

EDUCATOR LICENSURE PROGRAM

Academic Language

Spring 2020

Educator Licensure Programs
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collaborative.org
Collaborative for Educational Services

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Spring 2020

EDUC 7064

Academic Language

3 Graduate Credit Hours or 67.5 PDPs

Hybrid Online (4 Face-to-face sessions on Saturdays plus 13 Online Sessions)

39 Contact Hours

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Contact your Instructor

Instructor: Barbara Cheney
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A. COURSE DESCRIPTION

This course is designed to facilitate teacher understanding of how academic language impacts learning. It will cover academic language features at the three levels of academic language as described in WIDA (word/phrase level, sentence level, and discourse level), both in terms of general academic register as well as specific to core content areas, in listening, speaking reading and writing. Participants will investigate:

- why some students will develop stronger academic language skills than others unless academic language features are explicitly taught
- how academic language features affect content area learning
- how academic language affects text (both written and oral) comprehension,
- ways to help students develop stronger academic language skills, and ways to adapt text based on academic language proficiency.

Each session of the course is explicitly tied to standards and expectations embedded in the MA Curriculum Frameworks and the 2012 PARCC Model Content Frameworks, and the WIDA ELD standards. Standards cited in this syllabus relate to the MA Curriculum Frameworks.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

B. TEXTS *[please note: pdfs of chapters available in Canvas. Additional readings, videos and podcasts will be provided.]*

Ø Zacarian, D. (2013). *Mastering Academic Language: A framework for supporting student achievement*. Thousand Oaks, CA: Corwin.

Ø Zweirs, J and Crawford, M. (2011) *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understanding*. Stenhouse.

Ø Zweirs, J. (2014). *Building Academic Language: Meeting Common Core standards across disciplines* (2nd ed). San Francisco, CA: Jossey-Bass

Ø Fitchburg State University Teacher Preparation Programs. (2012). *Conceptual framework*. Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

Ø Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

Ø wida.us

Recommended Readings:

Beck, I., McKeowan, M. & Kucan, L. (2002). *Bringing Words to Life: robust vocabulary instruction*. NY: Guilford Press.

Boyd, M. & Galda, L. (2011). *Real Talk in Elementary Classrooms: effective oral language practice*. New York: The Guilford Press.

Calkins, L, Ehrenworth, M. & Lehman, C. (2012). *Pathways to the Common Core*. Portsmouth, NH: Heinemann.

Calderon, M. (2011). *Teaching Reading and Comprehension to English Learners: A Framework for Improving Achievement in the Content Areas, 6-12*. Thousand oaks, CA: Corwin Press.

Freeman, Y. & Freeman, D. (2009). *Academic Language for English Language Learners and Struggling Readers: How to help students succeed across content areas*. Portsmouth, NH: Heinemann.

Fisher, D., Frey, N. & Rothenberg, C. (2008). *Content-Area Conversations: how to plan discussion-based lessons for diverse language learners*. Alexandria, VA: ASCD.

Johnson, E. (2009). *Academic Language! Academic Literacy!: A guide for k-12 educators*. Thousand Oaks, CA: Corwin.

Marzano, R. (2005). *Building Academic Vocabulary*. Alexandria, VA: ASCD.

Moreau, M. R. & Welch, B. S. (2007). *Talk to Write, Write to Learn: A Teachers' manual for differentiated instruction and tiered intervention*. Springfield, MA: MindWing Concepts, Inc.

Murray, M. (2004). *Teaching Mathematics Vocabulary in Context*. Portsmouth, NH: Heinemann.

Pransky, K. (2008) *Beneath the Surface: the hidden realities of teaching culturally and linguistically diverse young learners*. Portsmouth, NH: Heinemann.

Soto-Hinman, I. & Hetzel, J. ((2009). *The Literacy Gaps: bridge-building strategies for English Language Learners and Standard English Learners*. Thousand Oaks, CA: Corwin.

Tovani, C. (2000). *I Read It But I Don't Get It*. Portland, ME: Stenhouse.

