University of North Texas at Dallas
SYLLABUS   Fall 2015

EDBE 4490D.021: Teaching ESL EC-12: Instructional Strategies and Resources 3 Credit Hours	
Department of Teacher Education & Education Administration	

Instructor Name:	Dr. Uvaldina Janecek
Office Location:	Dal 1, 261
Office Phone:	972-338-1527 office
Email Address:	Uvaldina.Janecek@untdallas.edu
Office Hours:	**Mondays 11:30 – 2:30; Tuesdays 2:30 – 5:30; Wednesdays 11:30 – 2:30 and by appointment**
Virtual Office Hours:	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.
Classroom Location:	**N/A**
Class Meeting Days & Time:	**Online Course**
Course Catalog Description:	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.
Prerequisites:	EDBE 3470, LING 4030, and admission to Teacher Education or consent of department.
Required Texts:	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.
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) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.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 how to 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.

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 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.

COURSE SCHEDULE

EDBE 4490D.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.

- *Items in red are graded activities/assessments*

DUE	Topics	Assignment(s)	Learning Objectives
AUG 28	• **Introduction**: General information, syllabus, Blackboard, Thematic Unit • Best Practices based on research; Introduction to SIOP Model PowerPoint and handouts	• Read SIOP Handouts • Work on You Tube assignment	**LO 2, 6, 7, 11**
SEP 4	• The 8 SIOP Model Components background • https://www.youtube.com/watch?v=ZA3_PXs4CsQ&list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r • Grouping Strategies – Kagan Structures • https://www.youtube.com/watch?v=S0s_qxJDuas&list=PLC0DpF0uQMk1hqcU6vRXRO-h01UsavUxb • https://www.youtube.com/watch?v=GjOrFN6PEDg&list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&index=6	• **Turn in You Tube Assignment** • Read Chapter 7 - *Thematic Unit: The Rainforest*	**LO 1, 2, 3, 6, 8, 9**
SEP 11	• TEKS and ELPS • Graphic Organizers • Grade level selection for Thematic Unit	• **Quiz – SIOP** • Read graphic organizers handouts	**LO 1, 2, 5-8**
SEP 18	• Assessment • Accommodations/Differentiation for PLDs • Thematic Unit workshop and selection (themes vs. topics) • Lesson Plan Workshop	• Read Chapter 1 – *Building Language: How and Why* • **Turn in Graphic Organizers Project**	**LO 1 -4, 5, 6, 7**
SEP 25	• The importance of building background – https://www.youtube.com/watch?v=ytXeEFCTMbg&list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&index=3 • https://www.youtube.com/watch?v=BBZltLvC_Gg • Discussion and selection of literature for your theme	• **Turn in Lesson Plan 1 - Math** • Read Chapter 2 – *From Social to Academic Language: A Curriculum of Talk*	**LO 1, 2, 5, 6-8**
OCT 2	• Workshop on Vocabulary Development and Anchor Charts • https://www.teachingchannel.org/videos/middle-school-vocabulary-development	• **Turn in journal article analysis**	**LO 1-3, 6-8**

	• Words with multiple meanings: https://www.youtube.com/watch?v=GGFTlmJmdmw&list=PL1iMtfCyPZFA07oDC0puYj35JvfOJX0uM&index=2		
OCT 9	• Managing the ESL classroom • http://www.colorincolorado.org/educators/reachingout/welcoming/#video • https://www.youtube.com/watch?v=uh19gewSNFg	• **Work on science lesson plan DUE by 10/16**	**LO 1-3, 5-7, 9, 11**
OCT 16	• https://www.youtube.com/watch?v=mTnHonxao70&list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&index=4 • Using technology to enhance comprehensible input • **Turn in Lesson Plan 2 - Science**	• **Prepare your Strategy Demonstration DUE by 10/23** • Please see the following video on strategies: https://www.youtube.com/watch?v=rhYI3w5I0EA&index=5&list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r	**LO 1-3, 5-10**
OCT 23	• Thematic Unit Outline and Major Goals workshop • **Strategies Demonstrations**	• Read your assigned Chapter (4, 5, or 6)	**LO 1-10**
OCT 30	• **Chapter Group Presentations**	• **Work on social studies lesson plan DUE by 11/06**	**LO 1-10**
NOV 6	• **Lesson Plan 3 – Social Studies**	• Read Chapter 3 – *Structures of Balanced Literacy*	**LO 1, 2, 5, 6-9**
NOV 13	• Reading and Writing across the curriculum • https://www.teachingchannel.org/videos/jumpstart-student-writing	• **Reading/Writing task due**	**LO 1-3, 5-7**
NOV 20	• **Lesson Plan Demonstrations**	• **Thematic Unit due 12/3**	**LO 1-10**
DEC 3	• **Thematic Unit Presentations**	• **Make revisions to Thematic Unit**	**LO 10**
DEC 11	• **Upload Thematic Unit on Blackboard no later than this date**	• **END OF COURSE**	**LO 1-10**

EDBE 4490 GRADING MATRIX & DUE DATES   **Fall 2015**

DUE BY	Assignment	Points
Weekly	**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
Sep 4	***Set up You Tube Account and Introduction Video** 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
SEP 11	**SIOP Quiz**	50
SEP 18	**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
SEP 25	**Lesson Plan 1 – Mathematics**	50
OCT 2	**Journal Article** Read the journal article, then write a brief analysis and reflection.	50
OCT 16	**Lesson Plan 2 - Science**	50
OCT 23	***Strategies Presentations** You will present an ESL strategy to the class.	50
OCT 30	***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*.	50
NOV 6	**Lesson Plan 3 – Social Studies**	50
NOV 13	**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
NOV 20	***Lesson Plan Demonstration** Present of one of your thematic unit lesson plans to the class using PowerPoint or YouTube video.	100
DEC 3	**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
DEC 3	***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 Possible Points:	1000

Grade Determination

1000 – 900 = A
899 – 800 = 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 UNTDdisability@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.

Student Evaluation of Teaching Effectiveness 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: 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.

Exam Policy: Online quizzes and the ability to retake is solely at the instructor's discretion. There is no final exam for this course because of the rigorous demands of the thematic unit.

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 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://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

Student Signature_____