****

**SCHOOL OF Education**

**Virtual Campus**

|  |
| --- |
| **Mission Statement** |
| **Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.** |

**Course Number and Title:** EDLI 5345 Teaching English as a Second Language

**Term and Dates:** Summer 2018 May 28 – August 11, 2018

**Instructor:**  Dr. Sylvia Phipps

**Office:** Room A227 Alamo University Center

8300 Pat Booker (Loop 1604)

Live Oak, TX 78218

**Phone:** 210 486-5812 office 830 832-9914 cell

**Email:** [phippss@wbu.edu](mailto:phippss@wbu.edu)

### Office Hours: Monday 1:00 – 6:00

Thursday 1:00 – 6:00

**Class Time & Location:** Virtual Campus – Students participate weekly

**Catalog Description** Methods of teaching ESL for bilingual and ESL teachers. Instructional strategies for transitioning to English and mainstreaming second language English-speakers. An emphasis on developing instructional procedures for teaching reading and writing, and developing oral language. Content/subject sheltered instructional techniques. Analyzing strategies for assisting speakers of other languages to become English proficient.

**Required Textbook**:

* Díaz-Rico, Lynne T. (2013). *Strategies for Teaching English Learners*. Third Edition. Pearson A & B.

**Requirements for Technology:**

1) How to communicate with the professor: I prefer to be emailed at [phippss@wbu.edu](mailto:phippss@wbu.edu)

2) **Access to the internet on a weekly basis is a requirement for this course**; we will use Blackboard as the learning system.

3) Familiarity with Microsoft Word, PowerPoint, and other software common to the practice of education is required for successful completion of the course.

4) Access to WBU Learning Resources www.wbu.edu/lrc

**Course Outcome Competencies:** 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 processes 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 ESL programs and use assessment results to plan and adapt instruction.

6. Lead second-language learners and others to a better understanding of concepts related to the structure and conventions of the English language.

**Means For Assessing Student Achievement Of The Outcome Competencies:**

* + 1. Weekly Discussion Board Questions
    2. Reading Logs – Weekly
    3. Research Paper
    4. Field Experience/Observations – 8 hours

**Attendance Requirements**: As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**Virtual Campus Participation Policy:** Students are expected to submit class assignments with punctuality. Students are encouraged to communicate promptly with the professor (*using* t*he message system*) when necessary, in order to keep pace with the requirements of this course.

**Statement On Plagiarism And Academic Dishonesty**: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Wayland “expects students to be honest in all of their academic work. By enrolling, students agree to adhere to the highest standards of academic honesty and integrity and understand that failure to comply with this pledge may result in academic and disciplinary action.”

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one’s own thought, whether the other’s work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.* Examples

include:

1. Quoting another person’s actual words.

2. Using another person’s idea, opinion, or theory, even if it is completely

paraphrased in one’s own words.

3. Drawing upon facts, statistics, or other illustrative materials — unless the

information is common knowledge.

4. Submitting a paper purchased from a term paper service as one’s own work.

5. Failing to accurately document information or wording obtained on the World Wide Web.

6. Submitting anyone else’s paper as one’s own work.

7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.

8. Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another.”

Source: <http://www>.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty. See catalog for more information about academic dishonesty.

**Disability Statement**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

It is the responsibility of the student to inform the instructor, during the first week of class, if accommodation arrangements have been made with the coordinator of Counseling Services.

**Methods Of Instruction:** The delivery system for the course will consist of internet supported instruction utilizing several of the Blackboard components.

#### EVALUATION: University Grading System:

A 90-100 Cr for Credit

B 80-89 NCR No Credit

C 70-79 I Incomplete\*

D 60-69 W for withdrawal

F below 60 WP Withdrawal Passing

WF Withdrawal Failing X No grade given

IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

**\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**Course Grading Criteria:**

This course consists of many assignments. In order to avoid falling behind, all assigned work must be submitted when due. **Late work will not be accepted**. In extreme circumstances, an exception may be made only if permission is obtained from instructor prior to the assignment due date, and there will be a decrease in point value. There will be no point value given after seven days. I ***do not*** give extra credit work if/when you score poorly on an assignment or test; always submit your best work.

|  |  |
| --- | --- |
| **Assignments** | **Points** |
| 1. **Reading Logs (4 @ 50 points)** | **200** |
| 1. **Research Paper** | **500** |
| 1. **8 Hours Field Experience** | **100** |
| 1. **Discussion Board Questions (10 @ 20 points each)** | **200** |
| **TOTAL POINTS** | **1000** |

Grading Scale

1000 - 900 = A

899 - 800 = B

799 - 700 = C

699 - 600 = D

Less than 600 = F

**Grade Appeal: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, *or lowered* at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”**

**Required Coursework:**

* **Field Experience (8 hours): All students are required to participate in an 8 hour field experience to receive credit for the course.**

The field experience is an important and valuable part of the course for several reasons. Therefore, my goal is for students to gain **deliberately-structured real world experiences** that are **PERSONALLY MEANINGFUL** and help make an informed decision about teaching as a career. Because I care more about the individual student’s goals for the field experience, I encourage students to provide alternative ways to document and make meaningful their experiences. Your focus should be Dual Language, Bilingual, Newcomer Centers and ESL Programs.

