ESL 3023: Second Language Teaching & Learning (EC-4)

Course Description

Our aim is to explore, understand, and be able to apply the principles of second language acquisition to promote language and academic development in Pre-K to 4th grade classrooms. This means that we will pay particular attention to the needs of English language learners during the first years of schooling.

Course Objectives

1. Learn how to use the SIOP model to provide more effective instruction to English language learners
2. Identify principles of second language acquisition in classroom settings
3. Outline strategies for modifying content area lessons to accommodate English language learners
4. Analyze and assess student progress in English and content area knowledge
5. Develop and adapt theme-based lesson plans for EC-4 age students

Connections to other courses:
ISD 2013: Intro to Learning and Teaching in a Culturally Diverse Society
BBL 3043: Cultural and Linguistic Diversity in a Pluralistic Society

Required Textbooks and Materials
Supplemental readings posted on WebCT

Course Structure, Approach, and Philosophy

This course is designed to give all prospective teachers background on and experience in providing effective instruction for English language learning students. Regardless of your teaching program (i.e., generalist, bilingual, ESL, special ed, etc.) you will no doubt have ELLs at some point in your classrooms, and you will be responsible for ensuring
that these students are given opportunities to both learn English and have equal access to the core curriculum.

We learn best by doing. Therefore, this course focuses on the completion of meaningful and authentic individual and group projects and presentations. You will read and write throughout the course, and reflect on the readings, class presentations, and assignments. Your mastery of course content will be demonstrated through a portfolio consisting of all your work completed in the course. Assignments and the portfolio will be graded using a rubric (see below).

>>>>> COURSE POLICIES & PROCEDURES <<<<<

Attendance

This course does not rely on traditional mid-terms and final exams. Most of the learning takes place in class through interactive lectures, demonstrations, hands-on activities, discussions, and cooperative learning. Thus, regular attendance and participation is essential and mandatory. You are responsible for making sure you sign in the attendance sheet each week and making up any absences.

Each absence will result in a 2-point deduction from your attendance grade. Students may make-up no more than 3 absences. (Exceptions may be made by the instructor in extenuating circumstances). See below for make-up procedures. Punctuality is an absolute necessity for teachers. You will receive a one-point deduction for arriving late (10 minutes after class begins) or leaving early. Also, as a courtesy to the instructor or TA, please let us know before class if you need to leave early.

Absence Make-up Procedures:
Monday Lecture Make-up: (1) complete the reading prompt on the discussion board, and (2) review the lecture PowerPoint used on the day of absence (available on Web-CT) and write a 1 page summary and response.
Wednesday/Friday Make-up: (1) write a one page summary/reaction for the SIOP chapter presented in class on the day of absence, and (2) write a one page summary/reaction for the Kendall and Khuon chapter presentation, if any.
Other: For absences on days when no PowerPoint was used or readings completed, see instructor for alternative make-up assignment.

Be sure to clearly label your work as “Make-up” and indicate the date of the absence you are making up. Turn in make-up work to your TA no later than one week after your absence. Additionally, there will be occasional opportunities for extra-credit work.

Criminal Background Checks

Criminal background checks will be conducted on all students enrolled in undergraduate courses at the 3000 and 4000 level. Since observation and interaction
with minors is required for successful completion of degree programs in the COEHD. Students who do not clear a criminal background check may not be allowed to continue in the programs of the College. You may also need to go through an additional background check through the district where you conduct your field experience.

**Web-CT Course Site**

A Web-CT Course Site has been established for this course. Please let me know if you have any difficulty accessing the site. It contains a copy of this syllabus, project guidelines, readings which are not in your textbooks, general course information, PowerPoint and other materials used by the instructors, and external links. The Discussion Board will be used during the course (see below). Important announcements, updates, and new documents will also be posted there during the course.

