I. COURSE TITLE: Pedagogy of English as a Second Language for EC-12 Classrooms
COURSE NUMBER/SECTION: EDBE 5590 Sections 026, 030

II. INSTRUCTOR: Dr. Rossana Boyd
Office Location: UNT, Matthews Hall, Room 206 D
Office Hours: Mondays from 1:00 to 4:00 PM or by appointment
Phone Numbers: Office (940) 565-2933, Cell (940) 391-4800
Email: Rossana.boyd@unt.edu

ABOUT THE INSTRUCTOR
Dr. Rossana Boyd is a passionate instructor and administrator regarding English as a second language and bilingual education teacher preparation. Dr. Boyd holds a B. A. in Educational Administration from the Universidad Nacional Autónoma de Honduras, a M.Ed. in Educational Supervision from Southeastern Louisiana University, and a Ph. D. in Curriculum and Instruction from Louisiana State University. She has more than 25 years of experience as a teacher, administrator, and faculty member at various universities including the University of New Orleans, Asuza Pacific University, and Southeastern Louisiana University. Currently, she works at the University of North Texas as a principal lecturer and director of the Bilingual/ESL Teacher Education programs in the Department of Teacher Education and Administration, College of Education. She has served on the executive board of the National Association for Bilingual Education (NABE) for several years and was elected nationally again to serve as secretary of the board. She is a long time member of the Teacher for Speakers of Other Languages (TESOL) organization and of other related state organizations.
III. TEXTS, READINGS, AND RESOURCES

Readings from required texts:

Required Resources
CD that accompanies the required text.
Texas Essential Knowledge and Skills at www.tea.state.tx.us.
English Language Proficiency Standards document

Web Links
UNT Library (http://guides.library.unt.edu) and other links listed in this syllabus.

Recommended Text

IV. 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.

Course Overview and Introduction
This course is intended to prepare teachers as effective professionals serving English language learners (ELLs) from early childhood to grade 12. The contents of this course will provide the methodology and overall instructional techniques that will help students learn language and content knowledge and skills. Pre-service teachers will plan instruction and improve their understanding of how contextualized learning enhances meaning and comprehension. Also, the overall instructional plan of the course is designed to help teachers develop critical thinking, reflection, and develop their own cultural competence for serving ELLs.

V. COMPETENCY-BASED LEARNING OBJECTIVES STANDARDS AND COMPETENCIES

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.

**INTASC STANDARDS**
1. Learner development
2. Learning differences
3. Learning environments
4. Content knowledge
5. Application of Content
6. Assessment
7. Planning for instruction
8. Instructional strategies
9. Professional learning and ethical practice
10. Leadership and collaboration

**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.

<table>
<thead>
<tr>
<th>Domains</th>
<th>Competencies</th>
<th>Sub-competencies</th>
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<tbody>
<tr>
<td><strong>ESL Domain I</strong></td>
<td>Competency 002: The ESL teacher understands the processes of first (L1) and second (L2) language acquisition and the interrelatedness of L1 and L2 development.</td>
<td>C. Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition. D. Analyzes the interrelatedness of first and second language acquisition and ways in which L1 may affect development of L2. E. Knows common difficulties (e.g. idiomatic expressions; L1 interference in syntax, phonology and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.</td>
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<tr>
<td>Language Concepts and Language Acquisition</td>
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</table>
| ESL Domain II  | Competency 003: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective developmentally appropriate instruction. | A. Knows applicable TEKS and ELPS and knows how to design and implement appropriate instruction to address the domains of listening, speaking, reading and writing.  
B. Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.  
C. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence.  
D. Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.  
E. Applies effective classroom management and teaching strategies for a variety of ESL environments and situations. |
|----------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| ESL Instruction and Assessment | Competency 4: The ESL teacher understands how to promote students' communicative language development in English. | A. Knows applicable TEKS and ELPS and knows how to design and implement appropriate instruction to address the proficiency level descriptors for beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains.  
B. Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.  
C. Applies knowledge of practices, resources and materials that are effective in promoting students’ |
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| **Competency 5:** The ESL teacher understands how to promote literacy development in English. | **A.** Knows factors that affect ESL students’ reading comprehension (e.g. vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students’ reading comprehension in English.  
**B.** Knows personal factors that affect ESL students’ English literacy development (e.g. interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors. |
|    |    |
| **D.** Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English in accordance with the ELPS. |    |
| **E.** Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2. |    |
| **F.** Applies knowledge of individual differences to select focused, targeted and systematic second language acquisition instruction to English language learners in grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening and/or speaking in accordance with the ELPS. |    |
| **G.** Knows how to provide appropriate feedback in response to students’ developing English skills. |    |

