Instructor Information:

Instructor: Dr. Carla Amaro-Jimenez
Office #: SH 322P
E-Mail: Amaro@uta.edu

Office Hrs: Mondays from 1-3:50 pm and by appointment
Course Meeting Days/Time: Tuesdays 11-1:50 PM
Course Start/End Date: Aug 25, 2016-Dec 7, 2016
Course Meeting Location: Trimble Hall 115
Section Information: BEEP 4384(004)

Blackboard: http://elearn.uta.edu

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.

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.

**TEA Teacher’s Standards Addressed in this Course:**

- Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
- Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English.
- Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- Standard V. The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.
- Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

**Alignment of Certification Standards (TExES 154) & Competencies with Assignments**

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<thead>
<tr>
<th>TExES 154 - Competency</th>
<th>Assignments to Evaluate Content Mastery</th>
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<tbody>
<tr>
<td>THE ESL TEACHER UNDERSTANDS FUNDAMENTAL LANGUAGE CONCEPTS AND KNOWS THE STRUCTURE AND CONVENTIONS OF THE ENGLISH LANGUAGE</td>
<td>Interactive Notebook, Family Suitcase Project</td>
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A. Understand the nature of language and basic concepts of language systems (phonology, morphology, syntax, semantics, lexicon, discourse and pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.
| B. Knows the functions and registers of language (social vs academic) in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students’ English language proficiency. | Interactive Notebook, Family Suitcase Project |
| C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students’ English-language proficiency. | Interactive Notebook, Family Suitcase Project |
| D. Knows the structure of the English language (word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to models and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS) | Interactive Notebook, Family Suitcase Project |

**THE ESL TEACHER UNDERSTANDS THE PROCESSES OF FIRST AND SECOND LANGUAGE ACQUISITION AND THE INTERRELATEDNESS OF L1 AND L2 DEVELOPMENT.**

| A. Knows cognitive processes (memorization, categorization, generalization, and meta-cognition) involved in synthesizing and internalizing language rules for second language acquisition. | Interactive Notebook |
| B. Knows common difficulties (idiomatic expressions; L1 interference in syntax, phonology and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties. | Interactive Notebook |

**DOMAIN 2—ESL INSTRUCTION AND ASSESSMENT—COMPETENCIES 3 AND 7—45% OF THE TEST**

<p>| COMPETENCY—TExES 154—ESL Supplement |
| THE ESL TEACHER UNDERSTANDS ESL TEACHING METHODS AND USES THIS KNOWLEDGE TO PLAN AND IMPLEMENT EFFECTIVE, DEVELOPMENTALLY APPROPRIATE INSTRUCTION |
| A. Knows applicable TEKS and the English Language Proficiency Standards (ELPS) and know how to design and implement appropriate instruction to address the domains of listening, speaking, reading and writing. | Interactive Notebook, Lesson Plan |
| B. Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs. | Interactive Notebook, Lesson Plan, Family Suitcase Project |
| C. Applies knowledge or effective practices, sources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence. | Interactive Notebook, Lesson Plan, Family Suitcase Project |</p>
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<td>D.</td>
<td>Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.</td>
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</table>

1. **THE ESL TEACHER UNDERSTANDS ESL TEACHING METHODS AND USES THIS KNOWLEDGE TO PLAN AND IMPLEMENT EFFECTIVE, DEVELOPMENTALLY APPROPRIATE INSTRUCTION.**

A. Applies knowledge of practices, resources and materials that are effective in promoting students’ communicative competence in English. | Interactive Notebook, Lesson Plan, Family Suitcase Project |

2. **THE ESL TEACHER UNDERSTANDS HOW TO PROMOTE STUDENTS’ LITERACY DEVELOPMENT IN ENGLISH**

A. Knows applicable TEKS and ELPS and know how to design and implement appropriate instruction to address the proficiency level descriptor for the beginning, intermediate, advanced and advanced-high levels in the reading and writing domains. | Interactive Notebook, Lesson Plan, Family Suitcase Project |

B. Understands that English is an alphabetic language and applies effective strategies for developing ESL students’ phonological knowledge and skills (e.g. phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high frequency words). | Interactive Notebook, Lesson Plan, Family Suitcase Project |

