**English as a New Language for Emergent Bilingual Children**



**BROOKLYN COLLEGE**

**DEPARTMENT OF PUERTO RICAN AND LATINO STUDIES**

**Course Learning Goals and objectives:**

Students will understand and critique the varied philosophies, approaches, policies, and methods of teaching multi-lingual students while also engaging in the design and implementation of instructional materials that integrate content and language learning utilizing students’ rich linguistic diversity.

1. **To develop a critical understanding of multiple perspectives to challenge conventional narratives.** Students will understand various theoretical frameworks reflecting on their implications and practical consequences for Puerto Rican/Latinx, Caribbean, and/or Latin Americas. Students will also be able to critiques concepts such as justice, rights, advocacy, and citizenship vis a vis Puerto Rican/Latinx communities, the Caribbean, and/or Latin America.
2. **To explore and develop leadership skills as it pertains to advocacy for all students, including Puerto Rican and Latinx communities.** Students will demonstrate leadership and/or mentorship skills by organizing and facilitating workshops, activities, and/or class sessions.

**Spring 2022**

**Returning Safely:**

[**http://www.brooklyn.cuny.edu/web/about/initiatives/initiatives/return.php**](http://www.brooklyn.cuny.edu/web/about/initiatives/initiatives/return.php)

**This is an in-person course that will meet on Mondays from 5:05 to**

**7: 35 pm – Room to be announced**

**PRLS 4420 M5 English as a New Language for Emergent Bilingual Children**

**Prof. J. Torres Arroyo**

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**Google voice number 201- 691-7248**

**Office Hours: 5-6 pm Wednesdays and Thursdays.**

**Course Description**:

Development of English as a new language for emergent bilinguals and Latin@s in bilingual programs. Techniques for English oral language and literacy across content areas; first-and-second language acquisition and translanguaging theory application. Legal rights. Adapting teaching strategies and materials. Formative and summative assessments. Fieldwork.

Pre-requisites: English 1010 or permission of the chairperson.

**Co-requisites: 28 hours of fieldwork.**

**Course themes:**

* Best practices in teaching ELLs
* Ways to approach reading instruction and structure lessons
* Ways to teach academic language and navigate informational text
* Strategies for learning ELLs background and engaging families

**Academic Integrity:**

**The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for policy implementation can be found at www.brooklyn.cuny.edu/bc/policies. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation. Students should be aware that faculty may use plagiarism detection software. For additional information, please refer to the Brooklyn College Student Handbook.**

**Other necessary Information can be found here:**

<http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php>

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| **Center for Student Disability Services****138 Roosevelt Hall****718-951-5538** |
| **Academic Advisement and Student Success, Center for (CAASS)****3207 Boylan Hall****718-951-5471****caass@brooklyn.cuny.edu** |
| **Puerto Rican and Latin@ Studies Department****718-951- 5561****1204 Boylan Hall** |

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| **Recommended Text:**Celic, C. M. (2009). ENGLISH LANGUAGE LEARNERS *Day by Day*, K-6: A complete guide to literacy, content-area, and language instruction. New York: Heinemann.  | http://www.colorincolorado.org/sites/default/files/styles/book_thumbnail/public/books/English-Language-Learners_Day-by-Day-K-6.jpg?itok=NI1Dstf6 |

**Grading policy and course requirements:**

**Class Attendance and participation: 10% (Lectures, discussions)**

**Exams - Based on the Readings (4): 40%**

**Oral Presentation: 10% See Rubric (topic based on the readings)**

**Observation Reflection (1) Essay: 10%**

**Observations/Participation (28 Hours): 20 % (Forms/Logs in Hard Copy)**

 **Final Project Unit - 2 Lesson Plans – PPT Presentation of one lesson: 10% (see details on last page- to be uploaded to Blackboard) \*\*\* See Rubric**

**Total = 100 Points**

**Please Note:**

1. **You will lead a discussion on a topic during class – oral presentation. This topic is based on the readings.**
2. **You will present one of your lessons from your Final Project Unit.**

**Course Outline**

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| **Week 1** | **Readings** | **Tasks Due** |
| * Introduction to the Course and Review of Syllabus
 |  <https://www.aft.org/ae/fall2018/august>* Educating English Language Learners by Diane August

<https://files.eric.ed.gov/fulltext/EJ920369.pdf>* Effective Instruction for ELLs

<https://www.colorincolorado.org/article/what%E2%80%99s-name-story-behind-namecoach>* What’s In a Name? The Story Behind Name Coach By [Praveen Shanbhag](https://www.colorincolorado.org/author/praveen-shanbhag) (2016)
 | Finish reading for HW |
| **Week 2** |  |  |
| * History, Programs and Policies
* Program Models
* Getting to know your student
 | Getting To Know Your ELLs: Six Steps for Success by Lydia Brieseth* <https://www.colorincolorado.org/article/getting-know-your-ells-six-steps-success>

