

EDBE 3050.004: Teaching English as an Additional Language Spring 2024

Instructor Maria Svensson	Pronouns She, Her, Hers
Office Location I'm happy to meet you via Zoom. Communicate with me and I'll adapt to your schedule the best I can.	Office Hours By appointment
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DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

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

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

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

COURSE PREREQUISITES

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

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.

UNT'S STANDARD SYLLABUS STATEMENTS

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.

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.

ATTENDANCE EXPECTATIONS

EDBE 3050.004 is an online course. We will meet on Tuesdays at 5:30-8:20 pm week 1, 3, 5, 10, 13, and 15. This course is designed and organized to be collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. You are expected to come prepared to class and participate in group and classroom discussion, activities, and projects. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class.

STUDENT EVALUATION

All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade. In the event that a student misses four or more classes, they will receive a failing grade. 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. Please send me an email with the proposed day and time for a meeting.

ASSIGNMENTS	INSTRUCTIONS AND RUBRIC	DUE DATE	POINTS
Community Interaction with EDBE	TBA	Weeks 7, 10,	100

3050 Materials and Resources		14	
Introduction	INSTRUCTIONS AND RUBRIC	WED. 1/17, 11:59pm; THU. 1/18, 11:59PM	50
Critical analysis of anti-racist and culturally relevant literature	INSTRUCTIONS AND RUBRIC	MON. 1/29, 11:59 pm	100
Language and language acquisition	INSTRUCTIONS AND RUBRIC	MON. 2/12, 11:59pm	50
Lesson plans for multilingual students	INSTRUCTIONS AND RUBRIC	DECIDE TOGETHER	150
Midterm Exam	INSTRUCTIONS AND RUBRIC	3/12	100
Integrating family and community literacy practices	INSTRUCTIONS AND RUBRIC	DECIDE TOGETHER	50
Lesson plans for multilingual students	INSTRUCTIONS AND RUBRIC	DECIDE TOGETHER	100
Final Exam	INSTRUCTIONS AND RUBRIC	4/9	200
Total			1,000

A = 900-1000 B = 80-89 C = 70-79 D = 60-69 F = Below 60

Assignment Description

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

- 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.

- Critical Analysis of Anti-Racist or Culturally Relevant Children's or Young Adult Literature

A fundamental aspect of lesson planning for literacy is the selection of texts for the students to read. In this assignment you will choose texts that cover a number of themes that connect to multilingual students' lives. For this assignment, you will

- Select five age-appropriate texts related to anti-racist or culturally relevant themes;
- Develop a critical narrative analysis of these five books
- Critically discuss *how* and *why* teachers can use these books in their multilingual classrooms

- 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.

- Lesson Plans for Multilingual Students

You will create two lesson plans where you specify students' age group and include the following

- TEKS
- ELPS
- Content objectives
- Language objectives
- Activities recommended for multilingual students.

- Integrating Family and Community Literacy Practices

A fundamental part of the education of bilingual learners is the teacher's openness and willingness to learn and understand the students' home and community literacy practices. In this assignment you will review research and videos related to multilingual family and community literacy practice. You will then answer a number of reflective questions posted in Canvas under the discussion section.

- Designing and Implementing ESL Strategies

In groups of two, you will present and inform your class about the use of at least two ESL-specific strategies that are *asset-based* and *equitable* for multilingual students. You will present for 10-15 minutes per group.

- Lesson Plans

You will develop two lesson plans. One will focus on *Reading* and the second lesson plan will focus on a content area of your choosing (e.g. writing, mathematics, science, or social studies). **Both are required to have a clear, consistent, and critical perspective on multilingual students' language acquisition.** The two lessons are an opportunity for you to both show and apply your newfound knowledge, as well as the ability to design instruction and assessment based on multilingual learners' individual proficiency levels, strengths, and needs.

- Midterm and Final Exam

These exams are formal and summative assessments in which you demonstrate your knowledge and skills learned in this course. Additional details will be provided in Canvas and in class.

CLASS SCHEDULE

CLASS DATE	CLASS TOPIC	REQUIRED READINGS	ASSIGNMENTS DUE THIS WEEK
WEEK 1 Tuesday, 1/16 5:30-8:20 pm	Introduction Critical Narrative Analysis	In class: 1. Brief introductions; 2. Overview of EDBE 3050.004; 3. Q & A; 4. Go over assignment 2; and 5. To-Do List	Assignment 1 <i>Introduction</i> Due: Wed. 1/17, 11:59 (Your post) Thu. 1/18, 11:59pm (Respond to 2 peers)
WEEK 2 1/23	Multilingual Learners Language and Language Acquisition	<ul style="list-style-type: none"> Chapter 1 Chapter 2 <p>As you read chapter 1-2, take notes, highlight, critically reflect on what you are reading, question what is being said, write those questions down, find potential connections to previous readings in other classes, experiences, and so forth.</p>	
Week 3 Tuesday, 1/29 5:30-8:20 pm	Classroom Practices for Multilingual Learner Instruction Assignment 2 Short presentation of your findings (2-3 minutes, 1 slide)	<ul style="list-style-type: none"> Chapter 3 <p>In class: 1. Group and class discussion on chapter 1, 2, and 3. 2. As you read chapter 1-3, take notes, highlight, critically reflect on what you are reading, question what is being said, write those questions down, find potential connections to previous readings in other classes, experiences, and so forth.</p>	Assignment 2 <i>Critical Analysis of Anti-Racist or Culturally Relevant Children's/YA Literature</i> Due: Monday, 1/28, 11:59 pm
WEEK 4 2/6	New Literacies and Multilingual Learners	<ul style="list-style-type: none"> Chapter 4 	
WEEK 5 Tuesday, 2/13 5:30-8:20 pm	New Literacies and Multilingual Learners Oral Language Development for Multilingual Students	<ul style="list-style-type: none"> Chapter 5 	Assignment 3 <i>Language and Language Acquisition</i> Due: 2/12, 11:59pm

