DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

SYLLABUS

FALL 2012

COURSE NUMBER/SECTION: EDBE 4490, Sections 1 and 4

TITLE: Teaching English as a Second Language EC-12: Instructional Strategies and Resources

INSTRUCTOR: Miriam Ezzani, Ed.D.
OFFICE: Matthew Hall, 218U
OFFICE PHONE/EMAIL: 940.565.2935/Miriam.Ezzani@unt.edu
EMAIL ADDRESS: Use Blackboard E-mail for Communication
OFFICE HOURS: Tuesday and Thursday, 1:00-4:00 p.m. (Also available by appointment or Skype)

CLASS MEETINGS:
Section 1 (30401): MW 2:00-3:20 p.m., WH 121
Section 4 (31514): TR, 11:00-12:20 p.m., WH 321

REQUIRED TEXT AND RESOURCES:

- CD that accompanies the required text.
- Texas Essential Knowledge and Skills and English Language Proficiency Standards http://www.tea.state.tx.us/index2.aspx?id=6148 (scroll to bottom of page for TEKS & ELPS)
- Culturally Competency: (read entire page and content on ‘Resources for Teachers’ page) http://www.opb.org/education/minisites/culturalcompetence/teachers.html
- **TK20:** This course requires the thematic unit assignment to be uploaded before the final exam in the UNT TK20 Assessment System for the instructor to assess. This will require a
one-time purchase of a TK20 account (do this at least one week before assignment is due). Student subscriptions will be effective for seven years. For directions on how to purchase TK20 go to: http://www.coe.unt.edu=tk20 TK 20 announcements will also be posted on this webpage.

RECOMMENDED TEXTS:


COURSE 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) which 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.

COURSE OBJECTIVES:

The beginning ESL teacher will be able to:

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).
EVALUATION CRITERIA

The following is the course’s grading scale:

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

REQUIRED ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grade Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (Individual or Group Assignments first 10 minutes of class)</td>
<td>10%</td>
</tr>
<tr>
<td>Cultural Interview</td>
<td>5%</td>
</tr>
<tr>
<td>PowerPoint presentation of an Instruction strategy/technique</td>
<td>10%</td>
</tr>
<tr>
<td>Thinking Map Mini-Lesson</td>
<td>10%</td>
</tr>
<tr>
<td>Field Experience log, chart, and reflection - see Handout</td>
<td>15%</td>
</tr>
<tr>
<td>Thematic Unit - Key Assignment: The rubric is on TK20 worth 100 points. Results will be divided by 100 and multiplied by 30 to obtain the percentage for the assignment</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

EARLY FIELD EXPERIENCES:

This course **requires** 10 hours of field experience in a public school ESL or bilingual education classroom setting. Students are required to apply electronically for placement through the UNT Clinical Practice Office [http://www.coe.unt.edu/clinical-practice-office/application-forms](http://www.coe.unt.edu/clinical-practice-office/application-forms) Once on the site, access tab that says ‘Application Forms’ on the top. **Application window will close on September 14th.** Students will be notified by EagleConnect email of tentative district placement by September 16th. Students will be provided information about how to complete the Criminal Background Check for each district in which they are placed. Criminal Background Checks will be due to the Clinical Practice Office by September 21. **LATE APPLICATIONS OR LATE CRIMINAL BACKGROUND FORMS WILL NOT BE ACCEPTED.** The Clinical Practice Office will communicate placement data to students as it is received from each district. Students and/or faculty are welcome to contact the Clinical Practice Office (MH 207) with any questions. See field experiences guidelines for assignment requirements.

**Extra Credit:** Five (5) extra credit points will be assigned to students’ overall grade if they attend a conference related to ESL or bilingual education. Proof of attendance will be required.

**TexTESOL V 2012,** Saturday, October 13, 2012 at Dallas Baptist University for registration: [www.textesolV.org](http://www.textesolV.org)

**Texas Association for Bilingual Education (TABE)** conference will take place on October 25 and 26, 2012 in San Antonio, TX for registration: [www.tabe.org](http://www.tabe.org)

**Texas Association for Improvement of Reading (TAIR)** conference will take place on September 22 at Guyer High School in Denton. For information about this conference go to: [www.TAIR.org](http://www.TAIR.org)
COURSE ASSIGNMENTS AND DEADLINES

EXPECTATION: Please complete assigned readings prior to class sessions. Arrive to all classes on time. Individual and group assignments will only be accepted the first ten minutes of class. This is part of the participation grade. (Note: All assignments outside of class must be typed and edited for grammar and spelling.)

