



**MODEL TEACHING®**  
Education for Better Educators

# Supporting English Language Learners Throughout the Writing Process

## COURSE SYLLABUS



**MODEL TEACHING**

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**3 Semester Credits**

Course Credit Provided Through Our Partner,  
University of Alaska Anchorage

# Course Offered in Partnership With University of Alaska Anchorage

| UNIVERSITY PARTNER                                                                                                | CREDITS                              | REGIONAL ACCREDITATIONS                                   | COURSE NUMBER |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------|---------------|
|  UNIVERSITY of ALASKA ANCHORAGE. | 3<br>Graduate-Level Semester Credits | Northwest Commission on Colleges and Universities (NWCCU) | TBD           |

## Clear, Template-Based Course Format.

We know teachers are busy. That's why we make our course format as straightforward as possible.

- ✓ **Template-based assignments with no long essays** – we want you to focus on the learning content seamlessly and hassle-free. You'll get high-quality learning without wasting time on long, open-ended essays.
- ✓ **No busy work** – our template prompts are designed to give you an easy way to showcase your learning so you can focus more on the content and come away with a plan of action.
- ✓ **Streamlined & standardized course format** – from video lessons to built-in live chat with our instructors; once you complete one course with us, you will know exactly what's expected for the rest of your courses.



## Fast & Convenient. Start Immediately & Work At Your Own Pace.

On a tight timeline? We can help! With ultra-fast credit/transcript processing and rolling credit processing, you can make your salary advancement deadline.



- ✓ **Pick your courses & get started** – start immediately or wait to begin in the semester of your choice.
- ✓ **Ultra-fast credit & transcript processing** – get your transcripts fast. We will help you meet your salary advancement deadline.
- ✓ **1 full year of course access** – you will have a full year to choose and work on your courses. Our course bundles allow you to control when you begin your learning and in which semester.
- ✓ **100% online** – with our video-based lessons and content, you will not have to wait for textbooks or specific start times. You can begin your learning as soon as you register!

## COURSE TITLE:

# SUPPORTING ENGLISH LANGUAGE LEARNERS THROUGHOUT THE WRITING PROCESS



**Credit/ Hours:** 3 Graduate-Level Semester Credits

Credit-hour equivalency. This course is a 3-credit hour course that consists of 45 hours of in-seat time. Model Teaching courses can be completed at your own pace, and your transcript will reflect the semester in which your credits are processed. Courses include reading content, watching content videos, reviewing resources, and participating in activities throughout the course. See the Course Outline later in this syllabus for a detailed look at the course structure and components.

Each Model Teaching-partnered University is regionally accredited and offers continuing education courses to educators. These courses are post-baccalaureate credit courses that are designed primarily for professional development, salary advancement, and license renewal purposes. All credit-granting online university-partnered courses taken through Model Teaching will include access to graduate-level semester credits with an official transcript and letter grade.

## COURSE DESCRIPTION

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This course will explain the stages of writing and how you can support English Language Learners throughout each stage. While this course is focused primarily on strategies utilized in the English Language Arts class, the concepts can be applied to any course where essay writing will be a component of classroom instruction. In this course, you will learn specific strategies for before, during, and after the writing process. You will then learn how to monitor the writing progress of your English Language Learners, then review how to best choose appropriate strategies for your lesson focus and students. You will design an action plan for your classroom, develop an additional resource to support your plan, and analyze research to support implementation in the classroom. The course ends with you designing an implementation plan designed to ensure you are successfully incorporating the lesson concepts, ideas, and resources into a future lesson.

## **COURSE OBJECTIVES**

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Participants will be able to:

- i. Plan for ELL support before, during, and after the writing process
- ii. Group students, and then monitor student progress within those groupings
- iii. Plan for lesson implementation of the writing process into your classroom
- iv. Complete an action plan for use in the classroom, along with a supporting resource
- v. Analyze and defend an article on how these ideas apply to the classroom
- vi. Plan, reflect, and report on implementation progress using a Classroom Implementation Plan.

## **COURSE OUTLINE**

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### **Section 1 Instructional Content**

**Lesson Delivery:** ELL Proficiency Levels. Completion of the content video, readings, and resources review.

**Quiz:** Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

**Discussion Board Reflection:** Reflect on and describe how you currently incorporate writing into the classroom in support of ELLs.

### **Section 2 Instructional Content**

**Lesson Delivery:** Support Strategies Before Writing. Completion of the content video, readings, and resources review.

**Discussion Board Reflection:** Describe your selected writing task, select and plan for a pre-writing strategy, and describe how you will implement it.

### **Section 3 Instructional Content**

**Lesson Delivery:** Support Strategies for During Writing. Completion of the content video, readings, and resources review.

**Quiz:** Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

**Discussion Board Reflection:** Select and plan for a drafting strategy and describe how you will implement it.

## Section 4 Instructional Content

**Lesson Delivery:** Support Strategies for After Writing. Completion of the content video, readings, and resources review.

