled by phone (434)395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday. **Resident Education Coordinators (RECs)** and **Resident Advisors (RAs)** are additional resources to students. For emergency situations, please call (911) or contact the [Longwood University Police Department](#) at (434)395-2091.

**Reporting of Crimes and Sexual Misconduct:** In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the [Counseling and Psychological Services \(CAPS\)](#) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>

**Honor Code:** Each student is expected to follow Longwood University's policy for the Honor Code as stated in the latest edition of the Graduate Catalog.

*Longwood Honor Code:*

“A strong tradition of honor is fundamental to the quality of living and learning in the Longwood community.” When accepting admission to Longwood College, each student made a commitment to respect, support, and abide by the college's honor code system without compromise or exception. Students must follow the policy of the Honor Code as described in the current college catalog and refrain from lying, cheating, stealing, and plagiarism.”

**Writing Style:** All written assignments will be typed unless otherwise specified. Written work in this course must be prepared according to APA style (6<sup>th</sup> edition).

**Department of Record:** Questions about this course and its instruction should be addressed to the Department of Education and Special Education.

**GUIDELINES**

**Student Responsibility:** **\*\*All graduate students are required to maintain and check their Longwood email account.** All University correspondence, including important information from the graduate studies office, will be sent to your Longwood email. It is your responsibility to access and regularly check this email account. Changing your account in Canvas only changes email for that course, not overall. **\*\***

It is the responsibility of students to inform themselves of, and to observe, all regulations and procedures required by the university. In no case will a regulation be waived or an exception granted because students plead ignorance of the regulation or assert that they were not informed of the regulation by an advisor or other authority. **Refer to the Academic Regulations sections of the most recent Graduate Catalog available online at: [http://www.longwood.edu/academic/affairs/catalog\\_home.htm](http://www.longwood.edu/academic/affairs/catalog_home.htm) {Select Graduate Catalog; Select General Information; Select Academic Regulations}**

**Technical Assistance:** Longwood provides a toll-free number (877-267-7883) for distance education students. You can reach User Support Services, the Library Reference Desk and the Graduate Studies Office during working hours. After working hours you can leave a message for the Library and Graduate Studies. You can email User Support Services at [helpdesk@longwood.edu](mailto:helpdesk@longwood.edu) after working hours and will get a response on the next working day.

**Evaluation of the Instructor:** At the conclusion of the course, each student will have the opportunity to evaluate the course instructor.

### **PROGRAM REMINDER INFORMATION**

Prospective applicants are allowed to enroll in up to nine credit hours (3 courses) prior to being admitted to a degree or licensure only program and have those hours apply to the admitted program. Students should submit an *Application for Graduate Admission* promptly to avoid having course work in excess of the nine credit hours not apply once admitted. At the latest, all application materials should be received **before the completion of six hours**. Application materials are available by contacting the Office of Graduate Studies (434-395-2707 or [graduate@longwood.edu](mailto:graduate@longwood.edu)) or on our web site at [www.longwood.edu/graduatestudies/apply.htm](http://www.longwood.edu/graduatestudies/apply.htm).

An extensive list of references is listed in Canvas. Additionally, several books consulted are listed below.

### **Representative Works Consulted**

**Note:** Some of these books are available in electronic form through the Longwood Library.

Bailey, B., Martin, G., & Pizaiali, A. (2007). *ESL design and verification: A prescription for electronic system-level methodology*. Amsterdam; Boston: Morgan Kaufmann.  
[Also available as an e book]

Barnard, R. & Torres-Guzman, M. E. (2009). *Creating classroom communities of learning: International case studies and perspectives*. Bristol, UK; Buffalo, NY: Multilingual Matters. [Also available as an e book]

Brant, C. (2009). *Read, research and write: Academic skills for esl students in higher education*. Los Angeles, CA: Sage. [Also available as an e book]

Cambridge Education. (2007). *Integrating esl students into the classroom*. New York, NY: Films Media Group. [Streaming video]

