

**University of North Texas at Dallas**  
**SYLLABUS Fall 2016**

<b>EDBE 4490.020: Teaching ESL EC-12: Instructional Strategies and Resources</b>	
<b>3 Credit Hours</b>	
<b>School of Education</b>	
<b>Instructor Name:</b>	Dr. Uvaldina Janecek
<b>Office Location:</b>	Dal 1, 261
<b>Office Phone:</b>	972-338-1527 office
<b>Email Address:</b>	<a href="mailto:Uvaldina.Janecek@untdallas.edu">Uvaldina.Janecek@untdallas.edu</a>
<b>Office Hours:</b>	<b>Mondays 11:30 – 2:00; Tuesdays 3:00 – 5:30; Wednesdays 11:30 – 2:30 and by appointment</b>
<b>Virtual Office Hours:</b>	Emails received any time will be responded to within 24 hours.
<b>Classroom Location:</b>	<b>Dal 1 #208</b>
<b>Class Meeting Days &amp; Time:</b>	<b>Hybrid Course: Face-to-Face session meets Wednesdays, 10:00 – 11:20 AM, unless otherwise noted</b>
<b>Course Catalog Description:</b>	Study of methods and techniques of teaching English as a second language in elementary and secondary schools; language development techniques and materials for students at different levels of English proficiency. The course focuses 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. Three lecture hours a week and one and one-half field-base hours a week. Required for students seeking grades EC-6 generalist certification with specialization in bilingual or ESL education or 4-8 certification with mathematics/ESL, science/ESL, social studies/ESL or reading/LA/ESL or special education. <b>Requires 10 hours of field experiences.</b>
<b>Prerequisites:</b>	EDBE 3470, LING 4030, and admission to Teacher Education or consent of department.
<b>Required Texts:</b>	Swinney, R. & Velasco, P. (2011). <i>Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6</i> . Corwin Sage Publications: Thousand Oaks, California.  <i>Flip into success: ELPS at a glance</i> . (2009). ISBN: 978-1-938084-03-4. El Saber Enterprises: Irving, Texas.

<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>
<b>Course Goals or Overview:</b>	
This course prepares pre-service teachers within both EC-6 & 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. Literacy strategies that create independence in reading and writing across the content areas are also emphasized.	
<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will	
1	Understand how to and plan ESL instruction, including consideration of student’s developmental characteristics and their individual needs (ESL 4.2k).
2	Understand how to use a variety of methods and techniques appropriate for instruction in the ESL classroom (ESL 4.3k).
3	Plan strategies for fostering ESL students’ communicative competence (ESL 4.4k).
4	Use a variety of literacy assessments to plan and implement literacy instruction in the primary language (Bilingual 4.3s).
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 how to 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	Use strategies which foster ESL students’ content–area learning (ESL 4.5s).
8	Engage students in critical thinking processes (ESL 4.6s).
9	Understand how to apply principles of effective classroom management in a range of situations in the ESL classroom (ESL 4.7k, 4.7s).
10	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.
11	Recognize professional journals, publications, and internet sites that are a significant source of information concerning literacy resources and processes.

### 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. Please go to the following web link for directions on how to purchase Tk20: <https://payment.tk20.com/ctpayment/?id=untdallas>. If you need assistance with Tk20 issues, please contact Genell McClendon at 927-338-1364 or [genell.mcclendon@untdallas.edu](mailto:genell.mcclendon@untdallas.edu).

## COURSE SCHEDULE

### EDBE 4490.020 Teaching ESL EC-12: Instructional Strategies and Resources

This schedule is subject to change by the instructor. Any changes to this schedule will be via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

