



DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION:

EDBE 3050 Sec. 501 SYLLABUS

SPRING 2023

I. COURSE NUMBER AND TITLE

EDBE 3050 Teaching English as an Additional Language

Class Meets: T/Th 3:30-4:50

FRLD 354

II. INSTRUCTOR

Name: Annie Squire

Office Hours: T/Th 2:00-3:30

FRLD 354 or by appointment via Zoom

Email: auriann.squire@unt.edu

III. COURSE PREREQUISITES

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

IV. CATALOG 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 the use of bilingual learners' strengths in the classroom to design and implement meaningful and authentic lessons, assessments, and classroom activities that advance the students' knowledge of the English language and the content areas. The course will also explore educational structures and pedagogical methodologies that promote language and literacy development centered in the students' family and community traditions.

V. COURSE GOALS

The content of this course is aimed at these goals:

- Examining the academic and social needs of emergent bilinguals.
- Identifying the principles of first and second language acquisition theories and their implications on instructional practices.
- Selecting subject area (TEKS) and English language (ELPS) standards for instruction and assessment.
- Designing lesson plans and assessments that emphasize the unique characteristics and needs of emergent bilinguals.
- Assessing culturally and linguistically sustaining 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 and young adult's anti-racist literature for reading instruction.
- Describing practices that foster family involvement.
- Examining the intersection of ESL and special education.

REQUIRED TEXTBOOK

Peregoy, S., Boyle, O. & Amendum, S. (2022). Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners. Pearson. 8th edition.

REQUIRED MATERIALS

Supplementary materials, handouts, articles, and videos. Except in the case of webpages, the required articles, the transcripts of the required and additional videos, and rubrics can be made available in the "ACCESSIBLE FORMATS" at student's requests.

VI. UNT ATTENDANCE EXPECTATIONS

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](#) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences.

A second absence will result in a loss of points from the total grade (see table below). In the event that a student misses four or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student's responsibility to drop this course, if necessary.

# of Absences	Total participation points for the class (out of 100 points)
0 –2	100
3	70
4	30
5 or more	You will automatically receive an F for your final grade

VII. SUMMARY OF COURSE ASSIGNMENTS

Assignments	Week/Date	Points
Attendance	Ongoing	100
Quizzes	Quiz 1 Feb. 2 Quiz 2 Feb. 16 Quiz 3 March 9 Quiz 4 May 4	200
Assignment # 1 – Integrating family and community literacy practices	Feb. 23	100
Assignment # 2 – Critical analysis of anti-racist literature	March 23	100
Assignment # 3 – Writing content and language objectives	April 6	100
Assignment # 4 – Designing and implementing ESL strategies	April 13	100
Assignment # 5 – Lesson Plans	April 27	100

Final Exam	Tuesday, May 9 1:30-3:00	200
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Grading scale for this course:

900-1000=A, 800-899=B, 700-799=C, 600-699=D, below 600=F

LATE WORK

No late assignments and quizzes will be accepted unless you have a document that excuses your absences such as doctor's notes, obituary in case of death in the family. Other extraneous circumstances such as accidents, inclement weather, or emergencies will be dealt with on a case-by-case basis. Communicate with your instructor about your specific situation ahead of time as much as possible.

Description of Assignments

Quizzes

There are four quizzes altogether. The first quiz is in the third week, second in the fifth week, fourth in the eighth week, and last is in the 15th week. Additional details about quizzes will be provided in the respective modules.

Assignment # 1 Integrating family and community literacy practices

A fundamental part of the education of bilingual learners is an understanding of their home and community literacy practices. Given a hypothetical scenario, you will need to collect information and devise a plan to acknowledge and incorporate these literacy practices into classroom instruction. Additional details will be provided in Canvas.

Assignment #2 Critical analysis of anti-racist children's/YA literature

A fundamental aspect of lesson planning for literacy is the selection of texts for the students to read. These texts need to be age-appropriate and cover a variety of themes connected to the students' lives. For this assignment, you will need to select five texts connected to anti-racist themes (e.g., picture books, chapter books) and develop a critical analysis. Additional details will be provided in Canvas.

Assignment #3 Writing content and language objectives

For this assignment, you will need to write eight lesson objectives, four for content and four for language. The four content objectives will be for your thematic unit that will consist of one lesson of each content area: mathematics, science, social studies, and language arts. You will need to list the lesson objectives and the TEKS (content) and/or ELPS (language) to which they align.

Assignment #4 Designing and Implementing ESL strategies

The goal of this assignment is to teach for 10 minutes to your classmates the use of at least two ESL-specific strategies that are **asset-based and equitable for ELs**. You will submit a PowerPoint file in the **discussion forum** in Canvas that includes ELPS, ELA TEKS, and activities. This assignment will be completed in groups of two.

