



EDBE 3050: TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE Fall 2026 SYLLABUS

Instructor Information: Ángeles Muñoz, Ph.D.

Email: Angeles.Munoz@unt.edu or Canvas Inbox is the preferred method of communication. Please send messages there, and I will respond during office hours.

Office: Mathews Hall, Room 218-Z

Office Hours: Tuesdays 10:45-12:45 pm, Wednesdays 11:00-1:00 pm, and Thursdays 10:30-12:30 pm

Zoom Meeting Room: See Canvas Zoom Tab

CATALOGUE DESCRIPTION

This course focuses on the methods and techniques of teaching English as an additional language and assessing emergent bilinguals in elementary and secondary schools. Using asset-based approaches, the course will examine how to leverage bilingual learners' strengths in the classroom to design and implement meaningful, authentic lessons, assessments, and activities that advance students' knowledge of English and content areas. The course will also explore educational structures and pedagogical methodologies that promote language and literacy development centered on the students' family and community traditions.

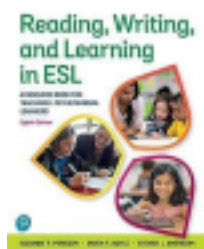
COURSE PREREQUISITES

Admission to the teacher education program and completion of EDBE 2050 Understanding and Teaching Multilingual Students.

RECOMMENDED TEXTBOOK AND MATERIALS

Peregoy, S. F., Boyle, O.F., & Amendum, S.J. (2023). *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 Multilingual Learners*. Pearson.

Also available as eTextbook



Supplementary materials (articles, handouts, and videos) will be posted in the Canvas Modules.

CLASS MODALITY TIME/LOCATION

EDBE 3050 is an in-person course with required class meetings. Students are expected to attend each scheduled class session, arrive on time, participate, and remain for the full class period.

COURSE OBJECTIVES AND STUDENT OUTCOMES

The content of this course is aimed at these goals:

- Examining the academic and social needs of multilingual learners.
- Identifying the principles of first and second language acquisition theories and their implications on instructional practices.
- Designing lesson plans and assessments that emphasize the unique characteristics and needs of emergent bilinguals.
- Examining research-supported practices in a variety of instructional models where English is the main language of instruction (e.g., sheltered instruction).
- Recognizing home and community literacy practices and centering these practices in classroom instruction.
- Reviewing new literacy forms and formulating plans to reduce or eliminate technology and/or opportunity gaps.
- Planning instruction that considers the students' funds of knowledge.
- Researching the elements of critical pedagogy and its implications for an equitable and just education for all students.
- Reviewing children's literature for instruction in reading and other content areas.
- Describing practices that foster family involvement.
- Examining the intersection of ESL and special education.

HOW TO SUCCEED IN THIS COURSE

This course is designed to be collaborative and interactive. Learning experiences will include small-group and whole-class discussions, structured activities, and applied tasks aligned to course outcomes. To be successful, students should review assigned materials in advance and come prepared to participate in discussions and learning activities. Students are encouraged to use office hours for questions and support. Individual or group Zoom meetings may be scheduled by email.

I value the many perspectives students bring to our campus. I invite you to join me in creating a learning environment grounded in open communication, mutual respect, and a sense of belonging. Our discussions should remain respectful and civil. Disagreement and debate are welcome, but personal attacks are not. Together, we can maintain a safe and welcoming space for everyone. If at any point you believe this standard is not being met, please contact me. We are all learning together.

PARTICIPATION

This course is an important part of your degree plan. Becoming familiar with the course content and learning how to apply it meaningfully will support your success in the course, your progress through the program, and your preparation for certification exams. Active participation is expected throughout the semester. Completion of discussion posts, assignments, modules, and quizzes is required as part of this course.

COURSE ASSIGNMENTS AND POLICIES

Academic Integrity and Original Work

Students are responsible for completing coursework independently and submitting original work. All submissions must align with assignment criteria and professional expectations outlined in Canvas and in this syllabus. Academic misconduct will be addressed in accordance with UNT Policy 06.003.

