CISL 561: Advanced ELL Methods for Teachers & Administrators
SYLLABUS: Spring 2017   January 23, 2017 - March 12, 2017

Marshall University College of Education and Professional Development

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Instructor	Lesley Morgan, MA, Secondary Education (English, 5-Adult); MA, Applied Linguistics (TESOL, PK-Adult) Virtual Office Hours: Tuesday & Thursday, 7:30-8:30 p.m. and by appointment* * I understand the complicated nature of your schedules, so please don't hesitate to arrange phone calls with me outside of office hours. As much as possible, I will make myself available at times that are convenient to you, including evenings and weekends.
Meeting time	This online course is designed to be completed within 7 weeks. The course beginning and ending dates are set by the third parties who contract it. Sample course dates: January 23, 2017 – March 12, 2017.
Credit hours	3 (CR/NC)
Required text	Bowers, E. R., Keisler, L. E., & Fitts, S. (2011). *Building academic language through content-area text*. Huntington Beach, CA: Shell Education. (approximately $25.00-30.00) Visit, call (1-800-642-9842 ext. 62501), or shop the Marshall University Bookstore online (http://www.bkstr.com/marshallstore/home). Price: $29.99. You may also be able to buy the book from other online retailers. • additional texts provided within the course
Computer requirements	Refer to MU Online for information regarding "minimum requirements" for Web-based courses. In addition, all word-processed assignments for this course must be submitted in Microsoft Word format.
Prerequisites	CISL 560: ELP Standards for Content Area Teachers or Instructor Approval
Course Description	This professional development course will familiarize classroom teachers, ELL Specialists, and administrators with advanced methods for instruction, modification, and assessment of English Language Learners (ELLs).

Requirements	The percentage value of (and total available points for) assignments are listed below. Course assignments require: • 190 points – Module Activities • 130 points – Discussions • 130 points – Final Project A rubric to evaluate each requirement is provided. A note on grading: The grading policy rewards the quality and timeliness of your responses, successful completion of assignments, and **active** participation in the class. In terms of quality your responses should be well-written and clearly address the issues and ideas presented in your readings and other assigned material. **Regular and active participation is essential in this online course**. Read all assigned material, complete your assignments on time, and notify me when emergencies arise. You can track your status in the course throughout the semester by accessing My Grades on the Navigation Bar. Assignments are described in detail within each of the major sections of the course. Corresponding due dates for all assignments and quizzes are outlined on the Course Schedule on the homepage and the Calendar. **The course opens January 23, 2017 and closes March 12, 2017** **(sample course dates)**
Grading	• CR = 315 points or above (Credit) • NC = 314 points or below (No Credit) ***Note failure to turn in all components of your final project will result in an "NC "for the course no matter how many points you have earned.**
Course Philosophy	This course provides classroom teachers, ELL Specialists, and administrators of ELLs advanced application and practice of strategies and approaches that can be used across curricular areas to support the learning of ELL. The goals of the strategies are to allow ELLs to access grade-appropriate, content curriculum no matter their English Language Proficiency Level. To engage with this learning effective instruction of English language learners are emphasized in each of the strategies. These premises are the following: ❖ Teachers should provide opportunities to increase verbal interaction, in classroom activities. ❖ Teachers should ensure that students are given 'comprehensible input'. ❖ Teachers should use strategies that reduce the anxiety of the students, and offer opportunities for active involvement of the students. ❖ Teachers will study methods and create corresponding materials to use in the instruction of ELL students
Course Objectives	Upon completion of this course students will be able to: ❖ Explain why modifications and accommodations are required for ELLs

