

EDBE 3050.001: Teaching English as an Additional Language Fall 2024

Instructor Maria Svensson	Pronouns She, Her, Hers
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CATALOG DESCRIPTION

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

COURSE PREREQUISITES

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

REQUIRED TEXTBOOK AND MATERIALS

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

Supplementary materials, including articles, handouts, and videos, will be listed in the Canvas Modules.

CLASS MODALITY TIME/LOCATION

EDBE 3050.001 is a face-to-face course. We will meet Tuesday and Thursday, from 9:30-10:50 am in Matthews Hall, Room 112 (Matt 112)

COURSE OBJECTIVES AND STUDENT OUTCOMES

The content of this course is aimed at the following goals:

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

- Examining the intersection of ESL and special education.

HOW TO SUCCEED IN THIS COURSE

This course is designed 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 the materials and resources for this course *prior* to class, and participate in the classroom **EDBE 3050 Section 001** is a face-to-face course; consequently, regular and punctual attendance is required and necessary. Your participation and collaboration in enriched discussions in the class is essential for your success. discussion, activities, and projects designed to achieve a deeper understanding of the course content. This way we learn together.

Office hours offer you an opportunity to ask for clarification or find support with understanding class material. Come visit me! I encourage you to contact me for support. If you need online guidance, we may also schedule an individual or group Zoom meeting. Please send me an email with the proposed day and time for a meeting.

The attendance policy for this course will be guided by the [University policy 06.039](#) 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.

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.

Students must let the instructor know as soon as possible if they will miss class. 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 the case of 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. *It is the student's responsibility to obtain all notes and handouts missed during their absence.*

For courses offered 2 times per week	
0 – 2 unexcused absences	100 points
3 unexcused absences	70 points
4 unexcused absences	40 points
5 unexcused absences	10 points
6 unexcused absences	You will receive an F for your final grade

All assignments are due on dates indicated on the syllabus, regardless of student absences.

If you arrive 15 minutes or more after the start time of the class or if you leave the class 15 minutes or more before the end of the class, 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. 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.

Late Work

Late assignments will be accepted only when the student obtains permission from the instructor before the due date. Therefore, if you have a valid reason for submitting a late assignment, please contact the instructor, explain your situation, and request permission for a late submission.

Assignments turned in after the due date will be deducted 10% each day the assignment is late

1. One day late = 10% reduction;
2. Two days late = 20% reduction; and
3. Three days late = 30% reduction.

No assignments will be accepted if submitted after three days of the due date.

If you become sick, an excuse, such as a doctor's note, will be required. 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.

ASSIGNMENTS	POINTS	Due Date
Attendance and participation	100	Ongoing
ASSIGNMENT 1: Introduction	50	THU.8/22 11:59pm
ASSIGNMENT 2: Critical analysis of children's or young adult literature.	100	THU. 9/5 11:59pm
ASSIGNMENT 3: Language and language acquisition	100	THU. 9/12 11:59pm
ASSIGNMENT 4: Lesson plans for multilingual students	100	THU. 9/26 11:59pm
Midterm Exam Assessments and accommodations for multilingual learners	150	THU. 10/17 In Class
ASSIGNMENT 5: Integrating family and community literacy practices	100	THU. 10/24 11:59pm
ASSIGNMENT 6: Designing and implementing ESL strategies	100	THU. 11/7 11:59pm
ASSIGNMENT 7: End-of-semester reflection	50	THU. 11/21 11:59pm
Final Exam	150	UNT Fall Final Exam Schedule In Class
Total	1,000	

Grading Scale

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

Assignment Description

Make sure you read each assignment's description, instructions, and rubric.

ASSIGNMENT 1 Introduction

Because we are working in a learning community, sharing information about ourselves to the other members allows us to start getting to know each other. Use the discussion board to share your background, interest, and knowledge about multilingual students.

ASSIGNMENT 2 Critical Analysis of Children's or Young Adult Literature

A fundamental aspect of lesson planning 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 appropriate for instruction of emergent bilingual students and develop a critical analysis about the use of these books that includes how you can use these books for instruction in content areas. Additional details will be provided on Canvas.

