University of North Texas at Dallas
Summer II 2015
SYLLABUS

EDRE 4840.020-Linguistically Diverse Learners 3Hrs

Department of Education and Administration	Division of Education and Human Services

Instructor Name:	*Dr. Paula Mason*
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Office Hours:	By Appointment
Virtual Office Hours:	*Email replies can be expected within 24 hours.*
Classroom Location:	ONLINE
Class Meeting Days & Times:	ONLINE

Course Catalog Description:	Designed to enhance the awareness and understanding of pre-service teachers regarding the linguistically diverse learner. Includes study of the language and learning needs of language minority students, the affective aspect of the immigrant and refugee experience, and the impact of that experience on academic and linguistic development. Students will explore how to make practical application of course content in both the regular and the English-as-a-Second-Language classrooms.

Prerequisites:	Admission to Teacher Education or consent of department.
Co-requisites:	Ling 3060.

Required Text:	Peregoy, S. F., & Boyle, O. F. (2008). *Reading, writing and learning in ESL, 6th Edition*. Pearson Publishing. **ISBN-13: 978-0-13-268515-3** **ISBN-10: 0-13-268515-9**

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:	
	The current reality in public schools includes many linguistically diverse students who desire to live and learn successfully in the United States. Classroom teachers must be ready, willing, and able to meet the needs of these students in their instructional programs. Central to this mission is the development of language competency and literacy skills that are expected in contemporary society. Linguistically diverse learners present a wonderful opportunity for teachers to apply sound theory and exciting instructional applications that enrich their classrooms on many levels. This course will enable students to increase their awareness and understanding of linguistically diverse learners, the language processes they experience, and the best instructional practices to incorporate that facilitate the progress of this special population. The course emphasizes language and literacy, but much regard will also be given to the cultural aspects related to language and learning experiences in order to meet the needs of the whole child.

Learning Objectives/Outcomes:	At the end of this course, the student will
1	describe origins of linguistically diverse learners.
2	describe the refugee and immigrant experience and the impact on teaching and learning.
3	describe the nature of language and language learning.
4	discuss, compare and contrast language acquisition and language learning
5	describe the features of the English language that may cause problems for linguistically diverse students
6	identify major categories of linguistically diverse students
7	discuss affective implications and strategies for developing cross-cultural sensitivity in the classroom
8	identify techniques and instruments for evaluating language dominance and language growth
9	identify sources of appropriate materials and activities for the linguistically diverse student in the ESL classroom and/or the content area
10	establish effective learning environments that are supportive of ESL learners who come from diverse backgrounds
11	provide instruction that reflects the interrelationships of reading, writing, listening, and speaking and facilitate learner' abilities to construct and convey meaning in English

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 115 or call Laura Smith at 972-780-3632.

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.

Assignment Policy: Late Work
In case of illness, an excuse will be required for work to be accepted late (no more than 3 calendar days). In case of a death in the family, obituary evidence will be required. Other extraneous circumstances such as accidents, inclement weather or epidemics will be dealt with on a case by case basis. A penalty of 10% will be taken on late assignments.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

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.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy: (Face-to-Face Classes)
The University attendance policy is in effect for this course. Class attendance 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 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 student colleague to obtain a copy of the class notes, if they are absent.

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.

This course requires the "How To" Essay 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.

NEW EDUCATOR STANDARDS
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, and with the National Teachers of English for Speakers of Other Languages (TESOL) standards.

INTASC STANDARD
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

TESOL Standard 4 Assessment
Candidates understand issues of assessment and use of standards-based measures with ESOL students.

STATE Standards
State ESL 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 to plan and adapt instruction.

State Bilingual Standard IV
The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

EVALUATION CRITERIA
This course will use the following grading scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

COURSE REQUIREMENTS/ASSIGNMENTS:

Each student is required to comply with the following expectations. All deadlines are listed on the course calendar.

A. **CRITIQUE OF ESL WEBSITE:** Students will select a website that represents an ethnic or cultural minority or provides information in support of English language

learners. Then, the student will summarize the selection and critique its viability for effective classroom use. Using a format presented in class, students will evaluate the resource's components and what is communicated about the targeted population. Students should also make recommendations for utilizing the resource as a part of classroom instruction. (15 Points Possible)

B. **MODIFIED LESSON PLAN**: Students will evaluate three strengths and three weaknesses of a lesson plan posted on an Internet website and then explain four ways to improve the lesson. The goal is to develop an effective lesson plan that incorporates research-based, language-learning principles and serves to support English language learners. (15 Points Possible)

C. **DISCUSSION QUESTIONS**: Students will answer questions related to chapter content. Responses must not repeat another student's response and must be at least 250 words. To receive FULL CREDIT, responses must include evidence from the textbook and a follow up question for your peers to respond to. Students must also respond to at least one classmate's discussion question response. (30 Points Possible)

