#

**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION:**

**PREPARING TOMORROW’S EDUCATORS AND SCHOLARS**

**EDBE 3050 SYLLABUS**

**SPRING 2022**

*(Subject to Modifications as Needed)*

# **COURSE NUMBER TITLE**

EDBE 3050 Teaching English as an Additional Language

1. **INSTRUCTOR** Dr. Elba Barahona

**Office Hours:** Tuesday and Thursday from 11:00 AM to 12:30 PM and from 2:00 to 3:30 or by appointment via Zoom

**Email:** Elba.Barahona@unt.edu

# **COURSE PREREQUISITES**

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

# **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 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.

# **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 TEXTBOOKS**

Peregoy, S. F., Boyle, O.F. (2017). *Reading, Writing, and Learning in ESL: A Resource Book*

 *for Teaching K‐12 English Learners*. Pearson.

**REQUIRED MATERIALS**

 Supplementary materials, handouts, articles, and videos.

###  **Course Materials for Remote Instruction**

Remote instruction may be necessary if community health conditions change, or you need to self-isolate or quarantine due to COVID-19.  Students will need access to a personal computer, webcam, and microphone to participate in fully remote portions of the class.  Additional required classroom materials for remote learning include access to Canvas and UNT email.  Information on how to be successful in a remote learning environment is stated at <https://online.unt.edu/learn>.

1. **UNT ATTENDANCE EXPECTATIONS**

**Face Coverings**

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course.  It is important that you communicate with the instructor prior to being absent to discuss the impact of the absence on the attainment of learning goals.  If you are experiencing any [symptoms of COVID-19](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=04%7C01%7CRossana.Boyd%40unt.edu%7C7e408ddc88b242afb9d308d95c3a26c8%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637642227109810287%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=rbxzg5NcGq6mprpYXf1rIixmEMz%2BFUE7jOcbI7Rxr%2Bs%3D&reserved=0) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

**Attendance Guidelines for this Course**

This is a face-to-face class and attendance is mandatory. 100 points will be awarded for consistent attendance to each class. The roll call established by the university automatically calculates the attendance grade.

**Tardis**

If you arrive one minute or more after the start time of the class, you will be considered tardy unless you have extraneous circumstances to justify your tardiness. The instructor will handle justifications on a case-by-case basis.

**Late Work**

No late assignments and quizzes will be accepted unless you have a document that excuses your absences such as doctor’s notes, UNT COVID email with recommendation, 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.

**Excused Absences**

* Attendance to conferences with prior permission by the instructor.
* In case of death in the family, obituary evidence will be required.
* In case of illness, a doctor’s note will be required.
* Extraneous circumstances such as accidents, inclement weather, emergencies,

epidemics, pandemics, and religious holidays will be handled on a case-by-case basis.

1. **SUMMARY OF COURSE ASSIGNMENTS**

Attendance and participation

1 Document about Family literacy practices (Assignment 1)

1 Antiracist and culturally relevant literature (Assignment 2)

1 Design of ESL strategies (Assignment 3)

1 Document about Reading and Writing Objectives (Assignment 4)

1 Reading and Writing in ESL Common Lesson Plans (Assignment 5)

4 Quizzes

1 Final exam

**Grading Scale for this Course:**

**900-100=A, 800-899=B, 700-799=C, 600-699= D, below 600 = F**

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|  | **Assignments** | **Due Dates** | **Points** |
|  | Attendance and participation | Ongoing | 100  |
| **Week 1****Jan. 18-20** | [First Day of Class video](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fvimeo.com%2F589911787%2F403d9e0593&data=04%7C01%7CRossana.Boyd%40unt.edu%7Cfcb42f6ebca34f95a1a208d964b06011%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637651530987818688%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=IvClcqJSXC0owInzW4R87ju%2BjWXLUy7phmSEZof1IfA%3D&reserved=0) about safety, contact tracing, quarantine, and how to report COVID cases.IntroductionsChapter 1 – English learners in 21st Century Classrooms Texas PK Guidelines |   | \_\_\_\_\_\_\_ |
| **Week 2****Jan. 25-27** | Chapter 2 – Language and Language AcquisitionTExES ESL Preparation Manual P. 70-77Student outcomes’ written description in pairs |   | \_\_\_\_\_\_\_ |
| **Week 3****Feb. 1-3** | Quiz 1 Chapter 3 - Classroom Practices for Effective English Learner Instruction | Feb. 3 | 70  |
| **Week 4**Feb. 8-10 | Chapter 4 – The New Literacies and ELs How to write a critical analysis |   |   |
| **Week 5**Feb. 15-17 | Quiz 2 Research Articles and/or Programs about Family Literacy (Also refer to Chapter 6 pages 219-224 | Feb.17 | 70 |
| **Week 6**Feb. 22-24 | **Assignment #1** - Integrating family and community literacy practices. Chapter 5 – Oral Language Development in Second Language Acquisition | Feb.24 | 100  |
| **Week 7**Mar. 1-3 | **Assignment #2** - Critical analysis of anti-racist or culturally relevant children’s/young adults’ literature. Chapter 6 - First Steps to Literacy: English Learners Beginning to Write and Read  | Mar.3 | 100  |
| **Week 8**Mar. 8-10 | Quiz 3 Chapter 7 – Words and Meanings: English Learners’ Vocabulary Development | Mar. 10 | 80 |
| **Week 9**Mar. 15-17 | SPRING BREAK |   |  |
| **Week 10**Mar. 22-24 | Development of ELA/Reading Content and Language Objectives |   |  |
| **Week 11**Mar. 29-31 | **Assignment #3** - Writing content and language objectivesChapter 8 - English learners and Process Writing Instruction for English Learners  | Mar.24 | 100 |
| **Week 12**Apr. 5-7 | **Assignment #4** - Designing and implementing ESL strategies.  | Apr.14 | 100 |
| **Week 13**Apr. 12-14 | Presentations about ESL Strategies continue |  | \_\_\_\_\_ |
| **Week 14**Apr. 19-21 | Quiz 4 Chapter 9 Reading and literature Instruction Accommodations | Apr.21 | 80 |
| **Week 15**Apr. 26-28 | Chapter 10 – Content Reading and Writing: Pre-reading and During Reading  |   |  |
| **Week 16****May 3-5** | **Assignment #5** – Common Lesson Plan in Foliotek | May 5 | 100 |
|  | **Final Exam** **Section 001: May 12 from 8:00 to 10:00 AM****Section 005: May 10 from 1:30 to 3:30 PM** |  | 100 |
|  | Total |  | 1000  |

**Assignment # 1 Integrating family and community literacy practices**

A fundamental part of the education of bilingual learners in 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 lesson 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 Common Lesson Plans**

The key assignment in this course is two common lesson plans related to reading and writing instruction for ELs. The two lessons will provide evidence of teacher candidates’ ability to design instruction and assessment based on English learners’ proficiency levels to facilitate literacy and language development. Also, the ability to create a **positive learning and living classroom environment, using linguistically and culturally relevant pedagogies.**

**Final Exam**

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

1. **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** (where applicable). 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 in order 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

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| CORE COMMITMENTS OF TEACHER EDUCATION |
|  | As teachers  | With 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.  |

1. **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.

1. **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 6 broad 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.