**Discussion Board Reflection:** Select and plan for a post-writing strategy and describe how you will implement it.

## Section 5 Instructional Content

**Lesson Delivery:** Monitoring the Progress of ELLs. Completion of the content video, readings, and resources review.

**Discussion Board Reflection:** Select and plan for one assessment strategy and describe how you will implement it.

## Section 6 Instructional Content

**Lesson Delivery:** Choosing Appropriate Strategies. Completion of the content video, readings, and resources review.

**Discussion Board Reflection:** Modify a strategy based on what is most appropriate for your students by adjusting your strategy selection from the provided matrix.

## PUTTING IT ALL TOGETHER

**Action Plan:** Completion and submission of an ELL Writing Strategies Lesson Plan for use in a future lesson. An action plan template and a sample will be provided to you to assist you in completing this module.

## APPLYING WHAT YOU HAVE LEARNED

**Resource Design:** Creation of a specific resource that is needed to fully implement your plans from the course. After your action plan design, you will analyze the required components for implementation success and select areas for resource development critical for consistent implementation. After analysis of suggested resources and articles referencing components of your action plan, design and upload a resource specific to support your success in implementation, as well as success in student implementation of the product. A resource design planning template will be provided to guide in rigorous and applicable final resources. Instructor feedback provided. You will upload a self-created resource specific to support ideas for implementation of course concepts. A resource design planning template will be provided to guide you in the resource design process.

**Research Connections:** Reading and analysis of peer-reviewed research, cited academic books, or cited educational articles aligned to course concepts. An analysis template will be provided to

assist you in guiding your thinking and analysis and can be used as an outline for your submitted response.

**Implementation Tasks:** Review a recap of the course content and take ways from the course, then plan for what implementation of course concepts in the classroom might look like. You can choose to implement your ideas, request a colleague to analyze your ideas, or self-reflect on your ideas for implementation.

**Final Implementation Project Plan:** Compile all content ideas from the course and plan a series of action steps to describe implementation. A Final Implementation Planning Template will be provided to help you plan the critical components to consider for implementation, and to aid you in your final response which will also include a reflection and summary of the ideas in the course.



## MODEL TEACHING RESOURCES INCLUDED IN THIS COURSE

These resources, tools, & templates are designed to help you utilize and implement the course concepts in your classroom.

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- Proficiency Levels of English Language Learners
- Teacher Reflection on ELL Support with Sample
- Generating a Writing Prompt for ELL Students with Sample
- Vocabulary Building Templates
- Pre-Writing Graphic Organizer Templates
- Interactive Writing Reference Guide
- Important Tips for Pairing Students for Buddy Writing
- Mentor Text Reference Guide
- Sentence Stem and Frame Reference Guide

### Student Writer Reflection

- Peer Revising Checklists
- Peer Editing Checklists
- Publishing Reference Guide
- Can-Do Checklists
- Student Reflection Templates
- Writing Conference Reference Guide
- Student Portfolio Reference Guide
- ELL Progress Monitoring Tracker
- Choosing a Support Strategy Matrix
- ELL Writing Strategies Lesson Plan Template with Sample
- Effectiveness Rubric
- Implementation Observation Checklist with Sample

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## REQUIRED EXTERNAL RESOURCES

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N/A. All articles, resources, and instructional content are provided within the course modules.

## CREDIT HOUR CALCULATIONS

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|                                                                     | Estimated Contact Time/ Seat<br>Time (hrs) |
|---------------------------------------------------------------------|--------------------------------------------|
| <b>Instructional Content<br/>(Course lessons, quiz, discussion)</b> | 25                                         |
| <b>Action Plan Project &amp; Feedback</b>                           | 4                                          |
| <b>Research Connections Writing &amp; Feedback</b>                  | 6                                          |
| <b>Resource Design &amp; Feedback</b>                               | 5                                          |
| <b>Final Implementation Project Plan &amp; Feedback</b>             | 5                                          |
| <b>Total Hours:</b>                                                 | 45                                         |

## GRADING

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| Module                                               | Points |
|------------------------------------------------------|--------|
| <b>Quizzes (10 points each)</b>                      | 20     |
| <b>Discussion Board Reflections (10 points each)</b> | 60     |
| <b>Action Plan</b>                                   | 100    |
| <b>Resource Design</b>                               | 50     |
| <b>Research Connections</b>                          | 50     |
| <b>Final Implementation Project Plan</b>             | 100    |
| <b>Total</b>                                         | 380    |

This course provides a letter grade using a ten-percentage point grading scale. A grade of A= 90%- 100% You must earn 342 points or higher in this course to receive an A. A grade of B= 80%- 89%. You must earn 304 points to 341 points in this course to receive a B. A grade of B or higher is required for credit. A grade of unsatisfactory is any score below 80% or 304 points and does not provide credit. Grading rubrics can be downloaded in the introduction module of each course within your course dashboard or at the link here: <https://www.modelteaching.com/rubrics>

## REFERENCES

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## **COURSE SUBMISSIONS**

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All submissions must be performed within the Model Teaching course platform. If you need assistance in submitting assignments, please contact us.

