Syllabus
School of Education
College of Charleston

Course Number and Title: Teaching English Literacy To Adult Learners

Instructor: Wendy Griffin and Tina Winchester

Hours: 3 graduate credits for certified and noncertified teachers/45 contact hours for certified teachers, if taken during summer at College of Charleston

Location: College of Charleston Campus, Charleston, SC (Summer)
Richland One Adult Education, SC (Spring 2009)

Dates: July 13-17, 2009 and July 29-30, 2009.

Text/Material:
- TELAL Handbook (Original Curriculum developed for course – Table of Contents attached)
- Practitioner Toolkit: Working with Adult English Language Learners
- Teacher Training Through Video, Longman
- Center for Adult English Language Acquisition (CAELA) Website
- CAELA State Capacity Building Trainer's Manual
- An array of articles, books, reports, and websites that address the teaching of English to speakers of other languages

Course Description:
This course is designed to acquaint adult educators who work in the field of English language acquisition with the knowledge, skills and tools to positively impact the teaching and learning in ESL programs across the state of South Carolina.

South Carolina is part of the growth trend of adult learners enrolled in English as a Second Language classes and adult educators have been forced to quickly accommodate this large new audience of learners. However, to successfully meet this challenge, a base of well trained instructors is needed to work with adult English language learners. This professional development curriculum was developed to address this significant need. The curriculum presents current research, theory and best practices in ESL instruction. It further provides the opportunity for interactive analysis and application of the guiding principles of the discipline, which relates to the College of Charleston's conceptual framework and theme of making the teaching and learning connection.

Goal:
All Goals and Objectives are correlated to the College of Charleston's Teaching and Learning Standards.
To assist teachers in developing skills, knowledge and strategies to improve the quality of instruction in the adult ESL classroom in order to enhance the learning environment, maximize learning and facilitate student assessment and evaluation.

Participants will:

1. Develop an understanding of population(s) served in adult ESL classrooms and the types of programs available (Standards I, II, VII).
2. Develop strategies for successfully orienting students to the program of instruction (Standards II, III, VI).
3. Explore a variety of assessment tools that appropriately place students and effectively evaluate their progress and advancement (Standards II, VI).
4. Develop an understanding of the instructional program planning process as it follows a master plan for scope and sequence and as it impacts individual lesson planning (Standards I, II, III, IV, VI).
5. Explore instructional resources and evaluate for usage and effectiveness (Standards II, III).
6. Explore instructional strategies and evaluate for usage and effectiveness (Standards II, III).
7. Develop an understanding of the multiple challenges in the ESL classroom and explore options for effectively addressing those challenges (Standards II, V, IV).
8. Explore appropriate methods for incorporating the instruction of Civics into the ESL classroom (Standards II, VII).
9. Design and demonstrate a lesson plan that utilizes research based strategies and practices for teaching adult English language learners (Standards I, II, III, V, VI).

In-Class Activities:

Lecture, presentation, discussion, whole group and small group activities, development of instructional activities for classroom use, researching sources for Adult Education classroom activities and lessons.

In-Class Assignments (5 points each, total of 40 points)

- Students will participate in all class activities and discussions
- Students will review and present a summary of an ESL lesson plan to the class
- Students will keep a Reflection Journal, reflecting on each of the eight modules that will be presented
- Students will complete a WebQuest Internet Scavenger Hunt as a means of investigating ESL resources available on the internet
- Students will review and evaluate a variety of assessment tools appropriate for placing, monitoring progress and understanding the needs of ESL students
- Students will be trained in BEST Plus Test Administration and will participate in a BEST Plus Scoring Refresher 6 weeks to 3 months after being trained.
- In small groups, students will analyze and research issues related to challenges in the ESL classroom
- Students will review and evaluate ESL resources available from various product vendors
- Students will analyze, discuss and demonstrate application of instructional strategies presented in video presentations

Out-of-Class Assignments:

- Students will develop ESL lesson plans using the lesson plan rubric as a guide. Students will have the opportunity to have a lesson plan critiqued by the instructors before presenting to the class. Students must get approval for their lesson plan presentation topic from their instructors. Presentations on lesson plans must be 20 minutes long and should contain enough materials and activities to cover a 2-hour ESL class. Students will submit a printed copy and provide electronic copies for each student in the class via email. (30 points)
- Students will review three instructional resources (web-based or other) and submit a written summary of each and how the resource would be used in the classroom using the research article rubric as a guide. At least one resource needs to address the inclusion of Civics in the ESL curriculum (20 points)
- Students will read and summarize three articles relating to the challenges faced in the ESL classroom (10 points)

Grading Procedures: Pass/Fail
Out of a possible 100 points, a student must receive a total score of 74 or higher to pass the course. A score of 73 or lower will result in a failing grade.
- Students will receive points for the assigned in-class and out-of-class activities for a total of 100 points.
- Participants must adhere to the College of Charleston's attendance policy of being present 85% of the time to receive full credit. All work will be made up.
- All work submitted must be word-processed, spell-checked, and adhere to good writing standards.

- Students will turn in out-of-class assignments as both a print-copy.
- Students will also be responsible for providing print copies of lesson plan and other hard copy assignments to other students in the class.
- Assignments will be collected no later than July 29th.