3. **THE ESL TEACHER UNDERSTANDS HOW TO PROMOTE STUDENTS’ CONTENT-AREA LEARNING, ACADEMIC LANGUAGE DEVELOPMENT AND ACHIEVEMENT ACROSS THE CURRICULUM.**

A. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically accommodated (communicated sequenced and scaffolded) to the students’ levels of English-language proficiency; engaging students in critical thinking; and developing students’ cognitive academic language proficiency across content areas. | Interactive Notebook, Lesson Plan, Family Suitcase Project |

B. Knows instructional delivery practices that are effective in facilitating ESL students’ application of various learning strategies (e.g., pre-teaching key vocabulary; helping student apply familiar concepts from their cultural background and prior experience to new learning; using metacognition, using hands-on and other experiential learning strategies; using realia, media and other visual supports [graphic organizers] to introduce and/or reinforce concepts) across content areas. | Interactive Notebook, Lesson Plan, Family Suitcase Project |
3. THE ESL TEACHER UNDERSTANDS FORMAL AND INFORMAL ASSESSMENT PROCEDURES AND INSTRUMENTS USED IN ESL PROGRAMS AND USES ASSESSMENT RESULTS TO PLAN AND ADAPT INSTRUCTION.

| A. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL student to achieve learning goals. | Interactive Notebook, Lesson Plan, Family Suitcase Project |

**DOMAIN 3—FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS AND FAMILY AND COMMUNITY INVOLVEMENT**

**COMPETENCY—TExES 154—ESL Supplement**

4. THE ESL TEACHER UNDERSTANDS THE FOUNDATION OF ESL EDUCATION AND TYPES OF ESL PROGRAMS.

| A. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions. | Interactive Notebook, Lesson Plan, Family Suitcase Project |
| B. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs. | Interactive Notebook, Lesson Plan, Family Suitcase Project |

**COMPETENCY—TExES 154—ESL Supplement**

THE ESL TEACHER UNDERSTANDS FACTORS THAT AFFECT ESL STUDENTS’ LEARNING AND IMPLEMENTS STRATEGIES FOR CREATING AN EFFECTIVE MULTICULTURAL AND MULTILINGUAL LEARNING ENVIRONMENT.

| A. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities). | Interactive Notebook, Lesson Plan, Family Suitcase Project |
| B. Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic and cognitive needs of ESL students and facilitates students’ learning and language acquisition. | Interactive Notebook, Lesson Plan, Family Suitcase Project |
| C. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, and ethnocentrism) and knows how to create a culturally responsive learning environment. | Interactive Notebook, Lesson Plan, Family Suitcase Project |
| D. Demonstrates sensitivity to students’ diverse cultural and socioeconomic backgrounds and shows respect for language differences. | Interactive Notebook, Lesson Plan, Family Suitcase Project |
| E. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity. | Interactive Notebook, Lesson Plan, Family Suitcase Project |
5. **THE ESL TEACHER KNOWS HOW TO SERVE AS AN ADVOCATE FOR ESL STUDENTS AND FACILITATE FAMILY AND COMMUNITY INVOLVEMENT IN THEIR EDUCATION.**

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<tr>
<th><strong>A.</strong> Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children’s education and school activities.</th>
<th>Interactive Notebook, Lesson Plan, Family Suitcase Project</th>
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<tr>
<td><strong>B.</strong> Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.</td>
<td>Interactive Notebook, Lesson Plan, Family Suitcase Project</td>
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<td><strong>C.</strong> Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.</td>
<td>Interactive Notebook, Lesson Plan, Family Suitcase Project</td>
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**Field Experience/Service Learning**

BEEP 4384 requires a two-hour a week Service Learning/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.

**Note:** These service hours are in addition to the hours you are completing this semester in your field experience placement.

The purpose of the service learning hours is to interact and work directly with ELLs in K-6 school settings, and to critically reflect on the implementation of instructional strategies learned in the course. As part of this assignment, you will identify two English learners to work with in your current field placement in order to complete the additional two-hour requirement.

The submission of a signed time sheet will be required to document these additional hours. The time sheet may be found in the syllabus appendix and on Blackboard at: [http://elearn.uta.edu](http://elearn.uta.edu). Upon completion of the required service hours, submit the time sheet (original copy) to the instructor and also a scan copy on Blackboard under assignments.

