

THE UNIVERSITY OF ALABAMA

Course Inventory

Date 10/31/2017 Department Curriculum and Instruction College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. CSE 493

Add _____ Change. X Inactivate. _____

Type of modification:

X _____ Title X _____ Description X _____ Credit hours _____

| Type | Number | Old | Grade | New |
|------|--------|-----|-------|-----|
| | | | | |

Classification of Instructional Programs (CIP) # _____

Title Teaching Diverse Communities in Secondary Education

Short Title (30 characters or less) Teaching Diverse Communities

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

This course explores the impact of learners' diversity on pedagogy, teaching practices, and student learning in the US secondary schools and fosters content area teacher candidates' competence to provide diverse students with equitable educational opportunities. A reflective teaching model will be used to explore differences in race, class, gender, and academic achievement as they affect classroom interaction and academic success.

1. Credit Hours 3

2. Prerequisites CSE390 Instruction and Accommodation in Secondary Schools

3. Corequisites CSE390 Instruction and Accommodation in Secondary Schools

4. Cross Listed (Equivalent Courses) N/A
 Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

*5. Slash Listed (Equivalent Courses) N/A
 Slash listed courses refer to the courses offered by the same department at different levels.

.. Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the cata- log descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

- (a) Letter grade X
- (b) Pass/fail _____

7. Indicate one of the following types of instruction:

- | | | | |
|---------------------------------|----------|---|-------|
| (a) Seminar | <u>X</u> | (b) Lecture | _____ |
| (c) Independent Study | _____ | (d) Laboratory | _____ |
| (e) Thesis/Dissertation | _____ | (f) Field Experience | _____ |
| (g) Recitation/Discussion/Quiz | _____ | (h) Lecture/Laboratory | _____ |
| (i) Activity/Performance/Studio | _____ | (j) Clinic | _____ |
| (k) Research | _____ | (l) Online | _____ |
| (m) Blended | _____ | (n) Live w/ Recitation/ Discussion/Quiz | _____ |

8. Attributes

- (a) Service Learning N/A
- (b) Honors N/A

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

(1). The course credit hours will be set to 3 credit hours. (2). Course name will be changed from DIVERSITY SEMINAR to TEACHING DIVERSE COMMUNITIES IN SECONDARY EDUCATION.

10. Maximum Repeat: 3 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

N/A

Department Head: Cynthia S. Sunal

Cynthia Sunal 10/31/17
 Signature Date

Angela O. Benson

**10/30/17
 AIC Chair**

THE UNIVERSITY OF
ALABAMA

COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

SYLLABUS

CSE 493: Teaching Diverse Communities in Secondary Education
(3 credit hours)

Location & Time:

Instructor:

Telephone:

E-mail:

Office Location:

Office Hours:

Course Description: This course explores the impact of learners' diversity on pedagogy, teaching practices, and student learning in the US secondary schools and fosters content area teacher candidates' competence to provide diverse students with equitable educational opportunities. A reflective teaching model will be used to explore differences in race, class, gender, and academic achievement as they affect classroom interaction and academic success.

This is a W designation course. The W designation indicates that one of the conditions for a passing grade is that students write a coherent, logical, and carefully edited prose in a minimum of two papers, at least one of which will be graded and returned before midsemester.

Corequisite : CSE 390 – Instruction and Accommodation in Secondary Schools.

Prerequisite – CSE Instruction and Accommodation in Secondary Schools.

Required Texts:

- Nieto, S. & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education* (7th ed.). Pearson Higher Education.
- Ariza, E., Yahya, N., Morales-Jones, C., Zainuddin, H. (2015). *Fundamentals of teaching English to speakers of other languages in K-12 mainstream classrooms* (4th ed.). Kendall Hunt Publishing.
- Echevarria, J. Vogt, M. & Short, D. (2018). *Making content comprehensible for secondary English learners: The SIOP model* (3rd ed.). Pearson.

Other required course materials: The instructor will post articles and videos on the BlackBoard space assigned for this course.

LiveText tutorials available: <http://www.bamaed.ua.edu/cse489/livetext.html> & <http://bamaed.ua.edu/livetext>.

