

**University of North Texas at Dallas
Spring 2016**

**SYLLABUS for ECI 5018.020 English as a Second language for EC-12 Classrooms
3 Credit Hours**

School of Education	
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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:	Online
Class Meeting Days & Times:	Online
Course Catalog Description:	English as Second Language for EC-12 Classrooms. 3 hours. This course is designed to facilitate an examination of appropriate procedures associated with instructional materials and strategies supporting academic content instruction and the language development of second language learners in the EC-12 classroom. A collection of observations of ELLs performing in different academic settings will support key themes featured in a qualitative research project. The research activities will help students acquire extensive knowledge of language acquisition, literacy, and instructional program development specifically addressing the language and academic language skills of ELLs.
Prerequisite:	Admission to Graduate School
Required Text:	Echevarría, J., Vogt, M. E., & Short, D. (2012). <i>Making content comprehensible for English language learners: The SIOP model</i> (4 th ed.). Boston: Allyn and Bacon. <i>Flip into success: ELPS at a glance</i> . (2009). ISBN: 978-1-938084-03-4. El Saber Enterprises: Irving, Texas.
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@fhcg.follett.com

Course Goals or Overview: The goals of this course are as follows -	
	This course is intended to prepare teachers as effective professionals serving English language learners (ELLs) from early childhood to grade 12. A variety of methods and techniques will be explored and implemented that will equip inservice teachers to understand the linguistic needs of ELLs and plan instruction designed to help their students develop content knowledge, critical thinking, and English language skills in the context of grade level instruction. The course will also help students develop reflection and self-assessment of their own cultural competence and teaching practices in working with English language learners.
Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Know personal factors that affect ESL students' English literacy development (e.g. interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.
2	Design and implement appropriate instruction to address the proficiency level descriptors for beginning, intermediate, advanced and advanced-high levels in the four language domains: listening, speaking, reading, and writing based on the applicable state standards – TEKS and ELPS.
3	Apply knowledge of effective practices, resources, and materials for providing content-based ESL instruction that is linguistically accommodated (communicated, sequenced and scaffolded to the students' levels of English-language proficiency; engaging students in critical thinking; and developing students' cognitive academic language across the content areas).
4	Apply effective classroom management and teaching strategies for a variety of ESL environments and situations.
5	Integrate technological tools and resources into the instructional process to facilitate and enhance student learning.
6	Identify a topic/ problem in working with English language learners that will serve as the focus for inquiry work and execute a research project.

Online Course Outline
EDCI 5018 ESL for EC-12 Classrooms

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

Date	Topics	Assignments	Learning Objectives
Week 1 JAN 19	<ul style="list-style-type: none"> • Introduction: General information, syllabus, Blackboard, assignments • Class Profile, TAPR data, Student Case Studies • Video: • https://www.youtube.com/watch?v=I6Y0HAjLKYI 	<ul style="list-style-type: none"> • Read Chapter 1- <i>Introducing the SIOP Model</i> • Class ELL Profile DUE 1/22 	1, 2, 6
Week 2 JAN 25	<ul style="list-style-type: none"> • The SIOP Model Intro • https://www.youtube.com/watch?v=ZA3_PXs4CsQ&list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r • ELPS, TEKS, and PLDs/TELPAS 	<ul style="list-style-type: none"> • Two Case Studies DUE 1/29 • Read Chapter 3 – <i>Building Background</i> 	1, 2, 6
Week 3 FEB 1	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Read Chapter 4 - <i>Comprehensible Input</i> 	1, 2, 3, 5
Week 4 FEB 8	<ul style="list-style-type: none"> • Comprehensible Input • https://www.youtube.com/watch?v=mTnHonxao70&list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&index=4 • Graphic Organizers 	<ul style="list-style-type: none"> • Read Chapter 5 - <i>Strategies</i> 	2, 3, 5, 6
Week 5 FEB 15	<ul style="list-style-type: none"> • Please see the following video on strategies: https://www.youtube.com/watch?v=rhYI3w5I0EA&index=5&list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r 	Read Chapter 6 - <i>Interaction</i>	2 - 6
Week 6 FEB 22	<ul style="list-style-type: none"> • SIOP Interaction • https://www.youtube.com/watch?v=GjOrFN6PE Dg&list=PLeKswd4FOGf55LRBOQwX9n_96B • Grouping Strategies – Kagan Structures • https://www.youtube.com/watch?v=S0s_qxJDuas&list=PLC0DpF0uQMk1hqcU6vRXRO-h01UsavUxb 	Read Chapter 7 - <i>Practice & Application</i>	2 - 6