**Criminal Background Check: DO THIS IMMEDIATELY.** Most local school districts require that you complete a criminal background check to be on campus. Check on the District’s website under the Human Resources department for information. Please note: North East ISD Northside ISD (San Antonio, TX) will only take requests from me.

**Think out-of-the-box in terms of what you want to learn, and how you could systematically engage in and document those experiences**. We all have preconceived notions of what teaching involves, so maybe design the field experience around testing those assumptions (e.g., “Teachers only work 9 months per year and have summers off.” **Or** “TEKS are forcing teachers to ‘teach-to-the-test”). Why not arrange to interview a number of teachers from across the different grades and subjects? Look for best practices, classroom management, routines, problem-solving strategies, questioning techniques and students’ reaction on what they are doing. Focus on topics highlighted this semester.

Each time you visit your field experience, you will write up your observations and your analysis of those observations.

**Professional Attire & Demeanor**

Schools are under no official obligation to accept our students. Please dress appropriately, as we all depend on the impression each one of us makes on the school through our demeanor, professionalism, and politeness.

**Procedure for Canceling or Re-Scheduling a School Visit:**

In the event that you cannot visit a school at the pre-scheduled time due to an emergency, call the school at least one day in advance (preferably a week in advance) to let the school know that you will be unable to attend. During your conversation with the school, identify yourself fully, including your name, your university, the course you are enrolled in (EDLI 5345), and the day and time you were supposed to visit. To re-schedule a visit, ask the school whether they would allow you to re-schedule your visit with that school for another day and time. If they allow you to re-schedule, then make sure that you give them your name, ask them to include it in their calendar, and ask the name of the person that just confirmed your reservation.

* **Discussion Board Questions**: Student will participate in the discussion of 10 questions. Each student will make an initial response to the question by Wednesday of each week. The student will then respond to at least one peer response by Sunday at the end of the week. It is important that everyone submit their initial response by Wednesday, this will allow you and your peers to respond to the questions.
* **Reading Logs (4):** One of the most difficult tasks in teaching is to maintain motivation while requiring accountability. This is true particularly for reading that is assigned. Read all assigned text chapters. Keep a reading log which cites at least five key points. Relate the reading to other information you have read or have heard from peers in Discussion Board. Being a reflective practitioner is critical in the teaching professional. **Reflections** (most important part of the assignment) should answer the question-How does this information apply to me in my teaching situation? Write some of your ideas, questions, thoughts, reflections and emotions to the children’s literature and academic materials you read during this class. Capture you “ah-ha’s”. Analyze, interpret, and ask questions. Make connections to other readings and course work, to your own life, and to teaching. Cite specific connections to your situation. Personal responses are idiosyncratic and there are no “correct answers.” Note that writing conventions are important. Credit will be based on your attempts to explore your thinking and feelings.

### Research Paper: Students will write a 5 to 7 page Research paper on an ESL topic of their choice. A good place to start is: [Colorín Colorado: A bilingual site for families and educators ...](http://www.colorincolorado.org/)www.colorincolorado.org. Please e-mail your topic choice for approval. Use APA format only. See Blackboard for examples of APA.

**Tentative Schedule. Professor reserves the right to change the scheduled.**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Assignments Due** |
| **Week 1**  **May 28 – June 3** | **Read – Ch 1 -** Who are English Learners and Their Teachers?  **Read – Ch** **2-** Critical Roles for Teachers | **Discussion Board Question #1** |
| **Week 2**  **June 4 – June 10** | **Read – Ch 3-**Views of Teaching and Learning  **Read** **- Ch** **4-**Performance-Based Learning | **Discussion Board Question #2**  Complete Reading Log #1 – Write one, incorporate reflections from what you have read so far. |
| **Week 3**  **June 11 – June 17** | **Read** **- Ch** **5-**Learner Strategies and Learner-Focused Teaching | **Discussion Bd Question #3** |
| **Week 4 June18 –June 24** | **Read** **- Ch 6-**Oracy Instruction that Builds on the First Language  **Read – Ch 7** - Literacy Instruction for English-Language Development | Complete Reading Log #2  **Discussion Bd Question #4** |
| **Week 5**  **June 25 – July 1** | **Read – Ch 8 -** Learning Processes and the Imaginary | **Discussion Bd Question #5** |
| **Week 6**  **July 2 – July 8** | **Read Ch 9-**Grammar Through Integrated Language Skills and Wonderful English | **Discussion Bd Question #6** |
| **Week 7**  **July 9 – July 15** | **Read Ch 10-**Culturally Based Language Teaching  **Field Experience DUE** | Complete Reading Log #3  **Discussion Bd Question #7** |
| **Week 8**  **July 16 – July 22** | **Read Ch 11-**Discourse in the Classrooms of English | **Discussion Bd Question #8**  **Field Experience Form DUE** |
| **Week 9**  **July 23 – July 29** | **Read Ch 12-**Dual-Language Proficiency | **Discussion Bd Question #9**  **Research Paper DUE** |
| **Week 10**  **July 30**  **– Aug 5** | **Read Ch 13** Teaching English Context | **Discussion Bd Question #10** |
| **Week 11**  **Aug 6 – Aug 11** | **Read – Ch 14** Building a Community of Learners  **Read – Ch 15** Project-Based Learning and Service Learning | Complete Reading Log #4 |