DATE	Face-to-Face Topics	Online Topics	Assignment(s)	Learning Objectives
<b>Week 1 AUG 24</b>	<ul style="list-style-type: none"> <li>Course information</li> <li>Introduction to SIOP Model</li> </ul>	<ul style="list-style-type: none"> <li>Create YouTube account</li> <li>Introductory You Tube Video upload to Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>Read SIOP handouts</li> </ul>	<b>LO 2, 6, 7, 11</b>
<b>Week 2 AUG 31</b>	<ul style="list-style-type: none"> <li>The 8 SIOP Model Components <a href="https://www.youtube.com/watch?v=ZA3_PXs4CsQ&amp;list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r">https://www.youtube.com/watch?v=ZA3_PXs4CsQ&amp;list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r</a></li> <li>The importance of building background – Component 2 <a href="https://www.youtube.com/watch?v=ytXeEFCTMbg&amp;list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&amp;index=3">https://www.youtube.com/watch?v=ytXeEFCTMbg&amp;list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&amp;index=3</a></li> </ul>	<ul style="list-style-type: none"> <li>James Kim – Building Background Knowledge <a href="https://www.youtube.com/watch?v=BBZltLvC_Gg">https://www.youtube.com/watch?v=BBZltLvC_Gg</a></li> <li>SIOP Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 7 - <i>Thematic Unit: The Rainforest</i></li> </ul>	<b>LO 1, 2, 3, 6, 8, 9</b>
<b>Week 3 SEP 7</b>	<ul style="list-style-type: none"> <li>TEKS and ELPS Workshop</li> <li>Writing Lesson Objectives</li> <li>Grade level selection for Thematic Unit</li> </ul>	<ul style="list-style-type: none"> <li>SIOP Component 3 Comprehensible Input <a href="https://www.youtube.com/watch?v=mTnHonxao70&amp;list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&amp;index=4">https://www.youtube.com/watch?v=mTnHonxao70&amp;list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&amp;index=4</a></li> </ul>	<ul style="list-style-type: none"> <li>Read handout on Graphic Organizers</li> <li>Turn in Graphic Organizer</li> </ul>	<b>LO 1, 2, 5-8</b>
<b>Week 4 SEP 14</b>	<ul style="list-style-type: none"> <li>Thematic Unit workshop and selection (themes vs. topics)</li> <li>Lesson Plan Workshop</li> </ul>	<ul style="list-style-type: none"> <li>SIOP Component 4 Strategies <a href="https://www.youtube.com/watch?v=rhYI3w5I0EA&amp;index=5&amp;list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r">https://www.youtube.com/watch?v=rhYI3w5I0EA&amp;index=5&amp;list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r</a></li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 1 – <i>Building Language: How and Why</i></li> </ul>	<b>LO 1 -7</b>
<b>Week 5 SEP 21</b>	<ul style="list-style-type: none"> <li>Thematic Unit Organizer, Theme Rationale and Major Goals</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of ELLs</li> <li>Literature Search</li> </ul>	<ul style="list-style-type: none"> <li>Turn in Lesson Plan 1 – Math</li> </ul>	<b>LO 1, 2, 5, 6-8</b>