Zacarian, D., & Haynes, J. (2012). *The Essential Guide for Educating Beginning English Learners*. Thousand Oaks, CA: Corwin.

Fitchburg State University Teacher Education Conceptual Framework



C. LEARNING OUTCOMES / OBJECTIVES

- K1. the 3 features of academic language (WIDA framework)—the word, sentence & discourse levels
- K2. who owns academic language skill, and why—and who does not
- K3. the “bricks & mortar” framework of academic vocabulary, and how to apply it to text analysis and vocabulary instruction
- K4. how to construct productive Word Walls
- K5. a variety of ways to teach academic vocabulary
- K5. the 4 kinds of English sentences
- K6. the language structures of science and math texts
- K7. the common cohesive devices of science and math texts
- K8. the ways to foster and help students sustain academic conversation
- K9. genre and the discourse level of language
- K10. Content versus Language Objectives

Professional Standards for Teachers 7.08 (2) (a) (1), (2), (4), (9);

Skill: As a result of the learning experiences in the course, you will become better able to:

- S1. design and implement productive vocabulary lessons
- S2. adapt text in a variety of ways based on academic language load
- S3. design language structure activities that enhance the ability to comprehend and write academic text specific to core content areas
- S4. design activities that promote academic conversation
- S5. integrate an explicit focus on academic language into content instruction
- S6. skillfully use both Content and Language Objectives to design, implement, and assess learning activities

Professional Standards for Teachers 7.08 (2) (b) 1a, 1b, 1c, 1d; (2) (b) 2c, 2g, 2h ; (2) (b) 3a, 3b, ; (2) (b) 4a, 4b; (2) (d) 1, 2, 3.

Caring: As a result of the learning experience in the course, you will become more competent in your ability to:

- C1. strengthen collaboration among ESL, grade level and subject matter and resource teachers
- C2. develop empathy for struggling learners and their needs which lie outside teaching the K-12 curriculum
- C3. develop empathy for the cultural, linguistic and identity mismatches which struggling diverse populations experience in a school setting around literacy

Professional Standards for Teachers 7.08 (2) (e) 1, 2, 3,4

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

- E1. plan and deliver lessons that are appropriate for diverse students who are at differing levels of academic proficiency
- E2. help disrupt the underachievement cycle

Professional Standards for Teachers 7.08 (2) (e) 1, 3, 4

D. INSTRUCTIONAL STRATEGIES

Place an [X] for each strategy you use while teaching this course.

x	Lecture/Powerpoint	x	Data Collection and Analysis
x	Discussion/Questioning	x	Pre-Practicum
	Laboratory		Role Playing/Simulation
	Problem Finding/Solving	x	Independent Learning
x	Discovery		Field Trips
	Interviewing		Computer Applications
	Collaborative Learning Groups	x	Viewing or Listening to Followed
by			
x	Reflective Responses		Discussing
	Creating Visual Illustrations of Concepts		
	Other		

Technology Initiatives

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

- a research tool
- a communication method (email)
- an enhancement tool for the design of lessons and curriculum units

E. COURSE REQUIREMENTS

Final Grade will be based on the following (major assignment due dates listed in sessions outline):

Breakdown of Assignments:

Text Analysis	20%
Writing Analysis	20%
Lesson Plan	20%

Reflection Paper	20%
Discussions/Journals	10%
Pre-Practicum	10%
Total	100%

Note: The text analysis assignment should be from a text the teacher uses in his/her class with students in some way.

F. FIELD-BASED REQUIREMENTS

General Requirements

Pre-Practicum Assignment Guidelines

The current Pre-Practicum assignment has the expectation that teachers test drive part or all of the final lesson plan developed for the course. Alternatively, participants can include an implementation of a course-related tech-rich lesson activity of their own design using one of the tools introduced during the course. Participants must ask a peer to observe the presented lesson and provide feedback, using the evaluation portion of the Pre-Practicum Report and Log document posted in the CourseRoom.