Academic Integrity Policy (PDF) (<https://policy.unt.edu/policy/06-003>). Consequences may include a zero on the assignment and/or further action consistent with UNT policy.

Use of Generative AI Tools

In alignment with the UNT Honor Code, all work you submit must reflect your own thinking and effort. Using generative AI tools to produce or substantially complete assignments without proper acknowledgment is a violation of academic integrity and will be addressed in accordance with university and course policy.

Generative AI tools may be used only when explicitly permitted in the assignment instructions posted in Canvas. When permitted, students must follow instructor guidelines and submit work that reflects their own thinking and understanding. Unauthorized use may be treated as academic misconduct under UNT policy. UNT Policy (link as provided): <https://policy.unt.edu/policy/06-003>

AI Use Disclosure (Required for All Assignments)

Include ONE statement below at the end of every assignment. Choose the statement that accurately reflects how you used (or did not use) AI.

Statement A: No AI Use. I did not use any generative artificial intelligence tools at any stage of this assignment. All reading, analysis, drafting, and revision reflect my own independent engagement with the course texts and ideas.

Statement B: Limited Use (Organization Support): I used a generative artificial intelligence tool for a limited, non-substitutive purpose while completing this assignment. Specifically, I used AI to organize my personal notes after completing the assigned readings and to generate guiding questions for my own study.

All analysis, interpretation of course readings, and writing in this assignment were completed independently and reflect my own scholarly thinking. AI was not used to draft, summarize, paraphrase, or synthesize course materials or assignment content. APA reference required

Statement C: Limited Use (Editing for Clarity). I used a generative artificial intelligence tool in a limited capacity to review sentence-level clarity and readability during the final revision stage of this assignment. I did not use AI to generate ideas, draft content, summarize readings, or conduct analysis. All arguments, interpretations, and organization reflect my own original work. APA reference required

Statement D: Limited Use (Translation Support). I used a generative artificial intelligence tool for a limited, non-substitutive purpose to translate my own notes from another language into English (or vice versa). This use supported comprehension only. All interpretations of texts, analysis, and writing in this assignment were completed independently and reflect my own scholarly voice. APA reference required

Assignment Submissions Through Canvas

All assignments, quizzes, and exams must be submitted through Canvas in the designated assignment submission area by the posted deadline to receive credit. Assignments submitted after the due date in the comments section, inbox messages, or through email will not be accepted for credit.

Students are responsible for carefully reviewing assignment instructions, rubrics, and submission requirements before submitting their work. Technical issues, scheduling conflicts, or failure to review

course instructions do not exempt students from meeting assignment deadlines.

Late Work Policy

Assignments must be submitted by the due date posted in Canvas. Late work is accepted for some assignments only within 24 hours of the assignment deadline and will incur an automatic 20% Canvas deduction, in addition to any points deducted per the assignment rubric. After the 24-hour grace period, assignments will not be accepted unless the student has provided documentation before the assignment due date for circumstances such as serious illness, university closure, or Title IX-related situations.

Grade Posting and Grade Questions

Grades and feedback will be posted in Canvas. Students must review the rubric and feedback before requesting a meeting. Students may request a grade review meeting within 24 hours of the grade being posted. Please schedule an appointment with Professor Muñoz. Grade reviews clarify rubric alignment and feedback; they are not opportunities to submit new work or replace missing submissions. UNT [Academic Integrity Policy \(PDF\)](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>).

GRADING

Grading Scale

- **900–1000 = A**
- **800–899 = B**
- **700–799 = C**
- **600–699 = D**
- **599 or lower = F**

MAJOR ASSIGNMENTS

Most modules, quizzes, discussions, and assignments are due on Sundays by 11:59 p.m. Central Time and must be submitted through Canvas to receive credit.

Attendance, Participation, and Quizzes

Students are expected to actively engage in course modules, quizzes, discussions, and learning activities throughout the course.

