



**EDUC 596 and English Language Learning Design,
Teaching, and Technology**

Units: 3

Term-Day-Time: Spring 2019

Section 27924: Wednesdays 6:00am - 8:30am

Section 27925: Thursdays 5:30pm - 8:00pm

Location: Online

Instructor: Erica Hamilton, Ph.D.

Office Hours: By appointment (please email to request appointment, 24 hours notice preferred)

Office Hours Location Options: Zoom, email, or phone

Contact Info: eahamilt@usc.edu

2SC Student Support

Hours: M-F 5:00am-5:00pm PST

Contact Info:

Rossier.help@usc.edu

1-888-628-5041

Introduction

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

The program and this course is a critical component of the USC Rossier School of Education mission to achieve educational equity. This course supports you to plan to use technology to address equity issues in language education.

Course Description

Welcome to EDUC 596! This course is for pre-service and in-service language teachers who want to learn how to incorporate technology into their language teaching to become more equitable, effective, and engaging educators. You will create plans drawing on socio-constructivist and critical approaches to language education that is culturally and linguistically sustaining. You will create plans to use technology to build a bridge between classroom and community. The plans that you create in this class can be shared as a virtual portfolio with future employers. In this course, your instructor will avoid teaching specific technologies that may be obsolete shortly or not available in your current or future teaching context. Instead your instructor will teach you the related skills to using technology to support your equitable and effective language teaching practice (i.e., best practices for flipping a lesson and that flipping instruction is good for focusing on higher-level cognitive activities during class session rather than how to make videos using iMovie). The focus in this course is on developing the ability to make plans to infuse technology and equity into your language teaching rather than on implanting those plans. This course builds on fieldwork at your school site. While no additional fieldwork hours are required, sites are used to collect data that you will need to complete this course/assignments.

Learning Objectives

1. Modify an existing lesson using blended and differentiated components.
2. Identify areas of a lesson where technology could greater support equity.
3. Create a support plan for an equitable classroom environment that integrates technology.
4. Develop a proposal for a school-based community engagement program or project that integrates technology.

Prerequisite(s): EDUC 655 or EDUC 411 or equivalent social foundations of language education course.

Co-Requisite(s): EDUC 639 or EDUC 412 and/or EDUC 649 or equivalent pedagogical methods course.

Required Materials

All required materials will be provided by the instructor via ARES and on the 2SC platform. These will include articles, videos, and websites from a diverse set of educators working with technology, equity and language education.

Optional Materials

For those interested, the instructor can provide a list of recommended trainings, guides, and books on using technology in language education.

Communication

Communication and collaboration are essential for teachers working in any school. Therefore, I want you to feel comfortable asking questions and giving me feedback on this course just as I, and your classmates, will be providing you with feedback on the plans you develop in this class. If you have questions or comments, please speak to me directly after class or during my posted office hours. You can also email me jenifeac@usc.edu or call my office 213.821.6888. I will respond to emails/voicemails within 24 hours Monday-Friday, and on the Monday following a weekend or holiday break.

Description and Assessment of Assignments

Below is a general overview of the assignments. The instructor will provide a detailed assignment description and grading rubric for each assignment. For the detailed descriptions and rubrics, please see the assignment guides posted on the course wall in 2SC.

Weekly Activities

There are a number of class activities that you will be asked to complete each week either before or during the live session. The purpose of these activities is to help you engage in more thoughtful reflection about topics, serve as interim tasks for other course assignments, and/or provide practice for key skills. The class activities primarily consist of note-taking matrices completed before class time and student-led in class discussions. Below is a description of the weekly assignments:

Note-taking Matrices

A template for the matrix is provided for you on the class wall at the beginning of the semester with sample entries for the texts assigned for the first week of class. You will complete the matrix for the required readings and viewings for weeks 2-15 and submit the matrix 24 hours before your live class session. Each note-taking matrix will be given credit/no credit. If all note-taking matrices are completed on time and the 3-2-1 prompts are answered for each assigned texts you will earn 10 points. If one or more note-taking matrix is not complete and submitted 24 hours before the live class session then you will be awarded 9 points for one to three matrices that are incomplete or late, 8 points four to six matrices that are submitted late or incomplete, 7 points for seven to nine matrices that are submitted late or incomplete, and so on.

For each assigned text (reading or viewing) you should summarize 3 main claims, identify 2 ways to apply these claims to the learning objectives and your practice, and raise 1 critique of the text. More specifically when you summarize the 3 main claims you should also identify the strongest evidence the authors use to support each of those claims. Furthermore, when you apply the claims you should explain both how the text informs your understanding of one of the course learning objectives and how the text be used to promote effective teaching. Finally, you should critique the text by answering one of the following questions: Who or what is in the text?, Who or what is missing from the text?, What is marginalized?, What does the author want you to think?, or What story/claim might an alternative text tell?

