Department of Curriculum & Instruction

BEEP 4384 (005): Literacy Methods for ESL/Bilingual Classrooms, Fall 2019

Instructor Information:

Instructor: Dr. Carla Amaro-Jimenez
Office #: HH 417
E-Mail: Amaro@uta.edu

Office Hrs: Tuesdays 2-3:50 pm and by appointment
Course Meeting Days/Time: Online
Course Start/End Date: Aug 21-Dec 4, 2019
Course Meeting Location: Science Hall 331
Section Information: BEEP 4384 (005)

Canvas: https://uta.instructure.com/

Course Objectives:
At the end of this course students will be able to master the following objectives:
1. Explore second language learning and teaching and the role that the teacher plays in the second language learning/teaching process.
2. Apply theories of first and second language acquisition to the teaching of ESL.
3. Apply knowledge of current learning theories and strategies, including learning styles and language transfer, to the teaching of linguistic minority students.
4. Demonstrate and apply knowledge of the ESL TExES examination competencies.

Required Textbooks:

English Language Proficiency Standards at a Glance. El Saber Productions. Only available at the UTA Bookstore.

Recommended Textbooks:
And by phone: 800-99-DINAH. Also see additional materials online available on PDF

**Course Description:** The rationale and orientation of various methods of instruction for English Language Learners will be discussed. Language development techniques for students at different stages of development will be examined. Sheltered Instruction for the teaching of content areas will also be presented. Students will be assigned to a special language program to examine the methods of instruction and modifications for language minority children. The information and experiences from taking this class will help future teachers understand how to apply their knowledge and skills to support instruction for second language learners.

**TEA Teacher’s Standards Addressed in this Course:**

- 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 VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

**Alignment of Certification Standards (TExES 154) & Competencies with Assignments**

<table>
<thead>
<tr>
<th>TExES 154 - Competency</th>
<th>Assignments to Evaluate Content Mastery</th>
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<tbody>
<tr>
<td>THE ESL TEACHER UNDERSTANDS FUNDAMENTAL LANGUAGE CONCEPTS AND KNOWS THE STRUCTURE AND CONVENTIONS OF THE ENGLISH LANGUAGE</td>
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</tr>
<tr>
<td>A. Understand the nature of language and basic concepts of language systems (phonology, morphology, syntax, semantics, lexicon, discourse and pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.</td>
<td>Interactive Notebook, Philosophy statement</td>
</tr>
<tr>
<td>B. Knows the functions and registers of language (social vs academic) in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students’ English language proficiency.</td>
<td>Interactive Notebook, Philosophy statement, interactive storytelling</td>
</tr>
</tbody>
</table>
### Domain 1—ESL Understanding and Knowledge—Competencies 1 and 7—55% of the Test

#### THE ESL Teacher Understands the Interrelatedness of Listening, Speaking, Reading, and Writing and Uses This Understanding to Develop ESL Students’ English-Language Proficiency.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Resources</th>
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<tbody>
<tr>
<td>C.</td>
<td>Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students’ English-language proficiency.</td>
<td>Interactive Notebook, Philosophy statement, interactive storytelling</td>
</tr>
<tr>
<td>D.</td>
<td>Knows the structure of the English language (word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to models and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS)</td>
<td>Interactive Notebook, Philosophy statement, interactive storytelling</td>
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</tbody>
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### Domain 2—ESL Instruction and Assessment—Competencies 3 and 7—45% of the Test

#### THE ESL Teacher Understands the Processes of First and Second Language Acquisition and the Interrelatedness of L1 and L2 Development.

