**Instructor Information**

_Instructor(s):_  
Dr. Carla Amaro-Jiménez

_Office Number:_  
Hammond Hall 417

_Office Telephone Number:_  
(817) 272-33-46

_Email Address:_  
amaro@uta.edu

_Faculty Profile:_  
https://mentis.uta.edu/explore/profile/carla-amaro-jimenez

_Office Hours:_  
Tuesdays from 2:00 -4:00 PM and by appointment.

**Course Information**

**Section Information:**  
BEEP 4385.003

_Time and Place of Class Meetings:_  
Online, via Canvas

_Description of Course Content:_

**BEEP 4385. SHELTERED ENGLISH INSTRUCTION. 3 Hours.** Analysis of the linguistic, cognitive, academic and cultural considerations required to provide meaningful and developmentally appropriate content area instruction to English language learners (ELLs) in PK-6. Prerequisite: BEEP 3381.

**Student Learning Outcomes:**

At the end of this course students will master the following objectives:

1. Identify linguistic, cognitive, academic and cultural factors that may impact English language learners’ academic content knowledge in the classroom.
2. Explore second language learning and teaching and the role that the teacher, the students, and the families play in the second language learning/teaching process.
3. Apply theories of first- and second-language acquisition to the teaching of English language learners (ELLs) in EC-6 classroom.
4. Apply knowledge of current learning theories and strategies, including learning styles and language transfer, to the teaching of culturally and linguistically diverse students.
5. Demonstrate and apply knowledge of the TExES #154 ESL Education competencies.
6. Demonstrate a thorough understanding of sheltered instructional models and strategies to improve ELLs' academic success in the EC-6 classroom.

Required Textbooks and Other Course Materials:

Descriptions of major assignments and examinations:

Assignments and Assessments:
- Complete all assignments by the due date listed on the syllabus or announced in class. Late work will not be accepted.
- 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 are to be labeled with your name, title of assignment and course number, as follows: Jones, Bonnie - Learning Log #1 - BEEP 4385.001 for complete credit
- All assignments should be submitted using APA 6th ed. formatting guidelines and a cover sheet including the following:
  - Student’s Name Assignment Name
  - University of Texas at Arlington (Professor)
  - Date
- Copy and paste the following statement to the bottom of the cover sheet for each assignment.

*******
On my honor, I have neither given nor received aid on this assignment. I acknowledge that misrepresenting another's work as my own is a violation of the UTA Academic Integrity Policy.

I have not submitted the attached work as an assignment for any other course or field activity.

_________________________  ______________________
Signature                      Date

Other Requirements:
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.
It is important to protect the confidentiality of the students you will be observing, assisting, tutoring, and/or teaching 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 will be 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.

Assignments and Assessments:

Complete all assignments by the due date listed on the syllabus or announced in class. Late work will not be accepted.

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 are to be labeled with your name, title of assignment and course number, as follows: Jones, Bonnie - Learning Log #1 - BEEP 4385.001 for complete credit.

- All assignments should be submitted using APA 6th ed. formatting guidelines and a cover sheet including the following:
  
  Student’s Name Assignment Name 
  University of Texas at Arlington (Professor) 
  Date 

- Copy and paste the following statement to the bottom of the cover sheet for each assignment.

**********

On my honor, I have neither given nor received aid on this assignment. I acknowledge that misrepresenting another’s work as my own is a violation of the UTA Academic Integrity Policy.
I have not submitted the attached work as an assignment for any other course or field activity.

Signature ___________________________ Date ______________

Grading Information

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60- 69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Total: 525 pts

Chapter Quizzes and Final:
Chapter quizzes have been scheduled throughout the semester. Check the calendar and Canvas for the dates. These formal examinations will evaluate your understanding of the content covered and reviewed on specific weeks. These examinations will be multiple choice questions. All quizzes will be delivered through Canvas. You will have one hour to take each quiz.

A final exam will also take place at the end of the semester. Again, check the calendar for dates. You will have two hours to take the final.

Test Review Sheets:
These review sheets will vary in format based on the objectives for each chapter, for example: Charts and graphic organizers, vocabulary definitions, short answer questions, summaries, and learning logs.

