Learning and Teaching
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# RUTGERS
## Graduate School of Education

**Academic English in the Content Areas**
**15:253:510:90**
**Spring 2021**
**Online**

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| **Instructors:**<br>Christelle Palpacuer Lee (she / her / hers) and<br>Marina Feldman (she / her / hers) | **Emails**:<br>christelle.palpacuer-lee@gse.rutgers.edu<br>marina.feldman@rutgers.edu<br>*Please allow 24 hours for a response, M-F* |
| **Virtual Office Hours**:<br>Drop-in Virtual Office Hours: Wednesdays 2-3pm<br>Appointments on Wed. 3.30-4.30pm (email<br>Christelle).<br>Additional days/times, please email Marina. | **Prerequisites or other limitations**: Admission to<br>online advanced cert programs or Ed.M in<br>Language Education online programs. |
| Mode of Instruction:<br>＿＿ Lecture<br>＿＿ Seminar<br>＿＿ Hybrid<br>＿ X Online<br>＿＿ Other: Remote | Permission required:<br>＿x＿ No<br>＿Yes |

## Disability Services

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: hhttps://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

## Course Description

This course focuses on the issues and practices associated with teaching and learning academic language in the content areas (math, sciences, and social studies). One of the outcomes of this course is to expand your capacity to support and advocate for emerging bilinguals in U.S. schools.

This course introduces the concept of "academic English" across the grade levels, learning settings, and content areas. The course provides foundations for analyzing the language, literacy and content demands of academic English in mainstream and ESL classrooms, and for developing instructional support in classrooms and community settings. This course has a ***community-engaged component***: this means that students will have opportunities to expand their knowledge, understanding, and reflective practice related to teaching and learning academic language in the content areas through engagement with multilingual community members. Throughout the course, students will be given many opportunities to reflect upon and develop their personal theory of teaching Academic English, which can be used use as a foundation for practice in ESL, sheltered, and bilingual classrooms and beyond.

**Learning Goals & Objectives**

The main *learning goal* for this course is the investigation, participation, and creation of curricular, cross-disciplinary and community spaces at the intersection of language and content.

The *learning objectives* are:

To ENGAGE with colleagues, families, and community partners in curricular and community spaces at the intersection of language and content, by:
-   Learning with and from content area educators, students & their families, and community members;
-   Facilitating cross-disciplinary and community engagement;
-   Reflecting on the intersections of language and content;

To INVESTIGATE curricular, cross-disciplinary and community spaces at the intersection of language and content, by:
- Understanding academic language and diverse learners across settings;
- Analyzing academic language demands across texts, content area lessons, and instructional settings;
- Reflecting upon pedagogical approaches and strategies for developing quality support to emerging bilingual students and families.

To CREATE curricular, cross-disciplinary and community spaces at the intersection of language and content, by:
-   Understanding approaches and strategies for supporting academic language growth;
-   Adapting equitable and affirming pedagogical strategies to promote learning and academic language development across content areas;
-   Creating instructional tasks and lesson plans.

| | | Learning Goal | Assessment Tools | Professional Standards | |
| --- | --- | --- | --- | --- | --- |
| | | | | NJPST | TESOL/CAEP |
| A | | Students will ENGAGE with colleagues, families, and community partners in curricular and community spaces at the intersection of language and content | Participation in community-engaged program; Discussions with peers and content area educators; Group and individual reflections Course Assignments | 1, 2 | 2, 5 |
| B | | Students will INVESTIGATE curricular, cross-disciplinary and community spaces at the intersection of language and content. | Module assignments to understand academic language and diverse learners across settings; Analyses of language demands in K-12 content areas. Milestone assignments Discussions with peers about planning, teaching and reflecting practices. | 1, 3, 5, 8 | 1, 2, 5 |
| C | | Students will CREATE curricular, cross-disciplinary and community spaces at the intersection of language and content | Module assignments; Analyzes of language scaffolds in K-12 content areas. Co-creation of language scaffolds for community-engaged events Milestone assignment | 4, 5, 9 | 1, 3, 5 |
| D | | Students will communicate effectively in written English and build academic language skills. | Discussions with peers and interactions with members of learning community Peer feedback (giving and receiving); Course assignments. | 4, 8 | 5 |
| E | | Students will demonstrate use of technology in research, learning and teaching. | Online course format for learning; Use of Rutgers libraries online search engines; Use of Zoom for online content delivery. | 8, 9 | 2, 5 |

# Standards

New Jersey Professional Standards for Teachers (2014)

**1. NJPST Standard One: Learner Development**
*The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

*Critical dispositions*
(2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

(4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**2. NJPST Standard Two: Learning Differences**
*The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

*Essential knowledge*
(4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

(6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

*Critical Dispositions*
(4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his/her instructional practice to engage students in learning.

**3. NJPST Standard Three: Learning Environments**
*The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.*

*Critical Dispositions*
(1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**5. NJPST Standard Five: Application of Content**
*The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

*Critical dispositions*
(2) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

**7. NJPST Standard Seven: Planning for Instruction**
*The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*
*Essential Knowledge*
(1) The teacher understands content and content standards and how these are organized in the curriculum.