Week 1 - 8/29 and 8/30 (1 Class Only)
1. Review course syllabus, TExES state educator standards expected of ESL beginning teachers (Competencies 003 and 006), Texas Education Agency (TEA) website for location of Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) *http://www.tea.state.tx.us/index2.aspx?id=6148*. Review field experience, thematic unit assignment w/ rubric, and Program Handbook.
2. Collaborate with a partner and discuss the Thematic Unit assignment. Consider theme, grade level, and content areas. (Note: With your partner, visit Willis Library, Teacher Education Section, and familiarize yourself with relevant themes based on Teachers’ Edition of Language Arts).

Week 2 – 9/3/12 (Labor Day, 9/3, no class)
1. Chapter 1 – Introducing Sheltered Instruction;
2. Cultural Competency: Read content on the following website and write a one page reflection: *http://www.opb.org/education/minisites/culturalcompetence/teachers.html* Due: 1st class of this week
3. Informal discussions on theme, grade level, rationale, and goals – colleagues provide feedback.
4. Cultural Competency – Interview Handout and Discussion.

Week 3 – 9/10/12 – Due prior to second class: Cultural Interview 5%
1. Chapter 2 – Lesson Preparation Review & Discussion
2. Cultural Interview Presentations – second class of this week
3. Group Oral presentations on Finalized Theme, Grade Level, Theme Rationale, and Major Goals

Week 4 – 9/17/12
1. Chapter 3 - Building Background – Bring in answers to study questions due first 10 minutes of class Due: 1st class of this week
2. In Class Collaborative Work: Incorporate Features of Building Background into Lesson Plans
3. Overall review and discussion on Building Background

Week 5 – 9/24/12
1. Chapter 4 - Comprehensible Input: Group Assignment first 10 minutes of Class
2. Overall review and discussion of Comprehensible Input
3. Collaborative Work, Incorporating Features of Comprehensible Input into Lesson Plans
4. Instruction for next week’s Strategy PowerPoint assignment:
   • Select an instructional strategy (Ch. 5) Note: graphic organizers may not be used as a strategy
   • Create a PowerPoint presentation of 4 to 6 slides summarizing step by step how you will use it in your lesson plan. Embed one link or video clip in your presentation that relates to the instructional strategy.
<table>
<thead>
<tr>
<th>Week 6 – 10/1/12</th>
<th>Due prior to second class: Instructional Strategy PP 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 5 – Strategies</td>
<td></td>
</tr>
<tr>
<td>2. Collaborative Work, Incorporating Features of Strategies into Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>3. Strategy PowerPoint group presentations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7 – 10/8/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 6 – Interaction – Bring in Chapter Summary Due: 1st class of this week</td>
</tr>
<tr>
<td>2. Harry Wong Video on Classroom Management</td>
</tr>
<tr>
<td>3. Collaborative Work: Incorporate features of Interactions into Lesson Plans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8 – 10/15/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 7 – Practice and Application: Bring in Answers to Chapter Study Questions Due: 1st class of this week</td>
</tr>
<tr>
<td>2. Collaborative Work: Incorporate Features of Practice/Application into Lesson Plans</td>
</tr>
<tr>
<td>3. Overall review and discussion on Practice and Application</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9 – 10/22/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 8 - Lesson Delivery</td>
</tr>
<tr>
<td>2. Collaborative Work: Incorporate Features of Lesson Delivery into Lesson Plans</td>
</tr>
<tr>
<td>3. Overall review and discussion on Lesson Delivery</td>
</tr>
<tr>
<td>4. Instructions on Thinking Map Assignment. Requirements include:</td>
</tr>
<tr>
<td>- The Thinking Map will serve as a Teaching Tool in this assignment <a href="http://www.thinkingmaps.com/products.php">http://www.thinkingmaps.com/products.php</a> (Click on each Thinking Map for explanation)</td>
</tr>
<tr>
<td>- Create a mini-lesson based on a children’s book. The content of the children’s book will be used to populate the thinking map during the mini-lesson. Turn in the mini-lesson through the assignment tab.</td>
</tr>
<tr>
<td>- Bring the book and demonstrate the mini-lesson to your colleagues. Preface the mini-lesson with: content for the lesson (math, science, etc.) and how it connects to your thematic unit. White boards will be used to draw thinking maps during mini-lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10 – 10/29/12</th>
<th>Due prior to second class: Thinking Map Mini-lesson - 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 9 – Review and Assessment: Review/Discussion</td>
<td></td>
</tr>
<tr>
<td>2. Review Thematic Unit Rubric</td>
<td></td>
</tr>
<tr>
<td>3. Discuss status of Field Experience</td>
<td></td>
</tr>
<tr>
<td>4. Thinking Map Mini-Lesson Presentations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11 – 11/5/12</th>
<th>Independent Work with Partner in Computer Lab – Room TBD</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 12 – 11/12/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 10 – Issues of Reading Development &amp; Special Education for English Learners Review and Discussion</td>
</tr>
<tr>
<td>2. Overall review and discussion on Reading Development and Special Education ELL students with Emphasis on inclusion of Language Proficiency Adaptations for Beginners and Intermediates in Lesson Plans</td>
</tr>
<tr>
<td>3. Discuss status of field experiences</td>
</tr>
</tbody>
</table>

| Week 13 – 11/19/12 | Collaborative Work on Thematic Units in Computer Lab – Room TBD |
Week 14 – 11/26/12 Due: Thematic Units Due - 30% (submit via TK20 by Sunday, 11/25 midnight)

