Department of Teacher Education and Administration

Syllabus

Fall 2012 (August 29 to December 7)

I. COURSE NUMBER AND SECTION: EDBE 5590 Section 030

COURSE TITLE - Pedagogy of English as a Second Language for EC-12 Classrooms

II. INSTRUCTOR: Dr. Miriam Ezzani
Office Location: UNT, Matthews Hall, Room 218U
Office Hours: Tuesdays/Thursdays, 1:00 to 4:00 pm (other times by appointment)
Blackboard Chat or Skype are best viable options.
Office Phone: 940.565.2935
E-mail: miriam.ezzani@unt.edu

III. CLASS MEETINGS: 14 weeks of online sessions. For students seeking ESL or bilingual education certification 15 hours of field experiences are also required. More information is available on page 7 of the syllabus.

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 document and lecture notes.
- Beginning ESL Teacher Competencies
- Selected scholarly resources for master students, specific to research paper.

NOTE: Master Students are encouraged to begin reading for end of semester papers early in the semester.
TK20
(This does not apply to master students because they will have an alternative assignment to the thematic unit.)
This course requires the use of TK20 to upload the Thematic Unit - key course assignment towards the end of the semester so that it can be assessed by the instructor. Students planning to conduct student teaching in Spring 2012 will need to apply for a school placement via TK20 this semester. Students can purchase a one-time subscription to TK20 account at http://www.coe.unt.edu/tk20. Subscriptions will be effective for seven years from the date of purchase. It takes a few days to process the purchase. Purchase should be made at least one week prior to uploading the Thematic Unit assignment.

V. COURSE DESCRIPTION:
(3 hours) This course is designed to facilitate an examination of appropriate procedures and materials for academic content instruction and language development for English Language Learners (ELLs). Topics to be explored include structured and unstructured techniques for teaching ELL’s, the relationship between oral language development and literacy skills, the development of literacy skills in English for students who are not literate in the first language, and methods for effective sheltered English instruction. Emphasis will be applied on inclusion of all learners.

VI. COURSE OVERVIEW AND INTRODUCTION
This course is intended to prepare teachers 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 in working with English language learners.

Technology requirements for the course
In order to be successful in this course, students will need to have minimum technical skills such as being able to send and receive e-mails, upload and download files, post threads, use chat, have a microphone to listen to lectures and podcasts, and a camera to communicate via Skype or Wimba Live Classroom as needed. The hardware and software necessary to use Blackboard are below. Make sure that your computer meets the requirements:
• If PC: Windows 98 (2nd edition), 200, XP, Vista, or Windows 7
  If Mac: OS 9 or OSX
  Java: Version 1.6 0 Update 18
  Word Processor and WORD Application to transmit files
How to get started
To get started, in the course content page of Blackboard you will see a START HERE icon, click on it and you will see instructions about where and how to begin, what tools we will use, how to introduce yourself, and what book(s) to purchase right away.

Course structure
The course is divided into 14 learning modules, one for each week. Each module contains the assignments, assessments, and deadlines of each. In Blackboard each module contains the links to the tools we will use for the course such as the discussion tool, common room (chat), and the assignment tool to turn in WORD documents. Other tools that will be used in the course are e-mail, the gradebook online to view your grades and assessment rubrics, the roster to view which group you are in, PowerPoint presentations of the salient concepts from text chapters, and links to documents on the course content page. You may use wikis at http://pbworks.com or http://www.wikispaces.com to work with your team members on group assignments. If you are not familiar on how to use wikis, the following is a video with a tutorial called, Wikis in Plain English that shows how to use them, http://www.youtube.com/watch?v=dnL00TdmLY.
To communicate with me or with your classmates you can use the e-mail or the chat feature of Blackboard. You can also contact me via Skype or Wimba Live classroom.

