



DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION:

EDBE 3050 Sec. 004

Fall 2024

SYLLABUS

I. COURSE NUMBER AND TITLE

EDBE 3050 Teaching English as an Additional Language

Meeting place/time: MATT 112 on Mondays 5:30-8:20 p.m.

II. INSTRUCTOR

Name: Juan de la Cruz, PhD ABD

Address as **Professor de la Cruz**

Office Hours: by appointment via Zoom

Email: Juan.DeLaCruz@unt.edu

This syllabus may be modified by the instructor as needed.

III. COURSE PREREQUISITES

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

IV. 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.

V. COURSE GOALS

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 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.

REQUIRED TEXTBOOK

Peregoy, S., Boyle, O. & Amend, S. (2023). Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners. Pearson. 8th edition.

OTHER MATERIALS

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

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.

VI. 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 (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. 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.

UNT's Course Policies

ATTENDANCE/ACTIVE PARTICIPATION EXPECTATIONS (10 points)

The class will take a **seminar form** in which all are expected to contribute, and participate. For the class to be most effective, we need to have everyone present, and everyone must come prepared to contribute by carefully exploring the assignments and presenting any insightful comments during class. In order to participate, you must be present. **More than 1 absence will impact your grade**; however, situations occur that sometimes prohibit physical or mental attendance. If such situations or emergencies occur, please contact the instructor so that we can collaboratively brainstorm a solution that supports your academic progress.

Attendance: EDBE 3050 Section 004 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). The instructor will handle justifications on a case-by-case basis. Please note that it is the student's responsibility to drop this course if necessary.

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, the student is responsible for submitting the doctor's note with the date/s for an excused absence, and date when the student can return to school.

# of Absences	Total participation points for the class (out of 10 points)
0 – 1	10
2	7
3	4
4	1
5 or more	You will automatically receive an F for your final grade

VII. SUMMARY OF COURSE ASSIGNMENTS -
all assignments due on the due date by 11:59 p.m. unless otherwise noted

Assignments	Date	Points
Attendance/active participation	Fall 2024	10
Assignment # 1 – Introduction	08/26	5
Assignment # 2 – Language and Language Acquisition	09/09	5
Assignment # 3 – Critical Analysis of Children’s Literature for Instruction in Reading and Other Content Areas	09/23	10
Assignment # 4 – Lesson plans for multilingual students	10/07	10
Midterm Exam	10/07	15
Assignment # 5 – Integrating family and community literacy practices	10/14	5
Assignment # 6 – Assessments and Accommodations for Multilingual Learners	10/28	10
Assignment # 7 - Designing and implementing ESL strategies	11/11 or 11/18 (by random draw)	10
Assignment # 8 – End-of- Semester Reflection	12/02	5
Final Exam	12/09	15
Total		100

Grading scale for this course:

90-100=A, 80-89=B, 70-79=C, 60-69=D, below 60=F

Description of Assignments

Discussion Posts

All students are required to make 4 discussion posts throughout the semester. Students need to post their responses to these questions on the discussion board. In addition, you are required to comment critically on your classmates’ posts. The instructor will provide more instructions and details in each discussion.

Requirements:

- Post an initial post (3 points) by Fri. @ 11:59 p.m., and respond to 2 other members in your group (2 points) by Sun. @ 11:59 p.m.
- Your initial post must include all parts of the rubric and must be at least 250 words or a 3-5 mins. video recording to receive credit.
- Your response to group members must be at least 100 words apiece.

Legend:

(IA) = Individual Assignment submitted via Canvas

(DP) = Discussion Post submitted via Canvas

(CP) = Class Presentation

Assignment #1 - (DP) - 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 - (DP) - 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 #3 - (IA) - Critical analysis of children's literature for instruction in reading and other content areas

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 #4 - (IA) - 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 - (DP) - 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 - (IA) - Assessments and 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 #7 - (CP) - 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 individually, with a partner, or up to a group of three maximum.

Assignment #8 – (DP) - 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.

VIII. COURSE SCHEDULE

(This course syllabus/schedule is intended to be a guide and may be modified at any time at the instructor's discretion to enhance student learning experiences. Students will be notified of such applicable changes with reasonable notice.)

Week	Topic
1 - 08/19	<ul style="list-style-type: none"> • Introduction • Chapter 1 – Multilingual Learners
2 - 08/26	Chapter 2 – Language and Language Acquisition
3 - 09/09	Chapter 3 - Classroom Practices for Effective Multilingual Learner Instruction
4 - 09/16	Critical Analysis of Children's Literature for Instruction in Reading and Other Content Areas
5 - 09/23	Chapter 4 – New Literacies and Multilingual Learners
6 - 09/30	Lesson Plans for Multilingual Students

7 - 10/07	<ul style="list-style-type: none"> • Chapter 5 – Oral Language Development for Multilingual Learners • Family Involvement and Literacy Practices • Midterm
8 - 10/14	Chapter 6 – Multilingual Learners’ Early Literacy Development
9 - 10/21	Assessments and Accommodations for Multilingual Learners
10 - 10/28	Chapter 7 – Multilingual Learners’ Vocabulary Development
11 - 11/04	ESL Strategies
12 - 11/11	Chapter 8 - Multilingual Learners’ Writing Instruction
13 - 11/18	Chapter 9 - Reading Instruction for Multilingual Learners
14 - 12/02	Chapter 10 - Content-Area Reading and Writing: Pre-reading and During Reading
15 - 12/09	Final Exam

IX. 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 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.