



RDG 448.001 Integrated Learning: Global/Characteristics of ELL's in Field-Based Settings
COURSE SYLLABUS
Fall 2014

Instructor(s): Susan Williams
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Office Hours: Tuesdays & Thursdays 8:00-9:00 am and 11:30 am-1:30 pm
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

- *Texas TExES Generalist EC-6 (191) w/Online Practice Exam* by Luis A Rosado
ISBN-10: 0-7386-1051-8 or **ISBN-13:** 978-0-7386-1051-1
- *Field-Based Teacher Education Program Handbook* [revised July 2013].

Course Description:

The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments including the SOLOM will be studied. This course explores the integrated nature of learning with reading as content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisite EIED 300; Rdg 350, 370; admission to teacher education program; placement in a CPDT center; minimum overall GPA of 2.5 and must have passed TSI.

This course is taught in an integrated manner during seminar by Center Faculty and includes ELED 437, 438 and 443.

Student Learning Outcomes:

The following learner outcomes are specific to the EC-6 English language arts and reading standards. While engaged in learning and teaching, the intern will show evidence that s/he understands:

- the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students to develop listening and speaking skills;
- the fundamental language concepts and knows the structure and conventions of the English language;
- the processes of first-language (L1) and second language (L2) acquisition and the interrelatedness of L1 and L2 development;
- the ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction;
- the importance of utilizing formal and informal assessment data to inform instruction;

- factors that affect ESL students learning and implement strategies;
- the components of phonological and phonemic awareness and utilizes a variety of approaches to help students develop this awareness and its relationship to written language;
- the importance of the alphabetic principle to reading English, knows the elements of the alphabetic principle, and provides instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways;
- that literacy develops over and time and progresses from emergent to proficient stages and uses a variety of contexts to support the development of literacy;
- the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency;
- the importance of reading for understanding, know the components of comprehension, and teach strategies for improving students' comprehension;
- that writing to communicate is a developmental process and provides instruction that helps students develop competence in written communication;
- how students use and develop writing conventions;
- the basic principles of assessment and the use of a variety of literacy assessment practices to plan and implement literacy instruction for their students;
- the importance of illustrations and concrete examples with use of hands-on experiences, as well as content and vocabulary development for English language learners---example: use of cognates with English learners;
- that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level;
- the recommendation process for dyslexia assessment and 504 procedures;
- the use of Response to Intervention (RTI) as a process to identify students at risk of dyslexia, as well as learning disabilities; and
- how to provide instructional modifications and early intervention strategies to support the needs of students at risk of dyslexia.
- how students will be able to view themselves as engaged citizens within an interconnected and diverse world

ENGLISH LANGUAGE ARTS AND READING EC–6 STANDARDS

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

COURSE REQUIREMENTS

Required Seminar Courses: ELED 437, 438, 443 and RDG 448

1. *Attendance*— on time—at **all** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
3. A weekly *Reflection Journal* of informal observations, reflections, and/or writing-to-learn activities in which teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity are discussed.
4. Six formal written observations of mentors' lessons. [3 per rotation]
5. Six lessons (planned, taught, and evaluated). [3 per rotation] A minimum of one lesson per rotation should be evaluated by the liaison
6. Weekly seminar activities as assigned in seminar.
7. Weekly *Individual Teacher Education Plans* (ITEPs) of planned and completed activities.
8. Teaching Inquiry Project –final project due in residency.
9. Technology requirements will be met by the use of eCollege/Dropbox as well as utilizing technology to teach lessons in the EC-6 classroom.
10. A digital *ePortfolio* that showcases growth as a teacher
11. Extension activities following chapter readings related to the course content
12. Register for TExES Certification Exams.
13. Check degree evaluation for accuracy.

Instructional / Methods / Activities Assessments

Instructional methods in this course will be delivered in a seminar setting, including but not limited to, lectures, discussions, internet researches, modeling, displays and presentations, classroom applications of TEKS & TExES Competencies, state standards, mini-teaches, and classroom teacher presentations. Also, instructional strategies utilized by the instructor will stress the importance of illustrations and concrete examples with use of hands-on experiences, as well as modeling content and vocabulary development for English language learners--- example: use of cognates with English learners. Instructor will model effective lesson design.

Content Lesson Requirements:

Lesson Plan – each formal lesson that is evaluated should be developed around Lesson Design or the 5 –E model and should include:

- TEKS objectives
- accommodations and modifications, including but not limited to...ELL's, gifted, and/or special needs
- at least one visual aid
- integration of technology and children's literature is encouraged

Formal Lesson Evaluation Requirements:

- Turned into mentor:
 - lesson plan
 - self-reflection using the evaluation tool
- Turned into liaison:
 - lesson plan
 - mentor's evaluation of lesson
 - a copy of liaison's formal evaluation of lesson

Global Characteristics of ELL Students Requirement

Take a tally in your classroom of any multicultural literature that you find. You will incorporate one of these books into your content area lesson that is presented with your group during seminar.

Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class or via email by the instructor. Students who are unable to attend class due to an emergency should check their email, and connect with class peer to obtain information missed.

Final Grading

Grading will reflect a combination of seminar and field work. **Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress.**

The following holistic scoring will be utilized:

A (90 – 100%) = Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date

B (80 – 89%) = Developing. Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments by due date

C (70 – 79%) = Needs Improvement. Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.

D (less than 70%) = Not recommended for teacher certification

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this web enhanced course:

Internet connection – high speed recommended (not dial-up)

Word Processor (Microsoft Office Word – 2003 or 2007)

Access to University Library site

Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

This course may be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuccommerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The instructor(s) of this course will be available to students before, during, and after seminar. They also may be contacted through email and phone.

Instructor(s) and Email: Susan Williams M.Ed susan_Williams@tamuccommerce.edu
Deah McCoy M.Ed dmccoy005@aol.com
Dianne Williams M.Ed beardianne@aol.com

US Mail: Mesquite Metroplex

Office: Suite 600

Telephone: 972-882-7533

FAX: 972-613-7566

Office Hours: Monday 1:00 – 4:00 and Tuesdays 2:00 – 4:00 Other times by appointment

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Suggested web resources to students for reference regarding what constitutes plagiarism and how to avoid it.
<http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtm>

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

The use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco is prohibited inside and adjacent to any building owned, leased, or operated by A&M – Commerce.