(2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

**8. NJPST Standard Eight: Instructional Strategies**
*The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

*Critical disposition*
(2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

(4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

**9. NJPST Standard Nine: Professional Learning**
*The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.*

***Critical disposition***
(2) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(3) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

## TESOL/CAEP PreK-12 Teacher Preparation Program Standards

**STANDARD 1: KNOWLEDGE ABOUT LANGUAGE**
*Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.*

1a- Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.
1b- Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.
1c - Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.
1d- Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.

**STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT**
*Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.*

2a- Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.
2b- Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.
2c- Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.
2d- Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.
2e- Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

**STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION**
*Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.*

3a- Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.
3b- Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.
3c- Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.
3d- Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.
3e- Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

**STANDARD 5: PROFESSIONALISM AND LEADERSHIP**
*Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.*

5a- Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

5b- Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.

5c- Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

5d- Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

## Equity and Social Justice Stance

In this course, we strive to build a collaborative and transformative learning environment that critically addresses equity and social justice in language education. As we engage with the contents and materials for this course, we approach Academic English critically and discuss this notion and associated practices together with issues of privilege, oppression and power. As we build our learning community and remain attuned to addressing inequities in language education, we interrogate our own assumptions about multilingualism and education, and strive to disrupt deficit-oriented frames by positioning our work as collaborative, equitable, and culturally-sustaining.

*A note on terminology*

In a 2019 announcement, titled WIDA Guiding Principles on Language Development, WIDA issued guidelines moving away from the use of "English language learner" to "Multilingual learner". Depending on the context of our discussion and readings, we will use the following labels when referring to students in language learning settings:

- Multilingual learner
- Emergent or Emerging Bilingual
- English language learner (ELL)—this is the only term that has a formal acronym and as much as possible, we'll avoid it.

This practice will prepare you to speak of, for, and about students from a strength-based perspective. As we know, language matters. Labels such as "ESL student(s)" or "Limited English Proficient (LEP) student(s)" when speaking or writing about students in academic classrooms, although common and in use in school settings, actually reinforce deficit mindsets and raciolinguistic ideologies (see Flores & Rosa, 2015). Following WIDA's 2019 statement, we will be mindful of the language we use and orient towards social justice, equity and excellence in education.

## Major Assignment

There is one major final assignment for this class. Participation in the community-engaged project and the Completion of the 10 Modules for this course are also required.

**Milestone Final Assignment: Analysis of Academic Language (30% of final grade)**
The goal of this assignment is to support your analysis of academic language, so that you can, in turn, promote academic language use in your ESL, sheltered, and bilingual classrooms.
This assignment is part of your program assessment and includes a LiveText submission.

*Administration and Purpose*

The Analysis of Academic Language Assignment is given to students as a final course assignment in the Academic Language in the Content Areas course. Students completing this assignment will use their

knowledge of the WIDA Standards and academic language to analyze the academic language demands of a text and use their analysis to develop a learning activity to support their students' interaction with the text.

The purpose of this assessment is to evaluate a student's ability to conduct an analysis of the language demands of a lesson in a content area classroom, and to build on this evidence to provide instructional support. These skills can be used by educators in co-teaching and sheltered instruction classrooms. Students must score a 13 or above on the rubric to earn a satisfactory grade on the assignment.

*Instructions*
• **Select** a print text of between 850 and 1000 words from a middle school or high school <u>science</u> or <u>social studies</u> textbook.
• ***Analyze*** the features of academic language in the text. Include at least two sources to support your analysis: first, use the textbook and materials from the course modules and second, use at least one academic research article (see Modules). Be sure to cite your sources accurately.
 • ***Create*** a learning activity that supports the development of your students' academic language and literacies and helps them engage with this text.

*Step 1. Select a print text and review the WIDA Standards*
Visit https://wida.wisc.edu/teach/standards/eld. Review the WIDA ELD Standards.
Based on your choice of content area text, review the following WIDA ELD Standards:
- Review the WIDA ELD Standard 4 – Language of Science
- Review the WIDA ELD Standard 5 – Language of Social Studies.

- What are the dimensions of academic language targeted in the Standards?
- What performance criteria are used in the Standards?
- How could the WIDA Standards inform your professional practice?

*Step 2. Describe the textual, sociocultural, and standards-based instructional context of the print text you selected*
- What lesson or unit is this text associated with? How is this text anchored in the curriculum?
- Which state content standards, including the Common Core, form the basis of the lesson or a unit of study?
- What are the essential concepts and skills embedded in the content standards and targeted in this text?
- What is the language associated with these grade-level concepts and skills?
- What is the language level of the text?

*Step 3. Identify the academic language features of the text*
- Identify the features of academic language of this text along the 3 dimensions of the WIDA Standards: word level, sentence level, discourse level.
- Identify the register, the genre, the topic and situation in this text.

