**TLL 1257/2257: Teaching English Language Learners**

[**Schedule\_2257-1257\_Spring\_25\_.pdf**](/courses/311526/files/19256444?wrap=1)

**Instructor: Dr. Loretta Fernandez**

**Email:**  lof7@pitt.edu

**Office hours:** By appointment

**COURSE RATIONALE and COURSE DESCRIPTION**

This is a fully online, asynchronous course. That means that we will never be meeting in person or on Zoom for synchronous meetings, however you can contact me for office hours.

The purpose of this course is to assist you in reflecting and finding strategies about how to best meet the needs of the K-12 English learners (Els/ELLs) now called multilingual language learners (MLL) in our nation’s schools. However, you will see it interchanged within the course.

MLLs are a diverse population of individuals who differ in respect to nationality, race, ethnicity, age, ability, socioeconomic status, native language, educational background, and experience with and proficiency in English. The uniting factor among this population is that all MLLs are in the process of acquiring and expanding academic language proficiency in English in all content areas.

Throughout this course, you will learn about the legal responsibilities of teachers of MLLs, models of teaching, cultural issues, ways to involve and support parents and families, and specific language and literacy instructional approaches to best support and assess the MLLs in your classroom. Furthermore, this course will show you how issues of social equity, justice, and racism affect MLLs and how to advocate for your MLLs.

**COURSE OBJECTIVES**

After reading, discussing, and completing assignments during the course, you will be able to meet the following course objectives:

1. Describe your legal responsibilities towards MLLs.
2. Know the common terms and acronyms of the field.
3. Use the World-Class Instructional Design and Assessment (WIDA) and Teachers of English to Speakers of Other Languages (TESOL) English Language Proficiency Standards.
4. Plan lessons with content and language objectives and adaptations that address speaking, listening, reading, and writing skills and incorporate.
5. Advocate for MLLs in your classroom.
6. Discuss sociocultural characteristics of MLLs.
7. Develop authentic assessments and modify and adapt instruction for MLLs at various levels of English proficiency.
8. Research in the area of instructing MLLs and implications of that research for teachers.
9. Identify and analyze cultural bias in student learning materials.
10. Observe, discuss, respond to, and reflect upon actual MLLs in classrooms using the SIOP protocol. videotaped examples of teachers working with ELs.

**COURSE SITE PRESENTATION**

* In **Modules**, you will find a link to each week’s learning module. Once you select a particular module, you will find an overview of key concepts and the readings and assignments for that module. Each module begins on Monday and ends on Sunday.
* In **Discussions**, you will find the prompts for each week. You will respond to those prompts and you can also pose a question regarding the readings of the week on Thursdays and answer at least two of your classmates questions or respond to their post by Sunday.
* In **Assignments**, you will find the instructions for each assignment and the link to submit your work. All assignments are due by Sunday at 11:59 p.m. on their due dates.

**REQUIRED MATERIALS**

Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom* (2nd ed.). Portsmouth, NH: Heinemann.

Additional required readings will be available digitally within the modules of the course.

**COURSE EVALUATION**

**DISCUSSIONS**

You will be expected to write posts that respond to the discussion starter prompts or introduce ideas and issues that are related to the weekly readings.

Please note that the discussion prompts are meant as a starting point for discussion, not as a limit to what you may discuss. There are many ideas to explore in every reading, and you should feel free to introduce these ideas in the discussion with your group as well as to ask questions that you have.

It’s important to connect concepts to your own experiences as a preservice teacher or classroom teacher where applicable. In an online course, this dialogue takes the place of discussion that would occur in the classroom.

It is expected that you will respond to at least 2 of your classmates each week. Please make a first post by Wednesday at midnight each week so that there is ample time for exchanges by Sunday.

Each student will earn the full five points weekly by writing 2-3 paragraph-level exchanges between Wednesday and Sunday that demonstrate thoughtful, critical thinking about each week’s readings. I will occasionally join in the discussion throughout the course. However, I will definitely read all exchanges!

Exchanges that exemplify reflective, critical thinking at the paragraph level will earn the following points:

|  |
| --- |
| Discussion Point Values |
| **Exchanges** | **Points** |
| Posting by Wednesday at midnight and completing 2 exchanges by Sunday | 5 |
| Posting on Thursday and completing 2 exchanges by Sunday | 4,5 |
| Posting on Friday and completing 2 exchanges by Sunday | 4 |
| Posting on Saturday and completing 2 exchanges by Sunday | 3,5 |
| Posting 2-3 exchanges on Sunday | 3 |
| Posting less than 2 exchanges even in time  | 3 |

**ASSIGNMENTS**

For all discussions and assignments you may submit an alternate format for viewing.  Please ensure that you read the rubric and fullfill the requirements of the assignment regardless of the format that you choose.

**Investigation-Assignment**:

There is one individual investigation assignment in module 3. It is designed to help you to apply what you are learning and to deepen your understanding of key concepts. Submission can be Word Document 12-point font and/or alternative format.  Please include a citation page (with link to where you found your resource(s).  Include your name and heading on all work.  Review the rubric in advance.