Implementation of Sheltered Instruction Strategy:
This semester you will have the opportunity to learn about a myriad of teaching strategies that you can use in your classroom to further support English learners' learning in the classroom. For this assignment you will work in groups of three people (you choose who you work with for this assignment) to select one approved sheltered instruction teaching strategy from the strategies resource/compilation provided (see Canvas for a PDF), record you implementing it, and sharing it with your peers on Canvas.

The video recording should be between 5-7 minutes. The video must include the following information:
1. Name of strategy
2. Short description of what the strategy entails (all the who/wh-)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60- 69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>
3. Demonstration of strategy
4. Strengths and weaknesses of strategy

The information above, except #3, will be included in a two-page summary that will be posted along with your video. The video will be shared under the course's discussion board's section for others to watch them and provide comments on specific weeks. See course schedule for when these are.

Please note that you do not have to appear on the video or use any special equipment to create it; you can use other resources to convey your message. Be creative. Some free resources/apps you can use include:
https://animoto.com
http://www.vivavideo.tv/
http://www.apple.com/imovie/

A sample video can be found here: https://youtu.be/Oth0BzRCK7Q

Attendance and Participation/Discussion Boards (100 points)
Your active participation in this class is expected. You will be expected to participate and contribute to discussions asynchronously through Canvas at least twice a week, every week. Your weekly postings on Canvas 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 weekly 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. Note that the format/content (not the frequency) for the discussions changes slightly by week. See the course schedule.

Note: There will be an additional discussion board posting you will be required to participate in. This posting has is entitled, “Introductions.” Please take a minute and introduce yourself. You’re welcome to record a video introduction in lieu of the written introduction if you have a smartphone or device that has video recording capabilities. See specifics on the discussion board.

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
Every week you will synthesize what you read, learned, and look forward to learning about based on the readings assigned as you answer the prompts provided for every week; note that the prompts vary depending on the topic and content being addressed that week. 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 viewpoints 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 Saturday 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, Saturday of each week.

You may also post clarifying questions and comments as well as direct responses.

Final Exam:
The final exam will be comprehensive and consist of multiple-choice questions covering the major topics of the course. It will be administered on Canvas.

Make-up Exams:
There will be no makeup exams since all quizzes and exams will be given on specific dates using Canvas. Students are required to take these during the time specified.

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 Higher Ed. We understand that textbooks and materials can be expensive, and we strive to not

- 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:** 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](http://www.uta.edu/coed/about/conceptual-framework.php)

**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://catalog.uta.edu/academicregulations/grades/#undergraduatetext](http://catalog.uta.edu/academicregulations/grades/#undergraduatetext);
# Course Schedule