*Step 4: Analyze the academic language features of the text*
- How do the features of academic language of this text relate to the language of the content area?
- How do the features of academic language of this text relate to proficiency levels in Reading?
- What are the main linguistic features and cognitive functions required for students to engage with this text and this topic? Justify your answer by using your textbook and at least 1 research article as sources.
- Which language supports do EBs need to access this content?

*Step 5: Based on your analysis, create a learning activity to support your students' academic language and interactions with this text*

- Identify one specific cognitive function and one language function targeted in your activity
- Select one specific domain (reading, speaking, writing, listening) and one proficiency level
- Describe the feature of academic language you will address (based on domain and proficiency level) based on your analysis
- Identify and describe 3 types of support strategies (sensory, visualization, kinesthetic, writing to learn, multimodal, interactive) you will use for this learning activity.

Write about of your findings. You should include two parts and an appendix.

The first part should include your analysis of the academic language features of the text that you conducted in Steps 2 through 4. It should include a short and general description of the text and its context of use, and the analysis of the academic features of the text. The analysis is the main focus of this first part. <u>Do not write more than three pages double-spaced</u>. This should be in paragraph form, but you may include lists or tables as needed to summarize your analysis.

The second part should include your connections between the analysis of the academic language features of this text and practice, and the learning activity you developed in Step 5. <u>Do not write more than two pages double-spaced.</u> This should be in paragraph form, but you may include lists or tables as needed.

The appendix should include a copy of the text you are analyzing as well as a reference section (APA format).

Students will be evaluated on various sections of their analysis. Each section of the rubric assesses a specific skill aligned with TESOL Standards. A rubric will be used to determine criterion for success (see below)

*Scoring*

Total Score: _____

| | | |
|---|---|---|
| 24- 19 (100%-90%) | 4 | Distinguished |
| 18- 13 (89%-80%) | 3 | Proficient |
| 12-7 (79%-70%) | 2 | Needs Improvement |
| Less than 7 | 1 | Unsatisfactory |

*Rubric*

| **STANDARDS TESOL Standards** | **Section of Report** | **Distinguished-4** | **Proficient-3** | **Needs Improvement-2** | **Unsatisfactory-1** |
|---|---|---|---|---|---|
| TESOL Standard 1, 2 | Selection and description of a text | Description of the selected text includes multiple connections between the text, the curriculum, the content area, and standards. | Description of the selected text includes several connections between the text, the curriculum, the content area, and standards | Description of the selected text includes some connections between the text, the curriculum, the content area, and standards. | Description of the selected text includes no connections between the text, the curriculum, the content area, and standards. |

| | | | | | |
|---|---|---|---|---|---|
| TESOL Standard 1 | Analysis of academic language demands associated with the text. | Multiple and related features, proficiency levels and functions are reported. | Several features, proficiency levels and functions are reported. | Some features, proficiency levels and/or functions are reported. | No analysis took place. |
| TESOL Standard 3 | Identification and description of instructional support to engage students with the text | Description includes a variety of relevant instructional support to engage students with the text. | Description includes relevant instructional support to engage students with the text. | Description includes some relevant instructional support to engage students with the text | Description includes no relevant instructional support to engage students with the text. |
| TESOL Standards 3,5 | Connections with WIDA Standards | Report includes relevant and multiple connections with WIDA Standards. | Report includes relevant connections with WIDA Standards. | Report includes some connections with WIDA Standards. | Report includes no connections with WIDA Standards. |
| TESOL Standard 2,3,4 | Connection between analysis and instruction | Report includes relevant and multiple connections between analysis and instruction | Report includes relevant connections between analysis and instruction | Report includes some connections between analysis and instruction | Report includes some connections between analysis and instruction |
| TESOL Standard 1, 3 | Connection between analysis and research | Report includes multiple and relevant connections between analysis and research. | Report includes relevant connections between analysis and research | Report includes some connections between analysis and research | Report includes no connections between analysis and research |

This assignment should be submitted in 2 places: 1) on Canvas for the course grade and 2) on the embedded LiveText platform. You will receive 1 grade for the class and 1 feedback from LiveText.

## Class Requirements

**Course Modules Completion (30% of final grade, weekly completion)**
There are 10 modules for this class and ALL modules need to be completed. Each module includes learning activities such as viewing a lecture video, listening to a podcast, reading and note-taking, discussions, and reflections. You must complete ALL these learning activities to obtain a passing grade for the class. Several optional synchronous meetings will be organized to orient, prepare, and reflect on our work and progression in this class. They take place on Wednesday evenings at 6.30pm and will be recorded in case you cannot attend.

**Community-Engaged Project: Family Math Nights (40% of the final grade)**
In this class, we will apply and extend our learning by engaging in two (2) Family Math Nights with New Labor multilingual community members. This community-engaged project is designed in partnership with the Rutgers GSE and New Labor in New Brunswick.

