

EDBE 2050 | Section 001 | Spring 2025  
**UNDERSTANDING AND TEACHING MULTILINGUAL  
STUDENTS**

Matthews Hall 112  
Monday, Wednesday, and Friday, 9:00-9:50 AM

Maria Svensson, Doctoral Fellow  
She/Her/Hers

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Office Hours: Matthews Hall 119,  
Mondays, 10:00-12:00 PM, and by appointment

Office hours offer you an opportunity to ask for clarification or find support with understanding class material. *I encourage you to contact me for support.* If you need online guidance, we may also schedule an individual or group Zoom meeting.

NOTE:

*Please, send me an email with the proposed day and time for a meeting. I'm happy to adapt as much as possible to your schedule if my office hours do not work.*

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## COURSE GOALS

*By the end of the semester, the successful student will be able to:*

1. Discuss the complexities of the *English* and *Spanish* language.
2. Explain *English* and *Spanish* language structures and patterns.
3. Analyze the linguistic features of an emergent bi/multilingual student oral language sample from a holistic, multilingual, multimodal perspective.
4. Understand language as a sociopolitical and historical construct.
5. Learn the varieties of the *English* and *Spanish* language and its ongoing transformation.
6. Identify the linguistic challenges facing emergent bi/multilingual students in the academic context.
7. Identify and reflect upon attitudes towards and modes of inquiry regarding language.
8. Articulate theories of language (e.g., variation, phonology, social conventions, use/usage).
9. Identify instructional strategies to address emergent bi/multilingual students' academic & linguistic development.

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## REQUIRED READING(S)

- Textbook: *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. By Wayne E. Wright.
  - Available as an [ebook](#).
- *Supplemental course readings will be available on Canvas.*

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## EDUCATOR STANDARDS OF THIS COURSE

- [ISTE Standards](#)
- [TEA Educator Standards](#)
- [Bilingual Education Standards](#) (BE Standards)
- [English as a Second Language \(ESL\) Standards](#)
- [Pedagogy and Professional Responsibility Standards](#)
- [Science of Teaching Reading Standards](#)

### ESL Standards

**Bold covered in the course**, and all + remaining will be continued & built upon in EDBE 3050

- Standard I.** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- Standard II.** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
- Standard III.** The ESL teacher understands the process 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.
- Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

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## DESCRIPTION OF COURSE FORMAT

### *In-person*

- I will respond to guidance from the Department, College of Education, and University to determine any changes in the course format.

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## REQUIRED DEVICES AND LEARNING PLATFORMS

- Use of e-mail and *Canvas* are essential elements of this class.
- **Projects and assignments** must be submitted electronically and posted to the class *Canvas* website.
- Email through *Canvas* will be used to communicate with the instructor and other class members.
- A *Canvas* site has been established for this course and the site contains
  - *A copy of this syllabus;*
  - *Project guidelines;*
  - *Readings that are not in your textbook; and*
  - *General course information.*
- Announcements, updates, and new documents will be posted on *Canvas* throughout the course.

### NOTE:

*All students are expected to check *Canvas* regularly.*

*All students must post their **weekly** critical commentaries to *Canvas* every Thursday evening by 11:59 PM (see *Canvas* → *Assignments for more information*).*

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## ARTIFICIAL INTELLIGENCE (AI) POLICY - ARTIFICIAL INTELLIGENCE (AI) TOOL USAGE

- AI tools (e.g., ChaptGPT) can generate text, images, and other media very quickly. Since *the central goal of this course is to help you become independent and critical thinkers*, you are *discouraged* from using AI tools to create text, essays, video, audio, or images that end up in your work (assignments, activities, responses, etc.).
- *Any work submitted using AI tools will be treated as though it was plagiarized.*

### NOTE:

*If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.*

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## HOW TO SUCCEED IN THIS COURSE

### Statement on Learning Success

- Your success in this class is important to us. We will all need accommodations because *we all learn differently*.

- If there are aspects of this course that prevent you from learning or exclude you, *please let me know as soon as possible*. Together we'll develop strategies to meet both your needs and the requirements of the course.
- We also encourage you to reach out to *the student resources* available through UNT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

#### NOTE

*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, participation, and collaboration** are essential to achieve the objectives of this course.*

*Do your best to review and read the materials and resources for this course **prior to coming to class**; and **participate** in the classroom discussion, activities, and projects designed to achieve a deeper understanding of the course content.*

### ATTENDANCE POLICY

- **Regular** and **punctual** attendance is required and necessary. Your participation and collaboration in enriched discussions in the class is essential for your success.
- The attendance policy for this course will be guided by the [University policy 06.039](#), which will be followed for attendance problems. If necessary, students may miss class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grades.
- Students must let the instructor know as soon as possible if they will miss class. **It is the student's 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. **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 that it is the student's responsibility to drop this course if necessary.

#### NOTE

***Six or More Absences:** Even if your absences are excused, you will receive an automatic FINAL grade of F if you miss seven (7) or more classes. This course is an important part of your degree plan and missing 5 or more hours of in-person class is detrimental to your success in the program and on your certification exams.*

### Late to Class or Early Leave

- If you
  - *Arrive 15 minutes or more after the start time of the class;*
  - *Leave the class 15 minutes or more before the end of the class; or*
  - *If you leave the session for more than 15 minutes*

...You will be considered absent unless you have extraneous circumstances to justify your tardiness. The instructor will handle justifications on a case-by-case basis.

### **Excused Absences**

An absence may be excused for the following reasons:

- religious holy day, including travel for that purpose;
- active military service, including travel for that purpose;
- participation in an official university function;
- illness or other extenuating circumstances;
- pregnancy and parenting under Title IX; and
- when the University is officially closed.

