Instructor Information:

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Course Objectives:
At the end of this course students will be able to master the following objectives:

1. Explore second language learning and teaching and the role that the teacher plays in the second language learning/teaching process.
2. Apply theories of first and second language acquisition to the teaching of ESL.
3. Apply knowledge of current learning theories and strategies, including learning styles and language transfer, to the teaching of linguistic minority students.
4. Demonstrate and apply knowledge of the ESL TExES examination competencies.

Competencies Addressed in this Course

- **Competency 001**: The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

- **Competency 002**: The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).
• **Competency 003**: The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.

• **Competency 004**: The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students’ academic achievement across the curriculum.

• **Competency 007 (Alphabetic Principle)**: The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

**Required Textbooks:**

English Language Proficiency Standards at a Glance. El Saber Productions. Only available at the UTA Bookstore.

**Recommended Textbooks:**

**Course Description**: The rationale and orientation of various methods of instruction for English Language Learners will be discussed. Language development techniques for students at different stages of development will be examined. Sheltered Instruction for the teaching of content areas will also be presented. Students will be assigned to a special language program to examine the methods of instruction and modifications for language minority children. The information and experiences from taking this class will help future teachers understand how to apply their knowledge and skills to support instruction for second language learners.

**Field Experience**
BEEP 4384 requires a two-hour a week field experience with English language learners (ELL), hence the shortened class period. The purpose of this experience is to give you opportunities to interact and work directly with English language learners in K-6 settings, and to critically reflect on the implementation of instructional strategies learned in the course.

Because you will also be completing your initial field-based experience (previously referred to as internship) this semester, you will need to identify two ELL students in your current placement (PK-6) and work with them for your assignments. You cannot do your two-hour requirement elsewhere. Details about the assignments you will be implementing in your field placement can be found later in this document and will also be discussed in class. A signed time sheet will be required to document your work with the ELL mentioned above. This time sheet will be posted on Blackboard.

**Important Considerations regarding Field Experience**:
1. All students completing a field experience are required to have a background check. Please make sure that a background check is complete before you begin your field placement.
2. You will need to comply with all regulations and requirements by the District in which you are completing your field experience. Remember that you are representing not only your program of studies, but the University of Texas at Arlington. As such, you will need to maintain your professionalism at all times.
4. If you are going to be absent one day, please let school personnel know. Follow the guidelines regarding your initial field-based experience.
5. Make sure to sign-in and out every time you visit the site.

About the Class
As stated above, this course will meet for a shortened class period given that you will be required to engage in weekly field experiences. Note that these field experience hours are in addition to the hours you are completing this semester in your field placement. To maximize the amount of time devoted to classroom instruction, you will be asked to review material PRIOR to coming to class. This review of material will include not only completing the assigned readings, but also going over other materials created by the professor, including but not limited to Power Point presentations, videos, etc.

Course Materials:
One of the most important components of this course will be the implementation of instructional strategies and the creation of materials that are used in classrooms to support English language learners. As such, you will be asked to bring some office supplies and/or materials to class; these are ones you will need to take part in class activities. Please plan to have the following materials at all times with you:
   a. Composition notebook
   b. Scissors
   c. Glue stick
   d. Copy paper (white or colored)
   e. Tape
   f. Markers

Expectations for Out-of-Class Study:
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for field experiences, etc.

Grade Grievances:
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. See http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10

Drop Policy:
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

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
- Diversity
- Learner-centered environment
- Research-based Experiences
- Collaboration Learning
- 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.

AVID/UTA Teacher Preparation Initiative
AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.

At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.
**TK-20**
The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information.

**Attendance Policy:**

**Class Attendance**
Attendance in this class is mandatory. Students are expected to arrive on time to class. A sign-in sheet will be used every time we meet. Students arriving late must see the instructor at the end of class to be sure that they are counted present. Only one health-, work-, or religious-related absence will be permitted. Should you need to arrive late or leave early on a given date, make sure you inform the professor before the class meets. Arriving late or leaving early without prior permission will count as an absence.

**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.

**Americans with Disabilities Act:**
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Student Support Services:**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Academic Integrity:**
All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Feedback Survey:**
At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week:**
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Title IX:**
The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Emergency Exit Procedures:**
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.
Policies regarding assignments:
All work for this course is to be edited and executed with care and professionalism. Handwritten documents will not be accepted except for those you will be producing in class. Always make sure you keep a copy of documents submitted to your professor.

- Complete all assignments by the due date listed on the syllabus or announced in class. Late work will not be accepted.