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<tr>
<td>A.</td>
<td>Knows cognitive processes (memorization, categorization, generalization, and meta-cognition) involved in synthesizing and internalizing language rules for second language acquisition.</td>
<td>Interactive Notebook</td>
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<tr>
<td>B.</td>
<td>Knows common difficulties (idiomatic expressions; L1 interference in syntax, phonology and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.</td>
<td>Interactive Notebook</td>
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#### Domain 2—ESL Instruction and Assessment—Competencies 3 and 7—45% of the Test

#### Competency—TEExES 154—ESL Supplement

#### THE ESL Teacher Understands ESL Teaching Methods and Uses This Knowledge to Plan and Implement Effective, Developmentally Appropriate Instruction

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<th>Competency</th>
<th>Description</th>
<th>Resources</th>
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<tbody>
<tr>
<td>A.</td>
<td>Knows applicable TEKS and the English Language Proficiency Standards (ELPS) and know how to design and implement appropriate instruction to address the domains of listening, speaking, reading and writing.</td>
<td>Interactive Notebook, Lesson Plan</td>
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<tr>
<td>B.</td>
<td>Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.</td>
<td>Interactive Notebook, Philosophy statement, interactive storytelling</td>
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<tr>
<td>C.</td>
<td>Applies knowledge or effective practices, sources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence.</td>
<td>Interactive Notebook, Philosophy statement,</td>
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<tr>
<td><strong>D.</strong> Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.</td>
<td>Interactive Notebook</td>
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<tr>
<td><strong>1. THE ESL TEACHER UNDERSTANDS ESL TEACHING METHODS AND USES THIS KNOWLEDGE TO PLAN AND IMPLEMENT EFFECTIVE, DEVELOPMENTALLY APPROPRIATE INSTRUCTION.</strong></td>
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<tr>
<td><strong>A.</strong> Applies knowledge of practices, resources and materials that are effective in promoting students’ communicative competence in English.</td>
<td>Interactive Notebook, Philosophy statement, interactive storytelling</td>
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<tr>
<td><strong>2. THE ESL TEACHER UNDERSTANDS HOW TO PROMOTE STUDENTS’ LITERACY DEVELOPMENT IN ENGLISH</strong></td>
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<tr>
<td><strong>A.</strong> Knows applicable TEKS and ELPS and know how to design and implement appropriate instruction to address the proficiency level descriptor for the beginning, intermediate, advanced and advanced-high levels in the reading and writing domains.</td>
<td>Interactive Notebook, Philosophy statement, interactive storytelling</td>
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<tr>
<td><strong>B.</strong> Understands that English is an alphabetic language and applies effective strategies for developing ESL students’ phonological knowledge and skills (e.g. phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high frequency words).</td>
<td>Interactive Notebook, Lesson Plan,</td>
<td></td>
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<tr>
<td><strong>THE ESL TEACHER UNDERSTANDS HOW TO PROMOTE STUDENTS’ CONTENT-AREA LEARNING, ACADEMIC LANGUAGE DEVELOPMENT AND ACHIEVEMENT ACROSS THE CURRICULUM.</strong></td>
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<tr>
<td><strong>A.</strong> Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically accommodated (communicated sequenced and scaffolded) to the students’ levels of English-language proficiency; engaging students in critical thinking; and developing students’ cognitive academic language proficiency across content areas.</td>
<td>Interactive Notebook, Philosophy statement, Interactive storytelling</td>
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<tr>
<td><strong>B.</strong> Knows instructional delivery practices that are effective in facilitating ESL students’ application of various learning strategies (e.g., pre-teaching key vocabulary; helping student apply familiar concepts from their cultural background and prior experience to new learning; using metacognition, using hands-on and other experiential learning strategies; using realia, media and other visual supports [graphic organizers] to introduce and/or reinforce concepts) across content areas.</td>
<td>Interactive Notebook, Philosophy statement, Interactive storytelling</td>
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3. **THE ESL TEACHER UNDERSTANDS FORMAL AND INFORMAL ASSESSMENT PROCEDURES AND INSTRUMENTS USED IN ESL PROGRAMS AND USES ASSESSMENT RESULTS TO PLAN AND ADAPT INSTRUCTION.**

   A. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL student to achieve learning goals.  
      Interactive Notebook, Lesson Plan,

**DOMAIN 3—FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS AND FAMILY AND COMMUNITY INVOLVEMENT**

<table>
<thead>
<tr>
<th>COMPETENCY—TExES 154—ESL Supplement</th>
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<tbody>
<tr>
<td>4. <strong>THE ESL TEACHER UNDERSTANDS THE FOUNDATION OF ESL EDUCATION AND TYPES OF ESL PROGRAMS.</strong></td>
</tr>
</tbody>
</table>