**Important Considerations regarding Service Learning 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. Follow the guidelines regarding your initial field-based experience.
4. Make sure to sign-in and out every time you visit the site.

**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  
g. Sticky notes/Post-Its

**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/aao/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

**College of Education’s Conceptual Framework:**
The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, Professionalism, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.
- The second core value, Knowledge, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, Leadership, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for
knowledge, behaviors, and attitudes.

- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible **Partners for the Future** – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**PROFESSIONAL DISPOSITIONS STATEMENT**

Each student/candidate in 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 professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

**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](http://www.uta.edu/coehp/tk20) for more information.

**Attendance Policy:**

**Class Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. I allow students to attend class at their own discretion. However, because of the amount of coursework that is completed during the semester, I highly encourage you to be present and on time.

Also note that, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.
**Electronic Communication:**
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

**Americans with Disabilities Act:**
UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability)** or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**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](http://www.uta.edu/resources).

**Academic Integrity:**
Students enrolled all UT Arlington courses 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.

UT Arlington faculty members may employ the Honor Code in their courses by 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. Additional information is available at https://www.uta.edu/conduct/.

**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.

**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 Policy:**
The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.
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.

Campus Carry:
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/. 

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 http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): [Optional.] The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza
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. Interactive Notebook ........................................................................................................ 100 points
   Semester-long implementation/entries (5 pts. p/week – 15 weeks) 70 points
   Standards-aligned material shared 15 points
   Reflection on implementation 15 points

2. Service Learning........................................................................................................ 170 points
   Part I: Timesheet 15 points
   Part II. Journal Entries (Discussion and Reflection) 40 points
   Part III: Lesson Plan & Reflection 50 points
   Part IV: Family Suitcase Implementation 50 points
   Part V: Family Suitcase Reflection 15 points

Total Points Possible: 270 points

Description of Assignments (see Table with Competencies for evidence of how content mastery in this course will be achieved through in-class activities and assignments)

1. 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. A reflection on its implementation will be due at the end of the semester.
2. Service Learning (Parts I-V)
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 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 two 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. You may complete this work in your current field placement as long as the hours are in addition to the hours you are required to complete weekly.

You will document your work with this child by using a time sheet, journal entries and fieldnotes. 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 and ten fieldnotes will be completed throughout the semester. Note that the content of the entries and fieldnotes 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 and fieldnotes you will need to make a direct connection between what you are seeing and doing in the field and the content of our course.

Note: Journal Entries 1-4 will need to be typed. See the calendar for due dates. The remaining observations or fieldnotes you complete weekly will be recorded in your Interactive Notebook. Please read the next two sections carefully.

Specifics for journal entries

Journal Entry #1: Window into the program - Writing Journal Entry #1 provides an opportunity to understand and learn more about the program being implemented (ESL pullout, ESL push-in, sheltered instruction, content-based instruction, bilingual, dual language) in the classroom.

Identify the English learner with whom you will be working with for the remainder of the semester after writing Journal Entry #1. This entry will focus on the following:
(1) Your perceptions of the educational environment,
(2) The learner’s participation in the ESL/bilingual program, and
(3) The overall methods, strategies, or activities utilized in the instruction.

Provide enough descriptive information for the reader to get a sense of what the instructional setting is like, what, how, when and why learners do what they do in the program. This first journal entry should give the reader a ‘window into the program.’ The length of the first entry should be at least two pages typed, double-spaced. Check the course calendar for the due date.

**Journal Entry #2: Window into the life of an ELL**

This entry focuses exclusively on the learner you have selected to work with throughout the semester. Spend some time forming a relationship with the student before beginning the interviewing process. Remember to use a pseudonym when referring to the learner with your peers and in your reflection paper. The following are a few questions to consider:

- Who is the learner?
- Where is the learner’s place of origin?
- How long has the learner lived in the U.S.?
- What is the previous educational background of the learner?
- What experiences has the learner had in learning English in the classroom and community?
- What are the learner’s goals in participating in the ESL/bilingual education program?
- What difficulties has the learner experienced in the process of learning to read and write in English?

