

BLE 598 – INSTRUCTIONAL DESIGN FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS

SCHEDULE LINE # 90719

3 Credit Hours

Instructor Information:

Dates of classes: October 12, 2016 - December 2, 2016
Instructor Name: Dr. Elena (Helen) Aydarova
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Work Phone: N/A
Office Hours: By appointment
Office Location: 144C Farmer Building, Tempe

Course Information:

In this methods course, in-service teachers will explore, critique, and reflect on theory and teacher practices focusing on instructional design and second language acquisition. The course will focus on issues that address the academic and linguistic needs of children from culturally and linguistically diverse (CLD) backgrounds. The purpose is to prepare teachers for ethnically and linguistically diverse classrooms with a focus on understanding how instructional design, lesson planning, classroom management, cultural relevance, and various other issues can impact instruction. More specifically, Problem-based enhanced Language Learning (PBELL) will be used as an instructional model that can effectively be used to meet the needs of English language learners.

Catalog Description

Provides a foundation in instructional design to meet the academic and linguistic needs of culturally and linguistically diverse students, with a focus on English language learners. <http://www.asu.edu/catalog/>

Course Format

This course is offered in a hybrid format.

Required Course Texts, Materials and Resources

Required Text

Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy by Jeff Zwiers, Susan O'Hara, & Robert Pritchard. Portland, ME: Stenhouse Publishers

Available from downtown bookstore and from Amazon:
https://www.amazon.com/Common-Core-Standards-Diverse-Classrooms/dp/1571109978/ref=sr_1_1?s=books&ie=UTF8&qid=1475875537&sr=1-1&keywords=common+core+standards+in+diverse+classrooms

Supplemental Text

- None

Additional required readings provided in Blackboard

- Provided in Blackboard

Required Materials

- Mary Lou Fulton Teachers College Internet resource – Tk20 via the web: Tk20 CampusTools is a comprehensive online data management system that enables you to participate and manage your academic activities in this class, throughout your college experience and beyond. There is a one-time only, non-refundable subscription fee for Tk20. You can purchase the program online at <http://mytc.asu.edu/tk20-system>.
- You may also purchase a Tk20 Student Access Kit from the ASU Bookstore, which may have a higher price, although purchasing there will allow you to receive requisite compensation from financial aid, if eligible.

Provided Materials

- ASU Blackboard Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	InTASC Standard	ISTE Standards	PSA* TESOL
Demonstrate an understanding of the similarities and differences among various approaches to instructional design, including direct instruction, Problem-based learning (PBL), and Problem-based enhanced Language Learning (PBELL)	7g, 7h, 7i, 7j, 7k, 7l	Click here to enter text.	Click here to enter text.
Connect theory and teaching practice in the area of teaching culturally and linguistically diverse students (CLD), with a focus on ELLs	2i	Click here to enter text.	1b1, 1b3, 1b4, 1b5, 5a3
Demonstrate sensitivity to linguistic and cultural awareness by creating curriculum and classroom environments designed to meet the needs of CLD/ELLs based on language acquisition research	2j, 3i, 3l, 4m	Click here to enter text.	5a3
Articulate and plan for managing classroom behavior when using various instructional models, including direct instruction, PBL, and PBELL	3i, 3d, 3e, 3n		3a2
Apply theoretical foundations in language acquisition to content area instructional strategies	2i, 4f, 4h	Click here to enter text.	5a3
Conduct data analysis of CLD/ELLs' backgrounds, including language proficiency and academic strengths and areas of improvement	6k, 6l	1d	4a1, 4a4, 4c2
Integrate English Language Learner (ELL) Proficiency Standards and content standards into lessons plans	1g		3b1, 4b1
Articulate formal and informal assessment objectives for CLD/ELLs	6j, 6p		
Develop a PBELL (Problem-based enhanced Language Learning) content lesson/experience for CLD/ELLs with strategies and assessments appropriate to the English proficiency levels and content area knowledge of identified students	2a, 2c, 2e, 2i, 2j, 6j, 6p		3b1, 3b2, 3b4, 3b4,3b6, 3b7, 3b8, 3c2, 3c3, 4a2, 4a4, 4b2, 4b3, 4c1, 4c3

InTASC Standards: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

ISTE Standards: <http://www.iste.org/standards/standards-for-teachers>.

