

**University of North Texas at Dallas**  
**SYLLABUS**  
**Fall 2024**

<b>EDBE 3390: Teaching ESL EC-12: Instructional Strategies and Resources</b>																									
<b>3 Credit Hours</b>																									
<b>School of Education</b>																									
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<b>Office Hours:</b>	Tuesdays, 8:00 AM - 10:00 AM (in person) Thursdays, 8:00 AM - 10:00 AM (in person)  Other times available by appointment (Do not hesitate to contact!)																								
<b>Virtual Office Hours:</b>	Wednesdays, 8:00 AM - 12:00 PM (virtual, by appointment, email Victor.Lozada@UNTDallas.edu by Tuesday at 5:00 PM to receive a Zoom link)																								
<b>Course Format/Structure</b>	Face-to-Face																								
<b>Classroom Location:</b>	<b>DAL 1 222</b>																								
<b>Class Meeting Days &amp; Time:</b>	<b>Course meets Tuesdays 2:30 PM - 5:20 PM unless otherwise noted</b> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Face to Face Dates</th><th>Online Dates</th></tr> </thead> <tbody> <tr><td>August 27</td><td>September 17</td></tr> <tr><td>September 3</td><td>October 8</td></tr> <tr><td>September 10</td><td>November 12</td></tr> <tr><td>September 24</td><td>December 10</td></tr> <tr><td>October 1</td><td></td></tr> <tr><td>October 15</td><td></td></tr> <tr><td>October 22</td><td></td></tr> <tr><td>October 29</td><td></td></tr> <tr><td>November 5</td><td></td></tr> <tr><td>November 19</td><td></td></tr> <tr><td>December 3</td><td></td></tr> </tbody> </table>	Face to Face Dates	Online Dates	August 27	September 17	September 3	October 8	September 10	November 12	September 24	December 10	October 1		October 15		October 22		October 29		November 5		November 19		December 3	
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<b>Course Catalog Description:</b>	Study of methods and techniques of teaching English as a second language in elementary and secondary schools; language development techniques and materials for students at different levels of English proficiency. The course focuses on helping students to develop strategies, consistent with state English Language Proficiency Standards (ELPS) and Texas Essential Knowledge and Skills (TEKS) for language and content learning, that can improve the English language proficiency and grade level subject matter knowledge of English language learners. Three lecture hours a week. <b>Requires 10 hours of field experience in an ESL classroom.</b>
<b>Prerequisites:</b>	EDBE 3470, EDBE 3480, and admitted to the Teacher Education program or consent of the department.
<b>Required Texts:</b>	Herrell, A. L., & Jordan, M. (2020). <i>50 Strategies for Teaching English Language Learners</i> (6th Ed.). Pearson.  Wright, W. E. (2019). <i>Foundations for teaching English language learners: Research, theory, policy, and practice</i> . Caslon Publishing.
<b>Access to Learning Resources:</b>	<p><b><u>UNT Dallas Library:</u></b> phone: (972) 780-1616 web: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> email: <a href="mailto:library@untdallas.edu">library@untdallas.edu</a></p> <p><b><u>UNT Dallas Bookstore:</u></b> phone: (972) 780-3652 web: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a> e-mail: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a></p> <p><b><u>Additional Internet Resources:</u></b>  <a href="https://iris.peabody.vanderbilt.edu/pd-hours/earn-pd-hours/available-modules/">https://iris.peabody.vanderbilt.edu/pd-hours/earn-pd-hours/available-modules/</a>  <a href="http://framework.esc18.net/Documents/Side_by_Side.pdf">http://framework.esc18.net/Documents/Side_by_Side.pdf</a>  <a href="http://framework.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx">http://framework.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx</a>  <a href="https://tea.texas.gov/">https://tea.texas.gov/</a>  <a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a>  <a href="https://www.wrightslaw.com/idea/">https://www.wrightslaw.com/idea/</a> </p>
<p style="text-align: center;"><b>Learning Commons Tutoring Services</b></p> <p>The UNT Dallas Learning Commons offers free, one-on-one or group tutoring services to all enrolled students at UNT Dallas. We are located on the <b>2nd Floor of the Student Center</b> (above Starbucks and below the Library). To make an appointment, browse our online resources, or see a list of our student FAQ's, please visit <a href="https://learning.untdallas.edu/">https://learning.untdallas.edu/</a>.  For questions and assistance making appointments, contact us at <a href="mailto:lcwriting@untdallas.edu">lcwriting@untdallas.edu</a> (for Writing Tutoring) or <a href="mailto:lcstem@untdallas.edu">lcstem@untdallas.edu</a> (for STEM Tutoring).  We offer tutoring for the following subjects: writing, math, science, computer science, accounting, and statistics.</p>	