In-Class Student-Led Discussion

There will be 13 student-led discussions individually or in dyads, weeks 2-15. Weekly discussion topics will be based on the course objectives and the assigned readings for the week. You will be able to sign up to be weekly discussion leaders during the first week of class. Choose a week convenient for your schedule and matching a particular topic of interest for you. If you will be co-leading a discussion, your instructor will leave class time for you to choose a partner and arrange schedules and interests before signing up for your week. If you will be co-leading a discussion then you will receive the same grade, please note that the rubric indicates a requirement of demonstrating equal preparation and division of leadership for those co-leading the discussion. It is a requirement for the students leading the discussion to provide 1-3 relevant resources/source/technology tools in addition to the assigned course readings and existing course materials on the topic. It is a requirement for discussion leaders to stick to the 10-minute time limit if led individually and 15-minutes if led in a dyad for the discussion. This requirement is noted on the rubric that your instructor will post on the class wall at the beginning of the semester. During the first class your instructor will model discussion-leading for the you by leading a discussion that follows the requirements your instructor will be looking for from you. Directly after each student-led discussion your instructor will debrief the discussion by soliciting from students the 3 things the discussion leaders did particularly well, and the 3 things they could improve for next time. Your instructor will monitor your participation in the discussion and collect the 3 strengths and areas for improvement as the written deliverable you will turn in for participation credit at the end of all of your peer's discussion presentations.

The student led discussion in-class activity is worth 10 points. Your grade for leading the discussion is worth 5 points, and the rubric for leading the discussion will be posted on the course wall. Your grade for active participation in the discussions is worth 5 points. The rubric for active participation will also be posted on the course wall.

Flipped Lesson Plan

Learning objective

By the end of this course, students should be able to plan a flipped component for an existing lesson or unit.

Assignment description

In a group of 2-5 students you will create a plan for how a flipped component could be integrated into an existing lesson or unit taught by your host teacher at you or one of your group member's placement site, or one you or one of your group members have been designing. Groups will be homogeneous based on the domain of your placement or teaching site (primary, secondary, adult education, etc.) with no more than 5 people per group. Group members decide which person's site lesson to select, and all work will be done on the same lesson. One group grade will be awarded to all group members.

Steps

1. Getting Organized, review in-depth assignment description, plan template, and rubric that your instructor will post on the course wall.
2. Collect your group possible lesson and unit plans that you may want to use for this assignment and share with your group.
3. Review all of your group's suggested lesson and unit plans and meet with your group to choose a which lesson or unit you will use.
4. Review the seven pillars of F-L-I-P-P-E-D (Flexible Environments, Learning Culture, Intentional Content, and Professional Educators, Progressive Activities, Engaging Experiences, and Diversified Platforms).
5. Working with our group revise the existing unit or lesson plan based on the FLIPPED pillars.
6. Equitably divide the labor for developing resources and materials for your flipped unit or lesson. Make a realistic and clear timeline. This work plan will be included in the appendices of your assignment.
7. As a group, describe decisions for each type of flipped asset recommended for both skill being taught in terms of the unit/lesson learning objective and how those assets or culturally and linguistically responsive to all of subgroups of learners.
8. At least one group member should plan or curate resources/materials that provide an opportunity for students to gain first exposure prior to class.
9. At least one group member should plan or curate resources/materials that provide a mechanism to assess student understanding.
10. At least one group member should plan or curate resources/materials that provide in-class differentiated activities that focus on higher level cognitive activities.
11. Flipped assets (resource or materials) can be curated or they can be planned depending on learning objectives of the unit or lesson and the available existing content. Include images or screenshots of potential flipped assets. You do not need to actually make the assets.
12. Draft the presentation and supporting materials using the Flipped Lesson/Unit Plan template located on the in-depth assignment guidelines that your instructor will post on the course wall at the beginning of the semester. Include appendixes of materials and tools that you plan to use.
13. Proofread and review that your plan met all of the assignment criteria in the rubric.
14. Practice your 10-15-minute presentation as a dress rehearsal. Consider getting additional feedback coming to your instructor's office hours or asking peers to watch a practice presentation. This way you can get additional feedback before you present to class
15. One group member should upload the presentation and supporting appendixes to the 2SC platform by the deadline.
16. Present your Flipped Lesson/Unit Plan during class session during week that it is due.

