DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

SYLLABUS

SPRING 2013

COURSE NUMBER/SECTION: EDBE 4490, Sections 1 and 5

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

INSTRUCTOR: Dr. Miriam Ezzani
OFFICE: Matthew Hall, 218U
OFFICE PHONE/EMAIL: 940.565.2935/Miriam.Ezzani@unt.edu
SKYPE ADDRESS: miriam.ezzani
OFFICE HOURS: Tuesday and Thursday, 9:00-12:00 pm or via Skype Appointment

CLASS MEETINGS:
Section 1 (24062): TR 2:00-3:20 p.m., MH 113
Section 5 (33677): TR, 12:30-1:50 p.m., WH 314

REQUIRED TEXT AND RESOURCES:

- Texas Essential Knowledge and Skills & English Language Proficiency Standards http://www.tea.state.tx.us/index2.aspx?id=6148
- 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 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 For Questions regarding TK20 please contact Ms. Irene Frank. Email: Irene.Frank@unt.edu Phone: 940 369-5157

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:

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grade Percentages</th>
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<tbody>
<tr>
<td>Participation (In Class Assignments)</td>
<td>10%</td>
</tr>
<tr>
<td>Cultural Interview – see handout Due: 2/6 midnight</td>
<td>5%</td>
</tr>
<tr>
<td>Instructional Strategy/Technique PowerPoint – 2/20 midnight</td>
<td>5%</td>
</tr>
<tr>
<td>Thinking Map YouTube Mini-Lesson Due: 3/27 midnight</td>
<td>15%</td>
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<tr>
<td>Field Experience log, chart, and reflection Due: 5/1 midnight</td>
<td>15%</td>
</tr>
<tr>
<td>Thematic Unit - Due: 4/28 midnight - see rubric on TK20. It is worth 100 points. Divide by 100 and multiply by 30 to obtain the percentage for this assignment.</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam - Online</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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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 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 the tab that says ‘Application Forms’ on the top. **Application window opens January 18 and closes January 25.** Students will be notified by EagleConnect email of tentative district placement by **January 28.** 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 **February 1.** **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 are welcome to contact the Clinical Practice Office (MH 207) with any questions. See field experience handout 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 and a one page double-spaced reflection paper will be required.

**BEAM Symposium** 30th Annual Bilingual/ ESL Education Association of the Metroplex - Embracing Language, Heritage, and Culture for the 21st Century Learner; **Saturday, April 6, 2013:** Grand Prairie High School, Grand Prairie ISD, 101 High School Drive, Grand Prairie, TX 75050

**TESOL,** Teaching English to Speakers of Other Languages International Conference, **March 20-22,** the Dallas Convention Center Register [http://www.tesol.org/convention2013](http://www.tesol.org/convention2013)
Free registration will be given to the first 10 UNT students to volunteer a few hours between 9 and 4 p.m. Please contact Dr. Boyd for this opportunity at rossana.boyd@unt.edu

**NABE 2013, 42\textsuperscript{nd} Annual National Association for Bilingual Education Conference, Thursday, February 7\textsuperscript{th} to Saturday, February 9\textsuperscript{th},** at Disney’s Coronado Springs Resort, Lake Buena Vista, FL, register on [http://www.nabe.org/](http://www.nabe.org/)

**COURSE ASSIGNMENTS AND DEADLINES**

**EXPECTATION:** Please complete assigned readings prior to class sessions. Participation points for class activities will be contingent upon the readings. Arrive to class prepared and on time. In class participation assignments will only be accepted on the day they are due. All assignments outside of class must be typed and edited for grammar and spelling.

**Week (1) of 1/14**

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](http://www.tea.state.tx.us/index2.aspx?id=6148). Review field experience handout, thematic unit assignment w/ rubric, and Program Handbook.
2. Choose a partner and collaborate on a theme and grade level. **(Note: it is advisable to visit various district and school websites to familiarize yourself with relevant grade level themes based on Language Arts Curriculum.)**

**Week (2) of 1/21 – Discussion Post Due: 1/23 midnight**

1. Chapter 1 – Introducing Sheltered Instruction
2. Cultural Competency: Read content on the following website, post a reflection, and respond to two colleagues on a discussion thread by 1/23 midnight. [http://www.opb.org/education/minisites/culturalcompetence/teachers.html](http://www.opb.org/education/minisites/culturalcompetence/teachers.html)
3. Informal discussions on theme, grade level, rationale, and goals – colleagues provide feedback.
4. Cultural Competency – Interview Handout and Discussion

**Week (3) of 1/28**

1. Chapter 2 – Lesson Preparation Review & Discussion
2. Presentations on Finalized Theme, Grade Level, Theme Rationale, and Major Goals (participation points)

**Week (4) of 2/4 - Cultural Interview (5%) - Due: 2/6 midnight**

1. Chapter 3 - Building Background
2. Overall review and discussion on Building Background
3. In Class Collaborative Work: Incorporate Features of Building Background into Lesson Plans
4. Bring Building Background Draft to 2\textsuperscript{nd} Class (participation points)
5. Cultural Interview Discussion – second class session

**Week (5) of 2/11**

1. Chapter 4 - Comprehensible Input
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 to enhance reading comprehension in your lesson plan.