Your participation in this project includes your active participation in and facilitation of two (2) Family Math Night events on **Wednesday March 10 (03/10) and April 14 (04/14) from 6.30-8.30pm**. If you cannot attend these two community-engaged sessions for any reason, you will be required to make up this portion of the class with a supplemental assignment. Please reach out to your instructor immediately if you cannot attend these two sessions. Since we are working in the midst of a pandemic and situations evolve quickly, I ask that you remain very transparent with me about your situation throughout the semester so that I may best support you towards success and the completion of the course.

Trainings, preparation, and reflections of these sessions will take place synchronously or asynchronously on or about 03/01 and 04/05. This is a total of four (6) zoom meetings to prepare, conduct and debrief the Family Math Night events over the semester. For each session, you will contribute discussions, artifacts, strategies and ideas and receive a participation grade. I'll take attendance and score participation every week. Lack of participation will result in the lowering of your final grade.

**Class materials**
*Textbook*
de Oliveira, L., Obenchain, K.M., Kenney, R. H., Oliveira, A.W. (Eds). (2019). Teaching the Content Areas to English Language Learners in Secondary Schools English Language Arts, Mathematics, Science, and Social Studies.
The textbook is available in .pdf format at the Library. You can download the separate chapters, no need to purchase. Please go to the Rutgers Libraries website to download or read this textbook.

*Articles & Media*
Additional reading materials will be available on Canvas.

*Standards*
New Jersey Core Curriculum Standards (NJCCS) OR the core standards for your state. *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
Teaching English for Speakers of Other Languages (TESOL) standards *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

[World Class Instructional Design and Assessment (WIDA) standards](#) *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

## Learning online

We will be using Canvas as our Learning Management System platform, along with Zoom for synchronous meetings. You can find resources on how to be successful in online environments here: https://rlc.rutgers.edu/node/444

- **Format**
  Academic English in the Content Areas is an online community-engaged class. This means that your work is both asynchronous (at home, in your own time) and synchronous (on specific days, we meet together with our community partners at a specific time to conduct activities).
  We will meet for four (4) synchronous zoom meetings for the community-engaged project on 03/1 (rehearsal), 03/10 (Family Math Night 1); 04/05 (rehearsal), 04/14 (Family Math Night 2). These synchronous meetings take place on Wednesdays, 6.30pm-8.30pm. You can find a calendar on Canvas and at the end of the syllabus to help you organize your schedule.

- **Online Learning**
  If it is your first online class, please read tips on how to be a successful online learner. It will help you understand the general expectations for online students. Tips can be found here: https://rlc.rutgers.edu/node/444
  Go through the Course Success Guide in Module 0. You can find a general overview here: https://rlc.rutgers.edu/sites/default/files/pdf/course%20guide.pdf
  If you have already taken online classes, you will know your strengths and challenges. Take a moment to reflect upon those, and to modify your work plan accordingly.

- **Time Commitment and Expectations**
  This class is a 3-credit, 15-weeks long, graduate class. This includes 3 hours of "in class" work each week that focuses on engagement with the course materials, the instructor, and your peers. Each student is also expected spend at least another 4 hours per week on out of class work. This estimation does not include the additional time required to work on your main project/assignment and on specific Module assignments.
  When we meet synchronously, we will spend some of these 3 "in class" hours together and with community members remotely on zoom. We will cover course materials and participate in our community-engaged project. When we are asynchronous, you will complete the weekly Module at your own pace. The 7+ hours of work per week is distributed differently over the 15-weeks and the 10 Modules for this class. To receive an "A" in this class, you should expect to do more than the minimum in time, effort, and quality of work. My advice is to build a regular work schedule early on in the semester and to follow the weekly pace of the course for module completion.

- **Rutgers NetID**
  The NetID policy, which took effect July 1, 2003, requires all students, faculty and staff to have a Rutgers NetID (Network Identifier), or username, on a Rutgers University Computing Services (RUCS)-maintained computer system, and to maintain a current email address in the Rutgers online directory. If you do not yet have a NetID, please set up your account here: https://netid.rutgers.edu/index.htm

- **Updated email address**
  Course updates and other important information will be emailed to you via Canvas. Communication with your instructor will also take place via email. You are responsible for all course-related email so please check your mailbox regularly, including your Spam folder (who knows?). The course website on Canvas has an embedded email system and, as the instructor, I cannot make any modifications. The email address used for communication is the one on file in the directory at the time your enrolled in the course or the program. If you change your address or if you prefer using another email address, you can change it. Here is the link to the instructions on how to do this: https://community.canvaslms.com/t5/Student-Guide/How-do-I-change-my-default-email-address-in-my-user-account-as-a/ta-p/410

- **Zoom class norms**
  For our synchronous sessions with community-members, I expect you to participate with your zoom cameras on, using the audio features. For our synchronous sessions as a class, I expect you to use your video cameras during our whole group and breakout room sessions, unless there are extenuating circumstances (in which case you should use the chat function). Make sure you have your preferred name and an image on your screen prior to the start of our meetings.
  We are learning together as a community in our virtual learning space, which extends beyond the windows of our screens to our homes and communities. With many children learning from home or schools facing closure, and relatives and family members we care for, we can expect children and family members to be present in class from time to time.
  Please work with me to create an inclusive and caring environment that is respectful of all our responsibilities in such uncertain times.

