DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

SYLLABUS

SPRING 2012

I. COURSE NUMBER/SECTION: EDBE 4490, Sections 1 and 2
   TITLE: Teaching English as a Second Language EC-12: Instructional Strategies and Resources

II. INSTRUCTOR: Miriam Ezzani, Ed.D.
    OFFICE: Matthew Hall, 218U
    OFFICE PHONE/EMAIL: 940.565.2935/Miriam.Ezzani@unt.edu
    EMAIL ADDRESS: Use Blackboard for E-mail Communication
    OFFICE HOURS: Tuesday and Thursday, 9-12:00 p.m. (Also available by appointment)

III. CLASS MEETINGS:
    Section 1 (21734): TR 2:00-3:20 p.m., MH 113
    Section 2 (29432): TR, 12:30-1:50 p.m., PHYS 311

IV. REQUIRED TEXT AND RESOURCES:
   • CD that accompanies the required text.
   • Texas Essential Knowledge and Skills at www.tea.state.tx.us
   • English Language Proficiency Standards at www.tea.state.tx.us

RECOMMENDED


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.
V. 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.

VI. 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).

VII. EVALUATION CRITERIA
The following is the course’s grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
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### VIII. REQUIRED ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grade Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (Discussions and Group Assignments first 10 minutes of class)</td>
<td>15%</td>
</tr>
<tr>
<td>Extra Credit: Cultural Interview (Due: Week 3)</td>
<td>5%</td>
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<tr>
<td>PowerPoint presentation of an Instructional strategy/technique – see week 5</td>
<td>10%</td>
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<tr>
<td>PowerPoint presentation of a Thinking Map - see week 9</td>
<td>10%</td>
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<tr>
<td>Field Experience log, chart, and reflection - see Handout. Due week 14.</td>
<td>15%</td>
</tr>
<tr>
<td>Thematic Unit- Key Assignment: See handout. The rubric is also on TK20 worth 100 points. Results will be divided by 100 and multiplied by 30 to obtain the percentage for the assignment – Due week 16</td>
<td>30%</td>
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<tr>
<td>Final Exam (Week 17 – Date and time assigned by UNT)</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 %</strong></td>
</tr>
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**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 for placement through the UNT Field Experience Office at [www.coe.unt.edu/field-experience](http://www.coe.unt.edu/field-experience). Application must be completed by appropriate timelines (TBA). Students will be notified by EagleConnect email of tentative district placement. 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 TBA. 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.

**COURSE ASSIGNMENTS AND DEADLINES**

**EXPECTATION:** Please read assigned chapter before class. Arrive too all classes on time as a group assignment may be given the first ten minutes of class. This is part of the participation grade.

#### Week 1 - 1/16/12

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). Review field experience and thematic unit assignments/rubrics, as well as Program Handbook.
2. Choose a partner to collaborate with and discuss the Thematic Unit assignment. Consider theme, grade level, and content areas.

#### Week 2 – 1/23/12 Come prepared to discuss Thematic Unit, grade level, theme rationale, and goals for unit

1. Chapter 1 – Introducing Sheltered Instruction: Quiz and Discussion
2. Informal Team Presentations on Theme, grade level, rationale, and goals – Colleagues provide feedback
3. Cultural Competency (Terrell & Lindsay’s Cultural Autobiography) – Interview Handout
4. Harry Wong Video – Cooperative Learning and Culture
Week 3 – 1/30/12 – Due: Cultural Interview/Reflection Extra Credit; Finalized Theme, Grade Level, Theme Rationale, and Major Goals

1. Chapter 2 – Lesson Preparation: Quiz and Discussion
2. Cultural Interview Presentations and Discussion
3. Group Discussions on Finalized Theme, Grade Level, Theme Rationale, and Major Goals
4. Overall review and discussion on Lesson Preparation

Week 4 – 2/6/12

1. Chapter 3 - Building Background: Quiz and Discussion
2. Collaborative Work, Incorporating Features of Building Background into Lesson Plans
3. Overall review and discussion on Building Background

Week 5 – 2/13/12

1. Chapter 4 - Comprehensible Input: Quiz and Discussion
2. Collaborative Work, Incorporating Features of Building Background into Lesson Plans
3. Overall review and discussion on Comprehensible Input
4. Instructions for next week’s Strategy PowerPoint assignment:
   - Select an instructional strategy (Ch. 5) applicable across grade levels and content areas – Note: graphic organizers may not be used as a strategy
   - Create a PowerPoint presentation of 4 to 6 slides summarizing step by step use of the strategy
   - Provide two examples, you may insert hyperlinks to videos related to the strategy or describe any other technology tool which can enhance the use of the strategy.

