



Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

## **EDCI 412-01W ELL THEORY AND PRACTICE**

COURSE SYLLABUS: SPRING 2022

### **INSTRUCTOR INFORMATION**

**Instructor:** Ana Castillo, Clinical Instructor

**Office Location:** Mesquite ISD Professional Development Services Building

**Office Hours:** Online

**Office Phone:** 903-886- 5537

**Office Fax:** 903-886-5581

**University Email Address:** ana.castillo@tamuc.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** 24 hours Monday-Friday 8-5

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

**Textbook(s) Required:** None

**Software Required:**

Certified Teacher (\$80)

<https://www.certifyteacher.com/productos/detail/english-as-a-second-language-supplemental>

**Other Materials:**

TEA Preparation Manual (free)

<https://tea.texas.gov/sites/default/files/Final%20ESL%20154%20Test%20Prep%20Manual%20-Accessible%209-18-19.pdf>

Supplementary readings and handouts for activities during class sessions are listed on the course calendar and available through links on the website course.

*The syllabus/schedule are subject to change.*

## Course Description

An introduction to the laws, philosophies and theories of ESL schooling with an emphasis on the evolution of language policy and the sociological, psychological, and legal implications. Students will gain knowledge of effective oral language and literacy practices for English Language Learners in grades K-12. Provides students with opportunities to reflect on their own language learning and schooling experiences then compare them to practices shown by research to be effective. 3 semester hours.

## Student Learning Outcomes

The student will ...

1. identify and understand theories of L1 and L2 acquisition and development.
2. understand the role of culture in language development and academic achievement.
3. value bilingualism, biliteracy and multiculturalism and become an advocate for English learners.
4. apply best practices for teaching ELLs
5. prepare for the English as a Second Language Supplemental (#154) certification exam.

## Course Objectives:

This course is designed to help prepare students for the English as a Second Language Supplemental (#154). We will focus on the following standards for the Supplemental tests:

## English as a Second Language Standards:

- **Standard I:** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language: 1.1k, 1.2k, 1.3k
- **Standard II:** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment: 2.1k, 2.2k, 2.3k, 2.4k
- **Standard III:** The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English: 3.2k, 3.3k, 3.4k, 3.5k
- **Standard IV:** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction: 4.1k,
- **Standard V:** The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture: 5.2k

## English Language Proficiency Standards (ELPS)

- **(c) Cross-curricular second language acquisition essential knowledge and skills.**

**(1) Cross-curricular second language acquisition/learning strategies.**

The beginning teacher understands and teaches language learning strategies to students to develop their awareness of their own learning process in all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student's level of English Language Proficiency: A, G

**(2) Cross-curricular second language acquisition/listening.**

*The syllabus/schedule are subject to change.*

The beginning teacher understands and teaches ELLs to listen to a variety of speakers to gain an increasing level of comprehension of newly acquired language in all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student's level of English Language Proficiency: E

**(3) Cross-curricular second language acquisition/speaking.**

The beginning teacher must understand and recognize that ELLs speak in a variety of modes for a variety of purposes, with an awareness of formal/informal registers using vocabulary with increasing fluency and accuracy in language arts and all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student's level of English Language Proficiency: E

**(4) Cross-curricular second language acquisition/reading.**

The beginning teacher must understand and recognize that ELLs read a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student's level of English Language Proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text: E

- **(D) Proficiency Level Descriptors**

- (1) Listening: Kindergarten – Grade 12
- (2) Speaking: Kindergarten – Grade 12
- (3) Reading, Kindergarten – Grade 1
- (4) Reading, Grades 2 – 12
- (5) Writing, Kindergarten – Grade 1
- (6) Writing, Grades 2 – 12

## **Science of Teaching Reading Competencies**

- **Domain II-Reading Development Foundational Skills**
  - **Competency 003** (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to the development of oral language, including second language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of gradelevel oral language skills: H, I, J, K, L

## **Technology Applications for All Teachers Standards**

- **Standard I:** All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products: 1.1k , 1.3k
- **Standard II:** All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning: 2.2s, 2.3s

*The syllabus/schedule are subject to change.*

- **Standard III:** All teachers acquire, analyze, and manage content from digital resources: 3.1k, 3.1s
- **Standard V:** All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources: 5.2s, 5.3s, 5.6s
- **Standard VI:** All teachers demonstrate a thorough understanding of technology concepts, systems, and operations: 6.1k, 6.1s, 6.2s, 6.5s, 6.8s, 6.9s, 6.12s
- **Standard VII:** All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum: 7.2k, 7.10s, 7.11s

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system, using Microsoft Word and PowerPoint

### **Instructional Methods**

#### **How the Course is organized**

On each “Unit” page, there are links to supplementary readings and handouts for class activities. **Students should save these.**

**Complete instructions for all written assignments are included in the online unit scheduled for when the assignment is due.** Find each Assignment link by clicking on the appropriate “Unit” link on the left navigation bar which will then reveal the Assignment link below it. The online instructions provide step by step directions for how to accomplish the assignments and other resources such as rubrics. Please review these instructions and all associated documents carefully before beginning your assignments.