Recommended Texts and Materials:

- Nieto, S. (2018). *Language, culture, and teaching: Critical perspectives*. (3rd ed.). New York, NY: Routledge.

- Gilliland, B. & Pella, S. (2017). *Beyond “teaching to the test”: rethinking accountability and assessment for English language learners*. National Council of Teachers of English.
- Wright, W. E. (2015). *Foundations for teaching English language learners: research, theory, policy, and practice* (2nd Ed.), Caslon Publishing.
- Short, D. & Echevarria, J. (2016). *Developing academic language with the SIOP model*. Pearson Higher Education.
- Vogt, M., Echevarria, J. & Short, D. (2010). *SIOP model for teaching English Language-Arts to English learners*. Pearson Higher Education.
- Short, D., Vogt, M. & Echevarria, J. (2011). *SIOP model for teaching History-Social Studies to English learners*. Pearson Higher Education.
- Echevarria, J., Vogt, M. & Short, D. (2010). *SIOP model for teaching Mathematics to English learners*. Pearson Higher Education.
- Short, D., Vogt, M. & Echevarria, J. (2010). *SIOP model for teaching Science to English learners*. Pearson Higher Education.
- Reiss, J. (2012). *120 content strategies for English language learners: Teaching for academic success in secondary school* (2nd ed.). Pearson Higher Education.
- Diaz-Rico, L. T. (2013). *The crosscultural, language, and academic development handbook: A complete K-12 reference guide*. Pearson Higher Education.
- Vogt, M., & Echevarria, J. (2008). *99 ideas and activities for teaching English learners with The SIOP model*. Boston: Pearson Allyn and Bacon.
- Vogt, M., Echevarria, J., & Washam, M. A. (2014). *99 more ideas and activities for teaching English learners with the SIOP model*. Pearson Higher Education.

Conceptual Framework:

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will

UNITE with the larger community to

collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their field; and



LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Knowledge Base:

To become effective classroom teachers, individuals should gain knowledge of themselves as teachers, the students they will teach, and ways to teach those students. Current research-based information about students and the recommended practices for teaching at the middle and secondary levels will be examined. Students use textbooks, journal articles, technology, and classroom experiences to increase their personal knowledge of instructional practice. Emphasis is placed on selection of appropriate teaching strategies and ways to implement recommended practices. Individuals who aspire to become teachers also need knowledge that will enable them to function within the school setting and achieve their goals. Professional behavior that includes ways to establish and maintain learning environments and the need for ethical decision making are addressed throughout the course.

Course Objectives and Student Learning Outcomes:

The course objectives are based on the Alabama Quality Teaching Standards as stated below. By the end of this course, teacher candidates will have constructed the following:

2007.4.c.1.1 Knowledge of the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions.

2007.4.c.1.2 Knowledge of cultural, ethnic, gender, linguistic, and socio-economic differences and how these may affect individual learner needs, preferences, and styles.

2007.4.c.1.3 Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures.

Accordingly, this course focuses on cultural diversity and the ways in which it has been defined and treated in the US educational system. As part of this focus, we will explore the ideas of diversity, culture, and equity and the relationships among these ideas and their connections with teaching and learning. Specific purposes of the course involve:

- (a) Developing an understanding of issues of equity and diversity that influence and are aspects of the classroom
- (b) Developing an understanding of the significance of equity and diversity to teaching and learning
- (c) Developing an understanding of the ways in which diversity has been negotiated and understood within the educational system
- (d) Developing an orientation both professionally and personally to issues of diversity and equity

University/Course Policies & Protocols

Professional Behavior

Attendance and Tardy Policy: Attendance and class participation are required. After the first two unexcused absences, the final grade is lowered by one-half letter grade; each additional unexcused absence will result in the loss of one-half letter grade. The student is responsible for presenting documentation to the instructor for excused absences immediately upon return to class. The instructor reserves the right to make special recommendations for excessive excused absences. In addition, students who are tardy to class three times will receive an unexcused absence. Each tardy that follows will result in the loss of one-half letter grade from the final grade.

