
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Spring 2019**Course: EDUC 392****Instructor Information:**

Instructor Name	Jennifer Kwiatkowski
Office Number:	N/A
Phone Number:	(219)617-0933
Email:	jkwiatkowski@ccsj.edu
Office Hours:	Per appointment
Instructor Background:	Jennifer Kwiatkowski has worked in education at every level. Throughout her career Ms. Kwiatkowski has served students at the classroom, school, district, and state level. An expert in English Language Learners, English instruction, data analysis, and school improvement, Jennifer currently serves as an educational consultant for EdgED Consulting. Jennifer's work is focused on data-driven decision making that has resulted in improved leadership and instruction at the class, school and district levels. Today she is proud to say that her work has impacted thousands of students throughout the state of Indiana. However, her most impressive accomplishment are her two amazing children who also keep her very busy.

Course Information:

Course Time:	Monday-Thursday 8:00am-12:00pm April 8-April 25
Classroom:	
Prerequisites:	
Required Books and Materials:	Required Textbook: Calderon, M. (2011) <u>Teaching Reading & Comprehension to English Learners K-5</u> , Solution Tree Press, Bloomington, IN. ISBN: 978-935542-03-2 Required Textbook: Hill, Jane D., Miller, Kirsten B. (2013) <u>Classroom Instruction that Works with English Language Learners</u> (Second Ed.)_ASCD , Alexandria, VA. ISBN: 978-1-4166-1630-6

Learning Outcomes/ Competencies:

Students in this course will:

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This course meets the following learning objectives for the EDUC 392

- reflect on their own philosophies about the individual needs of students;
- identify the characteristics of English Language Learners;
- collaborate in problem-solving activities and curriculum planning for diverse learners
- develop effective teaching strategies for EL students;
- differentiate instruction to meet the needs of all students in the classroom;
- utilize strategies that promote learning and social acceptance in the classroom;
- develop strategies that enhance motivation and self-esteem in students;
- develop classroom strategies for creating a classroom community;

Course Description:

The purpose of this course is to introduce teachers and others who may work with children, to the teaching of English of a Second Language, as well as the characteristics, etiology, and special needs associated with students whose native language is not English. The importance of early identification and intervention for later success for English language Learners. It is critical that teachers be familiar with a wide range of methodologies to instruct students in a Push in or Pull Out classroom. Additionally, candidates will also be presented with information as to how to assist and support families of exceptional children to work as a team to enhance learning. Students in the course will be introduced to a range of assessments and strategies for meeting the needs of student's individual approach to teaching.

Learning Strategies:

- Collaboration
- Communication
- Critical Thinking

Experiential Learning Opportunities:

Each student will contact a EL licensed teacher in a local school corporation. The student will interview the teacher about teaching EL students, methodologies utilized in the classroom, collaborative strategies employed with regular and special education teachers working with EL students in their classrooms. Additionally, how the EL teacher reaches out to parents to support learning. The product to be produced by the student will be a paper of 3 to 5 pages to be turned in during the final week of the course.

Assessments:		
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Major Assignments:	WIDA Reports and ILPs ELL Data and ESSA Chapter Summaries Adapting Lessons for Differing Learners	20 points-4% 20 points-4% 80 points-16% 100 points-20%
Assessments:	Checks for Understanding SIOP Protocols Presentations ELL Instructor Interview Essay Summative Assessment	50 points-10% 80 points-16% 50 points-10% 100 points-20%
Class Participation:	Attendance in class is expected. Students who need to miss a class should notify professor via email <i>prior</i> to the start of class. Absent students are expected to use online resources to catch up on work missed. Since our course is a mix of online and	

	in-person sessions, students who miss more than two classes lose 50 points off their final grade.	
Total		500 points
Grading Scale:		
100% – 92%: A	91% – 90%: A-	
89% – 88%: B+	87% – 82%: B	81% – 80%: B-
79% – 78%: C+	77% – 72%: C	71% – 70%: C-
69% – 68%: D+	67% – 62%: D	61% – 60%: D-
59% and below:	F	

Course Schedule:

Week	Activities and Description	
Week One	Monday	Introduction to course, Chapter 1 of Teaching Reading and Writing, Chapter 1 and 2 of Classroom Instruction, Notes and Discussion over ESSA and ELL Legal Rights
	Tuesday	ESSA and Legal Rights Check for Understanding, Chapter 2 of Teaching Reading and Writing, ELL Data Analysis
	Wednesday	Chapter 3 of Teaching Reading and Writing, WIDA and ILPs in class assignment
	Thursday	ELL Data and ESSA Assignment Explained, Chapter 4 of Teaching Reading and Writing, HW: Read Part One of Classroom Instruction, Data Project
Week Two	Monday	Part One Check for Understanding, Classroom Jigsaw Activity for Parts 2 and 3 of Classroom Instruction, Marzano Highly Effective Instruction Notes and Discussion, SIOP Presentations Explained
	Tuesday	SIOP Presentations Work Session
	Wednesday	SIOP Presentations, Chapter 6 in Teaching Reading and Writing, Adapting Lessons for Differing Learners and Essay Explained
	Thursday	SIOP Presentations, Chapter 7 in Teaching Reading and Writing HW: Chapter 8-9 in Teaching Reading and Writing, Rough Draft of Lesson Due
Week Three	Monday	Lesson Feedback and Final Review
	Tuesday	Classroom Observations
	Wednesday	Classroom Observations
	Thursday	Class Evaluation, Summative Assessment, ELL Instructor Interview Essay Due

I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.

Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. Additionally, late assignments will not be accepted. In-class assignments are due in-the class they are assigned. Students must be present to participate in these assignments and activities. Students missing checks for understanding may communicate with professor about possible make-up times. Out of class assignments are due on the Friday in the week they are assigned by 5:00 pm CST.
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, you may be asked to leave, in which case you will be marked absent.
Doing Your Own Work	If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College. Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite PLEASE NOTE: All papers may be electronically checked for plagiarism.
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes

	<p>prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore. All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</p>
Student Success Center:	<p>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.</p>
Disability Services:	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>
Student Assistance Program	<p>Through a partnership with Crown Counseling, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor, at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org.</p>
CCSJ Alerts:	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p>