   A. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.  
      Interactive Notebook, Philosophy statement, Interactive storytelling

   B. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.  
      Interactive Notebook, Philosophy statement, Interactive storytelling

**COMPETENCY—TExES 154—ESL Supplement**

**THE ESL TEACHER UNDERSTANDS FACTORS THAT AFFECT ESL STUDENTS’ LEARNING AND IMPLEMENTS STRATEGIES FOR CREATING AN EFFECTIVE MULTICULTURAL AND MULTILINGUAL LEARNING ENVIRONMENT.**

   A. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).  
      Interactive Notebook, Philosophy statement, Interactive storytelling

   B. Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic and cognitive needs of ESL students and facilitates students’ learning and language acquisition.  
      Interactive Notebook, Philosophy statement, Interactive storytelling

   C. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, and ethnocentrism) and knows how to create a culturally responsive learning environment.  
      Interactive Notebook, Philosophy statement, Interactive storytelling

   D. Demonstrates sensitivity to students’ diverse cultural and socioeconomic backgrounds and shows respect for language differences.  
      Philosophy statement
E. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

Interactive Notebook, Philosophy statement, Interactive storytelling

5. THE ESL TEACHER KNOWS HOW TO SERVE AS AN ADVOCATE FOR ESL STUDENTS AND FACILITATE FAMILY AND COMMUNITY INVOLVEMENT IN THEIR EDUCATION.

A. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children’s education and school activities.

Interactive Notebook, Philosophy statement, Interactive storytelling

B. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.

Interactive Notebook, Philosophy statement, Interactive storytelling

C. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

Interactive Notebook, Philosophy statement, Interactive storytelling

Field Experience/Service Learning

This semester you will be conducting a variety of field experiences in your methods courses. While there are no hours assigned to BEEP 4384, you will be required to implement a literacy lesson plan (as explained later in the syllabus) and a section of your Interactive Notebook will be dedicated to documenting your overall field experiences. In the notebook you will include copies of all your lesson plans as well as the Fall Teaching Log (p. 34, Handbook). Specifics will be shared in class.

Course Materials:

One of the most important components of this course will be the implementation of instructional strategies and the creation of materials that are used in classrooms to support English language learners. As such, you will be asked to bring some office supplies and/or materials to class; these are ones you will need to take part in class activities. Please plan to have the following materials at all times with you:

a. Composition notebook
b. Scissors
c. Glue stick
d. Copy paper (white or colored)
e. Tape
f. Markers
g. Sticky notes/Post-Its

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for field experiences, etc.
Grade Grievances:
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. See http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10

Drop Policy:
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aoa/fao/).

University Mission:
The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

Tk20:
You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd.

We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. Tk20 is a purchase that you will use throughout your program, but you purchase it once. The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.

For designated key assessment assignments, you must submit your work in both Tk20 and in Canvas to receive credit.

It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.

You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.

On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: https://www.uta.edu/coed/academics/tk20/index.php

PROFESSIONAL DISPOSITIONS STATEMENT

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: http://www.uta.edu/coed/about/conceptual-framework.php

Field Experience

Field experience is an essential component of teacher preparation. In the ESL/EC6 and BIL/EC6 programs, pre-service teachers must successfully complete field experience in each course in order to continue in the teacher education program. Successful criteria include:

- completion of required hours in each course
If a student fails the field component section of a course, then the grade for the course is fail.

**Attendance Policy:**

**Class Attendance**
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. I allow students to attend class at their own discretion. However, because of the amount of coursework that is completed during the semester, I highly encourage you to be present and on time.

