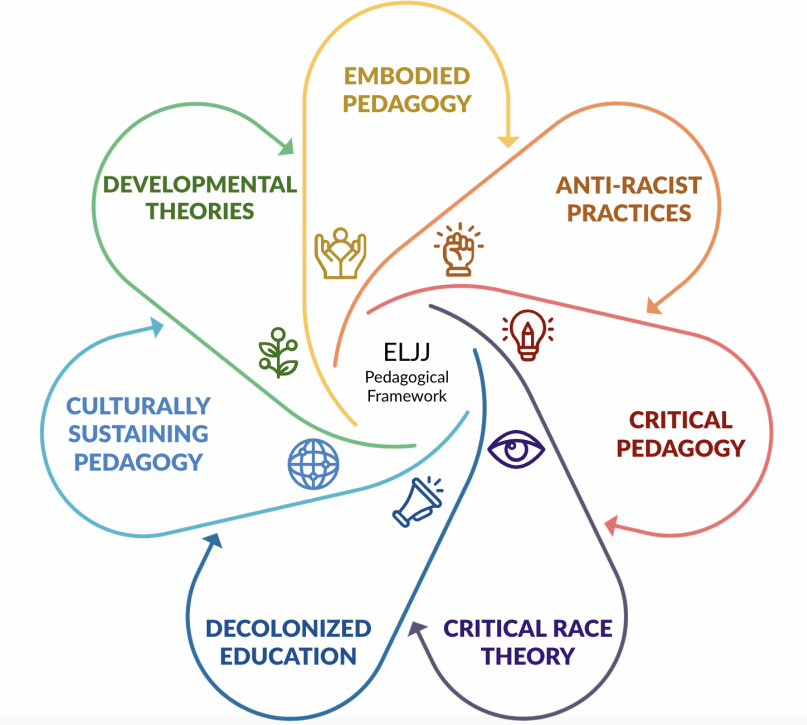
MILLS COLLEGE | Northeastern University

EDUT 6112
Methodologies of English-Language Development and Content Instruction 1



SUMMER TERM

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

Credit: 2 Semester Hours

Instructor:
Telephone:
Email:
Office Hours:

Room:
Time:

Course Description

Offers students an opportunity to become aware of and clarify their beliefs about language and language development in general and in relation to teaching and learning in particular. Examines ideologies, beliefs, feelings, and dispositions about

teaching, learning, and language to inform students' teaching. Uses personal experiences as a teacher and learner to shape their individual ideologies, beliefs, feelings, and dispositions. Analyzes how to teach in ways that enhance learner proficiency in using language for academic purposes, informed by students' knowledge as language learners and an understanding of the multilayered nature of language. This is the first of a two-course sequence. The course will address the following TPEs: 1.1, 1.4, 1.6, 2.3, 2.4, 2.5, 3.2, 3.5, 4.1, 4.4, 4.7, 5.3, 5.6, 5.7, 6.7, 7.1, 7.3, 7.5, 7.6, 7.7, 7.8, 7.10, 7.11.

ELJJ Goals

We aim to prepare teachers who have the disposition and skills necessary to gather empirical evidence needed to examine and evaluate curricula, pedagogies, and assessment for justice, inclusion, transformation, and liberation. We also want to be sure that ELJJ teachers can build on their students' and their own assets to ensure that growth and learning is developmentally appropriate and healing. We expect teacher candidates in our program to identify ideologies and inequities from a critical perspective and work toward dismantling them and foster conditions that are fair and equitable. Finally, we see ourselves as a community who appreciates our shared experiences and vision to change education for the better and enjoys our collaborative work. By the end of this course, the students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria as listed following each goal:



Goal 1. Safety, Wellbeing, and Care

a. 1. Value and aim to ensure the safety and wellbeing of every student as well as colleagues in ELJJ (and other programs).

b. 2. Actively create a space that welcomes, includes, nurtures, and appreciates students of all backgrounds.

c. 3. Creates and maintains a safe working and community environment for students, colleagues, and self.

d. 4. Recognize that teaching is inherently moral and guided by an ethic of care.