Week 7 FEB 29	<ul style="list-style-type: none"> Practice and Application 	Read Chapter 9 - <i>Review & Assessment</i>	2, 3, 4, 6
Week 8 MAR 7	<ul style="list-style-type: none"> Review and Assessment 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 	Read Chapter 10 - <i>Issues of Reading, RTI and Special Education for English Learners</i>	2, 3, 4, 6
Week 9 MAR 14	SPRING BREAK – NO CLASS		
Week 10 MAR 21	<ul style="list-style-type: none"> Accommodations/Differentiation for PLDs 	TAPR ELL Analysis	1 – 4, 6
Week 11 MAR 28	<ul style="list-style-type: none"> Technology and ELLs 	Technology Project	3, 5
Week 12 APR 4	<ul style="list-style-type: none"> Managing the ESL classroom https://www.teachingchannel.org/videos/multilingual-classroom-teaching (This is a video about ESL in London, England, but I think it has some excellent ideas for helping students use language in the classroom.) http://www.colorincolorado.org/video/what-do-first-creating-welcoming-ell-classroom-environment 		3, 4
Week 13 APR 11	<ul style="list-style-type: none"> Reading and Writing across the curriculum https://www.teachingchannel.org/videos/jumpsta-rt-student-writing	Reading and Writing Task due 4/15	2, 3
Week 14 APR 18	<ul style="list-style-type: none"> ELLs and Academic Conversations https://www.teachingchannel.org/videos/improve-conversation-skills-ells-ousd <p>Please watch all 7 video clips in this series (total 40 minutes, then write a one-page reflection on your most significant “take-aways” from the videos, any new knowledge that challenged your thinking, and at least three strategies that you plan to implement in your classroom.</p>	Read Chapter 2 - <i>Lesson Preparation</i>	2, 3
Week 15 APR 25	Transforming Lesson Plans to accommodate ELLs	Read Chapter 8 – <i>Lesson Delivery</i>	2 - 5
Week 16 MAY 2	Research Presentations and Reflections	End of Course	1 - 6
Week 17 MAY 9	Last day to upload your research paper to Blackboard		

Course Evaluation Methods

The following instruments determine student grades and assessment of the learning outcomes for the course.

*These activities will constitute the research portion of your qualitative project.

DUE BY	Assignment	Points
Throughout the semester	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 22	Classroom Profile Create a profile of the ELL students in your class, including TELPAS proficiency levels in the four language domains, and academic testing data.	40
JAN 29	Case Studies Interviews with two EL students that will help you understand the personal factors that may affect ESL students' English literacy and academic development.	50
FEB 5	*Building Background Incorporate an activity to build background for improved engagement and comprehension of the lesson in your ELLs. Document what you did and your students' reactions to your strategy in addition to your own reflection.	50
FEB 12	Graphic Organizers Design one graphic organizer to accompany one of your lesson plans. Write a one-half page paper to explaining the purpose of your graphic organizer. And how it will help make the content of your lesson more comprehensible.	40
FEB 12	*Comprehensible Input Incorporate one of the Comprehensible Input strategies you learned this week into one of your lessons. You will document your strategy and your students' responses to its use.	50
FEB 19	*Strategy 1 Incorporate one of the SIOP cognitive or metacognitive strategies you learned this week into one of your lessons. Select a strategy that is appropriate for your grade level and English proficiency level of your ELLs. You will document your strategy and your students' responses to its use and your reflections as to its effectiveness.	50
FEB 26	*Grouping Strategy 1 Incorporate a grouping strategy you learned this week into one of your lessons. If you already use grouping structure in your classroom, try a new one. Select a strategy that is appropriate for your grade level and English proficiency level of your ELLs. You will document your strategy and your students' responses to its use and your reflections as to its effectiveness.	50

MAR 4	*Strategy 2 Incorporate another one of the SIOP cognitive or metacognitive strategies you learned into one of your lessons. Select a strategy that is appropriate for your grade level and English proficiency level of your ELLs. You will document your strategy and your students' responses to its use and your reflections as to its effectiveness.	50
MAR 11	Vocabulary Activity Select one of your lesson plans and design a vocabulary anchor chart on a PowerPoint slide. You will write a brief description (one-half page) of your anchor chart, explaining how and when you plan to use it as a part of one of your lessons. Upload to Blackboard.	40
MAR 25	*Grouping Strategy 2 Incorporate a different grouping strategy than the one you used in the previous assignment. Select a strategy that is appropriate for your grade level and English proficiency level of your ELLs. You will document your strategy and your students' responses to its use and your reflections as to its effectiveness.	50
APR 1	TAPR Data Analysis View the latest TEA report for your District and Campus and make inferences as to the effectiveness of your campus' ELL programs.	50
APR 8	Technology Search Conduct an Internet search for websites that aid comprehensible input and select four sources of technology for ESL in the K-12 setting, targeting the grade level/PLD level reflected in your classroom. For each resource you select, give a brief description and tell how you plan to use it in your lessons.	40
APR 15	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.	40
APR 22	ELLs and Academic Conversations A one-page reflection on your most significant "take-aways" from the Teaching Channel videos, any new knowledge that challenged your thinking, and at least three strategies that you plan to implement in your classroom.	50
APR 29	Lesson Plan Transformations Select any three lesson plans you have used this semester and convert them to lesson plans that include the SIOP features that have been implemented in your class as a part of this course.	50
MAY 6	Research Presentation You will present your qualitative research to the class. Summarize each section of your paper and create a PowerPoint, video, or Prezi to guide your presentation.	50
MAY 9	Last day to turn in Research Paper A qualitative research project on a selection of SIOP features you executed with your students this semester.	200

	Total Possible	1000
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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 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: (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 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 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