WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS

COURSE NUMBER: MLL 7401
COURSE TITLE: Structure of English Language in ELL

National Reading Panel: www.nationalreadingpanel.org
Common Core State Standards: http://www.corestandards.org/
APA Link: http://www.apastyle.org

If you would like more precise information regarding the textbook(s) for this class, please visit the bookstore website at http://www.wilmu.edu/bookstore

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

OFFICE HOURS OR METHOD OF CONTACT:

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

**You WILL need a microphone and headset if you are taking this as a distance course! **

COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstruct inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

Wilmington University Graduation Competencies: Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies.

1. Oral Communication
1.1 Appraise the needs of diverse audiences and then speak in a clear, confident, and succinct manner.
1.2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

2. Written Communication
2.1 Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
2.2 Exhibit competence in writing for specific purposes, diverse audiences, and genres.
2.3 Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. Disciplined Inquiry
3.1 Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

4. Information Literacy
4.1 Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. Ethics
5.1 Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

IDEA Course and Instructor Evaluations: Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

The course measures your learning on specific items on the IDEA. Your syllabus denotes them as Essential and Important. These are listed as items 21-32 on the course evaluations that are
submitted to you. It is important that you evaluate your progress on these as you move through
each course. They correspond to the following items:

1. Gaining factual knowledge. (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material. (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in
the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing creative capacities. (writing, inventing, designing, performing in art, music,
drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity. (music,
science, literature, etc.)
8. Developing skill in expressing myself orally or in writing.
9. Learning how to find and use resources for answering questions or solving problems.
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking my own questions and seeking answers.

I. COURSE DESCRIPTION:

This course is designed for educators working with English Language Learners (ELL) in
grades K-12. Participants in this course will examine the syntactical structure of the
English language and its connections to other languages. Participants will gain
knowledge of the ways in which ELL students acquire a syntactical understanding of the
English Language in the domains of listening, speaking, reading and writing. An
emphasis will be placed on the importance of adapting content area instruction and
language for ELL students in order to promote academic language proficiency. This
course will demonstrate practical strategies and techniques that educators can use to
improve instruction for ELL students in academic content areas.

Successful candidates:

- Read the assigned chapters and complete tasks before the scheduled class meeting,
  whether that is F2F or online.
- Attend class each week, arrive on time, complete the readings before class, and are
  prepared to discuss them intelligently in class. Read with a questioning attitude rather
  than for absorption of facts: What do I believe to be true? What is particularly
  challenging? What is hard for me to understand? How do these ideas relate to others
  covered in other classes?
- Have absences approved by instructor prior to absence with the exception of a valid
  emergency. Missing more than 2 class meetings will result in a failing grade.
- Adhere to the WU Academic Integrity Policy. Detailed information can be found by
  clicking on the following link: https://www.wilmu.edu/studentlife/acadintegrity.aspx
- Submit work that is original in nature and is created during the time frame of this
course. Candidates may not submit the same work for two different assignments.
- Provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.
- Turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.
- Follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for the program.
- Use their WU wildcats email address for communicating with the instructor.

II. PROGRAM/IRA/TESOL/OTHER COMPETENCIES:

Program competencies are derived from the Teachers of English to Speakers of Other Languages (TESOL) Professional Teaching Standards. Alignment to other standards includes InTASC and ISTE (NETS)

COMPETENCY 1: Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.

*(TESOL Standard 1: Language)*

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
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<tbody>
<tr>
<td>Understand philosophies of education and teaching as applied to working with ELL students.</td>
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<td>Develop awareness of educational psychology, including behavioral and cognitive methods, related to ELL instruction.</td>
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<td>Discuss current and future roles and responsibilities of ELL teachers.</td>
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<td>Explore ways to encourage learner autonomy, motivation, and management in ELLs.</td>
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<tr>
<td>Understand how to develop student-learning strategies in the ELL classroom, including cognitive, metacognitive, social-affective, and academic and study skills.</td>
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<tr>
<td>Develop indirect student learning strategies in the ELL classroom, including second language acquisition and use, learning styles and preferences.</td>
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<td>Understand the role of grammar instruction in the ELL classroom.</td>
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<td>Explain the integration of grammar instruction across the ELL and content area curriculum.</td>
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<td>Develop awareness of the history of English as it relates to teaching English Language Learners.</td>
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<tr>
<td>Discuss the complexities of the English language as they relate to teaching English Language Learners.</td>
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<td>Discuss how to most effectively teach ELLs grammar.</td>
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<td>Correct usage and modeling of English to ELLs.</td>
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<td>Develop understanding of classroom discourse and its importance to promoting student voice in the ELL classroom.</td>
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<td>Be familiar with common discourse genres in the ELL classroom.</td>
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<td>Understand the importance of and ways to effectively promote Cognitive Academic Language Proficiency in the ELL classroom.</td>
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</tbody>
</table>
Learning Activities: The candidate will:
1. Design a cross-curricular integrated grammar lesson.
2. Reflect upon standard English v. Dialect: What do we teach?
3. Complete the *Do You Speak American?* reflection assignments.
4. Assess their personal grammar knowledge through weekly online interactive grammar quizzes.
5. Engage in discussion board reflections.