Classroom Decorum: The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct. Disruptive/obstructive behavior is not limited to but may include the following: verbal abuse, threats, stalking, and intimidation harassment. Use of outside materials, cell phones (including text messaging), computers/iPads, and/or beepers is not permitted during class time, unless part of a sanctioned class activity.

Statement of Tolerance: The CSE 390 course is centered on discussion and exchange of ideas, and all students are responsible for contributing to both their own learning experience and the learning experience of others. Because the contribution of ideas from each student is critical to the learning process, any behavior that makes other students feel uncomfortable in their learning environment will not be tolerated. This includes interrupting others while they are talking, carrying on conversations separate from the class discussion, or making comments that could be perceived as offensive in terms of gender, sexual orientation, religion, non-religion, race, ethnicity, nationality, or disability. Please make every effort to maintain an atmosphere where everyone feels comfortable sharing and responding to ideas.

Statement Regarding Student Professionalism and Behavior: Professional behaviors include display of courtesy toward the instructor and classmates, punctual attendance, observance of due dates, flexibility regarding field experience activities, and unanticipated changes in the course calendar. Participation includes demonstration of active contribution to small group and whole class discussion, posing clarification, reflective, and/or information-seeking questions, and communicating ideas or concerns with the instructor in a respectful manner.

Cell Phones and Electronic Devices: Laptops and iPads should be powered down, and cell phones on silent when not in use for a sanctioned class activity or taking notes. Please do not use your device for unsanctioned class activities. If you have an emergency that necessitates the use of your phone, please leave the classroom.

Course Protocols

Assignments: Assignments are due at the beginning of the class period for which they are listed on this syllabus (or submitted electronically). There is no make-up policy for class work assignments or quizzes. Students may turn in late work, but 10% will be deducted for each day (including weekend days) beyond the due date that assignment is late.

Make-up Policy: Without a valid excuse, assignments will not be accepted late. In the event of an emergency, please contact your instructor immediately upon your return. Students without a valid excuse will receive a zero for the assignment. Students with a valid excuse may receive a reduction in 10 points each day the assignment is late. The instructor reserves the right to make accommodations based on extenuating circumstances (e.g., family illness).

Quality of Work Submitted: All written assignments require that students submit coherent, logical, and carefully edited prose. All assignments shall be word processed, and formal papers are to be in APA style, 6th edition.

University Policies

Policy for Withdrawal: Refer to the current University of Alabama Undergraduate Catalog.

Academic Misconduct: All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The

University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: "I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University."

Accommodations: If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

Plagiarism: Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Associate Dean. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an F in the course and being suspended from the University. For more information, see <http://facultysenate.ua.edu/handbook/append-c.html>.

Use of Plagiarism Detection Software Statement: The University of Alabama is committed to helping students to uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

UAct Statement: The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website (www.ua.edu/uact) provides extensive information on how to report or obtain assistance with a variety of issues, including issues related to dating violence, domestic violence, stalking, sexual assault, sexual violence or other Title IX violations, illegal discrimination, harassment, child abuse or neglect, hazing, threat assessment, retaliation, and ethical violations or fraud.

Elasticity Statement: Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class.

Religious Holiday Observance Policy:

- Students should notify faculty in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance.
- Faculty should provide students who give the required notice of and are absent for observance of a religious holiday reasonable opportunity to complete academic

responsibilities in the original or alternative form without penalty, unless doing so would interfere unreasonably with the academic integrity of the course.

- If the student and the faculty member cannot agree on a requested accommodation for completion of the academic responsibilities, the student may follow the procedure for academic grievances available on the College of Education website.

