

**WAYLAND BAPTIST UNIVERSITY**  
**DIVISION OF EDUCATION**  
**EDLI 5345 Teaching English as a Second Language including**  
**Structured English Immersion Approach**  
**Arizona Campuses**  
**Summer, 2009**

**University Mission:**

The University has both an academic and a service mission. Its academic mission is to prepare, in a Christian environment, broadly educated individuals who can move productively into a variety of professions or into further academic pursuits. Academic programs are designed to include a combination of educational breadth and specific career or discipline preparation.

**EDLI 5345 Teaching English as a Second Language including Structured English Immersion Approach :( formally known as 5379X SEI )**

This course presents the essential methods of teaching non or limited English Language learners for all educators and ESL specialists. Instructional strategies are developed for transitioning to the English language and mainstreaming second language English-speakers in all academic areas. An emphasis of the course is on legal aspects of state and national law/mandates along with developing instructional procedures/strategies for teaching reading, writing and oral language within all classrooms/content areas. (Note: Meets Arizona SEI provisional certification requirement for the first 45 clock hour requirement at the graduate level. Approved 2006)

**Required Resource Material:**

Haver, J.J. (2003). *Structured English Immersion: A Step-by-Step Guide for K-6 Teachers and Administrators*. Thousand Oaks, CA. Corwin Press, Inc.

**Arizona Department of Education publications available on their website:** [www.ade.state.az.us/](http://www.ade.state.az.us/). **The following documents areas: K-12 academic standards; Professional Teacher Standards; ELL Proficiency Standards Objectives.**

Hill and Flynn. (2006) **Classroom Instruction That Works with English Language Learners**. ASCD

U.S. Department of Education website for Literacy: [www.nifl.gov](http://www.nifl.gov)

**Instructor:**

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**University Attendance Policy:** The University expects students to make class attendance a priority. All absences must be explained to the instructor who will determine whether omitted work may be made up. When a student reaches the number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the dean at the campus where the course is offered. Any student who misses 25% or more of the regularly scheduled class meetings will receive a grade of “F” in the course. Student appeals should be addressed, in writing, to the campus dean.

**Provisions for Special Needs:** It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

Please inform the professor of any documented disabilities that may affect your participation in this class. Any necessary adjustments can be made through the university or your instructor.

**Plagiarism Policy:** Intellectual integrity and truthfulness are fundamental to scholarship. Plagiarism is a form of cheating. Plagiarism occurs when a student fails to give proper credit when information is either quoted or paraphrased or when a student takes credit for another person’s work. Plagiarism may result in an “F” in the course or expulsion from the class or the university. Please use APA citations for any sources that you use in this course.

**Course Prerequisites:** None

**Course Delivery Methods:** Hybrid delivery: 60% classroom direct instruction, observation and modeling  
40% online instruction: discussions, lecture notes, mid term and final exam

**Course Objectives:**

1. Identify and apply ADE’s ELL Proficiency Standards Objectives to the instructional process.
2. Apply data analysis & application objectives to the instructional process.
3. Apply formal & informal Assessment Objectives to the instructional process.
4. Apply ADE’s SEI Foundations Objectives to the instructional process.
5. Project effective Parent/Home/School Scaffolding Objectives to support the learning process.
6. Identify and apply Adult English Language Learners requirements to the instructional process.
7. Designs and plans instruction utilizing best ELL and SEI practices for age/stage English Language Learners.
8. Identify and apply ELL National, State and Local laws, policies, regulations to current and past learning environments.

**Course Outline:**

1. ELL National, State and Local laws, policies, regulations
2. ADE’s ELL Proficiency Standards Objectives
3. Data Analysis & Application Objectives
4. Formal & Informal Assessment Objectives
5. SEI Foundations Objectives
6. Learning Experiences: SEI Strategies Objectives
7. Parent/Home/School Scaffolding Objectives
8. Adult English Language Learners
9. Best practices resources and current research

**Ten Week Term: Weeks with Activities**

| <b>Week #</b> | <b>Dates</b>                                     | <b>Activity</b>   |
|---------------|--|---|
| <b>1</b>      | <b>TBD<br/>Depending<br/>On<br/>The<br/>Term</b> | <p><b>ELL Proficiency Standards Objectives:</b> Examine the format and the alignment of ELL Proficiency Standards To the Arizona Language Arts Academic Standards (Listening &amp; Speaking, Reading and Writing).<br/>Use ELL Proficiency Standards to plan, deliver and evaluate instruction. Demonstrate the integration of ELL Proficiency Standards in all content areas. Explore objectives required for adult English Language Learners. (3 clock hours)*<br/><i>Readings as assigned, Discussion Board, Lecture Notes, Modeling</i></p> |
| <b>2</b>      |  | <p><b>Data Analysis &amp; Application Objectives:</b> Analyze and apply disaggregated data to differentiate instruction. Interpret and use “snapshots” of longitudinal data.<br/>Track student/learner status and progress on the ELL proficiency standards using the Stanford English Language Proficiency (SELP) results. (3 clock hours)*<br/><i>Readings as assigned, Discussion Board, Lecture Notes, Modeling</i></p>   |
| <b>2</b>      |  | <p><b>Formal &amp; Informal Assessment Objectives:</b> Integrate diagnostic, formative, and summative assessments for ELLs.<br/>Create and offer multiple assessments.<br/>Use assessment results for placement and accommodation for special education and gifted students.<br/>Use standardized testing and language proficiency as methods for monitoring student progress. (3 clock hours)*<br/><i>Readings as assigned, Discussion Board, Lecture Notes, Modeling</i></p>  |
| <b>2</b>      |  | <p><b>SEI Foundations Objectives:</b> Describe the legal, historical, and educational reasons for Structured English Immersion (SEI).<br/>Identify basic SIE terminology.<br/>List language acquisition theoretical principles.<br/>Outline the role of culture in learning.<br/>Introduce Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). (3 clock hours)*<br/><i>Readings as assigned, Discussion Board, Lecture Notes, Modeling</i></p>  |
|               |  |   |