Assignment #5 Lesson Plans

The key assignment in this course is two lesson plans, one for Reading and another for a content area of your choice (Writing, Mathematics, Science or Social Studies). The two lessons will provide evidence of your ability to design instruction and assessment based on English learners' proficiency levels.

Final Exam

This exam will sum up the new knowledge and skills learned. Additional details will be provided in Canvas and in class.

VIII. COURSE SCHEDULE

Week	Topic
1	Chapter 1 – Multilingual Learners: An Introduction
2	Chapter 2 – Language and Language Acquisition
3	Chapter 3 - Classroom Practices for Effective Multilingual Learners
4	Chapter 4 – The New Literacies and Multilingual Learners
5	Programs for Family Literacy
6	Chapter 5 – Oral English Development for Multilingual Learners
7	Chapter 6 – First Steps to Literacy: Multilingual Learners Beginning to Write and Read
8	Chapter 7 – Words and Meanings: Multilingual Learners' Vocabulary Development
9	Designing Lessons Plans for English Learners: Content Objectives, Language Objectives, and Classroom Activities
10	Chapter 8 – Multilingual Learners and Writing
11	Presentation ESL Strategies

12	Designing Lessons Plans for English Learners: Formative and summative assessments; classroom management of the instructional environment, accommodations, and modifications for English learners.
13	Chapter 9 Reading Instruction for Multilingual Learners
14	Chapter 10 – Content-Area Reading and Writing: Postreading Strategies for Organizing and Remembering
15	Designing Lesson Plans for Multilingual Learners

IX. UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that teaching is also both an ethical and a political act. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural and socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

Commitments->	As Teachers	To Children and Youth	In our Practice	To Radically Imagine
Identity	We are individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.	We value and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	We practice humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	We imagine schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.
Inquiry	We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	We value young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating	We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
Advocacy & Activism	We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	We value and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.	We practice activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.	We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.

Communities	We are members of a multiple communities— connected in ways that make our successes intertwined.	We value inclusive learning communities that connect us within and outside of our classrooms.	We practice humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.	We imagine schools as sustaining intersecting ways of being, knowing, and languaging.
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X. DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW’S EDUCATORS AND SCHOLARS

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive, and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission - The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision - We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

Foliotek ePortfolio . Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education to upload required applications, course assignments, and other electronic evidence/evaluation as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site:

<https://coe.unt.edu/educator-preparation-office/foliotek>.

XI. UNT’S STANDARD SYLLABUS STATEMENTS

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu. (UNT Policy 16.001)

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, please refer to Blackboard for contingency plans for covering course.

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) 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 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 classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

XII. EDUCATOR STANDARDS ADDRESSED IN THIS COURSE

The UNT Educator Preparation Program curriculum includes standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards

Standards required for all Texas beginning teachers fall into the following six categories:

- Standard 1--Instructional Planning and Delivery. Standard 1Ai, ii, iv; 1Bi, ii (Lesson design)
- Standard 2--Knowledge of Students and Student Learning
- Standard 3--Content Knowledge and Expertise
- Standard 4--Learning Environment
- Standard 5--Data-Driven Practice
- Standard 6--Professional Practices and Responsibilities

Bilingual Education Certification Standards

Competency 001: The beginning 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.

Competency 002: 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).

Competency 003: The beginning Bilingual Education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.

Standards, Domains, and Competencies for the Core Subjects EC-6 English Language Arts and Reading (Test 391)

Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Competency 001— (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides students with varied opportunities to develop listening and speaking skills.

Competency 002— (Word Analysis and Identification Skills): The teacher understands the importance of word analysis and identification skills for reading comprehension and provides many opportunities for students to practice and improve these skills.

Texas Examinations of Educator Standards. English as a Second Language Supplemental (154)

Domain I — Language Concepts and Language Acquisition

Competency 001: *The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.*

Competency 002: The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

Domain II — ESL Instruction and Assessment

Competency 003: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

Competency 004: The ESL teacher understands how to promote students' communicative language development in English.

Competency 005: The ESL teacher understands how to promote students' literacy development in English.

Competency 006: The ESL teacher understands how to promote students' content- area learning, academic-language development and achievement across the curriculum.

Competency 007: The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs **and uses assessment results to plan and adapt instruction.**

Domain III — Foundations of ESL Education, Cultural Awareness and Family and Community Involvement

Competency 008: *The ESL teacher understands the foundations of ESL education and types of ESL programs.*

Competency 009: *The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.*

Competency 010: The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

This syllabus may be modified by the instructor as needed.