### **Unexcused Absences**

- Student organization/Sorority/Fraternity events/meetings
- Car Trouble/Parking/Transportation Issues
- Vacations
- Work/Job (other than active military service)
- Studying for Certification Exams/Completing work for other classes
- Other events that do not fall under UNT policy

*Students are responsible for requesting an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate the excused absence, and delivering the request personally to the faculty member assigned to the course for which the student will be absent. In case of an illness, a student is responsible for submitting the doctor's note with the date/s for an excused absence and date when he/she can return to school.*

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### **EXTRA CREDIT**

You may receive extra credit for attendance at conferences/symposiums related to ESL or bilingual education. A certificate will be required (ex. [BEAM on Saturday, April 5](#), as a volunteer or participant).

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### **SUMMARY OF COURSE ASSIGNMENTS**

Students must submit all assignments and assessments through *Canvas* at or before the due date.  
(*Assignments on next page →*)

| <b>Assignments</b>   | <b>Points</b> | <b>Due date</b>  |
|--|---------------|--|
| Attendance and Participation   | 370           | Ongoing  |
| Assignment #1 - Student Information Sheet & Digital Collage                                  | 100           | Jan. 20, 11:59PM   |
| Assignment # 2 – Critical Commentaries   | 130           | Ongoing<br>(Total: 13 pts.; 5 pts./each)                   |
| Assignment # 3 – Interview with a Bilingual/Multilingual or Emergent Bilingual (ESL) Teacher | 50            | Feb. 21, 11:59PM   |
| Assignment # 4 – Tutoring with a Bi/Multilingual Student                                     | 150           | 10 hours total between Feb.<br>5-March 21                  |
| Midterm Exam   | 100           | March 7  |
| Assignment # 5 – Presentation of Tutoring Reflection   | 100           | March 31 + April 2   |
| Assignment # 6 - Essay Response & Writer’s Workshop  | 125           | April<br>(Essay = 100 pts.; Feedback to<br>peer = 25 pts.) |
| Final Exam   | 100           | May 7  |
| <b>Total</b>   | <b>1,000</b>  |  |

### **Grading Policies**

Flexibility is built into the assignments to support your success in this course. We intend to work with you with support if you miss an assignment, but final grades are firm.

### **Assignments**

- Organization and planning are essential characteristics of professionalism that will help you meet the assignment due dates and will influence the quality of your work.
- Without approval, late submissions will receive partial credit.
- A student with an emergency situation preventing a timely submission should contact the course instructors immediately.
- The following assignments will be completed over the course of the semester:

#### **1. Student Information Sheet & Digital Collage**

- a. *Purpose:*

- i. ISTE Standards: 2.1 Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage *technology* to boost student learning.

*Student Information Sheet & Digital Collage* is a creative way to gather essential details about yourself by incorporating a visually appealing digital collage where you can include **images** that represent your interests, hobbies, potential career goals, family, or personal background alongside **traditional information fields** such as name, email, and academic information (e.g., current classes, learning style preferences, academic strengths and areas where you feel you want to improve) on a single document.

- Gather information necessary for your information sheet and digital collage.
- Design the collage.
  - Choose digital design platform (e.g., Canva, Adobe Photoshop);
  - Select **visual representations** (**images** of sport icons, musical instruments, art supplies for artists, etc.) that align with your interests, hobbies, career goals, family and so forth;
  - Arrange the elements creatively, considering layout and colors.
- Integrate the **traditional information fields**.
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See *Canvas* → *Modules* → *Assignment Rubrics and Information* for examples and assignment rubric.

## 2. Critical Commentaries

- a. *Purpose*:
  - i. Reinforce and learn materials aligned with ESL Supplemental Standards I, II, III, and VII.

*Approximately 1 paragraph per reading*

Weekly CCs are designed to help you

- Organize, synthesize, and connect course readings – to easily locate and identify reference materials for exams, writing assignments, and the final project – as well as for reference in future coursework.
- Critical commentaries (due on Thursday evenings) should be **written in paragraph form** and **include the following information**:
  - a. *Title*
    - i. Full citation of the reading (in **APA format**)
  - b. *Brief Summary*
    - i. 2-3 sentence summary of key points and note any details, key concepts, etc., which particularly struck you.
  - c. *Response*

- i. Your *opinion of* and *reaction to* the reading and course material. Did the text trigger a connection or reaction upon reading? Comment on, dialogue, and interact with the text. Did you agree / disagree? Why? Did you gain any new insights from the reading? Was it helpful? Why / why not? How does it relate to other readings for this class or others? Does it relate to your work tutoring your bi/multilingual student?
    - d. *Key Question/Critical Concept*
      - i. At least one idea per week that either (a) requires further clarification or (b) you synthesized in a novel way and will share with your peers.
  - C.C.s must be posted to *Canvas* by 11:59 PM on Thursday evenings. For every 24 hours that pass beyond the time they are due, 5 points will be deducted.
  - Reading responses will be read and responded to every other week by a professor/classmate.
- \*\*While informal, please carefully edit for spelling, grammar, syntax, and clarity.\*\**

### 3. Interview with a Bilingual/Multilingual or Emergent Bilingual (ESL) Teacher

(Inspired by Wright, 2019)

- *Purpose:*
  - ESL Standard 2.3k: Research findings related to ESL education, including effective instructional & management practices in ESL programs.

Interview a current teacher in a bilingual or ESL classroom. The interview can be done in person or virtually.

Click the link for examples of [questions](#) to ask during your interview.

### 4. Tutoring with a Bi/Multilingual Student

*Purpose:*

7.3K: ways in which community members & resources can positively affect student learning in the ESL program

7.2s: use effective strategies to bridge gaps that may exist between the home and school environment

7.5s: Access community resources to enhance the education of ESL students

### Option 1: Bilingual Homework Hotline

In September 2020, UNT, TWU, and Denton ISD's Dual Language/ESL department began a virtual collaboration called the Homework Hotline that brought together pre-service teachers (like you all) and emergent bilingual students in the district, which has provided opportunities for UNT/TWU students to help these students with homework and gain valuable experience in the (virtual) field. We have continued the collaboration because we have received great feedback from families, teachers, and the community. This experience will allow you to make sense of concepts from the course while also becoming more adept at working in virtual educational spaces.