Language Acquisition: An Overview By[Kristina Robertson](https://www.colorincolorado.org/author/kristina-robertson), [Karen Ford](https://www.colorincolorado.org/author/karen-ford)* <https://www.colorincolorado.org/article/language-acquisition-overview>
 | **Be prepared to select a reading or topic to present.*** **See Rubric**
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| **Week 3 & 4** |  |  |
| * Language Acquisition Theories
* Classroom Practices, Strategies and Preparation
 | Reading 101 for English Language Learners By[Kristina Robertson](https://www.colorincolorado.org/author/kristina-robertson)* <https://www.colorincolorado.org/article/reading-101-english-language-learners>

10-Minute SIOP Model Lesson Plan for ESL teachers* <https://blog.vipkid.com.cn/10-minute-siop-model-lesson-plan-for-esl-teachers/>

9 Useful Strategies to Teach ELLs* <https://www.splashlearn.com/blog/useful-strategies-to-teach-english-language-learners/>

Teaching English Language Learners Tips from the classroom* <https://www.aft.org/ae/fall2018/ferlazzo_sypnieski>
 | **Week 3 Exam 1****(short answer questions)** |
| **Week 5** |  |  |
| * Classroom Management & Student Engagement
 | What Does Research Tell Us About Teaching Reading to English Language Learners? By[Suzanne Irujo](https://www.colorincolorado.org/author/suzanne-irujo)* <https://www.colorincolorado.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners>
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| **Week 6 & 7** |  |  |
| * Translanguaging
* Literacy and the content Areas
 | Celic, C., & Seltzer, K. (2011) Translanguaging: A CUNY-NYSIEB guide for educators. *CUNY NYSIEB. New York.* * <https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf>

What is Translanguaging? An interview with Ofelia García.* <https://www.psychologytoday.com/us/blog/life-bilingual/201603/what-is-translanguaging>
 | **Week 6 Exam 2****Work on Final Project Draft** |
| **Week 8 & 9** |  |  |
| * Best Practices
 | Breiseth, Lydia.Reading Comprehension Strategies for English Language Learners. ASCD Express: Vol. 5, Issue 11. * <https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners>

Top 10 Things You Should Know About ReadingBy: [Reading Rockets](https://www.readingrockets.org/articles/by-author/89241)* <https://www.readingrockets.org/article/top-10-things-you-should-know-about-reading>

Supporting ELL Success with Steam and Hands-on Learning (part 2)* <https://www.colorincolorado.org/article/supporting-ell-success-steam-and-hands-learning-part-2>

Meaningful Classroom Talk Supporting ELLs’ Oral Language Development* <https://www.aft.org/ae/fall2018/walqui_heritage>
 | **Week 9 Exam 3****(short answer questions)** |
| **Week 10 & 11** |  |  |
| * Academic Language vs Social Language
 | Increasing Academic Language Knowledge for English Language Learner SuccessBy: [Kristina Robertson](https://www.readingrockets.org/articles/by-author/61823)* <https://www.readingrockets.org/article/increasing-academic-language-knowledge-english-language-learner-success>

BICS and CALP for Teachers: What it means for ESL* <https://blog.vipkid.com.cn/bics-and-calp/>

What Is the Difference Between Social and Academic English?* <https://www.colorincolorado.org/article/what-difference-between-social-and-academic-english>
 | **Week 10 Reflection Essay Due**  |
| **Week 12 & 13** |  |  |
| * Content Areas
* Presentations of Final Project begin (week 12)
 | Increasing ELL Student Reading Comprehension with Non-fiction By[Kristina Robertson](https://www.colorincolorado.org/author/kristina-robertson)* <https://www.colorincolorado.org/article/increasing-ell-student-reading-comprehension-non-fiction-text>
 | **Week 12 Exam 4****Final Project****PowerPoint Presentations** **Begin****Week 12, 13 and 14** |
| **Week 14** |  |  |
| * Parental Involvement
 | How to Reach Out to Parents of ELLs* <https://www.colorincolorado.org/article/how-reach-out-parents-ells>
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| **Week 15** |  |  |
| **We will meet in class for Presentations and/or work due** | Additional Information and Resources* <https://www.colorincolorado.org/new-york-ell-resource>
 | **Observations/Reflections Logs (28 Hours)** **Final Project Thematic Unit-Lesson Plans**  |

\*\*Observations are very important in this course. Make sure you log all of your hours. This will be done on the platform that your cooperating teacher is using, live instruction and or videos.

 \*\*\*The reflection essay is short essay. Use guided questions and/or suggestions below.

Best Practices: What kind of strategies or methods does the teacher use in his/her lessons?

