

University of North Texas at Dallas
Fall 2016
SYLLABUS

EDBE 4490.001 ESL Instructional Strategies & the Curriculum			
Department of	Teacher Education & Education Administration	Bilingual Education & ESL	College of Education & Human Services Dean, Dr. John Gasko Chair, Dr. Glenda Moss
Instructor Name:	Dr. Ruth J. Guevara		
Office Location:	Office 254 Dal #2		
Office Phone:	972-338-1317		
Email Address:	Ruth.Guevara@untdallas.edu		
Office Hours:	Monday 3:00pm-4:00pm, Wednesday 1:30pm-3:30pm (alternative office hours on Wed. due to faculty department meetings), Thursday 11:00am 3:00m and Friday by appointment		
Virtual Office Hours:	Emails received after 4:00pm will be returned the following day by 5:00pm. Telephone calls will be returned during office hours.		
Classroom Location:	Dal 1 Room 208		
Class Meeting Days & Times:	Thursday 5:30pm-8:20pm		
Course Catalog Description:	This course prepares pre-service teachers within both EC-4 & 4-8 certificate programs to examine a variety of developmentally appropriate resources for cross-curricular classroom use, appropriate strategies for evaluation and selection of those resources, and current issues that affect curriculum decisions. Likewise, literacy strategies that create independence in reading and writing across the content areas are also emphasized.		
Prerequisites:			
Co-requisites:	EDBE 4490.090 Curriculum & Assessment (may be enrolled during the course)		
Required Text:	<p>Swinney, Ruth, Velasco, Patricia (2011). <i>Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6</i>. Corwin Sage Publications, Thousand Oaks, California.</p> <p>Bromley, K., Trwin-De Vitis, L. Modlo, M. <i>Teaching Strategies Graphic Organizers</i>, Scholastic Professional Books Grades K-8, 1995</p> <p>Texas Essential Knowledge and Skills at www.tea.state.tx.us. English Language Proficiency Standards at www.tea.state.tx.us</p> <p>Chamot, A. Uhl, Barnhardt, S., Beard El-Dinary, Pamela & Robbins, Jill, <i>The Learning Strategies Handbook</i>, Longman 1999</p>		
Recommended Resources and References:	<p>Echeverria, J., Vogt, M., & Short, D. (2008). <i>Making Content Comprehensible for English Learners: The SIOP Model</i>. White Plains, NY: Pearson Education.</p> <p>Echeverria, J., Vogt, M., & Short, D. (2013). <i>Making Content Comprehensible for Secondary English Learners: The SIOP Model</i>. Boston, MA: Allyn and Bacon.</p> <p>Echeverria, J. Vogt, M., & Short, D. (2008).</p> <p>99 Ideas and Activities for Teaching English Learners with the SIOP Model. Boston, MA: Allyn and Bacon.</p>		

Course Goals or Overview:	
	(3 hours): Study of methods and techniques of teaching English as a second language in elementary and secondary schools; language development techniques and materials for students of different levels of English proficiency. Focus on helping students to develop strategies (consistent with state standards for language and content learning) that can improve the English language proficiency and grade-level subject matter knowledge of English language learners; required for students seeking EC-6 Generalist Certification with specialization in bilingual or ESL education or 4-8 certification with mathematics/ESL, science/ESL, social studies/ESL, Reading/ELA/ESL or special education; requires 10 hours of field experiences. Pre-requisites are: EDBE 3470, LIN 4030 and admission to the Teacher Education Program or consent of department; may be taken concurrently with EDBE 4470.
Learning Objectives/Outcomes: At the end of this course, the student will	
	<ol style="list-style-type: none"> 1. Understand factors and procedures for planning ESL instruction, including consideration of student's developmental characteristics and their individual needs (ESL 4.2k). 2. Understand a variety of methods and techniques appropriate for instruction in the ESL classroom (ESL 4.3k). 3. Understand strategies for fostering ESL students' communicative competence (ESL 4.4k). 4. Use planning procedures to design effective, developmentally appropriate ESL and content instruction (ESL 4.2s, TESOL 3.a). 5. Design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills – TEKS (ESL 4.1k, 4.1s, TESOL 3.b). 6. Understand, select, and use instructional methods, resources, and materials appropriate for various goals and situations in the ESL classroom (4.5k, 4.3s, TESOL 3.c). 7. Understand the use and infuse technological tools and resources to facilitate and enhance ESL instruction (ESL 4.6k, 4.4k). 8. Use strategies which foster ESL students' content-area learning (ESL 4.5s). 9. Engage students in critical thinking processes (ESL 4.6s). 10. Understand and apply principles of effective classroom management in a range of situations in the ESL classroom (ESL 4.7k, 4.7s). 11. Develop a reflective mind set about his/her learning and teaching in order to make decisions about curricular engagements based on an understanding as to its purpose in the curriculum. 12. Recognize professional journals, publications, and internet sites that are a significant source of information concerning literacy resources and processes.