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

**BEEP 4385.003 - Scheduled Assignments/Lecture topics**

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Standards &amp; Topics</th>
<th>Materials</th>
<th>Important Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Week 1</td>
<td>Key Topics:</td>
<td>Text:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>01/21/2020</td>
<td>1. Background of ELs</td>
<td>Echevarría, Vogt, &amp; Short: Chapter 1-Introduction to the SIOP® Method (pp. 1-23)</td>
<td>• Read course materials assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. School reform</td>
<td></td>
<td>• Overview of syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Academic Lang &amp; Literacy</td>
<td></td>
<td>• Review calendar of assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Effective Instructional Practice for ELs</td>
<td></td>
<td>• Watch video: TedTalk Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. SIOP® Model</td>
<td></td>
<td>• Discussion board (response by Thursday and replies by Saturday)</td>
</tr>
<tr>
<td></td>
<td>Week 2</td>
<td>Key Topics:</td>
<td>Text:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>01/28/2020</td>
<td>1. Realities of Sheltered Instruction</td>
<td>Herrera &amp; Murry: Chapter 6- Sheltered Method of Instruction (pp. 161 – 220)</td>
<td>• Read course materials assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Misconceptions &amp; realities with SI</td>
<td></td>
<td>• <strong>Chapter 1 - Review Sheet by Friday at 11:59 PM</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. SDAIE</td>
<td></td>
<td>• <strong>Quiz #1</strong> (Chapter 1). Quiz Opens on Friday and closes on Sunday at 11:55 PM.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. SIOP®</td>
<td></td>
<td>• Watch Introduction to SIOP Video</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• <strong>Module Discussion board</strong> (response by Thursday and replies by Saturday)</td>
</tr>
<tr>
<td>Module 2</td>
<td>Week 3</td>
<td>Key Topic:</td>
<td>Continue:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>02/04/2020</td>
<td>The SDAIE Method</td>
<td>Herrera &amp; Murry: Ch. 6- pp.175-176 SDAIE (Journal article)</td>
<td>• Read course materials assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• <strong>Chapter 6 - Review Sheet by Friday at 11:59 PM</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Watch Video: ELPS &amp; TELPAS</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Key Topics:</td>
<td>Text:</td>
<td>assignments</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Week 4   | 02/11/2020 | 1. Cognitive Methods and Learning Strategies  
2. Cognitive teaching methods for instructing CLD students. | Herrera & Murry: Chapter 5- CALLA Method of Instruction (pp. 117-160)                      | • Read course materials assigned  
• Chapter 5 - Review Sheet by Friday at 11:59 PM  
• Watch CALLA Method: https://youtu.be/PacnamltROk |
| Week 5   | 02/18/2020 | 1. Background  
2. Teaching ideas for Lesson Preparation  
3. Differentiating Ideas for Multi-level classes  
4. Rating Lessons  
5. The Lesson Teaching Scenarios | Echevarría, Vogt, & Short: Chapter 2- Lesson Preparation (pp. 25-64)                        | • Read course materials assigned  
• Ch. 2 Review Sheet by Friday at 11:59 PM  
• Quiz #2 (Chapters 6, 5, and 2). Quiz opens on Friday and closes on Sunday at 11:55 PM.  
• Watch Lesson Preparation Videos  
• Module Discussion board (response by Thursday and replies by Saturday) |
| Module 3 | Week 6     | 1. Background  
2. Ideas for Building Background  
3. Differentiating Ideas for Multi-level  
4. The Lesson  
5. Teaching scenarios  
6. Discussion of Lessons | Echevarría, Vogt, & Short: Chapter 3- Building Background (pp. 65-96)                        | • Read course materials assigned  
• Ch. 3 Review Sheet by Friday at 11:59 PM  
• Watch Transfer in Second Language Acquisition (video)  
• Watch Building Background (video)  
• Sheltered Instruction Strategy Group 1 & 2 |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Key Topics:</th>
<th>Text: Echevarría, Vogt, &amp; Short: Chapter 4 - Comprehensible Input (pp. 97-116)</th>
<th>Key Topics:</th>
<th>Text: Echevarría, Vogt, &amp; Short: Chapter 7 - Strategies (pp. 221-248)</th>
<th>Key Topics:</th>
<th>Text: Echevarría, Vogt, &amp; Short: Chapter 8 - Interaction (pp. 249-276)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Module 4**

<table>
<thead>
<tr>
<th>Module 4</th>
<th>Key Topics:</th>
<th>Text: Echevarría, Vogt, &amp; Short: Chapter 8 - Interaction (pp. 249-276)</th>
<th>Key Topics:</th>
<th>Text: Echevarría, Vogt, &amp; Short: Chapter 4 - Comprehensible Input (pp. 97-116)</th>
<th>Key Topics:</th>
<th>Text: Echevarría, Vogt, &amp; Short: Chapter 7 - Strategies (pp. 221-248)</th>
</tr>
</thead>
</table>
| Week 11 | Key Topics: | Text: Echevarría, Vogt, & Short: | • Read course materials assigned  
• Watch SIOP Practice and Application (Video)  
• Ch. 9 Review Sheet due by Friday at 11:59 PM  
• Sheltered Instruction Strategy Group 6 |
| --- | --- | --- | --- |
| 03/30/2020 | 1. Background  
2. Teaching Ideas for Practice and Application  
3. Differentiating for Multilevel classes  
4. The Lesson  
5. Teaching Scenarios Discussion of Lessons | Chapter 9 - Practice and Application (P&A) (pp. 277-296) | --- |