* 1. Does he or she work with whole group or small? What are her strategies – hands-on: does she use images; adapted text; TPR? How does he/she teach vocabulary? Time allocation.
	2. What are the languages spoken by the ELLs? Is this their second or third language? What is their situation: i.e. temporary housing or foster care)?
	3. What tools is he/she using (videos, virtual tours, reading programs) such as Newsla, Scholastic, Brain Pop, Khan Academy, EngageNY, Storia, RAZ Kidz, etc.

\*\*\*The reflection essayshould be typed- double space, with no more than 2 to 3 pages. There should be 3 cited works. These are due on week ten (10).

**PRLS 4420 M5 Final Project Spring 2022**

**English as a New Language for Emergent Bilingual Children**

**Final Project Thematic Unit/Lesson Plan Project: 10%**

**Due by the 14th week.**

This Final Project will be a Thematic Unit/Lesson Plan in which you will plan, design and present one of two lessons to the class on your given day. Your topic can be any content area with ESL/ENL methodologies or strategies as per the readings and discussions to demonstrate your understanding of the course concepts.

1. Your Thematic Unit will consist of two lessons that can be taught in two to three lessons, consecutively (some lessons can take up to two days). The unit may be multi-level and targeted for a specific grade and level of English proficiency. Keep in mind that ENL groups may or will have ELLs with different levels of English proficiency. Activities and strategies should not be duplicated within a lesson to demonstrate flexibility and understanding.
2. **What will your written lesson look like? You are encouraged to use the SIOP model. The lesson should contain**, but not be limited to:
	1. Thematic /Interdisciplinary topic with Title
	2. Grade Level
	3. Standards
	4. Goals and Objectives
	5. Materials
	6. Vocabulary and vocabulary activity
	7. Critical Thinking Questions
	8. Engagement Activities – appropriate for ELLs
	9. Lesson procedure (what you will do or teach)
	10. Assessment of Students – checking for understanding!
	11. Assessment for the Teacher (What is going to tell you that you did a good job!)
	12. A Resources Bibliography (includes sources for the students and the teacher – 2 books or articles for the teacher, as references, videos and/or books or adapted texts for the students/teacher)

1. Presentation: You will create a PowerPoint Presentation based on one of the lessons. It should include your name, current date and title. Focus on the main concepts of the lesson. Use the Notes pane to include additional comments**.**
2. All lessons (all lessons will be uploaded to Blackboard) must be typed and doubled spaced. Also, include and attach all samples of activities that will be implemented with the lessons.
3. **Refer to Rubric for Final Project.**

**Your presentation will be on one of the two lessons in this unit.**

**Rubric for Final Project**

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| **Criteria and Points** |
| **Focus Area** | **Does Not All Expectations (5 or Less Points)** | **Meets Most of the Expectations (7-9 Points)** | **Meets Expectations (10 Points)** |
| **Knowledge of course Content** | Artifact relates superficial information about course concepts. | Artifact relates clear information about course concepts. | Artifact relates detailed and thorough information about course information and course concepts. |
| **Application and Implementation of Course Content** | Learner makes choices regarding content and methods of presentation that may be unclear or inappropriate; demonstrates some awareness of students’ needs.Learner develops a superficial or unclear plan for implementation. | Learner makes appropriate choices regarding content and methods of presentation; demonstrates clear awareness of students’ needs.Learner develops a clear and focused plan for implementation. | Learner chooses and adapts artifact content and presentation in multiple ways to ensure complete appropriateness for the students’ need.Learner skillfully composes a thorough and detailed plan for implementation. |
| **Evaluation of Implementation** | Learner includes a superficial plan with some clear steps for evaluating the effectiveness of the artifact created.  | Learner includes a clear plan with several clear steps for evaluating the effectiveness of the artifact created. | Learner formulates a detailed plan with thorough steps for evaluating the effectiveness of the artifact created. |

Created by JTA 2020

**Rubric for Discussion Facilitation - Oral Presentation (10%)**

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| **Criteria and Points** |
|  | **Does Not All Expectations (3 Points)** | **Meets Most of the Expectations (4 Points)** | **Meets Expectations (5 Points)**  |
| **Organization** | No apparent organization or some organization. Some or none evidence given to support conclusions. Speaker goes off topic. | The presentation has a focus and provides reasonable evidence to support conclusions. | The presentation is carefully organized and provides convincing evidence to support conclusions. |
| **Content** | The content is sometimes inaccurate. Listeners may learn isolated facts.No activity and/or vague or unclear activities to engage intended audience.  | The content is generally accurate and reasonably complete – presents major points of the reading and its relevance to the course. Listeners may learn insights about the topic.Minimal engagement through activity.  | The content is accurate and comprehensive. It presents all major points of the reading and its relevance to the course. Listeners are likely to gain new insights about the topic.Active participation and/or engagement of intended audience through activity or activities. |
| **Delivery** | The speaker appears anxious and/or reads from notes with no eye content with intended audience. | The speaker is generally relaxed and comfortable. Maintains eye contact with the intended audience. | The speaker is professional, relaxed, and comfortable and interacts effectively with the intended audience. |

Created by JTA 2020

**Discussion Facilitation – Oral Presentations**

Students are responsible for presenting a required reading.