**Competency 5: The ESL teacher understands how to promote literacy development in English.**

- **A.** Knows factors that affect ESL students’ reading comprehension (e.g. vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students’ reading comprehension in English.
- **B.** Knows personal factors that affect ESL students’ English literacy development (e.g. interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.
| Competency 6: | A. Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction that is linguistically accommodated (communicated, sequenced and scaffolded to the students’ levels of English-language proficiency; engaging students in critical thinking; and developing students’ cognitive academic language across the content areas.

B. Knows instructional delivery practices that are effective in facilitating ESL students’ application of various learning strategies to introduce and/or reinforce concepts across content areas.


Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction.

| | Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs.

Candidates plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing.

Candidates support ELLs’ access to the core curriculum by teaching language through academic content.
V. TECHNICAL REQUIREMENTS/ASSISTANCE
The following information has been provided to assist you in preparation for the technological aspect of the course.
UNT Help Desk: http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
Necessary plug-ins: http://goo.gl/11sVF
Internet Access with compatible web browser
Headset/Microphone (if required for synchronous audio and video calls)
Word Processor

Minimum Technical Skills Needed:
Using the learning management system
Using email with attachments
Creating and submitting files in commonly used word processing program formats
Copying and pasting
Downloading and installing software
Using spreadsheet programs

VII. ACCESS AND NAVIGATION
Log in Information
To get started with the course log on to https://learn.unt.edu, enter your EUID and password and click the link with the course name. If you have forgotten your EUID or password you can go to: http://ams.unt.edu.

Student Resources
- Locate the “UNT Helpdesk” tab at the top of the Blackboard Learn window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.
- Take the Blackboard Learn Student Orientation. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
Being a Successful Online Student:

What Makes a Successful Online Student?

Self Evaluation for Potential Online Students

- Transmit only WORD documents via Blackboard that are of high quality and that evidence creativity and thought;
- Demonstrate professional attitudes and dispositions toward each other during discussions;
- Turn in assignments on time;
- Use the UNT library and open source resources to supplement your learning.

How the Course is Organized

This course is divided into 14 weekly assignments in folders except for Week 13 of Thanksgiving Day when no assignment will be due. The assignments that course include are: discussion forums, text readings, web links, videos, a research paper, and tests. The assignments are also detailed in the syllabus. This contains expectations for the course, competency-based learning objectives and policies.

What Students Should Do First

To start the course, go to the home page of Blackboard and click on the START HERE icon. In there you will find instructions about how to begin, what items to use, and how to introduce yourself.

Course Requirements

- Complete the zip code survey
- Purchase the textbook;
- Review the syllabus in its entirety;
- Review the Post Bac Handbook;
- Follow all the course instructions found in the weekly assignments in Blackboard and in this syllabus in order to address each assignment;
- Participate in forums using the discussion tool and pay attention to netiquette;
- Ask questions about any assignment before it is due;
- Turn in written assignments using WORD files on or before the due dates;
- Take the TExES ESL or the Bilingual Supplemental practice exam
- Purchase a TK20 account to upload the thematic unit; and
- Complete 15 hours of pre-clinical experiences in a classroom

Other Course Requirements

Attendance

Attendance to an online course is defined as participation in discussions, self-evaluations and submission of assignments on the scheduled dates. All
work is due on Blackboard on Fridays by midnight. If participation is not possible due to illness or death in the family, doctors’ excuses or copy of obituary records will need to be submitted to the instructor. Extraneous circumstances or emergencies will be excused only if a detailed explanation is e-mailed to the instructor ahead of time, when possible. Extensions for assignments will be granted on a case by case basis.

