San José State University
Connie L. Lurie College of Education/Special Education
EDSE 224, Methods in Teaching Second Language Learners in Special Education, Fall 2019

Course and Contact Information

Instructor: Saili S. Kulkarni, Ph.D. (she, her, hers)
Office Location: Sweeney Hall, 221
Telephone: (408) 924-3313
Email: saili.kulkarni@sjsu.edu
Office Hours: by appointment
Class Days/Time: Wednesdays from 7:00PM to 9:45 PM
Classroom: Sweeney Hall, Room 212

Course Format

Technology Intensive, Hybrid Course

This course is technology intensive and run in a hybrid format. There will be face-to-face sessions as well as online modules. Participants must have regular access to the internet, have mastered the use of CANVAS and commit to using and checking their SJSU email regularly for updates. Participants who are unfamiliar with CANVAS and/or unable to access their SJSU email are asked to seek assistance from tech support located in Clark Hall as soon as possible. Course materials such as syllabus, handouts, notes, assignments, instructions, etc. can be found on CANVAS. You are responsible for regularly checking with the messaging system through MySJSU.

Course Description

This course examines the unique considerations and approaches to working with culturally and linguistically diverse students with dis/abilities. The course provides a discussion and application of teaching and learning concepts, strategies, and methods related to effective and meaningful instruction for English Language Learners (ELLs) with and without dis/abilities. The course will include legislation requirements, strategies to deliver instruction, materials, and resources. Candidates will be proficient in using the Sheltered Instruction Observation Protocol for ELLs.

Content and conceptual understanding in this course draws heavily from the fields of child development, education, sociolinguistics, psycholinguistics, anthropology, disability studies, and sociology. We will draw from theorists such as Lev Vygotsky (1978) sociolinguistics, Engstrom’s (1987) Cultural Historical Activity Theory (CHAT), Kimberle Crenshaw (1991) intersectionality, Disability Studies and Critical Race Theory (DisCrit; Annamma, Connor, Ferri, 2013) and Gloria Ladson-Billings (1995) culturally relevant pedagogy.
CCTC Program Standards

Program Learning Outcomes (PLO)

5. Graduates align instruction with general education curricula and/or preschool foundations in the Individual Education Program, Individual Family Service Plan, and/or Individual Transition Plan. (Aligns with University Learning Goals SG1, SK2, IS 3.1, and AK5)

6. Graduates integrate cultural and familial perspective into all aspects of instruction, including assessment and intervention. (Aligns with University Learning Goals SG1, SK2, IS 1.3.2, and AK5)

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Discuss the impact of policies and legislation that protect the rights of second language learners and special education services and practices. Describe how the socio-political climate and state/federal laws play a role in school policies and ultimately in EL student learning and achievement.
2. Examine multiple theories (among those listed on page 1), perspectives, and complexities related to programming models for ELLs and recognize the multifaceted social, psychological, and cultural dimensions contributing to language acquisition and language attitudes.
3. Discuss research and learning theories related and/or applicable to ELLs with dis/abilities. Understand major theories of both first and second language acquisition (SLA) and make informed decisions about the implications of these theories for the instruction of ELLs and students with dis/abilities.
4. Identify models, methods, curriculum, strategies and teaching behaviors related to EL teaching and learning including English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE).
5. Articulate knowledge of the California State ELD standards for ELD formal assessments.
6. Discuss strategies for grouping, organizing, and managing classrooms to enhance instruction of ELLs with and without dis/abilities.
7. Demonstrate competence in selecting evaluation procedures and tools appropriate to access different levels of EL proficiency/competence.
8. Demonstrate planning competence in applying data-based decision-making to instruction by constructing and interpreting a case and developing further recommendations for an IEP, including appropriate goals and objectives based on the learner’s level of linguistic and academic competence and specific dis/ability.
9. Design lesson plans with strategies/approaches that make content area knowledge accessible to ELLs and students with dis/abilities, explicitly promote academic language development among these students, and incorporate California ELD standards. Describe how to collaborate with a fellow teacher in developing and delivering lessons.
10. Examine the significant roles of families, teachers, schools, and communities in the process of learning and language acquisition for ELLs.