Grading

Your instructor will use a rubric that is available on the course wall at the beginning of the course to grade the assignment. Your plan will be evaluated on the degree to which it generally demonstrates mastery of the above learning objective and specifically incorporates the following aspects: identifies objectives, delineates procedures, includes referenced material in an appendix, refers to one or more specific content and/or language standard, promotes equity, ensures student safety and ethical use of technology, refers to one aspect or more of one technology framework, refers to one or more technology standard, ensures active learning/participation, incorporates FLIPPED pillars, and justifies decisions for all flipped assets.

Learner Support Plan

Learning objective

By the end of this course, students should be able to identify areas of an activity or lesson where technology could greater support equity

Assignment description

In this assignment you will identify problems with and make suggestions for how an existing lesson could incorporate technology that would help make the lesson more accessible or equitable for your former English language learning case study student from EDUC 655 or 411. Based on trends seen by tracking assessment data, student work, interviews, and in-class observations, identify a course or institutional standard and related learning objective that this student is not meeting or has the capacity to exceed. Then select an existing activity or lesson (either one they have already created or one being taught at their site you could improve). Update the lesson with technology that would make it more equitable for this student.

Steps

1. Getting Organized, review in-depth assignment description, plan template, and rubric that your instructor will post on the course wall.
2. Review you final English Language Learner Case Study paper, observation journals, interview transcripts, and other documents you collected for your study including student work and assessment data from EDUC 655.
3. Organize gathered writing and data to look for learning outcome(s) that either your case study student did not meet (based on a specific unit or institutional standard) or where you believe that your case study student had the capacity to exceed the standard.
4. Once you have identified standard that was not met or that the student demonstrated the capacity to exceed, identify the learning objective associated with that standard.
5. Then identify the lesson or activities that were designed to support your case study student to meet that standard.
6. Review your material on supporting equity in lessons and activities and consider ways that you could differentiate a lesson or activity using technology to better support your case study student to meet or exceed the identified standard
7. Redesign a lesson or activity that you observed or taught yourself with your case study student incorporating at least one strategy for differentiation and at least one technological tool, application, or resource.
8. Draft the assignment using the Learner Support Plan template located on the in-depth assignment guidelines that your instructor will post on the course wall at the beginning of the semester. Include appendixes of materials and tools that you plan to use.
9. Proofread and review that your plan met all of the assignment criteria in the rubric
10. Upload the assignment to the 2SC platform by the deadline.

Grading

Your instructor will use a rubric that is available on the course wall at the beginning of the course to grade the assignment. This is an individual assignment and you will receive an individual grade for the assignment. Your plan will be evaluated on the degree to which it generally demonstrates mastery of the above learning objective and specifically incorporates the following aspects: identifies objectives, delineates procedures, includes referenced material in an appendix, refers to one or more specific content and/or language standard, promotes equity, ensures student safety and ethical use of technology, refers to one aspect or more of one technology framework, refers to one or more technology standard, ensures active learning/participation.

Classroom Support Plan

Learning objective

By the end of this course, students should be able to create a support plan for the classroom environment that integrates technology.

Assignment description

Create a classroom management or environment plan to support all of the students in your case study student's classroom. The goal of this plan should be create a community of learners and that is culturally and linguistically responsive to the both your case study student and other students in the class and that incorporates technology.

Steps

1. Getting Organized, review in-depth assignment description, plan template, and rubric that your instructor will post on the course wall.
2. Review you final English Language Learner Case Study paper, observation journals, interview transcripts, and other documents you collected for your study including classroom rules, routines, and procedures from EDUC 655.
3. Organize gathered writing and data and review the current classroom management or environment policy or plan including rules, routines, and relationships.
4. Analyze your data to identify which students, or sub-groups of students the classroom management or environment policy or plan is most and least serving.
5. Then identify if the host teacher (or you, if you were the teacher of record) ever confound culturally inappropriate behavior form unacceptable behavior, has established the 3 Rs (rapport, relationship, and respect), and/or uses the 3Ps (positive, proactive, and preventive).
6. Review your material on supporting equity in classroom management and environment plan and consider ways that you could modify current classroom rules, routines and procedures using technology to support a more culturally and linguistically responsive classroom for all members of the community of learners in your classroom.
7. Redesign the classroom management and/or environment plan that you observed or taught yourself with your case study student's classroom incorporating at least one strategy for culturally and linguistically responsive classrooms and at least one technological tool, application, or resource.
8. Draft the assignment using the Classroom Support Plan template located on the in-depth assignment guidelines that your instructor will post on the course wall at the beginning of the semester. Include appendixes of materials and tools that you plan to use.
9. Proofread and review that your plan met all of the assignment criteria in the rubric
- 10.Upload the assignment to the 2SC platform by the deadline.