The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL standards, the National Teachers of English for Speakers of Other Languages (TESOL) standards, and the Pedagogy and Professional Responsibilities Standards (PPR).

INTASC STANDARDS

- | | |
|--|---|
| 1. Knowledge of subject matter | 6. Communication skills |
| 2. Knowledge of human development and learning | 7. Instructional planning skills |
| 3. Adapting instruction for individual needs | 8. Assessment of Student Learning |
| 4. Multiple instructional strategies | 9. Professional Commitment and Responsibility |
| 5. Classroom motivation and management skills | 10. Partnership |

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS:

TAC §228.30:

Generalist EC-6: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

4-8: T.A. Standard IV, Domain III: All teachers communicate information in different formats and for diverse audiences.

Tk20 – This course requires the thematic unit to be uploaded the week before final exams and assessed by the instructor in the UNT Dallas Tk20 Assessment System. This will require a one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. The following web link has the directions on how to purchase Tk20: <http://payment.tk20.com/ctpayment/?id=untdallas>. If you need assistance with Tk20 issues, please contact Genell McClendon at 972-338-1364 or genell.mcclendon@untdallas.edu.

TESOL STANDARDS

Domain 3: Planning, implementing and managing instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESL students. Candidates serve as effective English language models, as they plan for multi-level classrooms with learners from diverse backgrounds using standards based ESL and content curriculum.

ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS

Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III. The ESL teacher understands the processes of first-and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V. The ESL teacher has knowledge of the factors that affect ESL student's learning of academic content, language, and culture.

Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results and adapt instruction.

Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

ESL COMPETENCIES State Standards & Expectations for the beginning teacher

The Standards

Competencies

- Domain I — Language Concepts and Language Acquisition
- Domain II — ESL Instruction and Assessment
- Domain III — Foundations of ESL Education, Cultural Awareness and Family and Community Involvement
- Domain IV — English Language Arts and Reading
- Domain V — Mathematics
- Domain VI — Social Studies
- Domain VII — Science
- Domain VIII — Fine Arts, Health and Physical Education

The beginning ESL teacher:

A. Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the

ESL classroom.

B. Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students' English-language proficiency.

C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students' English-language proficiency.

D. Knows the structure of the English language (e.g., word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).

COMPETENCIES ARE ATTACHED TO THE COURSE SYLLABUS AND WILL BE REVIEWED THROUGHOUT THE SEMESTER. COURSE ASSIGNMENTS WILL BE ALIGNED WITH EACH OF THE COMPETENCIES AND APPROPRIATE STATE STANDARDS (TEKS) and ELPS.

REQUIRED READING & LEARNING: Chapter 74.4 & Chapter 89 will be reviewed and used as they apply to the second language learner and special populations.