The participant conducting the lesson should use the first portion of the Pre-Practicum Report and Log to describe the experience. While the participant teaches the lesson, the peer observer will use the rubric portion of the Pre-Practicum log to assess the lesson.

Final Product should contain both the log portion of the Pre-Practicum form (filled out by the Participant conducting the lesson) and the Evaluation portion (filled out by the peer observer).

For participants who do not have a current intern position or access to a school, please contact Liza Manchester (lmanchester@collaborative.org). One of them will help you find a school or district where you can do your demonstration. You will still need to have a peer observer conduct the evaluation.

Standards and Indicators of Effective Teaching Practice: Modified Teacher Rubric

http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf

For use during the Pre-practicum Assignment

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high- quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Rigorous Standards-Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice: Modified Teacher Rubric

http://www.doe.mass.edu/eval/model/PartIII_AppxC.pdf

For use during the Pre-practicum Assignment

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May state high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and <u>home work</u> . Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

Indicator II-D. Expectations: Plans and implements <u>lessons</u> that set clear and high expectations and also make knowledge accessible for all students.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

After completing the Pre-practicum, submit it as an assignment in Canvas **and** attach it to a forum post in the Pre-practicum Forum. See the Pre-practicum Forum in Canvas for additional information.

Failure to submit an acceptable pre-practicum one-page description and complete the Pre-practicum Data Survey will result in a final grade of 0.0 for the course.

Course-specific assignment:

G. EVALUATION OR GRADING POLICY

Session Due	Description	% of Total Grade
4	Text Analysis	20%
6	Writing Analysis	20%
13	Lesson Plan	20%
13	Reflection Paper	20%
1-13	Discussions/Forums/Journals	10%
13	Pre-practicum	10%
	Total Value	100.0%

Final grades will be based on a 4.0-point scale. If *individual* assignments are graded on a 100-point scale or on a letter-grade scale, those grades will be converted to the 4.0-point scale for the final grade for the course.

All assignments must be typed, double-spaced; follow the Department Writing Guide; and use APA format when appropriate. You are expected to use word processing for all assignments (unless otherwise instructed). Work must be proofread and prepared with a sense of professionalism. Papers that do not meet this standard may be returned to the participant for resubmission. Papers submitted late without prior approval will receive a reduced or failing grade.

FITCHBURG STATE UNIVERSITY

GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+

2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

H. RUBRICS

All assignments submitted on time may be redone on a time schedule determined with the instructor. Late assignments will not be accepted except with express permission from the instructor. All assignments must be professionally prepared and presented (e.g., word-processed with no spelling or mechanical errors, with proper citations for all sources).

All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate. You are expected to use word processing for all assignments (unless otherwise instructed). Work must be proofread and prepared with a sense of professionalism. Papers that do not meet this standard may be returned to the participant for resubmission. Papers submitted late without prior approval will receive a reduced or failing grade.

Criteria for final grades follows:

4.0 - The participant demonstrates all required competencies at an exemplary level and participant work is completed at assigned times. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at an exemplary level. Products and performances are worthy of dissemination beyond the class. Class attendance and participation are at an exemplary level.

3.7 - The participant demonstrates all required competencies at better than expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts, and strategies are demonstrated at an exemplary level. Products and performances are demonstrated at better than proficient levels. Class attendance and participation meet highly acceptable levels.

3.5 - The participant demonstrates all required competencies at expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at a proficient level. Class attendance and participation are at an acceptable level.

3.3 - The participant demonstrates all required competencies at a more than satisfactory level. Products and performances are submitted or demonstrated on time and demonstrate a more than satisfactory attention to detail and application of ideas and concepts. Class attendance and participation are at an acceptable level.

3.0 - The participant demonstrates required competencies at a satisfactory level. Most products and performances are submitted or documented on time and demonstrate attention to detail, and application of ideas and concepts are at a satisfactory level. Class attendance and participation are at an acceptable level.

2.7 - The participant demonstrates required competencies, but at a not entirely satisfactory level. Most products and performances are submitted or documented on time, but may demonstrate insufficient attention to detail, and application of ideas and concepts. Class attendance and participation are at an acceptable level.