Expectations from Students
Students who take this course are expected to:
1) Have computer knowledge
2) Have an updated computer with the software described before being able to upload and download files
3) Transmit only WORD documents via Blackboard which are of high quality and that evidence creativity and thought.
4) Demonstrate professional attitudes and dispositions toward each other during discussions
5) Meet the assignment deadlines

VI. LEARNING OBJECTIVES:
The student in this course 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) and English Language Proficiency Standards (ELPS) (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 of and infuse technological tools and resources to facilitate and enhance ESL instruction (ESL 4.6k, 4.4k).
8. Use strategies that 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).

How to Meet the Learning Objectives
• Review the syllabus in its entirety;
• Follow all the course instructions found in the weekly learning modules in Blackboard and in this syllabus in order to address each assignment and assessment;
• Participate in forums using the discussion tool and pay attention to etiquette;
• Participate as equally as possible in group assignments and indicate who did what part of the assignment;
• Ask questions about any particular assignment before it is due;
• Turn in written assignments using WORD files;
• Submit assignments on time and on the due date.

Learner engagement
Students will engage in different ways, through the discussion forum, through group work, and through e-mail or chat.

Learner support
The University of North Texas provides students technical support in the use of Blackboard. The student help desk may be reached at: E-mail: vista@unt.edu, Phone 940-565-2324, In Person, UNT, ISB Building, room 119. In addition, I will support you at every step of the course. I will be available online pursuant to your
request and my availability to assist you before submitting your assignments as needed.

**Accessibility**
This course has assignments that include different styles of learning. For example, it includes PowerPoint presentations with graphics, video clips via course reader, PDF documents that can be accessed using the reader tool, the textbook readings, and different external web links related to course contents.

As a student you have access to the tutorials via Blackboard. It is recommended that you become familiar with the tools and tutorials to be better equipped to navigate the course.

VII. **ASSESSMENT AND MEASUREMENT**
This course is made up of 14 modules with assignments and assessments (rubrics that include criteria and performance expectations and a test) to assist the student in achieving the course learning objectives. Each week students will work on discussions, readings, videos, PowerPoint presentations, and other resources. Students will be able to view their individual grade results and check their progress via the online gradebook in Blackboard.

The grading scale for this course is:
- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- 59 and below = F

**Assessment** Students will be able to view their individual scores and check their progress via the online gradebook in Blackboard. Assignment feedback from the instructor will be provided in rubrics for each assignment which can be viewed by clicking on the grade and the rubric will appear. Grades will be entered before the next assignment is due.