COURSE SCHEDULE

TIMELINE DATES	TOPICS	SLOs	READING/ACTIVITIES/ASSIGNMENTS
Week 1 Thursday 08/25/16	<ul style="list-style-type: none"> Introduction: General information, syllabus Best practices, SIOP Model, ELLs – Second Language Learners 	2,6,7	<ul style="list-style-type: none"> Read Chapter 1 Graph a second language learner Identify key characteristics of an English Language Learner Write a simple narrative about your experiences as a second language learner or planning to work with second language learners.
Week 2 09/01/16	<ul style="list-style-type: none"> The 8 SIOP Model Components Grouping Strategies – Kagan Structures – youtube video SIOP Interaction Strategies youtube video 	1,2,3,6,8,9	<ul style="list-style-type: none"> Read Chapter 7 Thematic Unit: The Rainforest Selection of your own thematic unit
Week 3 09/08/16	<ul style="list-style-type: none"> TEKS and ELPs Graphic Organizers Grade level selection 	1,2,5,8	<ul style="list-style-type: none"> Turn in Grouping Strategy Identify how your selected Grouping Strategy can be used. Quiz Chapter 1, 7
Week 4 09/15/16	<ul style="list-style-type: none"> Assessment Accommodations/Differentiation for PLDs Thematic Unit workshop and selection (themes vs topics) Lesson Plan Workshop 	1-7	<ul style="list-style-type: none"> Read Chapter 1 <i>Building Language How and Why</i> Turn in Graphic Organizer by Week 5

Week 5 09/22/16	<ul style="list-style-type: none"> The importance of building background Discussion and selection of your theme. 	1,2,5,6,7,8	<ul style="list-style-type: none"> Turn in Lesson Plan #1 – Math due by Week 6 Math Lesson Plan #1 Due: Week 6 Read Chapter 2 <i>From Social to Academic Language A Curriculum of Talk</i>
Week 6 09/29/16	<ul style="list-style-type: none"> Workshop on Vocabulary Development and Anchor Charts Words with Multiple Meanings 	1.2.3.6.7.8	<ul style="list-style-type: none"> Turn in journal article analysis by Week 7 – Topics will vary. Select from the list of topics that are important and are must read articles.
Week 7 10/03/16	<ul style="list-style-type: none"> Thematic Unit Organizer, Theme Rationale and Major Goals Workshop 	1,2,3,5,6,7,9,10,11	<ul style="list-style-type: none"> Turn in Lesson Plan #2 Science Science Vocabulary and Anchor Charts Selected strategy for lesson Demonstration of strategy on Week 8
Week 8 10/06/16	<ul style="list-style-type: none"> Comprehensible Input Dr. Stephen Krashen review Youtube video review on Comprehensible Input 	1,2,3,5.6.7.8.9.10	<ul style="list-style-type: none"> Demonstration of strategy Use of anchor charts and resources
Week 9 10/13/16	<ul style="list-style-type: none"> Strategies Demonstration Children’s Literature Book Review 	1-10	<ul style="list-style-type: none"> Preparation for Social Studies Anchor Charts Selection of Children’s Literature Books – Review and summaries
Week 10 10/20/16	<ul style="list-style-type: none"> Technology Search Managing the ESL Classroom 	1-10	<ul style="list-style-type: none"> Lesson Plan 3 Due Social Studies Read Chapter 3 <i>Structures of Balanced Literacy</i>
Week 11 10/27/16	<ul style="list-style-type: none"> Reading and Writing across the curriculum 	1-3, 5-7	<ul style="list-style-type: none"> Rating writing samples Determining and identifying special services with ELLs and dysgraphia in brain and writing connections. Special services
Week 12 11/03/16	<ul style="list-style-type: none"> ELLs and Academic Conversations 	2,3,6-10	<ul style="list-style-type: none"> Various topics of interest in Academic Conversations. What are these topics of interest? Discussion and group presentations
Week 13 11/10/16	<ul style="list-style-type: none"> WORKDAY 	1-10	<ul style="list-style-type: none"> WORKDAY
Week 14 11/17/16	<ul style="list-style-type: none"> Thematic Unit Presentations 	1-10	<ul style="list-style-type: none"> Thematic Unit Presentations
Week 15 11/24/16 Thanksgiving Day	CAMPUS CLOSED Work on thematic unit and completion of all assignments prior to final submission to Tk20 and presentations in class.	1-10	CAMPUS CLOSED
Week 16 12/01/16	Presentations due Thematic Unit PPT	1-10	Presentations due
Week 17 12/08/16	Last day of class		Final submission to Tk20 Thematic Unit and artifacts
Week 18 12/15/17	Finals Weeks		No class meeting

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – textbook readings, lecture notes, video reviews, group discussions and class activities and assignments.

