EDCI 412, SECTION,
EB: Theory and Practice
COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Amy Corp, EdD
Office Location: Virtual
Office Hours: Wed. 11-5 or by appt
Office Phone: (972) 613-7591
University Email Address: Amy.Corp@etamu.edu
Preferred Form of Communication**: email**
Communication Response Time: 24 hours on business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: No textbook purchases are required for this course. We will use free online reading and resources, which will be linked in the D2L course each week.

These are texts are in our ETAMU library:

Software Required: Students will need access to a standard office suite (e.g., Microsoft Word or compatible software) for written assignments. A reliable web browser is also required to access the D2L course and any linked online content. Some assignments may involve creating short videos, which can be completed using free or built-in recording tools such as *ScreenPal* or similar software. Please note that ScreenPal is provided as an example; students may use any comparable video capture program that meets the assignment requirements.

Optional Texts and/or Materials: None

The syllabus/schedule are subject to change.

Course Description

This course investigates effective strategies for supporting all K–12 students, with a special emphasis on the needs of emergent bilinguals. Content includes foundational language acquisition and literacy development, differentiated instruction, the Sheltered Instruction Observation Protocol (SIOP), and the integration of the English Language Proficiency Standards (ELPS). Students will explore trauma-informed practices, targeted intervention supports, and methods for strengthening academic vocabulary and engagement across content areas. A performance-based assessment is embedded in this course. This course is a 3 credit-hour course.

Student Learning Outcomes (SLOs)

1. Explain foundational theories and processes of language acquisition for emergent bilingual learners (EBLs).

2. Design linguistically accommodated instruction aligned with ELPS and TEKS to support academic language development.

3. Integrate content-based language instruction across subjects to promote comprehension and fluency.

4. Apply inclusive and differentiated instructional practices that proactively support all learners, including students with disabilities.

5. Assess linguistic and academic progress of EBLs through authentic, formative, and summative measures.

6. Reflect on personal instructional practices to improve cultural responsiveness and student engagement in linguistically diverse classrooms.

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Accreditation Standards Associated with this Class

Texas Educator Standards are included in this course. See below for the standards addressed (either partially or in full) in this course. The full text of these standards can be viewed here.

Student Learning Outcome (SLO)	Curriculum Standards	Certification Domains / Competencies
1. Explain foundational theories and processes of language acquisition for emergent bilingual learners (EBLs).	**Teacher Prep:** 1.C.i · **ELPS:** (b)1–4, (c)4.A–K · **STR Std:** (b)1, (c)3 · **TAC:** §228.35(b)(2) · **Comm.:** C, K	**EC–6/PK–3:** I.001.D · **PPR Test:** I.002.I · **STR Test:** II.003.H–I
2. Design linguistically accommodated instruction aligned with ELPS and TEKS to support academic language development.	**Teacher Prep:** 1.C.ii · **ELPS:** (c)5.A–G, (d)3–6 · **TEKS:** §228.57(d)(1)(1),(3) · **STR Std:** (b)6, (c)4 · **Tech Apps:** §228.57(a)	**EC–6:** Dom I (001–004) · **PPR Test:** III.008.H–J · **STR Test:** II.003.H–I
3. Integrate content-based language instruction across subjects to promote comprehension and fluency.	**Teacher Prep:** 1.C.i–iii · **ELPS:** (b)1–4; (c)4.A–K · **STR Std:** (b)6, (c)3–4 · **TAC:** §228.35(b)(2)	**EC–6:** Dom I (003–004) · **PPR Test:** III.008.I–J · **STR Test:** II.003.I
4. Apply inclusive and differentiated instructional practices that proactively support all learners, including students with disabilities.	**Teacher Prep:** 1.C.iii; §228.35(b)(2) · **ELPS:** (c)5.A–G · **Comm.:** C (inclusive planning), K (differentiation) · **Tech Apps:** §228.57(a)	**EC–6/EC–3:** Dom III (007–009) · **PPR Test:** III.008.H–J
5. Assess linguistic and academic progress of EBLs through authentic, formative, and summative measures.	**Teacher Prep:** 1.C.ii–iii · **ELPS:** (d)3–6 · **STR Std:** (b)6, (c)3 · **TAC:** §228.35(b)(2)	**EC–6:** Dom III (008–009) · **PPR Test:** III.008.J · **STR Test:** II.003.H
6. Reflect on personal instructional practices to improve cultural responsiveness and student engagement in linguistically diverse classrooms.	**Teacher Prep:** 1.C.iii · **ELPS:** (c)5.A–G, (d)3–6 · **Comm.:** K (reflection for improved learning)	**EC–6/EC–3:** Dom IV (012) · **PPR Test:** IV.013.C, IV.013.F

