Instructor Information:

Instructor: Dr. Carla Amaro-Jiménez  
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Course Duration: June 3rd - July 3rd, 2013  
Office Hrs: Mondays and Wednesday s from 2 – 4 pm and by appointment

Faculty Website: http://www.uta.edu/faculty/carlaaj  
Course Website: http://elearn.uta.edu

Required Texts:  
None. All readings will be posted on Blackboard.

Recommended Texts:  


Course Description:  
This course compares first and second language acquisition processes, and identifies best practices to meet the needs of EC-6 English language learners. We will also analyze elements from the primary language that can affect the acquisition of literacy in English.

Course Objectives:  
At the end of the semester, students will be able to:  
1. Identify and discuss the various sociocultural, cognitive, academic and linguistic factors that may have an impact on the schooling of school-aged English language learners.
2. Compare first (L1) and second language (L2) acquisition and identify how elements from L1 affect the acquisition of L2.
3. Analyze and describe the theoretical frameworks used for the development of bilingual and ESL programs nationwide.
4. Identify features of Spanish (L1) that can affect the acquisition of English (L2).
5. Evaluate various research-based methods used in ESL and bilingual programs to accommodate and meet the needs of English language learners.
6. Identify predictors of academic success among English language learners.

**University Mission:**
The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

**College Mission:**
The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

**Core Values:**
Effective teaching
Active learning
Quality research
Meaningful service

**Conceptual Framework:**
The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

The Educator and Administrator Preparation units’ collaboratively developed shared vision is based on these CORE VALUES, dispositions and commitments to:
- Excellence
- Learner-centered environment
- Research-based Experiences
- Collaboration Learning
- Diversity
- Technology
- Field
- Life-long
Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence
- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others
- Uses appropriate and professional language and conduct.
- Supports a “high quality”-learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy
- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals
- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity
- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology
- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process
- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.
Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

**Attendance and Drop Policy:**

**Class Attendance**
This is an entirely online course. Students are, however, required to participate in all activities planned as per the course schedule. There will be one required face-to-face meeting which will take place on June 3rd.

**Adds and Drops**
Adds and drops may be made during late registration on the Web or in person in the academic department offering the course. Please check MyMav for Summer One’s deadline. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

**Email Communication:**
UTA e-mail is considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications. You are advised to regularly check your UTA email. You will be held responsible if you do not receive information because you did not check your UTA email.

**American with Disabilities Act (ADA):**
If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Student Support Services:**
The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Academic Honesty:**
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty
will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

**Policies regarding assignments:**
All work for this course is to be edited and executed with care and professionalism. Always make sure you keep a copy of documents submitted to your professor.

**Course Evaluation**

1. Weekly discussion board participation ................................................................. 50 points
2. Position statement on teaching English language learners................................. 30 points
3. ‘Teaching Issue’ paper .........................................................................................50 points

**Total points possible:** 130

**Grading scale:** A= 93-100, B= 84-92, C = 75-83, D=70-74 and F anything below 70

**Description of Assignments**

1. **Weekly Discussion Board Participation:**
Your active participation in this class is *expected*. You will be expected to participate and contribute to discussions asynchronously through Blackboard at least twice a week, every week. Your weekly postings on Blackboard will require you to not only read the assigned articles and watch complementary videos, but you will need to consult other sources as well. Your initial response (response to readings) to the weekly discussions must be made by Thursday no later than 11:59 PM and your responses to your peers’ contributions must be made by Sunday at 11:59, except for the discussion board on week five. See structure of the initial and response posts below, and check the calendar for specific due dates.

   **Note:** There will be an additional discussion board posting you will be required to participate in. This posting has is entitled, “Introductions.” Please take a minute and introduce yourself. See specifics on the discussion board.

**Asynchronous Discussions**

As part of this course, you will be required to post and participate in five Discussion Forums. Each week’s discussion will have two components: (a) your response to the week’s readings, and (b) a response to your peers. You will be responsible for contributing to the class’ discussions through these posts.