Textbooks Required for Purchase

Other Readings (posted to CANVAS)


Other resources from: [http://www.colorincolorado.org](http://www.colorincolorado.org) and [https://www.tolerance.org/classroom-resources](https://www.tolerance.org/classroom-resources)

**Library Liaison**

DeeAnn Tran  
deann.tran@sjsu.edu  
(408) 808-2087

**Course Requirements and Assignments (Required)**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 40 hours over the length of the course (normally eight hours per per week) for instruction over 5 weeks, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

**Assignment #1: Formal Reading Reflections** (5 total @ 10 points each = 50 points)
Program Standards 3 and 10; TPEs 1.1-1.6, 1.8, 2.2-2.3, 2.5-2.6, 3.1-3.6 4.1, 4.2-4.4, 5.7-5.8, 6.1-6.2; and CLO 1-11

Candidates will complete reading reflections on 1 course reading of their choice (total of 2) that highlights the experiences of dis/ability and culturally, linguistically diverse perspectives. Reflections should include a brief summary 1 page of the reading, and a 1-page reaction that connects course readings/discussions and personal experiences. Each reflection is worth 20 points.

**Assignment #2: Online Module Discussion Questions and Activities** (2 total @ 25 points each =50 points)
Program Standards 3 and 10; TPEs 1.1-1.6, 1.8, 2.2-2.3, 2.5-2.6, 3.1-3.6 4.1, 4.2-4.4, 5.7-5.8, 6.1-6.2; and CLO 1-11

Candidates will complete discussion questions and activities (total of 2) on the two online modules that are required for the course. Each module set of activities/questions is worth 25 points.

**Assignment #3: Written Paper on Distinction Between Language Acquisition and Dis/ability** (50 points)
Addresses Education Specialist Program Standards 3 and 10; TPEs 1.1-1.6, 1.8, 2.2-2.3, 2.5-2.6, 3.1-3.6 4.1, 4.2-4.4, 5.7-5.8, 6.1-6.2; and CLO 1-3

Candidates will submit a 4-5 page, double spaced paper discussing the similarities and differences between students who are English learners, students with learning disabilities, and students who are both English learners and students with disabilities. The paper should also discuss steps general education teachers and Education Specialists can take within a Multi-Tiered System of Support to determine whether or not a student who is an English Learner should be referred for special education and the pros and cons of making the referral. The paper must follow APA format and must be submitted to CANVAS.

**Assignment #4: Lesson Plan and Demonstration Using SIOP** (50 points)
Addresses Education Specialist Program Standards 3 and 10; TPEs 1.1-1.6, 1.8, 2.2-2.3, 2.5-2.6, 3.1-3.6 4.1, 4.2-4.4, 5.7-5.8, 6.1-6.2; and CLO 3, 4, 6, 8, 9, 10
Candidates will create a lesson plan in the content area of reading/language arts, math, science, or social studies. Candidates may choose the age level of they wish to work with to plan the lesson. The lesson plan will follow the SIOP framework and will include specific measures to support students who are English learners and students with disabilities with rationales provided for each area of the lesson. Written lesson plans are due in CANVAS. Candidates will demonstrate a portion of the lesson in class on during the last few weeks. Students will sign up for the date they want to present in class in advance.

Assignment #5: Final Take Home Examination (100 points)
Addresses Education Specialist Program Standards 3 and 10; TPEs 1.1-1.6, 1.8, 2.2-2.6, 3.1-3.6, 4.1-4.4, 5.7-5.8, 6.1-6.2; and CLO 3, 4, 6, 8, 9, 10

The final exam is a take-home exam and all work must be completed individually. Candidates will complete an Analysis of Language Demands for a given lesson and then adapt the lesson for students who are English learners and students with disabilities, providing a rationale for all adaptations. Information about the final exam will distributed in class. LATE FINAL EXAMS WILL NOT BE ACCEPTED.

Grading Information

1. All written assignments must meet academic and professional standards for quality and must be written following APA guidelines: Times New Roman font, size 12 point, double-spaced, one-inch margins, and free of spelling and grammar errors.