Also note that, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

**Electronic Communication:**
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

**Americans with Disabilities Act:**
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:
The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Student Support Services:
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Academic Integrity:
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by
Final Review Week:
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Title IX Policy:
The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Emergency Exit Procedures:
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

Campus Carry:
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/
Active Shooter:  
Stop. Think. Protect Yourself. **You Have Choices.**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

### Your Options to an Active

**You Have Choices!**

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<tr>
<th><strong>AVOID</strong></th>
<th><strong>DENY</strong></th>
<th><strong>DEFEND</strong></th>
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</table>
| • AVOID the situation. Stay away from the area and campus.  
• If you can safely leave the area, RUN.  
• Get others to leave the area, if possible.  
• Prevent others from entering the area. | If you can’t leave the area safely, DENY or slow entry to the intruder:  
• Lock/barricade doors with heavy items.  
• Turn off lights/projectors/equipment.  
• Close blinds and block windows.  
• Stay away from doors and windows. | If you can’t AVOID or DENY entry to the intruder, DEFEND your location:  
• As a last resort, FIGHT for your life.  
• Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc. |

- Know your exit and escape options.  
- If in a parking lot, get to your car and leave.  
- If in an unaffected area, stay where you are.  
- When you are safe, call UTA PD at 817. 272.3003 or 911 with information you have.  
- Silence phones and **remain quiet**. Don’t let your phone give you away.  
- HIDE and take cover to protect yourself.  
- Be prepared to run or defend yourself.  
- Use the element of surprise.  
- Work together as a team. Develop a plan. Commit to your actions. Your life depends on it.  
- Be aggressive, loud, and determined in your actions.  

Follow ALL instructions.  
For more information, go to: [police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)

**Police Department**  
The University of Texas at Arlington  
Emergency: 817.272.3003  
Non-Emergency: 817.272.3381  
police.uta.edu

Additional information for active threat and other emergency situations can be found through the links below:
Student Support Services:
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): [Optional.] The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza

Policies regarding assignments:
All work for this course is to be edited and executed with care and professionalism.
Handwritten documents will not be accepted except for those you will be producing in class. Always make sure you keep a copy of documents submitted to your professor.

- Complete all assignments by the due date listed on the syllabus or announced in class. Late work will not be accepted.
- Please type all assignments, unless otherwise specified. The student's name should be on every page of every assignment submitted. It is also generally recommended that students keep copies of work turned in. The instructor reserves the right to return for re-submission any work that is not neatly, legibly, and professionally submitted. In addition, assignments containing multiple spelling, usage, and/or mechanics errors will be returned for revision.
• All assignments should be submitted electronically through Canvas, unless otherwise noted. All assignments should be submitted with the student’s name and the name of the assignment as the document name (e.g., Amaro_C_JournalEntryOne.doc).

• It is important to protect the confidentiality of the students you will supervise, assist, tutor, and/or teach in the field. For this reason, it is important to change the name of a student during discussion and/or a written assignment.

• Should our classroom meeting site become unavailable for any reason, another location has been provided in order to take exams or make presentations that might have been interrupted.

• Medical Reimbursement: University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, internship, and residency. The university will not reimburse the student for any expenses related to injuries or illness.

• Grade Grievance: The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are to express your concerns in writing first to the course instructor, then to the appropriate department chair or program director, then to the academic dean, and then to the Provost.

• As a courtesy to your instructor and your classmates, please keep your use of any electronic devices such as cell phones, smartphones and laptops to a minimum (i.e., for emergency situations and on vibrate ONLY), unless their use is needed in class.

• The instructor reserves the right to make changes to the syllabus, as deemed necessary. Students will be notified of any and all changes.

Course Evaluation

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<tbody>
<tr>
<td>1</td>
<td>Classroom Participation/Discussions</td>
<td>20 points</td>
</tr>
<tr>
<td>2</td>
<td>Interactive Notebook</td>
<td>80 points</td>
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<tr>
<td></td>
<td>Semester-long implementation/entries (5 pts. p/week – 15 weeks)</td>
<td>70 points</td>
</tr>
<tr>
<td></td>
<td>Reflection on implementation</td>
<td>10 points</td>
</tr>
<tr>
<td>3</td>
<td>Philosophy Statement</td>
<td>50 points</td>
</tr>
<tr>
<td>4</td>
<td>Classroom Learning Logs (5 pts. p/week – 9 weeks)</td>
<td>45 points</td>
</tr>
<tr>
<td>5</td>
<td>Interactive Storytelling Lesson</td>
<td>125 points</td>
</tr>
</tbody>
</table>
Interactive resource via video demonstration ..................................... 50 points
Handout ....................................................................................... 25 points
Lesson plan .................................................................................. 50 points

