

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

SYLLABUS

FALL 2013

COURSE NUMBER/SECTION: EDBE 4490, Section 3 (34861)

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

CLASS MEETINGS: Thursday, 5:30-8:20 p.m., WH 118

INSTRUCTOR: Miriam Ezzani, Ed.D.

OFFICE: Matthew Hall, 218U

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OFFICE HOURS: Mon and Wed.: 8:30 to 11:30 a.m.

(Also available before or after class, by appointment, or Skype)

REQUIRED TEXT AND RESOURCES:

- Echeverria, J., Vogt, M., & Short, D. (2011). *Making Content Comprehensible for English Learners: The SIOP Model*. White Plains, NY: Pearson Education.
- 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

For all students, it is recommended to purchase the following book:

Echeverria, J., Vogt, M., & Short, D. (2008). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston, MA: Allyn and Bacon.

For students pursuing 4-8 certification, it is recommended to purchase the following book:

Echeverria, J., Vogt, M., & Short, D. (2010). *Making Content Comprehensible for Secondary English Learners: The SIOP Model*. Boston, MA: Allyn and Bacon.

TK20

This course requires the thematic unit key 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. Student subscriptions will be effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this webpage.

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) that can improve the English language proficiency and grade-level subject matter knowledge of English language learners. Required for students seeking EC-6 Generalist Certification with specialization in bilingual or ESL education or 4-8 certification with mathematics/ESL, science/ESL, social studies/ESL, Reading/ELA/ESL or special education. Requires 10 hours of field experiences. Pre-requisites 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 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).

EVALUATION CRITERIA

Following is the course's grading scale:

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

REQUIRED ASSIGNMENTS

Assignments
Attendance
Create 10 discussion reflections and responses to classmates
Create and present two mini-lessons (instructional strategy and Thinking Map)
Submit log, chart and reflection about Field Experiences
Thematic Unit- Key Assignment Please refer to the assignment description and rubric. The rubric on TK20 is based on 100 points. Results will be divided by 100 and multiplied by 20 to obtain the percentage for this assignment
Final Exam

EARLY FIELD EXPERIENCES

The course requires that students complete 10 hours of field experiences in an ESL or in a bilingual education classroom. The field experiences guidelines will be provided by the instructor. They describe what to observe and do.

CLASS EXPECTATIONS

Turning in Assignments

All students are required to turn in assignments on the due dates as established in this syllabus. Assignments will be turned in the assignments tool of Blackboard before midnight and will be graded based on pre-established rubrics if Blackboard is being used.

Expectations for Assignments Submitted in Blackboard

- Transmit only WORD documents in the assignments tool of Blackboard.
- If you experience difficulties uploading or downloading files, please contact the UNT Help Desk at 940-565-2324 or send an e-mail to vista@unt.edu. It may be possible that you will

need to download the appropriate version of Java or have your browser status checked.

- Assignments that present evidence of material read;
- Assignments that present evidence that the assignment is addressed in a well-organized and coherent manner;
- Evidence of reflective thought;
- Clarity of expression;
- Creativity and initiative;
- Use of appropriate written Standard English grammar and punctuation; (if help is needed with writing skills, please go to UNT's writing laboratory to receive assistance before turning in a written assignment)

Late Work

In case of illness, an excuse will be required for work to be accepted late (no more than a week). In case of a death in the family, obituary evidence will be 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 in class are expected and will be considered in assigning the final course grade. If you know in advance that you will be absent, please send your instructor an e-mail before the absence. In general, three absences are acceptable in a long semester course. Any absence after 3 will be deducted one percent from the attendance percentage points.

Professionalism and leadership

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them.

Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, not reading from cell phones, not texting in class, not using ipods in class.

Dealing with concerns

If you have issues about the instructor, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your concerns. If you have issues related to classmates, talk to the classmate involved first to resolve the issues. If needed, then go to the instructor for final resolution.

PURPOSE AND RATIONALE

This course is intended to prepare teacher candidates as effective professionals serving ELL students from early childhood to grade 12. The contents of this course will provide the methodology for teaching ESL in today's schools.

The overall instructional techniques will help students improve their understanding of how contextualized learning enhances meaning and comprehension. The overall instructional plan of the course is designed to help students develop knowledge, skills of critical thinking, reflection, and self-assessment. The course will also help students develop their own cultural competence in working with English language learners.

DEVELOPMENTAL/CONCEPTUAL FRAMEWORK AND STANDARDS

COLLEGE OF EDUCATION'S VISION

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.

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 multilevel classrooms with learners from diverse backgrounds using standards based ESL and content curriculum.

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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.

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.

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.

BIBLIOGRAPHY

- Chamot, A., Barnhardt, S., El-Dinary, P., & Robbins, J. (1999). *The learning strategies handbook*. White Plains, NY: Pearson Education.
- Chamot, A., & O'Malley, J. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison Wesley.
- Cohen, A. D. (1998). *Strategies in learning and using a second language*. London: Longman.
- Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, N.H: Heinemann.
- Herrell, A. (2000). *Fifty strategies for teaching English language learners*. Saddle River, New Jersey: Prentice hall, Inc.
- Richard, P. (2003). *Making it happen: From Interactive to participatory language teaching*. White Plains, NY: Pearson Education.