Grading

Your instructor will use a rubric that is available on the course wall at the beginning of the course to grade the assignment. Your plan will be evaluated on the degree to which it generally demonstrates mastery of the above learning objective and specifically incorporates the following aspects: identifies objectives, delineates procedures, includes referenced material in an appendix, promotes equity, ensures student safety and ethical use of technology, refers to one aspect or more of one technology framework, refers to one or more technology standards, and ensures a culturally and linguistically responsive classroom community of learners.

Community Support Plan

Learning objective

By the end of this course, students should be able to design a technology-based community or family integration plan to support learners.

Assignment description

In a group of 2-3 students, you will create a plan based on your ELL Case Study learner's funds of knowledge to bridge their home/community to the case study classroom. Write a plan that identifies culture practices in the classroom and in your ELL case study student's home and describes a technology-based community or family integration plan to support their ELL Case Study learner.

Steps

1. Getting Organized, review in-depth assignment description, plan template, and rubric that your instructor will post on the course wall.
2. Review your final English Language Learner Case Study paper, observation journals, interview transcripts, and other documents you collected for your study including student work and assessment data from EDUC 655.
3. Classify gathered writing and data using the Culture in Your Home worksheet, analyze the culture in your case study student's home versus you or the host teacher's home based on the data you collected for your ELL Case Study in 655.
4. Categorize gathered writing and data using the Classroom Culture worksheet, analyze (compare and contrast) the culture in your case study student's class across content (math, language arts, etc.) or across four skills (speaking, listening, reading, and writing) based on the data you collected for your ELL Case Study in 655.
5. Organize gathered writing and data using the Culture at Student's Home worksheet, analyze the culture in your case study student's home based on the data you collected for your ELL Case Study in 655.
6. Analyze the cultural differences, disconnects or conflicts between your ELL student's home/community and the classroom/teacher.
7. Review material on supporting funds of knowledge in the classroom and the Ten Key Strategies for Effective Partnerships between family-school-community. Consider ways to equitably bridge your case study student's home/community to the classroom using technology.
8. Then design a plan that builds a bridge between the student's home/community and the classroom. This plan should establish core values and objectives for case study student's learning, create communication strategies between case study parents and teacher, promote at-home learning, and grant access to technology. This plan should engage parents and/or community members in your case study student's learning and incorporate case study student home cultural practices and knowledge into the classroom. This plan should also invite parents and/or community members into the classroom or take students into the community.
9. Draft the assignment using the Community Support Plan template located on the in-depth assignment guidelines that your instructor will post on the course wall at the beginning of the semester. Include appendixes of materials and tools that you plan to use.
10. Proofread and review that your plan met all of the assignment criteria in the rubric
11. Upload the assignment to the 2SC platform by time/date

Grading

Your instructor will use a rubric that is available on the course wall at the beginning of the course to grade the assignment. Your plan will be evaluated on the degree to which it generally demonstrates mastery of the above learning objective and specifically incorporates the following aspects: identifies objectives, delineates procedures, includes referenced material in an appendix, promotes equity, ensures student safety and ethical use of technology, refers to one aspect or more of one technology framework, refers to one or more technology standard, ensures communication between community/family and the teacher, and draws on student's family/community funds of knowledge.

Grading Breakdown

Assignment	Points	% of Grade
Note-taking Matrices	10	10
In-Class Student-Led Discussion (Group Assignment)	10	10
Flipped Lesson Plan (Group Assignment)	20	20
Learner Support Plan	20	20
Classroom Support Plan	20	20
Community Support Plan (Group Assignment)	20	20
TOTAL	100	100

Grading Scale (Example)

Course final grades will be determined using the following scale

A 100–95%	B+ 89–86%	C+ 79–76 %	D+ 69–66%	F 59–0%
A– 94–90%	B 85–83%	C 75–73%	D 65–63%	
	B– 82–80%	C– 72–70%	D–62–60%	

Assignment Rubrics

Your instructor will use rubrics to evaluate all graded assignments. These rubrics will be available on the course wall at the beginning of the course in the detailed assignment guides.

Assignment Submission Policy

Assignments are due as digital files to 2SC course platform by 11:59 pm of the date due. Late work will be penalized by a 10% deduction in the assignment grade every 24 hours late unless due to an emergency situation excused by the instructor. Email the instructor as soon as possible to discuss alternate arrangements due to an emergency.