VIII. **SCHEDULE OF REQUIRED ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Module 1</td>
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<tr>
<td></td>
<td>Introductions in the discussion tool.</td>
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<tr>
<td>Week 2</td>
<td>Module 2</td>
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<tr>
<td></td>
<td>Discussion responses Ch. 1, 2, 3</td>
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<tr>
<td>Week 3</td>
<td>Module 3</td>
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<td>ESL Educator Stds. – Group assignment</td>
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<td>Week 4</td>
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<td>Discussion responses Ch. 4, 5, 6</td>
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<tr>
<td>Week 5</td>
<td>Module 5</td>
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<td></td>
<td>Technology tools for teaching listening, reading, writing, and speaking skills</td>
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<tr>
<td>Week</td>
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<td><strong>Week 6</strong></td>
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<td>Module 6&lt;br&gt;Discussion responses Ch. 7, 8, 9&lt;br&gt;Group assignment</td>
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<td><strong>Week 7</strong></td>
<td>Oct. 12</td>
<td>Module 7&lt;br&gt;Virtual Field Trip – Group assignment</td>
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<td><strong>Week 8</strong></td>
<td>Oct. 19&lt;br&gt;5:00 to 6:30 PM</td>
<td>Module 8&lt;br&gt;Mid-Term Exam (Ch. 1-9)&lt;br&gt;Group assignment</td>
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<td><strong>Week 9</strong></td>
<td>Oct. 26</td>
<td>Module 9&lt;br&gt;Language and Culture book set - Group assignment&lt;br&gt;(Post-Bac students conduct an alternate Social Studies task, which will be posted under assignments. This is related to Zinn text.)</td>
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<td><strong>Week 10</strong></td>
<td>Nov. 2</td>
<td>Module 10&lt;br&gt;Discussion responses Ch. 10 and 11&lt;br&gt;Post-Bac students read and post discussion thread for Zinn text. See discussion post prompt by instructor.</td>
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<tr>
<td><strong>Week 11</strong></td>
<td>Nov. 9</td>
<td>Module 11&lt;br&gt;Effective Classroom and Time Management Techniques for the ESL Classroom - Group assignment</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Nov. 16</td>
<td>Module 12&lt;br&gt;Discussion Responses - Self assessment&lt;br&gt;Post-Bac students read and post discussion thread for Zinn text. See discussion post prompt by instructor.</td>
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<td><strong>Week 13</strong></td>
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<td>Thanksgiving Break</td>
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<td><strong>Week 14</strong></td>
<td>Nov. 30</td>
<td>Module 13&lt;br&gt;Post-Bac Students Only: Develop Thematic Unit: Name, Rationale, Goals and 4 mini lesson plans (UNT lesson plan format can be found in the course content page - Individual Assignment&lt;br&gt;Masters students will submit a research paper from a list of topics (see page 15).</td>
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<tr>
<td><strong>Week 15</strong></td>
<td>Dec. 7</td>
<td>Module 14&lt;br&gt;Post-Bac Students: Submit the Thematic Unit in TK20.&lt;br&gt;Masters students submit research paper via the assignment tab.</td>
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Students seeking certification will submit completed field experience forms through assignment tab. Items will need to be scanned and uploaded.

| TOTAL | 100 % |

**Extra Credit:** Five (5) extra credit percentage 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 26 at Guyer High School in Denton. For information about this conference go to: [www.TAIR.org](http://www.TAIR.org)

Notify the instructor if you plan to attend this conference or any other.

**EARLY FIELD EXPERIENCES (For Students Seeking Certification)**

Students pursuing ESL or bilingual education certification will complete 15 hours of pre-clinical field experiences in an ESL classroom. The field experiences will be in the form of observations and classroom participation related to the SIOP model. The window opens September 7. Please apply for a school placement at [http://www.coe.unt.edu/clinical-practice](http://www.coe.unt.edu/clinical-practice) beginning September 7 and closes September 14. Do not miss the deadline. **Exception by the placement office will not be made.** In the course content page there is a folder containing the guide to carry out your field experiences. Students will be informed by EagleConnect email of tentative district placement by September 16 (please check your UNT e-mail regularly). Students will be provided information about how to complete the background check for the district. The form will be due to Tim.sutton@unt.edu no later than September 21. You are highly encouraged to apply on the first day. Do not wait to apply, as late applications will not be accepted. You will need this field experience to qualify for certification. Mr. Sutton is the Director of the Clinical Experiences Office located in Matthews Hall room 207. This office will communicate final placement.

**DESCRIPTION OF REQUIRED ASSIGNMENTS**

All assignments are due by **11:00 PM on Fridays**. Please communicate with your group members early in the week to coordinate who will contribute what for group assignments. If you miss the deadline send the assignment to my UNT email, miriam.ezzani@unt.edu because the Blackboard system is updated every Friday from 11:30 PM to 2:00 AM. An easy way to keep up with assignments and deadlines is to print pages 5 to 12 and keep up
with each week’s assignment. Late assignments will be reduced by one grade, i.e. an assignment receiving a grade of ‘A’ would receive a ‘B’.

**Week 1 - Module 1 (Due 8/31)**

1. Introductions – post a brief description about yourself in the learning module’s discussion tool. Attach your picture so that we know what you look like in case we attend the same academic events or meetings. Send me an email with all your contact information, name, address, email other than UNT, cell number, home number. Tell me what you expect to gain from this course.
2. Complete the Zip Code survey by clicking on assessments. Only enter the demographical information.
3. Review the syllabus.
4. Purchase your SIOP textbook. Post-bac students also purchase the Zinn text.
5. Students pursuing the certification in bilingual or ESL education please pay special attention to the pre-clinical field experience placement deadline. Also, keep assignments produced in this course to serve as artifacts for Portfolio Checkpoints 2 or 3.

