



TESL 3303-04 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: Thursdays 10am-12pm in Huntsville, Wednesdays 3pm to 5pm or by appointment at TWC

Day and time the class meets: Wednesdays 5:30pm to 8:20pm at TWC 330

Location of class: The Woodlands Center, 330

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. (2017). *Making content comprehensible for elementary English learners: The SIOP model*. Pearson (Third edition)

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, and online assignments. The course is taught in collaboration with another class of teacher candidates at the University of Lorraine in France and Abant Izzet Baysal University in Turkey. Teacher candidates in these three contexts collaborate on interview activities (3 online meetings throughout the semester) and a final telecollaborative project. The collaborative discussions revolve around the education of English language learners around the world and topics of critical cultural awareness and literacy. The format for learning and interaction may include reading a variety of texts, viewing audio-visual presentations, researching online, independent work, small group projects, online discussions, online synchronous meetings, and presentations. Group work may be completed during the established hours or after class. Project papers, discussions, group work, reflective response, and activities are required.

Consent for research: The online collaboration with the teacher candidates in France and Turkey is also being researched by the course instructors in these respective contexts in an effort to develop a knowledgebase to prepare future educators for linguistic and cultural diversity. At the end of the semester, you will be asked for your consent (permission) for us to use what you prepared (e.g., online discussions, reflection essays, online interviews or interview reports) throughout the semester, for our research purposes. For example, we will write about what you learned during these interactions and activities without using your real names or identities, to an audience of researchers and other teacher educators. Your participation in this research is completely voluntary. If you do not wish to participate, you will still be entitled to all the classroom activities and online interactions, but your work will not be used as research data. Your choice to participate or not in the research study will not affect your academic standing in this class and will not be known by the instructor until all the grades are submitted and announced.

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.

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 with 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](#).

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](http://www.ncate.org/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 do not 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		93 – 100 %. A (740-800)*
Class Participation	40	85 – 92.4 % B (676-739)
ESL Teacher Lesson Plans (50 X 2)	100	77 – 84.4 % C (612-675)
Online Telecollaborative Meetings (30 X 3)	90	60 – 76.4 % D (476-611)
Article Presentation and Preview	40	below 59 % F
Reading Guide Responses (10 X 13)	130	* All assignments must be completed to receive an A
Exams (100 X 2)	200	
SOLOM Interview and Paper	50	
Final Project (Kamishibai/Multilingual children's book)	100	
Reflection Essays (25 X 2)	50	
TOTAL	800	

1. Class Participation (40 pts): You are expected to participate in 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.

2. ESL Teacher Lesson Plans (2 x 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 2-3 pages long and the second lesson plan can be done as a pair or a group of three if needed (first lesson plan done individually). There are specific guidelines and templates on blackboard, and we will also cover writing lesson plans in the class.

3. Online Telecollaborative Meetings (3 x 30=90 pts): Throughout the semester, you will have three small group online interviews/virtual synchronous meetings with other teacher candidates in France and Turkey, during designated weeks. These will be pair or small group meetings (3-4) with students matched with you. You will communicate with your telecollaborative partners and need to schedule a time that works for all group members, considering the time difference. Using a video-conference software such as [zoom](#) (video instructions on Blackboard), you will address a variety of discussion questions in a synchronous online meeting. For reporting your assignment, you will record the meeting and upload the interview itself on Blackboard. The interviews should be around 30-40 minutes (there is a maximum cap of 40 minutes in the free version of zoom) and if selected. You will have three meetings throughout the semester: 1) Introductory meeting, in which you will get to know your group partner with a variety of introduction questions and prompting artifacts, that are provided with this assignment on Blackboard; 2) Lesson plan swap meeting, you will exchange the lesson plans you have created with another teacher candidate in Turkey or France. After emailing your lesson plan a few days advance, in the meeting you will present your lesson plan ideas and will also watch your partner's lesson plan presentation. You will exchange ideas and questions about each other's lesson plans; 3) Final project planning meeting, you will meet with your group partners and plan your final project (to prepare a [kamishibai](#) as a group). This is a kind of children's book and will be written in a multilingual manner in English, French, Turkish and possibly Spanish. At this meeting, you will plan book with storyline, characters, and dialogues.