2.5 - The participant demonstrates all required competencies at a marginally adequate level. The participant is sometimes late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at an acceptable level.

2.3 - The participant demonstrates all required competencies at a level that is below that of standard graduate work. The participant is often late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at a minimally acceptable level.

2.0 - The participant demonstrates all required competencies at below standard graduate work. The participant is often late in submitting products or demonstrating performances. Understanding, application and synthesis of readings, concepts and strategies are at a superficial level. Class attendance and participation are at a minimally acceptable level.

0.0 (Failure) - The participant does not demonstrate required competencies.

W (Withdrew)

IN (Incomplete) - An incomplete (IN) may be awarded with the recommendation of the instructor when the participant has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason. The participant must file a petition for an incomplete with the instructor prior to the last day of class. A participant who has received an Incomplete in lieu of a course grade must make up the missing part of their coursework by no later than four weeks into the following semester. Failure to do so will result in an automatic 0.0 for the course.

Access to FSU Grades (for Participants Who Registered for Graduate Credit)

After the course ends, participants who registered for graduate credit can view and print their FSU grades through FSU's upgraded Web4 Student Self-Service system. Participants will not receive a paper grade mailer, but can access their grades 24/7 as soon as the instructor has

posted them. Information on accessing grades can be found at <http://www.fsc.edu/registrar/grades>.

I. COURSE CONTENT/TOPICAL OUTLINE

	Module 1: Academic Language
Session 1	Face-to Face
	<p>Focus: Course Start-Up; Academic Language Overview</p> <ul style="list-style-type: none">· Overview of course· Academic vs. social language· Academic language as a hidden curriculum· WIDA framework· Language objectives <p>Assignments: (DUE: January 14, 2020)</p> <p>REQUIRED: Bring to the first Face-to-Face 2-3 texts from your grade level / content subject area. Select texts you will utilize to design a lesson around and facilitate during March 2020.</p> <p>Complete reading anchor text(s) and suggested readings listed in Canvas before Friday. Post a discussion using evidence from the anchor text(s) by Saturday at midnight. Respond to discussion posts by Tuesday at midnight. Readings likely to include:</p> <ul style="list-style-type: none">· Chapter 3, from <i>Academic Language! Academic Literacy!</i> (Johnson) (posted) Readers· Chapter 2, <i>Academic Language for English Language Learners and Struggling Readers</i>· Chapter 3, <i>Building Academic Language</i>
Session 2	Online

	<p>Focus: Register & Dialect & Schooling</p> <ul style="list-style-type: none"> · Dialect · Register · Difference vs. Error <p>Assignments: (DUE: January 21, 2020)</p> <p>Complete reading anchor text(s) and suggested readings listed in Canvas before Friday. Post a discussion using evidence from the anchor text(s) by Saturday at midnight. Respond to discussion posts by Tuesday at midnight. Readings likely to include:</p> <ul style="list-style-type: none"> · Chapter 3, <i>Academic Language for English Language Learners and Struggling Readers</i> · Appendix B from <i>Language Development: an introduction</i>. (Owens) · http://www.genconnection.com/English/ap/LanguageRegisters.htm · http://slincs.coe.utk.edu/gtelab/learning_activities/30carc.html · http://drsaraheaton.wordpress.com/2012/05/22/language-register-and-why-it-matters-or-why-you-cant-write-an-academic-paper-in-gangsta-slang/ · http://www.readingmatrix.com/articles/sept_2010/abha_gupta.pdf · http://isites.harvard.edu/fs/docs/icb.topic1270717.files/variability_in_minority_school_performance.pdf · http://www.cs.cmu.edu/~cvaughn/pubs/FinkelsteinEtAl_2013.pdf
Session 3	Online
	<p>Focus: Vocabulary Level</p> <ul style="list-style-type: none"> · Bricks/mortar analogy · Three stages of vocabulary learning <p>Assignments: (DUE: January 28, 2020)</p> <p>Complete reading anchor text(s) and suggested readings listed in Canvas before Friday. Post a discussion using evidence from the anchor text(s) by Saturday at midnight. Respond to discussion posts by Tuesday at midnight. Readings likely to include:</p> <p>http://store.esc13.net/skin/frontend/my_interface/my_second_theme/documents/replacementpages/26.pdf</p> <ul style="list-style-type: none"> ·
Session 4	Online