**Late Work Policy**
Late work will be accepted only if the student has communicated with the instructor ahead of time, when possible, to explain the reason for the lack of participation. The instructor will make decisions on a case by case basis.

**Semester Drop Dates**
If for any reason you have to drop the course, deadlines and information can be found at the Registrar's Office at:
http://essc.unt.edu/registrar/schedule

**How Students Should Proceed each Week for Class Activities/Assignments**
The course has a summary of assignments and detailed instructions for weekly assignments. Follow the steps for each assignment and meet the established deadlines.

**Support for Students with Disabilities**
This course has been designed to make content accessible to students of different styles of learning. For example, it includes PP presentations with graphics, Webcasts, PDF documents that can be accessed using the reader tool, textbook readings, articles, and different external web links related to course contents. Additionally, UNT provides academic adjustments and auxiliary aids to individuals with disabilities. If you need a reasonable accommodation because of a disability to fully participate in this course, please contact the Office of Disability Accommodation at 940-565-4323. Please make the request during the first week of class or as soon as possible to allow sufficient time to obtain authorized documentation and to arrange the reasonable accommodation. [http://www.unt.edu/oda](http://www.unt.edu/oda) or [http://disability.unt.edu/services/taglines](http://disability.unt.edu/services/taglines)

**Student Technical Support**
The University of North Texas provides technical support in the use of Blackboard. The student help desk may be reached at: helpdesk@unt.edu, phone: 940-565-2324, or in person at UNT Sage Hall, Room 130. Regular hours are maintained to provide support to students. Please refer to the website [http://www.unt.edu/helpdesk/hours.htm](http://www.unt.edu/helpdesk/hours.htm) for updated hours.
Also, UNT offers other support services such as:
COE Student Advising Office: https://www.coe.unt.edu/student-advising-office
Office of the Registrar: http://registrar.unt.edu/registration
Student Financial Aid and Scholarships: http://financialaid.unt.edu/
Counseling: http://studentaffairs.unt.edu/counseling-testing-services

VIII. COMMUNICATION
To communicate with me the preferred method will be via email messages in Blackboard. For an immediate response you can call me using my office phone, my cell phone, you can send me a text message, or you can contact me directly at rossana.boyd@unt.edu. I check this account on a daily basis. I will log on the course once per week during office hours on Mondays from 1:00 to 4:00 pm to respond to your emails, to grade, and to provide feedback for assignments as needed.

Eagle Connect
All other official correspondence between UNT and students is conducted via Eagle Connect and it is your responsibility to read your Eagle Connect Email regularly.

Netiquette
Please observe the following Netiquette guidelines during the discussions and email messages:
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 strongly 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) **Netspeak.** 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.

**IX. ASSESSMENT AND GRADING**

**Assignments:** This course is equivalent to a three hour graduate course and it is made up of 13 assignments that include performance expectations to assist you in achieving the learning objectives. They represent a variety of activities such as discussions, readings, videos, tests, using web links, papers, thematic unit except during the week of the Thanksgiving Break.

The lesson plans will be graded once they are combined into the thematic unit. The thematic unit must be uploaded and graded in TK20. Please go to http://www.coe.unt.edu/tk20 for directions on how to purchase an account. Only one is need for all courses. As the semester progresses you will be able to monitor your grades in Blackboard.

The discussions require that you interact with your classmates. Make an initial posting by mid-week (Wednesday) followed by two more postings throughout the week if needed. The assignments will be due on Fridays by midnight.

The Pre-clinical experiences are for you to better understand how other teachers teach ELL students. A guide will be provided for you to use it during the 15 hours of classroom observations. The responses to this guide and the time log will be due on Nov. 11 if you have secured a placement through UNT. To request placement to a public school classroom in grades between EC and 6 do the following:

a. Apply for placement in a public school through the COE Clinical Practice Office website, at [http://www.coe.unt.edu/clinical-practice-office/application-forms](http://www.coe.unt.edu/clinical-practice-office/application-forms). The application for pre-clinical observations is NOT in Tk20. Applications for placement must be completed by the end of the second week of class. Complete only one application for all courses that require observations.

b. You will be informed through Eagle Connect email about tentative placement as it is received from each school district.

c. You will be informed about how to complete the Criminal Background
Check for access to students in the assigned district.
LATE APPLICATIONS OR LATE CRIMINAL BACKGROUND FORMS WILL NOT BE ACCEPTED

IMPORTANT: If you miss the application deadline or if you already have a placement you will be responsible for identifying a classroom with ELLs.