	<ul style="list-style-type: none"> <li>workshop</li> <li>Discussion and selection of literature for your theme</li> <li>Writing Annotated bibliographies</li> </ul>			
<b>Week 6 SEP 28</b>	<ul style="list-style-type: none"> <li>SIOP Interaction Strategies Component 5 <a href="https://www.youtube.com/watch?v=GjOrFN6PE Dg&amp;list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&amp;index=6">https://www.youtube.com/watch?v=GjOrFN6PE Dg&amp;list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&amp;index=6</a></li> </ul>	<ul style="list-style-type: none"> <li>Grouping Strategies – Kagan Structures <a href="https://www.youtube.com/watch?v=S0s_qxJDua s&amp;list=PLC0DpF0uQMk1hqcU6vRXRO-h01UsavUxb">https://www.youtube.com/watch?v=S0s_qxJDua s&amp;list=PLC0DpF0uQMk1hqcU6vRXRO-h01UsavUxb</a></li> <li>Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>Turn in Interaction Strategy</li> <li>First observation reflection DUE</li> </ul>	<b>LO 1-3, 6-8</b>
<b>Week 7 OCT 5</b>	<ul style="list-style-type: none"> <li>Workshop on Vocabulary Development and Anchor Charts</li> <li><a href="https://www.teachingchannel.org/videos/middle-school-vocabulary-development">https://www.teachingchannel.org/videos/middle-school-vocabulary-development</a></li> </ul>	<ul style="list-style-type: none"> <li>Words with multiple meanings: <a href="https://www.youtube.com/watch?v=GGFTImJmdmw&amp;list=PL1iMtfCyPZFA07oDC0puYj35JvfOJX0uM&amp;index=2">https://www.youtube.com/watch?v=GGFTImJmdmw&amp;list=PL1iMtfCyPZFA07oDC0puYj35JvfOJX0uM&amp;index=2</a></li> </ul>	<ul style="list-style-type: none"> <li>Turn in Interactive Vocabulary Chart</li> <li>Read Chapter 3 – <i>Structures of Balanced Literacy</i></li> </ul>	<b>LO 1-3, 5-7, 9, 11</b>
<b>Week 8 OCT 12</b>	<ul style="list-style-type: none"> <li>TELPAS levels and PLDs</li> <li>Accommodations/ Differentiation for PLs</li> </ul>	<ul style="list-style-type: none"> <li>Creating a welcoming environment</li> <li><a href="http://www.colorincolorado.org/video/what-do-first-creating-welcoming-ell-classroom-environment">http://www.colorincolorado.org/video/what-do-first-creating-welcoming-ell-classroom-environment</a></li> </ul>	<ul style="list-style-type: none"> <li>Turn in Lesson Plan 2 – Science</li> <li>Prepare your Strategy Demonstration</li> </ul>	<b>LO 1-3, 5-10</b>
<b>Week 9 OCT 19</b>	<b>No Class</b>		<ul style="list-style-type: none"> <li>Read Assigned chapter</li> </ul>	
<b>Week 10 OCT 26</b>	<ul style="list-style-type: none"> <li>Strategies Demonstrations – Class will meet from 8:30 – 11:20 AM</li> </ul>		<ul style="list-style-type: none"> <li>Meet with your group to prepare chapter summaries</li> <li>Second Observation reflection due</li> </ul>	<b>LO 1-10</b>
<b>Week 11 NOV 2</b>	<ul style="list-style-type: none"> <li>Chapter Group Summaries</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board Response to Chapter Summaries</li> </ul>	<ul style="list-style-type: none"> <li>Work on social studies lesson plan</li> </ul>	<b>LO 1-10</b>
<b>Week 12 NOV 9</b>	<ul style="list-style-type: none"> <li>Lesson Plan Demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>Technology Search</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan 3 – Social Studies DUE</li> </ul>	<b>LO 1-11</b>

<b>Week 13</b> <b>NOV 16</b>	<ul style="list-style-type: none"> <li>Lesson Plan Demonstrations</li> <li>Reading and Writing across the curriculum</li> <li>TELPAS Writing</li> </ul>	<ul style="list-style-type: none"> <li>Watch video on writing</li> <li><a href="https://www.teachingchannel.org/videos/jumpstart-student-writing">https://www.teachingchannel.org/videos/jumpstart-student-writing</a></li> </ul>	<ul style="list-style-type: none"> <li>Reading/Writing task due</li> </ul>	<b>LO 1-3, 5-7</b>
<b>Week 14</b> <b>NOV 23</b> <b>Online Class</b>	<ul style="list-style-type: none"> <li>ELLs and Academic Conversations</li> <li>Watch videos <a href="https://www.teachingchannel.org/videos/multilingual-classroom-teaching">https://www.teachingchannel.org/videos/multilingual-classroom-teaching</a> (Helping students use language in the classroom.)</li> <li>Please watch all 7 video clips in this series (total 40 minutes), then follow directions for Discussion Board assignment <a href="https://www.teachingchannel.org/videos/improve-conversation-skills-ells-ousd">https://www.teachingchannel.org/videos/improve-conversation-skills-ells-ousd</a></li> </ul>		<ul style="list-style-type: none"> <li><b>Work on Thematic Unit due 11/30</b></li> <li>Read Chapter 2 – <i>From Social to Academic Language: A Curriculum of Talk</i></li> <li>Third Observation reflection DUE</li> </ul>	<b>LO 2, 3, 6-10</b>
<b>Week 15</b> <b>NOV 30</b>	<ul style="list-style-type: none"> <li><b>Thematic Unit Presentations</b></li> </ul>		<ul style="list-style-type: none"> <li>Upload Thematic Unit on Blackboard by NOV 30</li> </ul>	<b>LO 1-10</b>
<b>Week 16</b> <b>DEC 7</b>	<ul style="list-style-type: none"> <li><b>Thematic Unit Presentations</b></li> <li>Last class day of course</li> </ul>		Upload Thematic Unit to Tk20 by Dec 7	