Students are required to dedicate 2 hours per week for a total of 10 hours to the Homework Hotline Virtual Field Experience, which will begin on February 3rd. There will be a virtual orientation on January 27 and 28th; you only need to attend ONE that will provide specific details about logistics, documentation of experiences working with students/families, and testimonials of students who have participated in the Homework Hotline. Students will engage in reflective activities based on their own and their classmates' experiences with the Hotline and make connections to theoretical and practical perspectives in the course. More details will be shared in class. You will need to be cleared by Denton ISD in order to participate as a volunteer (tutor), so please start this process ASAP Volunteer in DISD

You will also complete a Tutoring Log/Reflection Journal for each tutoring session in order to reflect upon the experience and document how the time was spent. These entries will detail the work you conducted with your student that day, strategies you may have used, and any lingering questions you might have. You will also submit your Tutoring Log/Reflection Journal at the end of the semester under the tutoring assignment on Canvas.

### **Option 2: Tutoring requirement: 10 hours**

*All students are required to complete 10 hours of tutoring with a bi/multilingual student.*

1. Please sign up with the tutoring organization of your choice and let the professor know where you will be volunteering by Monday Feb. 2 in our class meeting. You should aim to begin tutoring by Week 5 and aim to complete all required hours by Week 12. All 10 hours are required to receive credit.
  1. A screenshot of an email from your tutoring coordinator will be required (sent to you) stating that you completed all ten hours.
    - 1.1. Include your tutoring coordinator's preferred contact (email/phone). Submit this under the tutoring assignment on Canvas.
  2. You will also complete a Tutoring Log/Reflection Journal for each tutoring session in order to reflect upon the experience and document how the time was spent. These entries will detail the work you conducted with your student that day, strategies you may have used, and any lingering questions you might have. You will also submit your Tutoring Log/Reflection Journal under the tutoring assignment on Canvas.

### **5. Presentation of Findings/Tutoring Reflection**

All students will conduct a 10-minute presentation that will serve as a reflection of the tutoring experience. The presentation should lift up the innovative linguistic practices of the emergent bi/multilingual student(s), and participants in the course should use the space to reflect upon their perspective as a future educator or community member in relation to bi/multilingual learners.

### **6. Essay Response & Writer's Workshop**

*Essay Response:* During Week 8, all students will conduct an essay response in relation to a menu of topics presented in the course (language policy, immigration, language acquisition, programs for emergent bilingual students, the standard language myth).

*Writer's Workshop & Peer Review Session:* During Week 12, students will participate in a peer-review and writer's workshop session to receive feedback surrounding their final paper. All students will receive specific

and meaningful descriptive feedback from a peer in class, in addition to the course instructor, to guide their final papers.

### Late Work

- *Assignments turned in after the due date will be deducted 10 percent each day the assignment is late (i.e., one day late = 10% reduction; two days late = 20% reduction; three days late = 30% reduction).*
- ***No assignments will be accepted if submitted three days after the due date.*** If you become sick, an excuse, such as a doctor's note, will be required before I accept an assignment. Other circumstances, such as a death in the family, accidents, inclement weather, or emergencies, will be examined on an individual basis.

Communicate with your instructor about your specific situation.

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### DETAILED SCHEDULE

- All instructions, assignments, readings, rubrics, and essential information will be on the *Canvas* website. **Check this site regularly** and use it to ask questions about the course schedule.

#### NOTE

*Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advance notice as possible)*

| Week 1 Course Introduction & Overview |   |   |
|---------------------------------------|---|---|
| Date & Required Readings              | In-class Activities and Assignments Due   | Standards   |
| Monday 1/13                           |   |   |
|                                       | See <a href="#">Week 1 slides</a> (Modules - Week 1) for more details on activities and information from our first class. | <b>BE 2.5k</b> how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the |

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|  |   | <p>home and school cultural environments.</p> <p><b>ESL Standards</b></p> <p><b>1.1s</b> use knowledge of the nature of language &amp; basic language concepts to facilitate student learning in the ESL classroom;</p> <p><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;</p> <p><b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p><b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity, characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.</p> <p><b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences.</p> |
| Wednesday, 1/15  |   |  |
| <p><u>Read before class:</u><br/><i>Forgetting my first language.</i><br/>(Liao, 2021)</p> | <p><u>See Week 1 slides</u> (Modules - Week 1) for more details on activities and information from our first class.</p> | <p><b>BE 2.5k</b> how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards</b></p> <p><b>1.1s</b> use knowledge of the nature of language &amp; basic language concepts to facilitate student learning in the ESL classroom;</p> <p><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;</p>   |

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|   |  | <p><b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p><b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity, characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.</p> <p><b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences.</p>  |
| Friday, 1/17  |  |  |
| <p>Read before class:<br/>Martínez, R. (2018). <i>Beyond the English learner label: Recognizing the richness of bi/multilingual students' linguistic repertoires.</i></p> | <p>See Week 1 slides (Modules - Week 1) for more details on activities and information from our first class.</p> | <p><b>BE 2.5k</b> how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards</b></p> <p><b>1.1s</b> use knowledge of the nature of language &amp; basic language concepts to facilitate student learning in the ESL classroom;</p> <p><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;</p> <p><b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p><b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity, characteristics of effective learning environments for ESL students; and ways to address the</p> |

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|  |  | <p>affective, linguistic, and cognitive needs of ESL students.</p> <p><b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences.</p> |
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| Week 2 | Who are English Language Learners? |
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| Date & Required Readings   | In-class Activities and Assignments Due  | Standards  |
|--|--|--|
| Monday, 1/20   | Martin Luther King Day   | No Class   |
| Wednesday, 1/22  |  |  |
| <p><u>Read before class</u></p> <ul style="list-style-type: none"> <li>García, O. (2009). <i>Emergent bilinguals and TESOL-What's in a Name?</i></li> </ul> <p>Course text</p> <ul style="list-style-type: none"> <li>Wright (2019). <i>Ch. 1</i></li> </ul> | <ul style="list-style-type: none"> <li>Group work:<br/>Create a poster.</li> <li>Wright (2019) <a href="#">Extended Profiles</a>, pg. 1-2</li> </ul> | <p><b>BE 2.3k</b> bilingualism and biculturalism and their impact on the learning environment</p> <p><b>ESL Standards</b></p> <p><b>1.1s</b> use knowledge of the nature of language &amp; basic language concepts to facilitate student learning in the ESL classroom</p> <p><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;</p> <p><b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p><b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.</p> <p><b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL</p> |