Goal 2. Culturally-sustaining, anti-racist teaching

a. Recognize that one's positionality (i.e., gender, race, sexual orientation, socioeconomic background) and life experiences biases our lens in how we one sees others, particularly those who come from vastly different positions.

b. Demonstrate interest in learning with and from others, especially those from historically marginalized communities and who are not in positions of power.

c. Purposely seek out the perspectives of those from nondominant backgrounds (i.e., people of color, undocumented, materially privileged, LGBTQAII).

d. Practice intentional listening, making space for marginalized voices, in classrooms and community settings.

e. Focus on how (not if) privileged parts of one's identity shape life and teaching practice.

Course Goals

1. Reflect critically on their beliefs and ideologies about language and their role in teaching and learning, and articulate how these beliefs and ideologies can shape instructional practices.
2. Demonstrate an understanding of various dimensions of language (e.g., phonetics, syntax, semantics, pragmatics) and apply this knowledge in designing instructional activities.
3. Use instructional strategies that promote students' proficiency in academic language, drawing on their understanding of language acquisition processes.
4. Integrate language development into content instruction, recognizing the reciprocal relationship between language learning and content learning.
5. Assess student language development and adjust instructional strategies based on student needs.

CA Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning educators learn in their teacher preparation program. These are can be found in detail here (TPEs 1-6) and here (TPE 7):

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

TPE Mapping:

Week 1: Understanding Language Learning and Language Ideologies

Synchronous*:*

Activity 1: Introduction to the course - **TPE 1.1 (Introduced)** - 30 minutes

Activity 2: Sharing Language Learning Experiences - **TPE 1.4, 1.6 (Introduced)** - 1 hour

Activity 3: Understanding Language Ideologies - **TPEs 2.3, 2.4 (Introduced)** - 1.5 hours

Activity 4: Language Beliefs and how the context, structure, and history of public education in California affects and influences local education finance. Discussion - **TPE 3.2., 2.5,6.7 (Introduced, Practiced)** - 1 hour

Asynchronous:

Reading: Lightbown, P. M., & Spada, N. (2013). "How languages are learned." Chapters 1 and 2; Hakuta, K. (2011); Kabuto, B. (2018); Bunch, G., & Walqui, A. (2019); View: Not all bilingual programs are the same

Assignment: Start Language Ideology Reflection Paper (due next week) - **TPEs 1.1, 1.4, 7.8 (Assessed)**

Week 2: Introduction to Language Dimensions and Academic Language
Synchronous:
Activity 1: Language Dimensions Review - **TPE 3.2 (Practiced)** - 1 hour
Activity 2: Introduction to Academic Language - **TPEs 3.5, 3.6 (Introduced)** - 1.5 hours
Activity 3: Academic Language in Context - **TPE 3.7 (Introduced)** - 1.5 hours
Asynchronous:
Reading: Cavanaugh, J. R. (June 4, 2019); Gaunt, A & Stott, A. (2019); Van Lier, L. (1995); Artiles & Ortiz (2002); Optional: Myers, T. K. (2020) **TPEs 1.6, 3.5, 3.6 (Introduced)**
Assignment: **Language Dimensions Analysis** (due next week) - **TPEs 3.5, 3.6, 3.7, 7.3, 7.5, 7.11 (Assessed)**

Week 3: Teaching Language Dimensions and Strategies
Synchronous:
Activity 1: Language Dimension Analysis Presentations - **TPEs 3.6, 3.7 (Assessed)** - 2 hours
Activity 2: Introduction to Language Teaching Strategies - **TPEs 4.1, 4.4 (Introduced)** - 2 hours
Asynchronous:
Reading: Lightbown, P. M., & Spada, N. (2013). Chapter 6; View: This American Life's "School's Out Forever" (listen to the second story, starting at 37:20); Read: Walqui, A., & Bunch, G. (2019); Hersi & Watkinson (2012); García, O. (2020); Optional: Walqui, A. (2006); What is Translanguaging, really? YouTube video **TPEs 1.6, 2.4, 3.5, 7,11 (Practiced)**
Assignment: Language Dimensions Instructional Strategies Presentations - **TPEs 4.1, 4.4, 5.3 (Assessed)**

