

**WAYLAND BAPTIST UNIVERSITY**  
**DIVISION OF EDUCATION**  
**Virtual Campus**  
**Course Outline**  
**EDLI 4345**

**University Mission:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctly Christian environment for professional success, lifelong learning, and service to God and humankind.

**Course Number and Title:**

EDLI 4345: Teaching English as a Second Language

**Class Time:** Online course, First Eight Weeks Spring 2021; January 11<sup>th</sup>-March 6<sup>th</sup>

**Term and Date:** Spring 2021

**Catalogue Description:**

Methods of teaching ESL for bilingual and ESL teachers. Instructional strategies are developed for transitioning to English and mainstreaming second language English- speakers. An emphasis of the course is on developing instructional procedures for teaching reading and writing along with developing oral language. Content/subject sheltered instructional techniques.

**Required Resource Materials:**

1. Hill, J.D. and Miller, K. (2013). Classroom Instruction That Works with English Language Learners. Alexandria, VA: ASCD. 2<sup>nd</sup> edition. ISBN: 978-1416616306
2. Diaz-Rico, L. (2012). Strategies for Teaching English Learners, 3<sup>rd</sup> ed. Pearson. ISBN 978-0132685184

**Instructor:** Dr. Amy Barrios [Amy.barrios@wayland.wbu.edu](mailto:Amy.barrios@wayland.wbu.edu)

**Phone:** C: 915-253-0575

**Attendance Policy:**

Because this is an online course, absences are not recorded. However, course participation is expected and students must designate time each week to complete required readings, discussions, and tasks. No late work is accepted. With the exception of the first and final weeks, all assignments are due on Sunday evenings at midnight, CST. All assignments are submitted through Blackboard.

**Provisions for Special Needs:**

It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

**Plagiarism Policy:**

Intellectual integrity and truthfulness are fundamental to scholarship. Plagiarism is a form of cheating. Plagiarism occurs when a student fails to give proper credit when information is either quoted or paraphrased or when a student takes credit for another person's work. Plagiarism may result in an "F" in the course or expulsion from the class or the University.

**Course Objectives:**

Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Understand fundamental language concepts and know the structure and conventions of the English language.
2. Understand the process of first-and second-language acquisition and use this knowledge to promote students' language development in English.
3. Understand ESL teaching methods and use this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
4. Understand the factors that affect ESL students' learning of academic content, language, and culture.
5. Understand formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and use assessment results to plan and adapt instruction.

The more the student puts into the course, the higher his or her outcome competencies will be.

**Course Outcome Competencies:**

Domain II ESL Instruction and Assessment Competency 003, 004, 005, 006, 007

**Course Requirements:**

It is very important for teachers to effectively communicate ideas to colleagues, parents, and administrators. Writing clear and error free English is a priority at Wayland's Division of Education. Therefore, each student's ability to express his/her knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from readings, discussions, and field experiences will be taken into consideration, as will correct and appropriate format and organization.

<b>Discussions (4, including Introduction, @ 25 points each)</b>	<b>100 points</b>
<b>Lesson Plans</b>	<b>75 points</b>
<b>Graphic Organizer assignment</b>	<b>25 points</b>
<b>Article Sharing</b>	<b>25 points</b>
<b>Case Study Analysis</b>	<b>25 points</b>
<b>Countdown Paper</b>	<b>25 points</b>
<b>Interview Project</b>	<b>75 points</b>
<b>Strategy Peer Teach</b>	<b>50 points</b>
<b>Video Reflection</b>	<b>50 points</b>
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	<b>450 points</b>

*Written work in this course must be prepared according to APA style. An APA Manual (7<sup>th</sup> edition) is also recommended for this course.*

### **University Grading Policy**

A = 90 – 100% B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 0 – 59%

## Course Calendar

*All Assignments due at Midnight on the Due Date listed.*

*Assignment specifics can be found in the Assignments tab of Blackboard.*

Week 1: (01/13/21)

Due: Faculty Expectations post, Read Syllabus, Course Introductions, Purchase texts, syllabus quiz

**\*This week due Wednesday**

Week 2: (01/24/21)

Book Walk Diaz-Rico, Chapter 1 Hill & Flynn Strategy Peer Teach

Week 3: (01/31/21)

Due: Countdown Paper

Read Chapters 2 & 3, Hill & Flynn, Chapters 1-3 Diaz-Rico

Week 4: (02/07/21)

Due: Case Study Analysis

Read Chapters 4 & 5 Hill & Flynn, Chapters 4-6 Diaz-Rico

Week 5: (02/14/21)

Due: Top Ten List

Read Chapters 6 & 7 Hill and Flynn, Chapters 7-9 Diaz-Rico

Week 6: (02/21/21)

Due: Article Sharing; Video Reflection Paper

Read Chapters 9, 10, 11 Hill and Flynn, Chapters 10, 11, 14 Diaz-Rico

Week 7: (02/28/21)

Due: Lesson Plans, extra credit due

Read Chapter 12 Hill and Flynn, Chapters 12 and 13 Diaz-Rico

Week 8: (03/04/21) **(This is a Thursday, not a Sunday)**

Due: Interview Project, Final remarks (Discussion)

Review external links and supplemental articles available, Appendices for Diaz-Rico

**\*All assignments due Sunday evening (midnight, CST) on date listed, except weeks 1 and the final exam.**