- **Technical Support**
  In this course, we will be using Canvas as our learning platform. Students will therefore need to have access to the Canvas course management system and to the shell associated with this course. Please make sure you are familiar with Canvas and operational by the beginning of the semester. There will be no training on how to use Canvas in this course, but a student orientation tutorial is available on the Rutgers Canvas Resources site: https://canvas.rutgers.edu/students/
  It is your responsibility to check the assignment deadlines and to submit your work in a timely manner. Your instructor is not responsible for technical issues related to Canvas. Please contact the Canvas helpdesk if you are having troubleshooting issues. Email: help@canvas.rutgers.edu. Phone: 877-361-1134 (24 hours a day, 7 days a week, 365 days a year).

## Course policies

- **Academic Integrity Policy**
  The consequences for violating policies of academic integrity and the student code of conduct are serious. I expect that you will comply with standards of academic integrity (that is, all the work you present is your own) in this course. For any and all assignments no copying of any kind is allowed, unless copied text is placed within quotations and appropriately cited. Paraphrased text must be appropriately cited. The consequences of clear evidence of extensive plagiarism include, but are not limited to, a grade of F for the assignment AND the course. If you have questions about an assignment or the course content, please seek assistance. You should not turn in the same work in two separate classes. To avoid problems, don't wait until the last minute to begin an assignment. For more information, read the Academic Integrity Policy and the Student Code of

[Conduct at the Rutgers Academic Integrity site.](#)

- **Care, Flexibility, and Collegiality in pandemic times**
  These three words apply to the written and verbal exchanges of this class. A respectful attitude is expected for class discussions and interpersonal communication with instructor and colleagues. Our classroom and learning environments are safe and open spaces. Please be respectful of each other and of your instructors. Emails to instructors and peers should always begin by a greeting, include clear and reasonable questions and/or request, and end with salutations. I make sure to respond to emails within a couple of days (i.e. I do not always respond within the next 10 mn, nor do I check my messages at 3am). In the event I do not respond after that time, a kind email reminder is welcome.

- **Netiquette**
  "Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace. Here are links to several sources for generally accepted network etiquette. Please review this material, be familiar with the core principles of netiquette and please follow these guidelines during the term of this course:

  [Netiquette Home Page on Albion.com](#). *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

  [User Guidelines and Netiquette by Professor Rinaldi, Florida Atlantic University](#). *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

  [Netiquette guidelines](#). *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
  "Netiquette" provides some basic guidelines about how to behave in an online format, such as not using all capital letters online because that represents the vocal equivalent of shouting. In addition to these basics, please remember that this is a graduate course where much of the academic work is taking place online. It is not the same as communicating with friends via Facebook or Twitter, nor is it equivalent to sending text messages to friends or colleagues. I expect complete sentences, good English grammar and written compositions that are devoid of spelling and syntax errors. It is especially important in the academic and professional online settings to communicate clearly, concisely and intelligently. This course provides practice in that arena, as well as preparation for future professional development that will include online components. The one exception to this rule will be the chat session exercise, during which there will be no penalty imposed for misspellings, sentence fragments or for employing commonly used chat acronyms - keyboard shortcuts (cross reference a [chat acronyms](#) website *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Canvvas sponsors or supports the content found on this site.)*

- **Grading policy**

| Grade | Percent |
|-------|---------------|
| A | 95.00-100.0% |
| B+ | 90.00-94.99% |
| B | 85.00-89.99% |
| C+ | 80.00-84.99% |
| C | 75.00-79.99% |
| F | Under 75% |

## Tentative course schedule

| **Introduction:** Expanding Learning Spaces and Expertise | | | |
|---|---|---|---|
| **Module 1:  Teaching the Content Areas to Emerging Bilinguals K-12** | | | |
| **Dates** | **Theme & Activities**<br>**Expanding curricular spaces beyond disciplinary boundaries** | **Format AS/S[1]** | **Due Date** |
| Jan 19-24 | **Engage**<br>Watch *Immersion* film (Moses in math class) -<br>https://www.youtube.com/watch?v=I6Y0HAjLKYI<br>Share your feedback and thoughts<br><br>**Learn**<br>Watch and take notes - Video lecture, 'Expanding curricular and pedagogical spaces at the intersection of content and language'.<br>Read – Celic (2009), Ch.5, 'Teaching Academic Language Through the Curriculum'.<br>Overview of tools, contents, strategies, and constructs for the course.<br><br>**Explore & Connect**<br>Discussion about *Immersion* film and intersections of content, language, community, stance/orientation, frames.<br>Review Standards -- Common Core + Standards for math, social studies, science.<br><br>**Reflect**<br>Forum/Flipgrid entries 'personal and professional experiences with content areas, strategies, orientations, frames, families pre-pandemic and now.<br><br>**Prepare and Plan**<br>Complete Modules 0 and 1. Sign syllabus, return to course instructors. Update email address. Download textbook chapters from library. Add alias/avatar/picture to your Canvas account. | AS | Jan 24 [Will remain open until end of class] |