In addition, you will use WEB-CT to track your progress during the course. Attendance and scores for each assignment will be updated weekly. It is your responsibility to check this regularly to ensure that you are given proper credit. Contact the instructor or your TA if there are any discrepancies.

>>>>> ASSIGNMENTS & PROJECTS <<<<<

**Cultural Group Study**

Groups of students will work cooperatively to complete a study of one of the major language minority student groups in San Antonio. This study will include information on the home countries, reasons for immigrating to the U.S., characteristics of the native language(s), aspects of the culture(s), and the identification of potential appropriate instructional materials and community resources. Projects will be presented and shared in class. Details and guidelines will be provided in class. (8 points)

**Quick Shares**

A quick share is simply a *single* activity, project, game, or idea that can be used in the classroom with English Language Learning students. Each class session, one or two class members will present a quick share at the beginning of class. Provide a handout (and bring a sample if applicable) and explain to the class how to do the activity (or better yet, have the class try it out) and how it would be beneficial for ELL students. (approx. 5 minutes). (5 points)

**Required Readings and Response Prompts**

You are expected to read all readings before they are presented and discussed in class. I recommend you set a specific time each week to focus on the readings for this class. An online Discussion Board has been set up on our course WEB-CT site to complete 5 Response Prompts during the semester. The response prompts are designed to extend
your thinking about the readings, and to reflect on connections between the contents of the lectures with your other courses, and your personal experiences.

There are specific prompt(s) related to the course topics and required readings. Each student will post a response to the prompt, and respond to at least one other students’ posting. The instructor and TAs will read each posting and also post responses to selected students. There will be separate Response Prompt boards for each section. It is imperative that you post your responses in the correct board for your section in order to receive proper credit.

There are no length requirements, but each posting should sufficiently address the prompt and provide evidence that you read and understood the readings. Each prompt includes a list of the specific readings to which the prompt refers to. To earn full credit, you must respond all parts of the prompts for all readings covered. And, of course, before posting your answer to a prompt, you must complete the set of required readings first! Responses to prompts and your peers are due by 3:00pm on the date indicated on the syllabus. Due dates for each prompt are clearly indicated on syllabus.

There are a total of five prompts. Each prompt is worth 1 point, and your response to one (or more) other student’s posting is worth another 1 point (Total of 2 points max). A penalty of -½ a point will be assessed for late postings and for late responses to other students. Points may also be deducted for answers which do not adequately address the question, and/or which provide evidence that the student did not actually do any reading upon which to reflect. And while there are no length requirements for responses to other students postings, points may also be deducted for superficial responses which lack any substance. You will include hardcopies of your postings and responses to other students in your portfolio (see below). (10 points)

Field Based Experience: Report on an ELL Student
This course includes a field-based experience in which you will work one-on-one with an ELL student at an elementary school. During this experience you will complete several assignments which provide you with the opportunity to practice some of the techniques and assessments tools we will learn about in class (see below). Arrangements will be made through the Field Placement Office for a 1-2 hour visit to a local elementary school.

Your ELL Report will have four components. Forms, detailed guidelines, along with instruction and practice in completing these assignments will be provided in class.

1. ELL Student Profile: You will complete a form containing background information on the ELL student. The information can be obtained by talking directly to the students, and/or supplementing the students’ answers with additional information from the teacher. (5 points)
2. Oral Language Assessment and Evaluation: You will use the SOLOM to assess your student’s oral English language proficiency. You will evaluate the results with implications for instruction. (5 points)

3. Running Record or Concepts about Print Checklist: For emergent or higher readers, you will complete a running record on your student to assess their reading ability. For very young and pre-emergent readers, you will complete a “Concepts about Print Checklist.” You will evaluate the results with implications for instruction. (5 points)

4. Writing Assessment and Evaluation: You will assess your student’s writing ability using a rubric. You will evaluate the results with implications for instruction. (5 points)

In addition to these assignments, you will share a book of your choosing with your student. This is a way to give back to the student and school for their time. Be sure to choose a book appropriate to the grade level and English proficiency level of the student.