Note that for this entry you may also need to speak with the student’s teacher to gather additional information about the ‘difficulties’ the student may be experiencing. Identify the student’s accommodations, if any, that the teacher has utilized and include this information as part of your second journal entry.

**Journal Entries #3 & 4:**

The next two journal entries (Journal Entry #3 and #4) will focus on the learner you selected and the challenges that you think the learner may be experiencing in the process of learning literacy skills in English.

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 while these entries will not be submitted for grading through Blackboard until week four (Week 4), you will be required to bring your notes to class for discussion. Also, please note that you will be required to complete the four above mentioned Journal entries before you will be allowed to begin the remaining parts of this project.

Once you have completed your Journal Entries you will continue working with the learner, but rather than writing detailed entries you will begin to write fieldnotes that stem from your interactions and/or observations. These are not typed but rather included in your Interactive Notebook. We will discuss in class how to do so.

- **Week 5:** This week you'll need to identify what the learner's proficiency level is based on what you now know about ELPS, see how the learner interacts with his/her peers, how he/she does during certain classroom activities, etc. What you're observing is meant to help build the background necessary to understand who the learner is. You may also need to talk to the teacher to gather additional information. This will help you write journal entry two. See syllabus for specifics.

- **Week 6:** 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. This will help you write journal entry three. See syllabus for specifics.

- **Week 7:** 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. This will help you write journal entry four. See syllabus for specifics.

- **Week 8:** 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 9:** What kinds of writing opportunities do you see that facilitate process writing? What are some good examples of process writing you have seen?

- **Week 10:** 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 11:** Provide examples of how this teacher has created a culturally, linguistically and developmentally appropriate environment. Observe how and why the learner feels welcomed in that environment.

- **Week 12:** What strategies does your learner use for pre- and during-reading? How are these beneficial or detrimental to his/her language development?
- **Week 13:** What strategies does your learner use after reading? How are these beneficial or detrimental to his/her language development? What are some examples of ways in which he/she is remembering what's being read?

- **Week 14:** Draw on your observations this semester to discuss what you think can be done to improve the educational opportunities provided to English language learners.

**Part III-V**

Parts II through V will give you an opportunity to create and implement activities in which you draw on what you’ve learned from the learner(s) 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.

**Part III: Lesson Creation and Implementation**

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 you plan can be a one-on-one, small or large group lesson depending on the setting where you will be completing these additional field hours.

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.

**Part IV-V: Connecting Home and School Literacy Practices: Family Suitcase**

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 document 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 (270 points). Your final grade will be shown on the ‘final grade’ column below.

Your final grade .............................................................. _____ / 270 total points

Grading Scale:
A = 93 -100
B = 85 - 92
C = 77 - 84
D = 70 - 76
F = Below 70

PLEASE SEE BLACKBOARD FOR THE MOST UP-TO-DATE SCHEDULE

Scheduled Assignments/Lecture topics*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>TOPICS</th>
<th>Assignments</th>
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| 1    | 08/30/16   | Syllabus / Expectations General Course Overview Interactive Notebooks (IN) Intro | • “Decorate” your IN cover and bring to class next week.  
• Begin Service Learning experience. |
| 2    | 09/6/16    | English learners in school (TEA Standard I, III)                        | • Read Chapter 1  
• Bring journal entry #1 to class |
| 3    | 09/13/16   | Second language acquisition (TEA Standard I, III)                       | • Read Chapter 2 & 3  
• Share entries for IN  
• Bring journal entry #2 to class |
| 4    | 09/20/16   | Oral language development in second language acquisition (TEA Standard I, III) | • Read Chapter 4  
• Bring journal entry #3 to class  
• Share entries for IN |
<p>| 5    | 09/27/16   | Hybrid work &amp; Focused                                                  | • Watch assigned video – see |</p>
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<th>Week</th>
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|      |            | observations (TEA Standard I, III, IV)                                 | discussion board on BB for instructions  
** Complete discussion board prompt and reply to two others by deadline specified online  
** Submit journal entries #1-4 – Check Blackboard for instructions. Submit before Sunday at 11:59 PM.  
** Fieldnotes for week 5 |
| 6    | 10/4/16    | Emergent literacy: English learners beginning to write and read (TEA Standard I, III, IV) | • Read Chapter 5  
• Begin working on your Family Suitcase.  
• Share entries for IN  
• Fieldnotes for week 6 |
| 7    | 10/11/18   | Words and meaning: English learners’ vocabulary development & English learners and process writing (TEA Standard I, III, IV) | • Read Chapters 6 & 7  
• Share entries for IN  
• Fieldnotes for week 7 |
| 8    | 10/18/16   | Reading and literature instruction for English learners (TEA Standard I, III, IV, V) | • Read Chapter 8  
• 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  
• Fieldnotes for week 8 |
| 9    | 10/25/16   | Hybrid work & Focused observations (TEA Standard I, III, IV)            | • Watch assigned video – see discussion board on BB for instructions  
** Complete discussion board prompt and reply to two others by deadline specified online. Fieldnotes for week 9 |
| 10   | 11/1/16    | Creating culturally, linguistically and developmentally appropriate materials for ELLs (TEA Standard I, III, V, VII) | • No readings for this week.  
• Bring completed Family Suitcase to class.  
• Share entries for IN  
• Fieldnotes for week 10 |
| 11   | 11/8/16    | Content reading and writing:                                           | • Read Chapter 9 |