Grading:
I will begin grading assignments and monitoring the discussions on Mondays during office hours which is when I will be online as much as possible from 1:00 to 4:00 PM. Then I will respond to any questions you may have about the current or future assignments. I will not log on to the Blackboard course the rest of the week. Therefore if you need an immediate response call me on my cell phone or email me at rossana.boyd@unt.edu. I check this email account on a daily basis.

Below is the grade scale for the course, a summary of assessments/assignments, and a detailed description of each weekly assignment.

I will enter grades before the next assignment is due. You will be able to view your individual grades and check your progress in the online gradebook. Below is the grade scale for the course, an assignments' summary, and a detailed description of each assignment.

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

X. SUMMARY OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week due</th>
<th>Assignments</th>
<th>Points</th>
<th>Due on Fridays by Midnight</th>
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</thead>
<tbody>
<tr>
<td>Week 1 Aug. 29- Sept. 2</td>
<td>Discussion Forums</td>
<td>0</td>
<td>Sept. 2</td>
</tr>
<tr>
<td>Week 2 Sept. 6-9</td>
<td>Test 1 Apply for school placement Purchase a TK20 account</td>
<td>10 points</td>
<td>Sept. 9</td>
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<tr>
<td>Week 3 Sept. 12-16</td>
<td>Discussion Forum</td>
<td>0</td>
<td>Sept. 16</td>
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<tr>
<td>Week 4</td>
<td>Test 2, Content and</td>
<td>10 points</td>
<td>Sept. 23</td>
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Extra Credit Points
You can earn 10 extra credit points will be assigned to students’ overall grade if they attend a conference related to ESL or bilingual education. Proof of attendance will be required.

- **Texas Association for Bilingual Education (TABE),** El Paso, TX, for registration and more information go to [www.tabe.org](http://www.tabe.org).

- **Texas Teachers of English for Speakers of Other Languages (TexTESOL V)** for registration and more information go to [www.textesolv.org](http://www.textesolv.org).

You can earn 5 extra credit points if:
You attend one of the **TexES Review Sessions** on Saturday, November 5th from 9:30 am to 3:30 pm. Bilingual Supplemental review will be at Wooten Hall, room 222 and the ESL Supplemental review session will be at Wooten Hall, room 122. To sign up, email [ana.figueras@unt.edu](mailto:ana.figueras@unt.edu) and
indicate the session you will attend.

XI. DESCRIPTION OF REQUIRED ASSIGNMENTS AND DUE DATES

<table>
<thead>
<tr>
<th>Week 1, Aug. 29 – Sept. 2</th>
<th>Discussion Forums</th>
<th>Due on Sept. 2</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> ESL Domain I, C. 002, C - Knows cognitive processes involved in synthesizing and internalizing language rules for second-language acquisition.</td>
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<tr>
<td>1. Complete the zip code survey</td>
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<tr>
<td>2. Introduce yourself using the discussion forum link found in the Week 1. Tell us about you, your family, your travels overseas if any, and your experiences teaching ELL students if any. Attach a picture of yourself please.</td>
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<tr>
<td>3. Review the syllabus and Post Bac Handbook</td>
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<tr>
<td>6. Share one of your definitions with your classmates in the discussion forum (one post).</td>
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<tr>
<td>7. <strong>Evaluation:</strong> Demonstrate own knowledge about the rules of second language acquisition and other related concepts in the discussion forum.</td>
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<tr>
<th>Week 2, Sept. 6-9</th>
<th>Test 1</th>
<th>Due on Sept. 9</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> ESL Domain I, C. 002, D - Analyzes the interrelatedness of first and second language acquisition and ways in which L1 may affect the development of L2.</td>
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<tr>
<td>4. Take <strong>Test 1</strong> about Transferability of Reading Strategies between Language 1 and Language 2 (L1 and L2).</td>
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<tr>
<td>5. <strong>Evaluation:</strong> Knowledge gained related to language transfer and Transferability of Reading Strategies between Language 1 and Language 2 will be assessed based on responses to the questions in Test 1.</td>
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Week 3, Sept. 12-13  Discussion Forum  Due on Sept. 13