## **Writing Center**

All Writing Tutoring is done through the Writing Center. Our goal is to help students become better writers. We will work with you on any type of written project for any course in which writing is required and can help you at any stage of the writing process (from brainstorming and outlining to citing and looking over a final draft).

Although our **Face-to-face Appointments** have been paused due to COVID-19, we offer two online tutoring options for students: Email Tutoring and Zoom Tutoring.

For **Email Tutoring Appointments**, you will submit your paper to us, and a tutor will review it, type feedback in the comments, and email it back to you by the end of the appointment. This is a convenient option if you are not available to meet with a tutor but would like some feedback.

For **Zoom Tutoring Appointments**, you will meet with the tutor in a real-time video session. You can share your screen with your paper and read and discuss it together with your tutor. This is a great option for you to ask questions and talk through your ideas.

To make the best use of your time, please bring as much information as possible to your appointment (assignment, instructions, grading rubric, specific questions/concerns).

## **Math Lab**

All STEM Tutoring (math, science, computer science, accounting, statistics) is done through the Math Lab. Our goal is to help students gain the study skills and content comprehension to be successful in exams, courses, and work beyond graduation. We will help you understand and retain the concepts covered in class and will work through practice problems and examples to prepare you to answer homework and exam questions on your own.

Although our **Face-to-face walk-in Tutoring** sessions have been paused due to COVID-19, we offer **Online Tutoring Appointments through Zoom**. In these real-time video sessions, you will work with a tutor on your questions. Zoom provides the option to share your screen to show documents or use a virtual whiteboard.

To make the best use of your time, please bring as much information as possible to your tutoring session (assignment, instructions, textbook, class notes, specific questions/concerns).

## **Smarthinking**

If you need tutoring for subjects we do not offer, or if you need assistance outside of our operating hours, you can take advantage of a third-party online tutoring service, SMARTHINKING, which is free for all enrolled UNT Dallas students. To get more information about this service, visit <https://learning.untdallas.edu/smarthinking>.

Students can submit questions and receive an answer via email, can log-in for on-demand/drop-in tutoring sessions, and can schedule appointments for one-on-one tutoring. Drop-In tutoring is typically available 24/7 during the school year and are conducted within a virtual whiteboard environment, which provides real-time collaboration. Prescheduled sessions are available and offline questions also are accepted for response within 24 hours.

## **Logging In**

1. Login in to your [My UNTDallas student portal](#) and log in using your EUID and password
2. Make sure you are on the **"Student" Tab**
3. Click on the **"Resources"** box at the bottom of the page
4. Look for the **"Smarthinking -- Online Tutoring"** box and click it (you might be prompted to re-enter your EUID and password)
5. A new browser page will open; hit **"OK"** on the browser check page