Discussion Posts

Discussion posts are designed to support reflection, engagement, and preparation for course assignments related to multilingual learners and ESL instructional practices.

Assignments and Point Distribution

Assignment	Points
Attendance and Participation	100
Quizzes (15 points each)	225
Syllabus Acknowledgment	10

Teaching Multilingual Learners Self-Assessment	15
Discussion Post #1: Class Introduction and Peer Feedback	50
Assignment #1: Teacher Disposition Inventory - Watermark submission – Part I (30 points) - Conference with Dr. Muñoz– Part II (70 points)	100
Discussion Post #2: Language and Second Language Acquisition	50
Discussion Post #3: Language Arts/Reading Lesson Plan (Lesson Flow and ESL Strategies) for Multilingual Learners	50
Assignment #2: Language Arts/Reading Lesson Plan (Assessments, Accommodations, and Modifications) for Emergent Bilingual Students in Texas	100
Assignment #3: Assignment #3: Second-Grade English Language Arts and Reading Full Lesson Plan for Multilingual Learners	100
Assignment #4: Designing and Teaching a Science Lesson for Multilingual Learners	100
Final Exam	100
Total Possible Points	1,000

Important Reminder

Assignment instructions, due dates, rubrics, and submission links are available in Canvas. All assignments must be submitted through Canvas by the posted deadline to receive credit.

The official UNT Final Exam date and time will be announced in Canvas and will follow the university's official final exam schedule.

Course Schedule (Weeks 1–16)

Week Module	Topic / Focus	Readings / Resources	Assignments due on Mondays; Quizzes Due on Sundays by 11:59 PM	Texas ESL Teacher Standards
1	Introduction; Multilingual Learners; Texas EB State Plan	Peregoy et al. (2023), Ch. 1; TAC Ch. 89, Subch. BB	Quiz #1 Discussion #1: Class Introduction & Peer Feedback (50 points) Syllabus Acknowledgment (Required to	II: 2.4s, 2.5s; V: 5.1k, 5.2k, 5.1s, 5.2s

			Submit Before Accessing Course Content)	
2	Language and Language Acquisition: Translanguaging	Peregoy et al. (2023), Ch. 2; TEA ESL Supplemental Preparation Manual	Quiz #2 Teaching Multilingual Learners Self-Assessment	III: 3.1k, 3.2k, 3.3k, 3.4k, 3.1s, 3.6s
3	Classroom Practices for Effective Multilingual Learner Instruction	Peregoy et al. (2023), Ch. 3	Quiz #3 Discussion # 2 Language and Second Language Acquisition- Video Presentation	III: 3.5s; IV: 4.2k, 4.7s, 4.3s
4	Planning Instruction for Multilingual Students (TEKS, ELPS, objectives, activities)	Peregoy et al. (2023), Ch. 10 Texas Education Agency <u>TEKS</u> <u>ELPS</u>	Quiz #4	IV: 4.1k, 4.1s, 4.2s, 4.5k
5	Dispositions Inventory for Teachers; T-TESS Rubric	<u>T-TESS Rubric</u>	Quiz #5 Assignment # 1: Required by Teacher Education Department- Teacher Disposition Inventory	II: 2.4s, 2.5s
6	T-TESS Conferring (Teacher Candidate Disposition Inventory); Oral Language Development; ESL Methods/Strategies	Peregoy et al. (2023), Ch. 5	Quiz #6	III: 3.2s, 3.3s, 3.5s, 3.6s; IV: 4.4k, 4.7k, 4.5s
7	Assessments for Emergent Bilingual Students in Texas (Identification/Placement; HLS; LAS; TELPAS; STAAR)	Texas Education Agency <u>Home Language Survey</u> <u>LAS Texas FAQs</u> <u>TELPAS Resources</u> <u>STAAR Test</u>	Quiz #7 Assignment# 2: Video Presentation Assessments for Emergent Bilingual Students in Texas (Identification/Plac ement; HLS; LAS;	VI: 6.2s, 6.3k, 6.4k, 6.3s

