



### **EDBE 3050**

### **TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE SPRING 2026 SYLLABUS**

#### **Instructor Information**

Ángeles Muñoz Ph.D (ABD)

Email: Angeles.Munoz@unt.edu or message through Canvas Inbox (preferred)

I respond within 24 hours during regular office hours

Office: Mathews Hall: Room 218-Z

Office Hours: Tuesdays and Thursdays 10:00-11:00 AM, 12:30-2:30 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.

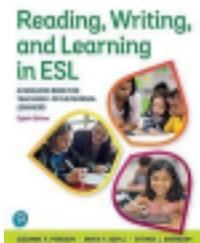
#### **COURSE PREREQUISITES**

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

#### **REQUIRED TEXTBOOK AND MATERIALS**

Perego, 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.

## ATTENDANCE AND PARTICIPATION

Regular and punctual attendance is expected and required. This course relies on in-person participation, collaboration, and discussion; therefore, your presence and engagement are essential to your learning and success.

Attendance in this course follows UNT Policy 06.039. This course is an important part of your degree plan. Missing three (3) or more hours of in-person class time may significantly impact your progress in the course and your preparation for program requirements and certification exams.

### Late Arrival, Early Departure, and Extended Absence During Class

#### To ensure fairness and accurate attendance records:

- If you arrive late, leave early, or are absent from the classroom for 15 consecutive minutes, you will be marked absent for that class meeting unless there are documented extenuating circumstances.
- If you believe your absence should be reconsidered, you must contact the instructor within 24 hours of the class meeting and submit documentation when applicable to UNT policy. Documented justifications will be reviewed case-by-case. Approval is not guaranteed. <https://policy.unt.edu/policy/06-039>

## 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) (<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>

#### Assignment Submissions (Canvas)

All assignments, quizzes, and exams must be submitted through Canvas in the assignment in order to receive a grade by the posted deadlines. Students are responsible for reviewing assignment directions, rubrics, and submission requirements prior to submitting work. Technical issues, scheduling conflicts, or failure to review instructions do not exempt students from deadlines.

#### Late Work Policy (24 hours with a 20% deduction)

Assignments must be submitted by the due date posted in Canvas. Late work is accepted up to 24 hours after the deadline, subject to a 20% CANVAS automatic deduction. After 24 hours, submissions are not accepted unless an extension has been approved in writing by the instructor or documented circumstances prior to the assignment due date (e.g., serious illness, university closure, Title IX-related situations).

#### Grade Posting and Grade Questions

Grades and feedback are posted in Canvas. Students should 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. 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>).

#### GRADING

##### Grading Scale

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

#### MAJOR ASSIGNMENTS

Modules, quizzes, and assignments are due on Sundays by 11:59 PM (Central Time).

#### Attendance, quizzes, and class participation (225 points)

**Assignment #1:** Introduction (50 points)

**Assignment #2:** Language and Language Acquisition: (50 points)

**Assignment #3:** Planning Instruction for Multilingual Students: (100 points)

**Assignment #4:** Dispositions Inventory (100 Points)

Part I (Watermark submission with working links)

Part II (Conference with the professor)

**Assignment #5:** Assessments, Accommodations, and Modifications for Emergent Bilinguals in Texas (100 Points)

**Assignment #6:** Artificial Intelligence Fundamentals (50 Points)

**Assignment #7:** Reflective Lesson Plans for Multilingual Students (100 Points)

**Assignment #8:** Digital Space with Multilingual Strategies: (75 Points)

**Final Exam** (150 Points)

**Total Possible Points:** 1,000

**Note:** Assignment Due dates, details, and submission links are posted in Canvas.

Course Schedule (Weeks 1–16)

Week Module	Topic / Focus	Readings / Resources	Assignment / Key Task	Texas ESL Teacher Standards (Codes)
1	Introduction; Multilingual Learners; Texas EB State Plan	Peregoy et al. (2023), Ch. 1; TAC Ch. 89, Subch. BB	<b>Assignment #1: Course Introductions &amp; Peer Feedback</b>	II: 2.4s, 2.5s; V: 5.1k, 5.2k, 5.1s, 5.2s
2	Language and Language Acquisition; Translanguaging	Peregoy et al. (2023), Ch. 2; TEA ESL Supplemental Preparation Manual		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	<b>Assignment #2: Language and Language Acquisition</b>	III: 3.5s; IV: 4.2k, 4.7s, 4.3s
4	Planning Instruction for Multilingual Students (TEKS, ELPS, objectives, activities)	Texas Education Agency <a href="#">TEKS</a> <a href="#">ELPS</a>		IV: 4.1k, 4.1s, 4.2s, 4.5k
5	Dispositions Inventory for Teachers; T-TESS Rubric	<a href="#">T-TESS Rubric</a>	<b>Assignment #3: Planning Instruction for Multilingual Students</b>	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		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 <a href="#">Home Language Survey</a> <a href="#">LAS Texas FAQs</a> <a href="#">TELPAS Resources</a> <a href="#">STAAR Test</a>	<b>Assignment #4: Teacher Dispositions Inventory</b>	VI: 6.2s, 6.3k, 6.4k, 6.3s
8	Accommodations and Modifications for Emergent Bilingual Students	Willner & Mokhtari (2018)		VI: 6.1k, 6.2k, 6.5k, 6.1s, 6.4s
9	Multilingual Learners' Early Literacy Development	Peregoy et al. (2023), Ch. 6	<b>Assignment #5: Assessments, Accommodations and Modifications for Emergent Bilinguals in Texas</b>	III: 3.4s; IV: 4.5s
10	Technological Tools and Resources in ESL Classrooms; AI Fundamentals	Peregoy et al. (2023), Ch. 4		IV: 4.6k, 4.4s
11	Multilingual Learners' Vocabulary Development	Peregoy et al. (2023), Ch. 7	<b>Assignment #6: Artificial Intelligence Fundamentals</b>	IV: 4.3k
12	Lesson Plans for Multilingual Learners	Peregoy et al. (2023), Ch. 10		IV: 4.1k, 4.1s, 4.2s, 4.7k, 4.5s, 4.6s; VI: 6.4s

13	Writing Instruction for Multilingual Learners  Round 1 Lesson Plan Presentations	Peregoy et al. (2023), Ch. 8	<b>Assignment #7: Lesson Plans for Multilingual Students</b>	IV: 4.1k, 4.1s, 4.2s, 4.3s, 4.7k, 4.5s, 4.6s
14	Reading Instruction for Multilingual Learners  Round 2 Lesson Plan Presentations	Peregoy et al. (2023), Ch. 9		IV: 4.1k, 4.1s, 4.3s; V: 5.2s
15	Round 3 Lesson Plan Presentations		<b>Assignment #8: Digital Website with Multilingual Strategies</b>	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. <a href="#">final-exam-schedule-spring-2026-main.pdf</a>		

## 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 to protect your privacy. For more information and to access resources that can support your needs, refer to 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 with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, you will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, [Campus Closures Policy](#) (<https://policy.unt.edu/policy/15-006>).

### **Student Evaluation Administration Dates.**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide 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](mailto: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 the survey has been submitted. For additional information, please visit the SPOT website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto: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](mailto: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 classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://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 this important set of 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.***