



**COURSE OUTLINE**

<b>COURSE NUMBER:</b>	<b>DEA 25147 PTW01</b>
<b>COURSE NAME:</b>	<b>Helping the EAL Child in the Classroom</b>
<b>METHOD OF DELIVERY:</b>	<b>ONLINE</b>
<b>INSTRUCTOR:</b>	<b>Leah Share</b>
<b>INSTRUCTOR CONTACT:</b>	<a href="mailto:l.share@uwinnipeg.ca">l.share@uwinnipeg.ca</a>
<b>DATES AND TIME:</b>	<b>January 14 – March 18, 2021</b> <b>10 Thur, 6:00 p.m. – 9:00 p.m. Winnipeg Time</b> <b>See Nexus for Zoom details</b>

*This course will be offered in a blended format. Blended courses combine live virtual meeting and lecture times with independent study*

<b>EXAMINATION DATES:</b>	<b>Final Exam (Online via Nexus)</b> <b>March 18, 2021</b> <b>Check Nexus for details</b>
<b>TECHNOLOGY REQUIREMENTS:</b>	<b>Laptop required</b>
<b>TEXTBOOK:</b>	<b>No text required – materials provided by instructor</b>
<b>PRE-COURSE READING:</b>	<b>see lecture schedule</b>

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**NEXUS:**

Course materials, resources and assignments will be posted on Nexus, the online course management system, supporting the delivery of this course. Please use your WebAdvisor username and password to log in to Nexus system to retrieve these materials and to access important class communication. Not all part-time courses are posted on Nexus.

Important information regarding your UW student account can be found [here](#).

**COURSE DESCRIPTION:**

This course provides Educational Assistants with the theory behind and instructional techniques for working with students whose first language is not English or who require support in English language development. It will include an examination of principles and procedures for developing basic second language knowledge and skills, as well as theories of English language teaching.

## LEARNING OUTCOMES:

- Understanding of the theory behind and instructional techniques for working with EAL students, or with students who require support in ELD
- Knowledge about principles and procedures for developing basic second language knowledge and skills
- Review of theories of English language teaching

## DISCLAIMER:

Please consider this course outline as a general guide. Time constraints and other unforeseen factors may require some adaptation of the course materials.

## LECTURE SCHEDULE

SCHEDULE	LECTURE TOPICS	ASSIGNMENTS
Jan 14, 2021	<ul style="list-style-type: none"><li>• Cross-Cultural Awareness</li><li>• LAL/EAL Stages/Definitions and Differences</li><li>• Function of Language/Stages of Language Acquisition</li><li>• Content-based Instruction Introduction</li></ul>	Activity Contributions/ Response Slips/ Review of Resources 1
Jan 21, 2021	<ul style="list-style-type: none"><li>• Building Relationships</li><li>• Comprehension Scaffolding</li><li>• EAL Listening Comprehension Strategies</li><li>• EAL Speaking Practice and Correction Strategies</li></ul>	Activity Contributions/ Response Slips/ Review of Resources 2
Jan 28, 2021	<ul style="list-style-type: none"><li>• Supporting Acquisition of English Language Reading and Writing Skills</li><li>• EAL Reading Comprehension Strategies</li><li>• Assisting EAL Students with Writing</li></ul>	Activity Contributions/ Response Slips/ Review of Resources 3
Jan 14, 2021	<ul style="list-style-type: none"><li>• Cross-Cultural Awareness</li><li>• LAL/EAL Stages/Definitions and Differences</li><li>• Function of Language/Stages of Language Acquisition</li><li>• Content-based Instruction Introduction</li></ul>	Activity Contributions/ Response Slips/ Review of Resources 1
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Jan 28, 2021	<ul style="list-style-type: none"><li>• Supporting Acquisition of English Language Reading and Writing Skills</li><li>• EAL Reading Comprehension Strategies</li><li>• Assisting EAL Students with Writing</li></ul>	Activity Contributions/ Response Slips/ Review of Resources 3