[1] AS = asynchronous. No meeting. S= Synchronous. This work is conducted during a live zoom session on a specific day/time.

| | | | |
|---|---|---|---|
| | Complete initial questionnaire. Review course schedule and mark your calendars for meetings.<br><br>**Zoom meeting (optional, will be recorded) – Meet & Greet on 01/20 @6.30pm (45mn)** | | |
| | **Module assignments**:<br>Watch videos, Listen to podcast, Read a chapter, Get familiar with contents & materials for the course, Contribute to discussion, Write a short essay. | | Jan. 24 |

## Module 2: - Academic Language, Community Engagement and Culturally Sustaining Pedagogies

| Dates | Theme & Activities<br>Expanding curricular and learning spaces beyond the classroom | Format | Due Date |
|---|---|---|---|
| Jan 24-31 | **Engage**<br>Watch Video 'What is academic English'? Answer questions about the video.<br><br>**Learn**<br>Watch video lecture on culturally-sustaining pedagogies<br>Read: Zwiers (ch.1) Paris & Alim (2020) in conversation<br>Read: Flores (2020) architecture<br>Read, Essential Actions for Academic Language Success (WIDA)<br><br>**Explore & Connect**<br>Listen to an interview about culturally-sustaining pedagogies.<br>View Okhee Lee (2020), 'Integrating Science and Language in Elementary Education with a Focus on English Learners'<br>(https://vimeo.com/449027159)<br>Discuss Immersion and centering practices in TESOL.<br><br>**Reflect**<br>Write a 1,000-word statement on language use and academic language.<br><br>**Plan** (S)<br>Expanding curricular and learning spaces beyond the classroom. Connect Professional Plan for K-12 with Community-engaged project.<br><br>**Orientation session – Zoom meeting on 01/27 @ 6.30pm (1hr)** | AS + S<br><br><br>01/27<br>Zoom | Jan 31 |
| | **Module assignments**<br>Contribute to discussion, Read, Write and Listen, Revisit your practice, Write an essay. | | |

## Module 3: – Academic Language, Community Engagement, and Sustainability

| Dates | Activity<br>Expanding curricular and learning spaces beyond the classroom | Format<br>AS/H/S | Due Date |
|---|---|---|---|

| Dates | Theme and Activity | Format AS/H/S | Due Date |
|---|---|---|---|
| Jan 31- Feb. 7 | **Engage**<br>Watch Video created by 'Principles of community-based learning and engaged work', Answer questions and Contribute to Discussion.<br><br>**Learn**<br>Read an article on parental participation for math<br>Read: *Math* Textbook, pp. 135-150, 'A Framework for the Teaching of Mathematics to Bi/Multilingual Learners' + Textbook pp. 151-164, 'Culturally Supporting Latinas and Korean Girls in Mathematics.<br><br>**Explore and Connect**<br>Listen to a podcast from the NJDOE<br>Read a web article, 'Partnering with immigrant communities'<br>Intro to our project 'Family Math Night'.<br>Learn from the **community:** community-members and families input on Family Math Night.<br><br>**Reflect**<br>Discussion: Reflect on your experiences teaching content (math, sciences, social sciences) to EBs. 'How can these ideas inform our work?'<br><br>**Plan**<br>Family math night checklist. | AS<br><br><br>AS | Feb. 7<br><br><br>Feb.7 |
| | Module Assignments:<br>Watch a video; Listen to a podcast; Take a quiz; Contribute to discussion; Read/watch/listen. | | |

**Strategies for Engagement, Planning and Facilitating**

| Module 4: Analyzing Language Demands | | | |
|---|---|---|---|
| **Dates** | **Theme and Activity**<br>Analyzing curricular and pedagogical spaces at the intersection of content, community, and language | **Format AS/H/S** | **Due Date** |
| Feb. 7-14 | **Engage** – *Immersion* (film) and the math word problem<br><br>**Learn** – *Analyzing language demands*.<br>Video / short lecture on Language Functions<br>Read: Textbook pp. 105-118, 'Keying EL Students into Mathematical Content: *The Things I Notice* Approach'.<br>Read, 'Language objectives'<br>https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners<br><br>**Explore and Connect**<br>*Math* – Review Zwiers, pp. 101-108 + Language of math video. Analyze the language demands in the math problem from *Immersion* using WIDA and math standards.<br>*Science* – Review Zwiers + language of science video. Examine 8 practices from NGSS. Connect to language functions (Zwiers, ch. 4). *Social Studies* – Review Zwiers + Language of social studies video. Analyze the demands of | AS | Feb. 14 |

| | | | |
|---|---|---|---|
| | a social studies curricular text. (DeOliveira) by annotating the text using WIDA.<br><br>**Reflect & Discuss**<br>Writing language objectives (Shared item with Methods). Our project: Analyzing language demands: Community brainstorming session + math problems/analysis of language demands.<br><br>**Plan** – Milestone course assignment + LiveText. Review requirements. Community project. | | |
| | Module Assignments:<br>View videos and take notes; Review materials and examples; Annotate; Analysis. | | Feb. 14 |

