University of North Texas at Dallas
SYLLABUS   Spring 2015

<table>
<tr><td colspan="2">EDBE 4490D.020: Teaching ESL EC-12: Instructional Strategies and Resources
3 Credit Hours</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">School of Education & Human Services, Dr. Sheryl Santos-Hatchett, Dean</td></tr>
<tr><td colspan="2">Department of Teacher Education & Education Administration, Dr. Glenda Moss, Chair</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Instructor Name:</td><td>Dr. Uvaldina Janecek</td></tr>
<tr><td>Office Location:</td><td>Dal 1, 261</td></tr>
<tr><td>Office Phone:</td><td>972-338-1527 office</td></tr>
<tr><td>Email Address:</td><td>Uvaldina.Janecek@untdallas.edu</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Office Hours:</td><td>Mondays 11:30 – 2:30; Tuesdays 2:30 – 5:30; Wednesdays 11:30 – 2:30 and by appointment</td></tr>
<tr><td>Virtual Office Hours:</td><td>Emails received any time and phone calls received between the hours of 10:00 am and 4:00 pm Monday through Thursday will be responded to within 24 hours.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Classroom Location:</td><td>N/A</td></tr>
<tr><td>Class Meeting Days & Time:</td><td>Online Course</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Course Catalog Description:</td><td>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. Requires 10 hours of field experiences.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Prerequisites:</td><td>EDBE 3470, LING 4030, and admission to Teacher Education or consent of department.</td></tr>
<tr><td>Co-requisites:</td><td>May be taken concurrently with EDBE 4470.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Required Texts:</td><td>Swinney, R. & Velasco, P. (2011). Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6. Corwin Sage Publications: Thousand Oaks, California.

Flip into success: ELPS at a glance. (2009). ISBN: 978-1-938084-03-4. El Saber Enterprises: Irving, Texas.</td></tr>
</table>

	Texas Essential Knowledge and Skills at www.tea.state.tx.us. English Language Proficiency Standards at www.tea.state.tx.us
Recommended Texts & Resources:	Echevarría, J., Vogt, M. E., & Short, D. (2012). *Making content comprehensible for English language learners: The SIOP model* (4th ed.). Boston: Allyn and Bacon. Chamot, A. U. (1999). *The learning strategies handbook*. White Plains, NY: Longman. Vogt, M., & Echevarría, J. (2008). *99 ideas and activities for teaching English learners with the SIOP model*. Boston: Pearson Allyn and Bacon.

Access to Learning Resources:	UNT Dallas Library:
	    phone: 972-338-1616
	    web: http://www.untdallas.edu/our-campus/library
	
	UNT Dallas Bookstore:
	    phone: (972) 780-3652
	    e-mail: untdallas@bkstr.com

Course Goals or Overview:

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. Literacy strategies that create independence in reading and writing across the content areas are also emphasized.

Learning Objectives/Outcomes: At the end of this course, the student will

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 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, 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 and 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.

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 1. 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.

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
2. knowledge of human development and learning
3. adapting instruction for individual needs
4. multiple instructional strategies
5. classroom motivation and management skills
6. Communication skills
7. Instructional planning skills
8. Assessment of Student Learning
9. Professional Commitment and Responsibility
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 case study to be uploaded the week before final exams and assessed by the instructor in the UNT 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, http://www.coe.unt.edu/tk20. Announcements regarding training on use of the Tk20 system will also be posted on this webpage.

EDBE 4490D.020 GRADING MATRIX & DUE DATES

DUE BY	Assignment	Points
Varies	**Discussion Boards (10)** You will participate in class discussions via the Blackboard Discussion Board throughout the semester. This is a requirement for online courses. You will post a thread to each discussion board, then respond to two other students' posts.	50
JAN 30	***Set up You Tube Account** You will need to set up a personal You Tube account in order to upload videos of your required presentations to the class. You will record a greeting and introduction of yourself to the class and upload to Blackboard. The assignments below marked with an asterisk (*) will be recorded on a video format of your choice and uploaded the corresponding Discussion Board for all of the students to view and comment on.	50
FEB 13	**Graphic Organizers** 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.	50
FEB 20	**Quiz 1** SIOP and ELPS	50
FEB 27	**Journal Article** Read the journal article, then write a brief analysis and reflection.	50
MAR 13	**Quiz 2** Assessment and Accommodations	50
MAR 27	***Strategies Presentations** You will select an ESL strategy to present to the class.	50
APR 3	***Chapter Presentations** You will work cooperatively with a team to present the content of one of three chapters in the textbook *Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6*.	100
APR 10	**Quiz 3 – Strategies/Classroom Management** Building Background/Scaffolding, Graphic Organizers, Vocabulary/Anchor Charts, etc. and Managing the ESL Classroom	50
APR 17	**Reading/Writing Across the Curriculum** 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.	50
APR 24	***Lesson Plan Demonstration** Present of one of your SIOP lesson plans for your thematic unit. Turn in the lesson plan and PowerPoint presentation on Blackboard.	100
MAY 1	**Thematic Unit** Please refer to the assignment description and rubric. Sections of the Thematic Unit will be due throughout the semester. Turn in on Blackboard.	250
MAY 8	***Thematic Unit Presentation** You will present your thematic unit to the class. Summarize each section of your unit and create a PowerPoint or Prezi to guide your presentation.	100
	Total:	1000

