I. COURSE TITLE: Teaching English as an Additional Language

II. INSTRUCTOR
   Dr. Rossana Boyd
   Office Location: Matthews Hall 206 D
   Office Hours: Mondays and Wednesdays from 12:00 to 1:30 PM or by appointment via Zoom
   Class Location: Language Building, Mon. and Wed. 2:30 to 4:00 pm
   Phone Number: Cell 940-391-4800
   Email: Use the Inbox menu item in Canvas for all course related emails.

III. COURSE PREREQUISITES
   Admission to the teacher education program and successful completion of EDBE 2050: Understanding and Teaching Multilingual Students.

IV. COURSE CATALOGUE 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. REQUIRED TEXTBOOK

   ADDITIONAL MATERIALS
   Supplementary materials, handouts, articles, videos, websites related to the course content.

VI. COURSE GOALS
   The content of this course is aimed at these goals:
   • Examining the academic and social needs of emergent bilinguals.
• Identifying the principles of first and second language acquisition theories and their implications on instructional practices.
• Selecting subject area (TEKS) and English language (ELPS) standards for instruction and assessment.
• Designing lesson plans and assessments that emphasize the unique characteristics and needs of emergent bilinguals.
• Assessing 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.

VII. UNT ATTENDANCE EXPECTATIONS
This course is designed and organized to be highly collaborative and interactive. Our class meetings will include small and whole group activities and discussions. Therefore, your attendance on time and participation are essential to learning for everyone. It is very difficult to be enriched by discussions and collaborations if you are not physically present and prepared for class. University policy 06.039 will be followed for attendance issues. If necessary, you may miss two classes with a valid excuse (see university policy for excused absences) and will not face penalties related to your grade (yet you are encouraged to save this absence for illness or emergencies that may arise). Let me know as soon as possible if you will be missing a class. It is your responsibility to obtain all notes and materials missed during your absence. All assignments are due on the dates indicated on the syllabus regardless of your absences. A third absence will result in loss of points from the total participation grade (see table below). Chronic tardiness or early departure from class will result in lowering the final grade at the instructor’s discretion (arriving more than 5 minutes late or leaving more than 5 minutes early). Please note that it is your responsibility to drop the course if needed. For courses offered TWICE a week:
### # of Absences | Total participation points for the class (10 points)
---|---
0 – 2 | 10
3 | 7
4 | 3
5 or more | You will automatically receive an F as your final grade