## Module 5: Interaction and Engagement

| Dates | Theme & Activity<br>Realizing curricular and pedagogical spaces at the intersection of content, community, and language | Format<br>AS/H/S | Due Date |
|---|---|---|---|
| Feb. 14-21 | **Engage**<br>Watch 'Engaging ELLs in Academic Conversations'<br>https://www.colorincolorado.org/blog/video-series-engaging-ells-academic-conversations<br>Video "Facilitating Academic Discourse" (math)<br><br>**Learn**<br>View Video lectures: Interactional moves + Small group discussions<br>*Math* – Read textbook, pp. 165-179, 'Linguistically-responsive teaching to foster Engagement, Reasoning, and Participation in Math Discourse Community'.<br>Science – Read textbook, 'Using Communication Models to Teach ELL Science', pp. 247-261.<br><br>**Explore and Connect**<br>Analyze classroom interactions; Video 'facilitating academic discourse and inquiry in math' > analyze questioning + discursive moves > Discuss.<br>Review designed for engagement project -<br>https://www.edutopia.org/article/designed-engagement<br><br>**Reflect & Discuss**<br>Asking questions, scaffolding inquiry.<br><br>**Plan**<br>Our project – Facilitation. Review Family Night Plan. | AS | Feb. 21 |
| | Module Assignments:<br>View videos; Analyze classroom interactions; Review Facilitation strategies; Practice facilitation. | | Feb. 21 |

## REVIEW AND PREVIEW

| | | | |
|---|---|---|---|
| Feb. 21-28 | **Learn / Review**<br>Review Modules 1-6<br><br>**Explore and Connect**<br>Community-engaged Video 3 [facilitation]<br>Our project: Family Math Night activities shared.<br>Discuss and prepare.<br>**Plan / Preview (S)**<br>Preview Family Math Night Plans.<br>Revise individualized work plan. E-mail to instructors about progress. Sign-up for office hours. | AS<br><br><br><br><br><br>S (zoom rooms) | Feb.28 |

## FAMILY MATH NIGHT 1

| Dates | Activity<br>Realizing curricular and pedagogical spaces at the intersection of content, community, and language | Format AS/H/S | Due Date |
|---|---|---|---|
| Feb. 28 – March 7 | **REHEARSE ACTIVITIES**<br>**Engage**<br>Family Math Night – Plan and Preview. Review Community-engaged Videos 1 & 2.<br><br>**Reflect & Plan**<br>**Zoom meeting on Wednesday March 3 at 6.30pm (2 hours)**<br>Rehearse Activities for Family Math Night 1. Practice dialogic meaning-making + instructional conversations for our project in zoom rooms. | S | March 3 |
| March 8-14 | **FAMILY MATH NIGHT 1**<br><br>**Zoom – March 10 6.30pm (2h30mn)**<br><br>**6.30-7pm – Set-up for the event**<br>**7pm – 8.30pm – Family math night zoom rooms & activities**<br>**8.30pm – 9pm – Debrief**<br><br>**Reflect**<br>Complete a debriefing note + plan for the next steps (prepare-facilitate-reflect template) | S | March 14 |

### SPRING BREAK MARCH 14-MARCH 21

## Module 7: Analyzing Language Supports

| Dates | Theme and Activity<br>Analyzing curricular and pedagogical supports at the intersection of content, community, and language | Format AS/H/S | Due Date |
|---|---|---|---|

| Dates | Theme & Activity | Format AS/H/S | Due Date |
|---|---|---|---|
| March 21-28 | **Engage** – Math problem 'Making Matchsticks'. https://ell.stanford.edu/teaching_resources/math Think Aloud to solve this problem. Video 4 – Focus on Lesson Planning

**Learn** – *Analyzing language supports* Review videos on 4 strategies (Module 1). Review Module 4 materials for math. View short video lecture on scaffolding strategies in planning Read: Textbook, pp. 231-245. Scaffolding ELL's Literacy Development through a Science Inquiry Approach'.

**Explore and Connect** Video 4 – Focus on Lesson Planning *Math*: Analyzing language demands of Making Matchsticks. Analyzing language support. Create language objectives. *Science*: Analyzing scaffolding processes and planning strategies.

**Reflect & Discuss** Review Write language objectives (Shared item with Methods). Discuss and critique proposed supports in math lesson addendum. Discuss 4 strategies.

**Plan** – Milestone course assignment + LiveText. Review requirements. Community project. Our project: Analyze the Family Math Night Activity. Aligning language demands, analyzing pedagogical supports. | AS | March 28 |
| | Module Assignments: Read, view, analyze, discuss. | | Mar. 28 |

| **Module 8: Creating Language Support- Visualization** | | | |
|---|---|---|---|
| **Dates** | **Theme & Activity** Realizing curricular and pedagogical spaces at the intersection of content, community, and language | **Format AS/H/S** | **Due Date** |
| March 28-April 4 | **Engage** Watch Video of a science classroom. Discussion.