**Week 2 - Module 2 (Due 9/7)**

**Objective:** Understand factors and procedures for planning ESL instruction, including consideration of student’s developmental characteristics and their individual needs

1. Review Chapter 1 - Introducing Sheltered Instruction, Chapter 2 - Lesson Preparation and Chapter 3 - Building Background.
2. Review the corresponding lecture notes in the PowerPoints located in the course content page.
3. View the video clips related to chapters 1, 2, and 3 that accompanies your text to hear the authors talk about how features of SIOP are implemented.
4. In the discussion tool linked to Module 2, select two of the three questions below and post your answer, then offer a comment to the responses of one classmate (3 posts total)
   - How can SIOP be implemented school-wide?
   - What are some of the characteristics of English learners that influence their success at school?
   - How has instruction for English learners changed in recent years? What has influenced these changes?
   - How would you explain the SIOP Model to a parent . . . to a fellow educator?
   - How do the authors exemplify language and content objectives?
   - How are language and content objectives alike and different?
   - Write an appropriate language and content objective for a lesson in which the teacher reads a short biography of Martin Luther King and then breaks the students into small groups to discuss why Martin Luther King is honored in our country.
   - Effective teachers perform a task analysis to determine the requisite knowledge a student must possess in order to understand what is being taught. What are some requisite skills or knowledge expected of students when writing a summary paragraph?
   - Why is it important that teachers help ELLs to activate or build prior knowledge as a part of a lesson?
• Activating prior knowledge and building background knowledge involve making connections. What kind of connections can teachers help English learners make?
• Consider key vocabulary related to a unit on weather. Sort the words into the following categories: content words, process/function words, and English structure words. Which words are Tier 1, Tier 2, and Tier 3?

**Assessment:** Students’ knowledge gained from the text readings will be assessed through 3 posts in the discussion tool and these will be measured with a rubric. Please remember this is academic writing; therefore, you may want to write your responses in word and check for grammar and spelling. Then cut and paste into the discussion thread.

**Week 3 - Module 3 (Due 9/14)**

**Objective:** To become familiar with the ESL educator standards and competencies.

**ESL Educator Standards**
2. Work with your group members to write a summary describing the domains, competencies, key roles, responsibilities and knowledge the state expects ESL teachers to have. Some of the knowledge and skills you will gain from this course are described there. All students in this course will benefit from this information either as awareness or knowledge.
3. The summary will be up to 3 pages long, double spaced, 12 point font size, WORD file properly labeled (Week #, Group #). Submit the summary in the assignments tool (dropbox) linked to Module 3.

**Assessment:** Knowledge gained from the ESL educator standards will be assessed through the summary and this will be measured with a rubric.

**Week 4 - Module 4 (Due: 9/21)**

**Objective:** Understand strategies for fostering ESL students’ communicative competence.
1. Review Chapter 4 - Comprehensible Input, Chapter 5 – Strategies and Chapter 6 - Interaction
2. Review corresponding lecture notes in PowerPoint.
3. View the video clips related to Chapters 4 and 5 that accompanies your text to see the importance of building background, activating prior knowledge, appropriate speech, and an example of clear instructions.
4. In the discussion tool linked to Module 4, select two of the three questions below and post your answer, then offer a comment to the responses of one classmate (3 posts total)
   • After viewing the video clips, what do the authors say about the importance of building background?
   • What are some ways that teachers can increase the comprehensibility of their instruction for English learners?
   • The authors list and describe 10 ways to help make content concepts clear during instruction. Which of the 10 ideas do you think would be most challenging to implement? Why?
• Graphic organizers can help students represent and organize key concepts and vocabulary. What 2 graphic organizers would help ELLs be more strategic in their reading? Why?
• What questions related to the popular fairytale, “Cinderella” can you generate that represent at list one level of the revised version of Bloom’s Taxonomy of Educational Objectives?
• What are some ways that teachers can help their students “steer rather than surf” the Internet to answer academic questions?
• How do the authors describe the practical applications of the SIOP features?
• What is one language related activity you remember well from your elementary school years? What made it memorable?
• What are some of the reasons to incorporate grouping configurations as a part of instruction for ELLs?