**COMPETENCY 2:** Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs. (*TESOL Standard 2: Culture*)

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<tr>
<th>LEARNING OUTCOMES</th>
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<tr>
<td>Develop understanding of cultural anthropology and its relationship with education.</td>
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<td>Develop understanding of the relationship between culture and language.</td>
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<td>Evaluate the skills and responsibilities of an educator of diverse and multicultural students.</td>
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<td>Develop understanding of the relationship between culture and learning styles and strategies of ELLs.</td>
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<td>Develop understanding of the importance of culturally compatible instruction in the ELL classroom.</td>
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<td>Discuss ways to use culture as content in the ELL classroom.</td>
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<tr>
<td>Read and discuss the importance of cross-cultural studies.</td>
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<td>Demonstrate how to use intercultural communication to teach English.</td>
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<td>Develop understanding of the issue of dialect in the English language.</td>
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<tr>
<td>Develop understanding of the question of standard English in the U.S.</td>
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<tr>
<td>Understand the importance of the goal of language variety in the ELL classroom.</td>
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<td>Understand situated literacy and academic registers in the ELL classroom.</td>
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Learning Activities: The candidates will:
1. Complete the *Do You Speak American?* reflection assignments.
2. Reflect upon Standard English v. dialect: What do we teach?

**COMPETENCY 3:** Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs. (*TESOL Standard 3: Planning, Implementing, and Managing Instruction*)

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>Plan standards based ELL and content related instruction.</td>
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<td>Create supportive, accepting classroom environments.</td>
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<td>Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.</td>
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<tr>
<td>Organize learning around standards-based subject matter and language learning objectives.</td>
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</tbody>
</table>
Incorporate activities, tasks, and assignments that incorporate language authentically and are related to content-area materials.

Provide activities and materials that incorporate all domains of language learning: listening, speaking, reading, and writing.

Develop students’ listening skills for a variety of academic and social purposes.

Develop students’ speaking skills for a variety of academic and social purposes.

Provide standards-based instruction that builds upon students’ oral English in order to develop literacy.

Provide standards-based reading instruction adapted for ELLs.

Provide standards-based writing instruction adapted for ELLs.

Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials for instruction.

Learning Activities: The candidate will:
1. Complete the Cross-curricular lesson plan assignment.

COMPETENCY 5: Candidates keep current with new instructional techniques, research results, advances in the ELL field, and education policy issues and demonstrate knowledge of the history of ELL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families. (TESOL Standard 5: Professionalism)

LEARNING OUTCOME
Demonstrate knowledge of the evolution of laws and policy in the ESL profession.

Learning Activities: The candidates will:
1. Reflect upon Standard English v. dialect: What do we teach?
2. Complete the Cross-curricular lesson plan assignment.

III. METHODOLOGY:

This course will use modeling, cooperative learning, large and small group discussions, response and reflection, hands on activities, modeled and independent research and research analysis, and lecture.
IV. TESTING PROCEDURES/STUDENT EVALUATIONS: instructors will provide additional assignments to total 100 percent

A. Assignments:

Structured External Assignment A: Standard English v. dialect: What do we teach? 40%

Through a series of ongoing activities, candidates will evaluate language as an integrative system by analyzing Standard English and dialect in our society today in order to consider: What is Standard English? What is the role of dialect in the classroom? Should students be taught Standard English? Should students be required to use Standard English in the classroom? What types of cultural and language differences do my students bring to the classroom? How might these cultural and language differences become challenges to instruction and learning in the classroom? How do I utilize these differences to the benefit of all learners? Do I model Standard English in the classroom? How is Standard English used in my classroom? These activities will take into consideration the interrelationships of language, cultural, historical and legal contexts and implication as well as the effect of these factors on development in order to support ESOL students’ learning processes. Reflections both on transcripts of conversations will be submitted along with reflections on available research relative to developing Standard English.