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<th>Week</th>
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<td>pre-reading and during reading (TEA Standard I, III, V, VII)</td>
<td>• Share entries for IN (4; TBA)</td>
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<td>• Submit lesson plan and typed reflection on Blackboard by the end of the week (no later than Sunday at 11:59 PM)</td>
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<td>• Share entries for IN</td>
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<td>• Fieldnotes for week 11</td>
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<td>12</td>
<td>11/15/16</td>
<td>Content reading and writing: post-reading strategies for organizing and remembering (TEA Standard I, III, V, VII)</td>
<td>• Read Chapter 10</td>
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<td>• Share entries for IN (4; TBA)</td>
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<td>• Submit ‘report’ on Family Suitcase no later than Sunday at 11:59 PM.</td>
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<td>• Share entries for IN</td>
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<td>• Fieldnotes for week 12</td>
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<td>13</td>
<td>11/22/16</td>
<td>Thanksgiving Break</td>
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<tr>
<td>14</td>
<td>11/29/16</td>
<td>Reading assessment and instruction (TEA Standard I, III, V, VII)</td>
<td>• Read Chapter 11</td>
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<td>• Share entries for IN</td>
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<td>• Fieldnotes for week 13</td>
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<tr>
<td>15</td>
<td>12/6/</td>
<td>• Course Wrap-Up &amp; Reflecting on field experiences! Prepare to talk about your field experience with ELLs with a designated small group. - You will be expected to complete all the entries for your IN as well as your reflection no later than December 5, 2015 at 11:59 PM. We will discuss in class how this task will be completed.</td>
<td>• Fieldnotes for week 14</td>
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**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.
LESSON PLAN FORMAT—ENGLISH

Candidate ___________________________  UTA Field Supervisor ___________________________
Date __________

Cooperating Teacher
_________________________  School ___________________________

School District ________________  Grade _______  Subject
________________________________________

________________________________________

Approval to teach lesson (Cooperating Teacher)  Date

Approximate Length of Lesson______  Beginning: _____________  Ending:
____________

I.  SUBJECT_________________________________  GRADE________

II.  TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

________________________________________

________________________________________

________________________________________

III.  ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)

________________________________________

________________________________________

________________________________________

IV.  CONTENT OBJECTIVE(S)

________________________________________

________________________________________

________________________________________

V.  LANGUAGE OBJECTIVES (FROM ELPS)
VI. MATERIALS—RESOURCES (3 TO 5)

VII. KEY VOCABULARY (5 OR MORE)

VIII. INSTRUCTIONAL DELIVERY

1. Introductory activity (Focus)

2. Procedure

3. Assessment

4. Reteaching

5. Closure
IX. ENRICHMENT AND EXTENSION

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?

---

**Time Log for Field-Based Experiences**

**Semester:** Fall ( ) Spring ( )

**Course:** ______________________

**UTA**

______________________________  Last Name

______________________________ (Middle)  First

Name (UTA ID)

______________________________  __________________________  __________________________

School District  School  Cooperating Teacher

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<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Date</th>
<th>Time in</th>
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Participant Signature