<p><i>Smartthinking</i> should log you in automatically; if not, re-enter your EUID and password and you should connect.</p>	
<p><b>Canvas Resources</b></p> <p><b>Supported Browsers:</b></p> <ul style="list-style-type: none"> <li>· Chrome 67 &amp; 68</li> <li>· Firefox 60 &amp; 61</li> <li>· Flash 29, 30 (for audio/video)</li> <li>· Respondus Lockdown Browser</li> <li>· Safari 10, 11</li> </ul> <p><b>Supported Devices:</b></p> <ul style="list-style-type: none"> <li>· iPhone</li> <li>· Android</li> <li>· Chromebook</li> </ul> <p>Note: Tablet users can use the Canvas app</p> <p><b>Screen Readers:</b></p> <ul style="list-style-type: none"> <li>· VoiceOver (Safari)</li> <li>· JAWS (Internet Explorer)</li> <li>· NVDA (Firefox)</li> </ul> <p><b><i>Note: There is no screen reader support for Canvas in Chrome</i></b></p>	<p><b>Getting Help with Canvas:</b></p> <p>Canvas 24/7 Phone Support for Students: 1-833-668-8634</p> <p>Canvas Help Resources:</p> <p>Canvas Student Guide - <a href="https://community.canvaslms.com/docs/DOC-10701">https://community.canvaslms.com/docs/DOC-10701</a></p> <p>For additional assistance, contact Student Assistance (UNT Dallas Distance Learning): DAL1, Room 157 Phone: 972-338-5580 Email: <a href="mailto:distancelearning@untdallas.edu">distancelearning@untdallas.edu</a></p> <p>If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress. If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.</p>
<p><b>Course Goals or Overview:</b></p>	
<ol style="list-style-type: none"> <li>1. Examine and demonstrate knowledge of a variety of developmentally appropriate resources for cross-curricular use for English Language Learners.</li> <li>2. Analyze and demonstrate knowledge of the selection of appropriate evaluation strategies for English Language Learners.</li> <li>3. Examine and demonstrate knowledge of current issues with English Language Learners that affect curriculum decisions.</li> <li>4. Examine and demonstrate knowledge of reading and writing with English Language Learners across the curriculum.</li> </ol>	

<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will	
1	Understand how to plan and implement ESL instruction, including consideration of student's developmental characteristics and their individual needs. <b>Domains I, II, III</b>
2	Understand how to use a variety of methods and techniques appropriate for instruction in the ESL classroom. <b>Domains II, III</b>
3	Plan strategies for fostering ESL students' communicative competence. <b>Domains I, II</b>
4	Use a variety of literacy assessments to plan and implement literacy instruction in the primary language. <b>Domains I, II, III</b>
5	Design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills – TEKS. <b>Domain II</b>
6	Understand how to select, and use instructional methods, resources, and materials appropriate for various goals and situations in the ESL classroom. <b>Domains II, III</b>
7	Demonstrate strategies which foster ESL students' content-area learning. <b>Domains I, II</b>
8	Engage students in critical thinking processes about family engagement and community involvement of ESL students. <b>Domain III</b>
9	Understand how to apply principles of effective classroom management in a range of situations in the ESL classroom. <b>Domain II</b>
10	Develop a reflective mind set about his/her learning and teaching in order to make decisions about curricular engagements based on an understanding as to its purpose in the curriculum. <b>Domain II; Standard IV, V</b>

<b>ESL Supplemental (154) Exam Domains and Standards</b>	
<b>Domain I:</b> Language Concepts and Language Acquisition	
<b>Domain II:</b> ESL Instruction and Assessment	
<b>Domain III:</b> Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement	
<b>Standard I:</b> The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English Language.	
<b>Standard II:</b> The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.	
<b>Standard III:</b> The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote student' language development in English.	
<b>Standard IV:</b> The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.	
<b>Standard V:</b> The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.	
<b>Standard VI:</b> 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.	
<b>Standard VII:</b> The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.	

<b>Competency 1:</b> The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English Language.
<b>Competency 2:</b> The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.
<b>Competency 3:</b> The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
<b>Competency 4:</b> The ESL teacher understands how to promote students' communicative language development in English.
<b>Competency 5:</b> The ESL teacher understands how to promote students' literacy development in English.
<b>Competency 6:</b> The ESL teacher understands how to promote students' content-area learning, academic-language development across the curriculum.
<b>Competency 7:</b> The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.
<b>Competency 8:</b> The ESL teacher understands the foundations of ESL education and types of ESL programs.
<b>Competency 9:</b> The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating effective multicultural and multilingual learning environments.
<b>Competency 10:</b> The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in education.

<b>Bilingual Supplemental (164) Exam Domains, Standards, and Competencies</b>
<b>Domain I:</b> Bilingual Education
<b>Standard II:</b> The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
<b>Standard III:</b> The bilingual education teacher knows the process of first- and second-language acquisition and development.
<b>Standard IV:</b> The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.
<b>Standard V:</b> The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.
<b>Standard VI:</b> The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.
<b>Competency 1:</b> 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.
<b>Competency 2:</b> The beginning Bilingual Education teacher understands processes and 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).
<b>Competency 3:</b> The beginning Bilingual Education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.
<b>Competency 4:</b> The beginning Bilingual Education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

Listed below are the course requirements that align to the learning objectives to show how they are met and assessed.