**Comprehensible Input Script:**

Because one of the biggest difficulties for MLLs is to understand what the teachers say mostly because teachers speak "too fast" and do not use adequate techniques to be comprehensible, you will practice designing a detailed plan with instructional moves that enable MLLs to succeed in your professional context. For example, a teacher might plan a 45-minute lesson for their 2nd-period class that is culturally and linguistically diverse, whereas a social worker might plan a 45-minute meeting with MLLs who are under their direct guidance.

In this assignment, you will design a Script that includes four MLLs with the following profiles:

* + a level 2 emerging student from Argentina (Spanish speaker) who has been in the U.S. for four months.
	+ a level 2 emerging student from Vietnam (Vietnamese speaker) who has been in the U.S. for six months.
	+ a level 3 developing student from Guatemala (Spanish speaker who also speaks an indigenous language) who has been in the U.S. for two years.
	+ a level 3 developing student from Somalia (Maay and Arabic speaker) who lived in a refugee camp for four years before arriving in the U.S. two months ago and has had limited formal schooling.

Your lesson, and thus your script, will be situated within a theme or topic in a content area of your choice: science, math, social studies, world languages, or English language arts. The comprehensible input script should be based on the [ELD PA Standards](https://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Board%20Actions/2017/ELD%20Standards.pdf) for your chosen content area and grade level cluster, contain appropriate adaptations and modifications for MLLs of emerging level 2 and developing level 3, and incorporate effective comprehensible input strategies for ELs learned from this course. Please include specific connections to the article.  See rubric in advance.  It is best to do this assignment in print.  If you need to do this in an alternative format, please email me.

[**Video Reflections (Video Reflection 2 and Video Reflection 2)**](https://pitt-my.sharepoint.com/courses/177857/assignments):

You will complete two video reflections throughout the semester. For each reflection, first view the video clips so that you can see different teachers using different instructional techniques to make content accessible to MLLs. Please note that each video reflection assignment has a different focus and a different video. For each video reflection, watch the video and submit a written reflection.

Undergraduate level:  half a page single-spaced Word document using a 12-point font or alternate format.  Please include a citation page and a complete heading with your name on all work.

Graduate level: 12-point font or alternate format.  However, please include a print copy of citations.  Include a heading on your work.

Please review the rubric in advance.

| **Assignment Point Values** |
| --- |
| **ITEM EVALUATED** | **POINT VALUE** | **WEIGHTED PERCENTAGE OF FINAL GRADE** |
| Discussions | 5 points each | 20% |
| Investigation Assignment | 10 | 20% |
| Comprehensible Input Script | 10 | 20% |
| Video Reflection (1) and Video Reflection 2) | 20 points each | 40% |
| **Total** |  | 100% |

**ASSIGNMENT POLICY**

Late work is not an option.  However, if there is a circumstance for late work, please communicate with me and we'll talk it out. So late work policy is based on a student to student and circumstance by circumstance. Any missed coursework will receive a grade of zero.

| **Grading Scale** |
| --- |
| **GRADE** | **PERCENTAGE** |
| A | 96-100 |
| A- | 90-95 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| F | Less than 70 |

Below 70 is failing.  Working towards “B-” or better is expected in graduate classes.

**COURSE POLICIES**

**STUDENT EXPECTATIONS**

Active participation in this course is essential. Active participation entails logging into your Canvas course site, interacting with instructional materials, and completing and submitting learning activities by specified due dates and times.

**ACADEMIC INTEGRITY**

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](http://pitt.libguides.com/academicintegrity) for an overview of the topic. For hands- on practice, complete the [Academic Integrity Modules](http://pitt.libguides.com/academicintegrity/plagiarism).

**USE OF GENERATIVE AI**

During this class, we may use Generative AI tools such as ChatGPT. You may use generative AI to revise your work but not to generate it. It is important for me to hear your ideas and critiques of the material you are working with, that is why I have a proofing tool that recognizes AI generated text. However, to adhere to scholarly values, you can cite an AI-generated material that informed your work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty. Any use outside of this permission constitutes a violation of Pitt’s [Guidelines on Academic Integrity [PDF]](https://www.policy.pitt.edu/sites/default/files/Policies/Academic/Policy_AC39.pdf).

**EQUITY, DIVERSITY, AND INCLUSION**

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University’s Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University’s mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](https://www.diversity.pitt.edu/civil-rights-title-ix).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be [filed online](https://www.diversity.pitt.edu/civil-rights-title-ix/how-make-report). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University’s Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

**DISABILITY SERVICES**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](https://www.studentaffairs.pitt.edu/drs) (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**ACCESSIBILITY**

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C’s Web Accessibility Initiative and [Section 508](https://www.section508.gov/)guidelines. Specific details regarding individual [feature compliance](https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas) are documented and updated regularly.

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**RELIGIOUS OBSERVANCES**

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

***Have a great semester and please speak to your instructor if you have any questions or concerns! Welcome back!***