**Learn** – *Visuals for understanding and languaging* View Visualization video lecture. *Science* – Read: textbook, pp. 215-230, 'ELLS in model-based instruction' *Social Studies* – Read: textbook, pp. 265-28 (maps, positionality, geography and history)

**Explore and Connect** Family Math Night 2 – Review draft of activity + outline support (visual and more) and Finalize.

**Reflect & Discuss** – Maps in social studies. Web-based inquiry. | AS | Apr. 4 |

| | | | |
|---|---|---|---|
| | **Plan** – Our project: analyzing pedagogical supports, considering visuals. Finalize language support plan for Family Math Night 2. | | |
| | Module Assignments: Discussion, reading, viewing, web-based inquiry, Finalize support strategies for Family Night 2 feedback. | | Apr. 4 |

**FAMILY MATH NIGHT 2**

**Module 9: Creating Supports - Kinaesthetic Activities**

| Dates | Activity<br>Realizing curricular and pedagogical spaces at the intersection of content, community, and language | Format AS/H/S | Due Date |
|---|---|---|---|
| April 4-April 11 | **Engage** (AS)<br>Read Origami! https://www.edutopia.org/blog/why-origami-improves-students-skills-ainissa-ramirez.<br>Read Cooking and Baking! https://www.edutopia.org/blog/culinary-arts-integration-pbl-food-sarah-henderson-lori-holm<br>Watch 'Makers of the World: Engaging Kids through Building and Design' https://www.edutopia.org/topic/maker-education<br><br>**Learn** (AS)<br>*Movement and manipulation for understanding and languaging*<br>View Kinaesthetic video lecture.<br>*Science* – Read: textbook, pp. 215-230, 'ELLS in model-based instruction'<br>*Social Studies* – Read: textbook, pp. 327-340-28, 'Engaging Diverse Voices in the Social Studies Classroom', especially the section on Readers' Theater.<br><br>**REHEARSE ACTIVITIES FOR FAMILY MATH NIGHT 2**<br>**Explore and Connect (S)**<br>Family Math Night – Plan and Preview. Review Community-engaged Videos 1 & 2.<br><br>**Reflect & Plan (S)**<br>Zoom meeting on Wednesday April 7 at 6.30pm (2 hours)<br>Rehearse Activities for Family Math Night 1. Practice dialogic meaning-making + instructional conversations for our project in zoom rooms. | AS<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>S | April 7 [complete by April 11]<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>April 7 |
| April 11-April 18 | **FAMILY MATH NIGHT 2**<br><br>Zoom – April 14 6.30pm (2h30mn)<br><br>6.30-7pm – Set-up for the event<br>7pm – 8.30pm – Family math night zoom rooms & activities<br>8.30pm – 9pm – Debrief<br><br>**Reflect**<br>Complete a debriefing note (prepare-facilitate-reflect template) | S | April 18 |

| Module 10: Creating Supports - Writing-to-learn | | | |
|---|---|---|---|
| **Dates** | **Theme & Activity**<br>Realizing curricular and pedagogical spaces at the intersection of content, community, and language | **Format AS/H/S** | **Due Date** |
| April 18-April 25 | **Engage**<br>View "Low-stakes Writing, Writing to Learn',<br>https://www.edutopia.org/video/low-stakes-writing-writing-learn-not-learning-write<br><br>**Learn** – *Writing to Learn*<br>View Writing to Learn / Multiple Literacies video lecture.<br>*Science* - Read: textbook, pp. 231-245, 'Scaffolding ELLs' Literacy Development through a Science Inquiry Approach'.<br>Read: textbook, pp. 215-230, 'ELLS in model-based instruction'<br>*Social Studies* – Read: textbook, pp. 281-296, 'Developing Literacy through contemporary art in Social Studies classrooms'.<br><br>**Explore and Connect**<br>Review Module 4.<br>Annotate Planning a unit in science – language demands, language scaffolds, strategies.<br><br>**Reflect & Discuss**<br>Planning – Execution – Reflection for teaching and learning in the content areas. Final Class Project. | AS | April 25 |

| FINAL PROJECT WEEK | | | |
|---|---|---|---|
| **Dates** | **Activity** | **Format** | **Due Date** |
| April 25-May 2 | Finalize Module completion.<br><br>Summary of class.<br>Discussion: Have we met our objectives? What is the highlight of this class? What can you bring back to your classroom?<br><br>**Zoom meeting on Wednesday, April 28 @6.30pm (45mn)** | S (45mn) | April 28 |

**Milestone Final Assignment: Analysis of Academic Language (30% of final grade)**
**DUE MAY 9 (at the latest)**
The goal of this assignment is to support your analysis of academic language, so that you can, in turn, promote academic language use in your ESL, sheltered, and bilingual classrooms.
This assignment is part of your program assessment and includes a LiveText submission.