Structured External Assignment (SEA) B: Cross Curricular Integrated Grammar Lesson 20%

Candidates will design a cross curricular lesson plan (focusing on at least two of the core content areas: math, social studies, science, language arts) that incorporates: all four areas of ELL development (listening, speaking, reading, and writing), socially and culturally appropriate language use, and grammar instruction. In the Diaz-Rico text, Chapters 6 & 7 can be referred to as a guide for strategies and methods in the four ELL focus areas, while Chapter 8 and the Yule text can be referenced as a guide for integration of grammar ideas.

Weekly Grammar Quizzes 5 points each week/10%

Candidates will spend a portion of each class refining their understanding of the English language by examining grammar knowledge. Students will access interactive grammar quizzes on:

Discussion Board Responses 5 points each week

Original responses and two reactions to other postings are required as indicated.

Do You Speak American? Reflection Assignments 5 points each week/30%

Candidates will view parts of the Do You Speak American? video series each week in class and be asked to prepare a written reflective response upon the segments in a journal type format.
B. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>92-94</td>
</tr>
<tr>
<td>A+</td>
<td>91-95</td>
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<tr>
<td>B+</td>
<td>89-91</td>
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<tr>
<td>B</td>
<td>86-88</td>
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<tr>
<td>B-</td>
<td>83-85</td>
</tr>
<tr>
<td>C</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>79-81</td>
</tr>
<tr>
<td>C-</td>
<td>77-77</td>
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<tr>
<td>D</td>
<td>74-74</td>
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</table>

Incomplete: This grade is given if a student is unable to complete course requirements for reasons that are beyond the student’s control. Incomplete grades are never given for unsatisfactory performance. An Incomplete grade requires the agreement and approval of the instructor. Incomplete grades automatically change to F on the 60th calendar day following the last day of the class, if course requirements have not been met by that time or if the instructor has not approved an extension. There is a one-year time limit for grade changes by instructors.

V. ATTENDANCE POLICY:

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects the student to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that their educational experience does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergency situations.

College of Education Policy:
In the College of Education, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

VI. CONTENT OUTLINE AND ASSIGNMENT SCHEDULE: provided by instructor
Multicultural Language Learners (MLL)

The MLL ESOL Literacy Degree provided by Wilmington University includes five courses that meet the TESOL (Teachers of English Speakers of Other Languages) Standards. The competencies designated in the syllabi correspond to those Domains and Standards listed below. Successful completion of these courses meets the educational standards designated by the State of Delaware for issuance of a K-12 ELL endorsement.

Domain I: Language (Competency 1) Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.
   - Standard 1.a. Language as a System
   - Standard 1.b. Language Acquisition and Development

Domain II: Culture (Competency 2) Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
   - Standard 2 Culture as It Affects Student Learning

Domain III: Planning, Implementing, and Managing Instruction (Competency 3) Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ELL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.
   - Standard 3.a. Planning for Standards-Based ELL and Content Instruction
   - Standard 3.b. Implementing and Managing Standards-Based ELL and Content Instruction
   - Standard 3.c. Using Resources and Technology Effectively in ELL and Content Instruction

Domain IV: Assessment (Competency 4) Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.
   - Standard 4.a. Issues of Assessment for English Language Learners
   - Standard 4.b. Language Proficiency Assessment
   - Standard 4.c. Classroom-Based Assessment for ELL

Domain V: Professionalism (Competency 5) Candidates keep current with new instructional techniques, research results, advances in the ELL field, and education policy issues and demonstrate knowledge of the history of ELL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.
   - Standard 5.a. ESL Research and History
   - Standard 5.b. Professional Development, Partnerships, and Advocacy
Suggested Resources for Students

Many significant publications can now be found on the internet. This list of suggested resources provides links to course related topics, but is only a small selection of links that may be accessed to supplement your learning. They are presented in this format in order that you may access them easily. This list will be updated for active links and information on a yearly basis, minimally.

General:
www.eslcafe.com
www.eduplace.com
www.eslmonkeys.com/
http://teacher.scholastic.com/activities
http://school.discovery.com
http://www.funbrain.com/
http://www.brainpop.com/
http://www.eslgold.com/
http://www.eslpartyland.com/
http://www.pdictionary.com/
http://www.readingmatrix.com/
www.manythings.org
http://a4esl.org/
www.everythingsl.net
http://www.cal.org/
http://www.ncela.gwu.edu/
http://iteslj.org/
http://diversityfactor.rutgers.edu/
http://www.gse.harvard.edu/hfrp/projects/fine.html

Language Structure:
http://perso.wanadoo.es/autoenglish/freeexercises.htm#TESTS
http://edunet.com/english/grammar
http://www.aliscot.com/bigdog
http://englishplus.com/grammar
http://www.english.uiuc.edu/cws/wworkshop
http://www.gsu.edu/~wwesl/egw/index1.htm
http://www.englishclub.com
http://owl.english.purdue.edu/handouts/grammar/
http://www.english-zone.com/index.php?ID=1
Teaching English:
www.readwritethink.org
www.ncte.org
www.onestopenglish.com
www.pbs.org/speak/education