### VIII. SCHEDULE OF COURSE ASSIGNMENTS

**Grading scale for this course:** 90-100=A, 80-89=B, 70-79=C, 60-69=D, below 60=F

<table>
<thead>
<tr>
<th>Week</th>
<th>Content and Assignments</th>
<th>Deadlines and Points</th>
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</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Participation and Attendance</td>
<td>10</td>
</tr>
<tr>
<td>Week 1 Aug. 29, 31</td>
<td>Perego &amp; Boyle Chapter 1: English Learners in the 21st-Century Classrooms.</td>
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<td>Week 2 Sept. 5, 7</td>
<td>Sept. 5 Labor Day Holiday Sept. 7 Chapter 2 – Language and Language Acquisition</td>
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<tr>
<td>Week 3 Sept. 12, 14</td>
<td>Quiz 1 about Chapters 1 and 2 Chapter 3 - Classroom Practices for Effective English Learner Instruction</td>
<td>Quiz due on Sept. 14, 4 pts.</td>
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<td>Week 4 Sept. 19, 21</td>
<td>Chapter 4 – The New Literacies and ELs</td>
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<td>Week 5 Sept. 26, 28</td>
<td>Programs for Family Literacy Quiz 2 about Chapters 3 and 4</td>
<td>Quiz 2 is due on Sept. 28, 4 pts.</td>
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<tr>
<td>Week 6 Oct. 3, 5</td>
<td>Chapter 5 – Oral Language Development in Second Language Acquisition Assignment #1 is due on Oct. 5, 10 pts.</td>
<td>Assignment #1 – Integrating family and community literacy practices</td>
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| Week 7  
Oct. 10, 12 | Chapter 6 - First Steps to Literacy: English Learners Beginning to Write and Read  
Assignment # 2 – Critical analysis of anti-racist literature | Assignment #2 is due on Oct. 12, 10 pts. |
|-----------|---------------------------------------------------------------|----------------------------------|
| Week 8  
Oct. 17, 19 | Chapter 7 – Words and Meanings: English Learners’ Vocabulary Development  
Quiz 3 about Chapters 5 and 6 | Quiz 3 is due on Oct. 19, 4 pts. |
| Week 9  
Oct. 24, 26 | Chapter 8 - English Learners and Writing Instruction | |
| Week 10  
Oct. 31, Nov. 2 | Chapter 9 - Reading and Literature Instruction Accommodations  
Quiz 4 about Chapters 7 and 8 | Quiz 4 is due on Nov. 2, 4 pts. |
| Week 11  
Nov. 7, 9 | Assignment # 3 – Designing and implementing ESL strategies | Assignment #3 is due on Nov. 9, 10 pts. |
| Week 12  
Nov. 14, 16 | Presentations of ESL Strategies | |
| Week 13  
Nov. 21, 23 | Nov. 21 Presentations end  
Nov. 23 Thanksgiving Break | |
| Week 14  
Nov. 28, 30 | Assignment # 4-Writing content and language objectives | Assignment #4 is due on Nov. 30, 10 pts. |
| Week 15  
Dec. 5, 7 | Assignment # 5 –Develop Lesson Plans | Assignment #5 is due on Dec. 7, 10 pts. |
| Week 16  
Dec. 12, 14 | Final Exam | Final Exam is due on TBA, 14 pts. |
| **Total** | **100 points** | |
Description of Assignments

Quizzes
There are four quizzes altogether. The first quiz is in the third week, second in the fifth week, fourth in the eighth week, and last is in the 14th week. Additional details about quizzes will be provided in the respective modules.

Assignment # 1 Integrating family and community literacy practices
A fundamental part of the education of bilingual learners in an understanding of their home and community literacy practices. Given a hypothetical scenario, you will need to collect information and devise a plan to acknowledge and incorporate these literacy practices into classroom instruction. Additional details will be provided in Canvas.

Assignment #2 - Critical analysis of anti-racist children's/YA literature
A fundamental aspect of lesson planning for literacy 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 connected to anti-racist themes (e.g., picture books, chapter books) and develop a critical analysis. Additional details will be provided in Canvas.

Assignment #3 Designing and Implementing ESL strategies
The goal of this assignment is to teach for 10 minutes to your classmates the use of at least two ESL-specific strategies that are asset-based and equitable for ELs that includes ELPS, ELA TEKS, and activities. You will submit a PowerPoint file in Canvas using the link on Week 12. This assignment will be completed in pairs.

Assignment #4 Writing content and language objectives
For this assignment, you will need to write lesson objectives, content and language for the lesson plans required in Assignment #5. Align the content objectives with your chosen TEKS and language objectives with ELPS.

Assignment #5 Developing Lesson Plans
The key assignment in this course is two lesson plans, one for Reading and another for a content area of your choice (Mathematics, Science or Social Studies). The two lessons will provide evidence of your ability to design instruction and assessment based on English learners’ proficiency levels.

Final Exam
This exam will sum up the new knowledge and skills learned. Additional details will be provided in Canvas and in class.

IX. 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.

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

**Foliotek ePortfolio** (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluation as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: [https://coe.unt.edu/educator-preparation-office/foliotek](https://coe.unt.edu/educator-preparation-office/foliotek)

**XI. UNT’S STANDARD SYLLABUS STATEMENTS**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** 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. (UNT Policy 16.001)

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.

XII 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.