	<p>Focus: Word Walls, vocabulary activities & classroom application</p> <ul style="list-style-type: none"> · Characteristics of word walls · vocabulary activities <p>Assignments: (DUE: February 4, 2020)</p> <p>Complete reading anchor text(s) and suggested readings listed in Canvas before Friday. Post a discussion using evidence from the anchor text(s) by Saturday at midnight. Respond to discussion posts by Tuesday at midnight. Readings likely to include:</p> <ul style="list-style-type: none"> · Strategy Implementation 1 ·
Session 5	Face-to-Face
	<p>Focus: Sentence Level Issues</p> <ul style="list-style-type: none"> · word order · sentence combination · noun phrases · passive voice · sentence frames <p>Assignments: (DUE: February 11, 2020)</p> <p>REQUIRED: Bring to the Face-to-Face 2-3 student writing samples from your grade level / content subject area. Select writing samples you will utilize to design a lesson around and facilitate during March 2020.</p> <p>Complete reading anchor text(s) and suggested readings listed in Canvas before Friday. Post a discussion using evidence from the anchor text(s) by Saturday at midnight. Respond to discussion posts by Tuesday at midnight. Readings likely to include:</p> <ul style="list-style-type: none"> · Strategy Implementation 2
Session 6	Online

	<p>Focus: Discourse level--narrative</p> <ul style="list-style-type: none"> · narrative & culture · narrative & dialect difference <p>Assignments: (DUE: February 18, 2020)</p> <p>Complete reading anchor text(s) and suggested readings listed in Canvas before Friday. Post a discussion using evidence from the anchor text(s) by Saturday at midnight. Respond to discussion posts by Tuesday at midnight. Readings likely to include:</p> <ul style="list-style-type: none"> · Readings posted on Canvas · http://www.rethinkingschools.org/publication/ebonics/ebdelpit.shtml · http://www.bama.ua.edu/~jpetrovi/BEF534/readings/DelpitEbonics.pdf · http://www.readingrockets.org/article/290 · http://www.languageinthe classroom.org/node/12 · http://www.asha.org/uploadedfiles/asha/publications/cicsd/2010snarrativecorrelates.pdf · http://deepblue.lib.umich.edu/bitstream/handle/2027.42/88014/rrq.38.1.3.pdf?sequence=1 · http://www.colorado.edu/ling/CRIL/Volume21_Issue1/paper MENDEZ-BARLETTA.pdf
Session 7	Online
	<p>Focus: Discourse level--Language Functions</p> <ul style="list-style-type: none"> · language functions—what are they? · academic language functions <p>Assignments: (DUE: February 25, 2020)</p> <p>Complete reading anchor text(s) and suggested readings listed in Canvas before Friday. Post a discussion using evidence from the anchor text(s) by Saturday at midnight. Respond to discussion posts by Tuesday at midnight. Readings likely to include:</p> <ul style="list-style-type: none"> · Readings posted on Canvas · http://www.ode.state.or.us/teachlearn/standards/elp/files/langfunc.pdf · http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf · Strategy Implementation 3

