ARIZONA WESTERN COLLEGE
SYLLABUS

EDU 293 STRUCTURED ENGLISH IMMERSION (SEI) FOR ENGLISH LANGUAGE LEARNERS
Same as SEI 293

Credit Hours: _3 Lec: _3

PREREQUISITE: None

COURSE DESCRIPTION
Instructional techniques, strategies, and theories regarding the English Language Learner (ELL) in the educational system.

1.  COURSE GOAL
    Further educational professionals' understanding and ability to implement strategies of ELL instructional methodologies in the classroom.

2.  OUTCOMES
    Upon satisfactory completion of this course, students will be able to apply these augmented ELL Proficiency Standards Objectives:
    2.1     examine in depth the format and the alignment of ELL Proficiency Standards to the Arizona Language Arts (Listening and Speaking, Reading, and Writing) Academic Standards.
    2.2     use ELL Proficiency Standards to plan, deliver, and evaluate instruction at a more proficient level.
    2.3     demonstrate the integration of ELL Proficiency Standards in all content areas with efficiency and deeper understanding.
    *Augmented Assessment Objectives:*
    2.4     discuss the relevance of state-mandated achievement for ELL.
    2.5     identify and use alternative methods of assessment.
    2.6     track student status and progress on the ELL proficiency standards using the Arizona English Language Learner Assessment (AZELLA) results.
    2.7     analyze the content and use of the AZELLA in guiding ELL instruction.
    2.8     create and offer multiple assessments.
    2.9     use assessment results for placement and accommodation for special education and gifted students.
    2.10    use standardized testing and language proficiency as methods for monitoring student progress.
    *Augmented Foundations of SEI Objectives:*
    2.11    describe the legal, historical, and educational reasons for Structured English Immersion (SEI) in depth.
    2.12    demonstrate an increased amount of basic SEI terminology.
    2.13    list and describe language acquisition theoretical principles.
    2.14    define in depth the role of culture in learning.
    2.15    review and enhance knowledge of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).
    *Augmented SEI Strategies Objectives:*
    2.16    identify and use multiple strategies to improve student achievement; this objective integrates:
        2.16.1   comprehensive input.
        2.16.2   ongoing, specific, and immediate feedback.
        2.16.3   grouping structures and techniques.
        2.16.4   building background and vocabulary development.
        2.16.5   student engagement.

2.17      develop specific content lesson plans that incorporate all of the SEI strategies listed above.

2.18      present developed SEI lesson plan within a minimum of 24 hours .

2.19      discuss, identify and apply all SEI strategies listed.

2.20      integrate current materials in ELD instruction (lesson and text modifications).

2.21      extend SEI content methods (preview/review, content area reading and writing strategies, experiential methods).

2.22      analyze and apply vocabulary development approaches in the content areas.

2.23      evaluate and synthesize lesson plans.

*Parent/Home/School Scaffolding Objective*

2.24      review in depth the socio-cultural influences on ELLs: language shift, identity issues, role of culture in learning.

2.25      discuss the impact of bilingualism and home language use.

2.26      examine parental and community sources for aiding English acquisition.

2.27      cultivate home and school partnerships.

3. **METHODS OF INSTRUCTION**
   - 3.1      Lecture
   - 3.2      Discussions, readings, and situational role-playing
   - 3.3      Films and videotapes
   - 3.4      Small group and class discussions
   - 3.5      Supplementary methods of instruction may be employed
   - 3.6      Student presentations

4. **LEARNING ACTIVITIES**
   - 4.1      Group work in class
   - 4.2      Class discussions
   - 4.3      Student demonstrations and presentations
   - 4.4      Student completion of projects
   - 4.5      Student practicum
   - 4.6      Student application of strategies

5. **DISTRIBUTION OF THE COMPETENCIES IN THE 45 CLASS HOURS**
   - 5.1      ELL Proficiency Standards Objectives
     Competencies 2.1 through 2.3 3 hours
   - 5.2      Assessment Objectives
     Competencies 2.4 through 2.10 3 hours
   - 5.3      Foundations of SEI Objectives
     Competencies 2.11 through 2.15 3 hours
   - 5.4      SEI Strategies Objectives
     Competencies 2.16 through 2.23 24 hours
   - 5.5      Parent/Home/School Scaffolding Objectives
     Competencies 2.25 through 2.28 3 hours*
   - 5.6      Additional Objectives per Instructor 12* hours
     (*may be taken from this twelve)
     45 hours total

6. **EVALUATION**
   - 6.1      Evaluation of student presentations
   - 6.2      Participation
   - 6.3      Assignments

7. **STUDENT RESPONSIBILITIES**
   - 7.1      Under AWC Policy, students are expected to attend every session of class in which they are enrolled.

7.2     If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.

7.3     Americans with Disabilities Act Accommodations:  Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities.  It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester.  Students should follow up with their instructors once the semester begins.  To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.

7.4     Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized "crib notes", plagiarism, stealing tests, or forging an instructor's signature—will be subject to the procedures and consequences outlined in AWC's Student Code of Conduct.

7.5     Texts and Notebooks: Students are required to obtain the class materials for the course.

7.6     Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for "No Show" reporting during the first 10 days of each semester.

Students who have enrolled but have never attended class may be issued  a "No Show" (NS) grade by the professor or instructor and receive a final grade of "NS" on their official academic record. An NS grade may result in a student losing their federal financial aid.

For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):

- Submitting an academic assignment
- Taking an exam, an interactive tutorial or computer-assisted instruction
- Attending a study group that is assigned by the school
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course