Severe Weather Protocol: In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains. UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through Connect-ED--faculty, staff and students (sign up at myBama)
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA 7. WVUA 7 Storm Watch provides a free service you can subscribe to that allows you to receive weather warnings for Tuscaloosa via e-mail, pager or cell phone. Check <http://www.wvua7.com/stormwatch.html> for details.

| Assignments | | | |
|--|-----------------------|--------------------------|--|
| Assignment | Due Date(s) | Possible Points | AQTS |
| Homework/Classroom Participation/Quizzes | Continuously | 150 pts (10 pts/week) | 2007.4.c.1.1 2007.4.c.1.2 2007.4.c.1.3 |
| | Step 1: Class 5 | 50 pts | |
| | Step 2: Class 7 | 50 pts | |
| | Step 3: Class 14 | 100 pts | |
| | Step 4: Class 15 & 16 | 50 pts | |
| | Step 5: TBD | 200 pts | |
| | Draft 1: Class 11 | | |
| | Draft 2: Class 13 | | |

| | | | |
|-------------------------|----------|---------|--|
| Final reflections paper | Class 16 | 100 pts | 2007.4.c.1.1 2007.4.c.1.2 2007.4.c.1.3 |
|-------------------------|----------|---------|--|

Grading policy:

Total 1000 points

A +: 97-100%

A : 94-96%

A - : 90-93%

B+: 87-89%

B : 84-86%

B - : 80-83%

C+: 77-79%

C : 74-76%

C - : 70-73%

D+: 67-69%

D : 64-66%

D- : 60-63% F: below 60%

1) Homework/Classroom Participation/Quizzes: You will earn a grade for participation and attendance that takes into account the quality and substance of your contribution to the collaborative learning of the class community. You are to read all assigned readings, complete homework assignments, and **actively** participate in classroom discussions and group activities with substantial comments and contributions. All class work you complete individually and as groups will be turned in to the instructor before leaving the class. As a classroom learning community member, you are supposed to:

- be present in all classes
- be prompt for all classes
- have thoroughly read and processed assigned readings
- provide thoughtful contributions to class discussions
- listen and respond to classmates
- be open to different perspectives
- be respectful to others,
- and ensure minimal disruption in classroom (Switch cell-phones off or keep them on silent mode and no texting.)

Unannounced in-class reading responses or quizzes will be conducted and you will be asked to relate the discussions and concepts in class readings to your own learning and teaching experiences and philosophy of education.

2) Case study:

Completing this assignment, you will have the opportunity to closely work with an English language learner and examine this student's experiences as a case study with your instructor's and collaborating teacher's guidance. Please follow these steps and remember each step requires an installment towards the completion of this assignment:

Step 1 - Identify your case: When you are placed in your practicum with a mentor teacher, identify a student amongst the ELLs you will be working with. When you do, write a (2-3 page) memo for yourself addressing these questions and upload it to the designated space on BlackBoard as your first installment by **Class 5**: Why did you choose this student as your focal case? What makes their case interesting and potentially educative for you as an emerging teacher? How do you think analyzing this student's case will equip you for your future teaching?

Step 2 - Collect data: As you get to know the teachers who are working with your focal ELL, identify your data sources (i.e. what to learn from whom?). Consult your course instructor and collaborating teacher and design a plan of action that need to include the description of how you are going to collect data and from whom. For example, contact the ESL specialist who must know the trajectory of each ELL they are assigned in the school system. You can learn your focal

ELL's prior education and WIDA Access test information. Then, you may want to talk with the content area teachers to learn what accommodations they are (not) providing for your participant in their classes. Additionally, as you work with your focal ELL, you will learn their experiences in content area classes. Lastly, the school counselor or the special education teacher (if relevant) could be other significant data sources for you. Once you have your plan of action, please share it with you instructor to receive feedback and upload it to BlackBoard as second installment by **Class 7**.

Step 3 - Manage and analyze data: Now that you have collected the data to better understand the educational experiences of your focal student, the next step is to organize all the data. Then, start analyzing your data by paying particular attention to what recurs as significant in the data in terms of this student's learning of content and language. For example, focus on how their content area teachers are making the content accessible/comprehensible for them; what kind of support they have received from the ESL specialist; how their interactions/relationships with the classmates influence their learning; how they think their monolingual classmates view/treat them; what future education plans they have; what their parents do to help them keep their home language. Write a brief description of your findings from this analysis to upload to the designate space on BlackBoard by **Class 14**.