- Please type all assignments, unless otherwise specified. The student's name should be on every page of every assignment submitted. It is also generally recommended that students keep copies of work turned in. The instructor reserves the right to return for re-submission any work that is not neatly, legibly, and professionally submitted. In addition, assignments containing multiple spelling, usage, and/or mechanics errors will be returned for revision.

- All assignments should be submitted electronically through Blackboard, unless otherwise noted. All assignments should be submitted with the student's name and the name of the assignment as the document name (e.g., Amaro_C_JournalEntryOne.doc).

- It is important to protect the confidentiality of the students you will supervise, assist, tutor, and/or teach in the field. For this reason, it is important to change the name of a student during discussion and/or a written assignment.

- Should our classroom meeting site become unavailable for any reason, another location has been provided in order to take exams or make presentations that might have been interrupted.

- Medical Reimbursement: University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, internship, and residency. The university will not reimburse the student for any expenses related to injuries or illness.

- Grade Grievance: The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are to express your concerns in writing first to the course instructor, then to the appropriate department chair or program director, then to the academic dean, and then to the Provost.

- As a courtesy to your instructor and your classmates, please keep your use of any electronic devices such as cell phones, smartphones and laptops to a minimum (i.e., for emergency situations and on vibrate ONLY), unless their use is needed in class.

- The instructor reserves the right to make changes to the syllabus, as deemed necessary. Students will be notified of any and all changes.
Course Evaluation

1. Attendance and participation .............................................................. 15 points

2. Interactive Notebook .............................................................................. 80 points
   • Semester-long implementation/entries (5 pts. p/week – 15 weeks)........ 70 points
   • Standards-aligned material shared .................................................. 10 points

3. Fieldwork project .................................................................................. 130 points
   • Part I: Timesheet and Journal Entries .............................................. 80 points
   • Part II: Lesson Plan & Reflection ...................................................... 50 points

4. Home-School Connection ..................................................................... 50 points
   • Family suitcase .................................................................................. 50 points

Total Points Possible: 280 points

Description of Assignments

1. Attendance and Participation:
   Your active participation in this class is expected. To prepare for class make sure you complete all the assigned readings per week and you come with questions to class. The questions may be based on factual information and/or on practice and implementation. Your lack of preparation for class will significantly affect your classroom participation and your overall grade.

2. Interactive Notebook
   Interactive notebooks are gaining more and more popularity in classrooms today. These are not your traditional notebooks, however! Interactive Notebooks provide an outlet for teachers to provide material in visually engaging and appealing ways while also tapping into more than one learning style (e.g., visual, kinesthetic). Interactive Notebooks also help students with organization skills.

   As part of this course you will learn about how to use an Interactive Notebook as an instructional tool for ELL – all while you get the opportunity to create one yourself. The content you will be adding to your interactive notebook will be provided in class, though you may need to add additional content in the form of questions/reflection in your own time outside of class.
   You will need to purchase a composition notebook BEFORE CLASS STARTS for this semester-long assignment. We will discuss the various parts to it as well as the expectations the first day of class. Note that you will be given a grade for keeping up (or not) with your notebook throughout the semester. A rubric will also be provided.

   Also notice that you will be earning a grade for sharing a standards-aligned material that will go into your interactive notebook. You will be able to choose a grade level of your liking as long as it is EC-6 and your material is directly supporting a reading or writing TEKS and the ELPS. The material will need to have students of that grade level as the target. Your material can be a graphic organizer such as a Venn Diagram, a foldable, a flippable, etc. Be prepared to share this material with your peers in class (identify grade level and standards, provide material needed for your peers to use it, and describe how/when/why this material could be used in a classroom). A sign-up sheet with the possible topics will be provided in class.
3. Fieldwork Project (Parts I & II)
As part of the requirements for this course you will be working directly with one English
language learner in a K-6 setting. Therefore, the purpose of this fieldwork project is to give you
opportunities to both work closely with English language learners in ESL and/or bilingual
programs, and to begin developing and delivering needs-based, developmentally-appropriate
and culturally, linguistically and academically rigorous instruction for these learners. There are
three parts to this project. Each one of these is explained in detail below.

Part I
In the first part of the project you will be required to document your experiences working with
the ELL you have chosen in your field placement. You will document your work with this child
by using a time sheet and journal entries. A weekly signature is required in your time sheet;
you may ask the participating teacher or an administrator at the school to sign this form. An
electronic version of the time sheet will be posted on Blackboard.

A total of four journal entries will be completed throughout the semester. Note that the content
of the entries will vary (see below) and that you will need to demonstrate that you can critically
reflect on what you see and what you do with the ELL in your placement. You will be expected
to continue working with the student even when no entries are being written or turned in. You
will be expected to draw on the experiences working with the student in class throughout the
semester.