Alternative Options
If for any reason you cannot comply with the dates, times, and locations which are arranged through the Field Placement Office, you must choose from one of the following three alternative options. Talk to the instructor before you do the assignment.

1. Make your own arrangements to find an ELL student to complete the required assessments. This could be a student at a school where you are employed, a child of a friend or relative, or a child located through a church or a community-based program (the student must be an ELL, and must be in grades Pre-K to 4).
2. ESL Conversation Partner – In lieu of the required assessments, participate in the ESL Conversation Partners Program through the UTSA ESL Program, and write a 5 to 7 page reflection on the experience. You must meet with your partner a minimum of an hour a week throughout the semester. Call the Office of ESL Services at (210) 458-7677 for more information.
3. Research Paper – In lieu of the required assessments, write a 15 to 20 page research paper on any topic of your choice related to the education of ELL students. Paper must include at least 7 to 10 references and be in APA format.

Kendall & Khuon Chapter Presentation
Groups of 4 to 6 students will take one of the chapters from the Kendall and Khuon textbook, each of which provide sample small-group comprehension lessons for ELL students at the 5 levels of language proficiency: Preproduction, Early Production, Speech Emergence, Intermediate, and Advanced. Your group will read the chapter, then select one or more of the lessons highlighted in the chapter to model for the class.
Presentations will take place in the Wed/Fri sessions. Provide a handout to everyone in the class and your TA as part of your presentation. (8 points)

**SIOP Quizzes**
The main course text describes the SIOP model, a method for teaching content areas lessons specifically designed to take into account the needs of English language learners. Twice during the semester, you will take a quiz about the key features of the SIOP model, based on your readings and class lectures. (14 points total)

**Final Thematic SIOP Lesson**
This is the final, culminating project, and will be presented on the day scheduled for final exams (essentially, this project is your final exam). Groups of students will work cooperatively to create a thematic lesson appropriate for ELLs. Lesson plans will be created following the SIOP model. This project includes three components: (1) Thematic Unit – The group will work together to create a unit on a unified theme, and brainstorm ideas for lessons in each of the content areas. (2) Each group member will select one content area and create a fully developed SIOP Lesson Plan. (3) A two page explanation your decisions about the lesson: why you chose your theme and activities, and how you integrated the SIOP features into the lesson. (10 points)

**Portfolio**
The end product of this course will be a portfolio containing items that demonstrate your mastery of the objectives of this course. Portfolio contents are a collection of your individual and group assignments and projects. *Do not* include anyone else’s work in your portfolio, or any materials not on the list below. Portfolios will be graded on a rubric (see below). (10 points)

Completed portfolios are *due on the last regular day of class before the final* (see schedule below). Portfolios will be evaluated against a rubric (see below) and will be returned to each participant on the day scheduled for final exams.

Please use a paper or plastic report cover with 3-ring bendable brads for your portfolio.

**Portfolio Contents** (0.5 points each)

- Quick Share
- Cultural Group Study PowerPoint
- Responses Prompts (answers to prompts and responses to other students)
- Kendall and Khuon Presentation Lesson Plan and Handout
- ELL Report: Student Profile
- ELL Report: Oral Language Assessment and Evaluation
- ELL Report: Running Record or Print Checklist and Evaluation
- ELL Report: Writing Assessment and Evaluation
- SIOP Quizzes
- Thematic Lesson Plan (leave space if not yet completed)
Make up or extra credit work (if any)

In addition, the portfolio must (1 point each):
- Be neatly hole punched and secured within a paper-based portfolio cover
- Include a table of contents (You can use this sheet)
- Include section labels
- Have contents in the order listed above
- Only include the students’ own (or group’s) work

>>> EVALUATION & GRADING <<<

Evaluation Methods and Deadlines

All assignments and their due dates are clearly indicated on the class schedule (see below). Detailed guidelines for each assignment are included on this syllabus or on Web-CT. Partial credit will be given for late work; however, exceptions may be made with instructor approval for extenuating circumstances. If for any reason you will not be able to present at your scheduled time, please contact your TA as soon as possible before your assigned date so that the presentation schedule can be re-arranged. A full-grade reduction will be given if you do not notify your TA at least two-hours prior to class that you will be unable to present at your scheduled time.