Assessment: Students’ knowledge gained from the text readings will be assessed through 3 posts in the discussion tool and these will be measured with a rubric.

Week 5 - Module 5 (Due: 9/28)
Objective: Understand the use of and infuse technological tools and resources to facilitate and enhance ESL instruction.
1. Search the internet, professional literature, books, articles to identify one specific technology tool for each of these skill areas, reading, writing, listening and speaking for teaching ELL students (one for each skill for a total of 4).
2. Write a 3 page description about each of the tools including the web link, name, book, etc. make sure that the sources you find are for teaching ESL to ELL students and not for the general student population.
3. The description should be double spaced, 12 point font size, WORD file properly labeled (Week #, Group #). Submit the description as an attachment in the assignments tool linked to learning module 5 in Blackboard.
Assessment: Students’ knowledge gained from the technology tools will be assessed through the description and this will be measured with a rubric.

Week 6 - Module 6 (Due: 10/5)
Objective: Use planning procedures to design effective, developmentally appropriate ESL and content instruction.
1. Review Chapter 7 - Practice and Application, Chapter 8 - Lesson Delivery, and Chapter 9 - Review and Assessment
2. Review the corresponding lecture notes in the PowerPoint.
3. In the discussion tool linked to Module 6, select two of the three questions below and post your answer, then offer a comment a classmate’s response (3 posts total)
   • When would the use of L1 to support learning in English be helpful? What guidelines might apply to this instructional option?
   • Chapter 7 discusses the types of hands-on experiences, guidance, and practice that can lead to mastery of content knowledge and higher levels of language proficiency. How does a teacher determine content mastery? What indicates a student has mastered a concept?
What are characteristics of good guided practice? How can a teacher guide students’ application of content or language learning?
After viewing video clips, how do authors distinguish assessment from evaluation?
It is often recommended that during a lesson, teachers help students make connections between text and text, text and self, and text and world. What example can you provide of how a teacher can facilitate these connections in a lesson?
Effective classrooms are characterized by high student engagement. What are some elements that interfere with students’ time on task?
What techniques could be used to sustain engagement throughout a class period? Be sure to consider the management of materials and activities.
Key vocabulary for a lesson needs to be taught and practiced. The SIOP Model recommends systematic review of key vocabulary, but warns against the copying of dictionary definitions. What are some other ways ELLs can rehearse vocabulary?
What are some recommended ways for ELLs to review key content concepts at the end of a lesson?

Assessment: Students’ knowledge gained from the text readings will be assessed through 3 posts total in the discussion tool and these will be measured with a rubric.

Week 7 - Module 7 (Due: 10/12)
Objective: Understand a variety of methods and techniques appropriate for instruction in the ESL classroom.
1. Work with your group members to create a Virtual Fieldtrip for Cultural Enhancement. In addition to language, ELL students need activities that are relevant to their culture. Choose a Spanish speaking country to create a virtual fieldtrip for elementary education ELL students. State the objective of the fieldtrip, in a WORD document, include a minimum of 4 web links related to what you want the students to learn and see.
2. Two links should include aspects of the surface culture (festivals, food, geography, arts, crafts, or music) of the chosen country and two other links should include deep culture links (history, holidays, rituals, beliefs, traditions, education, or values). Describe what each link contains in a sequential manner and what you want students to learn in the process.
3. Some examples are: web links about favorite foods that are eaten during the Christmas holidays in a country’s city or town). Then you can find links that describe why those foods are important to the people during that time of the year. You can choose links to a museum in a country’s city or town. Then you can find web links that describe the contents of the museum as it relates to the history of the city and its importance to the people.
4. Use your creativity. Your paper should be up to 3 pages, double spaced, WORD file properly labeled. For the purpose of the grading, all group members will submit it in the assignments tool linked to learning module 7 in Blackboard.
Assessment: Students’ knowledge gained from the virtual fieldtrip will be assessed through the description and this will be measured with a rubric.
**Week 8 - Module 8 (Due: 10/19)**

