UNT DALLAS

Spring 2013

EDBE 4490.090 Teaching English as a Second Language EC-12: Instructional Strategies and Resources			
Department of	**Education and Administration**	**Division of**	**Education and Human Services**
	Dean Sheryl Santos-Hatchett	**Chair: Dr. Glenda Moss**	

Instructor Name:	Prof. Ana Coca
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Office Hours:	M – Th. 4:30pm-5:30pm also via Skype ana.coca3
	Meetings with students will focus on course content and or related assignments.
Classroom Location:	UNT Dallas Bldg #1 Room 274
Class Meeting Days & Times:	Tuesdays 5:30-8:20
Course Catalog Description:	(3 hours): Study of methods and techniques of teaching English as a second language in elementary and secondary schools; language development techniques and materials for students of different levels of English proficiency. Focus 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; required for students seeking EC-6 Generalist Certification with specialization in bilingual or ESL education or 4-8 certification with mathematics/ESL, science/ESL, social studies/ESL, Reading/ELA/ESL or special education; requires 10 hours of field experiences. Pre-requisites are: EDBE 3470, LIN 4030 and admission to the Teacher Education Program or consent of department; may be taken concurrently with EDBE 4470.
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Co-requisites:	**Can also be enrolled in EDBE 4470.**

Required Text:	Echeverria, J., Vogt, M., & Short, D. (2008). *Making Content Comprehensible for English Learners: The SIOP Model.* White Plains, NY: Pearson Education. Texas Essential Knowledge and Skills at www.tea.state.tx.us. English Language Proficiency Standards at www.tea.state.tx.us. Echeverria, J. Vogt, M., & Short, D. (2008). *99 Ideas and Activities for Teaching English Learners with the SIOP Model.* Boston, MA: Allyn and Bacon.

Recommended Text and References:	Echeverria, J., Vogt, M., & Short, D. (2013). *Making Content Comprehensible for Secondary English Learners: The SIOP Model.* Boston, MA: 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:	
	The goal of this course is to study the methods and techniques of teaching ESL in elementary and secondary schools.

Learning Objectives/Outcomes:	At the end of this course, the student will
1	Understand factors and procedures for planning ESL instruction, including consideration of student's developmental characteristics and their individual needs (ESL 4.2k).
2	Understand a variety of methods and techniques appropriate for instruction in the ESL classroom (ESL 4.3k).
3	Understand strategies for fostering ESL students' communicative competence (ESL 4.4k).
4	Use planning procedures to design effective, developmentally appropriate ESL and content instruction (ESL 4.2s, TESOL 3.a).
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, 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	Understand the use and infuse technological tools and resources to facilitate and enhance ESL instruction (ESL 4.6k, 4.4k).
8	Use strategies which foster ESL students' content–area learning (ESL 4.5s).
9	Engage students in critical thinking processes (ESL 4.6s).
10	Understand and apply principles of effective classroom management in a range of situations in the ESL classroom (ESL 4.7k, 4.7s).
11	Reflect critically how the knowledge gained has impacted his/her professional and personal growth (INTASC 1, 6, 9).

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, 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. partnerships

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.

BILINGUAL EDUCATION STANDARDS
Standard 1. The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2). ***Standard II.*** The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism. ***Standard III.*** The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language. ***Standard IV.*** The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy. ***Standard V.*** The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy. ***Standard VI.*** The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

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.

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.

All teachers communicate information in different formats and for diverse audiences.

4-8: T.A. Standard IV, Domain III: All teachers communicate information in different formats and for diverse audiences.

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.

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.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Documentation for any medical treatment for personal or family illness (immediate family related) or attending a funeral of an immediate family member will be required. Rescheduled exam dates must be approved before the students can make-up the exam. A sick child during the exam must be addressed with the instructor ahead of time and it is the responsibility of the student to make the appropriate arrangements before attending class.

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: Attendance is required. This is a professional requirement and expectation of all students attending the University of North Texas Dallas campus and a disposition that demonstrates character and leadership. The University attendance policy is in effect for this course. The class is designed as a shared learning experience and essential to the acquisition process of new information and knowledge generally located in and outside of the textbook. Emphasis for this course will focus on group discussions throughout the semester 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. Students with small children are expected to make the appropriate arrangements for child care prior to the start of the semester.

NO CHILDREN ARE ALLOWED IN CLASS. Students are not to leave their children on the UNT Dallas campus unattended. Children may attend class only if the assignment or activities pertain to a particular chapter from the text or to provide supporting information and hands on practice. The instructor will inform the class ahead of time when such an activity will take place.

