

Required Textbooks: These are suggested textbooks; instructors are free to select appropriate texts, based upon the course description and their own expertise.

There is no required “text”. The instructor will assign readings from journals and other sources.

Resources:

University of the State of NY. (2000) *The teaching of language arts to limited English proficient learners: A resource guide for all teachers*. Albany, NY: The State Education Department, Office of Bilingual Education.

University of the State of NY. (2001) (Draft) *The teaching of language arts to limited English proficient learners: Learning standards for English as a second language*. Albany, NY: The State Education Department, Office of Bilingual Education

Ontario Expectations

INTASC Standards

TESOL Standards (National Organization)

Course Schedule:

Topics to be covered are listed; it is incumbent upon the instructor of the course to establish a course schedule of readings

- ◆ Collaborative teaching
- ◆ Professionalism and ethics
- ◆ Classroom organization and management
- ◆ Instructional materials and strategies
- ◆ Assessment
- ◆ Involvement of parents and community

Course Requirements and Evaluation:

1 Portfolio- A final portfolio will be developed according to the program expectations associated with the certification(s) sought by the teacher candidate. These expectations are identified in Part B of the final student teaching report form for each placement. Each teacher candidate will submit a portfolio with at least ten artifacts. Certain artifacts may be designated by the seminar instructor. Artifacts and reflection summaries connecting the artifact to the program expectations will be due in a staggered fashion throughout the semester with at least 50% completed by the end of the first student teaching placement. Multiple program expectations can be, and are at times expected to be, tied to a single artifact (100 points/10 points for each standard).

2 Attendance/Participation/Professionalism- Attendance is considered an indicator of professional commitment and responsibility. Candidates are expected to attend all classes, coming on time and staying through the entire session. Absences are permitted only for illness or serious personal matters. Excessive absences may jeopardize a student’s course grade. A phone call, e-mail message, or not delivered to the instructor is required if you expect to miss a class. In addition to attendance, candidates are expected to be

fully participating members of the seminar asking and responding to questions of peers and the seminar leader. Since this course is centered on developing the skills of a professional, other characteristics of professionalism will also be taken into consideration at the discretion of the seminar leader. (20 points).

3 Discretionary Assignment- The seminar leader will assign other requirements as appropriate. These assignments may include, for example, a showcasing of the portfolio, a final reflection, daily outslips, or a log. (10 points).

The requirements listed above will be discussed in detail during the first seminar meeting.

Grading- Each requirement carries a point value. Points will be awarded on the basis of the quality of the work submitted. The course grade will depend on the number of points accumulated during the semester and will be based on the following scheme:

A+ 130 Points	B+ 110-114	C+ 95-99
A 120-129 Points	B 105-109	C 90-94
A- 115-119 Points	B- 100-104	F 89 or less

Attendance Policy

You are required to attend class every day and on time with all assigned readings completed in order to participate in class activities and discussions.

Student Disclosure

Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.

Academic Integrity

“The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in

the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).