

University of North Texas at Dallas
Spring 2013
SYLLABUS

EDRE 4840-Linguistically Diverse Learners 3Hrs			
Department of	Education and Administration	Division of	Education and Human Services
Instructor Name:	<i>Dr. Makita Gillespie, Ed.D.</i>		
Office Location:	<i>Founders Hall, 254</i>		
Office Phone:	<i>(972) 338-1357</i>		
Email Address:	<i>makita.gillespie@unt.edu</i>		
Office Hours:	Fridays 8:00-9:00, Saturdays 2:00-3:00 pm and by appointment		
Virtual Office Hours:	<i>Emails received by 4 PM will receive a response by Noon the following day. Phone calls/texts to 214-458-3865 (mobile) are welcome between 8AM and 10 PM daily and replies can be expected within no more than 24 hours.</i>		
Classroom Location:	UNT Dallas 7300 University Hills Blvd., DAL 1 208		
Class Meeting Days & Times:	Saturdays 10:00 a.m.-12:50 p.m.		
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. Texas Education Agency websites, LPAC Manual, TAKS Tests Samples, TELPAS, and List of Approved Tests in Texas.		

Recommended Text and References:	
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:	
	<p>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.</p>
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. **ATTENDANCE:** Attend classes and participate in class activities. Students should be prompt and ready to contribute. Participation in class discussions, on assigned readings and related material, and contributions to group tasks are expected. Attendance will be monitored and bonus points will be awarded those with minimal absences: 3 points added to the final grade for the course for 0 absences, 1 point for 1 absence. Having more than 3 absences in this course is considered excessive and will result in a loss of a full letter grade in the course. Three tardy counts as one absence.(1-3 Extra Points Possible)
- B. **CRITIQUE OF MULTICULTURAL LITERATURE or ESL WEBSITE:** Students will select a book or 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)
- C. **MODIFIED LESSON PLAN:** Following a format provided in class, 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. Examples will be shared in class. (15 Points Possible)
- D. **ANALYSIS OF WRITING SAMPLE:** Students will analyze a writing sample from an English language learner for its content and effectiveness. Students will determine what language structures are present and used appropriately, compared to which structures are being confused. Students will also make recommendations for appropriate follow-up instruction. (20 Points Possible)
- E. **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. Following examples in class, 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. (20 Points Possible)
- F. **INQUIRY RESPONSES & PARTICIPATION:** After reading each chapter in the book, write a journal response which will be assigned to you by the teacher. The response should include the information you learned from the chapter as well as reflective statement. Answer essential questions

as assigned by instructor. (10 points possible)

- G. QUIZZES: Complete three quizzes that address the content of the required readings and general understanding about effective instruction of English language learners. (30 Points Possible)
- H. 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.

Participation	1-3 bonus points possible
Inquiry Responses	10
Critique of ELL Resource	5
Modified Lesson Plan	15
Analysis of Writing Sample	20
How-To Essay	20
Quizzes	30

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 a week). 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

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 along 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.

Dealing with concerns

If you have issues about the instructor, 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:

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

This will be updated and completed once the semester is underway and we have mapped out our questions and inquiries together.

Class Dates	Essential 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 EQ as well as connections to your experiences and prior knowledge. Be prepared to discuss your response/critique on the day the reading is listed.</p>	Work due on or before this date.
Jan 19	Who are we and what are we about in EDRE 4840?		
	<p>What do you wonder about linguistically diverse students?</p> <p>What is culture? How does culture influence content, language, and literacy learning inside and outside schools?</p>	<p>Introduction</p> <p>English Learners in 21st-Century Classrooms</p> <p>Chapter 1 (pp. 2-34)</p>	
Jan 26	<p>What is language?</p> <p>How do we learn language? How do we "acquire" language? How are "learning" and "acquisition" similar and different?</p> <p>What are the similarities and differences between L1 and L2 learning/acquisition?</p> <p>What personal experiences influence your beliefs about language learning, reading, and/or writing?</p> <p>How are language learning and literacy learning related?</p> <p>What resources can teachers use to help them know how to support linguistically diverse learners?</p>	<p>Language and Language Acquisition</p> <p>Ch. 2 (pp. 38-79)</p>	<p>Chapter Reflection</p> <p>(Email through BbLearn)</p>

Feb 2		SELF EXPLORATION FOR ELL RESOURCE	
Inquiry	<p>How do various contexts influence the ways we learn language and literacy?</p> <p>What are the various origins of the linguistically diverse learners in our classrooms?</p> <p>How do refugee and immigrant experiences influence teaching and learning?</p>	<p>Discuss Chapter Presentation Rubric. (Print a copy from BbLearn to bring to class to rate your classmates.)</p> <p>Group time: Discuss an activity to present with your chapters.</p>	
Feb 9	<p>What challenges do English learners face?</p> <p>What is hard about learning English?</p> <p>What are categories of linguistically diverse students?</p> <p>What challenges do schools face in terms of linguistic and cultural diversity?</p> <p>What programs do schools offer for English Learners?</p> <p>What are the characteristics of effective learning environments supportive of English learners coming from different backgrounds?</p>	<p>Classroom Practices for Effective English Learners Instruction</p> <p>Chapter 3 (pp. 84-126)</p> <p>*Team 1 (Please include PowerPoint & Remember to Dress Your Best)</p>	Quiz #1
Feb 16	<p>How can teachers facilitate and accelerate the language and literacy progress of linguistically diverse students in regular classrooms?</p> <p>Why is cross-cultural sensitivity in the classroom important? How can we develop it?</p> <p>How do we support language development AND content learning?</p>	<p>Oral Language Development in Second Language Acquisition</p> <p>Chapter 4 (pp. 130-165)</p>	<p>Chapter Reflection</p> <p>(Email through BbLearn)</p>