Grading Timeline

Your instructor will provide feedback on all assignments within 1-2 weeks of submission.

Academic integrity

In education, plagiarism is considered a violation of academic integrity by the school. For the first violation, a failing score will be applied to submitted work that has been plagiarized. Such work may not be resubmitted for a new grade. Second and further violations will be reported to the school.

Attendance

Regular class attendance is necessary, as students are required to participate and lead weekly in-class discussions.

Classroom norms

Sharing our ideas, practices and plans with others and opening ourselves to critique (or peer feedback) can be a vulnerable process. To model the expectations of a professional work environment in our field, and promote a respectful classroom environment, we agree to the following.

- Do not interrupt when someone else is speaking
- Critique ideas and practices, not people
- Support critique with evidence from course texts, or speak from personal experience
- Allow everyone to participate (i.e., don't dominate or remain silent)
- Keep a positive tone when engaging in class discussions and group work
- Equitably share group work across group members
- Accept feedback in the positive spirit with which it is given as a means of development

Course Schedule: A Weekly Breakdown

IMPORTANT: For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester. This class is 3-units, and you should plan to spend 6 and a half hours out of class each week for this course.

Date listed is for Monday of the given week.	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
Week 1 1/7/19 Foundation of Technology, Equity & Language Education	Course Overview	Technology in Language Ed Overview <i>Reading:</i> <ul style="list-style-type: none">• Otto, S. E. (2017). From Past to Present: A Hundred Years of Technology for L2 Learning. <i>The Handbook of Technology and Second Language Teaching and Learning</i>, pp. 10-25.• Walker, A., & White, G. (2013). Chp 1: Learning. pp. 1-12. In <i>Technology Enhanced Language Learning: connecting theory and practice-Oxford Handbooks for Language Teachers</i>. Oxford University Press.• Szecsy, E. (2008). Technology in language teaching and learning. In J. M. González (Ed.), <i>Encyclopedia of bilingual education</i> (Vol. 1, pp. 822-825). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412963985.n313 <i>Videos/Tutorials:</i> <ul style="list-style-type: none">• Mekari, S., Choi, J., Walker, P., Hughes, J., Dogancay, D. & Frank, M. A. (Practitioner). (2014). Technology (Introduction to teaching) [Streaming video]. Retrieved from SAGE Video. http://sk.sagepub.com.libproxy2.usc.edu/video/technology?seq=1&fromsearch=true (7 min)	No assignments

<p>Week 2 1/14/19</p> <p>Foundation of Technology, Equity & Language Education</p>	<p>Equity, Media, Culture & Technology</p>	<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Merchant, G. (2012). Critical media literacy. <i>The Encyclopedia of Applied Linguistics</i>. • Murray, D. E. (2018). The world of English language teaching: Creating equity or inequity?. <i>Language Teaching Research</i>, 1362168818777529. <p><i>Videos/Tutorials:</i></p> <ul style="list-style-type: none"> • Henry Jenkins on Participatory Culture https://www.youtube.com/watch?v=1gPm-clwRsQ (8 min) • Nichole Pinkard on Digital Literacy https://youtu.be/Aya43MnWTxQ • Mimi Ito on Learning in Social Media Spaces https://youtu.be/HF5pxnXwMBY • Elyse Eidman-Aadahl on Writing in the Digital Age https://youtu.be/sUlrzkipIgq8 <p><i>Standards:</i></p> <ul style="list-style-type: none"> • ACTEL • 21st Century Learning • Levels of Teaching Innovation (LoTi) Framework • H.E.A.T Framework for students • SAMR model • TPACK • ISTE (students and teachers) • Common Core & Technology • TESOL Technology Standards (for reference only because read in 655) <p><i>Tutorial:</i></p> <ul style="list-style-type: none"> • Internet Safety for Students: https://www.lynda.com/Education-Elearning-tutorials/Internet-Safety-Students/511288-2.html (55 min) 	<p>24 hours before class:</p> <ul style="list-style-type: none"> • Note-Taking Matrix <p>In Class:</p> <ul style="list-style-type: none"> • Student-led Discussion
---	--	---	--