Your goal is to help our course community clarify the author’s ideas, concepts, and terminology while facilitating a critical discussion.

1. You should be prepared to facilitate for 15 to 20 minutes. This a discussion on your specific day during our class meeting.
2. As you plan consider the following:
	1. What the author is arguing for or against? What does the author want us to know?
	2. What are your agreements or disagreements with the author? What are the challenges?
	3. How does this reading relate to the overall questions and/or themes in the course?
	4. How does this relate to my life as an educator?
	5. How to engage your intended audience? Suggestions: open-ended questions, prompts, close reading of text, visuals, handouts, videos, websites, and/or other media.

**Academic Calendar — Spring 2022**

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| Date | Day | Detail |
| January 18 | Tuesday | Deadline to upload proof of vaccination documents to CUNYfirst |
| January 27 | Thursday | Last day to drop for 100% tuition refund |
| January 27 | Thursday | Last day to file Permit request |
| **January 28** | **Friday** | **Start of Spring Term - Classes Begin** |
| February 3 | Thursday | Last day to add a course |
| February 3 | Thursday | Last day to drop for 75% tuition refund |
| February 3 | Thursday | Financial Aid Certification Enrollment Status Date |
| February 4 | Friday | Verification of Enrollment Rosters Available to faculty |
| February 4 | Friday | Grade of WD is assigned to students who officially drop a course |
| February 8 | Tuesday | Conversion Day - Classes follow Friday schedule |
| February 10 | Thursday | Last day to drop for 50% tuition refund |
| February 10 | Thursday | Last day to submit a Pass/Fail elective application online for Spring 2022 |
| **February 11-13** | **Friday-Sunday** | **College Closed - No classes scheduled** |
| February 14 | Monday | Last day for students to submit requests for change, deletion of, or declaration of a major/minor/concentration to be effective for Spring 2022 |
| **February 15** | **Tuesday** | **Last day to file for Spring 2022/June 1, 2022 graduation on CUNYfirst** |
| February 16 | Wednesday | Last day for departments to approve requests for change, deletion of, or declaration of a major/minor/concentration to be effective for Spring 2022 |
| February 17 | Thursday | Last day to drop for 25% tuition refund |
| February 17 | Thursday | Census date |
| February 17 | Thursday | Verification of Enrollment Rosters Due from faculty |
| February 18 | Friday | 100% Tuition obligation for course drops |
| February 18 | Friday | WN Grades assigned |
| February 18 | Friday | Grade of W is assigned to students who officially drop a course |
| **February 21** | **Monday** | **College Closed - No classes scheduled** |
| February 25 | Friday | Deadline to Apply for Language and Comprehensive Exams |
| February 25 | Friday | Deadline to Submit Thesis Title through Thesis Submission Online |
| February 27 | Sunday | WA Grades Assigned - Immunization non-compliance |
| March 15 | Tuesday | Last day to file for Summer 2022/September 1, 2022 graduation on CUNYfirst |
| April 3 | Sunday | R2T4 60% Date for the term |
| April 6 | Wednesday | Language Exams |
| April 6 | Wednesday | Declaration of Major queue reopens; Majors/minors/concentrations declared starting this date will be effective for Summer 2022/Fall 2022 |
| **April 15-22** | **Friday** | **Spring Recess - No classes scheduled** |
| May 6 | Friday | Deadline to Upload Thesis through Thesis Submission Online |
| May 6 | Friday | Last day for Undergraduate and Graduate students to complete and submit any incomplete work to resolve Fall 2021/Winter 2022 INC grades. |
| May 16 | Monday | Last day for Faculty to submit WN reversals for Spring 2022 |
| May 17 | Tuesday | Last day to drop a course with a grade of W |
| **May 18-24** | **Wednesday-Tuesday** | **Final Examinations** |
| May 18 | Wednesday | Last day for Faculty members to change INC grades (from Fall 2021 and Winter 2022) to letter grades for Undergraduate and Graduate students resulting from submitted assignments completed by the May 6th deadline |
| **May 24** | **Tuesday** | **End of Spring Term** |
| May 24 | Tuesday | Last day to submit proof of NYS residency for Winter/Spring 2022 tuition adjustment |
| May 24 | Tuesday | Deadline to File for Maintenance of Matriculation |
| **May 27** | **Friday** | **Final Grade Submission Deadline** |
| May 30 | Monday | College Closed |
| June 1 | Wednesday | Spring 2022 Degree Conferral Date |