Total Points Possible: 320 points

Description of Assignments (see Table with Competencies for evidence of how content mastery in this course will be achieved through in-class activities and assignments)

1. Participation/Discussion Boards (20 points)
   Your active participation in this class is expected. You will be expected to participate and contribute to discussions asynchronously through Canvas at least three times per module (see course schedule for each module’s dates). Your postings will require you to not only read the assigned materials and watch complementary videos, but you will need to consult other sources as well. Your initial response (response to readings) to the discussions must be made by Thursday no later than 11:59 PM and your responses to your peers’ contributions must be made by Sunday at 11:59. See structure of the initial and response posts below, and check the calendar for specific due dates.

   Asynchronous Discussions
   Each week’s discussion will have two components: (a) your response to the week’s readings, and (b) a response to your peers. You will be responsible for contributing to the class’ discussions through these posts.

   Structure of Initial Response
   For every module you will synthesize what you read and learned about based on the readings assigned as you answer the prompts provided; note that the prompts vary depending on the topic and content being addressed. You will thus be required to read all the articles assigned to be able to participate as well as any other resources assigned for those weeks.

   Your responses must demonstrate thoughtful, evidence-based reflections. In other words, your viewpoints must also be substantiated with not only the assigned readings/materials but with specific examples from at least two of the following: (1) other readings you have done that connect to what you read for the week, (2) your personal/professional experience, (3) discussions with other professionals, and/or (4) resources that you may have encountered aside from the assigned coursework. Your initial post must be made no later than Thursday at 11:59 PM. See course schedule for specific dates.

   Structure of Response to Peers
You will be responsible for reading the posts your peers have shared (i.e., their initial responses) and comment on at least two of their responses. Your responses/contributions must be courteous, and like the posts about your initial responses, these must be substantiated on facts, experience, resources, etc. Your contributions here must extend the conversation. Ask questions, provide examples, and/or seek further clarification on topics/issues you may still not understand fully from what they posted. Note that responding to a peer with an ‘I agree” or “I disagree” is not enough; explain why you agree or disagree with what they have posted and add your ‘two cents’ to the conversation. Your two responses to peers must be made no later than Sunday at 11:59 PM. See course schedule for specific dates.

Guidelines for Responses:

- Post original, unique thoughts to each question.
- Do not merely agree or disagree with a comment without offering concrete reasons.
- Support your ideas with specific examples from the readings or other sources.
- Link to other websites when it can help expand the discussion.
- Do not use slang or emoticons.
- Your ‘Initial Response' is due by 11:59 PM, Thursday of each week.
- Review your colleagues’ posts and respond to at least two (about 25 words) by 11:59 PM, Sunday of each week.
- You may also post clarifying questions and comments as well as direct responses.

2. Interactive Notebook

Interactive notebooks are gaining more and more popularity in classrooms today. These are not your traditional notebooks, however! Interactive Notebooks provide an outlet for teachers to provide material in visually engaging and appealing ways while also tapping into more than one learning style (e.g., visual, kinesthetic). Interactive Notebooks also help students with organization skills.

As part of this course you will learn about how to use an Interactive Notebook as an instructional tool for ELL – all while you get the opportunity to create one yourself. The content you will be adding to your interactive notebook will be provided throughout the semester, though you may need to add additional content in the form of questions/reflection in your own time outside of class. You will need to purchase a composition notebook BEFORE CLASS STARTS for this semester-long assignment. We will discuss the various parts to it as well as the expectations the first day of class via a video. Note that you will be given a grade for keeping up (or not) with your notebook throughout the semester. A rubric will also be provided. A reflection on its implementation will be due at the end of the semester.