Referenced Standards Key
- Teacher Preparation Standards: 19 TAC §228.35(b)(2); 1.C.i–iii
- ELPS: 19 TAC §74.4(b)(1–4); (c)(4)(A–K); (c)(5)(A–G); (d)(3–6)
  STR Standards: 19 TAC §235.15(b)(1),(6); (c)(3–4)
- STR Test Framework: II.003.H–I
- Early Childhood PK–3 Framework: I.001.D
- PPR Test Framework: I.002.I; III.008.H–J
- Commissioner's Teacher Standards: 19 TAC §149.1001(C),(K)
- Technology Applications: 19 TAC §228.57(a)
- TEKS Curriculum Alignment: 19 TAC §228.57(d)(1)(1),(3)

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students need to be comfortable:
- Navigating and using the D2L platform,
- Accessing linked resources and readings on the internet,
- Conducting internet searches/browsing,
- Using basic office suite software such as word processing,
- Creating basic multi-media presentations such as short videos, slide presentations, and informational flyers with images,
- Viewing, downloading, and electronically printing PDF documents as needed

Instructional Methods

This course consists of several kinds of tasks that are designed to help you apply content to the real work of teaching. Students will be expected to demonstrate their understanding through their work products and quizzes. Within each unit you will have several tasks. The tasks for each week are listed in the content tab of the D2L course. The final grade will be calculated from these assignments using the percentages listed in the "Grading" section of this syllabus.

Student Responsibilities or Tips for Success in the Course

.Professionalism and Ethical Behavior
As a future educator, you are expected to interact with your instructor and peers in a professional manner. Please be courteous to classmates in online discussions, even when giving constructive feedback. Adhering to the Educators' Code of Ethics and university policies related to academic honesty is a baseline expectation for behavior.

Begin each module early in the week.
Did you know that college students typically underestimate how long it takes to complete their work? This can lead to late assignments, even when we have the best intentions. Starting early and working toward finishing early each week is the secret to finishing on time with a quality work product (because you are giving yourself that extra time to get it done).

Ask questions early and often.
Instructors want to support you, but this is difficult if you don't communicate about your struggles. Please reach out to the course instructor with questions about assignments. You can set yourself up for success by asking your questions early enough to use the instructor's feedback before an assignment is due.

Designate a study space and time(s) that are free from distractions.
Did you know that multi-tasking is less effective for learning than paying full attention to one task at a time? Use your brain power more efficiently by finding a place free from distractions for your coursework. This can mean a quiet room or place in the library, turning off your phone notifications, etc.

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Don't cram. Space out your work instead!
You will learn more effectively if you work for 45 minutes to an hour at a time instead of a marathon study session. This can be difficult to schedule with our busy lives, but the amount of information you retain will be improved if you can do some work each day instead of all at once.

READ.
AI is a fantastic tool that can be useful for summarizing information. However, part of building your understanding through reading is mentally interacting with the text – asking questions, making predictions or connections, summarizing information as you go, etc. If you have AI do this for you, you're going to be missing out on the mental processes that make your learning stick!

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.

Weekly Quiz or Assignments	55%
Discussions	20%
Midterm Exam	10%
Final Exam	15%
TOTAL	100%

Assessments

PBA	SIOP lesson plan: Differentiating for Emergent Bilinguals	EDCI 412_PBA
	Students will ensure high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction by creating an SIOP lesson plan to differentiate for emergent bilinguals. Students will demonstrate knowledge of the foundational	

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	concepts and factors that influence development, specifically practices that build on home language systems to develop academic and social skills for Emergent Bilingual students. Students will plan instruction for a chosen grade level (prekindergarten-12th grade) utilizing the SIOP lesson plan to plan learning experiences and design assessments responsive to differences among students that actively engage students in the learning process and promote learning among all students. Students will include differentiated activities to meet the needs of English language learners at different English proficiency levels by incorporating the English language Proficiency Standards for reading, writing, and academic vocabulary.

