

**EDBE 3050.002 Teaching English as an Additional Language
Spring 2024**

Instructor griselda i. solano	Pronouns She/Her/Hers/Ella
Office location: Zoom	Office hours by appointment via Zoom
Contact information: griselda.solano@unt.edu	Zoom Link

CATALOG DESCRIPTION

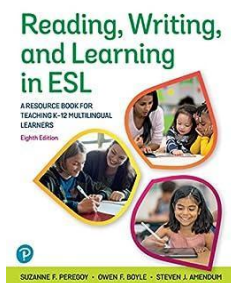
This course focuses on the methods and techniques of teaching English as an additional language and assessing emergent bilinguals in elementary and secondary schools. Using asset-based approaches, the course will examine the use of bilingual learners' strengths in the classroom to design and implement 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 3050.002 is a face-to-face course. We will meet Wednesdays, from 5:30 to 8:20 at Matthews Hall Room 112.

COURSE OBJECTIVES AND STUDENT OUTCOMES

The content of this course is aimed at these 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 culturally and linguistically sustaining practices in a variety of instructional models where English is the main language of instruction (e.g., sheltered instruction).
- Recognizing home and community literacy practices and centering these practices in classroom instruction.
- Reviewing new literacy forms and formulating plans to reduce or eliminate technology and/or opportunity gaps.
- Planning instruction that considers the students' funds of knowledge.
- Researching the elements of critical pedagogy and its implications for an equitable and just education for all students.
- Reviewing children's and young adult's anti-racist literature for reading instruction.
- Describing practices that foster family involvement.
- Examining the intersection of ESL and special education.

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 and participate in the classroom discussion, activities, and projects designed to achieve a deeper understanding of the course content.

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.

ATTENDANCE POLICY

EDBE 3050 Section 002 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. 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. 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: it is the student's responsibility to drop this course if necessary.

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

Late to Class or Early Leave

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.

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.

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 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.

SUMMARY OF COURSE ASSIGNMENTS

Assignments	Points	Due date
Attendance and participation	150	Ongoing
Bilingual Homework Hotline	100	Ongoing/Weekly Reflection
Assignment #1- Introduction	50	Jan. 19
Assignment # 2 - Critical analysis of anti-racist and culturally relevant literature	100	Feb. 9

Assignment # 3 – Language and Language Acquisition	50	Feb. 23
Assignment # 4 – Lesson Plans for Multilingual Students	100	March 8
Spring Break March 11-17		
Assignment # 5 – Integrating family and community literacy practices	50	March 22
Assignment # 6 – Designing and implementing ESL strategies	100	April 5
Assignment # 7 Assessments and Accommodations for Multilingual Learners	100	April 19
Final Exam	200	May 8
TOTAL	1,000	

Grading scale for this course:

A=900-1000

B=800-899

C=700-799

D=600-699

F=below 600

Late Work

Assignments turned in after the due date will be deducted 10% 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 after three days of 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.

Description of Assignments

Bilingual Homework Hotline

Volunteer at least 2 hours per week when the hotline is open, Monday-Thursday 4pm-8pm.

Assignment # 1 Introduction

We are working in a learning community. The purpose of this assignment is to share information about the members of our class.

Use the discussion board to share your background, interest, and knowledge about multilingual students.

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

As a future educator, it is essential that you incorporate culturally relevant, and antiracist children's and young adult literature. It is especially important as you begin to think about the literature serves as a tool for emergent bilingual students during reader's and writer's workshop. For this assignment, you will need to select five texts related to anti-racist or culturally relevant themes and develop a critical analysis and use of these books in classrooms that serve multilingual students. These texts need to be age-appropriate and cover a variety of themes connected to the students' lives. Additional details will be provided in Canvas.

Assignment # 3 Language and language acquisition

For this assignment, students will review theories and research related to language and language acquisition. Then, they will participate in a discussion focused on the application of theories and first and second language acquisition in the classroom.

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 teach for 10-15 minutes to your classmates the use of at least two ESL-specific strategies that are **asset-based and equitable for multilingual students**. This assignment may be completed in groups of two.

Assignment # 7 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.

Final Exam

This exam are formal summative assessments in which students will demonstrate the knowledge and skills learned in this course. Additional details will be provided in Canvas and in class.

COURSE SCHEDULE

Week	Topic
1	Introduction Chapter 1 – Multilingual Learners
2	Chapter 2 – Language and Language Acquisition
3	Chapter 3 - Classroom Practices for Effective Multilingual Learner Instruction
4	Critical Analysis of Anti-Racist or Culturally Relevant Children's/YA Literature – Book Presentation
5	Chapter 4 – New Literacies and Multilingual Learners
6	Lesson Plans for Multilingual Students
7	Chapter 5 – Oral Language Development for Multilingual Students
8	Chapter 6 - Multilingual Learners Early Literacy Development.
9	Assessments and Accommodations for Multilingual Learners
10	Family Involvement and Literacy Practices
11	Chapter 7 – Multilingual Learners' Vocabulary Development
12	ESL Strategies
13	Chapter 8 - Multilingual Learners Writing Instruction
14	Chapter 9 - Reading Instruction For Multilingual Learners
15	Chapter 10 – Content-Area Reading and Writing: Prereading and During Reading.
16	Final Exam

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.

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.

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](#) 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) 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.

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.