

## Fall 2011-COURSE SYLLABUS

EDBE 4490D- Teaching English as a Second Language EC-12: Instructional Strategies and Resources			
<b>Department of</b>	<b>Education and Administration</b>	<b>Division of</b>	<b>Education and Human Services</b>
<b>Instructor Name:</b>	<i>Ana Coca</i>		
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<b>Email Address:</b>	<i>Ana.coca@unt.edu</i>		
<b>Office Hours:</b>	<i>Wednesdays before and after class.</i>		
<b>Virtual Office Hours:</b>	<i>Skype between 7-8 PM on Mondays Skype name: Ana.coca3</i>		
<b>Classroom Location:</b>	<b>UNT Dallas 7300 University Hills Blvd. Room 312</b>		
<b>Class Meeting Days &amp; Times:</b>	<b>5:30-8:20 Wednesdays</b>		
<b>Course Catalog Description:</b>	<p>(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.</p>		
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<b>Co-requisites:</b>	<b>Can also be enrolled in EDBE 4470.</b>		
<b>Required Text:</b>	Echeverria, J., Vogt, M., & Short, D. (2008). <i>Making Content</i>		

	<p><i>Comprehensible for English Learners: The SIOP Model</i>. White Plains, NY: Pearson Education.</p> <p>Texas Essential Knowledge and Skills at <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a>.</p> <p>English Language Proficiency Standards at <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a>.</p>
<b>Recommended Text and References:</b>	<p>Echeverria, J. Vogt, M., &amp; Short, D. (2008). <i>99 Ideas and Activities for Teaching English Learners with the SIOP Model</i>. Boston, MA: Allyn and Bacon.</p> <p>Echeverria, J., Vogt, M., &amp; Short, D. (2010). <i>Making Content Comprehensible for Secondary English Learners: The SIOP Model</i>. Boston, MA: Allyn and Bacon.</p>
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a></p>
<b>Course Goals or Overview:</b>	
	The goal of this course is to study the methods and techniques of teaching ESL in elementary and secondary schools.
<b>Learning Objectives/Outcomes:</b> 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

## **ENGLISH AS A SECOND LANGUAGE STATE STANDARD**

**Standard IV:** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

## **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.

## **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.

## Fall Course Outline:

Date	Topic	Reading Due	Assignments Due
8/31/2011	Introductions Review of ELLs and Second Language Acquisition		
9/7/11	Introducing Sheltered Instruction	Chapter 1	
9/14/11	Lesson Preparation	Chapter 2	
9/21/11	Building Background	Chapter 3	
9/28/11	Comprehensible Input	Chapter 4	
10/5/11	Emergent Literacy in the L2	Chapter 5	
10/5/11	Strategy Presentations Create one presentation (PowerPoint, Prezi, etc.) of an instructional technique using technology.		Strategy Presentation and Submission (10)
10/12/11	Interaction	Chapter 6	
10/26/11	Language Game Presentations Create a language teaching game incorporating art or music.		Language Game Presentation and Submission (10)
10/26/11	Practice and Application	Chapter 7	
11/2/11	Lesson Delivery	Chapter 8	
11/9/11	Graphic Organizer Presentations Thematic Unit		Graphic Organizer Presentation and Submission (10)
11/9/11	Assessment Thematic Unit	Chapter 9	
	Thematic Unit Field experience Due		Field Experience Reflection (10)

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11/16/11	Issues of Reading Development and Special Education for English Learners	Chapter 10	
11/30/11	Putting it all together		
12/7/11	Thematic Unit Presentations		Thematic Unit (30)
	Review for Exam		
Final exam week	Final Exam		Exam (20)

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor. A new outline will be distributed

### Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Instrument	Value Points and Percentages
<p><b>Professionalism</b> Absent=Absent, regardless of reason. Arriving late to class three times will result in one absence.</p> <p><b>Attendance and Participation</b> 0 Absences....10 1 Absence.....8 2 Absences.....6</p> <p>Three or more absences will result in a complete loss of points and a conference should be scheduled with the instructor to discuss one's continuing in the course.</p>	10% 10 Points
<p>Create one presentation (PowerPoint, Prezi, etc.) of an instructional technique using technology. Due:</p>	10% 10 Points
<p>Create a language teaching game incorporating art or music. Due:</p>	10% 10 Points
<p>Create and present one graphic organizer.</p>	10%

Due:	10 Points
Field experience Due:	10% 10 Points
Thematic Unit- Key Assignment: Refer to the assignment description and rubric. The rubric on TK20 is based on 100 points. Results will be divided by 100 and multiplied by 30 to obtain the percentage for this assignment.	30% 30 Points
Final Exam	20% 20 Points
<b>Total</b>	<b>100 %</b>

*Regular attendance and active participation in class discussions is essential to the successful achievement of the course objectives. Students will deduct 3 participation/discussion points for each class session missed. Only in documented emergency situations will make-up work be defined in order to earn back the deducted points. This course is designed around interaction and in-class activities that are essential to the learning process; these in-class activities, by nature, cannot be replaced by an individual, out-of-class, assignment. Regular attendance is a minimum expectation.*

**Grade Determination:**

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

**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:**

All students are required to turn in assignments on due dates established in this syllabus.

**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](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](http://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"

**Bibliography:**

- 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 academic language 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.
- Herrell, A. (2000). *Fifty strategies for teaching English language learners*. Saddle River, NJ: Prentice Hall, Inc.
- Richard, P. (2003). *Making it happen: From interactive to participatory language teaching*. White Plains, NY: Pearson Education.