



# EDCI 412-01W EMERGENT BILINGUALS: THEORY AND PRACTICE

## COURSE SYLLABUS: SUMMER I 2024

### INSTRUCTOR INFORMATION

**Instructor:** Dr. Kay Hong-Nam, Professor  
**Office Location:** EDS 230  
**Office Hours:** Online  
**Office Phone:** 903-886-5537  
**Office Fax:** 903-886-5581  
**University Email Address:** Kay.Hongnam@tamuc.edu  
**Preferred Form of Communication:** Email  
**Communication Response Time:** 24 hours

### COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

**Textbook(s) Required:** None

**Software Required:**

Certified Teacher (\$80)

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

**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.

## **Course Description**

This course provides teacher candidates 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 also gain knowledge of effective oral language and literacy practices for English Language Learners in grades K-12. Moreover, teacher candidates will have opportunities to reflect on their own language learning and schooling experiences then compare them to practices shown by research to be effective. Prerequisites: RDG 350 with a minimum grade of C or concurrent enrollment or ELED 300 with a minimum grade of C.

## **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

### **Instructional Methods**

## How the Course is organized:

On each module agenda, 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 module agenda scheduled for when the assignment is due.** Find each Assignment link by clicking on the appropriate module 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 = 680-612	90%-100%
B = 611-544	80%-89%
C = 543-476	70%-79%
D = 475-408	60%-69%
F = 407 or below	59% or Below

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

Quizzes 200 points

Discussion Responses 180 points

SIOP Based Lesson Plan 200 points

ESL Certify Teacher Practice Exams 100 points

**TOTAL 680 points**

### 1. Quizzes: 4 quizzes (Total 200 points)

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...

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- #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 (Total 180 points)

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. Then, respond to at least ONE classmate within three 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:** (200 points):

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. ESL Certify Teacher Practice Exam** (100 points):

Exceed course requirements on practice ESL Supplemental certification exam.

**Student Learning Outcome:** The student will...

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

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

## 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:

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<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)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

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.

### **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**

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**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. All late work may be turned in for half credit. Quizzes and peer responses will not be accepted late.
- 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. **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](#)

<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](mailto: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 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](http://www.tamuc.edu/counsel)

## **COURSE OUTLINE / CALENDAR**

Schedule for Summer 2024: Module topics/dates are tentative and subject to change.

Module 1: Getting Started, Syllabus Review, ESL Certify Teacher Practice Exam

June 3 – Module opens

June 9 – Module closes

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Module 2: Aspects of Language, Bilingual/ESL Program Models

June 10 – Module opens

June 16 – Module closes

Module 3: Primary Language Instruction, Assessment & ELLs

June 17 – Module opens

June 23 – Module closes

Module 4: Legal Foundation, Culture, Family & Community

June 24 – Module opens

June 30 – Module closes

Module 5: SIOP Lesson Plan

July 1 – Module opens

July 3 – Module closes