D. **HOW-TO ESSAY:** Students will write a "how-to" essay that demonstrates their knowledge of how to accommodate English language learners in their classroom ions. The essay must succinctly (in no more than four pages) delineate recommended practices, how they could be implemented, and explain how they are appropriate for English language learners. ***See How-To Essay Guide*** (20 Points Possible)

E. **CHAPTER RESPONSES:** After reading each chapter (chs. 1-8) in the book, write a 3-2-1 Journal Response. The response should include 3 things you learned, 2 connections you made, and 1 question you still have. (40 points possible)

F. **QUIZZES:** Complete chapter quizzes that address the content of the required readings and general understanding about effective instruction of English language learners. (80 Points Possible)

G. Students are expected to turn in satisfactory work for all assignments. If the assignment does not meet expectations (below C), the student must resubmit assignment with necessary corrections. If the student fails to resubmit a corrected assignment the student may receive an F for the course.

Points Possible (Total=200)

Chapter Responses	40
Critique of ELL Resource	15
Modified Lesson Plan	15
Discussion Questions	30
How-To Essay	20
Quizzes	80

Critical Grade Considerations:

Students must complete all assignment to receive a passing grade. Not completing work is unacceptable for pre-service teachers.

ASSIGNMENT GUIDELINES

Student Learning Objectives	Class Weeks	Discussion Questions	Assignments DUE
1,2,3,4,7,6	**Week 1** *July 13-19*	**DQ 1-** How would you integrate students from different cultures into your classroom? Be specific about which strategies you would use. **DUE Thursday, July 16 by 11:59pm** **DQ 2-** What are the similarities and differences between L1 and L2 learning/acquisition? **DUE Saturday, July 18 by 11:59pm**	**Chapter 1:** English Learners in 21st Century Classrooms **Chapter 1 Response** **Chapter 2:** Second Language Acquisition **Chapter 2 Response** **"Understanding Culture" Assignment** **Quiz 1 (Chapters 1 & 2)** **DUE Sunday, July 19 by 11:59pm**
3, 4, 5, 7,8,9,10, 11	**Week 2** *July 20-26*	**DQ 1-** What are the characteristics of effective learning environments supportive of English learners coming from different backgrounds? **DUE Thursday, July 23 by 11:59pm** **DQ 2-** Describe at least three classroom activities that provide functional and fun oral language use. **DUE Saturday, July 25 by 11:59pm**	**Chapter 3:** Classroom Practices for Effective English Learner Instruction **Chapter 3 Response** **Chapter 4:** Oral Language Development in Second Language Acquisition **Chapter 4 Response** **Quiz 2 (Chapters 3 & 4)** **DUE Sunday, July 26 by 11:59pm**
3,4,5,8,11	**Week 3** *July 27-Aug 2*	**Critique of Website** **DUE Sunday, Aug 2**	**Chapter 5:** Emergent Literacy: English Learners Beginning to Write and Read **Chapter 5 Response** **Chapter 6:** Words and Meanings; English Learner's Vocabulary Development **Chapter 6 Response** **Quiz 3 (Chapters 5 & 6)** **DUE Sunday, August 2 by 11:59pm**

9, 10	Week 4 Aug 3-9	DQ 1- Describe three vocabulary strategies you would use for the specific students and explain why the strategies would be ideal for the students. **DUE Thursday, August 6 by 11:59pm** DQ 2- Describe at least three different literature strategies for beginning and intermediate English language learners. **DUE Saturday, August 8 by 11:59pm**	**Chapter 7:** English Language Learners and Process Writing Chapter 7 Response **Chapter 8:** Reading and Literature Instruction for English Learners Chapter 8 Response Modified Lesson Plan **DUE Sunday, August 9**
9,10, 11	Week 5 Aug. 10-14	Read Chapters 9-11 NO RESPONSE REQUIRED! **Chapter 9:** Content Reading and Writing: Prereading and During Reading **Chapter 10:** Content Reading and Writing: Postreading Strategies for Organizing and Remembering **Chapter 11:** Reading Assessment and Instruction	How-To Essay **DUE Thursday, August 13 by 11:59pm (also upload to TK20)** Quiz 4 (Chapters 7-11) DUE Friday, August 14 by 12 NOON!!!

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 proficient migrant students, grades PreK-6. *(3rd ed.).Charleston, WV: U. S. Department of*
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Supplemental -- Movie/Video List

Immigration, Assimilation and
 Acculturation
- *The Namesake*
- *El Norte*
- *When East meets East*
- *Abandoned: The Betrayal of America's Immigrants*
- *Farmingville*
- *The Gatekeeper*
- *Do You Speak American?*
- *In This World*
- *The Visitor*
- *Under the Same Moon*

Social Class
- *Milagro Beanfield War*
- *Matewan*
- *Spanglish*
- *It Was a Wonderful Life*