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|                |  | education to program planning, implementation, and advocacy;<br><b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences.  |
| Thursday, 1/23 | Critical Commentary<br>Due 11:59 PM                                      |   |
| Friday, 1/24   |  |   |
|                | We will continue to work on the class activities from Wednesday's class, | <p><b>BE 2.3k</b> bilingualism and biculturalism and their impact on the learning environment</p> <p><b>ESL Standards</b></p> <p><b>1.1s</b> use knowledge of the nature of language &amp; basic language concepts to facilitate student learning in the ESL classroom</p> <p><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;</p> <p><b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p><b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.</p> <p><b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> <p><b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences.</p> |

Week 3

## How Linguists Study Language

| Date & Required Readings | In-class Activities and Assignments Due | Standards |
|--------------------------|---|-----------|
|--------------------------|---|-----------|

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| Monday, 1/27   |   |   |
| <p><u>Read Before Class:</u><br/>Course text</p> <ul style="list-style-type: none"> <li>Wright (2019). <i>Ch. 2</i></li> </ul> | <p><u>In class</u><br/>ESL 154 <i>Test Preparation Manual</i> p. 66</p> | <p><b>BE Standards</b> 3.2k; 3.4k; 3.6k;3.7k; 3.1s;2.3s<br/><b>ESL Standards</b><br/><b>1.1k</b> the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon);<br/><b>1.2k</b> functions of language and registers of language (e.g., social versus academic language) in English;<br/><b>1.3k</b> the relationships among listening, speaking, reading, and writing;<br/><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and<br/><b>1.5k</b> patterns of written &amp; oral discourse<br/><b>1.1s</b> use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom.</p> |
| Wednesday, 1/29  |   |   |
|  | <p><u>In class</u><br/>ESL 154 <i>Test Preparation Manual</i> p. 66</p> | <p><b>BE Standards</b> 3.2k; 3.4k; 3.6k;3.7k; 3.1s;2.3s<br/><b>ESL Standards</b><br/><b>1.1k</b> the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon);<br/><b>1.2k</b> functions of language and registers of language (e.g., social versus academic language) in English;<br/><b>1.3k</b> the relationships among listening, speaking, reading, and writing;<br/><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and<br/><b>1.5k</b> patterns of written &amp; oral discourse<br/><b>1.1s</b> use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom.</p> |
| Thursday, 1/30   | Critical Commentary<br>Due 11:59 PM                                     |   |
| Friday, 1/31   |   |   |

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|  | <i>Peer assessment of Critical Commentary #2</i> | <p><b>BE Standards</b> 3.2k; 3.4k; 3.6k;3.7k; 3.1s;2.3s</p> <p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon);</p> <p><b>1.2k</b> functions of language and registers of language (e.g., social versus academic language) in English;</p> <p><b>1.3k</b> the relationships among listening, speaking, reading, and writing;</p> <p><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and</p> <p><b>1.5k</b> patterns of written &amp; oral discourse</p> <p><b>1.1s</b> use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom.</p> |
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| Week 4 | Language Learning and Teaching |
|--------|--------------------------------|

| Date & Required Readings  | In-class Activities and Assignments Due | Standards  |
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| Monday 2/3  |   |  |
| <p><u>Read Before Class:</u></p> <ul style="list-style-type: none"> <li>● Wright (2019). Ch. 3</li> </ul> |   | <p><b>ESL Standards</b></p> <p><b>3.1k</b> theories, concepts, and research related to first-language (L1) development</p> <p><b>3.2k</b> theories, concepts, and research related to second-language (L2) development</p> <p><b>3.3k</b> the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2</p> <p><b>3.4k</b> the role of the linguistic environment and conversational support in second-language acquisition</p> <p><b>3.5k</b> common difficulties (e.g., syntax, phonology, L1 interference) experienced</p> |



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|   |  | <p>by ESL students in learning English and strategies for overcoming these difficulties.</p> <p><b>3.1s</b> apply knowledge of theories, concepts, and research related to language learning to support students' language development in English</p> <p><b>3.2s</b> help students transfer language skills from L1 to L2</p> <p><b>3.3s</b> use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;</p> <p><b>3.6s</b> apply effective strategies for helping ESL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.</p>  |
| Wednesday 2/5   |  |   |
| <p><u>Read Before Class:</u></p> <ul style="list-style-type: none"> <li>Wright (2019). Ch. 3</li> </ul> | <p><u>In class:</u></p> <p><i>Mini-Group-Work based on chapter 3</i></p> | <p><b>ESL Standards</b></p> <p><b>3.1k</b> theories, concepts, and research related to first-language (L1) development</p> <p><b>3.2k</b> theories, concepts, and research related to second-language (L2) development</p> <p><b>3.3k</b> the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2</p> <p><b>3.4k</b> the role of the linguistic environment and conversational support in second-language acquisition</p> <p><b>3.5k</b> common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.</p> <p><b>3.1s</b> apply knowledge of theories, concepts, and research related to language learning to support students' language development in English</p> <p><b>3.2s</b> help students transfer language skills from L1 to L2</p> |