	<p>Module 2: Reading & Writing & Academic Language</p>
Session 8	Face-to-Face
	<p>Focus: Genre expository text genres</p> <p>Assignments: (DUE: March 3, 2020)</p> <p>REQUIRED: Bring to the Face-to-Face all lesson plan materials such as texts, handouts, visuals, manipulatives from your grade level / content subject area. Select materials that you will utilize to design a lesson around and facilitate during March 2020.</p> <p>Complete reading anchor text(s) and suggested readings listed in Canvas before Friday. Post a discussion using evidence from the anchor text(s) by Saturday at midnight. Respond to discussion posts by Tuesday at midnight. Readings likely to include:</p> <ul style="list-style-type: none"> · Readings posted on Canvas ·
Session 9	Online
	<p>Focus: Paragraph cohesion</p> <ul style="list-style-type: none"> · 7 types of cohesion · paragraph construction <p>Assignments: (DUE: March 10, 2020)</p> <p>Complete reading anchor text(s) and suggested readings listed in Canvas before Friday. Post a discussion using evidence from the anchor text(s) by Saturday at midnight. Respond to discussion posts by Tuesday at midnight. Readings likely to include:</p>

	<ul style="list-style-type: none"> · Ch. 5, <i>Academic Language for English Language Learners and Struggling Readers</i> · Chapter 8, <i>Building Academic Language</i> · analyze your text sample for the types of paragraph cohesion used · Strategy Implementation 4
Session 10	Online
	<p>Focus: Reading in the Content Area</p> <ul style="list-style-type: none"> · Helping students develop an “expert’s perspective” <p>Assignments: (DUE: March 17, 2020) Complete reading anchor text(s) and suggested readings listed in Canvas before Friday. Post a discussion using evidence from the anchor text(s) by Saturday at midnight. Respond to discussion posts by Tuesday at midnight. Readings likely to include:</p> <ul style="list-style-type: none"> · Ch. 6, <i>Academic Language for English Language Learners and Struggling Readers</i> · Ch. 7, <i>Building Academic Language</i> · Part 3, Tovani, <i>I Read It But I Don’t Get It!</i> (posted) · <p>Module 3: Academic Talk</p>
Session 11	Online
	<p>Focus: Student Talk</p> <ul style="list-style-type: none"> · The importance of talk · Strategies for maximizing talk opportunities · Student talk & classroom engagement · Listening <p>Focus: Academic Talk & Language Objectives</p> <ul style="list-style-type: none"> · Charts & graphics · Practicing genre- and content-specific language features

	<p>Assignments: (DUE: March 24, 2020)</p> <p>Complete reading anchor text(s) and suggested readings listed in Canvas before Friday. Post a discussion using evidence from the anchor text(s) by Saturday at midnight. Respond to discussion posts by Tuesday at midnight. Readings likely to include:</p> <ul style="list-style-type: none"> · Ch. 5, <i>Building Academic Language</i> · Readings posted on Canvas
Session 12	Online
	<p>Focus: Student Talk/Academic Talk</p> <ul style="list-style-type: none"> · Cultural sensitivity & student discourse · 5 characteristics of academic talk <p>Assignments: (DUE: March 31, 2020)</p> <p>Complete reading anchor text(s) and suggested readings listed in Canvas before Friday. Post a discussion using evidence from the anchor text(s) by Saturday at midnight. Respond to discussion posts by Tuesday at midnight. Readings likely to include:</p> <ul style="list-style-type: none"> · Ch. 6, <i>Building Academic Language</i> · Readings posted on Canvas
Session 13	Face-to-Face
	<p>Focus: Maintaining/Sustaining Academic Talk</p> <ul style="list-style-type: none"> · Buy-in & investment <p>Focus: Reflection on Course</p> <ul style="list-style-type: none"> · Share lessons · Share strategies <p>Assignments: (DUE: April 7, 2020)</p>

	Reflection Paper Pre-Practicum
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Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY

DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems

logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dlibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. Licensure courses are conducted in a hybrid online format with three or four face-to-face meetings; the remainder of the course is conducted online. This hybrid-online format provides a high-quality and convenient format for working adults. Face-to-face class sessions are a critical component of our courses, when instructors model a range of teaching strategies, and students and teachers are able to work collaboratively in real time. CES expects that students will participate fully, attend all face-to-face sessions and participate in all online sessions. In order to receive the full benefit of the limited number of face-to-face

sessions, attendance at these sessions is mandatory. Missing a session for a reason other than an emergency will reduce your grade by one letter grade. Missing more than two sessions will likely result in failure for the course.

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located at http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

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