



Texas A & M University-Texarkana
BE472 Methods for ESL/ESL472 Instruction for ELLs
Course Syllabus Fall 2014

Instructor: Dr. Luz Mary Rincon

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Office hours: Tuesday and Thursday 11:00am-12:30pm and 5:15-6:00pm (Bringle Lake)

Hours in Mt Pleasant will be announced throughout the semester.

Course Meeting times and dates:

Saturday 9/6(Bringle Lake), 9/27 (Mt Pleasant), 10/18 (Bringle Lake), 12/6 (Mt Pleasant)
from 9:00am-12:30pm

Important dates:

First class day: Monday August 25

Last day to pay tuition, housing: Thursday Aug. 28 by 12 noon

Last day to withdraw, no grade: Tuesday Sept. 10

Faculty withdrawal of students due to absences/no participation: Tuesday Sept. 10

Course Description:

BE472/ESL472 studies the conditions for developing English as a Second language (ESL) and effective teaching strategies for the ESL classroom. It reviews the English system and the processes of first language (L1) and second language (L2) acquisition, including the factors that affect L2 development. It provides students with research based teaching strategies for developing and assessing academic English. The course prepares students to pass the TeXes 154 ESL Supplemental and Texas 165 Bilingual Education Supplemental.

Required Materials:

Herrell, Adrienne and Jordan, Michael. (2012). 50 Strategies for Teaching English Language Learners. Pearson.

Seidlitz, John & Kenfield, Katherine. (2011). 38 Great Academic Language Builders. Seidlitz Education.

Seidlitz, John. (2010) ELPS Flip Book. Seidlitz Education.

Student Learning Outcomes (SLOs):

BE472/ESL472 students will...

1. Define the bilingual language proficiency standards and explain the relationship between these standards and the competencies that are evaluated by Texas#164; and define the ESL standards and explain the relationship between these standards and the competencies that are evaluated by Texas#154. (***Texes #154 and #164 Domains and Standards***)
2. Design lesson plans including activities that target the development of English Learners communicative competence, reading, and writing in the second language (***ESL EC-6 Standards, Bilingual Education Standards***).
3. Implement instruction that accounts for the level of proficiency of the second language learner (***ESL EC-6 Standards, Bilingual Education Standards***).

4. Target accommodations based on proficiency level of English Language Learners (ELLs) in order to enhance language proficiency. (*ESL EC-6 Standards, Bilingual Education Standards*).
5. Interact with peers and instructor via online discussion board and chat and the presentation of projects about issues pertaining to first and second language acquisition, and teaching strategies for the development of English competency.

Professionalism/Ethics Outcomes:

BE472/ESL472 students will demonstrate professional and ethical behavior and knowledge of the Educator Code of Ethics [*Texas Code of Ethics and Standard Practices*](#) by always applying and demonstrating:

1. Appropriate attendance and promptness and an ability to meet deadlines.
2. Positive, open attitude towards learning and an ability to utilize constructive feedback
3. Appropriate collaboration, organizational, and presentation skills.
4. Respectful attitude towards their professor and peers.
5. Adherence fair use and copyright laws.
6. Academic honesty and an awareness of academic dishonesty practices such as cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source.

A copy of the Educator Code of Ethics is available on the course homepage. Students must email the instructor acknowledging that they have read the expectations in the Code of Ethics and that have understood that the class material will target these standards.

TEA Educator Standards:

Be472/ESL472 students will demonstrate knowledge of the ESL AND BILINGUAL standards as aligned by the SLOs enunciated above...

ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS (EC-12)

- **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 VI.** 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 instruction.

BILINGUAL EDUCATION STANDARDS (ECE-12):

- **Standard III.** The bilingual education teacher knows the process of first- and second-language acquisition and development.
- **Standard IV.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.
- **Standard V.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

- **Standard VI.** The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

The ESL and Bilingual standards and expectations are available on the home page. Students must email the instructor acknowledging that they have read the standards and have understood that the class material will target these standards. Knowledge of these standards will be demonstrated in students' projects and academic and professional behavior.

ELPS:

The course will be incorporate [English Language Proficiency Standards ELPS](#) in the student area of certification and grade level.

Students must upload their related [ELPS](#) and maintain a copy of these expectations for use in various class projects and assessments. The ELPS are available in Unit 1 of the class and will be part of numerous assignments throughout the course.