2. All assignments are DUE ON ASSIGNED DATES THROUGH CANVAS. Email or paper copies are NOT ACCEPTABLE. Any issue with an assignment, submitting on time, or request for an extension for extenuating circumstance must be received in writing 48 hours before an assignment due date or it will be considered late and lose 3 points per day late.

3. All written work must be turned into CANVAS using Microsoft Word. Microsoft Word is available to all students FOR FREE from the university. Please see Information Technology (http://its.sjsu.edu/services/software/microsoft-students/index.html) for information on how to download Word for your personal device. Laptops preloaded with Microsoft Word are also available for check out daily from the Martin Luther King Library with valid student ID

Determination of Grades

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<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Weekly Reading Reflections (2)</td>
<td>50 points</td>
<td>16.66%</td>
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<tr>
<td>Online Module Questions (2)</td>
<td>50 points</td>
<td>16.66%</td>
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<tr>
<td>Written Draft and Final Paper (1)</td>
<td>50 points</td>
<td>16.66%</td>
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<tr>
<td>Lesson Plan and Demo (1)</td>
<td>50 points</td>
<td>16.66%</td>
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<tr>
<td>Take Home Final (1)</td>
<td>100 points</td>
<td>33.33%</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>300 points</strong></td>
<td><strong>100%</strong></td>
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293-300 points= A+ [98-100%]
284-292 points = A [95-97%]
269-283 points = A- [90-94%]
260-268 points = B+ [87-89%]
251-259 points = B [84-86%]*

*Candidates are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher.

Classroom Individual and Community Expectations

1. Make efforts to…
   a. Be on time to class. If you arrive late or need to miss class, it is your responsibility to “ask 3 before me” and check with peers about what you missed before directing questions to the professor (me).
   b. Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment, I need a written request 48 hours before it is due. Only exceptions include documented emergencies (e.g. illnesses, accidents, family emergencies).
   c. Take a social media break during class. Reduce time you’re on social media apps or other non-class related websites during our time together.
   d. Respect your professor and your peers! Differences of opinions and/or perspectives are going to be a part of our time together.
   e. Practice self-care. There will be moments of seriousness, laughter, and discomfort that occur during our class. Be mindful of when you may need to step away, take a breath, and then return. Also note that we will be using a brave space rather than safe space approach.
   f. Make the most of our space and time together. Engage in the class discussions, complete readings.

Caregiving Support

1. If you are a caregiver to a child during the time of in-class meetings, the child is welcome in this space with the following caveats:
   a. Your child must be provided with a quiet activity in which to participate while our course session continues
   b. It is expected that if your child is disruptive to the flow of class that you will excuse yourself and the child for a few moments and return when you can.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo
EDSE 224, Methods in Teaching Second Language Learners in Special Education, Fall 2019
(subject to instructor changes)

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments/Readings/Deadlines</th>
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</thead>
</table>
| 1    | 08/21| **Introductions**  
• Who are English Learners and how do we describe them?  
• Language Acquisition Processes | **Read:**  
Artiles & Ortiz, 2002 (on CANVAS)  
Echevarria & Graves Chapter 1 (on CANVAS) |
| 2    | 08/28| **Strategies and Distinctions**  
• CELDT and ELPAC Assessments  
• Strategies: Using Realia and Building Background  
• Distinctions Between ELs and Students with LD | **Read:**  
Hoover & Patton Chapter 1 (textbook)  
Klingner & Eppolito Chapter 1 & 5 (textbook)  

_Reading Reflection #1 Due by 4:00PM to CANVAS_ |
| 3    | 09/04| **Strategies and Distinctions**  
• RTI and the MTSS  
• Strategy: Concept Sort  
• ELs and Families | **Read:**  
Echevarria & Graves Chapter 2 & MTSS Section (on CANVAS) |
| 4    | 09/11| **Universal Design and PLAAFP ONLINE MODULE**  
, | **Read:**  
Hoover & Patton Chapter 4 (textbook)  
Klingner & Eppolito Chapter 6 (textbook)  
Echevarria, Vogt, & Short Chapter 2 (on CANVAS)  

