



EDCI 412-01W ELL THEORY AND PRACTICE

COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor:	Dr. Kimberly Muñoz, Adjunct Professor	
Office Location:	Online	
Office Hours:	Online	
Office Phone:	N/A	
Office Fax:	N/A	
University Email Address:	Kimberly.Munoz@tamuc.edu	
Preferred Form of Communication:	Email	
Communication Response Time:	24 hours (M-F)	

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>

Optional Texts and/or 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: The ESL teacher ...

- Standard I: understands fundamental language concepts and knows the structure and conventions of the English language.
- Standard II: has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
- Standard III: understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English
- Standard IV: understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- Standard V: has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint

The syllabus/schedule are subject to change.

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%
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%

The syllabus/schedule are subject to change.

Assessments

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: 3 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

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.

The syllabus/schedule are subject to change.

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

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.

Email: I will be checking emails every morning Monday-Friday. I will not be checking my email on the weekends, so as to spend time with my family.

The syllabus/schedule are subject to change.

Zoom: I highly recommend scheduling zoom conferences with me when you have a more complicated question and/or you would like in-depth feedback about your work. When you contact me about a zoom conference, please give me a few days/times when you are available so that I can arrange a meeting with you.

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.

The syllabus/schedule are subject to change.

- 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.**

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).
<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](#) webpage and [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](#)

The syllabus/schedule are subject to change.

<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>

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

Website: [Office of Student Disability Resources and Services](#)

<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

The syllabus/schedule are subject to change.

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

COURSE OUTLINE / CALENDAR

U	Live Session	Unit Topic	ESL Prep. Guide pp.	Assignment	Assignment Due Date
1	Live*	Requirements & Intro.	vii-viii	Monster drawings Syllabus quiz	1/21
2	No live class	Work on Certify Teacher Practice Exam		Certify Teacher Practice Exam	1/28
3	Live*	Aspects of Language	52-71	Response	2/04
4	No live class	Program Models	10-21	Quiz	2/11

The syllabus/schedule are subject to change.

5	Live*	L1 Instruction	71-95, 137-139	Response* (Lesson Plan Group)	2/18
6	No live class	Assessment and ELLs	43-47, 172-189	Quiz	2/25
7	Live*	Culture	21-43	Response* (Lesson Plan Group)	3/10
8	No live class	Legal Foundations	1-10	Quiz	3/24
9	No live class	Family & Community	43-52, 140-141	Quiz	4/07
10	Live*	SIOP Intro.	96-106	SIOP Draft P.1	4/14
11	Live*	SIOP	106-115, 123-137	SIOP. Draft P. 2	4/21
12	No live class (Group conferences)	LP Revisions		Revisions	4/28
13	Live*	Certify Teacher Report		Certify Teacher Report DUE	5/05

Live* = Professor will poll students regarding the best day and time for live sessions. Students will be strongly encouraged to participate in the live sessions. Although students are strongly encouraged to participate in the synchronous video-conferencing sessions, they will not lose points if they are unable to attend. If students are unable to attend the live session, they are expected to view the recording of the live session which will be made available in D2L.

The syllabus/schedule are subject to change.