The mid-term exam will be available on Friday, 10/19 until 11 pm. From the time you begin, you will have one hour to complete this test. Take the exam by clicking on the assessment tool. The exam will consist of 20 true and false questions related to the contents in chapters 1 to 9. If there are difficulties accessing the test for any reason please call me immediately. Do not wait for the window to close prior to calling (10%)

**Week 9 – Module 9 (Due: 10/26)**

**Objective:** Understand, select, and use instructional methods, resources, and materials appropriate for various goals and situations in the ESL classroom.

Post-Bac students conduct an alternate Social Studies task, which will be posted under assignments. This is related to Zinn text.

1. Work with your groups members to develop a Language and Culture Group Book Set. In Texas there are 816,000 ELL students of which 91% are of Spanish speaking backgrounds. The other 9% speak a variety of languages and the second largest language group is Vietnamese. In a single classroom ESL teachers may find students that speak different languages. Choose a cultural group, Spanish or Vietnamese in particular. Then identify 4 children’s books that relate to the cultural group chosen.

2. Create a PowerPoint presentation to briefly describe the title, author, and contents of each book, a picture of each book, and how the language and cultural group is portrayed.

3. Make sure to choose biographies or books that represent real life stories about the group chosen. Avoid books that use animals to portray people. Two slides per book will suffice (8 slides total).

4. Submit the presentation as an attachment in the assignments tool linked to learning module 9 in Blackboard.

**Assessment:** Students' knowledge gained from developing the book set as a cultural resource will be assessed through the contents of the PowerPoint presentation and this will be measured with a rubric.

**Week 10 – Module 10 (Due: 11/2)**

**Objective:** Understand factors and procedures for planning ESL instruction, including consideration of student’s developmental characteristics and their individual needs.

Post-Bac students read and post discussion thread for Zinn text. See discussion post prompt by instructor.

1. Review Chapter 10 - Issues of Reading Development and Special Education for English Learners and Chapter 11 - Effective use of the SIOP Protocol

2. Review related lecture notes in PowerPoint.

3. In the learning module’s discussion tool, select one of the questions below and post your answer, then offer a comment to the response of two classmates (3 posts total)
• Oral language proficiency is certainly an instructional goal for ELLs. However, teachers often discourage talking in class. What are some ways to increase students’ opportunities for oral language development?
• How are ELLs who are literate in their native language different from ELLs who do not read in their first language? What are some of the particular needs of ELLs who are learning to read as they learn English?
• What are some aspects of the English alphabet and sounds that are challenging to ELLs?
• What is the value of observing and rating a teacher overtime using the SIOP protocol?

Assessment: Students’ knowledge gained from the text readings will be assessed through 3 posts in the discussion tool and these will be measured with a rubric.

Week 11 – Module 11 (Due: 11/9)
Objective: Understand and apply principles of effective classroom management in a range of situations in the ESL classroom.

Post-Bac students read and post discussion thread for Zinn text. See discussion post prompt by instructor.

1. Work with your group members to develop a list and description of specific Classroom and Time Management Strategies to use in the ESL Classroom. In addition to teaching ELL students, ESL teachers have to become good organizers, planners, and communicators with ELL students and their parents to make sure that their classes run smoothly.
2. Search, list, and then describe strategies to a) motivate students, b) manage discipline using positive reinforcement, c) organize the classroom to maximize instructional time, d) organize duties and schedule, e) communicate with students and parents of ELL students. In your descriptions, include the sources of information at the end of your document.
3. The list with descriptions will be up to 3 pages, double spaced, 12 point font size, in a WORD file properly labeled). Submit the paper in the assignments tool linked to the learning module 11 in Blackboard.