Learning an L1:
www.childdevelopmentinfo.com/development/language_development.shtml
http://www.asha.org/public/speech/development/default.htm

Second Language Acquisition:
http://www.ncela.gwu.edu/
http://www.cal.org/
http://www.languageimpact.com/articles/rukrashenbk.htm
http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html
http://www.hw.ac.uk/langWWW/icsla/icsla.htm#Applying
http://earthrenewal.org/secondlang.htm
http://esl.fis.edu/teachers/support/cummin.htm
http://www.asha.org/public/speech/development/second.htm
http://www.nwrel.org/request/2003may/overview.html

Instructional Strategies for English Language Learners: (see above “General” list as well)
http://boe.mono.k12.wv.us/Programs/esl/instructional_strategies/instructional_strategies.html
http://www.champaignschools.org/ESL/la30hr/instructionalstrategies.htm
http://www.kerrvilleisd.net/SpecialPrograms/ESLInstructionalStrategies.htm

ELLs and Oral Language Development: (see above “General” list as well)
http://www.fonetiks.org/

Emergent Literacy: (see above “General” list as well)
http://www.sadlier-oxford.com/phonics/control_page/front2.htm
http://www.storylineonline.net/

ELLs and Reading: (see above “General” list as well)
www.starfall.com
http://www.seussville.com/university/reading/
http://www.readwritethink.org/
http://school.discovery.com/schrockguide/arts/artlit.html
http://www.storylineonline.net/

ELLs and Writing: (see above “General” list as well)
http://www.readwritethink.org/
http://readwritethink.org/materials/letter_generator/
Content Reading and Writing:
http://www.seussville.com/university
http://school.discovery.com/schrockguide/arts/artlit.html
http://kids.nationalgeographic.com/
http://www.brainpop.com/
http://www.medialit.org/focus/eng_home.html
http://www.medialit.org
http://www.vocabulary.co.il/
http://esl.fis.edu/vocab/index-fp.htm#es/1
WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION / MLL PROGRAM
SEA & SCORING RUBRIC A: What is Standard English?
NCATE ASSESSMENT 2 (TESOL)

COURSE: MLL 7401

TITLE: STRUCTURE OF ENGLISH LANGUAGE IN ELL

MEASURED PROGRAM COMP/TESOL STANDARD:

1. a.1. Demonstrates knowledge of the components of language and language as an integrative system.
1. a.2. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English.
1. a.4. Demonstrate proficiency in English and serve as a good language model for ELLs.
1. b.3. Recognize the importance of ELLs’ L1s and language varieties and build on these skills as a foundation for learning English.
1. b.4. Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.
1. b.5. Understand and apply knowledge of the role of individual learner variables in the process of learning English.
2. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning English.
2. b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.
2. c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs’ learning.
2. e. Understand and apply concepts about the interrelationship between language and culture.
2. f. Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.
2. g. Understand and apply concepts of cultural competency, particularly knowledge about how and individual’s cultural identity affects their ESL learning and academic progress and how levels of cultural identity will vary widely among students.
5. a.2 Demonstrate knowledge of the evolution of laws and policy in the ESL profession.
Structured External Assignment (SEA) A: Through a series of ongoing activities, candidates will evaluate language as an integrative system by analyzing Standard English and dialect in our society today in order to consider: What is Standard English? What is the role of dialect in the classroom? Should students be taught Standard English? Should students be required to use Standard English in the classroom? What types of cultural and language differences do my students bring to the classroom? How might these cultural and language differences become challenges to instruction and learning in the classroom? How do I utilize these differences to the benefit of all learners? Do I model Standard English in the classroom? How is Standard English used in my classroom? These activities will take into consideration the interrelationships of language, cultural, historical and legal contexts and implication as well as the effect of these factors on development in order to support ESOL students’ learning processes. This Structured External Assignment is to be completed on your E-Folio site under the course MLL 7401.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 Unsatisfactory</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Proficient (target)</th>
<th>5 Exemplary</th>
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<tbody>
<tr>
<td>Written transcripts of 3 conversations with varying participants.</td>
<td>One sample provided.</td>
<td>Two samples provided</td>
<td>All samples provided</td>
<td>All samples provided and clearly transcribed.</td>
<td>All samples provided and clearly transcribed via word processor.</td>
</tr>
<tr>
<td>Narrative analysis of transcripts TESOL: 1.a.1, 1.a.2</td>
<td>One transcript analyzed in isolation in terms of register, tone, vocabulary, word choice, and non-verbal cues (syntax, semantics, and pragmatics).</td>
<td>Two transcripts analyzed in isolation and against other samples in terms of register, tone, vocabulary, word choice, and non-verbal cues (syntax, semantics, and pragmatics).</td>
<td>All transcripts analyzed in isolation and against other samples in terms of register, tone, vocabulary, word choice, and non-verbal cues (syntax, semantics, and pragmatics).</td>
<td>All transcripts clearly analyzed in isolation and against other samples in terms of register, tone, vocabulary, word choice, and non-verbal cues (syntax, semantics, and pragmatics).</td>
<td>All transcripts clearly analyzed in isolation and against other samples in terms of register, tone, vocabulary, word choice, and non-verbal cues (syntax, semantics, and pragmatics). Additionally, other factors of analysis are considered.</td>
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<tr>
<td>Critical Evaluation</td>
<td>Written content synthesizes and evaluates the content of 1 source related to students’ home languages and backgrounds, dialect, the sociocultural and political variables related to language, and consequent relationships to Standard English and language development.</td>
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</tr>
<tr>
<td>TESOL: 1.b,4, 2.f.</td>
<td>Written content synthesizes and evaluates the content of 2 sources related to students’ home languages and backgrounds, dialect, the sociocultural and political variables related to language, and consequent relationships to Standard English and language development.</td>
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<tr>
<td></td>
<td>Written content synthesizes and evaluates the content of 3 sources related to students’ home languages and backgrounds, dialect, the sociocultural and political variables related to language, and consequent relationships to Standard English and language development.</td>
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<tr>
<td></td>
<td>Written content succinctly synthesizes and evaluates the content of 4 sources related to students’ home languages and backgrounds, dialect, the sociocultural and political variables related to language, and consequent relationships to Standard English and language development.</td>
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<tr>
<td></td>
<td>Written content succinctly synthesizes and convincingly evaluates the content of 5+ sources related to students’ home languages and backgrounds, dialect, the sociocultural and political variables related to language, and consequent relationships to Standard English and language development.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusions</th>
<th>Written content draws poor conclusions of the sources used in evaluation related to students’ home languages and backgrounds, dialect, the sociocultural and political variables related to language, and consequent relationships to Standard English and language development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESOL: 2.c, 2.g</td>
<td>Written content draws weak conclusions of the sources used in evaluation related to students’ home languages and backgrounds, dialect, the sociocultural and political variables related to language, and consequent relationships to Standard English and language development.</td>
</tr>
<tr>
<td></td>
<td>Written content draws sound conclusions of the sources used in evaluation related to students’ home languages and backgrounds, dialect, the sociocultural and political variables related to language, and consequent relationships to Standard English and language development.</td>
</tr>
<tr>
<td></td>
<td>Written content draws very good conclusions of the sources used in evaluation related to students’ home languages and backgrounds, dialect, the sociocultural and political variables related to language, and consequent relationships to Standard English and language development.</td>
</tr>
<tr>
<td></td>
<td>Written content draws excellent and concise conclusions of the sources used in evaluation related to students’ home languages and backgrounds, dialect, the sociocultural and political variables related to language, and consequent relationships to Standard English and language development.</td>
</tr>
<tr>
<td>Reflections TESOL: 1.b.3, 1.b.4, 1.b.5, 2.a., 2.b., 2.e, 5.a.2</td>
<td>Reflection simply restates content without offering a synthesis of the impact of students’ home languages and backgrounds, dialect, the sociocultural and political variables related to language, and consequent relationships to Standard English and language development.</td>
</tr>
<tr>
<td>Writing quality</td>
<td>Scores 1 on writing rubric</td>
</tr>
</tbody>
</table>
WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION / MLL PROGRAM
SEA & SCORING RUBRIC B: Planning for Grammar
NCATE ASSESSMENT 3 (TESOL)

COURSE: MLL 7401
TITLE: STRUCTURE OF ENGLISH LANGUAGE IN ELL

MEASURED PROGRAM COMP/TESOL STANDARD:

1. a.1. Demonstrates knowledge of the components of language and language as an integrative system.
1. a.2. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English.
3. a.1. Plan standards-based ESL and content instruction
3. a.2. Create supportive, accepting classroom environments.
3. a.3. Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.
3. b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.
3. b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.
3. b.4 Develop students’ listening skills for a variety of academic and social purposes.
3. b.5. Develop students’ speaking skills for a variety of academic and social purposes.
3. b.6. Provide standards-based instruction that builds on students’ oral English to support learning to read and write.
3. b.7. Provide standards-based reading instruction adapted to ELLs.
3. b.8. Provide standards-based writing instruction adapted to ELLs. Develop Students’ writing through a range of activities, from sentence formation to expository writing.
3. c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.
5. a.1. Demonstrate knowledge of language teaching methods in their contexts.
Structured External Assignment (SEA) B: Students will design a cross curricular lesson plan (focusing on at least two of the core content areas: math, social studies, science, language arts) that incorporates: all four areas of ELL development (listening, speaking, reading, and writing), socially and culturally appropriate language use, and grammar instruction. This Structured External Assignment is to be completed on your E-Folio site under the course MLL 7401.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 UNSATISFACTORY</th>
<th>2 DEVELOPING</th>
<th>3 ACCEPTABLE</th>
<th>4 TARGET</th>
<th>5 EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross curricular planning TESOL: 3.a.1, 3.b.2</td>
<td>Lesson marginally addresses one content area through instructional strategies and activities, but lacks coherence.</td>
<td>Lesson addresses one content area through instructional strategies and activities, but may lack coherence.</td>
<td>Lesson addresses more than two content areas through instructional strategies and activities.</td>
<td>Lesson clearly, thoroughly, and coherently addresses two content areas through instructional strategies and activities.</td>
<td>Lesson clearly, thoroughly, and coherently addresses more than two content areas through instructional strategies and activities.</td>
</tr>
<tr>
<td>ELL language skill incorporation TESOL: 3.a.1, 3.b.1, 3.b.2, 3.b.3, 3.b.4, 3.b.5, 3.b.6, 3.b.7, 3.b.8, 5.a.1</td>
<td>Lesson incorporates fewer than three areas (listening, speaking, reading, and writing) of ELL language development.</td>
<td>Lesson incorporates three areas (listening, speaking, reading, and writing) of ELL language development.</td>
<td>Lesson incorporates all four areas (listening, speaking, reading, and writing) of ELL language development.</td>
<td>Lesson clearly, and thoroughly, incorporates all four areas (listening, speaking, reading, and writing) of ELL language development.</td>
<td>Lesson clearly, thoroughly, and seamlessly incorporates all four areas (listening, speaking, reading, and writing) of ELL language development.</td>
</tr>
<tr>
<td>Socially and culturally appropriate language use TESOL: 3.a.2, 3.a.3, 3.c.1</td>
<td>Lesson incorporates one activity or teaching moment that address the use of English in socially and culturally appropriate ways.</td>
<td>Lesson incorporates two activities or teaching moments that address the use of English in socially and culturally appropriate ways.</td>
<td>Lesson incorporates three activities or teaching moments that address the use of English in socially and culturally appropriate ways.</td>
<td>Lesson clearly, thoroughly, and seamlessly incorporates four activities or teaching moments that address the use of English in socially and culturally appropriate ways.</td>
<td>Lesson clearly, thoroughly, and seamlessly incorporates five or more activities or teaching moments that address the use of English in socially and culturally appropriate ways.</td>
</tr>
<tr>
<td>Grammar instruction TESOL: 1.a.1,1.a.2</td>
<td>Lesson incorporates grammar instruction which addresses one linguistic level of phonology, morphology, syntax, semantics, and pragmatics.</td>
<td>Lesson incorporates grammar instruction which addresses two linguistic levels of phonology, morphology, syntax, semantics, and pragmatics.</td>
<td>Lesson incorporates grammar instruction which addresses three linguistic levels of phonology, morphology, syntax, semantics, and pragmatics.</td>
<td>Lesson clearly and thoroughly incorporates grammar instruction which addresses linguistic levels of phonology, morphology, syntax, semantics, and pragmatics.</td>
<td>Lesson clearly, thoroughly, and seamlessly incorporates grammar instruction which addresses linguistic levels of phonology, morphology, syntax, semantics, and pragmatics.</td>
</tr>
</tbody>
</table>
## DISCUSSION BOARD RUBRIC MRD/MLL