- Dulay, H., Burt, M., & Krashen, S. (1982). *Language two*. New York: Oxford University Press.
- Fetterman, D. M. (1998). *Ethnography* (2<sup>nd</sup> ed.). Thousand Oaks, CA: AGE Publications, Inc.
- Fox, B. J. (2004). *Word identification strategies* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.
- Freeman, D. E., & Freeman, Y. S. (2004). *Essential linguistics: What you need to know to teaching reading, ESL, spelling, phonics and grammar*. Portsmouth, NH: Heinemann.
- Haynes, J. & Zacarian, D. (2010). *Teaching English language learners across the content areas*. Alexandria, VA: ASCD. [Also available as an e book]
- Herrera, S. G., Perez, D. R., & Escamilla, K. (2010). *Teaching reading to English language learners: Differentiated learners*. Boston, MA: Allyn & Bacon.
- Hing B. O. (2004). *Defining America through immigration policy*. Philadelphia, PA: Temple University Press.
- Gordon, T. (2007). *Teaching young children a second language*. Westport, CT: Praeger Publishers. [Also available as an e book]
- Herrra, S. G., Perez, D. R., & Escamilla, K. (2010). *Teaching reading to English language learners: Differentiated Literacies*. Boston, MA: Allyn & Bacon.
- Hoffner, H. (2003). Movie writing. *The Reading Teacher*. 57(1). 78-80.
- Katz, M. B., & Sugrue, T. J. (2005). *W.E.B. Dubois, race, and the city*. Philadelphia, PA: University of Pennsylvania Press.
- Lacina, J., Levine, L. N., & Sowa, P. (2006). *Helping English language learners succeed in pre-k-elementary schools*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc. [Also available as an e book]
- Levine, L N. & McCloskey, M. L. (2009). *Teaching learners of English in mainstream classroom: K-8 one class, many paths*. Boston, MA: Pearson.
- Moore-Hart, M. A. (2010). *Teaching writing in diverse classroom k-8: Enhancing writing through literature, real-life experiences, and technology*. Boston, MA: Pearson.
- Norton, D. E. (2001). *Multicultural children's literature*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Opitz, M. F. (Ed.). (1998). *Literacy instruction for culturally and linguistically diverse students*. Newark, DE: International Reading Association.
- Ovando, C. J., Combs, M. C., & Collier, V. P. (2006). *Bilingual and esl classrooms: Teaching in multicultural contexts*. Boston, McGraw-Hill. [Also available as an e book]
- Philp, J., Oliver, R., & Mackey, A. (Editors). (2008). *Second language acquisition and the*

*younger learner: Child's play?* Amsterdam; Philadelphia, PA: John Benjamins Pub. Com. [Also available as an e book]

Robinson, R. D., & McKenna, M. C., & Wedman, J. M. (2004). *Issues and trends in literacy education* (Third Ed.). Boston: Pearson Education, Inc.

Rithenber, C. & Fisher, D. (2007). *Teaching English language learners: A differentiated approach*. Upper Saddle River, NJ: Pearson Education.

Welton, D. A. (2005). The dimensions of cultural diversity. In *Children and their world* (8<sup>th</sup> ed.). New York: Houghton Mifflin Co., pp. 94-123.

Wynne, S. A. (2010). *English s a second language (esl): Teacher certification exam*. Boston, MA:XAMonline, Inc. [Also available as an e book]

**Suggested journals:** As Longwood students, you have full access to these online journals through the library's website:

Journals published by the International Literacy Association (ILA)

*The Reading Teacher*

*Journal of Adolescent and Adult Literacy*

*Reading Research Quarterly*

Other journals:

*Australian Journal of Language and Literacy*

*Critical Literacies*

*Currents in electronic literacy*

*Electronic Journal of Literacy Through Science*

*Journal of Classroom Research in Literacy*

*Journal of College Literacy and Learning*

*Journal of Language and Literacy Education*

*Journal of Literacy Research*

*Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*

*Language Arts*

*Language and Literacy (Kingston, Ontario)*

*Literacy (Oxford, England)*

*Literacy Learning*

*Literacy, Teaching and Learning*

*TESOL Journal*

**Internet Resources:**

<http://reading.org> (International Reading Association)

<http://www.ncte.org> (National Council of Teachers of English)

<http://www.nameorg.org> (National Association for Multicultural Education with materials, classroom practice and sources of teaching materials)

<http://www.tesol.org> (Teachers of English to Speakers of Other Languages)

<http://vatesol.cloverpad.org/> (Virginia Association of Teachers of English to Speakers of Other Languages)