ASSIGNMENT 3 Language and Language Acquisition

You will review theories and research related to language and language acquisition. You will then apply your newfound knowledge and participate in a discussion focused on the application of these theories and research when working with second (or third) language acquisition in the classroom. Remember to relate back to what you learned in previous assignments and readings, to think critically, and that the classroom is the students' learning space.

ASSIGNMENT 4 Lesson Plans for Multilingual Students

Students will create two lesson plans that include TEKS, ELPS, content objectives, language objectives, activities and assessments recommended for multilingual students. Detailed instructions and rubric will be posted in Canvas.

ASSIGNMENT 5 Integrating Family and Community Literacy Practices

A fundamental part of the education of bilingual learners is an understanding of their home and community literacy practices. Students will review research and videos related to family and community literacy practice; then, they will answer questions posted in the Canvas discussion section. Additional details will be provided in Canvas.

ASSIGNMENT 6 Designing and Implementing ESL Strategies

The goal of this assignment is to prepare a mini-lesson that includes at least two ESL-specific strategies recommended by research for students who are learning English as a second language. This assignment may be completed in groups of two.

MIDTERM EXAM Accommodations for Multilingual Students

This assignment has two parts. In the first part, students will review research related to the meaningful use of accommodations for multilingual learners. In the second part of this assignment, students will review the TEA-approved accommodations and explain how they could apply the accessibility features and locally approved designated support to classroom instruction and assessments of multilingual learners. More details about this assignment will be posted on Canvas.

ASSIGNMENT 8 End-of-Semester Reflection

Reflecting on the end of the semester is a valuable opportunity to assess your academic growth, experiences, and future goals in the field of education. Students will participate in an online class discussion in which they will share their experiences in EDBE 3050 and provide feedback to classmates.

Final Exam

This exam is a formal summative assessment in which students will demonstrate the knowledge and skills learned in this course. Additional details will be provided on Canvas and in class.

CLASS SCHEDULE

WEEK & CLASS DATE	CLASS TOPIC	REQUIRED READINGS	ASSIGNMENTS DUE THIS WEEK
1 TUE. 8/20	First Class	Introduction	
THU. 8/22	Multilingual Learners	Required Reading: <u>Chapter 1</u> Multilingual Learners	ASSIGNMENT 1 Introduction Due: 11:59pm
2 TUE. 8/27	Multilingual Learners	Required Reading: <ul style="list-style-type: none"> Review <u>Chapter 1</u> Read <u>Chapter 2</u> <i>Language and Language Acquisition</i> 	
THU. 8/29	Multilingual Learners	Required Reading: <ul style="list-style-type: none"> Review <u>Chapter 1</u> Read <u>Chapter 2</u> <i>Language and Language Acquisition</i> 	
3 TUE. 9/3	Classroom Practices for Effective Multilingual Learner Instruction	Required Reading: <ul style="list-style-type: none"> <u>Chapter 3</u> <i>Classroom Practices for Effective Multilingual Learner Instruction</i> 	
THU. 9/5	Classroom Practices for Effective Multilingual Learner Instruction	Required Reading: <ul style="list-style-type: none"> García, O. (2009). Emergent bilinguals and TESOL: What's in a name? <i>TESOL Quarterly</i>, 43(2), 322–326. DOI: 27785009 Flores, N. (2020). From academic language to language architecture. <i>Theory Into Practice</i>, 59(1). <p>.pdf available for both articles in Canvas → Modules → Week 3)</p>	ASSIGNMENT 2 Critical analysis of children's literature for instruction in reading and other content areas. Due: 11:59pm
4 TUE. 9/10	Language and Language Acquisition	Required Reading: <ul style="list-style-type: none"> Review <u>chapter 2</u> in our textbook; Esparza Brown, J., & Doolittle, J. (2008). A cultural, linguistic, and ecological framework for response to intervention with English Language Learners. <i>Teaching Exceptional Children</i>, 40(5). DOI: 10.1177/004005990804000509 <p>(pdf available in Canvas → Module Week 4)</p>	
THU. 9/12	Language and Language Acquisition	Required Reading: <ul style="list-style-type: none"> Review <u>chapter 2</u> in our textbook; Esparza Brown, J., & Doolittle, J. (2008). A cultural, linguistic, and ecological framework for response to intervention with English Language Learners. <i>Teaching Exceptional Children</i>, 40(5). DOI: 10.1177/004005990804000509 <p>(pdf available in Canvas → Module Week 4)</p>	
5 TUE. 9/17	New Literacies and Multilingual Learners	Required Reading: <ul style="list-style-type: none"> <u>Chapter 4</u> <i>New Literacies and Multilingual</i> 	We'll Take the Lead Group 1