**TExES Competencies for English as a Second Language (ESL)/Generalist EC-6 (193)**

|  |
| --- |
| **DOMAIN II—ESL INSTRUCTION AND ASSESSMENT** |
| **Competency 003** |
| THE ESL TEACHER UNDERSTANDS ESL TEACHING METHODS AND USES THIS |
| KNOWLEDGE TO PLAN AND IMPLEMENT EFFECTIVE, DEVELOPMENTALLY |
| APPROPRIATE INSTRUCTION. |
|  |
| The beginning teacher: |
|  |
| A. Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing). |
|  |
| B. 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. |
|  |
| C. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence. |
|  |
| D. Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning. |
|  |
| E. Applies effective classroom management and teaching strategies for a variety of |
| ESL environments and situations. |

|  |
| --- |
| **Competency 004** |
| THE ESL TEACHER UNDERSTANDS HOW TO PROMOTE STUDENTS’ COMMUNICATIVE |
| LANGUAGE DEVELOPMENT IN ENGLISH. |
|  |
| The beginning teacher: |
|  |
| 1. Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands. |
|  |
| B. Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English. |
|  |
| 1. Applies knowledge of practices, resources and materials that are effective in promoting students’ communicative competence in English. |
|  |
| 1. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English. |
|  |
| 1. Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2. |
|  |
| 1. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development. |
|  |
| G. Knows how to provide appropriate feedback in response to students’ developing English language skills. |

|  |
| --- |
| **Competency 005** |
| THE ESL TEACHER UNDERSTANDS HOW TO PROMOTE STUDENTS’ LITERACY DEVELOPMENT IN ENGLISH. |
|  |
| The beginning teacher: |
|  |
| A. Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands. |
|  |
| B. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students’ literacy in English. |
|  |
| C. 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). |
|  |
| D. Knows factors that affect ESL students’ reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students’ reading comprehension in English. |
|  |
| E. Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2. |
|  |
| F. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students’ literacy development. |
|  |
| G. Knows personal factors that affect ESL students’ English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors. |

|  |
| --- |
| **Competency 006** |
| THE ESL TEACHER UNDERSTANDS HOW TO PROMOTE STUDENTS’ CONTENT-AREA |
| LEARNING, ACADEMIC-LANGUAGE DEVELOPMENT AND ACHIEVEMENT ACROSS THE CURRICULUM. |
| The beginning teacher: |
| A. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction; engaging students in critical thinking; and developing students’ cognitive-academic language proficiency. |
|  |
| B. Knows instructional delivery practices that are effective in facilitating ESL students’ comprehension in content-area classes (e.g., preteaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using hands-on and other experiential learning |
| strategies; using realia, media and other visual supports to introduce and/or reinforce concepts). |
|  |
| C. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students’ cognitive- academic language development and content-area learning. |
|  |
| D. Knows personal factors that affect ESL students’ content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors. |
| **Competency 007** |
| PROCEDURES AND INSTRUMENTS USED IN ESL PROGRAMS AND USES ASSESSMENT |
| RESULTS TO PLAN AND ADAPT INSTRUCTION. |
| The beginning teacher: |
| A. Knows basic concepts, issues and practices related to for different purposes in the ESL program (e.g., diagnosis, program evaluation, test design, development and interpretation and uses this knowledge to select, adapt and develop assessments proficiency). |
|  |
| B. Applies knowledge of formal and informal assessments used in the ESL classroom |
| and knows their characteristics, uses and limitations. |
|  |
| C. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results. |
|  |
| D. Knows state-mandated LEP policies, including the role of the LPAC, and procedures for implementing LPAC recommendations for LEP identification, placement and exit. |
|  |
| E. Understands relationships among state-mandated standards, instruction and assessment in the ESL classroom |
| . |
| F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals. |