BEEP 4384: Literacy Methods for ESL/Bilingual Classrooms Sections II and III  

Fall 2017

Instructor Information:

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

Office Hrs: Tuesdays from 2:30 pm and by appointment

Course Meeting Days/Time: Mondays 11-1:50 PM (**Blackboard**)  
Course Start/End Date: January 17, 2017 – May 5, 2017  
Course Meeting Location: TBD

Section Information: BEEP 4385 (002)

Blackboard: [http://elearn.uta.edu](http://elearn.uta.edu)

Course Objectives:  
Teacher candidate will master the following objectives:
1. Identify linguistic, cognitive, academic and cultural factors that may impact English language learners’ learning of academic content in the classroom.
2. Explore second language learning and teaching and the role that the teacher, the students and the families play in the second language learning/teaching process.
3. Apply theories of first and second language acquisition to the teaching of ESL students in PK-6 classrooms.
4. Apply knowledge of current learning theories and strategies, including learning styles and language transfer, to the teaching of linguistic minority students.
5. Demonstrate and apply knowledge of the ESL TExES examination competencies.
6. Demonstrate a thorough understanding of sheltered instruction models and strategies to improve English language learners’ success in the PK-6 classroom.

Required Textbooks:

- Custom book from Pearson Learning Solutions. Book is only available at the UTA Bookstore
**Course Description:** Analysis of the linguistic, cognitive, academic and cultural considerations required to provide meaningful and developmentally appropriate content area instruction to English language learners (ELLs) in PK-6. Prerequisite: BEEP 3381.

### Teacher standards for ESL TExES:

<table>
<thead>
<tr>
<th>ESL Standards</th>
<th>Comp. TExES Bilingual</th>
<th>Comp. TExES ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard II.</strong> The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.</td>
<td><strong>Competency 001</strong> — Foundations of Bilingual Education. 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.</td>
<td><strong>Competency 008</strong> The ESL teacher understands the foundations of ESL education and types of ESL programs.</td>
</tr>
<tr>
<td><strong>Standard III.</strong> The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English.</td>
<td><strong>Competency 002</strong> – Acquisition of First and Second Language. 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).</td>
<td><strong>Competency 002</strong> The ESL teacher understands the processes of first-language (L1) and second language (L2) acquisition and the interrelatedness of L1 and L2 development.</td>
</tr>
<tr>
<td><strong>Standard VI.</strong> The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt</td>
<td><strong>Competency 003</strong> — Development and Assessment of Bi-literacy. The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of bi-literacy.</td>
<td><strong>Competency 007</strong> The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</td>
</tr>
</tbody>
</table>
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://wwweb.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://www.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:
**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 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.

**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/](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](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](http://uta.mywconline.com). Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://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](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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
</tr>
<tr>
<td>Implementation of Sheltered Instruction Strategy</td>
<td>50</td>
</tr>
<tr>
<td>Instructional Alignment (group project)</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (6 at 25 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Final exam</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points Possible:</strong></td>
<td>365</td>
</tr>
</tbody>
</table>

Description of Assignments

1. Participation/Discussion Boards (15 points)

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 materials 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. See structure of the initial and response posts below, and check the calendar for specific due dates. Note that the format/content (not the frequency) for the discussions changes slightly on week six, which is when the ‘Implementation of the Sheltered Instruction Strategy’ begins to take place. “Even” weeks will focus on a discussion of these strategies, and ‘odd’ weeks will focus on the course content as covered in the book chapters. See the course schedule.

**Note:** There will be an additional discussion board posting you will be required to participate in. This posting has is entitled, “Introductions.” Please take a minute and introduce yourself. You’re welcome to record a video introduction in lieu of the written introduction if you have a smartphone or device that has video recording capabilities. See specifics on the discussion board.

Asynchronous Discussions

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. **Implementation of sheltered instruction strategy (50 points)**
   This semester you will have the opportunity to learn about a myriad of teaching strategies that you can use in your classroom to further support English learners' learning in the classroom. For this assignment you will work in triads (3 people; you choose who you work with for this assignment) to select one approved sheltered instruction teaching strategy from the strategies resource/compilation provided (see blackboard for a PDF), record you implementing it, and sharing it with your peers on Blackboard.