Step 4 - Present your findings: The next step is to prepare a brief oral presentation (10-15 minutes) that includes the findings of your case study. Be prepared to answer questions about your case from your classmates and instructor. This presentation is intended to help you better articulate what you have learned from examination of this case. Class time will be allotted for these presentations in **Classes 15 & 16**.

Step 5 - Final paper: As the last installment for this assignment, you are expected to discuss the findings of your case study in light of the class readings and explain how these findings inform your future classroom practices with linguistically and culturally diverse students. In other words, explain how conducting this case study has fostered your learning to teach ELLs in your content area.

3) Identity paper: As Bullough (1997) asserts, "teacher education must begin by exploring the teaching self" (p. 21) since it "provides a framework for teachers to construct their own ideas of 'how to be,' 'how to act,' and 'how to understand' their work and their place in society" (Sachs, 2005, p. 15). Relying on research into teacher identity, this assignment emerges from the belief that for you to be able to support the learning of all students in diverse classrooms, you must first recognize and think reflectively about **who** you are, **why** you are who you are, and **how** who you are might impact your approach to teaching and your ability to create a classroom environment that supports equity. It is important to recognize that just as your students bring "who they are" to the classroom, you also bring your "self" to the classroom.

This 4-5 page paper should be double-spaced, 12 point, Times New Roman font with 1 inch margins. In it, you should consider significant identity-shaping events that have impacted the person you are today and the learning experiences you have had throughout this course. Consider exploring the nature of your beliefs, cultural identity, family, educational trajectory, current lifestyle as well as instructional values and priorities. The goal is to address the constructs that are most salient to your identity as a teacher and to identify the events that shaped this identity and help you understand the influence of your identity upon the way you conceptualize teaching and learning.

4) Final reflections paper: This assignment is designed to provide a venue for you to reflect on your ongoing learning-to-teach (in terms of what you have learned so far and what do you think

you have to learn in the rest of this program) and embed reflection as essential part of your teaching practice. Therefore, in this reflective piece, you are expected to discuss questions regarding your learning and teaching experiences in this class in relation to what kind of teacher you aspire to become. Towards the end of the semester, looking back, discuss how each component of this class (readings, assignments, discussions, group activities, practicum) has contributed to your preparation and growth as a teacher who is capable of catering to the needs of culturally and linguistically diverse student populations.

Assignment guidelines:

- a. Complete all assigned readings and tasks before our class meetings (see course schedule below)
- b. Upload the soft copies (.doc) of your assignments to the designated space on Bb by the midnight of the due date. Do not submit them via email or in hard copy format. Let's save some trees.
- c. Please name your file as in the example below:
Lastname_Firstname_CSE493AssignmentName
- d. You will be provided a rubric (also posted on Bb) for each assignment you are going to prepare in this course. Make sure you read the rubric carefully before submitting your work.
- e. All assignments should be typed with double-space, Times New Roman, 12 pt.
- f. You will be asked to provide feedback on your peers' work in certain assignments prior to their submission.
- g. All assignments for the course should be carefully prepared, processed, and proofread before submission. APA style should be followed. Refer to *The Publication Manual of the American Psychological Association (6th Ed.)* or Purdue's website <https://owl.english.purdue.edu/owl/resource/560/01/>

Additional Course Requirements

| Pass/Fail Assignments | Due Date(s) | AQTS |
|---|-------------|--|
| Field Experience Hours | TBD | 2007.4.c.1.1 2007.4.c.1.2 2007.4.c.1.3 |
| TEP Portfolio (Electronic Grid on <i>LiveText</i>) | TBD | 2007.4.c.1.1 2007.4.c.1.2 2007.4.c.1.3 |

1) Field experience hours: All students are required to complete *20 hours of field experience*, which is completed working with ELLs and teachers in the Tuscaloosa County or City Schools. This experience will provide the setting to complete the case study assignment. Also, each student's cooperating classroom teacher will evaluate them on the basis of their work with the ELLs assigned to them. Therefore, all students are required to teach/tutor ELLs with under the supervision of the cooperating teacher. *Students are responsible for scanning (NOT taking pictures) and emailing the course instructor all evaluations to keep in their records and upload to LiveText before being returned to the Office of Clinical Experiences in 101 Graves by TBD.*

2) TEP Electronic Portfolio: Students will create/post their assignments to TEP portfolio in *LiveText* (You will see a chart on BlackBoard explaining the assignments to be uploaded and we will have Dr. James Hardin as a guest speaker to talk about this). The due date to upload your assignment to your TEP portfolio is TBD.