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>0 Un satisfactory</th>
<th>0.25 Emerging</th>
<th>0.5 Satisfactory</th>
<th>0.75 Proficient</th>
<th>1.0 point Distinguished</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Does not enter discussion.</td>
<td>Provides minimal comments and information to other participants. Participates infrequently in on-line discussions or e-mail; and postings are irrelevant or superficial.</td>
<td>Sporadically provides comments and some new information. Interacts with only one or two participants by posting queries, comments, and thoughtful responses.</td>
<td>Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants by posting queries, comments, and thoughtful responses.</td>
<td>Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants by posting queries, comments, and thoughtful responses.</td>
<td></td>
</tr>
<tr>
<td>Content of Posting</td>
<td>Does not add to the discussion.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course.</td>
<td>Postings consist largely of personal opinions or experiences. Reveals a restricted understanding of the topic limited to information that could be derived from prior posts.</td>
<td>Makes significant contributions to the discussion. Reveals adequate understanding of the topic as evidenced by posts telling us something new.</td>
<td>Postings are accurate, original, and relevant. Even better than telling us something new, they raise new questions that lead to further discussion from a variety of people. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking evidenced by Posting</td>
<td>Does not enter posting.</td>
<td>Provides no evidence of agreement or disagreement with existing discussion.</td>
<td>Agrees or disagrees with existing discussion but provides no justification/explanation (e.g., text readings, resources).</td>
<td>Agrees or disagrees with existing discussion and provides limited justification/explanation (e.g., text readings, resources).</td>
<td>Offers a critical analysis of an existing posted idea or introduces a different interpretation to an existing idea.</td>
<td></td>
</tr>
<tr>
<td>Responsiveness IF required</td>
<td>Does not respond.</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post)</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post) by Wednesday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 1 response post) by Friday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 2 response posts) by Friday.</td>
<td></td>
</tr>
<tr>
<td>Writing Style</td>
<td>Does not write response.</td>
<td>Limited ability to convey ideas noted. Below expectations of work at this level. Errors noted in spelling, punctuation, and grammar.</td>
<td>Able to present ideas. Comes close to expectations for work at this level. Some punctuation and spelling errors but no errors in grammar identified.</td>
<td>Explicitly presents ideas. Work appropriate for this level of student. No spelling or grammar errors noted. A few minor punctuation errors identified.</td>
<td>Highly skilled presentation of ideas. Engages reading. Work exceeds expectations for this level of student. Absolutely no errors in spelling, punctuation, or grammar noted.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**
Modified by D. Emeigh 8/14. Adapted by T. Bennett/Created by Denise Westbrook, Full-time Nursing Faculty
Wilmington College 3/05

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Total Rubric Score = 5 points
**WRITING RUBRIC: LITERACY PROGRAMS**

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>DEVELOPING</th>
<th>ACC EPTABLE</th>
<th>TARGET</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing has a clear direction/controlling idea/thesis statement.</td>
<td>There is a minimal controlling idea or the controlling idea minimally previews the paper.</td>
<td>Controlling idea is vague or has different logic than parts of the body of the paper.</td>
<td>Controlling idea is somewhat vague or previews only part of the paper.</td>
<td>Controlling idea is well defined and previews most of the paper.</td>
<td>Controlling idea is well- and previews the entire paper.</td>
</tr>
<tr>
<td>2. Writing has ample evidence to prove the controlling idea.</td>
<td>Minimal instances of specific evidence are offered and they minimally support the controlling idea.</td>
<td>Few instances of specific evidence are offered or they do not support the controlling idea throughout the majority of the paper.</td>
<td>Some instances of specific evidence are offered or they support the controlling idea throughout part of the paper.</td>
<td>Many instances of specific evidence are offered or they support the controlling idea throughout the majority of the paper.</td>
<td>Ample instances of specific evidence are offered and they support the controlling idea throughout.</td>
</tr>
<tr>
<td>3. Writing has transitions to assist with coherence and unity.</td>
<td>Writing minimally moves smoothly from one idea to another. There are mostly awkward jumps between points.</td>
<td>Writing moves smoothly from one idea to another some of the time. There are many awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are some awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are very few awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly consistently. There are no awkward jumps between points.</td>
</tr>
<tr>
<td>4. Writing is concise, well-written, and vocabulary incorporates academic language.</td>
<td>Has limited or inappropriate word choices that obscure meaning. Contains much slang and/or many colloquialisms. Mostly wordy or awkward.</td>
<td>Contains word choices that interfere with the meaning. Contains much slang and/or colloquialisms. Wordy or awkward. Limited academic language.</td>
<td>Good word choices. Some slang and/or colloquialisms. Some instances of wordiness or awkwardness. Some academic language.</td>
<td>Accurate and varied word choice. No slang and/or colloquialisms. Few instances of wordiness or awkwardness. Good use of academic language.</td>
<td>Precise and varied word choice. No slang and/or colloquialisms. Not wordy or awkward. Academic language use is strong.</td>
</tr>
<tr>
<td>5. Mechanics, usage, grammar, and spelling (MUGS) are correct and the writing is error free.</td>
<td>More than 4 unique (MUGS) errors per page</td>
<td>Four or more unique (MUGS) errors per page</td>
<td>Less than three unique (MUGS) errors per page</td>
<td>Less than two unique (MUGS) errors per page</td>
<td>No MUGS or typographical errors.</td>
</tr>
<tr>
<td>6. APA formatting and use of sources are correct. See APA Checklist appropriate to each course.</td>
<td>8+ APA formatting or citation errors.</td>
<td>5-7 APA formatting or citation errors.</td>
<td>3-4 APA formatting or citation errors.</td>
<td>2 APA formatting or citation errors.</td>
<td>One or less APA formatting or citation errors.</td>
</tr>
</tbody>
</table>