1	Attendance Reflection; Observation Reflections; ESL Methods Presentation; Assignments; Exams; Thematic Unit Project
2	Attendance Reflection; Observation Reflections; ESL Methods Presentation; Assignments; Exams; Thematic Unit Project
3	Assignments; ESL Methods Presentation; Assignments; Exams; Thematic Unit Project
4	ESL Methods Presentation; Assignments; Exams; Thematic Unit Project
5	ESL Methods Presentation; Assignments; Exams
6	Attendance Reflection; Assignments; Observation Reflections; ESL Methods Presentation; Exams; Thematic Unit Project
7	ESL Methods Presentation; Assignments; Exams; Thematic Unit Project
8	Attendance Reflection; Assignments; Exams
9	Attendance Reflection; Observation Reflections; Assignments; Exams; Thematic Unit Project
10	Attendance Reflection; Observation Reflections; Assignments; Exams

## EDBE 3390 COURSE FALL 2023 SCHEDULE

Please bring textbooks to class every day.

**\*\*\*Subject to change at instructor's discretion. Students will be notified in class, via Announcements in Canvas, and/or untdallas.edu emails.**

Class	Topic/Learning Activities; Measurements	TE <sub>x</sub> ES Comps	Reading Materials	Assignment(s) Due (All assignments due at 11:59 PM of date, unless otherwise noted.)
<b>WEEK 1: August 27 F2F</b>  SLO: 3	<b>Introduction</b>  <b>Who are ELLs</b> <b>Policy</b> <b>Foundations of ESL</b> <b>ESL programs</b>	<i>Domains I, II; Standards III, IV, V</i>	<b>Wright</b> <b>Chapter 1: Who are ELLs?</b>	<b>Attendance Reflection (due 8/28)</b> <b>To do:</b> <ul style="list-style-type: none"><li>✓ Find a campus to complete your 10 hours of observation. Fill out the <a href="#">application on the School of Education website</a>. Fill out Volunteer Application on school district's website.</li><li>✓ Identify three campuses that serve ELL students and research the models they offer.</li><li>✓ Identify an ELL teacher to interview.</li><li>✓ <a href="#">Register for the Bilingual/ESL Supplemental Practice Exam</a></li></ul>



Class	Topic/Learning Activities; Measurements	TE <sub>x</sub> ES Comps	Reading Materials	Assignment(s) Due (All assignments due at 11:59 PM of date, unless otherwise noted.)
<b>WEEK 2:</b> <b>September 3</b> <b>F2F</b>  SLO: 1	<b>Foundations of Bilingual/ESL Education Program Types English Language Proficiency Standards (ELPS) Texas Essential Knowledge and Skills (TEKS)</b>	<i>Domains I, II; Standards I, II, IV, V</i>	<b>Wright Chapter 5:</b> Program Models	<b>Attendance Reflection (due 9/4)</b>  <b>Bilingual/ESL Models Research (due 9/6)</b> Identify and research three schools in your area that implement different models of ESL/bilingual education. Evaluate the kinds of programs covered in class and decide which type of program a BIL/ESL student would benefit from the most.
<b>WEEK 3:</b> <b>September 10</b> <b>Online</b>  SLO: 6	<b>Interviewing Teachers of English Language Learners (Emergent Bilinguals)</b>  <b>Bilingual/ESL Supplemental Practice Exam</b>	<i>Domains II, III; Standards II, IV, V</i>	You will use this day to visit your campus of observation and conduct an interview with the teacher you are observing. See <i>Canvas</i> Assignments for further information.	<b>Attendance Reflection (due 9/11)</b>  <a href="#"><u>ELL Teacher Interview (Assignment #1)</u></a> (due 9/13)  <b>Bilingual/ESL Practice Exam (due 9/13)</b>