In case of an illness (family, personal or child), an excused absence will apply. Receiving medical treatment at a medical clinic or emergency room or attending a family funeral, an announcement or obituary and medical document from a clinic, hospital and or physicians office will be required. Information must be presented on letterhead.

At 5 minutes past the hour, a tardy will apply followed with an absence thereafter. All late entries to class will be considered unexcused. Early morning classes will require that students plan ahead and arrive on campus early in order to avoid heavy traffic situations, severe weather conditions, or any potential accidents while in route to campus. Class will begin as scheduled. Notify the instructor or professor

ahead of time if you will be absent and or will arrive late to class to any of the possible situations mentioned above.

The following attendance policy will apply. 2 tardies = 1 unexcused absence   3 tardies = 2 absences
3 absences will merit scheduling a conference with the instructor. The instructor has the right to drop the student if there is a non-passing grade on record and evidence of unprofessional work submitted on or before the due date and failure to meet with the instructor. **Arriving late to class will not be tolerated.**

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 deem 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.

Class and University Policies:

Use of WebCT/Blackboard – assignments, announcements, and power point presentations will be posted on blackboard.

Use of Cell Phones & other Electronic Gadgets in the Classroom – will not be tolerated. Cell phones will be completely turned off. No texting or stepping out of class to receive or place a call during the time class is in session. This type of behavior is considered unprofessional and considered inappropriate. It is considered rude and shows a lack of respect for those students adhering to the policies set by the instructor and supported by the university.

Laptops: NO LAPTOPS will be used during a lecture or presentations. Some individual and group assignments will require that students use their laptops while in class. An announcement will be made when these type of activities and assignments will require the use of a laptop in class.

Food & Drinks in the Classroom: Students are to eat in the commons area in building 1 on the first floor or in the food court area in building 2. Tables are available in and outside of building 1 and students are encouraged to eat in these designated areas. No food or dark drinks allowed in class. Bottle water will be permitted.

Grade of Incomplete, "I" – A student who falls behind in class due to a personal illness, emergency surgery, and or is called to active military duty may qualify for an Incomplete. Certain criteria must be met before requesting for an incomplete. The student is responsible to meet with the professor to determine if an "I" will be granted and the length of time the student will be given to complete the work.

Grade Scale: A = 145-150   B =139-144   C =133-138   D =132 & below unacceptable work
F = 60 & below - The student failed to meet the course requirements.

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor with the class in advance. A new outline will be distributed based on a review of the reading requirements, course assignments, presentations, and assessments related to the course.

The bibliography listing of recommended textbooks and supplemental resources are for students to purchase on their own. These are not required.

Bibliography:

Bromley, K., Irwin-De Vitis, L., & Midkim N. (1995). *Graphic Organizers.* Scholastic.

Chamot, A., Barnhardt, S., El-Dinary, P., & Robbins, J. (1999). *The learning strategies handbook.* White Plains, NY: Pearson Education.

Chamot, A., & O'Malley, J. (1994). *The CALLA handbook: Implementing the cognitive academiclanguage learning approach.* Reading, MA: Addison Wesley.

Cohen, A. D. (1998). *Strategies in learning and using a second language.* London: Longman.

Gibbons, P. (1993). *Learning to learn in a second language.* Portsmouth, NH: Heinemann.

Hertel, P. & Ward, P. (2002). *Thematic Research Projects: grades 4th-8th.* Rigby Best Teacher Press,

Herrell, A. (2000). *Fifty strategies for teaching English language learners.* Saddle River, NJ: Prentice Hall, Inc.

Hougen, M. C. & Smartt, S. M (2012). *Fundamentals of Literacy Instruction & Assessment.* Paul Brookes, Publishing, Baltimore, Maryland.

Richard, P. (2003). *Making it happen: From interactive to participatory language teaching.* White Plains, NY: Pearson Education.

Roberts, P. L. & Kellough, Richard D. (2008). *A guide for developing interdisciplinary thematic units.* 4th edition. Upper Saddle River, New Jersey. Pearson Education.

Seidlitz, Navigating the ELPS: *Using the standards to improve instruction for English learners.* (2010). Seidlitz Education.

Tompkins, G. E. (2004). *50 Literacy Strategies Step by Step.* Upper Saddle River, New Jersey, Columbus, Ohio. Pearson.