Rubric for Grading In-Class Activities

Activities			
1. Class participation	5 Actively contributes to class activities and discussions most of the time.	3 Actively contributes to class activities and discussions some of the time.	1 Rarely an active and contributing member to class activities and discussion
2. Oral review of an ESL lesson plan	5 Review contains an accurate synopsis and a thoughtful opinion	3 Review has missing or inaccurate information or a limited opinion.	1 Review has major gaps in information or accuracy and/or little opinion
3. Reflection Journal	5 Completed 8 entries, each containing excellent reflection, insight or comments	3 Completed 8 entries, but comments do not demonstrate analysis or understanding	1 Completed less than 8 entries or entries are of poor quality
4. WebQuest Activity	5 Completed activity, error-free or minor errors.	3 Completed activity, but contains errors in 20% of questions.	1 Did not complete activity or contains many errors.
5. Assessment Activity	5 Completed activity, demonstrates full understanding	3 Completed activity, adequate, but partial understanding	1 Did not complete activity or does not demonstrate sufficient understanding
6. Challenges Activity	5 Completed all activities, actively participates with group	3 Completed all activities, but does not participate fully with group	1 Does not complete all activities or does not actively engage with group
7. ESL product reviews	5 Completed activity with thoughtful and appropriate evaluative comments	3 Completed activity but with limited degree of evaluation	1 Does not complete activity and/or provides little opinion
8. Instructional Strategies Activity	5 Fully participates and demonstrates good transfer of skills/information	3 Participates, but does not demonstrate good transfer of skills/information	1 Does not participate or does not demonstration understanding

ESL Lesson Plan Guidelines and Rubric

Using the Lesson Plan Template, design an original lesson plan for your class that effectively teaches ESL concepts and has the following components:
Components:
- Title of lesson
- Subject area for lesson
- NRS level for lesson
- Goal and objectives for lesson
- List of materials, resources, handouts needed for lesson
- Lesson outline, including introduction, activities, and debriefing
- Method of evaluation – matched to objectives
- Copies of any handouts

Technical Requirements:
- Word process lesson plan (use Lesson Plan Template)
- Make printed copies for instructor and email copies to all participants
- Teach lesson to class (20 minute presentation)

Possible Points	Component	Criteria		
1	Title	Points deducted for inappropriate or missing title		
1	Subject area	Points deducted for missing information.		
1	NRS level	Points deducted for missing or inappropriate information		
4	Goal and objectives for lesson	Points deducted for missing or unclear information, according to the following scale:		
		4 Goals and objectives are complete, clearly presented and relevant to instruction	2 Goals and objectives are incomplete or not clearly presented or do not show relevance	0 Lesson goals and objectives are missing
6	Materials, resources	Points deducted for incomplete information		

		6 Appropriate materials and resources are included and provided for class	3 Materials and/or resources are provided, but are not appropriate or not adequate for completion of lesson goals	0 Materials and/or resources are not provided
6	Lesson Outline	Points deducted for unrelated activities, or lack of introduction or closure		
		6 All components of lesson outline are present and fully developed	3 Some components of lesson outline are not included or are not fully developed	0 Lesson plan outline is not followed
3	Evaluation	Points deducted for lack of information on how student will be evaluated		
		3 Relevant evaluation of lesson is included	2 Evaluation is included, but is not related to lesson goals	1 Student evaluation is not included
1	Supplementary information (handouts, etc.)	Points deducted for missing information		
1	Appropriate format	Points deducted if not submitted in correct format		
6	Presentation form	Points deducted for overly long or short		

		presentation, lack of preparation, poor speaking skills		
		6 Presentation meets all requirements for length, preparation and demonstration of teaching skills	3 Presentation meets most of requirements, but may be too long or short or show poor preparation or poor presentation skills	0 Presentation is not given or does not meet any of the stated requirements

Instructional Resources Assignment and Rubric for Scoring

You will review three instructional resources that provide either tools or techniques for teaching English to adults. These may be web-based or other resources that can be used for adult English language learners. At least one resource must address the inclusion of Civics in the ESL curriculum.

- Include the name of the resource and complete bibliographic information (including URL for on-line resources).
- Write a short summary to describe the information you reviewed.
- Comment on how this information might impact your instructional practices.
- Written reviews must be word processed, error-free and double-spaced.
- Written reviews should each be more than one-half page and less than one page in length.

Instructional Resources Assignment Rubric

20 points	Three reviews that meet all guidelines
15 points	Three reviews that meet four guidelines
10 points	Three reviews that meet three guideline
5 points	Three reviews that meet two guidelines
0 points	Less than three reviews

Assignment for Articles Focusing on Challenges in the ESL Classroom
Guidelines and Scoring Rubric

Students will read and summarize three articles relating to the challenges faced in the ESL classroom. This assignment is not limited to the challenges presented and discussed as part of the ESL Academy curriculum.

- Include the name of the article and complete bibliographic information (including URL for on-line articles).
- Write a short summary of the article.
- Comment on how this information might impact your instructional practices.
- Written reviews must be word processed, error-free and double-spaced.
- Written reviews should each be more than one-half page and less than one page in length.

ESL Articles Rubric

10 points	Three article reviews that meet all guidelines.
8 points	Three article reviews that meet four guidelines.
6 points	Three article reviews that meet three guidelines.
4 points	Three article reviews that meet two guidelines.
0 points	Less than three article reviews.

TEACHING ENGLISH LITERACY TO ADULT LEARNERS
COURSE HANDBOOK

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