

University of North Texas at Dallas
Fall 2014
SYLLABUS

EDRE 4840-Linguistically Diverse Learners 3Hrs			
Department of	Education and Administration	Division of	Education and Human Services
Instructor Name:	<i>Dr. Paula Mason, Ed.D.</i>		
Office Location:	DAL1 260		
Office Phone:	(972) 338-1318 (469) 454-8252 (<i>google voice & text</i>)		
Email Address:	<i>Paula.Mason@untdallas.edu</i>		
Office Hours:	Wednesday: 8am-2:30pm (by appointment) Thursday: 2:45pm-5:15pm (by appointment)		
Virtual Office Hours:	<i>Email replies can be expected within no more than 24 hours.</i>		
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). <i>Reading, writing and learning in ESL, 5th Edition</i> . Pearson Publishing.		
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
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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.
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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

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.

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. (5 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. **Students must also respond to at least one classmate's discussion question response.** (20 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 classrooms. 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. 2-11) 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. (20 points possible)
- F. **QUIZZES:** Complete two quizzes that address the content of the required readings and general understanding about effective instruction of English language learners. (20 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=100)

Chapter Responses	20
Critique of ELL Resource	5
Modified Lesson Plan	15
Discussion Questions	20
How-To Essay	20
Quizzes	20

Critical Grade Considerations:

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

Ethical and Legal Considerations

It will be helpful to have written consent from the parent or legal guardian for their child to be assessed. Results obtained are to be held confidential and are not to be discussed or shared with anyone. Please limit identifying information to student's first name and initial of last name when discussing your case in class. Do not reveal information that would make the student readily identifiable to any class member or the instructor. You are only assessing for practice purposes, assessment results will not be considered reliable or valid.

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 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.

Attendance (Face-to-Face Classes ONLY)

Attendance and class participation in class are expected and will be considered in assigning the final course grade. If you know in advance that you will be absent, please send your instructor an e-mail before the absence. In general, three absences are acceptable in a regular semester course. Any absence after 3 will be deducted one percent from the attendance percentage points.

Professionalism and leadership

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them.

Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, not reading from cell phones, not texting in class, not using iPods in class. (Face-to-Face Classes)

Dealing with concerns

If you have any concerns, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your concerns. If you have issues related to classmates, talk to the classmate involved first to resolve the issues. If needed, then go to the instructor for final resolution.

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.

Optional Policies:

- *Use of WebCT/Blackboard*
- *Use of Cell Phones & other Electronic Gadgets in the Classroom*
- *Food & Drink in the Classroom*
- *Use of Laptops*
- *Grade of Incomplete, "I"*

ASSIGNMENT GUIDELINES

Class Weeks	Discussion Questions	<p>Read the assignment, thinking about the Essential Question(s).</p> <p>Write your response to the readings, pointing out the connection(s) to the Essential Question as well as connections to your experiences and prior knowledge.</p>
Week 1 <i>Aug.</i> 25-29	No DQ	Complete “Understanding Culture” Assignment DUE Sunday, August 31
Week 2 <i>Sept.</i> 2-5	How would you integrate students from different cultures into your classroom? Be specific about which strategies you would use. DUE Thursday, Sept. 4	Chapter 1: English Learners in 21st Century Classrooms Chapter 1 Response DUE Sunday, Sept 7
Week 3 <i>Sept.</i> 8-12	What are the similarities and differences between L1 and L2 learning/acquisition? DUE Thursday, Sept 11	Chapter 2: Second Language Acquisition Chapter 2 Response DUE Sunday, Sept. 14
Week 4 <i>Sept.</i> 15-19	What are the characteristics of effective learning environments supportive of English learners coming from different backgrounds? DUE Thursday, Sept 18	Chapter 3: Classroom Practices for Effective English Learner Instruction Chapter 3 Response DUE Sunday, Sept 21
Week 5 <i>Sept.</i> 22-26	No DQ	Critique of Website DUE Sunday, Sept. 28

<p>Week 6 <i>Sept.</i> 29- <i>Oct.</i> 3</p>	<p>Describe at least three classroom activities that provide functional and fun oral language use. DUE Thursday, October 2</p>	<p>Chapter 4: Oral Language Development in Second Language Acquisition Chapter 4 Response DUE Sunday, October 5</p>
<p>Week 7 <i>Oct.</i> 6-10</p>	<p>No DQ</p>	<p>Quiz #1 DUE Sunday, October 12</p>
<p>Week 8 <i>Oct.</i> 13-17</p>	<p>You have been hired to teach in an emergent literacy classroom. What specific activities or strategies would you use to assist your second language students? How will you evaluate your students' success and your own success as a teacher? DUE Thursday, October 16</p>	<p>Chapter 5: Emergent Literacy: English Learners Beginning to Write and Read Chapter 5 Response DUE Sunday, October 19</p>
<p>Week 9 <i>Oct.</i> 20-24</p>	<p>Describe three vocabulary strategies you would use for the specific students and explain why the strategies would be ideal for the students. DUE Thursday, October 23</p>	<p>Chapter 6: Words and Meanings; English Learner's Vocabulary Development Chapter 6 Response DUE Sunday, October 26</p>
<p>Week 10 <i>Oct.</i> 27-31</p>	<p>You are going to give a workshop at the TESOL (Teachers of English to Speakers of Other Languages) Convention. Select a writing strategy and describe how it works in the classroom with English language learners. Why did you select the strategy? What grade levels or proficiency levels is the strategy effective with? What will the strategy teach students? DUE Thursday, October 30</p>	<p>Chapter 7: English Language Learners and Process Writing Chapter 7 Response DUE Sunday, November 2 Modified Lesson Plan DUE Sunday, November 2</p>
<p>Week 11 <i>Nov.</i> 3-7</p>	<p>Describe at least three different literature strategies for beginning and intermediate English language learners. DUE Thursday, November 6</p>	<p>Chapter 8: Reading and Literature Instruction for English Learners Chapter 8 Response DUE Sunday, November 9</p>

<p>Week 12 Nov. 10-14</p>	<p>Another teacher tells you that his students can't read his textbook. As a result, he doesn't use the book at all. He asks you what you do to assist your students in reading the same text. Write a letter to the teacher explaining and illustrating some of the strategies you use to assist students with learning from your text. Use a specific content area to illustrate your ideas and explain how the strategies might work with intermediate English language learners.</p> <p>DUE Thursday, November 13</p>	<p>Chapter 9: Content Reading and Writing: Prereading and During Reading Chapter 9 Response DUE Sunday, November 16</p>
<p>Week 13 Nov. 17-21</p>	<p>Describe 2 strategies that readers can use after reading in order to organize and remember important material in content areas.</p> <p>DUE Thursday, November 20</p>	<p>Chapter 10: Content Reading and Writing: Postreading Strategies for Organizing and Remembering Chapter 10 Response DUE Sunday, November 23</p>
<p>Week 14 Nov. 24-26</p>	<p>No DQ</p> <p>Thanksgiving Holiday November 27-28</p>	<p>How-To Essay DUE Sunday, November 30</p>
<p>Week 15 Dec. 1-4</p>	<p>No DQ</p>	<p>Chapter 11: Reading Assessment and Instruction Chapter 11 Response DUE December 4 UPLOAD How-To Essay to TK20 Due December 4</p>
<p>Week 16 Dec. 8-12</p>	<p>No DQ</p>	<p>Quiz #2 DUE Thursday, December 11</p>

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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*

Social Class

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

- *Under the Same Moon*