**APPROPRIATE TO GRADUATE LEVEL:**

<table>
<thead>
<tr>
<th></th>
<th>TOTAL: ____/30</th>
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</thead>
<tbody>
<tr>
<td>MECHANICS: Punctuation, capitalization</td>
<td></td>
</tr>
<tr>
<td>USAGE: Correct and effective word use, especially homophones</td>
<td></td>
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<tr>
<td>GRAMMAR: Correct subject/verb agreement, syntax, complete sentences</td>
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<tr>
<td>SPELLING: Shows evidence of proofreading for spelling</td>
<td></td>
</tr>
</tbody>
</table>

Developed by Kate Cottle and Revised 9/30/2010; adapted by Kathryn Brown 2015

*College of Education*
*Professional Partners*
*Creating Environments for Learning*
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**Do You Speak American? Reflection Assignments**

Students will complete online readings and activities related to the *Do You Speak American?* video series each week and be asked to reflect upon the segments in a journal type format. Specifically, students will record their thoughts and responses regarding a thought-provoking prompt derived from each week’s activities. This rubric will be used for each week’s readings, reflecting a total of 35 points for the entire reflective journal.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Reflection is partially supported by one of the following: online readings, and activities.</td>
<td>Reflection is supported by one of the following: online readings, and activities.</td>
<td>Reflection is clearly and consistently supported by online readings and activities.</td>
<td>Reflection is clearly and consistently supported by online readings and activities.</td>
<td>Reflection is clearly and consistently supported by online readings and activities. Additionally, outside experiences are drawn upon for support.</td>
</tr>
<tr>
<td><strong>Self-reflection and implications</strong></td>
<td>Self-reflection lacks personal connections, application to the classroom and implications.</td>
<td>Self-reflection includes brief personal connections, application to the classroom and 1 implication.</td>
<td>Self-reflection includes personal connections, application to the classroom and 2 implications.</td>
<td>Self-reflection includes personal connections, application to the classroom and 3 implications.</td>
<td>Self-reflection includes personal connections, application to the classroom and 3+ implications.</td>
</tr>
<tr>
<td>TESOL: 1.a.1, 1.a.2, 1.b.4, 2a, 2b, 2e, 2g</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Written expression usage of Standard English is demonstrated.</strong></td>
<td>Standard English usage is demonstrated with greater than 3 errors.</td>
<td>Standard English usage is demonstrated with 3 errors.</td>
<td>Standard English usage is demonstrated with 2 errors.</td>
<td>Standard English usage is demonstrated with 1 error.</td>
<td>Paper is error free</td>
</tr>
<tr>
<td><strong>Written expression usage of Standard English is demonstrated.</strong></td>
<td></td>
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</table>

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Weekly Grammar Quizzes

Students will spend a portion of each class refining their understanding of the English language by examining grammar knowledge.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 UNSATISFACTORY</th>
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<th>5 EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>A description of one quiz is given</td>
<td>A description of two quizzes is given.</td>
<td>A thorough description of two quizzes is given.</td>
<td>A thorough description of three quizzes is given.</td>
<td>A thorough description of four + quizzes is given.</td>
</tr>
<tr>
<td>Self-reflection and implications</td>
<td>Self-reflection lacks personal connections, application to the classroom and implications.</td>
<td>Self-reflection includes brief personal connections, application to the classroom and 1 implication.</td>
<td>Self-reflection includes personal connections, application to the classroom and 2 implications.</td>
<td>Self-reflection includes personal connections, application to the classroom and 3 implications.</td>
<td>Self-reflection includes personal connections, application to the classroom and 3+ implications.</td>
</tr>
<tr>
<td>TESOL: 1.a.4</td>
<td>Written expression usage of Standard English is demonstrated.</td>
<td>Standard English usage is demonstrated with greater than 3 errors.</td>
<td>Standard English usage is demonstrated with 3 errors.</td>
<td>Standard English usage is demonstrated with 2 errors.</td>
<td>Standard English usage is demonstrated with 1 error.</td>
</tr>
</tbody>
</table>