Week 4: Integrated Language Teaching and Planning
Synchronous:
Activity 1: Review of Language Teaching Strategies - **TPE 4.7 (Practiced)** - 1 hour
Activity 2: Introduction to Integrated Language Teaching - **TPEs 5.6, 5.7, 7.6, 7.7 (Introduced)** - 1.5 hours
Activity 3: Integrating Language and Content - **TPE 5.3, 7.3 (Practiced)** - 1 hour
Activity 4: Look at resources for five ELD themes; integrate into plans - **TPE 7.1, 7.10, 711 (Practiced)**
Asynchronous:
Reading: Gibbons, P. (2002); Ellis, R. (2005); Review "Implementation Support for the ELA/ELD Framework" (look at resources by category and grade level)
Assignment: Integrated Lesson Plan - **TPEs 1.6, 5.3, 5.6, 5.7, 7.3 (Assessed)**

Course Policies

Attendance and Participation: Given the interactive nature of this course,

attendance and active participation are vital for your learning. Students are expected to attend all synchronous sessions and engage in asynchronous activities. If you cannot attend a synchronous session, please notify the instructor in advance.

Late Assignments: Late assignments will be accepted with a penalty of 10% per day late. No assignments will be accepted more than one week past the due date unless extenuating circumstances exist, and arrangements have been made with the instructor.

Academic Integrity: This course adheres strictly to the university's policy on academic integrity. Plagiarism, or any form of cheating, will not be tolerated and will result in a failing grade for the assignment or the course, and possible further disciplinary action.

Respect and Inclusivity: Our classroom is a place of learning and respectful dialogue. Demeaning, hostile, or inappropriate behavior will not be tolerated. It is important that we maintain an environment of respect and inclusivity where all voices can be heard and all perspectives valued.

Accessibility: If you need accommodations due to a disability, please contact the university's accessibility services as soon as possible. I am committed to providing an accessible learning environment for all students.

Communication: Please use your university email for all course-related communications and expect a response within 48 hours during weekdays. For urgent matters, please use the subject line "Urgent: [Your Name]".

Technology Use: In our hybrid course model, technology will be central. Please ensure you have reliable access to a computer and internet connection. If you face difficulties, inform your instructor as soon as possible. During synchronous sessions, please keep your microphone muted when not speaking and use the chat function for questions or comments, unless otherwise instructed.

Remember, course policies are designed to ensure a positive and productive learning environment for all students. Failure to adhere to these policies may impact your course grade.

University Policies

Academic Integrity
A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the

requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. Go to http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

Diversity and Inclusion
Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit http://www.northeastern.edu/oidi/ for complete information on Diversity and Inclusion

TITLE IX
Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

Northeastern University Online Copyright Statement
Northeastern University Online is a registered trademark of Northeastern University. All other brand and product names are trademarks or registered trademarks of their respective companies.

This course material is copyrighted and Northeastern University Online reserves all rights. No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any language or computer language, in any form or by any means, electronic, mechanical, magnetic, optical, chemical, manual, or otherwise, without the express prior written permission of Northeastern University Online.

Copyright 2021 © by Northeastern University Online All Rights Reserved

Campus Support Services

This section provides an overview of the broad range of support services available to students at Northeastern University and Mills College at Northeastern

University. Students have access to numerous services to ensure their successful university journey.

Learner Experience, Support, and Resources:

- Office for University Equity and Compliance
- University Health and Counseling Services
- Office of Diversity, Equity and Inclusion
- Center for Leadership, Equity, and Excellence
- Career Design
- Library Services
- Student Access and Support Services Office | Accommodations, Writing and Tutoring Center
- Connect To Tech: Information Technology Services
- Student Financial Services | Financial Aid and Accounts

Course Materials

Materials posted to Canvas are for class use and may not be duplicated, sold, or distributed. Students may download and print information for personal use as a student in the class. This is consistent with Fair Use under intellectual property protection.

Required Readings: This course requires no textbook. All readings and related materials will be posted on the course's Canvas site.