Assessment: Students’ knowledge gained about classroom and time management strategies will be assessed through the list and descriptions. This will be measured with a rubric.

Week 12 – Module 12 (Due: 11/16)
Objective: Reflect critically how the knowledge gained so far in this course has impacted professional and personal growth.

Post-Bac students read and post discussion thread for Zinn text. See discussion post prompt by instructor.

1. In the discussion tool linked to module 12, write a one page self-assessment and reflection about your learning in this course so far. You can focus on specific
assignments that have impacted your personal and professional learning to teach ELL students.

**Assessment:** Students' self-assessment and reflection will be assessed through 1 post in the discussion tool and this will be measured with a rubric.

**THANKSGIVING BREAK**

**Week 13 – Module 13 (Due: 11/30)**

**Objective:** Design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS).

**For all students except master students:**

1. **Individually, develop a Thematic Unit. This is the key assignment for this course.** Review the rubric in TK20 to make sure that you include all the items that will be assessed. The rubric and assignment description is also available in the course content page. The unit will be based on the SIOP Model and you will also use TEKS and English language proficiency standards (ELPS) required by the state of Texas. The goal is that the unit will evidence your ability to use SIOP lesson features in integrated lessons that support English language and content development.

2. Each of you will choose a general theme for the unit and then develop 4 mini-lesson plans using subtopics related to the theme. You will also target a grade level between Pre-K and 12 for instructional planning paying attention to adaptations based on the English language proficiency of students, especially for beginner and intermediate levels. The 4 mini-lessons will be 1) integrating language arts and social studies, 2) integrating mathematics and science, 3) integrating art and music and 4) integrating health and physical education. You can plan each lesson to be taught between 30 and 45 minutes each using grade appropriate texts, resources, TEKS ([www.tea.state.tx.us/teks](http://www.tea.state.tx.us/teks)) and ELPS ([http://ritter.tea.state.tx.us/curriculum/biling/elps.html](http://ritter.tea.state.tx.us/curriculum/biling/elps.html)). The UNT lesson plan format is available in the course content page.

3. One key aspect to remember when planning the lessons is to include one TEK for each subject area addressed, e.g. one for math, one for science, and one ELP standard to address one language skill at a time. For example, include a listening ELP in one lesson plan, writing in the other, and so on and so forth. You will convert action verbs in the TEKS into content objectives which will become more specific and the ELP action verbs will be converted into language objectives.

4. Each lesson will have no more than 3 objectives. One for each content area addressed and one for the ELP chosen. Make sure that the action verbs (student expectations) in the TEKS and ELPS are the same as the verbs in the language and content objectives. These action words have to be reflected in the teacher activities, student activities and assessment activities. Make sure to incorporate the SIOP features throughout the lessons as appropriate.

5. You do not need to include the content and materials you used (graphic organizers, rubrics, graphs, charts, etc,) only describe what will happen in the lesson from the
TEKS to the assessment. Each lesson will be between one to 2 pages. Write them as simple and clear as possible and well aligned.

6. The Thematic Unit will be evaluated with the Thematic Unit Rubric in TK20 and you can access it once you have an account. Each of you will upload the unit in the TK20 system on week 14. I will grade it in TK20 only not in Blackboard. However, I will enter your grade in Blackboards’ grade-book.

This week, please identify a theme, related subtopics for the content areas and begin working on the thematic unit lessons. If you need feedback on a lesson plan to make sure that you are on the right track, I will be glad to assist you. Just contact me via e-mail or by phone.

For Master Students

Note: Research and reading for this paper should begin early in the semester.