CLASS ASSIGNMENTS AND ACTIVITIES

THE MODULES ONBLACKBOARD: Each module has materials and the professor's lectures to help you understand the content in the readings (50 strategies, 38 academic builders, and the ELPs flip book). Each module has specific assignments that integrate the materials in these three sources and the materials in the modules. Typically, each unit has three types of assignments: (1) an individual reflection of the 50 strategies materials (posted through your group's link); (2) a project-based group assignment of 38 academic builders (posted by the group's leader); (3) group discussions of the materials in the flip book (posted by either the group's leader or each student individually with peer discussion).

POSTINGS/DISCUSSIONS/REFLECTIONS: Reflections are worth 28%, the project-based assignment 27%, and group discussions 20%.

The class is going to be divided into 2 groups. You will post your reflection within the room assigned to your group. Some reflections are individual, while others require group work; thus either (1) submit your individual responses, or (2) meet and discuss with your group via text, email, and then appoint one member to enter the groups' thoughts. In either case, you have to "edit" the posting, enter your information and save/submit it. If this is individual posting, enter your thoughts (write your name initials in parenthesis). If you are the group leader, you must enter the information and also at the top enter the names of the students who participated in completing the assignment.

PACT modules: There are two modules to complete that ends with a completion certificate that has to be posted. The assignment is 10%. Go to this website <https://pact.tarleton.edu/pact> and register following the registration instructions. Instructions had been sent to you from PACT to your ace email. Register to PACT. If you have already registered to PACT, use that user ID and password (if you forgot, you may retrieve it by using your ace email). On the left side of the PACT webpage, you will find a QUICK LINKS tab. Look for PACT ACADEMY. You will find a series of modules. Scroll down and on the right, you will find the modules on ELLs. Your task is to complete two modules: (1) and (2). Complete the quiz for each module. Then, if you pass the quiz, you will receive a certification. Save the certificate as a PDF document or JPEG document. Submit it through the posting link.

Field observation—project-based assignment: This project is 15%. For this project, you must conduct observations in an ESL self-contained classroom, where only ELLs receive *ENGLISH* instruction. Mt Pleasant’s Vivian Fowler campus has transitional classrooms and the Primary and Elementary campuses in Pittsburg have ESL self-contained classrooms where only ELLs are self-contained. The Texas High School campus has an ESL Resource classroom also. **YOU MUST CONDUCT AT LEAST 2 VISITS OF THIS CLASSROOM** on separate dates **THROUGHOUT THE SEMESTER**. The project requires that you complete a report and demonstration, a replica of the best strategy that you observed, what you considered most effective. This demonstration will be done on the last seminar (see date below). During the demonstration, you must use materials that the teacher used.

METHODS OF EVALUATION

| | |
|---|--|
| 2 PACT modules | 10% (5pt each) |
| 7 reflections (50 strategies, materials in the module) | 28% (4pt each) |
| 4 project-based assignments (38 Great Acad. Lang. Build.) | 27% (6.75pt each) |
| 5 group discuss (ELPS flip bk/ELPS implementation) | 20% (4pt each) |
| Field Observation (project-based assignment) | 15% (5pt visit, 5pt report, 5pt demonstration) |

Grading criteria A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

COURSE MAP

Monday 8/25 - Friday 9/5

Unit 1 Services for ELLs

Chapter 74.4 English Language Proficiency Standards; Questions regarding services for ELLs; The LPAC committee and placement chart; Planning for ESL instruction and language and content objectives

- Reflection activity, due Wed. 9/3

Seminar: Saturday, 9/6 (Bringle Lake), 9:00am-12:30pm

Monday 9/8 - 9/19

Unit 2 Second Language Acquisition

The process of first (L1) and second (L2) language acquisition, theories of L2 acquisition, factors that affect L2 acquisition

- Reflection activity, due Wed. 9/17
- Group discussion, due Friday 9/19

Monday 9/22 - 10/3

Unit 3 Academic language development

Problematic issues concerning L2 acquisition; current approaches to teaching ESL; Vocabulary Development

- ELPS Flip Book: Learning strategies, crosscurricular student expectations; Learning Activities

- 38 Academic Lang. Builders: Building Academic Vocabulary Skills (#1 - #13)
- 50 Strategies for Teaching ELLs: Section V (#37- #46)