| Week 12 | Key Topics: | Text: Echevarría, Vogt, & Short: | • Read course materials assigned  
• Watch: SIOP Lesson and Delivery  
• Ch. 10 Review Sheet by Friday at 11:59 PM.  
• Quiz #4 (Chapters 8, 9 & 10). Quiz Opens on Friday and closes on Sunday at 11:55 PM.  
• Module Discussion board (response by Thursday and replies by Saturday) |
| --- | --- | --- | --- |
| 04/06/2020 | 1. Background  
2. Relationship between Lesson Preparation and Lesson Delivery  
3. Teaching ideas for Lesson Delivery  
4. Differentiating for Multilevel classes  
5. The Lesson  
6. Teaching Scenarios Discussion of Lessons | Chapter 10 - Lesson Delivery (pp. 297-316) | --- |

| Module 5 | Key Topics: | Text: Echevarría, Vogt, & Short: | • Read course materials assigned  
• Watch: Review and Assessment  
• Ch. 11 Review Sheet due by Friday at 11:59 PM.  
• Sheltered Instruction Strategy Group 7 & 8 |
| --- | --- | --- | --- |
| Week 13 | 1. Background  
2. Teaching Ideas for Review & Assessment  
3. Differentiating for Multilevel classes  
4. The Lesson  
5. Teaching Scenarios Discussion of Lessons | Chapter 11 - Review and Assessment (pp. 317-346) | --- |
| 04/13/2020 | | | --- |
| Week 14 | Key Topics:  
1. Issues of Reading and Assessment  
2. Assisting Struggling Learners: Response to Intervention (RTI)  
3. Issues related to SPED  
4. SPED Services: When Appropriate  
5. Teaching Ideas for SP needs | Text: Echevarría, Vogt, & Short: Chapter 12 - Issues of Reading, RTI and Special Education for English Learners (pp. 347-368) | • Read course materials assigned  
• No quiz or review sheet due this week. Will be due next week.  
• Watch English language learners with learning disabilities (video)  
• Sheltered Instruction Strategy Group 9 & 10 |
|---|---|---|---|
| Week 15 | Key Topics:  
1. Language differences vs. learning disabilities  
2. RTI process-3 tiered method | Text: Echevarría, Vogt, & Short: Continue: Chapter 12 - Issues of Reading, RTI and Special Education for English Learners | • Read course materials assigned  
• Ch. 12 Review Sheet due by Friday at 11:59 PM  
• Quiz #5 (Chapters 11 & 12). Quiz Opens on Friday and closes on Sunday at 11:55 PM.  
• Module Discussion board (response by Thursday and replies by Saturday) |
| Week 16 Thursday 05/04/2020 | Review for Final | • Final Exam – Comprehensive – TBD. Will be based off of the university’s schedule. | **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. Teacher help their ELLs 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.
UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

- **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/aao/fao/).

- **Disability Accommodations**

UTA 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 UTA 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.

**Non-Discrimination Policy:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

- **Title IX Policy**
- **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 face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UTA’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

- **Electronic Communication**
  
  UTA 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.

- **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/.

- **Final Exam Schedule**
  
  For semester-long courses, 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.

**Additional Information**

**Attendance:**

At UT Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. However, while UTA 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.” UTA instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning the grade of F, faculty will 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.

As the instructor of this section, I will take attendance using sign-in sheets. Students are expected to arrive on time to class. Students arriving late must see me at the end of class to be sure that they are counted present. Two tardies and/or leaving before dismissal will constitute an absence. Note: Students who fail to sign the attendance sheet will be counted absent. There is no appeal to this process. Your active participation in this class is expected. Lack of preparation for class will significantly affect your overall grade.

Participation will include in-class activities and discussions. Grading calculation for attendance will be as follows: Absences: 0 (100%), 1(90%), 2(80%), 3(60%), 4(50%), 5(0)

**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 individuals with disabilities.

Evacuation plans may be found at [http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php](http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php). Emergency/Fire Evacuation Procedures ([http://www.uta.edu/police/Evacuation Procedures.pdf](http://www.uta.edu/police/Evacuation Procedures.pdf)). The MaYAlert system will send information in case of an emergency to your cell phone or email account. Here is the link to subscribe: [https://mavalert.uta.edu/](https://mavalert.uta.edu/) or [https://mavalert.uta.edu/register.php](https://mavalert.uta.edu/register.php).

**Student Support Services:**

UTA 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](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 UTA.

Students can drop in, or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

The English Writing Center (411LIBR):
The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at [https://uta.mywconline.com](https://uta.mywconline.com).

Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

Optional.] The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center ([https://uta.mywconline.com](https://uta.mywconline.com)). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: 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](http://library.uta.edu/academic-plaza)

**Librarian to Contact:**
The librarian assigned to the College of Education is Mrs. Gretchen Trkay at gtrkay@uta.edu [http://www.uta.edu/library/help/subject-librarians.php](http://www.uta.edu/library/help/subject-librarians.php)

**Emergency Phone Numbers**

<table>
<thead>
<tr>
<th>In case of an on-campus emergency, call the UT Arlington Police Department at <strong>817-272-3003</strong> (non-campus phone), <strong>2-3003</strong> (campus phone). You may also dial 911.</th>
</tr>
</thead>
</table>

**Library Information**

**Research or General Library Help**

Ask for Help
- Academic Plaza Consultation Services ([library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza))
- Ask Us ([ask.uta.edu/](http://ask.uta.edu/))
- Research Coaches ([http://libguides.uta.edu/researchcoach](http://libguides.uta.edu/researchcoach))

Resources
- Library Tutorials ([library.uta.edu/how-to](http://library.uta.edu/how-to))
- Subject and Course Research Guides ([libguides.uta.edu](http://libguides.uta.edu))
- Librarians by Subject ([library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians))
- A to Z List of Library Databases ([libguides.uta.edu/az.php](http://libguides.uta.edu/az.php))
- Course Reserves ([https://uta.summon.serialssolutions.com/#!/course_reserves](https://uta.summon.serialssolutions.com/#!/course_reserves))
- Study Room Reservations ([openroom.uta.edu/](http://openroom.uta.edu/))

#####

**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.

**College Mission:**
*The mission of the UTA College of Education* is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:
- Effective teaching
- Active learning
- Quality research
College of Education’s Conceptual Framework:

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

· The first core value, Professionalism, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.

· The second core value, Knowledge, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

· The third core value, Leadership, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

· Research encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

· Diversity is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

· Technology is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible Partners for the Future – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.
**TExES Standards Addressed in BEEP 4385:**

<table>
<thead>
<tr>
<th>TExES ESL Education Standards</th>
<th>TExES Bilingual Education Standards</th>
<th>TExES #164 – Comp. Bilingual Education</th>
<th>TExES #154 – ESL Comp.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard II.</strong> The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.</td>
<td><strong>Standard II.</strong> The bilingual education teacher has knowledge of the foundation of bilingual education and the concepts of bilingualism and biculturalism.</td>
<td><strong>Competency 001</strong> – The 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.</td>
<td><strong>Competency 008</strong> - The beginning ESL teacher understands the foundations of ESL education and types of ESL programs.</td>
</tr>
<tr>
<td><strong>Standard III.</strong> The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.</td>
<td><strong>Standard III</strong> – The bilingual education teacher knows the process of first- and second language acquisition and development.</td>
<td><strong>Competency 002</strong> – The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).</td>
<td><strong>Competency 002</strong> - The beginning ESL teacher understands the processes of first-language (L1) and second language (L2) acquisition and the interrelatedness of L1 and L2 development.</td>
</tr>
<tr>
<td><strong>Standard IV.</strong> The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL</td>
<td><strong>Standard VI.</strong> The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.</td>
<td><strong>Competency 004</strong> – The beginning Bilingual Education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to</td>
<td><strong>Competency 003</strong> – The beginning ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective</td>
</tr>
<tr>
<td>Competency 004</td>
<td>Competency 006</td>
<td>Competency 007</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>The beginning ESL teacher understands how to promote student literacy development in English.</td>
<td>The beginning ESL teacher understands how to promote students' content area learning, academic language development, and achievement across the curriculum.</td>
<td>The beginning ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard VI.</strong> 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.</td>
<td><strong>Standard IV.</strong> The bilingual education teacher has a comprehensive knowledge of the development of literacy in the primary language.</td>
<td><strong>Competency 003—</strong> The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of bi-literacy.</td>
<td></td>
</tr>
<tr>
<td><strong>Competency 003</strong>— The beginning ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</td>
<td></td>
<td><strong>Competency 007</strong> - The beginning ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</td>
<td></td>
</tr>
</tbody>
</table>