Keep in mind that as you write each of your journal entries you will need to make a direct
connection between what you are seeing and doing in the field and the content of our
course. Make sure you check the course schedule before going into the field to have a better
idea of the things/issues/topics you may want to look for when you are in your placement. If, for
instance, you know that we will be discussing the different ways in which heterogeneous
groups can be created in the classroom (e.g., one of week 3’s topics), then you may want to
pay special attention to how groups are created in the classroom, the pros and cons of such
groupings, the kinds of activities that take place in groups, how the learners you are working
with react to such groupings, etc.

Note: Each journal entry will need to be typed using a word processor. See the calendar for
due dates.

Specifics for journal entries

Window into the program - The first journal entry will focus on your perceptions of the
educational environment, the child’s participation in the ESL/bilingual program, the overall
methods of instruction utilized, etc. In other words, writing this journal entry will give you an
opportunity to understand and learn more about the program being implemented (ESL pullout,
ESL push-in, Sheltered Instruction/Content-based instruction, bilingual), in general, and their
learners, in particular. Note that you will need to have identified the ELL learner with whom you
will be working for the remainder of the semester after writing this journal entry. There is no
specific format for this first entry. Do keep in mind that you will need to provide enough
descriptive information for the reader to get a sense of what the place is like, what, how,
when and why learners do what they do in the program, etc. In other words, this first
journal entry should give the reader a ‘window into the program.’ The first entry should be at least two, double-spaced pages long. Check the course’s calendar for the due date.

Window into the life of an ELL - The second journal entry will focus exclusively on the learner you have identified. Who is he/she (remember to use a pseudonym!)? Where does he/she come from? For how long has he/she lived in the U.S.? What educational background does he/she have? Spend some time with the student to get some of these answers. Also, ask what it is like for him/her to be learning English. What is he/she proudest of? What does he/she hopes to accomplish by participating in the program? What difficulties has he/she experienced in the process of learning to read and write in English? Note that for this entry you may also need to meet with the student’s teacher to gather specific information about him/her and the ‘difficulties’ that the student may be experiencing. Also, it would be a good idea to identify what are the accommodations, if any, that the teacher is making for the student and include this information as part of your second journal entry.

The remaining two journal entries (entries three and four) will focus on the learner you selected and the challenges that you think he/she may be experiencing in the process of learning literacy skills in his/her second language. The following are the five elements that need to be included in these two (student-centered) journal entries:

1. Overall description of the instructional activities and setting (e.g., individual and/or group work; classroom and seating arrangement) where the student was participating
2. Explanation of what the student was doing at the time of your observation
3. Identification of any modifications made for and/or by the learner during the period of time observed
4. Identification of challenges or difficulties experienced by the learner during the lesson
5. Your overall reactions

Important: Note that you will be required to complete the four above mentioned journal entries before you will be allowed to begin the second part of this project.

Part II
The second part of this project will give you an opportunity to create and implement a lesson for the learner with whom you have been working this semester. You will need to draw on all your journal entries, your observations, and your conversations with the student and his/her teacher(s) to identify what the needs of this learner are. We will discuss your field notes in class. Once you have identified what to focus on for the lesson, you will (1) create a lesson plan, (2) implement it, and (3) reflect on your experiences. The lesson plan format, the indicators of an effective lesson plan and the guidelines for reflection will be posted on Blackboard. Because you have to document that you actually implemented the lesson, you will be required to keep copy of all the materials you used (or created) as well as document it through pictures and/or videos. A media release form will need to be completed for the ELL you have chosen; this form requires a parent signature, so plan ahead. A copy of this form will be posted on Blackboard.

A document with guiding questions for the reflection will be posted on Blackboard. Keep in mind that in your reflection you will need to reflect on the overall experience working with the ELL chosen, on what you learned about his/her literacy skills in English, on the challenges and successes experienced when implementing culturally, linguistically and developmentally appropriate practices for the ELL, and on how this experience has (or will) help you in your professional practice.

This semester you will be learning about the ways in which you can create a literacy-rich classroom environment for ESL and bilingual education students in K-6 settings. As part of the assignments for this course you will be asked to draw on the knowledge you will acquire during the semester to create a Family Suitcase that aims to promote literacy learning for ELL as well as connect what occurs in these students’ homes with what they are learning at school.