		Learners	
THU. 9/19	New Literacies and Multilingual Learners	<p>Required Reading/Material:</p> <ul style="list-style-type: none"> • <u>Read:</u> Knobel, M., & Lankshear, C. (2014). Studying New Literacies. <i>Journal of Adolescent & Adult Literacy</i>, 58(2), 97–101. • <u>Watch:</u> New Literacies • <u>Watch:</u> Teaching New Literacies - A Situated Learning Approach • <u>Review</u> Chapter 4 <i>New Literacies and Multilingual Learners</i> 	<p>ASSIGNMENT 3 Language and Language Acquisition Due: 11:59pm</p>
6 TUE. 9/24	Lesson Plans for Multilingual Students	<p>Required Reading:</p> <ul style="list-style-type: none"> • Texas essential knowledge and skills (TEKS) by chapter • Using Bloom's taxonomy to write effective learning objectives • Bloom's taxonomy of cognitive learning objectives • Texas administration code (TAC) • English Language Proficiency Standards 	We'll Take the Lead Group 2
THU. 9/26	Lesson Plans for Multilingual Students	<p>Required Material:</p> <ul style="list-style-type: none"> • <u>Watch:</u> What are content and language objectives? • <u>Watch:</u> How to Write Learning Objectives with Bloom's Taxonomy 	
7 TUE. 10/1	Oral Language Development for Multilingual Students	<p>Required Reading:</p> <ul style="list-style-type: none"> • <u>Chapter 5</u> <i>Oral Language Development for Multilingual Students</i> 	We'll Take the Lead Group 3
THU. 10/3	Oral Language Development for Multilingual Students	<p>Required Reading:</p> <ul style="list-style-type: none"> • Walqui, A., & Heritage, M. (2018). Meaningful Classroom Talk: Supporting English Learners' Oral Language Development. <i>American Educator</i>, 42(3), 18-23. https://files.eric.ed.gov/fulltext/EJ1192519.pdf • Martínez, R. A. (2018). Beyond the English learner label: Recognizing the richness of bi/multilingual students' linguistic repertoires. <i>The Reading Teacher</i>, 71(5), 515-522. (.pdf in Canvas under Module 7) <p>Required Material:</p> <ul style="list-style-type: none"> • Watch: Differentiating Instruction: A Guide for Teaching English-Language Learners • Watch: Oral language development for English learners 	<p>ASSIGNMENT 4 Lesson Plans for Multilingual Students Due: 11:59pm</p>
8 TUE. 10/8	Multilingual Learners Early Literacy Development.	<p>Required Reading:</p> <ul style="list-style-type: none"> • <u>Chapter 6</u> <i>Multilingual Learners Early Literacy Development</i>. • Reading Wars, Reading Science, and English Learners Goldenberg, Claude. <i>Reading research quarterly</i>, 55(1), pp. 131 - 144 	We'll Take the Lead Group 4
THU. 10/10	Multilingual Learners Early	Required Reading:	