3. Classroom Learning Logs

As part of your certification requirements you will be expected to complete field hours. While there are no required hours to be documented for this course, you will be expected to make note of things you see and work closely with English language learners in ESL and/or bilingual programs. You will also be expected to begin thinking about ways in which you can deliver
needs-based, developmentally-appropriate and culturally, linguistically and academically rigorous instruction for these learners.

For this assignment, you will document what you see and do with a focus on literacy instruction. These observations will start on week 5 and will conclude on the last week of the course.

*Important: While these logs will not be submitted for full grading through Canvas until the end of the semester, you will be required to submit these at two different times during the semester to make sure you are keeping up with these. The expectation is that your responses to each of these logs will be about 200-250 words each.*

- **Week 5:** This week you'll identify how your cooperating teacher uses the ELPS in his/her instruction, and how he/she makes sure that students are aware of both the content and language objectives they are working on. Give an example of how an ELPS they worked on came to life instruction-wise.

- **Week 6:** This week you'll be looking for examples of oral language development in the classroom. Identify what challenges the learner(s) may have in this area, if any. Describe how the classroom is setup to foster both BICS and CALP development. Give examples.

- **Week 7:** Observe how writing is used in the classroom, especially in the content areas such as math and science. Give an example of a writing activity implemented – the pros, the cons, and what you would have done differently.

- **Week 8:** How is academic language being taught? Is it built into other areas than language arts? What does the teacher do to make sure the vocabulary learned is built upon? Do you see any difficulties the learners may be experiencing with vocabulary? What are those? If there aren't, then why do you think this is so?

- **Week 9:** What kinds of writing opportunities do you see that facilitate process writing? What are some good examples of process writing you have seen?

- **Week 10:** What types of fiction and non-fiction texts do the learners have access to in the classroom? How are these types of texts used and talked about in the classroom? Give examples.

- **Week 11:** Provide examples of how this teacher has created a culturally, linguistically and developmentally appropriate environment. Observe how and why the learners feel welcomed in that environment.

- **Week 12:** What strategies does your cooperating teacher use for pre- and during-reading? How are these beneficial or detrimental to their students’ language development, especially for those at different language levels? Give examples.
- **Week 13**: What strategies does the teacher use for after reading? How are these beneficial or detrimental to his/her students’ language development? Give examples.

- **Week 14**: Draw on your observations this semester to discuss what you think can be done to improve the educational opportunities provided to English language learners.

4. **Philosophy Statement**
   
   For this assignment you will write about your knowledge about second language learning, your approach for working with English learners and families, and about how you will structure your classroom instruction to be conducive to their academic achievement. Your philosophy statement will have the following four sections:
   
   1. **Personal Views on second language learning and teaching**: In this section you will draw on everything you have learned thus far about how second language learning develops and is fostered in the classroom. You will draw also on what you have seen in the field and aspects related to advocacy for students and their families. Think about the PRISM model, the factors that come into play when learning a second language, etc. Think of this section as the ‘theory’ for effectively working with English learners.
   
   2. **Working with English learners and Families**: In this section you will draw on your knowledge of the field (literature) to describe what are effective practices for working with English learners and their families. In this section you will explain why these practices are effective. You will also describe the importance of family involvement and what the literature says about collaboratively working with them. Think of this section as the ‘practice’ for effectively working with English learners.
   
   3. **Classroom Instruction**: In this section you will describe how you will create a classroom environment that will be conducive to your students’ growth. Describe what you would based on the information you described in parts 1 and 2. Think of this section as linking ‘theory and practice.’
   
   4. **Goals for Professional Growth**: In this section you will write about what you will do, as a future teacher, to remain current on best practices for working with English learners and their families. Describe what you would like to learn more about, how you will advocate for your students’ needs, and how you will collaborate with other colleagues, especially those who may not be aware of the needs and ‘how-to’s’ for working with English learners.