1000 – 900 = A   899 – 800 = B   799 – 700 = C   699 – 600 = D   599 – 0 = F

COURSE SCHEDULE
EDBE 4490D.020 Teaching ESL EC-12: Instructional Strategies and Resources

- *Items in red are graded activities/assessments*

Week Ending	Topics	Assignment(s)	Learning Objectives
JAN 23	• **Introduction**: General information, syllabus, Blackboard, Thematic Unit • Best Practices based on research; Introduction to SIOP Model PowerPoint and handouts	• Read SIOP Handouts • Work You Tube assignment	LO 2, 6, 7, 11
JAN 30	• The 8 SIOP Model Components • https://www.youtube.com/watch?v=lVGbz4EqyGs&list=PL1iMtfCyPZFA07oDC0puYj35JvfOJX0uM • Grouping Strategies – Kagan Structures • https://www.youtube.com/watch?v=S0s_qxJDuas&list=PLC0DpF0uQMk1hqcU6vRXRO-h01UsavUxb	• **Turn in You Tube Assignment** • Read Chapter 7 - *Thematic Unit: The Rainforest*	LO 1, 2, 3, 6, 8, 9
FEB 6	• TEKS and ELPS • Graphic Organizers • Grade level selection for Thematic Unit	• Read graphic organizers handouts	LO 1, 2, 5-8
FEB 13	• Assessment • Accommodations/Differentiation for PLDs • Review for Quiz 1 • Thematic Unit workshop and selection (themes vs. topics)	• Read Chapter 1 – *Building Language: How and Why* • **Turn in Graphic Organizers Project**	LO 1 -4, 5, 6, 7
FEB 20	• The importance of building background – https://www.youtube.com/watch?v=dQzZZ_bCYZQ • https://www.youtube.com/watch?v=BBZltLvC_Gg • Discussion and selection of literature for your theme	• **Quiz 1 –SIOP** • Read Chapter 2 – *From Social to Academic Language: A Curriculum of Talk*	LO 1, 2, 5, 6-8
FEB 27	• Workshop on Vocabulary Development and Anchor Charts • https://www.teachingchannel.org/videos/middle-school-vocabulary-development • Words with multiple meanings: https://www.youtube.com/watch?v=GGFTlmJmdmw&list=PL1iMtfCyPZFA07oDC0puYj35JvfOJX0uM&index=2 • Lesson Plan workshop	• **Turn in journal article analysis**	LO 1-3, 6-8

MAR 6	• Review for Quiz 2 • Managing the ESL classroom • http://www.colorincolorado.org/educators/reaching out/welcoming/#video • https://www.youtube.com/watch?v=uh19gewSNFg		**LO 1-3, 5-7, 9, 11**
MAR 13	• Using technology to enhance comprehensible input • **Quiz 2 – Assessment, Accommodations**	• **Prepare your Strategy Demonstration DUE by 3/27**	**LO 1-3, 5-10**
MAR 27	• Thematic Unit Outline and Major Goals workshop • **Strategies Demonstrations**	• Read your assigned Chapter (4, 5, or 6)	**LO 1-10**
APR 3	• Review for Quiz 3 • **Chapter Group Presentations**		**LO 1-10**
APR 10	• **Quiz 3**	• Read Chapter 3 – *Structures of Balanced Literacy*	**LO 1, 2, 5, 6-9**
APR 17	• Reading and Writing across the curriculum • https://www.teachingchannel.org/videos/jumpstart-student-writing	• **Reading/Writing task due**	**LO 1-3, 5-7**
APR 24	• **Lesson Plan Demonstrations**	• **Thematic Unit due 5/1**	**LO 1-10**
MAY 1	• Self-Assessment of Thematic Unit • Reflections	• **Turn in Thematic Unit on Blackboard**	**LO 10**
MAY 8	• **Thematic Unit Presentations**	• **END OF COURSE**	**LO 1-10**

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 204 or call Rosemary Meredith at 972-338-1777.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 the SETE to be an important part of your participation in this class. Throughout the semester I will request from the class to complete an evaluation form to determine areas of improvement and or maintain the pace of instruction and teaching style. Your comments will be greatly appreciated.