_Online Module 1 Activity Questions Due by 11:59P to Canvas_ |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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| 5    | 09/18 | **SDAIE and Lesson Plans**  
  - Specially Designed Academic Instruction in English  
  - Lesson Objectives and Common Core Standards  
  - Lesson Plan Development  
  - Lesson Plan Strategies Overview  
  - PLAAFP Review |  
  Read: Echevarria & Graves Chapter 3 (ON CANVAS)  
 Ortiz et al. (2011) (article on CANVAS)  
 Klingner & Eppolito Chapter 2 (textbook)  
 **Distinguishing between ELL and LD Draft Due** |
| 6    | 09/25 | **IEPs and Present Levels**  
  - Culturally and Linguistically Responsive Present Levels  
  - IEPs and Development of Measurable Goals |  
  Read:  
 Hoover and Patton Text Chapter 4 and 5 (textbook)  
 Echevarria, Vogt, & Short Chapter 3 (on CANVAS)  
 **Reading Reflection #2 Due by 4PM to Canvas** |
| 7    | 10/02 | **Lesson Planning**  
  - Building Background  
  - Comprehensible Input  
  - Lesson Plan and Demo Q&A |  
  Read:  
 Klingner & Eppolito Chapter 8 (textbook)  
 Connor Chapter 3 p. 72 (on CANVAS)  
 **Distinguishing between ELL and LD Final Paper Due by 11:59PM to Canvas** |
| 8    | 10/09 | **Individualized Education Programs**  
*ONLINE MODULE* |  
  Read:  
 Hoover and Patton text chapter 2 and 3 (textbook)  
 Online discussion questions  
 **Online Module 2 Activity Questions Due by 11:59PM to Canvas** |
| 9    | 10/16 | **Strategies and Considerations**  
  - Strategies  
  - Interaction |  
  Read:  
 Echevarria & Graves Chapter 6 (on CANVAS)  
 **Reading Reflection #3 Due by 4:00PM to Canvas** |
| 10   | 10/23 | **IEPs Continued**  
  - Practice and Application Delivering Appropriate IEP services  
  - Special Considerations and Diversity  
  IEP Progress Monitoring |  
  Read:  
 Hoover and Patton Text Chapters 6- 8  
 **Reading Reflection #4 Due by 4:00PM to Canvas** |
| 11   | 10/30 | **Language and (Dis) Ability** |  
  Read:  

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<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>ONLINE MODULE</th>
<th>Read:</th>
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<tbody>
<tr>
<td>12</td>
<td>11/06</td>
<td><strong>Lesson Planning Review and Language Demands</strong></td>
<td>Zetlin et al (on CANVAS)</td>
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<td></td>
<td></td>
<td>• SIOP Strategies Reviewed and Practiced</td>
<td>Miller (on CANVAS)</td>
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<td>• Lesson Planning and Standards</td>
<td>Clegg (on CANVAS)</td>
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<td></td>
<td></td>
<td>• Academic Language Demands</td>
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<td>• Overview of Demo Instructions</td>
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<tr>
<td>13</td>
<td>11/13</td>
<td><strong>ONLINE MODULE: TRANSITION PLANNING FOR ELs</strong></td>
<td>Trainor, et al. (on CANVAS)</td>
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<td><strong>Reading Reflection #5 Due by 4:00PM to Canvas</strong></td>
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<tr>
<td>14</td>
<td>11/20</td>
<td><strong>ONLINE MODULE: ACADEMIC LANGUAGE CONTINUED</strong></td>
<td>Clegg (on CANVAS)</td>
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<td><strong>Reading Reflection #5 Due by 4:00PM to Canvas</strong></td>
<td>Hoover and Patton Text Chapters 6- 8</td>
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<tr>
<td>15</td>
<td>11/27</td>
<td><strong>THANKSGIVING RECESS NO CLASS</strong></td>
<td><strong>Continue working on lesson plans</strong></td>
</tr>
<tr>
<td>16</td>
<td>12/06</td>
<td><strong>Celebration of Teaching Event</strong></td>
<td><strong>Lesson Plans due to Canvas by 11:59PM and Demos at Celebration Event</strong></td>
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<tr>
<td>FINALS</td>
<td>12/11</td>
<td><strong>FINAL EXAM ON CANVAS</strong></td>
<td><strong>Take Home Final Due to Canvas by 11:59 PM</strong></td>
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