WEEK 6 2/20	Multilingual Learners Early Literacy Development	<ul style="list-style-type: none"> Chapter 6 	
WEEK 7 2/27	Multilingual Learners' Vocabulary Development	<ul style="list-style-type: none"> Chapter 7 	Assignment 4 <i>Lesson plans for multilingual students</i> Due: 2/27, 11:59pm
WEEK 8 3/5	Multilingual Learners Writing Instruction	<ul style="list-style-type: none"> Chapter 8 	
WEEK 9 3/12		Midterm Exam <i>Assessments for Multilingual Learners</i>	
WEEK 10 Tuesday, 3/19 5:30-8:20 pm	Reading Instruction For Multilingual Learners	<ul style="list-style-type: none"> Chapter 9 	
WEEK 11 3/26			Assignment 5 <i>Integrating family and community literacy practices</i> Due: 3/26, 11:59pm
WEEK 12 4/2			
WEEK 13 Tuesday, 4/9 5:30-8:20 pm			Assignment 7 <i>Accommodations for Multilingual Students</i> Due: 4/8, 11:59pm
WEEK 14 4/16			
WEEK 15		Final Exam	Due: 4/22 1. On Canvas

Tuesday, 4/23 5:30-8:20 pm		<i>Designing and Implementing ESL Strategies</i>	11:59pm 2. Presentations in class
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TEACHER EDUCATION & ADMINISTRATION DEPARTMENTAL POLICY STATEMENT

Gender Pronouns. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

Land Acknowledgment. The University of North Texas occupies the ancestral, traditional and contemporary lands of the Wichita and Caddo people. We recognize Texas' federally recognized Native Nations, historic Indigenous communities in Texas, Indigenous individuals and communities who live here now, and those who were forcibly removed from their homelands. In offering this land acknowledgment, we affirm Indigenous sovereignty, history, and experiences.

Survivor Advocacy. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit 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. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. can be reached at SurvivorAdvocate@unt.edu or by calling **The Survivor Advocates** the Dean of Students Office at **940-565-2648**. Additionally, alleged sexual misconduct can be non-confidentially reported to the **Title IX Coordinator** at oeo@unt.edu or at **(940) 565 2759**.

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

must meet with each faculty member prior to implementation in each class. For additional information see **the ODA website** at disability.unt.edu.

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>

Title IX Services. Sexual discrimination, harassment, and assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations.

UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs:<http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached via email at **SurvivorAdvocate@unt.edu** or by calling the Dean of Students' office at **940-565-2648**.

University Mental Health Services. I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. 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 see me for more support on this, call **940-565-2333** and/or refer to the following website:
<https://speakout.unt.edu/content/mental-health-resources>

UNT Career Connect: All undergraduate students are expected to participate in "UNT Career Connect." Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio:
<http://careerconnect.unt.edu/default>

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at **940-565-4323** during the first week of class.” Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity:

http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

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 <https://deanofstudents.unt.edu/conduct>.

Attendance: See the instructor’s attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student’s responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptops: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

UNT TEACHER EDUCATION PROGRAM COMMITMENTS

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

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

Identity. Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.

Inquiry. Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.

Activism. Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.

Community. Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

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

Teacher Preparation at The University of North Texas Core Commitments

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

EDUCATOR STANDARDS ADDRESSED IN THIS COURSE

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

Texas Teaching Standards

Standards required for all Texas beginning teachers fall into the following 6 broad categories

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

Bilingual Education Certification Standards

- **Competency 001:** The beginning Bilingual Education teacher understands the foundations of Bilingual Education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the Bilingual Education program.
- **Competency 002:** The beginning Bilingual Education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).
- **Competency 003:** The beginning Bilingual Education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.

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

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

- **Competency 001:** (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides students with varied opportunities to develop listening and speaking skills.
- **Competency 002:** (Word Analysis and Identification Skills): The teacher understands the importance of word analysis and identification skills for reading comprehension and provides many opportunities for students to practice and improve these skills.

Texas Examinations of Educator Standards. English as a Second Language Supplemental (154).**Domain I — Language Concepts and Language Acquisition**

- **Competency 001:** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- **Competency 002:** The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

Domain II — ESL Instruction and Assessment

- **Competency 003:** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
- **Competency 004:** The ESL teacher understands how to promote students' communicative language development in English.
- **Competency 005:** The ESL teacher understands how to promote students' literacy development in English.
- **Competency 006:** The ESL teacher understands how to promote students' content- area learning, academic-language development and achievement across the curriculum.
- **Competency 007:** The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

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

- **Competency 008:** The ESL teacher understands the foundations of ESL education and types of ESL programs.
- **Competency 009:** The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.
- **Competency 010:** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

This syllabus may be modified by the instructor as needed.