SCHEDULE	LECTURE TOPICS	ASSIGNMENTS
Feb 4, 2021	<ul style="list-style-type: none"> <li>Academic Language Introduction (Instructional Vocabulary vs Content Vocabulary)</li> <li>Content-based Language Instruction Project</li> </ul>	Activity Contributions/ Response Slips/ Content-based Instruction Project preparation/brainstorming/ Review of Resources 4
Feb 11, 2021	<ul style="list-style-type: none"> <li>Conversational Language</li> <li>Academic Language</li> <li>Pace &amp; continuum of new language acquisition</li> <li>Speaking, Reading &amp; Writing Student Support Assignment Group Discussion</li> </ul>	Activity Contributions/ Response Slips/ Speaking, Reading & Writing Student Support Assignment preparation
Feb 18, 2021	<ul style="list-style-type: none"> <li>EAL Stages and Strategies Quiz</li> <li>Application of Listening, Speaking, Reading, and Writing Strategies</li> <li>Speaking, Reading &amp; Writing Student Support Assignment Group Discussion</li> </ul>	Quiz/ Speaking, Reading & Writing Student Support Assignment final preparation
Feb 25, 2021	<ul style="list-style-type: none"> <li>Presentations of Speaking, Reading &amp; Writing Student Support Assignment</li> <li>Supporting Reading Practice</li> </ul>	Activity Contributions/ Review of Resources 5
Mar 4, 2021	<ul style="list-style-type: none"> <li>Listening &amp; Speaking (Pronunciation)</li> <li>Common Grammar Problems</li> <li>Small Group Peer Reviews of Content-based Instruction Project Drafts</li> </ul>	Activity Contributions/ Response Slips/ Content-based Instruction Project
Mar 11, 2021	<ul style="list-style-type: none"> <li>Review for Final Exam</li> </ul>	Review of Resources 6 * optional
Mar 18, 2021	<ul style="list-style-type: none"> <li>Comprehensive Final Exam – Online via Nexus</li> </ul>	

**Remember to complete your course evaluation immediately after this course is complete. We take your feedback very seriously and use it to continually improve our courses and programs.**

- **Full time course evaluations are available on NEXUS**
- **Part time and online course evaluations will be emailed to you**

## **VOLUNTARY WITHDRAWAL:**

Students can voluntarily withdraw from a course up to the 75% point in a course without any academic penalty. Note that this does not include the hours for the invigilated exams. It is the student's responsibility to withdraw this course to ensure no academic penalty is incurred. Please consult the Registration Office or Academic Advisor for a **Request for Voluntary Withdrawal** form.

## **METHOD OF EVALUATION:**

<b>VALUE</b>	<b>ITEM OF WORK</b>	<b>DETAILS</b>	<b>DATE</b>
5%	Activity Contributions	During most classes strategies and activities for working with EAL/ELD students will need to be practiced. Grade is based on oral and visual sharing of practice activities.	ongoing
15%	Response Slips	During most classes, students will respond to activity questions, either during activities or at the end of class to reflect on class content. Grade is based on appropriate, thorough, clear responses to in-class activities.	ongoing
10%	Quiz	EAL Stages and Strategies	Feb.18
10%	Speaking, Reading & Writing Student Support Assignment	Using language acquisition resources and a beginning level children's book, students will create scaffolding activities to help EAL students expand their English speaking, reading and writing skills. Students will analyze which EAL stages can use each activity.	Feb.25
20%	Review of Resources	Students will find five EAL instruction resource books or websites; Students will follow a provided template to summarize relevant content in point form. These brief write-ups will include an Evaluative Summary, and a description of how one specific strategy or activity from the resource would be used to help EAL students.	Jan.17,24 ,31, Feb.7, 28, Mar.14 *
20%	Content-based Instruction Project	The instructor will provide assorted elementary, middle years, or senior years assignments designed for regular classroom students; students will choose one of these assignments and determine how the lesson can be scaffolded to support the learning of Stage 1, Stage 2, and Stage 3 EAL students. Grading will be based on the appropriate link between the scaffolding choices and the language acquisition reasons for those choices, that is the appropriate inclusion of Watching (Visual), Listening (Aural), Speaking (Oral), Reading, and/or Writing support activities.	Mar.7

VALUE	ITEM OF WORK	DETAILS	DATE
20%	Comprehensive Final Exam – Online via Nexus	Comprehensive analysis of several classroom scenarios; describe appropriate EAL interventions & add EAL supports to Early Years, Middle Years, and Senior Years level lessons.	Mar.18

The main goal of all assignments is to increase your understanding of the Stages of EAL language acquisition, and to increase your ability to choose appropriate support strategies/activities for EAL learners depending on whether they are learning by Watching, Listening, Speaking, Reading, or Writing.