<p>Week 3 1/21/19</p> <p>Foundation of Technology, Equity & Language Education</p>	<p>Technology Frameworks & Standards</p>	<p><i>Reading:</i></p> <ul style="list-style-type: none"> Garcia & Kleifgen (2018). "Language and Bilingualism: Practices" & "Affordances of Technology" Chapters 5&6 in: Educating Emergent Bilinguals: Policies, Programs, and Practices for English Learners. p. 70-107. Teachers College Press, Language & Literacy Series. Nieto (2002) Language Culture, and Teaching: Critical Perspectives for a New Century. Chapter 2. Cultural Difference and Educational Change in a Sociopolitical Context (p. 51-77). <p><i>Videos/Tutorials:</i></p> <ul style="list-style-type: none"> How Implicit Bias Creates Racial Inequity: https://youtu.be/u3aCKTfei_4 (4:20 min) The consciousness gap in education - an equity imperative Dorinda Carter Andrews TEDxLansingED https://youtu.be/iOrgf3wTUbo (15 min) Making Higher Education Just https://cue.usc.edu/files/2017/06/Bensimon_Making-American-Higher-Education-Just_AERA-SJ-Award-Lecture.pdf 	<p>24 hours before class:</p> <ul style="list-style-type: none"> Note-Taking Matrix <p>In Class:</p> <ul style="list-style-type: none"> Student-led Discussion
<p>Week 4 1/28/19</p> <p>Flipped Language Lessons</p>		<p><i>Reading:</i></p> <ul style="list-style-type: none"> Carbaugh, E. M., & Doubet, K. J. (2015). "Chapter 7: Closing Thoughts" p. 97-103. & Appendix E Differentiated Flipped Lesson" p. 153-176 The Differentiated Flipped Classroom: A Practical Guide to Digital Learning. Corwin Press. <p><i>Videos/Tutorials:</i></p> <ul style="list-style-type: none"> Flipping the Classroom https://www.lynda.com/Business-tutorials/Flipping-Classroom/144198-2.html (42 min) New Teacher Survival Guide: Differentiating Instruction. https://www.teachingchannel.org/videos/differentiating-instruction (12 min) <p><i>Online Resources:</i></p> <ul style="list-style-type: none"> Synchronous or Asynchronous Delivery? cet.usc.edu/cet/wp-content/uploads/2016/12/synch_or_asynch_delivery.docx 	<p>24 hours before class:</p> <ul style="list-style-type: none"> Note-Taking Matrix <p>In Class:</p> <p>Student-led Discussion</p>

<p>Week 5 2/4/19</p> <p>Blended Language Lessons</p>		<p><i>Reading:</i></p> <ul style="list-style-type: none"> Chen, Y., Wang, Y., & Chen, N. S. (2014). <u>Is FLIP enough? Or should we use the FLIPPED model instead?</u>. Computers & Education, 79, 16-27. <p><i>Videos/Tutorials:</i></p> <ul style="list-style-type: none"> The In-Class Flip https://youtu.be/hhq3Yn_OgIA (5:30 min) The Flipped Class: Overcoming Common Hurdles https://youtu.be/bwvXFILQCIU (4:30 min) <p><i>Online Resources:</i></p> <ul style="list-style-type: none"> Blended Learning Toolkit (Review templates and guides for Tasks 1-4) https://blended.online.ucf.edu/blendkit-course-diy-project-tasks/ Blended Learning Universe Overview & Models (Review overview, What is Blended Learning? And watch short video, view model, and see profile of a real case for each of the 7 models) https://www.blendedlearning.org/basics/ & https://www.blendedlearning.org/models/ Blended learning vs flipped classroom – What’s the difference? https://www.moovly.com/blended-learning-vs-flipped-classroom-whats-the-difference 	<p>24 hours before class:</p> <ul style="list-style-type: none"> Note-Taking Matrix <p>In Class: Student-led Discussion</p>
<p>Week 6 2/11/19</p> <p>Flipping Language Lessons</p>		<p><i>Reading:</i></p> <ul style="list-style-type: none"> Walker & White (2017) “Chapter 11: Choosing and Using Materials” p. 153-168. In Technology Enhanced Language Learning: Connecting theory and practice. Oxford University Press. <p><i>Videos/Tutorials:</i></p> <ul style="list-style-type: none"> Using Tech Tools for Formative Assessment. https://www.teachingchannel.org/videos/student-assessment-with-tech (2 min) Using Technology to Collect Classroom Data. https://www.teachingchannel.org/videos/tech-friendly-formative-assessment-sfusd (2 min) 	<p>24 hours before class:</p> <ul style="list-style-type: none"> Note-Taking Matrix Flipped Lesson Plan Presentation materials <p>In Class:</p> <ul style="list-style-type: none"> Student-led Discussion Flipped Lesson Plan Presentation