Presentation Evaluations

Your individual and group presentations will be evaluated using the rubric below. Keep in mind that the rubric score will be transformed into a scale that will determine whether or not you receive the full credit for each assignment.

1. Overall Presentation 3%

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<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Student is fully prepared for presentation</td>
<td>✗ Student is prepared for presentation</td>
<td>✗ Student is only partially prepared for presentation</td>
<td>✗ Student is not prepared for the presentation and/or does not give one on assigned day.</td>
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<tr>
<td>✗ Student demonstrates mastery of content</td>
<td>✗ Student demonstrates understanding of content</td>
<td>✗ Student demonstrates partial understanding of content.</td>
<td>✗ Student demonstrates little to no understanding of the content.</td>
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<td>✗ Student arrives on-time for presentation</td>
<td>✗ Student arrives a few minutes late for presentation.</td>
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<tr>
<td>✗ Mode(s) of presentation are appropriate and effective in deepening understanding of the content.</td>
<td>✗ Mode(s) of presentation are adequate for conveying content.</td>
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<tr>
<td>✗ Presentation is completed within the amount of allotted time (not too short or too long)</td>
<td>✗ Presentation is slightly too long or too short.</td>
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<tr>
<td>✗ Written components are complete, follow the guidelines for the assignment, and demonstrate mastery of the content.</td>
<td>✗ Written components are mostly complete, mostly follow guidelines for the assignment, and demonstrate understanding of the content.</td>
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</table>
2. Slides or handout design/Content 2%

<table>
<thead>
<tr>
<th>Slides are designed in a clear and easy to read way.</th>
<th>Slides contain too much information and hard to read.</th>
<th>Slides do not contain enough information for audiences to follow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The activity clearly defines content objectives, language objectives, appropriate content concepts for students’ age and background.</td>
<td>Slides are not clearly organized.</td>
<td>No clear descriptions are given.</td>
</tr>
<tr>
<td>Use supplementary materials to help students engage in class, and design meaningful activities that integrate two or more language skills (e.g., listening, speaking, reading, writing).</td>
<td>Fonts are too small and the background color blurs the contents.</td>
<td>The activity designed is hard to follow.</td>
</tr>
<tr>
<td></td>
<td>The activity designed is not easy to follow.</td>
<td>The activity is not clearly designed and incorporated with any of language skills.</td>
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<tr>
<td></td>
<td>The activity only integrates one language skill.</td>
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Summary of assignments and points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
</tr>
<tr>
<td>Cultural Group Study</td>
<td>8</td>
</tr>
<tr>
<td>Quick Share</td>
<td>5</td>
</tr>
<tr>
<td>Response Prompts</td>
<td>10</td>
</tr>
<tr>
<td>Report on an ELL</td>
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<tr>
<td>1. ELL Student Profile</td>
<td>5</td>
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<tr>
<td>2. Oral Language Assessment &amp; evaluation</td>
<td>5</td>
</tr>
<tr>
<td>3. Running Record and evaluation</td>
<td>5</td>
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<tr>
<td>4. Writing Assessment and evaluation</td>
<td>5</td>
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<tr>
<td>Kendall &amp; Khuon Chapter Presentation</td>
<td>8</td>
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Quizzes

1. SIOP Quiz #1  7
2. SIOP Quiz #2  7
Final thematic SIOP lesson and presentation  10
Portfolio  10

Grading scale

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Letter grade earned</th>
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<tbody>
<tr>
<td>99-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>59 or below</td>
<td>F</td>
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