**All applicable assignments must be typed, as well as formatted and referenced according to the latest APA Edition specifications. See the policy on the [UWINNIPEG PACE Academic Writing Standards](#).**

#### **MINIMUM GRADE:**

Students must receive a minimum grade of “C”, or better, in all courses within the program requirements to graduate.

#### **PARTICIPATION:**

Participation is an important component of a meaningful learning process. Contributions to class activities, group work, and class discussion will enhance your academic success and contribute to a more positive and productive learning environment. Participation is a reflection of actively engaging in classroom work and attentiveness to the contributions of others and the instructor. Participation is also a reflection of being present in the classroom in a timely fashion and not distracting others.

#### **RESEARCH POLICY:**

Students who plan to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the appropriate ethics committee before commencing data collection. Exceptions are research activities as a learning exercise to satisfy course requirements with no intent to publish as research.

## **POLICY FOR LATE ASSIGNMENTS:**

- All assignments will be given a due date.
- Individuals who cannot meet the deadline and have a legitimate reason (i.e., illness supported by a medical certificate relative to the due date), must request an extension in writing from the instructor no later than the 24 hours before the deadline.
- Students who do not receive an extension from the instructor will receive a grade of zero on the assignment if the assignment is not submitted by the due date.
- It is the student's responsibility to retain an electronic copy of ALL assignments submitted for grading.

## **STUDENT HANDBOOK AND ACADEMIC REGULATION AND POLICY INFORMATION:**

Refer to the [Student Handbook](#) for academic and general PACE policies. This information is also available on the UWinnipeg PACE website.

**It is the students' responsibility to read the policies outlined in the PACE Student Handbook for all University of Winnipeg Academic regulation and policy information.**

### **ACADEMIC MISCONDUCT:**

Please refer to the Academic Misconduct Policy in the most recent version of the University of Winnipeg General Calendar, under Student Discipline, Section 8a, or see:

- [Academic Misconduct Policy](#)
- [Procedures: Academic Misconduct Policy](#)

## **UWINNIPEG RESPECTFUL LEARNING POLICY:**

All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at [www.uwinnipeg.ca/respect](http://www.uwinnipeg.ca/respect).

## **OTHER EXPECTATIONS/GENERAL INFORMATION/GENERAL POLICIES:**

Students are responsible for any course-related announcements or information that may be posted to NEXUS.

Students are responsible for ensuring they meet the minimum technological requirements for full participation in all aspects of the course (<http://pace.uwinnipegcourses.ca/sites/default/files/pdfs/forms/Technical%20Requirements%20for%20Online%20Students.pdf>) **The failure of personal computers and/or internet connectivity is not a valid reason to miss assignment or quiz deadlines, excepting when such incidents are a direct result of outages of the university system used for this course (i.e. Nexus).** Students with less reliable internet access are encouraged to avoid writing quizzes at the last minute to minimize the possibility of missed deadlines.

Regular participation in online discussion is a key component of this course. Students are responsible for checking the NEXUS and the discussion boards twice a week at a minimum. You are expected to respond to group members in a timely manner (within 36 hours). During weeks in which group assignments are due more frequent contact may be required.

**ACADEMIC ACCOMMODATIONS:**

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or [accessibilityservices@uwinnipeg.ca](mailto:accessibilityservices@uwinnipeg.ca) to discuss appropriate options. All information about a student’s disability or medical condition remains confidential. <http://www.uwinnipeg.ca/accessibility>.

**UWPACE GRADING SYSTEM:**

Letter Graded	Percentage	GPA	<u>Pass/Fail</u>
A+	96-100	4.50	P Pass
A	91-95	4.00	F Fail
A-	83-90	3.75	<u>Non-Graded</u>
B+	75-82	3.50	CP Certificate of Participation (75% Attendance)
B	70-74	3.00	NC No Certificate of Participation
C+	66-69	2.50	<u>Special Designations</u>
C	57-65	2.00	I Incomplete
D	50-56	1.00	TC Transfer Credit
F	<50	0.00	S Standing

**DISCLAIMER:**

Please retain a copy of this course outline for reference purposes and/or future academic endeavor.

Note: PACE archives course outlines in PDF format for a period of five years and charges an administrative fee for archived course outline requests.