Week 7 2/18/19 Technology to Support EBs	Technology & Equitable Approaches to teaching Emergent Bilinguals	<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Hamilton, B. (2015). "Chapter 11: Leveraging Technology for Multilingual Learners," in Integrating technology in the classroom: Tools to meet the need of every student. • Tomlinson, C. A., & Moon, T. R. (2013). <i>Assessment and student success in a differentiated classroom</i>. ASCD. (p.2-16) <p><i>Videos/Tutorials:</i></p> <ul style="list-style-type: none"> • New Teacher Survival Guide: Technology in the Classroom https://www.teachingchannel.org/videos/technology-in-the-classroom (16 min) • Educational Technology for Student Success https://www.lynda.com/Higher-Education-tutorials/Educational-Technology-Student-Success/415357-2.html (66 min) 	24 hours before class: <ul style="list-style-type: none"> • Note-Taking Matrix In Class: <ul style="list-style-type: none"> • Student-led Discussion
Week 8 2/25/19 Technology to Support EBs	Technology & Social Justice Language Teaching	<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Glynn, C., Wesely, P., Wassell, B. (2014) Words and Actions: Teaching Languages Through the Lens of Social Justice. (31pp) a. Forward b. Ch 1: Introduction c. Ch 2: Preparing to Teach with Social Justice d. Appendix B: Social Justice Themes, Objectives, and Activities for WL Classrooms <p><i>Videos/Tutorials:</i></p> <ul style="list-style-type: none"> • Teaching Techniques: Making Accessible Learning https://www.lynda.com/Higher-Education-tutorials/How-Make-Accessible-Learning/461908-2.html (51 min) <p><i>Online Resources:</i></p> <ul style="list-style-type: none"> • Teaching Tolerance: https://www.tolerance.org/magazine/spring-2016/toolkit-for-smart-tech-use-for-equity • https://www.tolerance.org/magazine/spring-2016/smart-tech-use-for-equity • Smart Tech 4 Equity Teacher Stories https://sites.google.com/site/smarttech4equity/stories 	24 hours before class: <ul style="list-style-type: none"> • Note-Taking Matrix In Class: <ul style="list-style-type: none"> • Student-led Discussion
Week 9 3/4/19 Technology to Support EBs	Technology & Critical Foreign Language Pedagogy	<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Reagan, T. & Osborn, T. (2002) The Foreign Language Educator in Society (in Course Reader) a. Ch 1: When Methodology Fails: A Critical Look at Foreign Language Education (16pp) b. Ch 9: Toward a Critical Foreign Language Pedagogy (7pp) <p><i>Online Resources:</i></p> <ul style="list-style-type: none"> • BYOD? [Bring Your Own Device] Relying on personal devices at school raises serious equity questions. https://www.tolerance.org/magazine/fall-2014/byod-bring-your-own-device • Rossier E-Learning Toolkit: http://rossier-itg.weebly.com/ • Gross & Crawford (2018) CALP2 handout 	24 hours before class: <ul style="list-style-type: none"> • Note-Taking Matrix In Class: <ul style="list-style-type: none"> • Student-led Discussion Due at 11:59 pm on Sunday after class session: <ul style="list-style-type: none"> • Learner Support Plan

3/11/19		SPRING BREAK	
Week 10 3/18/19 Culturally Linguistically and Technologically Responsive Classrooms	Classroom Management & Technology	<i>Reading:</i> <ul style="list-style-type: none"> Dowd & Green (2016) Classroom Management in the Digital Age: Effective Practices for Technology-Rich Learning Spaces. "Chapter 1: Classroom Procedures" & Chapter 2; Classroom Rules and Expectations" p.1-38 EDTechTeam Press <i>Videos/Tutorials:</i> <ul style="list-style-type: none"> Teaching Techniques: Classroom Management: https://www.lynda.com/Education-Elearning-Classroom-Management-tutorials/Social-Media-Classroom/360034-2.html (1 hour 55 min) New Teacher Survival Guide: Classroom Management. https://www.teachingchannel.org/videos/new-teacher-classroom-management (11 min) <i>Online Resources:</i> <ul style="list-style-type: none"> Classroom Management apps and websites https://www.common sense.org/education/top-picks/classroom-management-apps-and-websites 	24 hours before class: <ul style="list-style-type: none"> Note-Taking Matrix In Class: <ul style="list-style-type: none"> Student-led Discussion
Week 11 3/25/19 Culturally Linguistically and Technologically Responsive Classrooms	Culturally Linguistically and Technologically Responsive Classrooms	<i>Reading:</i> <ul style="list-style-type: none"> Hollie, S (2018) 'Chp. 3 : Is My Classroom Management Culturally Responsive?' p. 85-118 & "Chp. 7: Is My Learning Environment Culturally Responsive?" p. 181-198. & Appendix H: CLR Learning Environment Survey p.289" & Appendix I "Situational Appropriateness Practice" p. 295-298. "Appendix J: Situational Appropriateness Scale" p.299-302. In Culturally and Linguistically Responsive Teaching and Learning, Shell Education. [reference Appendix E: CLR Strategies p.237. <i>Online Resources:</i> <ul style="list-style-type: none"> Setting Up Your Digital Classroom for Success https://www.common sense.org/education/teaching-strategies/digital-classroom-management-set-up "Laying the Foundation for an Equity-Minded Class Culture" (August 2018) https://cue.usc.edu/tools/webinars/ (1:09 min) 	24 hours before class: <ul style="list-style-type: none"> Note-Taking Matrix In Class: <ul style="list-style-type: none"> Student-led Discussion