Assignment Policy:
APA style is required for all writing assignments. Refer to the 6th edition for additional information as it is a requirement in the Department of Teacher Education. All major writing assignments will require APA style.

Students are expected to pay attention to detail in their writing assignments, projects, and presentations. Late assignments will be subject to a deduction of points and/or to the lowering of the final letter grade for the course--at the discretion of the instructor. Late assignments may be turned in ONE week after due date. Late assignments will NOT be accepted after one week of due date. Late submission will be penalized 10% of the maximum grade.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Documentation for any medical treatment for personal or family illness (immediate family related) or attending a funeral of an immediate family member will be required. Rescheduled exam dates must be approved before the students can make-up the exam. A sick child during the exam must be addressed with the instructor ahead of time and it is the responsibility of the student to make the appropriate arrangements before attending class.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.untdallas.edu. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy: Attendance is required. This is a professional requirement and expectation of all students attending the University of North Texas Dallas campus and a disposition that demonstrates character and leadership. The University attendance policy is in effect for this course. The class is designed as a shared learning experience and essential to the acquisition process of new information and knowledge generally located in and outside of the textbook. Emphasis for this course will focus on group discussions throughout the semester in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a classmate to obtain a copy of the class notes and any handouts. Class participation and attendance will be considered in assigning the final course grade (3 absences = drop 1 letter grade; 4 or more absences = F for the course).
Students with small children are expected to make the appropriate arrangements for child care prior to the start of the semester.

NO CHILDREN ARE ALLOWED IN CLASS. Students are not to leave their children on the UNT Dallas campus unattended. Children may attend class only if the assignment or activities pertain to a particular chapter from the text or to provide supporting information and hands on practice. The instructor will inform the class ahead of time when such an activity will take place.

In case of an illness (family, personal or child), an excused absence will apply. Receiving medical treatment at a medical clinic or emergency room or attending a family funeral, an announcement or obituary and medical document from a clinic, hospital and or physician's office will be required. Information must be presented on letterhead.

At 5 minutes past the hour, a tardy will apply followed with an absence thereafter. All late entries to class will be considered unexcused. Early morning classes will require that students plan ahead and arrive on campus early in order to avoid heavy traffic situations, severe weather conditions, or any potential accidents while in route to campus. Class will begin as scheduled.

The following attendance policy will apply. 2 tardies = 1 unexcused absence   3 tardies = 2 absences
3 absences will merit scheduling a conference with the instructor. The instructor has the right to drop the student if there is a non-passing grade on record and evidence of unprofessional work submitted on or before the due date and failure to meet with the instructor.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. 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 Center for Student Rights and Responsibilities as the instructor deems appropriate.

<p style="text-align: center;">**Class and University Policies:**</p>

Use of WebCT/Blackboard – assignments, announcements, grades, and power point presentations will be posted on blackboard for hybrid and online courses.

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 medical emergency and or attending a funeral of a family member. Documents will need to be presented to the instructor upon return to the classroom. Failure to submit a document from a medical office or hospital, military branch or and or funeral home will be considered unexcused and the request for an Incomplete will not apply. The student must submit a request for an incomplete in order to receive a decision prior to the end of the semester. If approved from the dean, all work must be completed within a time frame set by the instructor. Failure to meet these requirements may result in the student receiving a low or non-passing grade.

STUDENT RESPONSIBILITIES:
It is the responsibility of the student to keep a record of the number of tardies, absences, and due dates of assignments, projects, field work, student-service learning projects, quizzes, exam dates and other course work requirements. This disposition will be taken seriously from the instructor and others involved in the well-being and academic success of the student.

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, group discussions and class activities**.**

Assignments – All assignments must be presented in a professional manner. Writing assignments must written in APA style and with clarity. **All work done for class assignments must be typed with a cover page (12-pt, Font, Double-spaced, 1" Margins all around). Make sure your cover page includes: your name, assignment due date, date assignment was turned in and assignment name (<u>There will be a 10% penalty for not using required format</u>).** It is encouraged that students review their written assignments before submitting them on the due date. Outside sources will be considered as support for the written self-reflection on the advocacy plan and additional documents (letters, flyers, schedules, etc.). Please refer to the UNT Dallas Library's resource page for links to sites that offer tutorials and examples of APA format:
http://www.untdallas.edu/writing-center/student-resources/citation-guides/videos-and-tutorials

Projects – PowerPoint presentations and the Thematic Unit are to be delivered and presented with research support and in a professional manner.

Class Participation – Discussion Boards and online assignments are required. Full points will be awarded for students who demonstrate active participation, demonstrate leadership, model professionalism, demonstrate a positive disposition, and pay attention to detail.