Assignments

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

1. Language Ideology Inquiry (25%): The goal of this assignment is to help you analyze and reflect on your views of language from a broad perspective. This inquiry project will help you examine the set of beliefs and feelings you have about language and how these relate to the larger societal systems and structures, particularly schools, to which we all belong. Language ideologies are conceptualizations we have about languages, speakers, and discursive practices. Not surprisingly, culture shapes language ideologies and political, social, economic, and moral interests influence the process. This assignment is made up of three pieces: a Language Autobiography, a Student's Language Biography, and a Comparative Analysis and Conclusion.

Grading criteria:

- Content: Clear and thorough explanation of personal beliefs about language and its role in teaching and learning.

- Understanding of students as language users and learners, including their history and linguistic assets
- Application: Explicit links between these beliefs and teaching practices. Incorporation of personal experiences as both a teacher and a learner.
- Critical Stance: Question existing language norms and practices and whom they advantage or disadvantage.

2. Language Dimension Analysis (20%): Candidates will choose a piece of academic text (e.g., a textbook excerpt, a scholarly article) and analyze it for various dimensions of language – phonetics, syntax, semantics, and pragmatics. Candidates will write a 3-5 page paper discussing their findings and implications for teaching.

Grading criteria:

- Content: Thorough analysis of the chosen academic text, highlighting the various dimensions of language – phonetics, syntax, semantics, and pragmatics.
- Application: Clear explanation of the implications of these dimensions for teaching.

3. Instructional Strategies Presentation (20%): Candidates will create and present a lesson plan demonstrating an instructional strategy that both is informed by and enhances students' academic language proficiency. The presentation should be 15-20 minutes and include a rationale based on research and theory, a demonstration of the strategy, and a discussion of potential applications and adaptations.

Grading criteria:

- Content: Clear and thorough presentation of the chosen instructional strategy.
- Application: Effective demonstration of the strategy and clear discussion of potential applications and adaptations.
- Connection to Research/Theory: Explicit connection of the strategy to research and theory in language development and content instruction.
- Presentation Skills: Clarity, organization, engagement of the audience, use of visuals.

4. Integrated Lesson Plan and Reflection (35%): Candidates will develop a lesson plan that integrates language development into content instruction and implement it with a small group of students or a peer. The lesson must explicitly address principles, research, and models associated with English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding, and differentiate between linguistic diversity among students, students with identified disabilities, and linguistically diverse learners with disabilities.

Candidates will submit the lesson plan, a video of the lesson (10-15 minutes), and a 3-5 page reflection on the lesson implementation and student learning. The

reflection should discuss adjustments made based on student needs and include thoughts on what worked, what didn't, and why.

Grading criteria:

- Lesson Plan: Clear and detailed lesson plan integrating language development into content instruction. Explicit connection to standards and students' language development needs.
- Lesson Implementation: Effective implementation of the lesson with a small group of students or a peer. Effective use of instructional strategies, materials, and assessments.
- Reflection: In-depth reflection on the lesson implementation and student learning. Clear discussion of adjustments made based on student linguistic, academic, and special needs, what worked, what didn't, and why.

This **analytic rubric** will be used to evaluate your work.

Grading

All assignments in this course will be graded using a point system. Class attendance and participation are required. Students will have opportunities to engage in the class through discussions, presentation, and class activities.

College policy on incomplete courses is as follows: students qualify for incomplete grades only if they have completed 2/3 of the total coursework and are responding to unforeseen circumstances. In this course, students will qualify for consideration of an incomplete only if the required internship timeline goes beyond the semester. Students who have not completed substantial coursework should not assume that they will be given an incomplete at the end of the semester.

Grades
97-100 A
93-96 A-
88-92 B+
83-87 B
79-82 B-
76-78 C+
73-75 C
70-72 C-

Assignment	Points
Language Ideology Reflection Paper	25
Language Dimension Analysis	20
Instructional Strategies Presentation	20
Integrated Lesson Plan and Reflection	35
Total	**100**

Schedule

This calendar provides a comprehensive overview of the course activities and expectations. It should be adapted based on actual semester dates, student needs, and specific course content.