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|   |   | <p><b>3.3s</b> use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;</p> <p><b>3.6s</b> apply effective strategies for helping ESL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.</p>  |
| Thursday  | Critical Commentary<br>Due 11:59 PM   |   |
| Friday 2/7  |   |   |
| <p><u>Read Before Class:</u></p> <ul style="list-style-type: none"> <li>Wright (2019). Ch. 3</li> </ul> | <p><u>In class:</u></p> <p><i>Mini-Group-Work based on chapter 3 + brief presentation of your group's findings.</i></p> | <p><b>ESL Standards</b></p> <p><b>3.1k</b> theories, concepts, and research related to first-language (L1) development</p> <p><b>3.2k</b> theories, concepts, and research related to second-language (L2) development</p> <p><b>3.3k</b> the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2</p> <p><b>3.4k</b> the role of the linguistic environment and conversational support in second-language acquisition</p> <p><b>3.5k</b> common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.</p> <p><b>3.1s</b> apply knowledge of theories, concepts, and research related to language learning to support students' language development in English</p> <p><b>3.2s</b> help students transfer language skills from L1 to L2</p> <p><b>3.3s</b> use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;</p> <p><b>3.6s</b> apply effective strategies for helping ESL students overcome difficulties (e.g.,</p> |

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|  |  | syntax, phonology, L1 interference) in learning English. |
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| Week 5 | Language Policy & In Class Film Session |
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| Date & Required Readings   | In-class Activities and Assignments Due  | Standards   |
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| Monday   |  |   |
| <p><u>Read before class</u></p> <ul style="list-style-type: none"> <li>Macías, R. (2014). <i>Benefits of bilingualism: In the eye of the beholder?</i></li> <li><a href="#">A new era for bilingual education: explaining California's Proposition 58</a></li> </ul> | <p><u>Read in class</u></p> <ul style="list-style-type: none"> <li>ESL 154 <i>Test preparation manual: Historical Context...</i>Pg. 1-9</li> </ul> | <p><b>BE 2.3k</b> bilingualism and biculturalism and their impact on the learning environment;<br/> <b>ESL Standards</b><br/> <b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;<br/> <b>2.2k</b> types of ESL programs<br/> <b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs<br/> <b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.<br/> <b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;<br/> <b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences</p> |
| Wednesday  |  |   |
|  | <u>In Class</u> Film Session   | <p><b>BE 2.3k</b> bilingualism and biculturalism and their impact on the learning environment;<br/> <b>ESL Standards</b><br/> <b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;</p>   |

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|          |  | <p><b>2.2k</b> types of ESL programs</p> <p><b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p><b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.</p> <p><b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> <p><b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences</p>           |
| Thursday | Critical Commentary<br>Due 11:59 PM      |   |
| Friday   |  |   |
|          | <u>In Class</u><br>Continue Film Session | <p><b>BE 2.3k</b> bilingualism and biculturalism and their impact on the learning environment;</p> <p><b>ESL Standards</b></p> <p><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;</p> <p><b>2.2k</b> types of ESL programs</p> <p><b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p><b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.</p> <p><b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL</p> |

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|  |  | education to program planning, implementation, and advocacy;<br><b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences |
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| Week 6 | Affirming the Equal Rights of Multilingual Students & Programs |
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| Date & Required Readings  | In-class Activities and Assignments Due   | Standards  |
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| Monday  |   |  |
| <u>Read Before Class:</u> <ul style="list-style-type: none"> <li>Hakuta, K. (2011). Education language minority students and affirming their equal rights: Research and practical perspectives</li> <li>Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say</li> </ul> | <u>Assignments Due:</u><br>Begin/Continue tutoring.   | <b>ESL Standards</b><br><b>1.2k</b> functions of language and registers of language (e.g., social versus academic language) in English;<br><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;<br><b>2.2k</b> types of ESL programs<br><b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs<br><b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.<br><b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;<br><b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences |
| Wednesday   |   |  |
|   | <u>In class:</u> Film Session <ul style="list-style-type: none"> <li><i>Stolen Education</i></li> </ul> | <b>ESL Standards</b>   |

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|          |  | <p><b>1.2k</b> functions of language and registers of language (e.g., social versus academic language) in English;</p> <p><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;</p> <p><b>2.2k</b> types of ESL programs</p> <p><b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p><b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.</p> <p><b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> <p><b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences</p> |
| Thursday | Critical Commentary<br>Due 11:59 PM  |   |
| Friday   |  |   |
|          | <p><u>Read During Class</u></p> <ul style="list-style-type: none"> <li>• <i>Texas Administrative Code (TAC) Chapter 89; §89.1205. Section: Required Bilingual Education and English as a Second Language Programs</i> p. 3-4</li> <li>• <i>ESL 154 Test preparation manual</i> pg. 9-18</li> </ul> | <p><b>ESL Standards</b></p> <p><b>1.2k</b> functions of language and registers of language (e.g., social versus academic language) in English;</p> <p><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;</p> <p><b>2.2k</b> types of ESL programs</p> <p><b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p><b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for</p>  |

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|  |  | <p>ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.</p> <p><b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> <p><b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences</p> |
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| Week 7 | Loss of Family Languages |
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| Date & Required Readings  | In-class Activities and Assignments Due  | Standards  |
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| Monday 2/24   |  |  |
|   | Continue watching <i>Stolen Education</i> in class.  | <p>Standards:</p> <p><b>BE 2.5k</b> how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards</b></p> <p><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;</p> <p><b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> |
| Wednesday 2/26  |  |  |
| <p><u>Read Before Class:</u></p> <ul style="list-style-type: none"> <li>Fillmore, L. W. (2000). <a href="#"><i>Loss of family languages:</i></a></li> </ul> | Discuss <i>Stolen Education</i> in relation to Fillmore (2000) and Suárez-Orozco et al. (2008) | <p>Standards:</p> <p><b>BE 2.5k</b> how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of</p>   |

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| <p><u><i>Should educators be concerned?</i></u></p> <ul style="list-style-type: none"> <li>• Suárez-Orozco et al. (2008). <u><i>The Significance of Relationships: Academic Engagement and Achievement among Newcomer Immigrant Youth</i></u></li> </ul> |  | <p>regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards</b></p> <p><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;<br/> <b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p>   |
| Thursday   | Critical Commentary<br>Due 11:59 PM              |  |
| Friday 2/28  |  |  |
| <ul style="list-style-type: none"> <li>• Excerpt from <i>Tongue Tied: <a href="#">Indian Boy Love Song (#2)</a></i> (p. 55) <i>Sherman Alexie</i></li> <li>• <i>Tied: <a href="#">Masks and Acculturation</a></i> <i>Margaret Montoya</i></li> </ul>     | <i>Peer assessment of Critical Commentary #6</i> | <p>Standards:</p> <p><b>BE 2.5k</b> how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards</b></p> <p><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;<br/> <b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> |