*PSA - Professional Standards Assessed may include (according to course content):

- Council for Exceptional Children (CEC): <http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation>.

- National Association for the Education of Young Children (NAEYC): http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf.
- National Council on the Social Studies (NCSS): <http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>
- National Council for the Teaching of Mathematics (NCTM): <http://www.nctm.org>
- International Reading Association (IRA): <http://www.reading.org/>

Next Generation Science Standards: <http://www.nextgenscience.org/next-generation-science-standards>

Tentative Course Calendar

Session	Topics	Readings or Media	Due
Session 1 October 13	Culturally and Linguistically Diverse (CLD) Students Introductions, Community-Building Student Demographics – Nationally, Statewide, Locally CLD Students’ Experiences	Syllabus	

<p>Session 2</p> <p>October 20</p>	<p>Language</p> <p>Theories of Second Language Acquisition</p> <p>Academic, Social, Complex, and Authentic Language</p> <p>Discourse, Syntax, Semantics, Morphology, Phonology, Register, Pragmatics</p> <p>Different types of ELLs (LTELs, Newcomers, etc.)</p> <p>ELLs vs. EALs</p> <p>Understanding Language Proficiency</p> <p>Receptive, Productive, and Interactive Skills</p> <p>Learning about English Language Learners</p> <p>Overview of Instructional Approaches: SIOP, SEI, and 6 Principles</p>	<p>Required:</p> <p>Lightbown & Spada, Chapter 4 (pp. 103-121 available on Blackboard)</p> <p>Zwiers, O'Hara, & Pritchard, Chapter 1</p> <p>Stanford 6 Principles (available on Blackboard)</p>	<p>Reading Quiz # 1</p> <p>Linguistic Terminology Sheet</p>
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<p>Session 3</p> <p>October 27</p>	<p>Language and Instructional Design</p> <p>Content and Language Objectives</p> <p>Activity and Lesson Design for Language Development</p> <p>Authentic and Original Communication</p> <p>Background Knowledge</p> <p>Culture</p> <p>Clarifying, Modeling, and Guiding Complex Language</p> <p>Formative Assessment</p> <p>Metalinguistic Awareness</p> <p>Macro- and Micro-scaffolding</p> <p>Disciplinary Literacy</p> <p>Differentiation (Student Case Studies)</p>	<p>Required:</p> <p>Zwiers, O'Hara, & Pritchard, Chapters 2 & 3</p>	<p>Activity Design # 1</p>
<p>Session 4</p> <p>November 3</p>	<p>Language and Assessment</p> <p>Using Complex Texts</p> <p>Reading Comprehension</p> <p>Formative and Summative Assessment</p> <p>Authentic Assessment</p> <p>Standardized Assessments and Ells</p> <p>Oral Discourse Analysis</p> <p>SOLOM</p> <p>Feedback and Error Corrections</p>	<p>Required:</p> <p>Zwiers, O'Hara, & Pritchard, Chapter 4</p> <p>Recommended:</p> <p>Zwiers, O'Hara, & Pritchard, Chapter 5</p>	<p>Activity Design # 2</p>