Objective: ESL Domain I, C. 002, E - Knows common difficulties experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

1. Review Text Chapter 1 - Introducing Sheltered Instruction
2. Watch the video clips related to chapter 1 in the CD that accompanies your text to hear the authors talk about how the SIOP features are implemented.
4. Read the information in the web links below about idiomatic expressions and concepts such as L1 interference in syntax, phonology and morphology.
   - **Phonology and morphology:** [http://www.mml.cam.ac.uk/dtal/courses/ugrad/p8_PhonMorph.htm](http://www.mml.cam.ac.uk/dtal/courses/ugrad/p8_PhonMorph.htm)
5. Share with your classmates in the discussion forum, difficulties that ELL students may experience in the classroom when learning English and how these difficulties can be addressed by teachers. Comment on the posts of two classmates (3 posts).
6. **Evaluation:** Demonstrate own knowledge about the difficulties experienced by ELL students when learning English in the discussion forum and solutions to address them.

Week 4, Sept. 19-23  Test 2  Due on Sept. 23

Objective: ESL Domain II, C. 003, A - Knows applicable TEKS and ELPS and knows how to design and implement appropriate instruction to address the domains of listening, speaking, reading, and writing.

1. Read the text Chapter 2 - Lesson Preparation
2. Watch the video clips related to chapter 2 in the CD that accompanies your text to understand from the authors how features of SIOP are implemented.
3. Watch the video about preparing an Engaging Lesson for English Language Learners (ELLs), [http://www.colorincolorado.org/article/35950/](http://www.colorincolorado.org/article/35950/)

6. Select a story or chapter book for 5th graders. Select one 5th grade English language arts and reading TEK and one of each of the four language domains ELPS. Develop the following:
   a) one language objective (from ELPS) for a beginner (listening) another for intermediate (speaking), another for advanced (reading) and another for advanced high (writing).
   b) one content objective (from TEK and book) for a beginner, another for intermediate, another for advanced, and another for advanced high.
   c) two instructional vocabulary development activities to meet the objectives.

7. Take Test 2 about TEKS, ELPS, content objectives, and language objectives.

8. Evaluation: Knowledge gained related to TEKS, ELPS, content and language objectives will be assessed based on responses to the questions in Test 2.

<table>
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<tr>
<th>Week 5, Sept. 26-30</th>
<th>Discussion Forum</th>
<th>Due on Sept. 30</th>
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<tr>
<td><strong>Objective:</strong> ESL Domain II, C. 003, B - Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.</td>
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<tr>
<td>1. Read Text Chapter 3 - Building Background and Chapter 4 - Comprehensible Input</td>
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<td>2. Watch the video clips related to chapters 3 and 4 in the CD that accompanies your text to understand from the authors how other features of SIOP are implemented.</td>
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<tr>
<td>3. Read the page <a href="http://www.colorincolorado.org/article/20827/">http://www.colorincolorado.org/article/20827/</a></td>
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<tr>
<td>5. Find out how these ESL instructional approaches work: Communicative Competence, TPR, Community Language Learning, Immersion, Task-based Language Learning, and the Natural Approach.</td>
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<tr>
<td>6. Describe what materials can be used to practice each of those approaches.</td>
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<tr>
<td>7. Share with your classmates in the discussion forum, the definition of one approach and what materials can be used with it and comment on the posts of two classmates (3 posts).</td>
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<tr>
<td>8. <strong>Evaluation:</strong> The student will self-assess his/her own knowledge about building background knowledge, ESL instructional approaches and materials and will share in the discussion forum one approach</td>
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and corresponding materials.