Your assignment will be to develop a research paper of about 7 pages (cover page, references, and appendices not included) about one of these topics: Cognitive Strategies and English Language Learners; Oral language development and the English language learner; Well-integrated reading and writing instruction for English Language Learners. Scholarly writing using at least 5-7 references is expected. APA style 6th Edition is required.

Week 14 – Module 14 (Due: 12/7)

All students, except masters, submit your Thematic Unit in TK20 (www.coe.unt/edu/tk20) on December 7 by 11 p.m. (30%)

Master students submit papers through assignment tab on December 7 by 11 p.m. (30%)

Students seeking certification must send the log of field experiences and accompanying materials from the guide showing signatures by you and the teacher. Please scan these documents and upload on the assignment tab. Although these materials do not have a grade, they are a course requirement that count towards the 60 hours of early clinical experiences required in the post bac program.

End of course and enjoy your winter break!

IX. ATTENDANCE POLICY

Attendance to this online course is defined as participation and submission of weekly assignments on the scheduled dates. With the exception of lack of participation due to illness, death in the family or extraneous circumstances there will not be other absences accepted. Missing assignments will carry a grade of zero. Please submit to me a copy of a doctor’s excuse or obituaries via e-mail attachment. In case of extraneous circumstances, please send an email or call.
TECHNICAL ASSISTANCE:
If you experience difficulty transmitting attachments via e-mail or via the assignments tool in Blackboard, please contact the help desk at 940-565-2324 or vista@unt.edu or go to the student resources page at http://ecampusupport.unt.edu/student to download Java or check your browser status, or reset your password if needed. In the meantime, you may send your assignments to this e-mail address, miriam.ezzani@unt.edu, until the problem is resolved.

COMMUNICATIONS
We will use e-mail, discussions, announcements, telephone, chat and Wimba Live Classroom (as needed) to communicate. If you have questions or need clarification about assignments, please communicate with me before assignments are due. You can also e-mail me at miriam.ezzani@unt.edu if you need immediate assistance. You can also call my cell phone, meet with me during office hours, or utilize Blackboard’s chat feature. Please observe the following etiquette guidelines during the discussions:

1. Tone down your language. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strong about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

2. Keep a straight face. In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

3. Be forgiving. If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

4. The recorder is on. Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

5. Test for clarity. Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to
test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, it will be even better.

6. Although electronic communication is still young, many conventions have already been established. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read.

X. DEVELOPMENTAL/CONCEPTUAL FRAMEWORK AND STANDARDS

COLLEGE OF EDUCATION’S VISION
UNT 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. We have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below:

1. Content and curricular knowledge refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. Knowledge of teaching and assessment refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. Promotion of equity for all learners refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. Encouragement of diversity refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. Engaged professional learning refers to the educator’s commitment to ethical practice and to continued learning and professional development.

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.

**ADA POLICY ON AUXILIARY AIDES AND REASONABLE ACOMMODATION**
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.

**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 STANDARDS:**
**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 multilevel classrooms with learners from diverse backgrounds using standards based ESL and content curriculum.
UNIVERSITY POLICY STATEMENTS

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 in 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. Students are encouraged to become familiar with UNT’s policy on academic integrity: http://www.unt.edu/policy/UNT_policy/volume3/18_116.pdf.

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. UNT 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, please see the instructor or contact the Office of Disability Accommodation at 940-4323 during the first week of class.

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. The administration of the SETE, will remain open until the end of the semester.

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 instructional activities which infuse technology throughout the elementary and middle school curriculum.

F-1 STUDENT VISA HOLDERS
To comply with immigration regulations within the United States F-1 students may need to engage in an on-campus experiential component for this course. This component will include participating in an on-campus lecture or conduct research at the UNT library or a computer lab which will become integral to the completion of this course. It is the student’s responsibility to do the following: 1) Submit a written request to the instructor for the on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus is attended to and that the student documents it in writing with a notice sent to the instructor and to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose. For questions or clarification, the student may contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu).

XII BIBLIOGRAPHY