<b>Class</b>	<b>Topic/Learning Activities; Measurements</b>	<b>TExES Comps</b>	<b>Reading Materials</b>	<b>Assignment(s) Due (All assignments due at 11:59 PM of date, unless otherwise noted.)</b>
<b>WEEK 6: October 1 F2F</b>  SLO: 3	<b>Policy</b>  <b>Family Engagement and Community Involvement</b>	<i>Domain III; Standard VII</i>	<b>Wright Chapter 4: Policy</b>  <b>H&amp;J:</b> Strategies 17-24	<b>Attendance Reflection (due 10/2)</b>  <b>Assignment #4 (due 10/4)</b> On page 90, answer question 3 from the discussion questions about federal policy and case law.  <b>Observation Reflection I of at least 3 hours (due 10/4)</b>
<b>WEEK 7: October 8 F2F</b>  SLO: 3	<b>Linguistic Domains: Listening and Speaking</b>	<i>Domains I, II; Standards III, IV, V</i>	<b>Wright Chapter 7: Listening and Speaking</b>  <b>H&amp;J:</b> Strategies 25-32	<b>Attendance Reflection (due 10/9)</b>
<b>WEEK 8: October 15 ONLINE</b>  SLO: 1, 3, 6	<b>Midterm (ONLINE)</b>	<i>Domains I, II, III; Standards I, II, III, IV, V, VIII</i>	<b>EXAM (Online)</b>	<b>Attendance Reflection (due 10/16)</b>  <b>Midterm opens at MIDNIGHT 10/11; closes at 11:59 PM on 10/17.</b>
<b>WEEK 9: October 22 F2F</b>  SLO: 7	<b>Lesson Planning</b>  <b>Linguistic Domains: Reading</b>	<i>Domains I, II; Standards III, V</i>	<b>Wright Chapter 8: Reading</b>  <b>H&amp;J:</b> Strategies 33-42	<b>Attendance Reflection (due 10/23)</b>  <b>ELAR Lesson Plan (due 10/25)</b>

<b>Class</b>	<b>Topic/Learning Activities; Measurements</b>	<b>TExES Comps</b>	<b>Reading Materials</b>	<b>Assignment(s) Due (All assignments due at 11:59 PM of date, unless otherwise noted.)</b>
<b>WEEK 10: October 29 F2F</b>  SLO: 7	<b>Linguistic Domains: Writing</b>	<i>Domains I, II; Standards III, V</i>	<b>Wright Chapter 9:</b> Writing  <b>H&amp;J:</b> Strategies 42-50	<b>Attendance Reflection (due 10/30)</b>  <b>Math Lesson Plan (due 11/1)</b>  <b>Classroom Observations Reflection II of at least 3 additional hours (due 11/1)</b>
<b>WEEK 11: November 5 F2F</b>  SLO: 2, 3, 4, 5	<b>Content Area Instruction: SIOP</b>  <b>Lesson Planning</b> <b>Gradual Release Model</b> <b>Differentiated Instruction</b>	<i>Domains I, II, III; Standards I, II, IV, V</i>	<b>Wright Chapter 10:</b> Content Area Instruction	<b>Attendance Reflection (due 11/6)</b>  <b>Science Lesson Plan (due 11/8)</b>  <b>Class Presentation H&amp;J</b> Class Presentations are due the day you present by the start of class.
<b>WEEK 12: November 12 Online</b>  SLO: 4	<b>Assessment</b>	<i>Domains I, II, III; Standards I, II, IV, VI</i>	<b>Wright Chapter 6:</b> Assessment	<b>Attendance Reflection (due 11/13)</b>  <b>Assignment #5 (due 11/15)</b> On page 154, answer question 3 about assessment use and evaluation with ELLs.  <b>Social Studies Lesson Plan (due 11/15)</b>  <b>Bilingual/ESL Practice Exam Trial II (due 11/15)</b>

<b>Class</b>	<b>Topic/Learning Activities; Measurements</b>	<b>TExES Comps</b>	<b>Reading Materials</b>	<b>Assignment(s) Due (All assignments due at 11:59 PM of date, unless otherwise noted.)</b>
<b>WEEK 13: November 19 F2F</b>  SLO: 2, 3, 4, 5	<b>Assessment TELPAS TEKS ELPS</b>  <b>Lesson Planning Gradual Release Differentiated Instruction</b>	<i>Domains I, II, III; Standards I, II, IV, V</i>		<b>Attendance Reflection (due 11/20)</b>  <b>Lead Class Presentation H&amp;J</b> *Lead Class Presentations are due the day you present by 1:00 PM.  <b>Your Choice Lesson Plan (due 11/22)</b>
<b>WEEK 14: November 26 F2F</b>  SLO: 2, 3, 4, 5	<b>Lesson Planning Gradual Release Differentiated Instruction</b>  <b>Thematic Units</b>	<i>Domains I, II, III; Standards I, II, IV, V</i>		<b>Attendance Reflection (due 11/27)</b>  <b>Observation Reflection III with all 10 hours (due 11/29)</b>  <b>Lead Class Presentation H&amp;J</b> *Lead Class Presentations are due the day you present by 1:00 PM.
<b>WEEK 15: December 3 F2F</b>  SLO: 9, 10	<b>Thematic Unit Presentations</b>	<i>Domains I, II, III; Standards I, II, III, IV, V, VI</i>	**Attendance required to receive full credit for YOUR presentation.	<b>Attendance Reflection (due 12/4)</b>  <b>DUE IN CLASS: Poster and Thematic Unit Presentations</b> <b>DUE 12/3 by start of class</b> Upload your final Thematic Unit Presentation (lessons/supporting documents/PowerPoint)