|                             |  |  |
|-----------------------------|--|--|
| <p><b>3, 4, 5, 6, 7</b></p> |  | <p><b>Learning Experiences: SEI Strategies Objectives:</b> Identify and use multiple strategies to improve student achievement. By integrating: Comprehensible input; on-going, specific, and immediate feedback; grouping structures and techniques; building background and vocabulary development; and student engagement.</p> <p>Extend SEI methods for beginning ELD (TPR Storytelling), contextual clues, Narrative Approach).</p> <p>Describe the Silent Period (ways of responding, developmental processes).</p> <p>Grasp meaning of pre-and early production strategies of students.</p> <p>Integrate current materials in ELD instruction (lesson &amp; text modifications).</p> <p>Integrate current materials in ELD instruction (lesson &amp; text modifications).</p> <p>Extend SEI content methods (preview/review, content area reading &amp; writing strategies, experiential methods).</p> <p>Analyze and apply vocabulary development approaches in the content areas.</p> <p>Plan lessons based on prior knowledge.</p> <p>Select, adapt, and sequence current curricular materials. (25 clock hours)*</p> <p><i>Readings as assigned, Lecture Notes</i><br/> <i>Discussion Board</i><br/> <i>Observations</i><br/> <i>Midterm exam</i></p> |
| <p><b>7</b></p>             |  | <p><b>Parent/Home/School Scaffolding Objectives:</b> Identify the socio-cultural influences on ELLs (language shift, identity issues, role of culture in learning).</p> <p>Discuss the impact of bilingualism and home language use.</p> <p>Examine parental and community sources for aiding English Acquisition.</p> <p>Cultivate home and school partnerships. (3 clock hours)*</p> <p><i>Readings as assigned, Discussion Board, Lecture Notes, Observations</i></p>   |
| <p><b>8</b></p>             |  | <p><b>Adult English Language Learners</b> (3 clock hours)*</p> <p><i>Readings as assigned, Discussion Board, Lecture Notes, Observations</i></p>   |
| <p><b>9</b></p>             |  | <p><b>Best practices resources</b> (3 clock hours)*</p> <p><i>Readings as assigned, Discussion Board, Lecture Notes, Observations</i></p>  |
| <p><b>10</b></p>            |  | <p><b>Presentations</b> of observations, SEI project including learning strategies, lesson plans, assessments. <i>Final exam</i> (6 clock hours)*</p>  |
|                             |  |  |
|                             |  | <p><b>*Meets the 45 clock hours for SEI instruction per Arizona Department of Education</b></p>  |

| <i>Requirements</i>             | <b>Total</b> | <b>Score</b> |
|---------------------------------|--------------|--------------|
| <b>Internet Research Paper</b>  | <b>100</b>   |              |
| <b>Article Reviews (2 @ 50)</b> | <b>100</b>   |              |
| <b>Exams</b>                    | <b>100</b>   |              |
| <b>Chapter Presentations</b>    | <b>100</b>   |              |
| <b>Total</b>                    | <b>400</b>   |              |

**Final Grade Calculation**

|          |                      |
|----------|----------------------|
| <b>A</b> | <b>360-400</b>       |
| <b>B</b> | <b>320-359</b>       |
| <b>C</b> | <b>280-319</b>       |
| <b>D</b> | <b>240-279</b>       |
| <b>F</b> | <b>239 and below</b> |

**WBU Grading System**

|          |                   |
|----------|-------------------|
| <b>A</b> | <b>90-100 %</b>   |
| <b>B</b> | <b>80-89 %</b>    |
| <b>C</b> | <b>70-79 %</b>    |
| <b>D</b> | <b>60-69 %</b>    |
| <b>F</b> | <b>Below 60 %</b> |

**Outcome Competencies:**

1. Compare and contrast current best practices teaching English Language Learners.
2. Discuss standards, objectives, data analysis, assessments, learning experiences and parental support practices for teaching English Language Learners.
3. Analyze classroom settings using SEI and ELL strategies.

**Applicable Arizona's Professional Teacher Standards:**

**Standard 1:** The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan.

**Standard 8:** The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning.

Class Meetings: May 29-30, 2009 June 19-20, 2009. Friday classes: 5:30-9:30 p.m.; Saturday classes: 9:00-4:00 p.m.