



TESL 3303-01 LITERACY STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

Spring 2018

TESL 3303 is a required course for EC-6

College of Education

Department of Language, Literacy and Special Populations

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Office hours: By appointment

Day and time the class meets: Wednesday 9:00 am – 11:50 am

Location of class: TEC 115

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).

Textbook/Readings:

Echevarria, J. J., Vogt, M. E. & Short, D. J. (2018). *Making content comprehensible for elementary English learners: The SIOP model (Third Edition)*. Pearson

Vogt, M. E. & Echevarria, J. J. (2007). *99 ideas and activities for teaching English learners with the SIOP model*. Pearson

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.

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.

Course Requirements:

LATE ASSIGNMENT POLICY: Please pay special attention to observe the due dates for each of the assignments. Some assignments are not accepted after the deadline. If you are aware of problems or special situations **BEFORE** the due dates, ask your classmate to submit for you or contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment:**

1. Up to 24 hours-5% of the total assessed points are deducted.
2. 25-72 hours-10% of the total assessed points are deducted.
3. By the next class meeting 25% of the total points assessed are deducted.
4. Any other late assignment may not be accepted (each case is handled separately).

Weekly response papers are not accepted after the due date and time.

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, engaging full attention on the lectures and discussions, and following all the rules and guidelines established for the class.

EMAIL AND PHONE COMMUNICATION POLICY: The instructor reserves the right to respond to emails and phone calls within 48 hours of receipt. Students should not expect an immediate response. However, most responses will be given within 24 hours of receipt. The instructor also reserves the right to respond or not respond to student emails and/or phone calls during weekends and holiday breaks. Emails should adhere to the following format: a greeting line (e.g., Dear Dr. Uzum...), the reason to write the email, question or comment that is solution oriented, and thanking/closing. The instructor reserves the right not to respond to emails which do not follow this format and [general netiquette rules](#) or written in the manner of a text message.

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](#)).

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.

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

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/

EXPECTATIONS:

ATTENDANCE POLICY: Punctual and regular attendance is expected. **Each absence after the first one will result in the deduction of 3 percentage points from final grade.** Two tardies and /or early departures are equivalent to an absence. In case of an emergency, please contact the professor. Students **MUST** be present to receive credit for in class assignments. **Please see me after class if you come in late so I can change the attendance roster. It will be counted as an absence if you FORGET to let me know.**

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 dropboxes. Have your name, course name, number and section (single-spaced) on the top left corner of the first page and write the file name as follows “Assignment_name_your_name”; for example: “Lesson_Plan_1_Calvin_Klein”

*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*

Course Evaluation

Grading and the Course Assignments		92.5 – 100 %. A
Class Participation	100	84.5 – 92.4 % B
ESL Teacher Lesson Plans (50 X 2)	100	76.5 – 84.4 % C
ESL Teacher Reflections (50 X 2)	100	60 – 76.4 % D)
Discussions	50	below 59 % F
Article Responses	75	
Quizzes (30 X 5)	150	
SOLOM	75	
WIDA	75	
Exams	200	
Lesson Plan Presentation	75	
Teaching Philosophy and Reflection	75	
TOTAL	1075	

1. Class Participation (100 pts): You are expected to participate in and contribute to class sessions. This involves the following:

- carefully doing the readings to be able to discuss them in class
- 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.

2. ESL Teacher Lesson Plans (2X 50=100 pts): You will be asked to prepare a lesson plan in the selected content areas (one for language arts or social studies and one for math or sciences). In this lesson plan, you will focus on the language and content objectives of the one hour session you would teach in a classroom with a few ELLs. The lesson plans are typically 1-2 pages long. There are specific guidelines and templates on blackboard, and we will also cover writing lesson plans in the class.

3. ESL 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 is completed and reviewed by a peer, each student will write a brief (500-700 words) reflection on how your lesson plan would benefit English language learners (ELLs) and how you addressed the comments raised by your classmate. Detailed guidelines will be provided.

4. Discussions (50 pts): Each week, students will be responsible for leading a discussion on one of the readings covered in a given week.

Preview (10 pts): The team will provide the class with a preview of the reading and distribute a reading guide and **an answer key to the professor**, 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, 4-5 brief pre-reading questions, or a simple activity that demonstrates the topic. The preview should be limited to 15 minutes at most.

Discussion (40 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. Issues 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 limited to 30 minutes at most.

5. Quizzes (150 pts; 5 x 30 pts. each) will be given in class to ensure that you are completing the readings. The quiz will cover the reading assigned for the day, including articles.

6. Exams (200 pts): There will be two exams (midterm and final). Each exam will be worth 100 pts.

7. SOLOM (75 pts): Students will conduct a SOLOM interview and analysis with an ESL learner.

8. WIDA (75 pts): Students will conduct a needs analysis of an ESL student based on their writing.

9. Lesson Plan Presentation (75 pts): Students will present their lesson plan during a 10-minute presentation towards the end of the semester. Specific guidelines will be given at the time.

10. Teaching Philosophy and Reflection (75 pts):

- a) 1-2 page teaching philosophy
- b) 1-2 pages that focuses on your growth throughout the semester, your increasing understanding of ELLs' needs and interests, and incorporates the rationale for your decisions based on the course readings and class discussions

11. Extra Credit Assignments (20 pts): You can choose one of the following books to read (one book maximum) and complete a 3-4 page book report by the designated deadline. 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

CLASS SCHEDULE

Wk	Date	Topics	Readings and Assignments (to be completed BEFORE class)	Discussion Leader & Assignments Due
1	01/24	-Introduction to course -Overview of syllabus - Language learning experiences - Activity: Ice breakers		Farrar
2	01/31	-Structure of SIOP model -Myths and Misconceptions about teaching ELLs	-Ch 1: Introducing the SIOP Model -Harper & de Jong	Farrar
3	02/07	-Input, interaction, and output - Activity from Vogt and Echevarria Ch. 4	Ch 4: Comprehensible Input -Lee & Van Patten	Quiz #1 (chapter 4 & Lee and Van Patten)
4	02/14	-Interaction and Corrective feedback in ESL classrooms - Activity from Vogt and Echevarria Ch. 6	-Ch 6: Interaction -Lyster & Ranta	GRAMMAR IN REVIEW
5	02/21	-Lesson Planning -Language and content objectives - Activity from Vogt and Echevarria Ch. 2	-Ch 2: Lesson Preparation -Jensen	Quiz #2 (chapter 2 & Jensen) SOLOM assignment due
6	02/28	-Assessment - Activity from Vogt and Echevarria Ch. 9	-Ch 9: Review & Assessment -Katz	

7	03/07	-Learner Strategies for ESL - Activity from Vogt and Echevarria Ch. 5	- Ch 5: Strategies - Purpura - Ehrman, Leaver, & Oxford	Quiz #3 (chapter 5) -Language Arts/Social Studies Lesson Plan AND Reflection due, submitted on Blackboard
	03/14	SPRING BREAK		
8	03/21	-Building background -Activating students' prior knowledge -Using hands-on materials and manipulatives -Teaching Strategies for ESL - Activity from Vogt and Echevarria Ch. 3	- Ch 3:Building Background -Brinton -Ediger MIDTERM	
9	03/28	-Practice and application of lesson plans -Reflective teaching -Reflecting on lesson plans and make future plans	- Ch 7:Practice & Application -Ellis -Weigle	GRAMMAR IN REVIEW
10	04/04	- Lesson delivery, classroom instruction, time management, making connections with language and content objectives - Activity from Vogt and Echevarria Ch. 8	- Ch 8: Lesson Delivery -Decarrico	
11	04/11	-Issues in reading and writing in a second language -Teaching children reading in a second language and strategies -Error correction and feedback in second language writing proficiency levels	- Ch 10: Issues of Reading and Writing - Bresser, Melanese, & Sphar -Olson, Levis, Vann, & Bruna	-WIDA assignment due Quiz #4 (chapter 10)
12	04/18	-Teaching Math and Sciences to ELLs -Equity in teaching Math and Science -Evaluating the effectiveness of teaching	-Murphy -Uzum, Petron, & Berg	-Math/Sciences Lesson Plans and Reflections (hard copy to class) GRAMMAR IN REVIEW

13	04/25	-Effective use of lesson plans -Content area instruction for ELLs. -Knowledge and skills of effective mainstream ELL teachers	-Wright (p. 270-292) -de Jong, Harper, & Coady	Quiz #5 -Math/Sciences Lesson Plans and Reflections due on Blackboard -Extra credit assignments due
14	05/02	-Self-reflection and action research for problem solving in class -TEXES Exam Review -Lesson plan presentations	-Petron & Uzum	-Lesson plan presentations -Teaching Philosophy due on Blackboard FINAL EXAM

Background Readings (can be located on Black Board)

- Bresser, R., Melanese, K., & Sphar, C. (2009). Equity: Teaching, learning, and assessing mathematics for diverse populations. *Teaching Children Mathematics*, 16(3), 170-177.
- Brinton, D. M. (2014). Tools and techniques of effective second/foreign language teaching. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds), *Teaching English as a second or foreign language* (pp. 340-361). Boston, MA: Heinle & Heinle.
- Contreras-Vanegas, A. & Ates, B. (2016). Quick tip: 7 ways to get ELLs talking. *TESOL Connections*.
- de Jong, E. J., Harper, C. A., & Coady, M. R. (2013). Enhanced knowledge and skills for elementary mainstream teachers of English language learners. *Theory into practice*, 52, 89-97.
- Decarrico, J. S. (2001). Vocabulary learning and teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 285-299). Boston, MA: Heinle & Heinle.
- Ediger, A. (2001). Teaching children literacy skills in a second language. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 153-169). Boston, MA: Heinle & Heinle.
- Ehrman, M. E., Leaver, B. L., & Oxford, R. L. (2003). A brief overview of individual differences in second language learning. *System*, 31, 313-330.
- Ellis, R. (2008). A typology of written corrective feedback types. *ELT Journal*, 63, 97-107.
doi:10.1093/elt/ccn023
- Harper, C. & de Jong, E. (2004). Misconceptions about teaching English-language learners. *Journal of Adolescent & Adult Literacy*, 48(2), 152-162.
- Jensen, L. (2001). Planning lessons. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 403-413). Boston, MA: Heinle & Heinle.
- Katz, A. (2014). Assessment in second language classroom. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds), *Teaching English as a second or foreign language* (pp. 320-347). Boston, MA: Heinle & Heinle.

- Lee, J. & VanPatten, B. (2003). Working with input. In J. Lee and B. VanPatten (Eds.), *Making communicative language teaching happen* (pp. 26-47). Columbus, OH: McGraw-Hill Education.
- Lyster, R. & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37-61.
- Olson, J. K., Levis, J., Vann, R., & Bruuna, K. R. (2009). Enhancing science for ELLs: Science strategies for English language learners that benefit all students, *Education Publications*, 36, 46-48
- Petron, M. & Uzum, B. (2016). "Where do I start?": Guiding novice teachers to improve their practice through self-reflection and action research. In D. Schwarzer & J. Grinberg (Eds.), *Successful teaching: What every novice teacher needs to know* (pp. 299-311). Maryland: Rowman and Littlefield.
- Uzum, B., Petron, M., & Berg, H. (2014) Pre-service teachers' first foray into the ESL classroom: Reflective practice in a service learning project. *TESL-EJ*, 18(3), 1-15.
- Wright, W. E. (2015). Foundations for teaching English language learners: Research, theory, policy, and practice. Philadelphia, PA: Caslon Publishing.