Alignment	**Teacher Preparation Standards:** 1.C.i-iii
	ELPS Standards: (b)1-4, (c)4. A-K, (c) 5.A- G, (d) 3-6
	EC: PK-3 Test Framework: I.001.D
	PPR Test Framework: III.008.H-J**,** I.002.I
	STR Standards: (b)1,(b)6, (c)3, (c)4
	STR Test Framework: II.003.H-I
	19 TAC §228.35(b)(2)
	    ● C-proactively implementing instructional planning techniques and inclusive practices for all students, including students with disabilities;
	    ● K-ensuring high levels of learning and achievement for all students through knowledge of students, proven practices, and differentiated instruction

Assessment in this course emphasizes the design of equitable, responsive instruction for all learners, particularly emergent bilinguals. Candidates complete a performance-based SIOP Lesson Plan integrating ELPS, academic vocabulary development, and differentiated strategies for language and content learning. Formative assessments such as peer feedback, reflections, and micro-teaching build toward the final SIOP Lesson Plan Presentation, which demonstrates mastery of inclusive, trauma-informed, and linguistically responsive instructional design aligned with PPR Standards and Commissioner's Teacher Standards (2.B, 5.C.i, 6.A.i).

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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:

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https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.etamu.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@etamu.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 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

The syllabus/schedule are subject to change.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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.etamu.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

ETAMU Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx

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

Academic Integrity

Students at East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

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[Graduate Student Academic Dishonesty Form](http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf)

http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.etamu.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
East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu

Website: Office of Student Disability Resources and Services

http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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

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document and/or consult your event organizer.

Web url:

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

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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.etamu.edu/counseling-center**

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

COURSE OUTLINE / CALENDAR

As stated previously in the syllabus, this calendar is subject to change based on instructor evaluation of students' needs. Please refer to D2L and course announcements for any changes that may occur.

Week	Module / Topic	Key Focus & Activities	SLOs

The syllabus/schedule are subject to change.

1	Foundations of Supporting Diverse Learners	Overview of diversity, inclusion, and course expectations.	1
2	Language Acquisition & Second-Language Development	Stages of acquisition; linguistic foundations and classroom implications.	1
3	Literacy Development for Emergent Bilinguals	Phonemic awareness, fluency, and comprehension supports.	1
4	Differentiated Instruction for All Learners	Tiered tasks, flexible grouping, and trauma-informed differentiation.	2
5	English Language Proficiency Standards (ELPS)	ELPS and alignment with TEKS and HQIM.	3
6	Introduction to SIOP	SIOP model components & language objectives.	3
7	SIOP Components in Practice	Building Background, Comprehensible Input, Interaction strategies.	3
8	**PBA: SIOP Lesson Plan (Draft)**	Develop a content-based SIOP lesson integrating ELPS, differentiation, and academic vocabulary.	2, 3, 4
9	Midterm: Peer Review & Reflection	Peer evaluation and feedback on SIOP Lesson Plans.	2, 3, 5
10	Academic Vocabulary Development	Tier 2 & 3 words, explicit vocabulary instruction, and practice routines.	4
11	Culturally Responsive and Trauma-Informed Teaching	Addressing student identity, safety, and belonging.	2, 5
12	Literacy Integration Across Content Areas	Reading, writing, speaking, and listening strategies for EBs.	1, 4
13	Scaffolding and Targeted Intervention Supports	Designing small-group and one-on-one interventions.	2, 3
14	Technology and Engagement for Multilingual Learners	Using digital tools to scaffold content and build language.	3, 4
15	Reflective Practice and Professional Growth	Ethics, reflection, and continuous improvement.	5
16	**Final Performance Assessment: SIOP Lesson Plan Presentation**	Present revised SIOP lesson; submit reflection on learning and growth.	2, 3, 4, 5

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