## Week 6, Oct. 3-7
### Test 3 Due on Oct. 7

**Objective:** ESL Domain II, C. 003. C - Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence.

1. Read Text Chapter 5 - Strategies and Chapter 6 - Interaction
2. Watch the video clips related to chapters 5 and 6 in the CD that accompanies your text to understand from the authors how other features of SIOP are implemented.
3. Find an article about how to Increase Interaction at: www.colorincolorado.org
4. Watch the video about Cooperative Learning to Increase Classroom Interaction at: http://www.youtube.com/watch?v=15djwsGc4Wg
5. Use the language and content objectives that you developed before to generate 8 higher order-thinking questions.
6. Take Test 3 about engaging students in critical thinking and fostering students’ communicative competence.
7. **Evaluation:** Knowledge gained related to critical thinking and fostering students’ communicative competence will be assessed based on responses to the questions in Test 3.

## Week 7, Oct. 10-14
### Discussion Forum Due on Oct. 14

**Objective:** ESL Domain II, C. 003. D - Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.

1. Contact Jessica.powell@unt.edu to schedule a time to take the ESL Supplemental TExES exam at UNT.
2. Read the information in the Text Chapter 7 - Practice and Application, and Chapter 8 - Lesson Delivery.
3. Watch the video clips related to chapters 7 and 8 in the CD that accompanies your text to understand from the authors how other features of SIOP are implemented.
4. Access the article by Dr. Guccione about oral language development and ELLs: http://www.colorincolorado.org/article/50910/
5. Watch the video: What are Thinking Maps? How are they different from graphic organizers? http://www.youtube.com/watch?v=XdLem8xU9xo
6. Access: http://www.youtube.com/watch?v=nTFEUdudhs and listen to Salman Khan about Flipped Classrooms to understand how educators can leverage technology.
7. Watch these short teacher-created YouTube videos:
7. Watch the intro video about Thinking Maps and navigate through the website to learn more [http://thinkingmaps.com/](http://thinkingmaps.com/)
8. Use the content objectives that you developed before to write one activity for each that shows the integration of technology tools to enhance student learning.
9. Share one of your activities and corresponding objective with your classmates in the discussion forum. Comment on the activities of two classmates (3 posts).
10. **Evaluation:** Demonstrate knowledge about the integration of technology tools in activities developed and shared in the discussion forum.

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**Week 8, Oct. 17-21**

**Research Paper Due on Oct. 21**

**Objective:** ESL Domain II, C. 003, C - Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence.

1. Reminder to contact [Jessica.powell@unt.edu](mailto:Jessica.powell@unt.edu) to schedule a time to take the ESL Supplemental TExES exam at UNT.
2. The U.S. Department of Education in collaboration with the Office of English Language Acquisition (OELA) and the Institute for Educational Sciences (IES) has developed a “Newcomer Tool Kit” to provide guidelines for all school districts on how to work with refugees, asylees, and new immigrant children. The document consists of 159 pages and 5 chapters of resources and cutting edge information. Review Chapter 3 – High Quality Instruction for Newcomer Students at [http://www2.ed.gov/about/offices/list/oela/newcomertoollkit/ncomertoollkit.pdf](http://www2.ed.gov/about/offices/list/oela/newcomertoollkit/ncomertoollkit.pdf).
3. Choose one of the eight special features to research it further using the resources provided as well as others you can locate.
4. Develop a research paper of at least 10 bibliographical citations using the APA style ([https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)), at least 5 pages, 12 point font, double spaces, and WORD.
5. Turn in your research paper using the link provided in Week 8.
6. **Evaluation:** Knowledge about providing high quality instruction for newcomer students will be demonstrated in the research paper.

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**Week 9, Oct. 24-28**

**Discussion Forum Due on Oct. 28**

**Objectives:**

**ESL Domain II, C. 005A** - Knows factors that affect ESL students’ reading comprehension and applies effective strategies for facilitating ESL students’ reading comprehension in English.

**ESL Domain II, C. 006A** - Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically
accommodated (communicated, sequenced and scaffolded) to the students’ levels of English-language proficiency; engaging students in critical thinking; and developing students’ cognitive academic language proficiency across content areas.