	<p>Literacy Development.</p> <p>+</p> <p>Assessments, accommodations, and modifications for multilingual learners</p>	<ul style="list-style-type: none"> • Texas essential knowledge and skills (TEKS) by chapter • Using Bloom's taxonomy to write effective learning objectives • Bloom's taxonomy of cognitive learning objectives • Texas administration code (TAC) • English Language Proficiency Standards • Accommodations vs. Modifications: What's the Difference? Crawford, L. (2013). Accommodations vs. Modifications: What's the difference? <i>National Center for Learning Disabilities</i>. • Accommodations and modifications <p>Additional Material:</p> <ul style="list-style-type: none"> • Watch: Emergent Literacy vs. Reading Readiness • Watch: What Is Balanced Literacy? • Watch: Reading Wars: Phonics vs. Whole Word 	
9 TUE. 10/15	Assessments, accommodations, and modifications for multilingual learners	<p>Required Reading:</p> <ul style="list-style-type: none"> • Shafer, L., & Mokhtari, K. (2018). Improving meaningful use of accommodations for multilingual learners. <i>The Reading Teacher</i>, 71(4). • Texas Education Agency (2020). Accommodation Resources. <p>Additional Material:</p> <ul style="list-style-type: none"> • Thurlow, M.L and Kopriva, R.J (2015). Advancing accessibility and accommodations in content assessments for students with disabilities and English learners. <i>Review of Research Education</i>, 39(1), 331-369. • Texas Education Agency (2020). STAAR Accessibility Updates 	We'll Take the Lead Group 5
THU. 10/17	<p style="text-align: center;">MIDTERM</p> <p style="text-align: center;">Assessments and Accommodations for Multilingual Learners</p>		
10 TUE. 10/22	Integrating Family Involvement and Literacy Practices	<p>Required Reading:</p> <ul style="list-style-type: none"> • Morita-Mullaney, T., Li, H., & Renn, J. (2019). Multiliteracies in rural communities: The "revuelto y mezclado" of home and community literacy practices of midwestern emergent bilingual families. <i>The Rural Educator</i>, 40(3), 35-48. • Paulick, J., Kibler, A. K., & Palacios, N. (2023). Understanding literacies in Latinx families: Teachers using home visits to reimagine classroom practices. <i>The Reading Teacher</i>, 76(5), 578-585. https://doi.org/10.1002/trtr.217877/1052684619864702 	We'll Take the Lead Group 6
THU. 10/24	Integrating Family	Required Reading:	ASSIGNMENT 5

	Involvement and Literacy Practices	<ul style="list-style-type: none"> Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. <i>Theory into practice</i>, 34(3), 159-165. Supporting English and Spanish Literacy Through a Family Literacy Program FAMILY LITERACY PROJECT: Bilingual Picture Books by English Learners Louie, B., & Davis-Welton, K. (2016). Family Literacy Project. <i>Reading Teacher</i>, 69(6), 597-606. (Optional) 	Integrating Family Involvement and Literacy Practices. Due: 11:59pm
11 TUE. 10/29	Multilingual Learners' Vocabulary Development ESL Strategies	Chapter 7 Multilingual Learners' Vocabulary Development	We'll Take the Lead Group 7
THU. 10/31	Multilingual Learners' Vocabulary Development ESL Strategies		
12 TUE. 11/5	Multilingual Learners Writing Instruction ESL Strategies	Chapter 8 Multilingual Learners Writing Instruction	We'll Take the Lead Group 8
THU. 11/7	Multilingual Learners Writing Instruction ESL Strategies		ASSIGNMENT 6 Designing and Implementing ESL Strategies. Due: 11:59pm
13 TUE. 11/12	Reading Instruction for Multilingual Learners	Chapter 9 Reading Instruction for Multilingual Learners	We'll Take the Lead Group 9
THU. 11/14	Reading Instruction for Multilingual Learners		
14 TUE. 11/19	Content-Area Reading and Writing: Pre-reading and During Reading.	Chapter 10 Content-Area Reading and Writing: Pre-reading and During Reading	We'll Take the Lead Group 10
THU. 11/21	Content-Area Reading and Writing: Pre-reading and During Reading.		ASSIGNMENT 7 End-of-Semester Reflection Due: 11:59pm
NO CLASSES THANKSGIVING HOLIDAY			
16 TUE. 12/3		IN CLASS: PREPARE AND REVIEW COURSE MATERIAL FOR FINAL EXAM	
THU. 12/5		IN CLASS: PREPARE AND REVIEW COURSE MATERIAL FOR FINAL EXAM	
17 TUE. 12/10		Final Exam	Final Exam

THU. 12/12		Final Exam	Final Exam
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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 policy (PDF):



[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 the 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.

This syllabus may be modified by the instructor as needed.