Week 6 – 2/20/12 Due: Instructional Strategy PP 10% (before 2nd class, via blackboard email)

1. Chapter 5 – Strategies: Quiz and Discussion
2. Collaborative Work, Incorporating Features of Strategies into Lesson Plans
3. Overall review and discussion on Strategies
4. Strategy PowerPoint presentations

Week 7 – 2/27/12

1. Chapter 6 – Interaction: Quiz and Discussion
2. Collaborative Work, Incorporating Features of Interactions into Lesson Plans
3. Overall review and discussion on Interaction

Week 8 – 3/5/12

1. Chapter 7 – Practice and Application: Quiz and Discussion
2. Collaborative Work, Incorporating Features of Practice/Application into Lesson Plans
3. Overall review and discussion on Practice and Application

Week 9 – 3/12/12

1. Chapter 8 - Lesson Delivery: Quiz and Discussion
2. Collaborative Work, Incorporating Features of Lesson Delivery into Lesson Plans
3. Overall review and discussion on Lesson Delivery
4. Instructions on PowerPoint development of a Thinking Map. Requirements include:
   - Thinking Map as a Teaching Tool – 2 slides (cover page and Thinking Map filled in)
   - Completely fill in the organizer with content from a children’s book or a textbook chapter. Understand the purpose of the Thinking Map. [http://www.thinkingmaps.com/products.php](http://www.thinkingmaps.com/products.php) (Click on each Thinking Map for explanation)
- Bring the book, provide the class with a read aloud, and explain how the thinking map you’ve chosen helps your ELs comprehend the text, what lesson it will be used in, and how it connects to your thematic unit

**Week 10 – 3/19/12 Spring Break**

**Week 11 – 3/26/12 Due: Thinking Map PPT - 10% (before 2nd class, via blackboard email)**

1. Chapter 8 - Lesson Delivery: Quiz and Discussion
2. Collaborative Work, Incorporating Features of Lesson Delivery into Lesson Plans
3. Overall review and discussion on Lesson Delivery
4. Thinking Map Presentation

**Week 12 – 4/2/12**

1. Chapter 9 – Review and Assessment: Quiz & Discussion
2. Collaborative Work, Incorporating Features of Review and Assessment into Lesson Plans
3. Overall review and discussion on Review and Assessment
4. Review Thematic Unit Rubric
5. Discuss status of field experiences

**Week 13 – 4/9/12**

1. Chapter 10 – Issues of Reading Development & Special Education for English Learners Quiz & Discussion
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
3. Discuss status of field experiences

**Week 14 – 4/16/12 - Out of the country conference. No class Tuesday. Due: Field experience documents - 15% (bring to 2nd class meeting)**

1. Submit to instructor the field experience logs, signed by classroom teacher, and reflection paper (1-2 pages max). Documents can also be scanned and submitted via a Blackboard email attachment.
2. Students work on Thematic Unit and instructor provides feedback.
3. Review for Final Exam.

**Week 15 – 4/23/12**

Class will be in computer lab. This will be a work week where you can solicit feedback on completed thematic unit before submission.

**Week 16 – 4/30/12 Due: Thematic - 30% (submit via TK20 by 2nd class)**

**Week 17 – 5/7/12 Final Exam date and time will be assigned by UNT – 20%**

1. Final exam
2. Farewell
IX. 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.

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.

X. 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
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.

XI. ACADEMIC HONESTY
The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term
"cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

XII. UNIVERSITY POLICY STATEMENTS

ADA POLICY on Auxiliary AIDES AND REASONABLE ACCOMMODATION
The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 201.

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.

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

XIII. BIBLIOGRAPHY
Wong, H.K. The Effective Teacher DVD – Part 5 – Cooperative Learning and Culture