## **TECHNOLOGY REQUIREMENTS**

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Courses are held 100% online. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool or reader (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses. You can review our technology requirements along with other frequently asked questions at our FAQ page here: <https://www.modelteaching.com/faq>

## **TECHNICAL QUESTIONS**

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If you need personal assistance or have technical questions, you can contact us by accessing the support feature built into our course platform, chat with us online, email us at [courses@modelteaching.com](mailto:courses@modelteaching.com), or chat with us as [www.modelteaching.com](http://www.modelteaching.com).

## **COMPLIANCE WITH THE AMERICAN DISABILITIES ACT**

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In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, any participant that has a permanent or temporary condition that might affect their ability to complete the course should contact us at [courses@modelteaching.com](mailto:courses@modelteaching.com) upon enrollment. We will make reasonable accommodations or modifications to the course.

## **ACADEMIC INTEGRITY**

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Participants are responsible for fully interacting with the course content, modules, resources, readings, and assignments. All responses, projects, and other assignments are the sole responsibility of the course participant, and plagiarism or cheating are not tolerated. Submissions should be your own work and design, and all submissions and assignments should be completed independently. Any outside sources should be properly cited. If you have questions about what constitutes plagiarism or cheating, you should contact us at [courses@modelteaching.com](mailto:courses@modelteaching.com).

# Why Model Teaching?

## **Courses Focused on Relevant Teaching Content That You Can Actually Use**

We focus our professional development courses on what's important to you: relevant content focused on specific teaching strategies & evidence-based instructional best practices. Earn pre-approved PD hours and regionally accredited academic credit through our university partner, University of Alaska Anchorage.

## **Clear, Straightforward Lessons Designed by Experienced Educators**

Our courses provide high-quality content in a format that makes it easy for developing teachers to learn new skills and methods for use in their own classroom. Our courses are designed to provide effective professional development for busy teachers in a format that makes learning easy.

## **Comprehensive, Ready-To-Use Resources, Tools, & Templates Provided With Every Course**

Each course comes with a variety of resources, tools, graphic organizers, activities, student lesson content, and lesson templates you can use to immediately implement your new training in your own classroom. If not teaching, simply save your resources for future use.

## **Immediately Implement What You Have Learned**

For teachers who are currently teaching, we provide step-by-step support and real-world examples that you can use immediately in your classroom or school, along with implementation resources. Not teaching? No problem! You do not have to be currently teaching to take our courses.

## **What are Model Teaching Courses Used For?**

- ☑ Salary Advancement
- ☑ Teaching License Renewal
- ☑ Instructional Improvement
- ☑ Great for Current Teachers & Teachers Not Currently Teaching



**MODEL TEACHING®**  
Education for Better Educators

# EDUCATION FOR BETTER EDUCATORS

*THIS TRAINING COURSE WAS INCREDIBLE. MY LEADERSHIP TEAM LEARNED SO MUCH ABOUT THEMSELVES AND WHAT WE NEED TO DO ON OUR CAMPUS. I WANT MY ENTIRE STAFF TO HEAR THIS MESSAGE!*

-PRINCIPAL

*I AM FINDING ALL YOUR COURSES USEFUL, BUT THIS ONE IS CLEARLY MY FAVORITE SO FAR, MOSTLY FOR THE WAY I WAS ABLE TO PUT SO MANY OF MY OWN IDEAS INTO THE LESSON WHILE STILL FEELING I HAD ACCOMPLISHED ALL THAT WAS REQUIRED. WELL DONE!*

-ELEMENTARY TEACHER

*WHAT YOU PRESENTED IN [THIS COURSE] IS NOW PART OF MY GOALS AND ACTION PLANS FOR THE SCHOOL YEAR. I'M SO EXCITED TO PUT THESE TO USE!*

-ELA TEACHER

*WITH SUCH A BUSY SCHEDULE, IT'S HARD TO IMPLEMENT NEW STRATEGIES AND TECHNIQUES BUT THIS COURSE MADE IT SO EASY! THE COURSE GAVE ME GREAT IDEAS ON HOW TO USE COLLABORATIVE LEARNING GROUPS WITH MY STUDENTS AND THE RESOURCES AND PLANNING DOCUMENTS MADE IT EFFORTLESS TO GET STARTED!*

-SCIENCE TEACHER

**FOR A FULL LIST OF CURRENT REVIEWS, PLEASE VISIT:**

[www.modelteaching.com/latest-course-reviews](http://www.modelteaching.com/latest-course-reviews)

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