You will be expected to make reference to at least three resources other than the textbook for this assignment. Please use APA for formatting these. See [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

5. **Interactive Storytelling Lesson**

   Children’s love for reading starts early, and for English learners reading and talking about what we read provides a prime opportunity to expose them to the very much needed vocabulary they will hear about being used in the classroom. Having students interact with texts also gives them the opportunity to use this vocabulary in an authentic environment.
For this assignment you will pick one children's book that would be suitable for grades 1-6, create an interactive, educational resource you can use for storytelling that is aligned to an ELPS and an ELA TEKS, and do a video demonstration of the material you created. You can choose your medium - a felt board, an apron, or a diorama - but the story will need to be told with moveable pieces. You can saw or glue the pieces together. Be creative. You will record a 3-5 minute video of this material you created and share it on Canvas. This video will be shared in small groups.

In addition to creating this resource, you will be required to create two additional resources - a handout to share with your peers that contains the information below as well as a lesson plan for its implementation.

The one-page handout will need to have the following information:

A. Identify both an ELPS and an ELA TEKS that you can use to support your use of this resource in the classroom. The inclusion of these two must be very clear.
C. Analyze the words/vocabulary of the book. Which words would be considered part of the Dolch’s sight words and which ones would fall under Tier I, II and III? Create a table with these. See BB for suggested resources.
D. Describe how you would use this resource to get parents involved in the retelling of the story if it were being sent home.
E. A picture of the complete resource for future reference.

The handout will be submitted in the group you are assigned to. The lesson plan template to be used can be found on Canvas. You must teach this lesson and document your lesson’s implementation via the log. More information can be found in this year’s College of Education Handbook.

Link to the TEKS: http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html
Link to the ELPS: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html
Link to Pre-K Guidelines: Texas Prekindergarten Guidelines (updated 2015) (PDF, 1821 KB)

Course Evaluation and Grading Scale:
To calculate your grade for this class you will need to divide the number of points you accumulated throughout the semester by the total points available for this course (320 points). Your final grade will be shown on the ‘final grade’ column below.

Your final grade ............................................................... _____ / 320 total points
Grading Scale:

