Course:          LT-05  Accommodating ESL/ESOL Students in the Classroom
Instructor:      Instructor  email  phone

Course Description:  When instructional materials are written in English, the language can be a distraction from learning for students who are speakers of other languages. This course is designed for K-12 educators in all content and special education areas and will help accommodate English for Speakers of Other Languages (ESOL). Through this course, you will discover and create strategies to help your English Language Learners (ELLs) improve their reading, writing, speaking, listening and thinking skills in the content areas. The course will include an introduction to the linguistic and cultural issues faced by students who use English as a second language (ESL). You will learn how to use language accommodate to help students understand your content and the concepts you are teaching. A strong emphasis will be placed on the inclusion of all learners and the use of appropriate media.

Unit 1  Orientation: Making Yourself at Home
This introduction to the online environment involves a short series of assignments designed to familiarize participants with the course and the delivery system. Course participants will explore the course, introduce themselves to their classmates, email the course instructor, have a short discussion about their current understanding of the course content, and set a goal or goals for their growth in the course.

Unit 2  Linguistic and Cultural Issues
Get ready! The articles below present a brief overview to some big concepts. We will read about language acquisition and learning, the stages of language development, then get into the important, but complex issues of culture and discourse communities.

Unit 3  The Basics, Part 2
In this session, you will begin to look at the four skills—reading, writing, speaking and listening. We will identify BICS, CALP and CUP/CULP, Reading challenges, and types of English language learners. Throughout the unit we will begin thinking about classroom planning and review some optional materials.

Unit 4  Curriculum, Teaching, and the Student
This week I ask you to think about the specific challenges you and your students will grapple with in the content areas. We'll look at a document that provides examples of modifications and accommodations. We also look at scaffolding language and output expectations. Finally, you will need to reflect upon your "teaching" and the learning environment of the students.

Unit 5  Accommodations and Lesson Planning
In this session, you will continue to explore making accommodations for ELL students. You will examine proficiency indicators and recommendations made by the provincial government of Ontario, think about intercultural issues and look at special education issues.

Unit 6  Developing Plans
In this session, you will develop and present lesson plans that reflect an understanding of the special needs of English Language Learners and how to accommodate them effectively.

Unit 7  Share and Review
It's time to wrap up the course! We will examine our lesson plans, evaluate, offer input and share a little about the past 7 weeks and work on our final projects.

Course Project
Participants will write a final paper that incorporates the major themes of the course as well as a lesson or unit plan that demonstrates an understanding of the appropriate accommodations needed to teach ELLs more effectively. The final paper will be graded on the rubric provided on the course website. Participants will be evaluated on quality and depth of their final project. Individualized narrative feedback will be given periodically. Participants are expected to use the feedback to improve their project and overall performance in the course.
Course Expectations

This course is divided into seven one-week sessions beginning with an orientation week. Each session includes readings, activities, and an online discussion among workshop participants. The time for completing each session is estimated to be five to six hours.

Your instructor will review and assess your progress throughout the course. At the conclusion of each session, your instructor will update your course Gradebook. It is important to review the assessment criteria in the course rubric that will be used to determine your grades. In short, if you pay attention to the following, you will do just fine:

1. Make sure you complete the readings each week and do the activities each week. Afterwards, your first posting in the discussion area should make reference to the readings and activities in such a way that your instructor can tell you read the material and engaged in the activities.
2. Make sure you post at least 2 message replies in the discussion area each week, and that each posting contains substantial comments (i.e., a comment like “oh, that’s interesting” is NOT substantial).
3. Choose at least 2 different days each week when you will participate in the discussions. We suggest posting at least once within the first few days of the week, with your second post at least two days before the next week begins. If you only post on one day each week, you will not receive full credit because one posting a week does not help the group develop rich ongoing discussions.
4. Make sure you post on time, not after everyone else has moved on to the next week’s discussion.
5. Keep up with your final project work. While you may not be asked to submit it each week, it will be very helpful to keep working on it throughout the course.

In order to be eligible to receive a Certificate of Completion, you must participate in all of the 7 weekly discussions and complete all assigned tasks. Participants will be evaluated on the frequency and quality of their participation in class discussions. Participants are required to post a minimum of three substantial comments for each discussion, including one that addresses the discussion starter and demonstrates understanding of the course/unit concepts, citing examples from the readings. Additional postings should provide substantive comments to other participants, which are thoughtful, relevant, and serve to extend the discussion.

Progress will be reviewed and assessed throughout the course. At the conclusion of each unit, the course Gradebook will be updated to reflect the quality of your participation in the course.

In order to receive a Certificate of Completion at the end of the course, you must earn a passing grade of 60% or more in the course requirements, earning at least 150 out of 250 points.

Graduate Credit

If you choose to take the course for graduate credit, there is an additional requirement to complete a Reflection Paper, which is worth an additional 50 points. The guidelines and rubric for this paper are posted in each course. You will need to (a) send your tuition registration form with payment directly to the university graduate studies office no later than the start of Unit 7 of your course and (b) notify your instructor that you have registered for graduate credit. If taking the course for graduate credit, a passing grade is 70% or more, earning at least 170 out of 300 points.