1. Classroom Management – Discussion and Role Playing
2. Bring in Summary of Reading from: http://www.pgcps.pg.k12.md.us/~elc/gameplan.htm

Week 15 – 12/3/12 Pre-Final Week - Due prior to second class: Field Experience Logs and Reflection

1. Review for Final. Class will be in computer lab. Room # TBA.
2. Scan field experience logs and submit reflection paper (2-3 pages max) and upload through Blackboard assignment tab.

Week 16 – 12/10/12 Finals Week

1. Final exam
2. Farewell

CLASS EXPECTATIONS

Turning in Assignments
All students are required to turn in assignments as established in the syllabus. Assignments are due before arriving to the second meeting day of the week. No paper submissions. Turn it in to Blackboard via assignment tab or TK2 for the thematic unit only. The goal is to GO GREEN!

Expectations for Assignments Submitted in Blackboard
- Transmit only WORD or PDF documents
- For difficulties uploading or downloading files, please contact the UNT Help Desk at 940-565-2324 or send an e-mail to vista@unt.edu. You may possibly need to download the appropriate version of Java or have your browser status checked.
- All assignments should directly link to evidence in text
- Content and evidence should be presented in a well-organized and coherent manner
- Evidence of reflective thought in each assignment
- Creativity and initiative
- Use of appropriate grammar and punctuation (see UNT’s writing laboratory to receive assistance in writing skills)

Late Work
Late work will be reduced by one grade, i.e. A work will be given a grade of B, etc. After one week past the due date, late work will not be accepted. In case of illness a written excuse will be required to avoid reduction in grade. In case of a death in the family, obituary evidence is 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 are expected and will affect your final course grade. If you know in advance you will be absent, please use common courtesy and send an e-mail prior to class.
**Cell Phones and Laptop:** Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Laptops are permitted for learning activities only.

**Professionalism and Leadership:** As a profession, teachers are expected to: meet high ethical standards; to find constructive ways to deal with problems; and, to offer appropriate support to colleagues through collaboration. Professionalism in group or partner work means being a member of the team, accepting responsibility without dominating, and helping colleagues without doing their work for them.

Other ways of showing professionalism and respect include: arriving to class on time; not chewing gum while presenting; not reading from cell phones or texting in class; and, not using iPods in class. You may bring a laptop or any other technological device for learning purposes.

**Dealing with concerns:** If you have any concerns with regard to instruction or grades, make an appointment to visit me during office hours for discussion and resolution. If you have issues related to classmates, talk to the classmate to resolve the issues. If needed, go to the instructor for final resolution.

**PURPOSE AND RATIONALE**

This course is intended to prepare teacher candidates as effective professionals serving ELL students from early childhood to grade 12. The contents of this course will provide the methodology for teaching ESL in today’s schools. The overall instructional techniques will help students improve their understanding of how contextualized learning enhances meaning and comprehension. The overall instructional plan of the course is designed to help students develop knowledge, skills of critical thinking, reflection, and self-assessment. The course will also help students develop their own cultural competence so they may value the culture of their students in various demographic groups.

**DEVELOPMENTAL/CONCEPTUAL FRAMEWORK AND STANDARDS**

**COLLEGE OF EDUCATION’S VISION:** We will be regionally and nationally recognized for excellence in preparing leaders in the human service and educational spheres of public, private, and corporate institutions. We will achieve this through promoting faculty and student research, designing learner–centered instruction, developing collaborative partnerships, and disseminating results of professional practices, active participation in professional and scholarly organizations, effective use of technology, and the value of intellectual and human diversity.

**COLLEGE OF EDUCATION’S MISSION STATEMENT:** To develop the human capacity – cognitively, socially, emotionally, and physically in our students and ultimately in the society they serve. College faculty contributes to achieving the mission by expanding knowledge through research, publication, and service.

**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 STANDARDS**

1. knowledge of subject matter
2. knowledge of human development and learning
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.

TExES Test Preparation: To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates: Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

POLICY STATEMENTS

Academic Integrity: Students are encouraged to become familiar with UNT's policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.
Collection of Student Work Samples Policy: In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

Comprehensive Arts Program Policy: The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

SETE: The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online 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.

Student Conduct: Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See www.unt.edu/csrr.

Technology Integration Policy: The Elementary Education program area supports technology integration to assist pre and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the elementary and middle school curriculum.

BIBLIOGRAPHY