<p>Session 5</p> <p>November 10</p>	<p>Language and Content</p> <p>Fortifying Complex Output</p> <p>Differences between Direct Instruction, Inquiry-based Learning, Problem-Based Learning (PBL), and Problem-Based Enhanced Language Learning (PBELL)</p> <p>PBELL Lesson Planning</p> <p>Strategies for Implementing PBELL</p>	<p>Required:</p> <p>Zwiers, O'Hara, & Pritchard, Chapter 6</p> <p>Rillero, P. (2015). Problem-based learning and its components.</p> <p>Module: Sanford Module on PBL</p> <p>Recommended:</p> <p>Zwiers, O'Hara, & Pritchard, Chapter 7</p>	<p>Activity Design # 3</p> <p>Assignment #1:</p> <p>Gathering Language and Background Data on an ELL/EAL Student Due</p>
<p>Session 6</p> <p>November 17</p>	<p>The Local, State, and National Contexts of Educating CLD students (ONLINE MODULE)</p> <p>Academic Interactions</p> <p>Program Models</p> <p>Policy Implications</p> <p>Addressing Achievement Gaps</p>	<p>Required:</p> <p>Zwiers, O'Hara, & Pritchard, Chapter 8</p> <p>Recommended:</p> <p>Zwiers, O'Hara, & Pritchard, Chapter 9</p>	<p>ONLINE ACTIVITIES</p>
<p>Session 7</p> <p>December 1</p>	<p>Synthesis</p> <p>Looking Ahead: Inquiry, Collaboration, and Professional Growth</p>	<p>Required:</p> <p>Zwiers, O'Hara, & Pritchard, Chapter 10</p>	<p>Reading Quiz # 2</p> <p>PBELL Lesson Presentations</p>

December 8			Assignment # 2: Design PBELL Experience is Due
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COURSE ASSIGNMENTS

Assignment and Description	Due Date	Indicators	Score/Points
Introducing and Reinforcing Standards			
Activity Design In this assignment, you will apply the principles of lesson and activity design you are learning in this class to the development of activities for your own teaching. More information about this assignment is provided on Blackboard	Ongoing	InTASC 3i, 3d, 3e, 3n; TESOL 1b1,1b4, 3x1, 3c2, 3c3, 3c3, 3c4, 5a3	15% (3X5%)
Online Activities During the online module, you will complete the tasks and activities included in the module	11/20/2016	InTASC 7g, 7h, 7i, 7j, 7k, 7l	5 %
Reading Quizzes You will complete two reading quizzes that will focus on your comprehension and synthesis of readings assigned for this class	Ongoing	InTASC 2i, 2j, 3i, 8mI ISTE 1d, 3c TESOL 1b1, 1b3, 1b4, 2d, 5a1, 5a2, 5a3	10% (2X5%)
Gathering Language and Background Data on an ELLs You will select one ELL/EAL/CLD student in your classroom and gather information to identify and describe the language proficiency and language needs of the student. You will document how the ELL's language needs are being addressed in the classroom. In addition, you will address other linguistic/social/academic issues that need to be considered when designing instruction for this student	11/17/2016	InTASC 2i, 2j, 3i, 6j, 6k, 6l TESOL 1b1, 1b3, 1b5, 4a1, 4a2, 4a4, 4b1, 4b2, 4b3, 4c1, 4c2	30%
Signature Assignment Assessing Mastery of Standards			
Developing a PBELL Experience You will design a PBELL experience that includes all critical components of PBELL and has addressed the academic and linguistic needs of two identified ELL/EAL/CLD students. In addition, the experience will be presented in class to peers. You will receive critical feedback that you will	Various Dates at the End of the Semester	InTASC 1g, 3j, 3l, 4m, 6k, 8a, 8h, 8m, 8i ISTE 2c, 2i TESOL 1b3, 1b5, 3b1, 3b2, 3b3, 3b4, 3b5, 3b6, 3b7, 3b8, 3c2, 3c3, 4c3	40% (10% + 30%)

Assignment and Description	Due Date	Indicators	Score/Points
integrate into your reflection of the lesson along with recommendations for improving the experience.			

GRADING SCALE

The Grading Scale does not include pluses or minuses.

A	93%-100%
B	85%-92%
C	77%-84%
D	69%-76%
E	69% and below

SIGNATURE ASSIGNMENT

The signature assignment is an assignment that is submitted electronically in Tk20 providing direct evidence of student achievement and progress towards a specific outcome, or group of outcomes. The electronic submission of the signature assignment in Tk20 serves two purposes. First, the signature assignment is intended to assess important skills and abilities and identify areas of strength and challenge which instructors use to evaluate student progress. Second, the signature assignment also serves as a college data collection and storage site that is required by the Department of Education. All students seeking certification are **REQUIRED** to upload and submit their signature assignment in Tk20 for evaluation. Students must pass the signature assignment to pass the course. For information, please see <https://education.asu.edu/tk20-user-guides>.