**Week (6) of 2/18 Instructional Strategy PowerPoint (5%) Due: 2/20 at midnight**

1. Chapter 5 – Strategies
2. Collaborative Work, Incorporating Features of Strategies into Lesson Plans
3. Strategy PowerPoint group presentations

**Week (7) of 2/25**

1. Chapter 6 – Interaction
2. Harry Wong Video on Classroom Management
3. Collaborative Work: Incorporate Interactions and Procedures for Classroom Management into Lesson Plans

**Week (8) of 3/4**

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

**SPRING BREAK - WEEK OF 3/11**

**Week (9) of 3/18**

1. Chapter 8 - Lesson Delivery
2. Collaborative Work: Incorporate Features of Lesson Delivery into Lesson Plans
3. Overall review and discussion on Lesson Delivery and Flipped Classrooms
4. Instructions on Thinking Map YouTube Mini-Lesson Assignment: With your partner:
   - Thinking Maps can serve as a teaching tool, learning tool, or assessment. In this assignment, it will be used as a teaching tool.
   - Access [http://www.youtube.com/watch?v=nTFEUsudhfs](http://www.youtube.com/watch?v=nTFEUsudhfs) and listen to the guru on Flipped Classrooms, then watch these short teacher created YouTube videos: [http://www.youtube.com/watch?v=JhSP0kgHRJ4](http://www.youtube.com/watch?v=JhSP0kgHRJ4) [http://www.youtube.com/watch?v=lcn8kMoH28Y](http://www.youtube.com/watch?v=lcn8kMoH28Y)
   - Choose a children’s book and create a mini-lesson based on either the content or academic language in the book. Either the content or vocabulary of the children’s book will be used to populate the thinking map.
   - Using YouTube demonstrate a step by step mini-lesson on teaching content or academic vocabulary using a thinking map.
   - Turn in a one page step by step mini-lesson, including YouTube link in the write-up.
   - Scoring will be based on: (1) Use of a Thinking Map to teach content or vocabulary (2) Content or vocabulary is extracted from a book to be used in one of the lessons as a read-aloud. (3) Drafting of a step by step mini-lesson which only demonstrates the teacher's use of the thinking map to teach the vocab or content in the book. (4) Mini-lesson is recorded and posted as a YouTube video. Note: YouTube videos can be designated 'private' should you not want this lesson to be viewed by the public.
Week (10) of 3/25 Thinking Map Mini-lesson (15%) Due: 3/27 midnight

1. Chapter 9 – Review and Assessment
2. Review Thematic Unit Rubric
3. Discuss status of Field Experience
4. Thinking Map Mini-Lesson Presentations and Discussion

Week (11) of 4/1

1. Chapter 10 – Issues of Reading Development & Special Education for English Learners
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

Week (12) of 4/8

2. Post commentary on discussion thread by April 10th midnight.
3. With your partner, determine 2-3 sections of your thematic unit assignment in which you would like feedback. Sign up for a conference time during Week 13 to address your questions.

Week (13) of 4/15 – Collaborative Work on Thematic Units

Independent work time and in-class conferences this week

Week (14) of 4/22 - Thematic Unit (30%) Due: 4/28 midnight – submit via TK20

No class this week. I will be attending a conference from 4/23 to 5/1. I will be available through e-mail and Skype appointments in the evening.

Week (15) of 4/29 - Pre-Final Week - Field Experience 15% Due: 5/1 midnight

1. No class on 4/30. Final review on 5/2.
2. Submit scanned field experience logs and 1-3 page reflection paper to Blackboard. Make sure to address the five target elements, compare and contrast observations to what you learned in this course. Proofread and edit your writing carefully.

Week (16) 5/6 Finals Week

1. Final exam online
2. Farewell

CLASS EXPECTATIONS

Turning in Assignments
All students are required to turn in assignments as established in the syllabus. No paper submissions. Submit to Blackboard via assignment tab or TK2 for the thematic unit. 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 please visit me during office hours or make an appointment for discussion and resolution. If you have an issue related to a colleague, then talk to the colleague to resolve the issue. If unresolved, see instructor.

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.

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.texes.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).

PRACTICE TEST INSTRUCTIONS FOR SPRING 2013: The Bilingual/ESL office has contracted with Region 10 Education Service Center to send a consultant to our campus to conduct the review sessions below. All EDBE students can sign up by sending an email to Reynaldo.quiroz@unt.edu to indicate their choice. Students should attend both sessions of a particular test review. Although it says supplemental, the reviews will address the ESL portion of the ESL Generalist exam and the bilingual education portion of the Bilingual Generalist exam.

Bilingual Supplemental: March 9 and March 16, 2013, 9:30am to 3:30pm, Wooten Hall 110

ESL Supplemental: April 13 and April 20, 2013 9:30am to 3:30pm, Wooten Hall 110

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](http://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**