1. Review Text Chapter 9 - Review and Assessment and Chapter 10 - Issues of Reading Development and Special Education for English Learners
2. Watch the clips related to chapters 9 and 10 in the CD that accompanies the text.
3. Take the ESL or the Bilingual Supplemental TExES Exams
4. Review the information about factors that affect reading comprehension (e.g. vocabulary, text structures, cultural references) at: http://www.osceola.k12.fl.us/depts/Multicultural_Education_Department/documents/WhatisdifferentaboutteachingReadingtoEnglishLanguageLearners.pdf
5. Choose of the items below to respond to in the discussion forum. Comment on the responses of two classmates (3 posts)
   a) Describe the meaning of one of the personal factors that affect ESL students’ English literacy development (e.g. interrupted schooling, literacy status in the primary language, prior literacy experiences).
   b) What are 5 effective strategies for facilitating ELLs’ reading comprehension in English?
   c) Design one linguistically accommodated activity that would promote the development of reading comprehension of beginning level students. Refer to the Proficiency Level Descriptors.
   d) Design one activity that would help develop intermediate level students’ cognitive academic language proficiency across content areas. Refer to the Proficiency Level Descriptors.
   e) Design one activity for the development of academic vocabulary. The activity must be linguistically accommodated based on the language Proficiency levels of students (beginning, intermediate, advanced, or advanced high). Ex. pre-teaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new concepts.
6. Evaluation: Demonstrate in the discussion forum knowledge about the factors that affect ESL students’ reading comprehension, linguistically accommodated strategies, and activities that promote the development of vocabulary and cognitive academic language proficiency across content areas.
**Week 10, Oct. 21 - Nov. 4** Develop ELA and SS lessons Due on Nov. 4

**Objectives:**

**ESL Domain II, C. 003, E** - Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

**ESL Domain II, C. 004, A** - Knows applicable TEKS and ELPS and knows how to design and implement appropriate instruction to address the proficiency level descriptors for beginning, intermediate, advanced and advanced-high levels in the listening and speaking reading and writing domains.

1. **Guidelines for lesson plan development**
   
   During the next few weeks you will be developing the thematic unit that will consist of a collection of lesson plans related to the four core content areas. Hypothetically, the class consists of the following characteristics: 5th grade class, 15 ELL students of different English language proficiency levels, 10 are Spanish speakers are at the intermediate level and 5 are Vietnamese speakers at the beginning level. Follow these guidelines to develop the lesson plans:

   a) Review the Thematic Unit assignment description and assessment in TK20 to become familiar about how your unit will be assessed.

   b) Use the lesson plan template provided.

   c) Choose a generic overarching theme such as heroes, the weather, celebrations, energy, plants, animals, etc.

   d) Use these resources: 5th grade content, TEKS, ELPS, Proficiency Descriptors, and some of the objectives and activities you have been developing throughout the course as applicable.

   e) Start with identifying TEKS that can match your theme, develop topics around your theme that relate to the core subject areas.

   f) Using the topics develop language objectives based on chosen ELPS and content objectives based on TEKS.

   g) Develop activities that will help you as the teacher and the students meet the objectives using books, audiovisuals, materials, and resources.

   h) In the activities include linguistic accommodations, adaptations and modifications on each lesson plan based on the language proficiency of the beginning and intermediate level students. Include strategies, techniques that will make the language and content comprehensible for the students.

   i) Hypothetically the thematic unit will last 5 days with lessons lasting 50 minutes each day. The activities should align or match the objectives.

   j) Include informal assessments in all lesson plans to state how the students will demonstrate how they achieved the objectives.

2. Send me a draft of your first lesson via email attachment only if you feel that you may not be on the right track. I will provide feedback and clarification as needed.
3. **Evaluation:** Demonstrate knowledge of applicable TEKS and ELPS and knows how to design appropriate instruction to address the proficiency level descriptors for beginning, intermediate, advanced and advanced-high levels in the listening and speaking reading and writing domains.

**Week 11, Nov. 7-11 Early Clinical Practices Record Due on Nov. 11**

**Objective:** ESL Domain II, C. 003, B - Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.

1. It is possible that by now you have received notice from UNT's Office of Clinical Practices that you have a school placement. If you have not do not panic, you may receive notice next week. If you are working you will need to take time off work this or next week to complete 15 hours of observations in a classroom with ELL or bilingual students. Fifteen hours are equivalent to about 3 to 4 days at a school. This experience will enrich your preparation as a teacher to have an idea how teachers teach. Not all are the best examples but we depend on the schools to give us access to the classrooms.