Developing a PBELL Experience

You will design a PBELL experience that includes all critical components of PBELL and has addressed the academic and linguistic needs of one identified CLD/ELL student. You will be required to explain how the PBELL instructional design supports developing knowledge of your chosen academic content. Stanford's 6 Understanding Language Principles need to be addressed in the experience for your chosen student. All materials, including differentiated handouts, need to be included as part of your PBELL experience. In addition, the experience will be presented in class to peers. You will receive critical feedback that you will integrate into your reflection of the lesson along with recommendations for improving the experience.

Clinical Experience Implementation Description

Not Applicable

RUBRIC WILL BE PROVIDED DURING WEEKS IN WHICH DISCUSSION OF PBL AND PBELL OCCUR.

*Passing the Signature Assignment is a requirement to pass this course.

COURSE/INSTRUCTOR EVALUATION

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL:

<http://www.asu.edu/emailsSignup>.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

ACADEMIC INTEGRITY/PLAGIARISM

The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabricating, tampering, plagiarizing, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the Deans of the individual academic units."

The rest of the code, which consists of several pages, is available at the following URL:

<http://students.asu.edu/srr/code>.

Dependent upon instructor's discretion, penalties for plagiarism range from loss of points on plagiarized assignment to student receiving an 'E' for the course.

ACCOMMODATION FOR RELIGIOUS PRACTICES

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

ATTENDANCE AND PARTICIPATION

As a practicing teacher, you are expected to adhere to the highest standard of professional practice.

This means that you are expected to be in class on time and you are expected to attend all class sessions. Only one absence will be excused. Further absences will result in grade reduction.

CELL PHONE POLICY

To maximize learning in class, cell phone is prohibited during the class session. Please, put your phone on silent and refrain from checking it while the class is in session.

ELECTRONIC COMMUNICATION

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy

(<http://www.asu.edu/aad/manuals/acd/acd125.html>).

GRADE APPEALS

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at

<https://education.asu.edu/student-forms-policies>

HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

HARASSMENT PROHIBITED

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus- 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus- Administration building suite 102, 480-727-1060; Tempe campus- Student Services Building room 263, 480-965-6547; or the West campus- UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above. Contact Equal Opportunity/Affirmative Action (EO/AA) at 480-965-5057 if you feel an ASU employee is harassing you based on any of the factors above. <http://www.asu.edu/aad/manuals/acd/acd401.html>.

LATE AND MISSING ASSIGNMENTS

As a practicing teacher, you are expected to adhere to the highest standard of professional practice. This means that you are expected to submit assignments in a timely manner based on instructions for each specific assignment. Please, notify your instructor if an extension is necessary. If you do not complete your assignment on time and do not notify your instructor ahead of time that an extension is necessary, you will lose 10% of your grade for each day that the assignment is late.

MILITARY PERSONNEL STATEMENT

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES

Students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply.

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

PROFESSIONAL BEHAVIOR

It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is

'unprofessional', the instructor may refer the student to the Director of the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP).

<https://education.asu.edu/student-forms-policies>.

TITLE IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>

UNIVERSITY SERVICES

DISABILITY ACCOMMODATIONS FOR STUDENTS

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Disability Resource Center <https://eoss.asu.edu/drc>. The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with the DRC prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

SI (SUPPLEMENTAL INSTRUCTION)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Blackboard under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website: <https://tutoring.asu.edu>.

TECHNOLOGICAL SERVICES AND SUPPORT

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student computing needs.

Student Purchases:

Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (<http://www.bkstr.com/arizonastatestore/shop/technology>)

ASU Campus Classroom Connectivity:

In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (<https://docs.google.com/a/asu.edu/#all>)

Hardware and Software Support:

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. (<https://ucc.asu.edu/techstudio/>)

MyApps provides free software tools including free virus scan software, online applications, and information about discounted software for purchase. (<https://webapp3.asu.edu/myapps/>)

TUTORING

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>.

WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/writing-centers>.