The ‘Family Suitcase’ is a strategy used to increase the home-school connection while at the same time increasing the academic achievement of culturally and linguistically diverse children. For this assignment you will be asked to create a ‘Family Suitcase’ for one of the learners with whom you will be working with in your placement. As part of the assignment, you will send the suitcase to the child’s home and have the child/parents work on it. More information about this strategy can be read in the Amaro-Jiménez (in preparation) article posted on Blackboard. Additional guidelines as well as examples of such suitcases will be shared in class.

To document your implementation of this instructional material, you will bring the completed version to class as well as submit a document, through Blackboard; this document will contain all the relevant information pertaining to your own Suitcase. Keep in mind that you will need to document the implementation, and as such, you will need to think of ways in which you will ask the parents to do so. Asking for the materials to be sent back to you will be critical! See the calendar for the due date.

Course Evaluation and Grading Scale:
To calculate your grade for this class you will need to divide the number of points you accumulated throughout the semester by the total points available for this course (280 points). Your final grade will be shown on the ‘final grade’ column below.

Your final grade …………………………………………………. _____ / 280 total points

Grading Scale:
A = 93 – 100%
B = 84 – 92%
C = 75 – 83%
D= 70 – 74%
F below 70%

**PLEASE SEE BLACKBOARD FOR THE MOST UP-TO-DATE SCHEDULE**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>TOPICS</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 26, 2014</td>
<td>Syllabus / Expectations</td>
<td>• Make sure you have been placed for ‘field-based’ experience. If you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Course Overview</td>
<td>are not placed already, make sure you come see me.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interactive Notebooks (IN) Intro</td>
<td>• “Decorate” your IN cover and bring to class next week</td>
</tr>
<tr>
<td>2</td>
<td>September 2, 2014</td>
<td>English learners in school</td>
<td>• Read Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Become familiarized with ELPS flip chart prior to next week’s class</td>
</tr>
<tr>
<td>3</td>
<td>September 3 OR 4,</td>
<td>ELPS training - you will be required to attend a FREE ELPS training</td>
<td><em><strong>Be sure to bring your ‘ELPS at a Glance’ flip chart to the training</strong></em></td>
</tr>
<tr>
<td></td>
<td>2014, In lieu of</td>
<td>as part of this course. You may chose the 9/3 or 9/4 date; the training</td>
<td></td>
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<tr>
<td></td>
<td>class on September</td>
<td>on 9/3 will be from 4:30 to 7:20 pm and the 9/4 training will be from 2-</td>
<td></td>
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<tr>
<td></td>
<td>9, 2014</td>
<td>3:50 pm. A sign-up sheet will be created to record your attendance.</td>
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<tr>
<td>4</td>
<td>September 16, 2014</td>
<td>Hybrid work &amp; Focused observations</td>
<td>• Watch assigned video – see discussion board on BB for instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** See Discussion board discussion for prompt/instructions</td>
<td>• Complete discussion board prompt and reply to two others by deadline</td>
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<td>• Submit journal entry #1 – Check Blackboard for instructions. Submit</td>
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<td>before Sunday at 11:59 PM</td>
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<td>5</td>
<td>September 23, 2014</td>
<td>Second language acquisition</td>
<td>• Read Chapter 2 &amp; 3</td>
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<td>• Share entries for IN (4; TBA)</td>
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<td>• Submit journal entry #2 – Check Blackboard for instructions. Submit</td>
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<td>before Sunday at 11:59 PM</td>
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<td>6</td>
<td>September 30, 2014</td>
<td>Oral language development in second language acquisition</td>
<td>• Read Chapter 4</td>
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<td>• Submit journal entry #3 – Check Blackboard for instructions. Submit</td>
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<td>before Sunday at 11:59 PM</td>
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<td></td>
<td>• Share entries for IN (4; TBA)</td>
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<td>7</td>
<td>October 7, 2014</td>
<td>Emergent literacy: English learners beginning to write and read</td>
<td>• Read Chapter 5</td>
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<td>• Submit journal entry #4 – Check Blackboard for instructions. Submit</td>
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<td>before Sunday at 11:59 PM</td>
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<td></td>
<td>• Begin working on your Family Suitcase.</td>
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<td>• Share entries for IN (3; TBA)</td>
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<tr>
<td>8</td>
<td>October 14, 2014</td>
<td>Words and meaning: English learners’ vocabulary development</td>
<td>• Read Chapter 6</td>
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<td>Hybrid work &amp; Focused observations</td>
<td>• Bring draft of lesson plan to class next week.</td>
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<td>• Watch assigned video – see discussion board on BB for instructions</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>TOPICS</td>
<td>Assignments</td>
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</tbody>
</table>
| 9    | October 21, 2014 | English learners and process writing & Recap on Vocab | ** See Discussion board discussion for prompt/instructions  
• **Complete** discussion board prompt and reply to two others by deadline specified online.  
• Read Chapter 7  
• Finish Family Suitcase and send home no later than Monday of this week. REMEMBER to document EVERYTHING. You will need to bring the completed suitcase on Week 11.  
• Bring draft of lesson plan to class this week.  
• Share entries for IN (3; TBA) |
| 10   | October 28, 2014 | Reading and literature instruction for English learners | ** Read** Chapter 8  
• Share entries for IN (4; TBA)  
• No readings for this week.  
• Bring completed Family Suitcase to class.  
• Share entries for IN (4; TBA) |
| 11   | November 4, 2014 | Creating culturally, linguistically and developmentally appropriate materials for ELLs | ** Read** Chapter 9  
• Share entries for IN (4; TBA)  
• Submit lesson plan and typed reflection on Blackboard by the end of the week (no later than Sunday at 11:59 PM) |
| 12   | November 11, 2014 | Content reading and writing: pre-reading and during reading | ** Read** Chapter 9  
• Share entries for IN (4; TBA)  
• Submit ‘report’ on Family Suitcase no later than Sunday at 11:59 PM. |
| 13   | November 18, 2014 | Content reading and writing: post-reading strategies for organizing and remembering | ** Read** Chapter 10  
• Share entries for IN (4; TBA)  
• Submit ‘report’ on Family Suitcase no later than Sunday at 11:59 PM. |
| 14   | November 25, 2014 | Reading assessment and instruction Reflecting on field experiences | ** Read** Chapter 11  
• Share entries for IN (3; TBA)  
• Prepare to talk about your field experience with ELLs with a designated small group. |
| 15   | December 2, 2014 | • Course wrap-up  
• You will be expected to complete all the entries for your IN no later than December 3, 2014 at 11:59 PM. We will discuss in class how this task will be completed. |