### **Student Responsibilities or Tips for Success in the Course**

Students should regularly log on to the course website, check for online instructor feedback and email the professor if they don’t understand something.

When students log on to the course, they should check to see if there are any announcements. I may also post here such things as changes in the schedule when assignments are due or provide further clarifications for specific assignments.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

*The syllabus/schedule are subject to change.*

C = 70%-79%  
D = 60%-69%  
F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

Quizzes	25%
Discussion Responses	25%
Lesson Plan	25%
Certify Teacher Practice Exams	25%
TOTAL	100%

**1. Quizzes:** 5 quizzes (25% of total course grade):

The student will have one week to complete each online quiz. Students will be allowed to take the quiz three times.

Student Learning Outcomes: The student will...

#1: identify and understand theories of L1 and L2 acquisition and development.

#2: understand the role of culture in language development and academic achievement.

Assessment Method: Multiple-choice, true/false and matching items

**2. Discussion Responses:** 5 Responses (25% of total course grade)

Submit responses over selected bilingual/ESL issues. Students will be required to post an initial discussion of at least 400+ words to the assigned topic. The initial discussion response may be submitted up to one week late, but peer responses will not be accepted late. Then, respond to at least two classmates within two days of the initial discussion post due date.

Student Learning Outcomes: The student will...

#1: understand and apply theories of L1 and L2 acquisition and development.

#2: value bilingualism, biliteracy and multiculturalism and become an advocate for English learners.

Assessment Method: Response rubric. Discussion postings must be substantive or the student will not be given full credit, if it is apparent to the professor that students have not spent enough time or effort in writing the responses. For example, "I agree. You are absolutely right," does not constitute a substantive response.

**3. SIOP Based Lesson Plan:** (25% of total course grade):

Students will create selected parts of a SIOP lesson plan. Students will include differentiated activities to meet the needs of English language learners at different English proficiency levels.

Student Learning Outcome: The student will...

#4: apply best practices for teaching ELLs

*The syllabus/schedule are subject to change.*

Assessment Method: Lesson Plan & Demo Rubric

**4. Certify Teacher Practice (25% of total course grade):**

Exceed course requirements on practice ESL Supplemental certification exam.

Assessment Method: Submission of ESL Supplemental practice and exam score reports.

Student Learning Outcome: The student will...

#5: prepare for the English as a Second Language Supplemental (#154) certification exam.

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

*The syllabus/schedule are subject to change.*

## Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## Interaction with Instructor Statement

Please allow 24 hours for an email response and seven to ten days for feedback from the due date of assignments.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

**Professionalism Component:** You are expected to demonstrate a professional attitude at all times. This includes respecting the thoughts of your peers as well as your instructor. Also included is the following: accepting constructive criticism, turning in high quality work and understanding that this is a growth experience.

**Plagiarism:** Plagiarism will result in a grade of F for the assignment and possibly the course. Further infractions could result in dismissal from the teacher education program. Plagiarism consists of copying directly from a source without properly citing the source. It is also using someone else's work and claiming it as your own. For more information see <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.plagiarism.org/>.

**Cite your Sources** (from 5% to 100% subtracted if not followed):

APA (American Psychological Association) style should be used for all references. Include a citation in the body of your report (Author, Year, page number) and a bibliography at the end. A complete guide to APA style is available at <http://owl.english.purdue.edu/owl/resource/560/01/>.

### Late turn-ins:

- All assignments are to be completed and uploaded by midnight on the day they are due. For each day the assignment is submitted late, 5% will be subtracted from the total grade. Quizzes and peer responses will not be accepted late.
- Late assignments will be accepted up until one week after the due date, after that time, no work will be accepted for any credit.
- Quizzes and peer responses will not be accepted for late credit.

**The quizzes** will be available online 5 days prior to their due dates. You will have three attempts to take the quiz prior to the due date. You will have a time limit to complete the quiz and submit it. Upon submission you will immediately get a numeric score report which will tell you the number of questions missed, but not which questions. **The day after** the testing window is closed you will be able to return to the exam, seeing which items you got correct and which you missed. **Quizzes cannot be taken late.**

*The syllabus/schedule are subject to change.*

## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

*The syllabus/schedule are subject to change.*

## **Students with Disabilities-- 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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**Department or Accrediting Agency Required Content See Texas Education Agency (TEA) Teacher Standards under course requirements**

*The syllabus/schedule are subject to change.*

## **COURSE OUTLINE / CALENDAR**

Course outline/calendars will be distributed by the instructor at the start of the course.

*The syllabus/schedule are subject to change.*