Instructor Information:

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Course Site: http://elearn.uta.edu
Program Website: http://www.uta.edu/coed/bilingual/

Required 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.

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.

TESOL Standards Addressed in this Course

**Domain 1: Language**

Standard 1.a. Describing language

1.a.1. Apply knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English.

1.a.2. Apply knowledge of morphology (the structure of words) to assist ESOL students’ development of oral and literacy skills in English.

1.a.3. Apply knowledge of syntax (phrase and sentence structure) to assist ESOL students in developing written and spoken English.

1.a.4. Apply understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English.

1.a.5. Apply knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings.

1.a.6. Demonstrate ability to help ESOL students develop social and academic language skills in English.

1.a.7. Demonstrate ability to help ESOL students acquire a range of genres, rhetorical and discourse structures, and writing conventions in English.

1.a.8. Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL students bring in order to extend their linguistic repertoire.
1.a.9. Locate and use linguistic resources to learn about the structure of English and of students’ home languages.
1.a.10. Demonstrate proficiency in English and serve as a good language model for ESOL students.

**Domain 3: Planning, Implementing, and Managing Instruction**

3.a.1. Plan standards-based ESL and content instruction.
3.a.2. Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.
3.a.3. Plan students’ learning experiences based on assessment of language proficiency and prior knowledge.
3.a.4. Provide for particular needs of students with limited formal schooling (LFS) in their L1.

Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction.
3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material.
3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.
3.b.4. Develop students’ listening skills for a variety of academic and social purposes.
3.b.5. Develop students’ speaking skills for a variety of academic and social purposes.
3.b.6. Provide standards-based instruction that builds upon students’ oral English to support learning to read and write.
3.b.7. Provide standards-based reading instruction adapted to ESOL learners.
3.b.8. Provide standards-based writing instruction adapted to ESOL learners. Develop students’ writing through a range of activities, from sentence formation to expository writing.

**Field Experience**

BEEP 4384 requires a **two-hour** a week field experience with English language learners (ELL). 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.

For this course 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 in a classroom where no ELL are present.

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. Your time in the field will be recorded in a time sheet; your cooperating teacher’s signature will be required every week. You will scan the time sheet and submit for a grade at the end of the course. The time sheet template can be found on Blackboard.
Note that you are being asked to identify and work with two (2) learners rather than one. This is done because of high mobility. It is highly recommended that you chose students who are in the same classroom to minimize challenges arising from you having to visit more than one classroom for this assignment.

**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.
3. If you are going to be absent one day, please let school personnel know and be sure to have a plan to make that time up.

**Expectations for Out-of-Class Study:**
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.

**Expectations for Response Time and Feedback:**
Emails are generally answered within a 24-48 hour period, if not sooner. A courtesy reminder email may be sent to your instructor if you don’t hear from her/him within that time frame. Feedback to assignments will be given within a week.

**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
- 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.

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, 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. Due to the nature of this class (i.e., online class), students will be considered absent for class if they fail to engage in discussions and assigned class activities. See expectations for Class Participation.

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.

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.

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.

- 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 (5 points per week) ........................................ 40 points**

2. **Documenting Field Work ................................................................. 60 points**
   a. **Time Sheet ................................................................. 20 points**
b. Fieldnotes  (5 points each week; 8 total) ....................................... 40 points

3. Journal Entries (20 points each week; 4 total) ........................................... 80 points
   a. Entry #1 .................................................................................................. 20 points
   b. Entry #2 .................................................................................................. 20 points
   c. Entry #3 .................................................................................................. 20 points
   d. Entry #4 .................................................................................................. 20 points

4. Lesson Plan & Reflection .............................................................. 50 points

5. Family Suitcase .................................................................................. 50 points

Total Points Possible: 280 points

Description of Assignments
1. Attendance and 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 eight. See structure of the initial and response
   posts below, and check the calendar for specific due dates.

   Asynchronous Discussions
   As part of this course, you will be required to post and participate in eight (8) Discussion
   Forums – one forum per week. 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 as you answer the prompts provided for every week; note that
   the prompts vary depending on the topic and content being addressed that week. 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.

Guidelines for Responses:

- Post original, unique thoughts to each question.
- Do not merely agree or disagree with a comment without offering concrete reasons.
- Support your ideas with specific examples from the readings or other sources.
- Link to other websites when it can help expand the discussion.
- Do not use slang or emoticons.
- Your 'Initial Response' is due by 11:59 PM, Thursday of each week.
- Review your colleagues’ posts and respond to at least two (about 25 words) by 11:59 PM, Saturday of each week.
- You may also post clarifying questions and comments as well as direct responses.