Assignments – Assignments will be based on group and individual assignments and presentations. All assignments must be submitted with a professional presentation, grammar and writing style free from errors as well as subject, research, and text related. Outside sources will be considered as support for each presentation and major project. In addition, the assignments have been designed to measure knowledge and skills gained and applied in different settings. Practice and demonstrating instructional strategies will take place in class on an individual bases. This will provide time for everyone to select an instructional strategy from the list and demonstrate it in class. Some activities will be in groups and will be considered as part of an assignments or teaching technique.

Presentations are to be delivered and presented with research support, practical use with second language learners, and in a professional manner. Quality presentations for each assignment is expected throughout the semester. A scoring rubric will be used for evaluation purposes. All projects will be presented and or submitted on the due date in accordance with the semester calendar.

Grade of Incomplete, “I” – Students seeking to receive an incomplete will need to be in good standing, have 80 % of their work completed, must meet either one of the following: 1) emergency surgery, military duties, or family emergency (funeral or medical). The student must submit a request for an incomplete in order for the instructor of record to review the request and situation. A decision will be made by the instructor and will notify the student of the decision and required timeline for all assignments, exams and presentations to be completed. All work will be required to be completed within the date set by the instructor. Additional time requested from the student will require a review from the dean and the chair of the department.

Class Participation – daily attendance, participation in class discussions are required. Full points will be awarded for students who demonstrate active participation, demonstrate leadership, model professionalism, disposition, and pays attention to detail. Students are expected to participate throughout the semester.

Grades & Performance in Class

Student work and performance should be demonstrated with an above-and-beyond attitude and delivery of course work. Grades on all assignments will be based on the categories of outstanding, good, average, and poor work submitted or presented. **EXTRA CREDIT:** +10 points awarded for students who attend a conference related to the course. Proof of attendance will be required.

GRADING MATRIX:

Instrument	Focus Topics	Total Points
Video review and in-depth reflection – SIOP Model, Assessment, Accommodations and Placement of English language learners. Colorin Colorado Webcast series - focus topics	* SIOP Model * English language learners with language disabilities * Assessment & Accommodations for ELLs * Assessment of English language learners English Language Learners in middle and high school	50
Article review, analysis & research A thorough review and analysis of the article selected from a reputable research journal. A typed document summarization on topic selected.	*Focus on the most current research on second language learners and topics selected for this assignment. *Presentation of findings on topic of interest. PPT presentation of findings on topic of interest. 6-8 slides.	50

Lesson Plans – Single Thematic Unit Content areas – Math, Science, Social Studies, ELAR& W, & the Fine Arts (art, music or theater).	*Typed individual lesson plans with artifacts, vocabulary anchor charts, children’s literature books, materials, supplies, activities, assessment and accommodations. Each completed lesson plan will be evaluated individually.	50
*Presentation – Instructional Strategy	*Present an instructional strategy from the list. Presentations will be to the class.	25
* WORKSHOP Anchor Charts - Vocabulary (vary each anchor chart) Flip Charts, tri-booklet, study notes on a ring (preparation for hands-on and literacy support)	*Presentation of an anchor chart to be used with one of your content lesson plans. Math, Social Studies, Science, ELARW & Art, Music or Theater	25
Flip charts, tri-booklet, study notes on a ring	*Presentation of a flip chart, tri-booklet and study notes on a ring	25
*Analysis of Writing Samples of ELLs	*Rating writing samples of ELLs	25
*Technology Search	*List of 10 resources and activities to support ELLs in the classroom. For activities and lesson planning opportunities.	25
*Children’s Literature Book	*Activity for a story from a Children’s Literature Book. Use of a strategy to support story recall, comprehension, sequence etc.	25
Total	Presentations and submission of work is expected to be of high quality in delivery, process and final product.	300

Grade Scale:

A = 300-270

B = 269-240

C = 239-210

D = 209-180

F = 179 & below

insufficient points

Student did not meet the required points to pass the course.