Class	Topic/Learning Activities; Measurements	TExES Comps	Reading Materials	Assignment(s) Due (All assignments due at 11:59 PM of date, unless otherwise noted.)
<b>WEEK 16:</b> <b>December 10</b> <b>ONLINE</b>  SLO: 1–10	Final Course Reflection	<i>Domains</i> <i>I, II, III;</i> <i>Standards</i> <i>I, II, III,</i> <i>IV, V, VI,</i> <i>VII</i>		<b>Final:</b> Write up a 1-2-page paper reviewing and evaluating at least 2 of the lessons presented in class, as well as a reflection of your work on this lesson. It will be due on Canvas <b>by 12:00 PM (noon)</b> ON December 10.

## **COURSE EXPECTATIONS**

### **Attendance/Participation (15 total) 20 points each; 300 points total (15% of final grade)**

Please refer to the course specifics for information on attendance and participation accountability measures.

### **Observation reflections (3 total) 50 points each; 150 points total (7.5% of final grade)**

You will complete 10 observation hours in an elementary school classroom with an ESL certified teacher who is teaching emergent bilingual students. You will be expected to complete reflections after completing any observation hours and submit on Canvas no later than on the given due date. Reflections are to be 1 ½ - 2 pages in length double-spaced (APA format), typed. No title pages please.

### **Bilingual/ESL Models Research 100 points (5% of final grade)**

You will identify and research schools in your area that implement different **MODELS** of ESL/bilingual education. Evaluate the kinds of programs covered in class and decide which type of program a BIL/ESL student would benefit from the most. You will submit a written document identifying the district/schools, geographic location, demographics of the campuses, and describe the models they are implementing. In addition, evaluate why this is or is not a successful method/approach to utilize in that particular school based on demographic information you have collected. Submit your 2-3 page (APA formatted) document on Canvas.

### **Reflective/Discussion Assignments (5 total) 50 points each; 250 points total (12.5% of final grade)**

During the course of the semester, you will have assignments related to the chapter that come from the Discussion Questions at the end of the chapters. These are listed on given dates on the syllabus. All assignments must be typed (APA format) and submitted in a timely fashion to Canvas for full credit.

### **5 lesson plans: (5 total) 100 points each; 500 points total (25% of final grade)**

At least one lesson plan of the following subjects: English Language Arts, Mathematics, Science, and Social Studies. Co-curricular/Fine Arts Subjects (Music, Visual Arts, Theatre, and Physical Education) should be embedded within these lesson plans. The fifth lesson plan should be the student's choice. Strategies for adapting instruction for English Language Learners (Emergent Bilingual Students) should be included with each lesson.

### **Herrell & Jordan (H&J) presentations (1 total) 100 points each; 100 points total (5% of final grade)**

You will choose two (2) strategies from the Herrell and Jordan book. You will present a brief synopsis on them and present a hands-on activity utilizing one strategy to share with your classmates. Your presentation should be no longer than 15 minutes. Please prepare for Q&A at the end of your presentation.

### **Midterm 100 points total (5% of final grade)**

You will take an examination that determines your acquisition of knowledge through the midpoint of the semester.

**Bilingual/ESL Supplemental Representative Trials (2 total) 75 points each; 150 points total (7.5% of final grade)**

As part of your course completion for EDBE 4490, we will refer to these domains and review for the Bilingual and ESL Supplemental Exams while making connections to the course content and its application to teaching. You will be required to take the BLE/ESL representative exam **no later than September 13, 2024**. During the semester, we will continue reviewing and preparing you for the real exam. You will be required to successfully retake the representative exam, or the real exam **no later than November 15, 2024**.