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

*PLEASE SEE CANVAS FOR THE MOST UP-TO-DATE SCHEDULE*

Scheduled Assignments/Lecture topics*

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>TOPICS</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>08/21/19</td>
<td><strong>Module 1</strong>&lt;br&gt;Syllabus / Expectations Overview&lt;br&gt;General Course Overview&lt;br&gt;Interactive Notebooks (IN) Intro&lt;br&gt;•</td>
<td>“Decorate” your IN cover&lt;br&gt;Video: IN introduction</td>
</tr>
<tr>
<td>2</td>
<td>08/26/19</td>
<td>English learners in school&lt;br&gt;(TEA Standard I, III)&lt;br&gt;•</td>
<td>Read Chapter 1&lt;br&gt;IN Entries&lt;br&gt;Video: ELPS Training&lt;br&gt;<strong>Complete Module 1</strong>&lt;br&gt;Discussion and respond to peers</td>
</tr>
<tr>
<td>3</td>
<td>09/2/19</td>
<td><strong>Module 2</strong>&lt;br&gt;Second language acquisition&lt;br&gt;(TEA Standard I, III)&lt;br&gt;•</td>
<td>Read Chapter 2&lt;br&gt;IN Entries&lt;br&gt;•</td>
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<tr>
<td>4</td>
<td>09/9/19</td>
<td>• New Literacies and English Learners</td>
<td>Read Chapter 4&lt;br&gt;IN Entries&lt;br&gt;Video: Educational Media</td>
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<tr>
<td>Week</td>
<td>Module</td>
<td>TOPICS</td>
<td>Assignments</td>
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| 5    | 09/16/19 | Oral language development in second language acquisition  
• (TEA Standard I, III) | • Read Chapter 5  
• IN Entries  
• Learning Log 1  
• Video: From Babbling to Books  
• Complete Module 2 Discussion and respond to peers |
| 6    | 9/23/19 | Emergent literacy: English learners beginning to write and read  
(TEA Standard I, III, IV) | • Read Chapter 6  
• IN Entries  
• Learning Log #2  
• Video: Teaching ELLs to Read |
| 7    | 9/30/19 | Words and meaning: English learners’ vocabulary development & English learners and process writing  
(TEA Standard I, III, IV) | • Read Chapters 7 & 8  
• IN Entries  
• Learning Log #3  
• Video: Teaching Writing  
• ** See Discussion board discussion for prompt/instructions |
| 8    | 10/7/19 | Focused observations  
(TEA Standard I, III, IV) | • IN Entries  
• Learning Log #4  
• Video: Academic Language and English language learners  
• Complete Module 3 Discussion and respond to peers  
• Groups 1 & 2 share Storytelling videos in group |
| 9    | 10/14/19 | Reading and literature instruction for English learners  
• (TEA Standard I, III, IV, V) | • Read Chapter 9  
• IN Entries  
• Learning Log #5  
• Video: Comprehension – Helping ELLs Grasp the Full Picture  
• Submit Learning Logs 1-5 this week (no later than Sunday at 11:59 PM) |
| 10   | 10/21/19 | Creating culturally, linguistically and developmentally appropriate materials for ELLs | • Read Chapter 3  
• IN Entries  
• Learning Log #6 |
<table>
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<tr>
<th>Week</th>
<th>Module</th>
<th>TOPICS</th>
<th>Assignments</th>
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</table>
|      |        | (TEA Standard I, III, V, VII) | • Submit Handout via Canvas by the end of the week (no later than Sunday at 11:59 PM)  
• Groups 3 & 4 share Storytelling videos in group |
| 11   | 10/28/19 | Content reading and writing: pre-reading and during reading (TEA Standard I, III, V, VII) | • Read Chapter 9  
• IN Entries  
• Learning Log #7 |
| 12   | 11/4/19 | Content reading and writing: post-reading strategies for organizing and remembering (TEA Standard I, III, V, VII) | • Read Chapter 10  
• IN Entries  
• Learning Log #8  
• Complete Module 4 Discussion and respond to peers  
• Groups 5 & 6 share Storytelling videos in group |
| 13   | 11/11/19 | Module 5 | • Read articles on BB  
• IN Entries  
• Learning Log #9  
• Video: Differentiated Reading Instruction  
• Submit Philosophy Statement this week (no later than Sunday at 11:59 PM)  
• Groups 7 & 8 share Storytelling videos in group |
| 14   | 11/18/19 | Philosophy Statement Workshop & Key ELL vocabulary | • Submit Philosophy statement this week (no later than Sunday at 11:59 PM)  
• IN Entries  
• Learning Log #10  
• Submit Learning Logs 5-10 this week (no later than Sunday at 11:59 PM)  
• Complete Module 5 Discussion and respond to peers  
• Groups 9 & 10 share Storytelling videos in group |
<p>| 15   | 11/25/19 | Submit lesson plan by the end of the week (no later than Sunday at 11:59 PM) |</p>
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<th>Week</th>
<th>Module</th>
<th>TOPICS</th>
<th>Assignments</th>
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|      |        |        | • Submit your typed learning logs as well as your IN reflection via Canvas no later than December 2 at 11:59 PM.  
• Bring IN to campus to submit for grading by December 2. |

**The professor reserves the right to make changes to the schedule as necessary. Students will be informed of any and all changes.**
Themes and principles of learning - TExES tests

- **Learner-Centeredness.** The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibilities for their own learning.

- **Active Learning.** The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.

- **Teaching for Meaningful Outcomes.** The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learners link ideas in content area to familiar ideas, to prior experiences, and to relevant problems.

- **Diversity.** The teacher models and encourages appreciation of the diversity of learners’ cultural heritage, unique endowments, learning styles, interests, and needs. The teacher designs learning experiences that show consideration of diversity.

- **Communication.** The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, reading, and write in a variety of contexts.

- **Higher-order Thinking.** The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies when necessary.

- **Intra- and Interdisciplinary Connections.** As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners’ interest so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

- **Use of Technology.** The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.

- **Developmental Appropriateness.** The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that takes into consideration the unique characteristics of the learner community.
• **Assessment as part of Instruction.** Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.

• **The Teacher as Part of a Larger Learner Community.** The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between school and community.