2. Documenting Field Work

As part of the requirements for this course you will be working directly with at least two English language learners in a K-6 setting. Doing so will 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. All the assignments you will complete this semester will thus respond to the needs you identify these learners have. This assignment will require you to document your experiences working with these learners you have chosen in your field placement. There will be two weeks in which this documentation will take place: (a) time sheet and (b) field notes.

You will also be required to have a media release form completed for the 1-2 students you will be working with this semester; the media release form can be found on Blackboard. The form is available in English and Spanish. A scanned version of the form will be submitted on week 8.
**Time Sheet**
The time sheet is a document which you will complete after you have ended your two-hour experience with these learners each week. The time sheet will ask that you record (1) the date of your visit, (2) the amount of time spent in that placement, (3) a brief description of the work completed while you were in the placement (for example, you can mention that the children participated in a group activity, you helped the teacher complete a review of 2D shapes, etc.), (4) any other general comments you may have about what you saw (e.g., thought that group work could be improved, children were very noisy after recess), and (5) the cooperating teacher’s signature.

The Microsoft Word template you MUST use is on Blackboard. This template has empty rows and more rows can be added. It is expected that you will handwrite these comments as weekly records (see below for explanation) will be submitted in a separate document. Note that a weekly signature is required in your time sheet, so be sure to ask your cooperating teacher or an administrator at the school to sign this form before leaving your placement every week. You will submit a scanned version of this form on week 8 of the course for a grade.

**Field Notes**
While at the placement you will need to look for examples of the content being learned each week in this course. Field notes are generally short (2 paragraphs each) but they must be descriptive enough to provide a glimpse into what you saw and the connections you are starting to see between what you are learning and what classrooms teachers do (or don’t) in their classroom. Use the questions/prompts below to write these. Note that these are different from the journal entries you will write. Field notes talk about what you see in general, whereas the journal notes hone in on your individual work with students and your cooperating teacher.

**WHAT TO LOOK FOR:**
- **Week 1:** Take a look around the classroom where your ELL are. How is the classroom organized? Where do these students sit? How conducive to learning do you think this classroom is? Why?

- **Week 2:** This week you’ll need to identify how the ELPS are being used in the classroom. Give some examples. You may need to talk to the teacher to gather additional information.

- **Week 3:** This week you’ll be looking for examples of oral language development in the classroom. Identify what challenges the learner may have in this area, if any. If there aren’t any challenges present, then discuss his/her strengths, what he/she does, how he/she communicates and when, etc.

- **Week 4:** Observe how writing is used in the classroom, especially in the content areas such as math and science. Identify what challenges the learner may have in this area, if any. If there aren’t any challenges present, then discuss his/her strengths, what he/she does, how he/she communicates and when, etc.

- **Week 5:** How is academic language being taught? Is it built into other areas than language arts? What does the teacher do to make sure the vocabulary learned is built upon? Do you see
any difficulties the learner may be experiencing with vocabulary? What are those? If there aren't, then what are his/her strengths?

- Week 6: What types of fiction and non-fiction texts does the learner have access to? How are these types of texts used and talked about in the classroom?

- Week 7: What reading strategies does your learner use? How are these beneficial or detrimental to his/her language development?

- Week 8: How is the learner's reading being assessed? What works and what could be improved?

3. Journal Entries

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 (remember fieldnotes will still be due every week). You will be expected to draw on the experiences working with the student in class throughout the semester to complete the two major assignments of this course: the lesson plan and the Family Suitcase.

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. Each journal entry MUST be between 2 and 3 double-spaced pages. Do NOT use the students’ names in the entry; please use a pseudonym instead.

Specifics for journal entries

Entry #1: 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.’

Entry #2: 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.

Entries #3 and #4: 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

4. Lesson Plan

Once you have completed your journal entries, you will have an opportunity to design 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. Entries #3 and #4
should have given you a good idea of what to focus on.

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 are 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.
5. Family Suitcase: Connecting Home and School Literacy Practices

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.

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. The ‘Family Suitcase’ is a strategy designed by Dr. Carla Amaro-Jiménez. This strategy has helped increase both the home-school connection and the academic achievement of culturally and linguistically diverse children. As part of the assignment, you will send the Family Suitcase to the child’s home and have the child/parents work on it. More information about this strategy can be read in the article posted on Blackboard. Additional guidelines as well as examples of such suitcases can be accessed on Blackboard. Please plan sending the Family Suitcase home on Week 5 at the latest.

To document your implementation of this instructional material, you will submit a report through Blackboard; this document will contain all the relevant information pertaining to your own Family 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 SCHEDULE