Week 8

The Standard Language Myth &amp; Language Variation

| Date & Required Readings | In-class Activities and Assignments Due | Standards |
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| Monday 3/3               |   |           |



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| <p><i>Read Before Class:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Lippi-Green, R. (2012). The standard language myth</a></li> <li>• <a href="#">Delpit, L. (2002). “No kinda sense,” In <i>The Skin We Speak</i></a></li> </ul> |  | <p><b>BE 2.5k</b> how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon);</p> <p><b>1.2k</b> functions of language and registers of language (e.g., social versus academic language) in English;</p> <p><b>1.3k</b> the relationships among listening, speaking, reading, and writing;</p> <p><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and</p> <p><b>1.1s</b> use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom;</p> <p><b>2.1k</b> the historical, theoretical, and policy foundations of ESL education;</p> <p><b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> <p><b>2.2s</b> apply research findings to assist in planning and implementing effective ESL programs;</p> |
| <p>Wednesday 3/5</p>  |  |   |
| <p><i>Read Before Class:</i></p> <ul style="list-style-type: none"> <li>• Martínez, R. (2010). Spanglish as a literacy tool</li> </ul>  |  | <p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems</p> <p><b>1.2k</b> functions of language and registers of language</p> <p><b>1.3k</b> the relationships among listening, speaking, reading, and writing;</p> <p><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and</p> <p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems</p> <p><b>1.2k</b> functions of language and registers of language</p>  |

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|            |                | <p><b>1.3k</b> the relationships among listening, speaking, reading, and writing;</p> <p><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and</p> <p><b>1.5k</b> patterns of written &amp; oral discourse</p> <p><b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and</p> <p><b>3.5k</b> common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.</p> <p><b>7.2k</b> the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; and</p> <p><b>7.1s</b> advocate for educational and social equity for ESL students;</p> <p><b>7.3s</b> communicate and collaborate effectively with students' parents/guardians;</p> <p><b>1.5k</b> patterns of written &amp; oral discourse</p> <p><b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and</p> |
| Friday 3/7 | <b>MIDTERM</b> |   |
|            |                | <p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems</p> <p><b>1.2k</b> functions of language and registers of language</p> <p><b>1.3k</b> the relationships among listening, speaking, reading, and writing;</p> <p><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and</p> <p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems</p> <p><b>1.2k</b> functions of language and registers of language</p> <p><b>1.3k</b> the relationships among listening, speaking, reading, and writing;</p> <p><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and</p> <p><b>1.5k</b> patterns of written &amp; oral discourse</p>   |

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|  |  | <p><b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and</p> <p><b>3.5k</b> common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.</p> <p><b>7.2k</b> the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; and</p> <p><b>7.1s</b> advocate for educational and social equity for ESL students;</p> <p><b>7.3s</b> communicate and collaborate effectively with students' parents/guardians;</p> <p><b>1.5k</b> patterns of written &amp; oral discourse</p> <p><b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and</p> |
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SPRING BREAK - NO CLASSES

Week 9

Listening & Speaking

| Date & Required Readings  | In-class Activities and Assignments Due | Standards  |
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| Monday 3/17   |   |  |
| <p><i>Read Before Class:</i> Course text</p> <ul style="list-style-type: none"> <li>Wright (2019). Ch. 7</li> </ul> |   | <p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems</p> <p><b>1.2k</b> functions of language and registers of language</p> <p><b>1.3k</b> the relationships among listening, speaking, reading, and writing;</p> <p><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and</p> <p><b>1.5k</b> patterns of written &amp; oral discourse</p> <p><b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop</p> |

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|   |  | ESL students' English language proficiency;  |
| Wednesday 3/19  |  |  |
| <p><i>Read Before Class:</i> Readings on Canvas</p> <ul style="list-style-type: none"> <li>• <a href="#">ESL 154 Test preparation manual pg. 52-56</a></li> <li>• Lippi-Green, R. (2012). The myth of non-accent</li> </ul> |  | <p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems</p> <p><b>1.2k</b> functions of language and registers of language</p> <p><b>1.3k</b> the relationships among listening, speaking, reading, and writing;</p> <p><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and</p> <p><b>1.5k</b> patterns of written &amp; oral discourse</p> <p><b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency;</p> |
| Thursday 3/20   | Critical Commentary<br>Due 11:59 PM              |  |
| Friday 3/21   |  |  |
|   | <i>Peer assessment of Critical Commentary #8</i> | <p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems</p> <p><b>1.2k</b> functions of language and registers of language</p> <p><b>1.3k</b> the relationships among listening, speaking, reading, and writing;</p> <p><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and</p> <p><b>1.5k</b> patterns of written &amp; oral discourse</p> <p><b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency;</p> |

Week 10

Semantics, Phonology, Morphology &amp; Syntax

| Date & Required Readings | In-class Activities and Assignments Due | Standards |
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| Monday 3/24              |   |           |

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| <p><b>Read Before Class</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ESL 154 Test preparation manual pg. 52-56</a></li> </ul> <p><b>Sign-up for individual conferences to discuss presentation of findings &amp; final paper)</b></p> |  | <p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems</p> <p><b>1.2k</b> functions of language and registers of language</p> <p><b>1.3k</b> the relationships among listening, speaking, reading, and writing;</p> <p><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and</p> <p><b>1.5k</b> patterns of written &amp; oral discourse</p> <p><b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and</p> <p><b>3.5k</b> common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.</p> <p><b>7.2k</b> the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; and</p> <p><b>7.1s</b> advocate for educational and social equity for ESL students;</p> <p><b>7.3s</b> communicate and collaborate effectively with students' parents/guardians;</p> |
| <p>Wednesday 3/26</p>   |  |   |
| <p><b>Review Before Class</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ESL 154 Test preparation manual pg. 52-56</a></li> </ul>   |  | <p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems</p> <p><b>1.2k</b> functions of language and registers of language</p> <p><b>1.3k</b> the relationships among listening, speaking, reading, and writing;</p> <p><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and</p> <p><b>1.5k</b> patterns of written &amp; oral discourse</p> <p><b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and</p> <p><b>3.5k</b> common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.</p> <p><b>7.2k</b> the importance of family involvement in the education of ESL</p>  |