Please download an electronic copy of the Bilingual OR ESL Study Manual and print a copy.

**Thematic Poster Presentation/Key Assignment 200 points total (10% of final grade)**

As your final project for the course, in a small group, you are to prepare and present a tri-fold poster (science fair) of your Thematic Unit. Refer to Thematic Unit Instructions/Requirements for further instructions. This poster presentation must accompany all documents necessary to deliver the thematic unit, which should last anywhere from 5-15 days of instruction – depending on your given TEKS for the unit. **You will upload this to Canvas.**

**Final Presentation Reflection 150 points (7.5% of final grade)**

You will write up a 1-2-page paper reviewing and evaluating at least 2 of the lessons presented in class, as well as a reflection of your work on this lesson. This is a reflective writing assignment. **It will be due online by December 10th at 12:00 PM (noon).**

**Grading Scale: (Total points: 2000)**

**A – 1800-2000**

**B – 1600-1799**

**C – 1400-1599**

**D – 1200-1399**

**F – below 1200 or does not complete all assignments**

**Course-Specific Policies**

**Attendance and Participation Policy:**

This course will meet weekly in the assigned classroom. Participation in class is expected to promote a relationship with your instructor and the other first-year students in the class. The University attendance policy is in effect for this course. Non-attendance can result in the automatic failure of the course. Please refer to Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>.



## **Assignment Policy:**

### **Attendance/Participation: 300 Points**

Each class session is worth 20 points. If you are absent, you cannot participate and so cannot earn attendance/participation points, therefore 20 points will be subtracted for every absence (**EXCUSED OR UNEXCUSED**). Reflection Log must be filled at the end of each session to receive attendance credit.

Excused absences are supported by **ONLY** medical documentation **UNLESS** university sanctioned. Must include date/time of visit. Only original documents will be accepted. No electronic submissions. 3 points will be subtracted to daily attendance grade for each partial absence of 10 or more minutes due to arriving late (includes breaks) or leaving early.

If due to unusual circumstances such as an extended illness or unexpected work responsibilities, the student misses more than two sessions, he/she should contact the instructor to see if additional makeup assignments can be obtained and completed.

Please inform me in advance of any excused absences you may have in compliance with the University of North Texas Dallas.

**PLEASE NOTE: If the session is F2F, you must PHYSICALLY be in class. If the session is REMOTE, you must have your CAMERA on FACING YOU during the class session. If I cannot see you, you are not there, therefore you cannot receive attendance credit. Please sign in on Zoom Chat upon arrival.**

**Preparedness for class:** Since this class will be conducted like a workshop/seminar, it is essential that you keep up with the reading. (Note- readings for each week as listed on the weekly schedule must be complete by the time class begins) We will also have in-class assignments and projects that will be included in the participation grade such as discussions, collaboration exercises, text questions, etc.

***NOTE: Your participation grade will lower if you are engaged in activities/discussions unrelated to the topic at hand, and/or your use of technologies in excess are observed. A one-time warning will be issued; afterward, point reduction for class participation will be warranted.***

**Late Work Policy:** Late assignments could be subject to a deduction of 50% of grade and/or to the lowering of the final letter grade for the course--at the discretion of the instructor. Late assignments submitted within a 24-hour period **could warrant up to a 20% reduction in grade**. Assignments turned in **after the 24-hour period could warrant a 50% reduction in grade**. Assignments submitted after one week from the due date may not be accepted for grading purposes. Remember to plan accordingly since some assignments are due online, unless hard copies are stated on the syllabus, or requested by the instructor.

## **Other Course Specific Policies:**

**Use of Canvas:** Please make sure you are checking Canvas daily. Announcements that may need immediate attention will be sent via Canvas. All assignments must be submitted via Canvas. I do not accept emailed assignments. Please use netiquette while you are engaged in discussions. We do not want to have a visit due to unacceptable language and inappropriate use of our discussion board, or Canvas in general.

**Use of Cell Phones & other Electronic Devices, including Laptops.** In the Classroom: You will be asked to use a laptop or tablet as well as your phone from time to time. Please use your devices in a professional manner. If it becomes a distraction, you may be asked to leave class to tend to your needs.