Please note that synchronous sessions do not meet consecutively. Be sure to note the class meeting dates and times in your calendar.

Readings and assignments are due on the date within the same row.

See TPE Mapping on pg. 3		
Week # Date	***Synchronous***	***Asynchronous***
1	*Understanding Language Learning and Language Ideologies* ● Introduction to the course - 30 minutes ● Sharing Language Learning Experiences - 1 hour ● Understanding Language Ideologies - 1.5 hours ● Language Beliefs Discussion - 1 hour	● Reading: Lightbown, P. M., & Spada, N. (2013). "How languages are learned." Chapters 1 and 2 ● García & Rueda (2011) "Valuing Students' Linguistic Diversity: A Framework for Educators" ● Kabuto, B. (2018). Family narratives of biliteracy. Literacy 52(3). ● Bunch, G., & Walqui, A. (2019). Educating English learners in the 21st century. In Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners. Teachers College/WestEd. ● View: Not all bilingual programs are the same ● Assignment: Start Language Learning and Beliefs Reflection Paper (due next week)
2	*Introduction to Language Dimensions and Academic Language* ● Language Dimensions Review - 1 hour ● Introduction to Academic Language - 1.5 hours ● Academic Language in Context - 1.5 hours	Read: ● Cavanaugh, J. R. (June 4, 2019). Language Ideology Revisited. Items: Insights from the Social Sciences. ● Gaunt, A & Stott, A. (2019). Know what makes Good Talk. In Transforming teaching and learning through talk. The oracy imperative. London, UK: Rowman and Littlefield. ● Van Lier, L. (1995). Chs. 3-5. In Introducing Language Awareness. Penguin. ● Artiles & Ortiz (2002). Ch. 1. In English Language Learners with

See TPE Mapping on pg. 3		
Week # Date	**Synchronous**	**Asynchronous**
		Special Education Needs: Identification, Placement and Instruction. ● Myers, T. K. (2020). Can you hear me now? An autoethnographic analysis of code-switching. Cultural Studies/Critical Methodologies 20(2). ● Assignment: Language Dimensions Analysis (due next week)
3	*Teaching Language Dimensions and Strategies* ● Language Dimension Analysis Presentations - 1.5 hours ● Integrative Language Development Workshop - 1.5 hours ● Utilize Walqui's Scaffold Types for Languagxe Development	● Reading: Lightbown, P. M., & Spada, N. (2013). "How languages are learned." Chapter 6 ● View: This American Life's "School's Out Forever" (listen to the second story, which starts at 37:20). Listen for examples of language as behavior (which comes first) and then, language as local practice. ● Read: Walqui, A., & Bunch, G. (2019). What is quality learning for English learners? In Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners. Teachers College/WestEd. ● Hersi & Watkinson (2012). Supporting immigrant students in a newcomer high school: A case study. Bilingual Research Journal, 35(1), 98-111. ● García, O. (2020). The education of Latinx bilingual children in times of isolation: Unlearning and relearning. Minne TESOL Journal, 36(1). ● Walqui, A. (2006). Scaffolding instruction for English language learners. The International

See TPE Mapping on pg. 3		
Week # Date	**Synchronous**	**Asynchronous**
		Journal of Bilingual Education and Bilingualism 9(2). ● What is Translanguaging, really? YouTube video ● Assignment: Language Dimensions Instructional Strategies Presentations
4	*Integrated Language Teaching and Planning* Review of Language Teaching Strategies - 1 hour Introduction to Integrated Language Teaching and Assessment - 1.5 hours Integrating Language and Content - 1 hours Look at resources for five ELD themes; integrate into plans	Reading: ● Blachowicz &Fisher (2010) Ch. 5: Teaching Vocabulary from a Discourse Perspective ● Ellis, R. (2005). "Instructed Second Language Acquisition." ● Nieto (2018) Ch. 9 "Becoming Sociocultural Mediators: What All Educators Can Learn from Bilingual and ESL Teachers" ● Review "Implementation Support for the ELA/ELD Framework" (look at resources by category and grade level) Assignment: Integrated Lesson Plan