*The professor reserves the right to make changes to the schedule as necessary. Students will be informed of any and all changes.*
Themes and principles of learning - TExES tests

• **Learner-Centeredness.** The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibilities for their own learning.

• **Active Learning.** The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.

• **Teaching for Meaningful Outcomes.** The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learners link ideas in content area to familiar ideas, to prior experiences, and to relevant problems.

• **Diversity.** The teacher models and encourages appreciation of the diversity of learners’ cultural heritage, unique endowments, learning styles, interests, and needs. The teacher designs learning experiences that show consideration of diversity.

• **Communication.** The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, reading, and write in a variety of contexts.

• **Higher-order Thinking.** The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies when necessary.

• **Intra- and Interdisciplinary Connections.** As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners’ interest so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

• **Use of Technology.** The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.

• **Developmental Appropriateness.** The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that takes into consideration the unique characteristics of the learner community.

• **Assessment as part of Instruction.** Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.
• **The Teacher as Part of a Larger Learner Community.** The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between school and community.

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**LESSON PLAN FORMAT**

Your Name: ________________________________________________________________

Student’s age ______ Subject of lesson_______ Date lesson is to be taught ____________

Approximate length of lesson __________min/hrs

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I. TEKS
### II. ELPS

<table>
<thead>
<tr>
<th>III. CONTENT AND LANGUAGE OBJECTIVES FOR THIS LESSON</th>
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</thead>
<tbody>
<tr>
<td><strong>A. CONTENT OBJECTIVE(S):</strong></td>
</tr>
<tr>
<td><strong>B. LANGUAGE OBJECTIVE(S):</strong></td>
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</tbody>
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| IV. RATIONALE FOR THIS LESSON (In this section you will describe how this lesson builds on the needs you identified for the learner in your observations) |

| IV. MATERIALS & RESOURCES NEEDED FOR THE LESSON |

| V. STEP-BY-STEP DESCRIPTION OF ACTIVITY TO BE CARRIED OUT (i.e., what you will do to introduce the lesson, how the activity will take place, how you will assess the students’ understanding, how you will review concepts learned) |

| VI. ENRICHMENT AND EXTENSION (Briefly describe two extension activities that can be created to support your lesson after it has ended) |

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**LESSON REFLECTION FORM**

Professionals improve their teaching through consistent and meaningful reflection. Following the implementation of your lesson, reflect on the following:

How effective was the lesson?

How was my planning?

In what ways were the objectives met? Not met?
How effective was the assessment?

What worked? What didn’t work?

Did some things work for some students and not for others? Why?

What adjustments do I need to make for next time?

If group or individual management was challenging, why? What changes (s) would make a difference for next time?

What effect did the grouping arrangements make?

What were the strong parts of this lesson?

What am I most proud of? Where do I show growth?