LiveText tutorials available: <http://www.bamaed.ua.edu/cse489/livetext.html> & <http://bamaed.ua.edu/livetext>.

Tentative Course Schedule

Please Note: The instructor reserves the right to make changes in the course schedule to enhance the learning experience as he gets to know the teacher candidates better.

Note: There will be 16 classes if this course is scheduled to start on Wednesday, because the classes start on January 9 (Wednesday) and ends on April 26 (Friday) in Spring 2019.

| Date | Topics | Readings due | Assignments due |
|-----------------------|---|---|------------------------|
| January X Class 1 | <ul style="list-style-type: none"> ▪ Course introduction ▪ Set class rules ▪ Review of syllabus ▪ Develop class culture | | |
| January X Class 2 | <ul style="list-style-type: none"> ▪ Locating diversity in school context | Nieto & Bode (2018). Chapter 1: Understanding the Sociopolitical Context of Schooling | |
| January X Class 3 | <ul style="list-style-type: none"> ▪ Culture, identity, and learning | Nieto & Bode (2018). Chapter 5: Culture, identity, and learning | |
| January X Class 4 | <ul style="list-style-type: none"> ▪ Racism and discrimination in schools | Nieto & Bode (2018). Chapter 3: Racism, Discrimination, and Expectations of Students' Achievement | |
| February X Class 5 | <ul style="list-style-type: none"> ▪ Teaching towards diversity | Nieto & Bode (2018). Chapter 9: Adapting Curriculum for Multicultural Classrooms | Case Study Step 1 |
| February X Class 6 | <ul style="list-style-type: none"> ▪ Language and content | Ariza et al. (2015). Chapter 15: Integrating language and content | |
| February X Class 7 | <ul style="list-style-type: none"> ▪ Curriculum development | Ariza et al. (2015). Chapter 16: Curriculum Design and Day-to-Day English Language Instruction | Case Study Step 2 |
| February X Class 8 | <ul style="list-style-type: none"> ▪ Lesson preparation | Echevarria et al. (2018). Chapter 2: Lesson preparation | |
| March X Class 9 | <ul style="list-style-type: none"> ▪ Building background | Echevarria et al. (2018). Chapter 3: Building background | |
| March X Class 10 | <ul style="list-style-type: none"> ▪ Providing comprehensible input | Echevarria et al. (2018). Chapter 4: Comprehensible input | |
| March X Class 11 | <ul style="list-style-type: none"> ▪ Classroom strategies | Echevarria et al. (2018). Chapter 5: Strategies | Identity Paper Draft 1 |
| March X Class 12 | <ul style="list-style-type: none"> ▪ Classroom interaction | Echevarria et al. (2018). Chapter 6: Interaction | |

| | | | |
|---------------------|--|--|--|
| April X Class 13 | ▪ Practice and application | Echevarria et al. (2018). Chapter 7: Practice and application | Identity Paper Draft 2 |
| April X Class 14 | ▪ Lesson delivery | Echevarria et al. (2018). Chapter 8: Lesson delivery | Case Study Step 3 |
| April X Class 15 | ▪ Assessing ELLs' learning | Echevarria et al. (2018). Chapter 9: Review and assessment | Case Study Step 4 |
| April X Class 16 | ▪ Literacy, RTI, and special education | Echevarria et al. (2018). Chapter 10: Issues of Reading, RTI, and Special Education for English Learners | Case Study Step 4 Final Reflections Paper |

- Case Study Step 5 is due 5 days before the final grade entry deadline
- Spring break: March 8-15
- Classes end on April 26th.
- Final grade entry deadline: May 7th