Week 12 4/1/19 Culturally Linguistically and Technologically Responsive Classrooms	Restorative Justice & Building Community in the Classroom.	<p><i>Reading:</i></p> <ul style="list-style-type: none"> Fix Discipline Toolkit for Educators https://view.joomag.com/fix-school-discipline-toolkit-for-educators/0264187001429224353?short (read pages: 3-13; 29-32; 48-49; 57; 60-66. 25 pages in total) <p><i>Online Resources:</i></p> <ul style="list-style-type: none"> Restorative Justice: Resources for Schools. Explore resources and case studies that demonstrate how to bring restorative justice to your school or classroom. https://www.edutopia.org/blog/restorative-justice-resources-matt-davis Teaching Restorative Practices with Classroom Circles: Seven Lesson Curriculum p. 1-18. https://www.ocde.us/HealthyMinds/Documents/RP%20Resources/Teaching%20Restorative%20Practices%20with%20Classroom%20Circles.pdf 	24 hours before class: <ul style="list-style-type: none"> Note-Taking Matrix In Class: <ul style="list-style-type: none"> Student-led Discussion Due at 11:59 pm on Sunday after class session: <ul style="list-style-type: none"> Classroom Support Plan
Week 13 4/8/19 Technology-based community or family integration plan for EBs	Funds of Knowledge & It Takes a Network to Raise a Child	<p><i>Reading:</i></p> <ul style="list-style-type: none"> Garcia & Kleifgen (2018) Family & Community Engagement. Chapter 8 in Educating Emergent Bilinguals (p. 129-143) Pollock, M. (2013). It Takes a Network to Raise a Child: Improving the Communication Infrastructure of Public Education to Enable Community Cooperation in Young People's Success. Teachers College Record Volume 115 Number 7. 	24 hours before class: <ul style="list-style-type: none"> Note-Taking Matrix In Class: <ul style="list-style-type: none"> Student-led Discussion
Week 14 4/15/19 Technology-based community or family integration plan for EBs	Family-School-Community Partnerships	<p><i>Reading:</i></p> <ul style="list-style-type: none"> Family-School-Community Partnerships 2.0 https://www.nea.org/assets/docs/Family-School-Community-Partnerships-2.0.pdf (p. 1-22 only) <p><i>Videos/Tutorials:</i></p> <ul style="list-style-type: none"> The ABCs of Parent Involvement. Parent involvement is an integral part of one school's success. Learn how the school has gotten parents involved, along with tips on improving parent involvement in your school. https://www.teachingchannel.org/videos/getting-parents-involved <p><i>Online Resources:</i></p> <ul style="list-style-type: none"> http://rethinkrethink.com/blog/2015/09/17/bridging-the-gap-between-home-and-school/ 	24 hours before class: <ul style="list-style-type: none"> Note-Taking Matrix In Class: <ul style="list-style-type: none"> Student-led Discussion

Week 15 4/22/19 Technology-based community or family integration plan for EBs	Bridging the Classroom and the Community	<i>Reading:</i> • Ayers, W (2010). To Teach: the journey, in comics. New York: Teachers College Press. Chapter 4 bridging community to classrooms <i>Online Resources:</i> • Bridging the Gap Between Home and School https://www.transact.com/blog/student-success-initiatives-bridging-the-gap-between-school-and-home • 18 Ways to Connect and Communicate with Families http://blog.brookespublishing.com/18-ways-to-connect-and-communicate-with-families/ • Family Engagement: Resource Roundup https://www.edutopia.org/home-school-connections-resources	In Class: • Student-led Discussion Due at 11:59 pm on Sunday after class session: • Community Support Plan
FINAL			Date: For the date and time of the final instructor-mediated discussion for this class, consult the USC <i>Schedule of Classes</i> at classes.usc.edu/ .

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu