



TESL 3303-06 Literacy Strategies for English Language Learners Fall 2017

TESL 3303 is a required course for EC-6

College of Education: Department of Language, Literacy and Special Populations

Instructor: Gabriel Carrillo

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Available: Before/after class or by appointment

Class Location: The Woodlands Center 240

Class Day & Time: Tuesday from 5:30-8:20PM

Class Date Range: August 23rd–December 7th

****Best Form of Communication:** Remind (see last page)

Course Description: This course emphasizes linguistic and cultural principles, lesson planning, practical methods, curricula and materials for teaching English to speakers of other languages in pre-kindergarten to sixth grade classrooms. Students will develop theoretical and practical knowledge for working with linguistically and culturally diverse students in Texas schools through hands-on activities and presentations. Prerequisite: BESL 2301, BESL 3301. Credit 3.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Gaining factual knowledge (terminology, classifications, methods, trends); Learning to *apply* course material (to improve thinking, problem solving, and decisions).

Texts and Materials

Required: Vogt, M. E. & Echevarria, J. J. (2007). *99 Ideas and Activities for Teaching English Learners with The SIOP Model*. Pearson. ISBN: 978-0205521067

Recommended: Echevarria, J. J., Vogt, M. E. & Short, D. J. (2013). *Making Content Comprehensible for Elementary English Learners: The SIOP Model*. Pearson. ISBN: 978-0133362602

English Language Proficiency Standards (ELPS)

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

Course Format: This course meets for three hours weekly and includes interactive technology, lectures, discussions, group and individual projects. The format for learning and interaction may include viewing audio-visual presentations, researching online, independent work, small group projects, demonstrations, and presentations. Group work may be completed during the established hours or after class. Project papers, discussion, group work, reflective response, and activities are required.

Course Content Students will demonstrate understanding, knowledge, and skills related to the following:

1. Process of second language acquisition and utilization of this knowledge to promote students' language development in English.
2. ESL teaching methods and utilization of this knowledge to plan developmentally appropriate ESL instruction.
3. Selection and implementation of ESL resources which reflect current research and best practices.
4. Analyze and develop appropriate classroom activities for ELLs.
5. Formal and informal assessment procedures and instruments used to evaluate English language learners and the use of assessment results to plan and adapt instruction.
6. Demonstrate effective written communication of thoughts and reflections.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Matrices

<http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/documents/course-matrices/TESL%203303%20matrix.pdf>

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/Standards/UnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx>

State Standards: <http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=5963>

Web address for *TESOL standards*: <http://www.tesol.org>

Web link on *Educator Preparation Services* site for *Conceptual Framework*:

http://www.shsu.edu/~edu_edprep/

STUDENT SYLLABUS GUIDELINES: Please see www.shsu.edu/syllabus

SHSU Academic Policy Manual -- Students

- [Procedures in Cases of Academic Dishonesty #810213](#)
- [Students with Disabilities Policy #811006](#)
- [Student Absences on Religious Holy Days #861001](#)
- [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Course Requirements:

Time Requirement: For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism Policy: Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during class time. This includes not using cell phones and other mobile devices during discussions and lectures, listening to each other with due respect, and following all the rules and guidelines established for the class.

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

Cell Phone Policy:

The use by students of electronic devices that perform the function of a telephone or text messenger during class-time is prohibited. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course. Any use of a telephone or text messenger or any device that performs these functions during a test period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty ([see student code of conduct](#)).

Attendance: Punctual and regular attendance is expected. **Each absence after the first one will result in the deduction of 30 points from final grade.** In case of an emergency, please contact the professor. Students **MUST** be present to receive credit for in class assignments. Students **MUST** sign-in at every class meeting to be counted present.

Format for Course Documents: All assignments outside of class must be computer-generated, double-spaced, use a 12 point Arial or Times New Roman font, APA style and proofread to be error free. All papers need to be uploaded on Blackboard to the designated dropbox.

*Note: Plan to make time to use the **Sam Houston Writing Center**, located in Wilson 114, for consultation on your written assignments. Writing tutors will work with you one on one to help you generate a draft, organize a draft, or revise a draft of any assignment. You can just drop by to work with a tutor or call 936-294-3680 or email: wctr@shsu.edu*

Late Assignments: Please pay special attention to observe the due dates for each of the assignments. **Late assignments will receive a 15 point deduction per late day.** If the assignment is no longer accepted on Blackboard, it cannot be submitted and a zero will be given.

Class Participation: You are expected to participate and contribute to class sessions. This involves the following:

- a) carefully doing the readings to be able to discuss them in class
- b) giving your full attention to class discussions (no texting/emailing, doing other class work etc.)
- c) contributing to the discussion as a speaker and listener
- d) listening to your classmates who are talking
- e) asking questions or suggesting further avenues for discussion
- f) completing in class assignments with your highest engagement and attention.

BLACKBOARD: The schedule and syllabus is subject to change, please check Blackboard Announcement regularly and read the emails from your professor for any updated information

Course Evaluation

Course Assignments	Points		
		93 – 100 %.	A (930-1000)
1. SIOP Lesson Plans	200	85 – 92 %	B (850-929)
2. Lesson Plan Teacher Reflections	100	77 – 84 %	C (770--849)
3. SOLOM Observation/Interview	100	70 – 76 %	D (700-769)
4. Strategy Presentations	100	below 69 %	F (000-699)
5. 10 Weekly Article Discussions	225		
6. 3 Quizzes	75		
7. 2 Exams	200		
TOTAL POINTS	1000		

Assignment Descriptions

1. SIOP Lesson Plans (2 X 100 =200 pts): Students will prepare two lesson plans (one for language arts or social studies and one for math or science). In these lesson plans, you will focus on the language and content objectives of a one hour session you would teach in a classroom with ELLs. The lesson plans will be 1-2 pages long. There are specific guidelines and templates on blackboard. The instructor will cover writing lesson plans in class.

2. Lesson Plan Teacher Reflections (2 X 50 =100 pts): The purpose of this assignment is to help you get accustomed to think like an ESL teacher. After each lesson plan, each student will write a brief (500-700 words) reflection. These are going to be like diary entries and can focus on how effective you think the lesson is, if the objectives are attainable, and if you still have any questions or concerns about how you would teach this lesson to ELLs. The reflections will also cite at least 2 research articles or books bringing specific support to your lesson plan ideas. You can also cite the texts we covered in the class.

3. SOLOM Observation/Interview (100 pts): For this assignment, students will need to observe or interview an ELL. Using the SOLOM (Student Oral Language Observation Matrix) the students will rate the ELL in each of the five categories. One short paragraph will be submitted for each category explaining the rating. Become familiar with the SOLOM before conducting the observation/interview so you know what to look for.

4. 99 Ideas and Activities Presentations (2 x 50 =100 pts): Students will be placed in groups. Within each group, students will present one idea/activity from the *99 Ideas and Activities* book with a partner for the chapter assigned. Each pair will explain the activity using at least one example. Each group will be assigned two chapters for two different days.

(Rubric: 15pts: activity from chapter, 10pts: preparation, 15pts: explanation, 10pts: example)

5. Weekly Article Discussions (225 pts): Each week, three students will be responsible for leading a discussion over a research article (see Course Calendar).

Preview (40 pts): The presenting group will provide the class with a short preview of the reading and post a reading guide on Blackboard and **an answer key to the instructor**, a **week before** the class during which the article will be covered. The purpose of the preview is to activate any relevant background information that may help the class as they read the article. The preview can take any form considered appropriate, for example, two or three brief pre-reading questions, or a simple activity that demonstrates the topic. The preview should be around 5-10 minutes long.

Discussion (50 pts): On the day that the reading is covered in class, the pair/group will lead a discussion based on the reading guide they distributed during the preview. Topics that may be discussed include, but are not limited to: a) critical account of important issues, insights, potential problems, and so forth related to that area of language teaching; b) connections to personal experiences as a language learner or teacher; c) discussion on how the topic relates to other topics (to-be) covered in the class. The discussion should be around 10-15 minutes long.

Response (15pts/each =135 pts): Students (excluding the discussion leaders) will post their answers to the reading guides and submit them on BlackBoard before the beginning of class. Answers to the reading guides should be complete and accurate in order to receive full credit. Late submissions (e.g., 10 minutes after the class starts), submissions after the class or submissions sent via email will not be accepted and a zero will be assigned.

6. 3 Quizzes (25pts/each = 75 pts) Three quizzes will be given throughout the semester (see Course Calendar). The quizzes will cover the reading assigned for the day. There will be no make-up quizzes/assignments for missed quizzes.

7. 2 Exams (100pts/each = 200 pts): There will be two exams (midterm and final). Students must be present on the day listed on the Course Calendar. There will not be a make-up day/exam/assignment if missed.

8. Extra Credit Assignments (25 per book, max 50 pts): You can choose one (maximum two) of the following books to read and complete a 3-4 page book report by November 13th. The book report should include a summary and your reflections to the events in the book. The books listed here are autobiographies of bilingual students who come to the U.S. later in their life. There is a variety of perspectives such as an Asian author (The woman warrior), a European author (Lost in translation), an Arabic author (Out of place) and Latino/a authors (Burro Genius). These books will help you gain insight into the complexities of a life as a bilingual student in the U.S. The reports will be posted on Blackboard through [Turnitin](#) so that the originality of the work is ensured.

Books:

[The woman warrior: Memoirs of a girlhood among ghosts](#) by Maxine Kingston

[Lost in translation: A life in a new language](#) by Eva Hoffman

[Burro Genius: A memoir](#) by Victor Villasenor

[Out of place: A memoir](#) by Edward Said

[Hunger of memory: The education of Richard Rodriguez](#) by Richard Rodriguez

[When I was Puerto Rican: A memoir](#) by Esmeralda Santiago

COURSE CALENDAR

Wk	Date	Topics	Readings and Assignments (to be completed BEFORE class)	Discussion Leader & Assignments Due
1 2	T: 08/29 T: 09/05	-Introduction to course -Overview of syllabus	<i>ONLINE</i>	
3	T: 09/12	-Structure of SIOP model	<i>Ch 1: Introducing the SIOP Model</i> <i>-de Jong & Harper</i>	<u>Article:</u> G. Carrillo
4	T: 09/19	WORK DAY		
5	T: 09/26	-Comprehensible input, student output, teacher talk. - <i>Activity</i> from <i>99 Ideas & Activities</i> Ch. 4	<i>Ch 4: Comprehensible Input</i> <i>-Lee & Van Patten</i>	<u>Article:</u> G. Carrillo <u>Ideas/Activities:</u> Group 1 -Quiz 1
6	T: 10/03	-Interaction and Corrective feedback in ESL classrooms - <i>Activity</i> from <i>99 Ideas & Activities</i> Ch. 6	<i>Ch 6: Interaction</i> <i>-Lyster & Ranta</i>	<u>Article:</u> Tello, Turpin, & Wren <u>Ideas/Activities:</u> Group 2 -Quiz 2
7	T: 10/10	-Lesson Planning -Language and content objectives - <i>Activity</i> from <i>99 Ideas & Activities</i> Ch. 2	<i>Ch 2: Lesson Preparation</i> <i>-Jensen</i>	<u>Article:</u> Thompson, Nienstedt, & Pereida <u>Ideas/Activities:</u> Group 3 -Quiz 3
8	T: 10/17	-Review and Assessment -SOLOM and TELPAS - <i>Activity</i> from <i>99 Ideas & Activities</i> Ch. 9	<i>Ch 9: Review & Assessment</i> <i>-Katz</i>	<u>Article:</u> Pierro, Hicks, & Johnson <u>Ideas/Activities:</u> Group 4
9	T: 10/24	-Learner Strategies for ESL -Teaching Strategies for ESL - <i>Activity</i> from <i>99 Ideas & Activities</i> Ch. 5	<i>Ch 5: Strategies</i> <i>-Purpura</i>	<u>Article:</u> Roy, Kerpchar, & Larive <u>Ideas/Activities:</u> Group 1 -Language Arts/Social Studies Lesson Plan & Reflection due on Blackboard
10	T: 10/31	MIDTERM		
11	T: 11/07	-Building background -Activating students' prior knowledge -Using hands-on materials and manipulatives - <i>Activity</i> from <i>99 Ideas & Activities</i> Ch. 3	<i>Ch 3: Building Background</i> <i>-Brinton</i>	<u>Article:</u> Downey, Faust, & Hargrave <u>Ideas/Activities:</u> Group 2 -SOLOM due on Blackboard

12	T: 11/14	-Practice and application of lesson plans -Reflective teaching -Reflecting on lesson plans and make future plans - Activity from <i>99 Ideas & Activities</i> Ch. 7	Ch 7: Practice & Application -Uzum, Petron, Berg	Article: Durbin, Cavazos, & Campuzano Ideas/Activities: Group 3
13	T: 11/21	- Lesson delivery, classroom instruction, time management, making connections with language and content objectives - Activity from <i>99 Ideas & Activities</i> Ch. 8	Ch 8: Lesson Delivery -Decarrico	Article: G. Carrillo Ideas/Activities: Group 4 -Extra credit assignment due
14	T: 11/28	-Issues in reading in a second language -Teaching children reading in a second language using strategies - Issues in writing in a second language -Academic writing in a second language -Error correction and feedback in second language writing using proficiency levels -TEXES Exam Review	Ch 10: Issues of Reading -Anderson (1) -Weigle (2)	Article 1: Chavez, Day, & Ailshire Article 2: Barrow, Bender, & Brandt -Math/Science Lesson Plan & Reflection due on Blackboard
15	T: 12/05	FINAL EXAM		

***This is a tentative course calendar that can be modified by the instructor if needed.**

Groups for presentations using the *99 Ideas and Activities* book

	Group 1 (chapters 4 & 5)	Group 2 (chapters 6 & 3)	Group 3 (chapters 2 & 7)	Group 4 (chapters 9 & 8)
1	Ailshire, Abilene	Barrow, Khyli	Bender, Landry	Brandt, Brittany
2	Campuzano, Stephanie	Cavazos, Abigail	Chavez, Daisy	Day, Stacey
3	Downey, Lauren	Durbin, Janelle	Faust, Randa	Hargrave, Emily
4	Hicks, Kimberly	Johnson, Kayla	Kerpchar, Katherine	Larive, Matalyn
5	Nienstedt, Kaitlyn	Pereida, Odhalys	Pierro, Nicole	Roy, Maci
6	Tello, Ish-Shah	Thompson, Taite	Turpin, Meghan	Wren, Karlie

Within your group, you will select a partner and present **ONE** idea/activity from the *99 Ideas and Activities* book **for each assigned chapter**. Each pair will explain the idea/activity using at least one visual example. Each group is assigned two chapters that will be presented on two different days.

Refer to the Course Calendar for presentation dates.

(**Rubric**- 15pts: activity from chapter, 10pts: preparation, 15pts: explanation, 10pts: example)



Mr. Carrillo would like you to join Remind for updates about TESL 3303.

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or



2. Sign up for an account and enter the code [tesl3303](#) to join TESL 3303.



Or, sign up for text updates

Text [810-10](#) with the words "[join tesl3303](#)" to get updates from Mr. Carrillo via text message.

Having trouble with 810-10?
Try texting the words "join tesl3303" to (512) 270-3548.

