EDUC 3325, CRN 11796, Fundamentals of Bilingual and English as a Second Language

Spring 2022
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is a 16 week, 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Shelley B. Harris
Office: WH 332R
Phone: 254-519-5797
Email: shelley.harris@tamuct.edu

Office Hours
Wednesdays, Virtual, by appointment only

Student-instructor interaction
As your professor, my role is to facilitate in your learning and help assist you in your college journey. Please take advantage of the office hours provided – they are your time to visit.
I will do my best to help you in any way. I will be checking email daily. My response time will be returned within 72 hours. When sending an email, please put the course name and number in the subject line. For the body of the email, remember to include your W# and follow netiquette guidelines. Professional communication is expected at all times.

Emergency Warning System for Texas A&M University-Central Texas
SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps*:*
1. Download the SafeZone App from your phone store using the link below:
   o iPhone/iPad: [https://apps.apple.com/app/safezone/id533054756]
   o Android Phone / Tablet
     [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COURSE INFORMATION

Course Overview and description

This course includes an examination of the history, philosophies, theoretical and legal foundations regarding Bilingual/English as a Second Language. The course also includes a review of programmatic designs.

Course Objective or Goal

Emphasis is on the theory and practice of Bilingual Education and English as a Second Language. Focus is on identification of program models in Bilingual/ESL education, including their historical, legislative, and philosophical foundations, as well as instructional frameworks for various programs. An additional focus is on the implementation of bilingual instruction with multiple populations

Student Learning Outcomes

1. The pre-service teacher will identify linguistic perspectives for literacy instruction geared to second language learners.
2. The pre-service teacher will describe language used for social interaction (Basic Interpersonal Communication Skills: BICS) and academic learning (Cognitive Academic Language Proficiency: CALP)
3. The pre-service teacher will model instructional strategies and plan effective lessons that engage English Language Learners.
4. The pre-service teacher will understand the processes of assimilation, acculturation, and Diaspora.
5. The pre-service teacher will research Krashen's Theory of second language acquisition.
6. The pre-service teacher will distinguish between the different Bilingual/ESL programs available (Immersion; Dual Language; Maintenance Bilingual; Transitional Bilingual; Newcomer Programs; ESL Pullout, ESL Inclusion, and Structured English Immersion).
7. The pre-service teacher will identify and demonstrate an understanding of the stages of oral language development.
8. The pre-service teacher will gain an understanding of the principles underlying societal aspects of bilingualism, including language choice and the organization of bilingual communities and the power behind these choices.
9. The pre-service teacher will investigate the sources and evaluate the results of language policies, particularly at the federal, state, and local levels, affecting bilingual communities.
10. The pre-service teacher will demonstrate an understanding of formal and informal assessment to plan and adapt instruction for English Language Learners.
11. The pre-service teacher will demonstrate the ability to synthesize information found in peer reviewed articles and apply that research to understanding in the classroom.

Competency Goals Statements (certification or standards)

The students will demonstrate mastery of the content knowledge required of an entry-level educator in this field in Texas public schools for the following TExES Competencies:

ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS
Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language
Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.
Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.
Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education

Required Reading and Textbook(s)

Echevarria, J., Vogt, M., & Short, D. (2013*). Making content comprehensible for English learners: The SIOP model.* (4th ed.) Boston, MA: Pearson Education Inc.

Peregoy, S & Boyle, O (2017). *Reading, writing, and learning in ESL: A reading book for teaching K-12 English learners*. Boston, MA: Pearson Education Inc. N.B.

COURSE REQUIREMENTS

1. **SIOP Lesson Plan and Strategy Demonstration** (20 points) Using the SIOP model as well as content knowledge related to language acquisition theory, students will develop or modify a lesson to include developmentally appropriate instructional strategies, affective components of instruction and implementation, as well as appropriate informal and formal assessments for English Learners. The student will present the lesson development and design to the class in a creative, informative, and engaging format, while also demonstrating the appropriate speech and pacing for English learners. Lesson plan template and rubric are in Canvas.

2. **Theory Presentation** (20 points) Students will create a multimedia presentation of one of the following theories that impact second language teaching and learning. These theories include, but are not limited to: Krashen five hypotheses, Krashen stages of language acquisition, BICS and CALP (Cummins) Dual Language -two way and one way. Theory sign up and rubric are in Canvas.

3. **ESL Strategies Notebook** (20 points) Students will compile a notebook of 10 strategy mini lessons to support, scaffold, and/or teach English Language Learners in the classroom. You will include a list of 20 culturally diverse books for read louds and/or novel studies. Be mindful of visuals, student discourse, writing, and vocabulary. Use APA format. Rubric in Canvas.

4. **ELPS** – (10 points) Students will understand the ELPS and how it connects to the TEKS, students and instruction. Students will complete an ELPS Chart provided in Canvas.