**Structure of Initial Response**
Every week you will synthesize what you read, learned, and look forward to learning about based on the readings assigned. You will thus be required to read all the articles assigned to be able to participate as well as any other resources assigned for those weeks. Your responses must demonstrate thoughtful, evidence-based reflections. In other words, your viewpoints must also be substantiated with not only the assigned readings/materials but with specific examples from at least two of the following: (1) other readings you have done that connect to what you read for the week, (2) your personal/professional experience, (3) discussions with other professionals, and/or (4) resources that you may have encountered aside from the assigned coursework. Your initial post must be made no later than Thursday at 11:59 PM. See course schedule for specific dates.

Structure of Response to Peers
You will be responsible for reading the posts your peers have shared (i.e., their initial responses) and comment on at least two of their responses. Your responses/contributions must be courteous, and like the posts about your initial responses, these must be substantiated on facts, experience, resources, etc. Your contributions here must extend the conversation. Ask questions, provide examples, and/or seek further clarification on topics/issues you may still not understand fully from what they posted. Note that responding to a peer with an ‘I agree” or “I disagree” is not enough; explain why you agree or disagree with what they have posted and add your ‘two cents’ to the conversation. Your two responses to peers must be made no later than Sunday at 11:59 PM. See course schedule for specific dates.

2. Position Statement on Teaching English Language Learners

For this assignment you will write a position statement/essay in which you clearly describe what you think your role as a teacher of English language learners is and what you can do to improve their educational outcomes.

You will be required to draw on both the knowledge base (i.e., theory, research) and your own personal and professional experiences as teachers or administrators working in bilingual and/or dual language environments to complete this assignment. This position statement should also demonstrate your thorough understanding of how theory and research have shaped what is being done and can/should be done for and on behalf of diverse children, in general, and English language learners, in particular.

The following questions are provided to you to help you get started with the statement:
1. Why should I teach English language learners? Why should others?
2. What impact am I, as a teacher or administrator, having on the education of English language learners and diverse students?
3. Should all language minority children in the U.S. have the right to receive instruction in their native language? Why or why not?
4. What does the research say about what diverse children and English language learners need to succeed academically?
5. What are the biggest challenges you, as a teacher, administrator or both, face when working with diverse children, English language learners and/or their families?
6. What can you, as a teacher, administrator or both, do to improve the services provided to these children and their families?

The statement should be written in first person (I) and should be five (5) double-spaced pages. You may include references with your statement but the reference page(s) will not count towards the page limit. Check the calendar for due date.

3. Teaching Issue Paper: Examining own teaching practices with English Language Learners

Being able to critically reflect on one’s practice is one of the most important qualities that a teacher can possess. Convergent research in fact shows that critically examining what transpires in our classrooms leads to not only teacher self-efficacy but better student outcomes. Therefore, for this assignment you will have the opportunity to write about one innovative strategy or activity that you employ in your own classroom when working with English language learners and/or their families, and describe the impact that such strategy or activity has on your students and their families. In this reflection piece you will also reflect on your role as a teacher of diverse children. If you are not currently a classroom teacher, you will need to interview at least one teacher to write this paper and use that interview (possibly several interviews) to gather the information needed to write this paper. Likewise, if you have never taught diverse and/or English language learners, draw on your classroom experiences and explain how these teaching practices would ‘look like’ if used with them.

This written assignment will have the following four main sections: (1) introduction, (2) detailed description of activity/strategy, (3) discussion of impact of activity/strategy, and (4) conclusions and implications. A reference page(s) will also be included.

- Your introduction will need to include a problem statement (i.e., why there is a need for you to use this activity/strategy) and some background literature that provides the framework for your activity/strategy. You will be required to identify research external research articles to write this part. Note: The introduction should be at least two pages long.
- For the description of your activity/strategy you will need to thoroughly describe when, how, why and who are involved in the activity/strategy. Think of this section as a step-by-step description.
- For the discussion you will need to reflect on what you have learned about the impact of such activity/strategy on (a) your students, (b) their families, and (c) your own development and role as a teacher.
- In the conclusion you will describe ways in which you plan to improve your teaching practice(s) based on what you have learned about implementing such said activity/strategy and its impact on ELL achievement.