2. Although you will not be teaching during the observations you may be asked by the teacher to help with simple activities. You will be using the observation guide I will provide to you to make sure that you are observing specific strategies, classroom management techniques, etc. that a teacher may use at the time of your observations.

3. Take notes of what you observe and log your hours. Ask the teacher to sign the log each day. Type up your notes in a Word file and send it to me this week using the link in Week 11. If you are not finished for whatever reason this week you can send the file to me next week via email attachment in Blackboard.

4. **Evaluation:** Demonstrate knowledge of effective instructional methods and techniques for the ESL classroom in the pre-clinical practice observation logs and records.

**Week 12, Nov. 14-18 Develop mathematics and science lessons**

**Objective:** ESL Domain II, C. 004, A - Knows applicable TEKS and ELPS and knows how to design and implement appropriate instruction to address the proficiency level descriptors for beginning, intermediate, advanced and advanced-high levels in the listening and speaking reading and writing domains.

1. Develop the mathematics and science lessons follow the guidelines
2. This week you will also have time to continue observing classrooms if not finished on Week 11. Turn in the log and observation documents this week.

3. **Evaluation:** Demonstrate knowledge of applicable TEKS and ELPS and knows how to design appropriate instruction to address the proficiency level descriptors for beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains.

### Week 13, Nov. 21-25

**Thanksgiving Holidays**

No assignments due

### Week 14, Nov. 28 - Dec. 2

**Thematic Unit Due on TK 20 on Dec. 2**

1. Combine all lesson plans in one WORD file that will result in the thematic unit in addition to the rationale, goals, etc. described in the assignment description in TK20 and that you will need to include as part of the unit. Once finished upload it in TK20 (www.coe.unt.edu/tk20).

2. **Evaluation:** Demonstrate knowledge of applicable TEKS and ELPS and knows how to design appropriate instruction to address the proficiency level descriptors for beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains. The thematic unit will be assessed using the rubric posted in TK20. I will also post in Blackboard the converted points from 100% to 30 points.

### XII. 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.

### 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 in achieving the mission by expanding knowledge through research, publication, and service.

STANDARDS
The content and objectives of this course are aligned with the standards of the ESL and Bilingual Education certification programs at UNT as well as with the state ESL and bilingual standards and the Teachers of English for Speakers of Other Languages (TESOL) national standards. In addition, they are aligned with the standards of the Teacher Education Program.

XIII. DEPARTMENTAL POLICY STATEMENTS

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.”

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

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.

Acceptable Student Behavior: 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 may be referred to the Dean of Students 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. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.

SPOT: The Student Personal Opinion of Teaching is expected for all
organized classes at UNT. This brief online survey will be made available to you before the end of the semester. It will provide you a chance to comment on your learning in this class. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

**Collection of Student Work:** In order to monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs 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, Secondary, and Curriculum & Instruction program areas support technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 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) **ALSO** 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 Teacher Education and Administration Department Graduate Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, go to: [http://www.coe.unt.edu/texas-advising-office/texes-practice-exam-registration](http://www.coe.unt.edu/texas-advising-office/texes-practice-exam-registration). If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texas](http://www.coe.unt.edu/texas). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.ets.org).

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

Six Student Success Messages
The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu.

Students and Online Courses
To read INS regulations for F-1 students taking online courses, please go to http://www.immigration.gov/graphics/services/visas.htm and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G) A final rule with clarifications on the restriction can be found in a PDF file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses." To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following: 1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office, telephone 940-565-2195, or email international@unt.edu to receive clarification before the one-week deadline.

XVI. BIBLIOGRAPHY


Chapel Hill, NC: The University of North Carolina, Frank Porter Graham Child Development Institute, Center for Early Care and Education—Dual Language Learners. Retrieved from http://fpg.unc.edu/resources/dual-language-learners-research-
This report presents a conceptual framework to inform the development of Dual Language Learners; current research on Dual Language Learners’ language and literacy; and research on the cognitive benefits of being bilingual.