   The video recording should be between 5-7 minutes. The video must include the following information:
   1. Name of strategy
   2. Short description of what the strategy entails (all the who/wh-)
   3. Demonstration of strategy
   4. Strengths and weaknesses of strategy

   The information above, except #3, will be included in a two-page summary that will be posted along with your video. The video will be shared under the course’s blog section for
others to watch them and provide comments on our “even” weeks (Weeks 6, 8, 10, 12, 14). See course schedule for when these are. Please note that you do not have to appear on the video or use any special equipment to create it; you can use other resources to convey your message. Be creative. Some free resources/apps you can use include:
https://animoto.com
http://www.vivavideo.tv/
http://www.apple.com/imovie/

3. **Instructional Alignment (100 points)**

For this assignment you will have the opportunity to develop an instructional alignment guide for a language skill that encompasses the four language proficiency levels, the ELPS, the state’s College and Career Readiness Standards, and approved linguistic accommodations. Note that some language skills (reading and writing) will be broken down by grade band (K-1, 2-12). See TEA’s ELPS Academy Supplement/template provided; the indicators per skill can be found as follows:

- Listening K-12: p. 26-29
- Speaking K-12: p. 30-33
- Reading K-1: p. 34-37
- Reading 2-12: p. 38-41
- Writing K-1: p. 42-45
- Writing 2-12: p. 46-49

To create this alignment guide, each ELPS performance indicator for the assigned area/skill will include:

- One performance-based activity (based on ELPS; see examples on page 24 of ELPS Supplement) for each indicator
- One language and one content objective for each activity
- Five key vocabulary words students would most likely learn as a result of participating in this activity (See Academic Vocabulary-Teacher Resource document posted on BB)
- The name of a sheltered instruction strategy to be used as part of the activity (see Activities and Ideas document on BB)
- An evaluation measure to demonstrate how learners would demonstrate mastery of that indicator.

<table>
<thead>
<tr>
<th>ELPS Student Expectations for Listening, 19 TAC 74.4(c)(2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Indicator</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

12
A group page will be made available for the assigned groups to work on this assignment, and drafts of the guide will be submitted at two different points during the semester. The number of people in the group will depend on the total course enrollment but it will most likely be 4-5 people. The professor will create the groups. The final product will be typed in the template provided, and will be submitted through Blackboard. Check the calendar for the due date.

4. **Quizzes (6 at 25 points each)**
   Six (6) quizzes have been scheduled throughout the semester. Check the calendar for the dates. These formal examinations will evaluate your understanding of the content covered and reviewed on specific weeks. These examinations will include multiple choice and true/false questions. All the tests will be delivered through Blackboard.

5. **Final Examination**:
   A comprehensive multiple-choice final test will cover all the topics covered in class. The final will be delivered through Blackboard.