	❖ Use knowledge of the laws, judicial decisions, policies, and guidelines that have influenced the ELL profession to design appropriate instructions, assignments, and assessments for students ❖ Design instruction and make instructional and assessment decisions related to the teaching of ELL students ❖ Describe and explain appropriate classroom and assessment modifications for ELLs ❖ Identify and utilize multiple technology teaching tools with ELL students ❖ Provide language support through visual images (visual scaffolding) ❖ Consider visual literacy when instructing and assessing ELLs ❖ Apply various strategies to the teaching of ELL learners ❖ Identify and utilize cultural knowledge to help students develop their language art skills and adapt to a U.S. school setting
University and Instructor Policies	For Marshall University's complete set of policies please see Marshall University Policies on the university's Division of Academic Affairs webpage. As a student, it is your responsibility to review and to understand the University's policies. Please familiarize yourself with them, especially the Academic Dishonesty Policy. For students enrolled in MUOnline courses, communication with the instructor is typically via one of the course tools (discussion posting or mail tool). If, however, it is necessary for you to contact your professor, the program secretary, or anyone else at Marshall via e-mail, university policy **requires** you to use your Marshall Email account. The university contacts students using MU Email to share important information, including emergency announcements, course-related information, reminders and deadlines. You **MUST** have and use an MU email account. The email process includes a procedure for redirecting your email, but you must sign into your MU email account to do this. For information and assistance refer to http://www.marshall.edu/gsepd/Technology.html
Academic Dishonesty	Any act of a dishonorable nature which gives the student engaged in it an unfair advantage over others engaged in the same or similar course of study and which, if known to the classroom instructor in such course of study, would be prohibited. This shall include, but is not limited to, the following: securing or giving unfair assistance during examinations or required work of any type; the improper use of books, notes, or other sources of information; submitting as one's own work or creation any oral, graphic, or written material wholly or in part created by another; securing all, or any part of assignments or examinations, in advance of their submission to the class by the instructor; altering of any grade or other academic record; and any other type of misconduct or activity which manifests dishonesty or unfairness in academic work. Each classroom instructor may modify the general definition of academic dishonesty to fit the immediate academic needs of a particular class, provided the instructor defines, in writing, the details of any such departure from the general definition. Academic dishonesty also includes conspiring with or knowingly helping or encouraging a student to engage in academic dishonesty. (Academic Dishonesty, Student Handbook, pgs. 75 -77.)

Assignments Schedule

Due Date	Module	Activity	Points
January 29	Orientation	Post Bio & Participation	10
January 29	Orientation	Use Course E-mail	10
February 5	Module 1	Discussion Questions & Participation #1	10
February 5	Module 1	Discussion Questions & Participation #2	10
February 12	Module 2	Discussion Questions & Participation #1	10
February 12	Module 2	Discussion Questions & Participation #2	10
February 12	Module 2	M2, Assignment 1—Content Text Analysis	50
February 19	Module 3	Discussion Question & Participation #1	10
February 19	Module 3	Discussion Question & Participation #2	10
February 19	Module 3	M3, Assignment 1—Building Schema	30
February 19	Module 3	M3, Assignment 2—Modifying Assessments	40
February 19	Module 3	M3, Assignment 3—Scenario Selection/Final Project Idea	10
February 26	Module 4	Discussion Questions & Participation #1	10
February 26	Module 4	Discussion Questions & Participation #2	10
February 26	Module 4	M4, Assignment 1—Content Text Photo Analysis	50
March 5	Module 5	Discussion Questions & Participation #1	10
March 5	Module 5	Discussion Questions & Participation #2	10
March 12	Module 6	Discussion Question & Participation #1	10
March 12	Module 6	Discussion Question & Participation #2	10
March 12	Module 6	Final Project*	130

Schedule at a Glance

Module	Dates	Work Due at the end of Module
Orientation	January 23 –January 29	January 29, 2017
Module 1	January 30 – February 5	February 5, 2017
Module 2	February 6 – February 12	February 12, 2017
Module 3	February 13 – February 19	February 19, 2017
Module 4	February 20 – February 26	February 26, 2017
Module 5	February 27 – March 5	March 5, 2017
Module 6	March 6 – March 12	March 12, 2017