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|               |   | students and ways to bridge differences between the home and school environments; and<br><b>7.1s</b> advocate for educational and social equity for ESL students;<br><b>7.3s</b> communicate and collaborate effectively with students' parents/guardians;   |
| Thursday 3/27 | Critical Commentary<br>Due 11:59 PM           |  |
| Friday 3/28   |   |  |
|               | <i>Peer assessment of Critical Commentary</i> | <b>ESL Standards</b><br><b>1.1k</b> the nature of language and basic concepts of language systems<br><b>1.2k</b> functions of language and registers of language<br><b>1.3k</b> the relationships among listening, speaking, reading, and writing;<br><b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and<br><b>1.5k</b> patterns of written & oral discourse<br><b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and<br><b>3.5k</b> common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.<br><b>7.2k</b> the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; and<br><b>7.1s</b> advocate for educational and social equity for ESL students;<br><b>7.3s</b> communicate and collaborate effectively with students' parents/guardians; |

Week 11 Translanguaging, Effective Instruction, and Advocacy for English Language Learners

| Date & Required Readings | In-class Activities and Assignments Due | Standards |
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| Monday 3/31   |  |   |
| <p><i>Read Before Class:</i></p> <ul style="list-style-type: none"> <li>• Wright (2019). Ch. 11</li> </ul> <p><i>Sign-up for individual conferences to discuss presentation of findings &amp; final paper</i></p> |  | <p><b>BE 2.5k</b> how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards</b></p> <p><b>7.1k</b> strategies for effective advocacy for ESL students;</p> <p><b>7.2k</b> the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; and</p> <p><b>7.3k</b> ways in which community members and resources can positively affect student learning in the ESL program.</p> <p><b>7.1s</b> advocate for educational and social equity for ESL students;</p> <p><b>7.2s</b> the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments;</p> <p><b>7.3s</b> communicate and collaborate effectively with students' parents/guardians;</p> |
| Wednesday 4/2   |  |   |
| <p><i>Read Before Class:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">“Understanding translanguaging in US literacy classrooms” (Seltzer &amp; de los Ríos, 2021)</a></li> </ul>                  |  | <p><b>BE 2.5k</b> how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards</b></p> <p><b>7.1k</b> strategies for effective advocacy for ESL students;</p> <p><b>7.2k</b> the importance of family involvement in the education of ESL</p>  |

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|   |                                     | <p>students and ways to bridge differences between the home and school environments; and</p> <p><b>7.3k</b> ways in which community members and resources can positively affect student learning in the ESL program.</p> <p><b>7.1s</b> advocate for educational and social equity for ESL students;</p> <p><b>7.2s</b> the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments;</p> <p><b>7.3s</b> communicate and collaborate effectively with students' parents/guardians;</p>  |
| Thursday  | Critical Commentary<br>Due 11:59 PM |  |
| Friday 4/4  |                                     |  |
| <ul style="list-style-type: none"> <li>• <i>Read Before Class:</i> Explore the <a href="#">Translanguaging Resources</a> on the CUNY-NYS Initiative on Emergent Bilinguals (detailed information on Canvas)</li> </ul> <p><i>Sign-up for individual conferences to discuss presentation of findings &amp; final paper</i></p> |                                     | <p><b>BE 2.5k</b> how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards</b></p> <p><b>7.1k</b> strategies for effective advocacy for ESL students;</p> <p><b>7.2k</b> the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; and</p> <p><b>7.3k</b> ways in which community members and resources can positively affect student learning in the ESL program.</p> <p><b>7.1s</b> advocate for educational and social equity for ESL students;</p> <p><b>7.2s</b> the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments;</p> |



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|  |  | 7.3s communicate and collaborate effectively with students' parents/guardians; |
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| Week 12 | Assessment of Language: Implications & Contradictions |
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| Date & Required Readings  | In-class Activities and Assignments Due   | Standards  |
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| Monday 4/7  |   |  |
| <p><u>Read Before Class:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">“What gets lost when English-only writing assessment is used to assess writing proficiency in Spanish-English emerging bilingual learners?” Escamilla, et al., 2018)</a></li> <li>• Hakuta, K. (2011). <i>Education language minority students and affirming their equal rights: Research and practical perspectives</i></li> </ul> |   | <p><b>ESL Standards</b></p> <p>1.2s apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency;</p> <p>1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and</p> <p>2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> <p>2.4s create an effective multicultural learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and that facilitates students' learning and language acquisition; and</p> <p>3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;</p> |
| Wednesday 4/9   |   |  |
| <p><b>Bring to Class:</b></p> <p>Assignments Due for Peer Review (Development Draft)</p> <p><i>Sign up for individual conferences to discuss final paper</i></p>  | <p><u>In Class:</u></p> <p><i>Writer's Workshop and Peer Review Session</i></p> | <p><b>ESL Standards</b></p> <p>1.2s apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency;</p> <p>1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and</p> <p>2.1s apply knowledge of historical, theoretical, and policy factors in ESL</p>  |

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|   |  | education to program planning, implementation, and advocacy;<br>2.4s create an effective multicultural learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and that facilitates students' learning and language acquisition; and<br>3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;  |
| Thursday 4/10   | Critical Commentary<br>Due 11:59 PM                                  |   |
| Friday 4/11   |  |   |
| <b>Bring to Class:</b><br>Assignments Due for Peer Review (Development Draft)<br><br><i>Sign up for individual conferences to discuss final paper</i> | <u>In Class:</u><br><i>Writer's Workshop and Peer Review Session</i> | <b>ESL Standards</b><br>1.2s apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency;<br>1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and<br>2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;<br>2.4s create an effective multicultural learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and that facilitates students' learning and language acquisition; and<br>3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development; |