### EDBE 4490 GRADING MATRIX & DUE DATES

DUE	Assignment	Points
<b>Weekly</b>	<b>Discussion Boards (10) – 5 points each</b> You will participate in class discussions via the Blackboard Discussion Board throughout the semester. Post a thread to each discussion board, then respond to two other students' posts.	50
<b>AUG 31</b>	<b>SIOP Quiz</b>	50
<b>SEP 7</b>	<b>Graphic Organizer</b> Design one graphic organizer to accompany one of your thematic unit lesson plans. Write a one-half page paper to explaining the purpose of your graphic organizer.	40
<b>SEP 21</b>	<b>SIOP Lesson Plan 1 – Mathematics</b>	50
<b>SEP 28</b>	<b>Interaction Strategy</b> Select an interaction strategy (grouping) suitable for your selected grade level that you will incorporate in one of your thematic unit lesson plans.	40
<b>OCT 5</b>	<b>Interactive Vocabulary Chart</b> Design an interactive vocabulary chart to go with one of your SIOP lessons	40
<b>SEP 28</b> <b>OCT 26</b> <b>NOV 23</b>	<b>Observation Reflections</b> You will write three separate reflections on an instructional strategy you observed during your required observation hours – 20 points each.	60
<b>OCT 12</b>	<b>SIOP Lesson Plan 2 - Science</b>	50
<b>OCT 26</b>	<b>Strategies Demonstrations</b> You will present an ESL strategy to the class.	50
<b>NOV 2</b>	<b>Chapter Summaries</b> You will read an assigned chapter from your textbook (4, 5, or 6) and present a summary to the rest of the class in collaboration with your group. The presentation should be shared equally among the members of the group and is expected to be engaging.	80
<b>NOV 9</b>	<b>Lesson Plan Demonstration</b> Present of one of your thematic unit lesson plans to the class.	50
<b>NOV 9</b>	<b>SIOP Lesson Plan 3 – Social Studies</b>	50
<b>NOV 16</b>	<b>Reading/Writing Across the Curriculum</b> Design one English language arts/reading activity and one writing activity that you will incorporate into one of your content (math, science, or social studies) lesson plans.	40
<b>NOV 23</b>	<b>ELLs and Academic Conversations</b> A one-page reflection on a video collection from the Teaching Channel.	50
<b>NOV 30</b>	<b>Thematic Unit Presentation</b> You will present your thematic unit to the class. Summarize each section of your unit and create a PowerPoint to guide your presentation.	50
<b>NOV 30</b>	<b>Thematic Unit</b> Please refer to the assignment description and rubric. Turn in on Blackboard.	250
	<b>Total Possible Points:</b>	1000

**Grade Determination:**

**1000 – 900 = A      899 – 900 = B      799 – 700 = C      699 – 600 = D      599 – 0 = F**

## University Policies and Procedures

### Students with Disabilities (ADA Compliance):

#### Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at [UNTDisability@untDallas.edu](mailto:UNTDisability@untDallas.edu) or at Building 2, room 204.

#### Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

**NOTE:** Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

#### **Course Evaluation Policy:**

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

**Assignment Policy:** (According to the instructor's discretion while working in concert with the division/program's guidelines).

**Exam Policy:** (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

#### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of

Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

[http://www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

**Web-based Plagiarism Detection:** Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

## **Classroom Policies**

### **Online Attendance and Participation:**

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

**Inclement Weather and Online Classes:** Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

### **Online "Netiquette:**

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please



be sure to proofread all of your written communication prior to submission.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

**Technology Requirements:** In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publickbaricleview?id=kAB700000008Oom>
- [https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check\\_full.html](https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html)