5. **Module Exams** (4 @ 20 points each) Students will take a Module Exam that includes the readings and lectures of the Module. Exam will consist of 10 questions and the format will be multiple choice.

Grading Criteria Rubric and Conversion
Grades will be assigned at the end of the semester on the following basis:
A = 100-90%
B = 89-80%
C = 79-70%
D = 69-60%
F = 59-0%

Posting of Grades
All assignments are due on Sunday at 11:59 as assigned for that week. Grades will be posted on the Canvas Grade book where students can monitor their status. Turn-around time for grades to be posted are within 2 weeks. Larger projects may take more time. If you have any questions or concerns, please do not hesitate to email me or come by my office.

Grading Policies
All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 25% deduction or not accepted per the instructor's decision. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation. If you are having technology difficulties, email the assignment to yourself and print in the library. Paper copies and/or Canvas copies of assignments are necessary to receive a grade.

Module 1: Foundations of ESL (Week 1 -3)

Topics	Learning Activities	Assessments
- Cultural differences - Policy trends - Current programs - Using technology - Academic language - Language, power, social standing, identity - Language acquisition - SDAIE - Group work, thematic units, scaffolding - New literacies - Assessment	**Reading Activities:** Chapters 1 – 3 in <u>RWL in ESL</u> **Lectures**: Week 1: ELLs in your Classroom Week 2: Language and Language Acquisition Week 3: Classroom Practices	**Assignment** Week 2: Theory Presentation **Module Exam** Week 3: Module Exam #1

Module 2: Second Language Development (Week 4 -8)

Topics	Learning Activities	Assessments
- Oral language - Assessment - Differentiated instruction - Visual forms - Home and school environments - Classroom strategies - Vocabulary - Dictionaries - Beginning/Intermediate levels - Process writing - Webtools - Collaborative contexts - Developmental phases	**Reading Activities:** Chapters 4 – 8 in <u>RWL in ESL</u> **Lectures**: Week 4: Oral language development Week 5: Emergent literacy Week 6: Vocabulary development Week 7: Process writing Week 8: Reading instruction	**Assignment** Week 6: ELPS Chart **Module Exam** Week 8: Module Exam #2

Module 3: ESL Methods and Strategies (Weeks 9-11)

Topics	Learning Activities	Assessments
- Current research - Matching students to texts - New technologies - Comprehension strategies - Prereading - During reading - Postreading - Writing as a tool - Theoretical approach to assessment - Informal Reading Inventory - Echo, guided and ReQuest	**Reading Activities:** Chapter 9 - 11 in RWL in ESL Required Readings in 50 Strategies: - Visual Scaffolding - Cooperative Learning - Total Physical Response - Realia - Modeled Talk - Graphic Organizers **Lectures**: Week 9: Content reading and writing – Pre and During Reading Week 10: Post Reading Week 11: Reading assessment and instruction	**Assignment** Week 10: ESL Strategies Notebook **Module Exam** Week 11: Module exam #3

Module 4: Lesson Planning for ESL (Weeks 12-15)

Topics	Learning Activities	Assessments
- Sheltered instruction - SIOP Model - Lesson preparation - Building background - Comprehensible input - Strategies - Interaction - Practice/Application - Lesson Delivery - Assessment - Best practice	**Reading Activities:** Chapters 1-9 in SIOP Model **Lectures**: Week 12: Sheltered Instruction & the SIOP Model (Ch. 1) Week 13: Lesson Preparation (Ch. 2-4) Week 14: Practice / Application/Delivery (Ch. 5-8) Week 15: Review and assessment (Ch. 9)	**Assignment** Week 14: SIOP Lesson Plan and Presentation **Module Exam** Week 15: Module exam #4

Important University Dates

https://www.tamuct.edu/registrar/academic-calendar.html

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the

Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Schedule an appointment here [https://tamuct.libcal.com/appointments/?g=6956]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

OTHER POLICIES

Communication
It is the expectation that all students use and check their TAMUCT email account and Canvas Announcements daily for class updates and university notices. Communication is vital in all classes and therefore, an expectation to be successful. Please utilize both your student email and Canvas email for interactions with your Professor.

Professionalism
As a pre-service teacher, it is expected that a high level of professionalism be used at all times. This includes interactions with peers, faculty and staff, and property. In the event there is a concern about excessive phone use, working on something other than classwork on a laptop, lack of participation in class, absences, arriving late or leaving early, a conversation will occur with the professor of record. At any time there is a question, concern or suggestion, please contact your professor of record for a meeting.

Unforeseen Occurrences
Please be aware that changes may be made to this syllabus at the discretion of the professor and in the best interest of students. In the event of an unfortunate event, natural disaster or global pandemic, this course (contents, assignments, delivery) may have to change. Students will be notified immediately of any change.

Copyright Notice
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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