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| Week 13 Individual Conferences & Writers Workshop |   |           |
| Date & Required Readings                          | In-class Activities and Assignments Due | Standards |
| Monday 4/14                                       |   |           |

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|----------------|---|---|
|                | <p>Writer's workshop and independent writing time</p> <p>Individual conferences available (to discuss presentation of findings and final paper)</p> |   |
| Wednesday 4/16 |   |   |
|                | <p>Writer's workshop and independent writing time</p> <p>Individual conferences available (to discuss presentation of findings and final paper)</p> | <p><b>BE Standards</b> 2.3k; 2.5k; 3.2k; 3.4k; 3.6k;3.7k; 3.1s;3.2s</p> <p><b>ESL Standards</b> I, II, III, VII</p> |
| Thursday 4/17  | <p>Critical Commentary</p> <p>Due 11:59 PM</p>  |   |
| Friday 4/18    |   |   |
|                | <p><i>Peer assessment of Critical Commentary</i></p>  | <p><b>BE Standards</b> 2.3k; 2.5k; 3.2k; 3.4k; 3.6k;3.7k; 3.1s;3.2s</p> <p><b>ESL Standards</b> I, II, III, VII</p> |

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| Week 14 | Course Review |
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| Date & Required Readings   | In-class Activities and Assignments Due | Standards   |
|--|---|---|
| Monday 4/21  |   |   |
| <p><u>Read Before Class:</u></p> <p><a href="#">ESL 154 Test preparation manual pg. 21-42</a></p>  |   | <p><b>BE Standards</b> 2.3k; 2.5k; 3.2k; 3.4k; 3.6k;3.7k; 3.1s;3.2s</p> <p><b>ESL Standards</b> I, II, III, VII</p> |
| Wednesday 4/23   |   |   |
| <p><u>Read in Class:</u></p> <ul style="list-style-type: none"> <li><a href="#">The 6 Principles are the Foundation for Excellence in English Language teaching (TESOL)</a></li> </ul> |   | <p><b>BE Standards</b> 2.3k; 2.5k; 3.2k; 3.4k; 3.6k;3.7k; 3.1s;3.2s</p> <p><b>ESL Standards</b> I, II, III, VII</p> |

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| Thursday, 4/24 | <i>Critical Commentary</i><br>Due at 11:59PM  |   |
| Friday 4/25    |   |   |
|                | <i>Peer assessment of Critical Commentary</i> | <b>BE Standards</b> 2.3k; 2.5k; 3.2k; 3.4k;<br>3.6k;3.7k; 3.1s;3.2s<br><b>ESL Standards</b> I, II, III, VII |

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| Week 15 | Presentations & Course Reflection |
|---------|-----------------------------------|

| Date & Required Readings | In-class Activities and Assignments Due  | Standards |
|--------------------------|--|-----------|
| Monday 4/28              |  |           |
|                          | <i>Presentation (Individual Presentations)</i>   |           |
| Wednesday 4/30           |  |           |
|                          | <i>Presentation (Individual Presentations)</i><br><br>In-class reflection; Complete Course Instructor Survey (CIS) |           |
| Friday 5/2               |  |           |
|                          | In-class reflection; Complete Course Instructor Survey (CIS)   |           |

## UNT'S STANDARD SYLLABUS STATEMENTS

### Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable.

Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (<https://policy.unt.edu/policy/07-012>).

### **Student Academic Integrity**

Academic integrity is essential to this course, as in other work that you do in your program. In Policy 06.003, UNT has described academic integrity as follows: The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

"Academic Misconduct," in this policy, means the intentional or unintentional action by a student to engage in behavior in the academic setting including, but not limited to: cheating, fabrication, facilitating academic misconduct, forgery, plagiarism, and sabotage.

See full academic integrity policy: [06.003 Student Academic Integrity.pdf](#)

### **ADA Accommodation Statement**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

### **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](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).

### **Visitors in the Classroom.**

University policies on participating and/or attending courses, **all persons must be officially registered for the course or have received permission to attend as an auditor** as stated in the University catalog: *"Individuals fully eligible to enroll in the university may attend a class as an auditor with written permissions from the department chair and the dean of the college or school in which the course is taught."*

### **Academic Freedom & Academic Responsibility**

According to UNT Policy number 06.035, The University of North Texas (UNT) exists for the common good. The common good depends upon the free search for truth and its free expression. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning.

Academic freedom carries with it special responsibilities correlative with rights. Faculty have the academic responsibility to subject their knowledge and postulates to rigorous review by peers who are experts in the relevant subject material, to have a firm foundation of their postulates in the most relevant and suitable available evidence, and to work with one another to provide the best education possible for our students.

### **FERPA and Class Recordings**

Class Recordings: Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings. Guidance on public access to class recordings can be found as [UNT Policy 07.018](#).

### **COVID-19**

UNT COVID 19 Information States: Although infection rates have lessened on campus and locally, individuals should remain vigilant in protecting their health. This includes self-monitoring for symptoms, making informed decisions about high-risk situations, and self-isolating after a positive test.

Students who need COVID testing should make an appointment to see an SHWC medical provider. If the medical provider feels COVID testing is appropriate, they will order testing through the in-house laboratory.

### **Key Services at UNT**

- UNT Dean of Students
- [Division of Student Affairs](#)
- Scholarships in COE
- COE Student Advising Office: <https://www.coe.unt.edu/student-advising-office> Office of the Registrar: <http://registrar.unt.edu/registration>
- Student Financial Aid and Scholarships: <http://financialaid.unt.edu/>

**Food/Housing Insecurity.** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this:

<https://deanofstudents.unt.edu/resources/food-pantry>

**University Mental Health Services.** UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>.

**This syllabus may be modified by the instructor as needed.**