**Food & Drink in the Classroom:** You are welcome to eat and drink in the classroom. However, it is imperative that you leave the classroom CLEANER than what it was when you arrived.

**Grades of Incomplete, “I”:** While it is not normally practiced often, in case of unusual circumstances and an I grade is needed, please communicate with me prior to the last day for application of Grades of I. Supporting documentation is required for consideration.

**Artificial Intelligence:** UNT-Dallas acknowledges the evolving capabilities of Artificial Intelligence (AI) technologies and their various effects on writing and content creation. With that, AI, like language, is a tool that must be applied ethically and justly. If AI is leveraged as a writing tool, it must be explicitly stated in your submission. If the use of AI is detected without an explicit statement, you may be deemed in violation of the plagiarism policy. **Your content should register as less than 40% AI-generated.** Remember, you are human. You have vastly superior abilities to any machine. I value what you know and make as well as how that creates value for your education and our world.

**Extra Credit:** There will be opportunities for extra credit throughout the semester. Please take advantage of them as they are offered because they are limited.

### **University Policies and Procedures**

#### **Students with Disabilities (ADA Compliance):**

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodations must first register with the Disabilities Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of 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 see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at [UNTDisability@untDallas.edu](mailto:UNTDisability@untDallas.edu) on the first floor of the Student Center.

#### **Canvas Instructure Accessibility Statement:**

University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware that in some courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

### **Diversity/Tolerance Policy:**

**Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at <https://www.untDallas.edu/hr/upol>).**

### **Disruptive Student Behavior in the Classroom Setting:**

Students are expected to always engage with the instructor and other students in this class in a respectful and civil manner to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students or designee before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses because of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (*UNTD Policy 7.001 found at <https://www.untDallas.edu/hr/upol>*) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

### **Course Evaluations:**

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. Instructors will not have access to the results of the evaluations until after final grades have been posted. Instructors are very interested in the feedback they get from students, as they work continually to improve their teaching. Students' evaluations are an important part of your participation in this class. You may be asked to submit a midterm course evaluation as a way to guide the remainder of the semester. You may receive extra credit counted toward your final grade if you complete these tasks.

### **Bad Weather Policy:**

Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook, and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untDallas.edu/police/resources/notifications>.

### **Inclement Weather and Remote/Online Classes:**

Remote/Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

**Technology Assistance:**

To successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you have trouble accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups.

For more information see:

- UNT Dallas Canvas Technical Requirements:  
<https://community.canvaslms.com/docs/DOC-10721>
- Canvas Instructure Support & Unsupported Operating Systems:  
<https://community.canvaslms.com/docs/DOC-10720>

Bilingual (164)

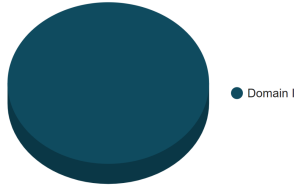
or

ESL (154)

## Supplemental Exams

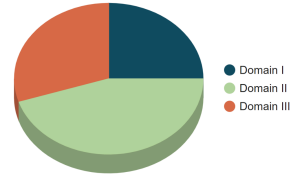
Domains and Competencies

Domain	Domain Title	Approx. Percentage of Exam	Standards Assessed
I	Bilingual Education	100%	Bilingual Education: II–VI



Domains and Competencies

Domain	Domain Title	Approx. Percentage of Exam	Standards Assessed
I	Language Concepts and Language Acquisition	25%	English as a Second Language I, III
II	ESL Instruction and Assessment	45%	English as a Second Language I, III–VI
III	Foundations of ESL Education, Cultural Awareness and Family and Community Involvement	30%	English as a Second Language II, VII



As part of your course completion for EDBE 3390, we will refer to these domains and review for the Bilingual and ESL Supplemental Exams while making connections to the course content and its application to teaching. You will be required to take the **Bilingual or ESL Supplemental representative practice exam no later than September 13th, 2024**. During the semester, we will continue reviewing and preparing you for the real exam. **You will be required to successfully retake the representative exam (if you scored less than 85%), or the real exam no later than November 15, 2024.**

Please download an electronic copy of the [Bilingual OR ESL Study Manual](#) to practice.