Seminar: Saturday, 9/27 (Mt Pleasant), 9:00am-12:30pm

Monday 10/13 - 10/24

Unit 4 Developing Listening and Speaking

Proficiency levels and proficiency level descriptors PLDs; strategies for developing listening and speaking

- ELPS Flip Book: Listening/Speaking crosscurricular student expectations; Listening/Speaking Activities
- 38 Academic Lang. Builders: Building Academic Conversation Skills (#14 - #22)
- 50 Strategies for Teaching ELLs: Section II (#1- #11)

Seminar: Saturday, 10/18 (Bringle Lake), 9:00am-12:30pm

Monday 10/27 - 11/7

Unit 5 Developing Reading and Writing Skills

Proficiency levels and proficiency level descriptors PLDs; strategies for developing reading

- ELPS Flip Book: Reading crosscurricular student expectations; Reading Activities
- 38 Academic Lang. Builders: Building Academic Reading Skills (#23 - #30)
- 50 Strategies for Teaching ELLs: Section III (#12- #23)

Monday 11/10 - 11/21

Unit 6 Developing Writing Skills

Proficiency levels and proficiency level descriptors PLDs; strategies for developing writing

- ELPS Flip Book: Writing crosscurricular student expectations; Writing Activities
- 38 Academic Lang. Builders: Building Academic Writing Skills (#31 - #38)
- 50 Strategies for Teaching ELLs: Section IV (#24 - #34)

Seminar: Saturday, 12/6 (Mt Pleasant), 9:00am-12:30pm**

*****(notice the date change of this seminar)***

Monday 12/1 - 12/12

Unit 7 Assessment and Linguistic Accommodations for ELLs

- ELLs in Special Education Programs
- Linguistic Accommodations during Staar test

Class Policies

Class participation: Students are expected to log on to Blackboard on the first day of class (read the assignments, syllabus, expectations). The class has some required seminars and STUDENTS ARE EXPECTED TO PARTICIPATE and arrive ON TIME to class. The class requires group interaction through Wikis and discussion board rooms and students are expected to fully participate posting their assignments, but also interacting with peers. Interaction increases knowledge.

Academic Integrity: STUDENTS *CANNOT COPY AND SUBMIT OTHER PEER'S postings AS THEIR OWN*. FAILURE TO COMPLY WITH THIS POLICY WILL RESULT IN DISCIPLINARY ACTION.

University Policies

- I. **Disability Accommodations:** Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.
- II. **Academic Integrity:** Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.
- III. **A&M-Texarkana Email Address:** Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.
- IV. **Drop Policy:** Effective Fall 2013, students who no longer wish to attend their course(s) will be required to submit the necessary paperwork to the Registrar's Office in order to be officially dropped/withdrawn from their course(s). Those student who do not follow the correct drop/withdraw procedure will remain registered in their course(s) and receive the grade issued by the instructor. Use this website to see the new regulations and drop dates <http://tamut.edu/Student-Support/Registrar/Dropping.html>
- V. **Student Technical Assistance:**
 - Solutions to common problems and FAQ's for your web-enhanced and web courses are found at this link: <http://www.tamut.edu/Training/Student%20Training/index.html>
 - If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/techde/support.htm>
 - Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)
Julia Allen (main contact) 903-223-3154 julia.allen@tamut.edu
Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu
Jayson Ferguson (alternate) 903-223-3105 jayson.ferguson@tamut.edu

VI. Technical Requirements: Minimum Windows PC Requirements:

- Pentium IV 1.5GHz+ (preferred: Core Duo)
 - 1 GB RAM minimum (preferred: 2 GB)
 - 128MB Video Card minimum - Sound Card is required for some courses
 - 56K modem minimum (Cable or DSL required for some courses)
 - Windows 2000, XP, Vista or 7
 - Web browser (Internet Explorer 7.0+; Firefox 3.0+)
 - Microsoft Word, minimum Office 97
- Some courses will need plug-ins such as Flash player 10 +, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended). Blackboard has certified the following browsers for computers running Windows Operating Systems:

- Internet Explorer 8 or 9 (IE is not supported on Windows XP)
- Mozilla Firefox 3.6+
- Google Chrome

Minimum Apple Macintosh Requirements:

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave. Some online courses may also require a CD ROM (8x minimum, higher recommended). Blackboard has certified the following browsers for computers running Macintosh Operating Systems:

- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

I-OS and Android Devices

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:



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