<p>Feb 23 Library</p>	<p>What is literacy? How do we read and write? How can we visualize the reading process in action? How are reading, writing, speaking, listening, and thinking interrelated? How do people learn to read and write? How do culture and language influence our learning to read and write?</p>	<p>Work on Modified Lesson Plan Work on ESL Resource Critique</p>	<p>Discussion Board Post</p>
<p>Mar 2</p>	<p>What are your beliefs and principles for culturally & linguistically responsive instruction? Due all student learn at the same pace? With the same strategies? What are sources of materials and activities for linguistically diverse students in the ESL classroom or content area classroom?</p>	<p>Emergent Literacy: English Learners Beginning to Write and Read Ch. 5 (pp. 170-216) *Team 2 (Please include PowerPoint & Remember to Dress Your Best)</p>	<p>ESL Resource Critique Due</p>
<p>Mar 9</p>	<p>What instructional practices (focusing on phonemic awareness) support the interdependence of reading, writing, listening, and speaking? How do we facilitate learner' abilities to use phonemic awareness to construct and convey meaning in English? How does phonemic awareness contribute to reading and writing? What is cross-linguistic transfer? How can it support phonemic awareness?</p>	<p>Work on : SELF EXPLORATION FOR MODIFIED LESSON PLAN</p>	<p>Discussion Board Post</p>
<p>Mar 23</p>	<p>How can cross-linguistic transfer support grapho-phonemic</p>	<p>Words and Meanings: English Learners' Vocabulary Development</p>	<p>Modified Lesson Due</p>

	<p>knowledge (phonics)?</p> <p>What instructional practices (focusing on vocabulary knowledge) support the interdependence of reading, writing, listening, and speaking?</p> <p>How do we facilitate learner' abilities to use vocabulary knowledge to construct and convey meaning in English?</p> <p>How can we assess vocabulary knowledge?</p> <p>What is reading fluency?</p> <p>How can teachers support the development of fluency?</p> <p>How does "fluency" signal the complex use of multiple cueing systems?</p> <p>How can teachers support the development of fluency?</p>	<p>Ch. 6 pp. 222-249</p> <p>*Team 3 (Please include PowerPoint & Remember to Dress Your Best)</p>	<p>Quiz # 2</p>
<p>Mar 30 Good Friday Weekend</p>	<p>What is the writing process? How is it parallel to the reading process?</p> <p>How do we assess the writing of second language learners?</p>	<p>English Language Learners and Process Writing</p> <p>Chapter 7 (pp. 257-308)</p>	<p>Chapter Reflection</p> <p>(Email through BbLearn before Thursday at 12 a.m.)</p> <p>Enjoy your Holiday. 😊</p>
<p>Apr 6</p>	<p>How does semantic or vocabulary knowledge contribute to reading and writing?</p> <p>How can students' biographies support semantic/vocabulary knowledge?</p>	<p>Reading and Literature Instruction for English Learners</p> <p>Chapter 8 (pp. 314-362)</p> <p>*Team 4 (Please include PowerPoint & Remember to Dress Your Best)</p>	
<p>Apr 13</p>	<p>SELF EXPLORATION FOR WRITING and HOW TO</p>		<p>Review How To Essay for TK20</p>
<p>Apr 20</p>	<p>What instructional practices (focusing on comprehension strategies) support the interdependence of reading, writing, listening, and speaking?</p> <p>How do we facilitate learner'</p>	<p>Content Reading and Writing: Prereading and During Reading</p> <p>Chapter 9 (pp. 368-398)</p>	

	abilities to use comprehension strategies to construct and convey meaning in English?		
Apr 27	<p>What do we mean by language and literacy assessment?</p> <p>How can teachers choose culturally and linguistically responsive assessment practices?</p> <p>What are techniques and instruments for evaluating language dominance and language growth in the classroom?</p>	<p>Reading Assessment and Instruction</p> <p>Chapter 11 (pp. 434-467)</p>	Writing Analysis Due
May 4	<p>What are your beliefs and principles for culturally & linguistically responsive instruction today?</p>		<p>Quiz 3</p> <p>On Chapters 7-11</p> <p>How to Essay --TK 20</p>

BIBLIOGRAPHY

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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

- *MilagroBeanfield War*
- *Matewan*
- *Spanglish*
- *It Was a Wonderful Life*