Possible grand topics for your reflection piece include:
- a. How to gain ELLs’ attention in the classroom
- b. Promoting active learning in the classroom
- c. Promoting a multicultural curriculum year-round
- d. Strategies for working with diverse families
e. Establishing home-school connections
f. Developing academic language in the L1 or L2
g. Promoting academic achievement in the L1 or L2

Your reflection will need to be typed, double-spaced. The reflection will be 10-12 pages long. The reference page(s) will not count toward the page limit. Pictures that complement the content of your reflection piece are most welcome. See the calendar for the due date.
# BEEP 5321 - Course Schedule*

<table>
<thead>
<tr>
<th>Week</th>
<th>Videos Assigned</th>
<th>Research Articles Assigned</th>
<th>Assignments due</th>
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| **Week 1**     | 1) English Language Learners: A Pre-Service Teacher’s Perspective  
2) Factors in L2 Acquisition  
3) L2 Acquisition Perspectives | 1. “Whose Definition of Success? Identifying Factors That Affect English Language Learners’ Access to Academic Success and Resources”  
2. “Educating Hispanic Students”                                                                                                                                                                                                                                                                                                                                 | • Respond to ‘Introductions.’  
• Discussion board participation: initial response due on Thursday and comments to peers on Sunday.                                                                                           |
|                |                                                                                   |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                        |
| **Week 2**     | 1) Changing the Course of Education – TED Talk  
2) Factors in L2 Acquisition  
3) L2 Acquisition Perspectives | 1. “Teacher Perceptions of ELL’s Education”  
2. “Creating Inclusive Learning Communities for ELL Students”  
3. “The ESL Teacher's Role in Heritage Language Maintenance”  
4. “Professional Development Implications of Teachers' Beliefs and Attitudes Toward English Language Learners” | • Discussion board participation: initial response due on Thursday and comments to peers on Sunday.                                                                                                                                                                                                                                                                                       |
| **Week 3**     | No videos                                                                       | 1. “The Astounding Effectiveness of Dual Language Education for All”  
2. “Let’s Make Dual Language the Norm”  
3. “Cooperative Learning, Collaborative Learning, and Interaction: Three Communicative Strands in the Language Classroom”  
4. “Effective Teaching Strategies for English Language Learners”  
5. “Assessing English-language learners in mainstream classrooms”  
6. “Issues in language learning strategies” | • Discussion board participation: initial response due on Thursday and comments to peers on Sunday.  
• Position Statement on teaching English language learners is due [no later than Wednesday (6/19)]                                                                                                                                                                                                                                                                                             |
|                |                                                                                   |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                        |

* Professor reserves the right to change the schedule as she sees fit. Students will be informed of any and all changes.
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| June 24 – 30, 2013 | 1) Teaching Strategies for English language learners  
2. “Research on Language of Reading for ELL”  
3. “Promoting science instruction and assessment for English Language Learners”  
5. “Reading, Mathematics, and Science Instructional Strategies for English Language Learners with Disabilities-Insights from Educators Nationwide”  
6. “Writing in the ESL Classroom: Confessions of a Guilty Teacher”  
7. “Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning” | • Discussion board participation: initial response due on Thursday and comments to peers on Sunday. |
| **Week 5** | No videos       | 1. “Latino English Language Learners: Bridging Achievement and Cultural Gaps Between Schools and Families”  
2. “Integrating Home and School Identities of Recent-Immigrant Hispanic English Language Learners Through Classroom Practices”  
4. “Bridging Home and School Literacy Practices: Empowering Families of Recent Immigrant Children” | • Discussion board participation: initial response **due on Tuesday** and comments to peers **on Wednesday**.  
• Teaching Issue Paper is **due no later than Wednesday (5/3)** |

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