			TELPAS; STAAR)	
8	Accommodations and Modifications for Emergent Bilingual Students	Willner & Mokhtari (2018)	Quiz #8 Discussion Post #3:Canvas Studio Video Second Grade Language Arts/Reading Lesson Plan for Multilingual Learners	VI: 6.1k, 6.2k, 6.5k, 6.1s, 6.4s
9	Multilingual Learners' Early Literacy Development	Peregoy et al. (2023), Ch. 6	Quiz #9	III: 3.4s; IV: 4.5s
10	Technological Tools and Resources in ESL Classrooms	Peregoy et al. (2023), Ch. 4	Quiz #10 Assignment #3: Second-Grade English Language Arts and Reading Full Lesson Plan for Multilingual Learners	IV: 4.6k, 4.4s
11	Multilingual Learners' Vocabulary Development	Peregoy et al. (2023), Ch. 7	Quiz #11	IV: 4.1s, 4.2s, 4.2k, 4.3s, 4.3k,4.5s,4.6s
12	Lesson Plans for Multilingual Learners	Peregoy et al. (2023), Ch. 10	Quiz #12 Assignment #4: Designing and Teaching a 4th Grade Science Lesson for Multilingual Learners	IV: 4.1k, 4.1s, 4.2s, 4.7k, 4.5s, 4.6s; VI: 6.4s
13	Writing Instruction for Multilingual Learners	Peregoy et al. (2023), Ch. 8	Quiz #13	IV: 4.1k, 4.1s, 4.2s, 4.3s, 4.7k, 4.5s, 4.6s

14	Reading Instruction for Multilingual Learners	Peregoy et al. (2023), Ch. 9	Quiz #14	IV: 4.1k, 4.1s, 4.3s; V: 5.2s
15	Course Review and Presentations		Quiz #15	IV: 4.1k, 4.1s, 4.2s, 4.7k, 4.5s, 4.6s; VI: 6.4s
16	Final Exam	The official UNT Final Exam Schedule date and time will be posted on Canvas and will follow the university schedule. https://registrar.unt.edu/sites/default/files/fall-2026-academic-calendar.pdf		

Use Your Resources

Everyone needs support at times. If you are struggling, please reach out early and use the resources available to you. UNT offers a range of services to support your academic success and well-being.

F-1 Visa Regulations

Federal regulations state that students may apply only 3 fully online semester credit hours (SCH) to the hours required for full-time status for F-1 Visa holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

ADA Accommodation Statement

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours, in order to protect your privacy. For more information and to access resources to support your needs, visit the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>).

Academic Success Resources

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a

range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out mental health services (<https://clear.unt.edu/student-support-services-policies>), visit unt.edu/success, and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Emergency Notification & Procedures.

UNT uses a system called Eagle Alert to quickly notify students of critical information in the event of an emergency (e.g., severe weather, campus closures, and health and public safety emergencies such as chemical spills, fires, or violence). In the event of a university closure, you will be notified by Eagle Alert if a campus closure will impact a class. The calendar is subject to change. Campus Closures Policy (<https://policy.unt.edu/policy/15-006>).

Student Evaluation Administration Dates.

Student feedback is essential to participation in this course. Student evaluation of instruction is required for all organized classes at UNT. The survey will be available during weeks 13, 14, and 15 of the long semesters, providing students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that their submission has been received. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention.

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

Acceptable Student Behavior.

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct is available at deanofstudents.unt.edu/conduct.

Additional UNT Policies and Resources

Student Academic Integrity policy: Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow these important guidelines for your academic success. An academic integrity violation could result in loss of points, a failing grade for the assignment or course, suspension, or even expulsion, depending on the severity. It's not worth a chance, so do your own work

and ask for an extension if you need more time on an assignment.

Student Support Services and Policies. There are many resources available on this site that may be worth bookmarking.

This syllabus is subject to modification by the instructor as needed.