**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 .......................................................... _____ / 365 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>Date</th>
<th>Standards &amp; Topics</th>
<th>Important Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Week of January 17</td>
<td><strong>Key topics:</strong>&lt;br&gt;- Introductions&lt;br&gt;- State of Education/Inspiring leaders on the topic of learning</td>
<td>• Post introduction to BB&lt;br&gt;• Watch video: TedTalk Education&lt;br&gt;• Discussion board (response and replies)</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Week of Jan. 23rd</td>
<td><strong>Key Topics:</strong>&lt;br&gt;1. Growth of the ELs population in the Nation&lt;br&gt;2. Cultural and linguistic diversity in the state and the Nation.&lt;br&gt;3. Socio-cultural process and the process of cultural adaptation Stages of cultural adjustment</td>
<td>• Read course materials assigned <strong>Text:</strong> Chapter 1-Introduction to the SIOP Model&lt;br&gt;• Review Course Notes&lt;br&gt;• Watch Introduction to SIOP Video&lt;br&gt;• Watch video, &quot;The importance of comprehensible input,&quot; located under the Videos tab: <a href="http://programs.esc20.net/default.aspx?name=lpac.resources">http://programs.esc20.net/default.aspx?name=lpac.resources</a>&lt;br&gt;• Discussion board (response and replies)</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Week of Jan. 30th</td>
<td><strong>Key Topics:</strong>&lt;br&gt;1. Sheltered Instruction&lt;br&gt;2. Language proficiencies&lt;br&gt;3. ELPS- Proficiency Level Descriptors</td>
<td>• Read course materials assigned <strong>Text:</strong> Chapter 6-Sheltered Method of Instruction&lt;br&gt;• Review material: <a href="http://programs.esc20.net/users/files/ELPS/ELPS-ResourceSupplement.pdf">http://programs.esc20.net/users/files/ELPS/ELPS-ResourceSupplement.pdf</a>&lt;br&gt;• Watch Video: ELPS &amp; TELPAS&lt;br&gt;• Review <a href="http://programs.esc20.net/default.aspx?name=lpac.resources">LPAC Flowchart</a>&lt;br&gt;• Review Course Notes&lt;br&gt;• Discussion board (response and replies)&lt;br&gt;• Quiz #1</td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;Week of Feb. 6th</td>
<td><strong>Key Topics:</strong>&lt;br&gt;Language Teaching Methods/Historical look</td>
<td>• Read: Language Teaching Methods by Freeman (see PDF&lt;br&gt;• Watch Language Teaching Methods videos&lt;br&gt;• Discussion board (response and replies)</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;Week of Feb. 13th</td>
<td><strong>Key Topics:</strong>&lt;br&gt;Teaching Language Learners and Building Background</td>
<td>• Read course materials assigned <strong>Text:</strong> Chapter 2- Lesson Preparation&lt;br&gt;• Review material: <a href="http://programs.esc20.net/users/files/ELPS/ELPS-InteractiveLanguageObjectives.pdf">http://programs.esc20.net/users/files/ELPS/ELPS-InteractiveLanguageObjectives.pdf</a></td>
</tr>
</tbody>
</table>
| Week 6 | Week of Feb. 20th | Key Topics: | • Read course materials assigned **Text:** Chapter 3-Building Background  
• Review material: [http://elltx.org/docs/AcademicVocabulary.pdf](http://elltx.org/docs/AcademicVocabulary.pdf)  
• **Video:** Transfer in Second Language Acquisition  
• Review Course Notes  
• Provide feedback to peers sharing their instructional strategy this week: Groups 1 and 2 |
| --- | --- | --- | --- |
| **Key Topics:** | 1. Vocabulary development  
3. Tiered vocabulary  
5. Cultural connection | • Watch lesson preparation videos  
• Review Course Notes  
• Discussion board (response and replies)  
• **Quiz #2** |
| Week 7 | Week of Feb. 27th | Key Topics: | • Read course materials assigned **Text:** Chapter 5-CALLA Method of Instruction  
• Read Genzuk's SDAIE Instruction  
• Watch CALLA Video  
• Review Course Notes  
• Discussion board: see prompts on BB |
| **Key Topics:** | 1. The CALLA Method  
2. The SDAIE Method | • Watch videos: Krashen's Views on Linguistic Theories  
• Review Course Notes  
• Quiz #3  
• Provide feedback to peers sharing their instructional strategy this week: Groups 3 and 4 |
| Week 8 | Week of March 6th | Key Topics: | • Read course materials assigned **Text:** Chapter 4-Comprehensible Input  
• Review Course Notes  
• Quiz #3  
• Provide feedback to peers sharing their instructional strategy this week: Groups 5 and 6 |
| **Key Topics:** | 1. Linguistic Accommodations  
2. Krashen's Input Hypothesis  
3. Differentiating based on language levels | • Read course materials assigned **Text:** Chapter Strategies  
• Watch Strategies video  
• Review Course Notes  
• Provide feedback to peers sharing their instructional strategy this week: Groups 5 and 6 |
| Week 9 | March 13th | **SPRING BREAK** |  |
| Week 10 | Week of March 20th | **Key Topics:** | • Read course materials assigned **Text:** Chapter Strategies  
• Watch Strategies video  
• Review Course Notes  
• Provide feedback to peers sharing their instructional strategy this week: Groups 5 and 6 |
| **Key Topics:** | 1. ELPS- Cross-curricular Student Expectations (learning strategies)  
2. Scaffolding a lesson  
3. HOTS- Higher order questioning |  |  |
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Week of March 27th</th>
</tr>
</thead>
</table>
| **Key Topics:** | 1. Benefits of interaction  
2. Grouping configurations  
3. Krashen’s Affective Filter Hypothesis  
4. Behavior management  
5. Classroom arrangements |
| **Assignments:** | • Read course materials assigned  
Text: Chapter Interaction  
• Watch Interaction Playlist (four videos; see below)  
• Review Course Notes  
• Quiz #4  
• Discussion board (response and replies) |

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Week of April 3rd</th>
</tr>
</thead>
</table>
| **Key Topics:** | 1. Krashen’s Natural Order and Monitor Hypothesis  
2. Integration of all 4 language skills  
3. Gradual release method |
| **Assignments:** | • Read course materials assigned  
Text: Chapter Practice and Application  
• Watch Practice and Application Video  
• Review Course Notes  
• Provide feedback to peers sharing their instructional strategy this week: Groups 7 and 8 |

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Week of April 10th</th>
</tr>
</thead>
</table>
| **Key Topics:** | 1. Lesson analysis  
2. Student analysis  
3. Multiple modalities  
4. Extension of lesson for Gifted students  
5. Extension of lesson through centers |
| **Assignments:** | • Read course materials assigned  
Text: Chapter Lesson Delivery  
• Watch two videos assigned (see below)  
• Review Course Notes  
• Discussion board (response and replies)  
• Quiz #6 |

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Week of April 17th</th>
</tr>
</thead>
</table>
| **Key Topics:** | 1. Assessments based on language proficiency  
2. Purpose of assessment  
3. Create an authentic assessment |
| **Assignments:** | • Read course materials assigned  
Text: Chapter Review and Assessment  
• Review list of assessments approved for ELLs  
• Watch: Assessment of English language learners  
• Review Course Notes  
• Provide feedback to peers sharing their instructional strategy this week: Groups 9 and 10 |

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Week of April 24th</th>
</tr>
</thead>
</table>
| **Key Topics:** | 1. Language differences vs. learning disabilities  
2. RTI process-3 tiered method |
| **Assignments:** | • Read Text: Chapter Issues of Reading, RTI and Special Education for English Learners  
• Watch English language learners with learning disabilities  
• Discussion board (response and replies) |
| Week 16 Finals Week | FINALS WEEK – See BB for instructions |

**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.