4. Research Presentation and Preview (40 pts): Each week, one or two students will be responsible for leading a discussion on one of the readings covered in a given week. There will be a sign up sheet to be distributed in Week 1.

Preview (10 pts): The presenter(s) will provide the class with a preview of the reading 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 10 minutes at most. The presenters will also prepare a reading guide and upload on Blackboard for others to complete by the next meeting. The reading guide should include 4-5 questions over the article and an answer key should also be submitted to the professor at the time of the preview.

Discussion (30 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 supported with a visual aid such as a prezi or powerpoint presentation and limited to 30 minutes at most.

5. Reading Guide Responses (10 x 13=130 pts) Students (excluding the discussion leaders) will fill out their answers to the reading guides and submit them on Blackboard before the deadline designated on Blackboard. Each assignment is set to close (30 minutes before the start of the class). The discussion leaders will upload their answer key into the dropbox. 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, the day of the class, submissions after the class, the morning of the class) or submissions sent via email will not be accepted. Please prepare ahead of time.

6. Exams (2 x 100= 200 pts): There will be two exams (midterm and final). Each exam will be worth 100 pts. **Prepare scantrons for exams.**

7. SOLOM Interview and Paper (50 pts): Students will conduct a SOLOM interview and analysis with an ESL learner.

8. Kamishibai/Multilingual Children's book (100 pts): In collaboration with your group members from France and Turkey, you will prepare a [Kamishibai/Multilingual](#) children's book or a [digital story](#). Together as a group, you will create characters, storylines, and present the narrative in multiple languages (English, French, Turkish, and Spanish). There are specific instructions on how to do this.

9. Reflection Essays (2 x 25=50 pts): You will write two reflection essays during the semester. The first one will focus on what you know about English language learners and your previous background in this topic as well as what you are expecting to learn in this class and from the international collaboration. The second essay will focus on your growth throughout the semester, your increasing understanding of ELLs' needs and interests.

10. 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 for 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	01/17	Snow day/No class		
2	01/24	-Introduction to class -Structure of SIOP model -Myths and Misconceptions about teaching ELLs	-Ch 1: Introducing the SIOP Model -Harper & de Jong	Dr. Uzun
3	01/31	-Input, interaction, and output - Activity from Vogt and Echevarria Ch. 4	Ch 4: Comprehensible Input -Lee & Van Patten	1.
4	02/07	-Interaction and Corrective feedback in ESL classrooms - Activity from Vogt and Echevarria Ch. 6	-Ch 6: Interaction -Lyster & Ranta	-Reflection Essay on ELLs due on Blackboard 1. 2.
5	02/14	-Lesson Planning -Language and content objectives - Activity from Vogt and Echevarria Ch. 2 -SOLOM -WIDA	-Ch 2: Lesson Preparation -Jensen	-Telecollaborative Meeting: Introduction with artifacts 1.

6	02/21	-Assessment - Activity from Vogt and Echevarria Ch. 9	- Ch 9: Review & Assessment -Katz	- SOLOM Assignment to be submitted on Blackboard 1.
7	02/28	-Learner Strategies for ESL - Activity from Vogt and Echevarria Ch. 5	- Ch 5: Strategies - Ehrman, Leaver, & Oxford	- Language Arts Lesson Plan Due on Blackboard 1.
8	03/07	-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 -Contreras-Vanegas & Ates MIDTERM	1.
SPRING BREAK				
9	03/21	-Practice and application of lesson plans -Reflective teaching -Reflecting on lesson plans and make future plans	- Ch 7: Practice & Application -Uzum, Petron & Berg	- Telecollaborative Meeting: Lesson Plan Exchange 1.
10	03/28	Online Class - 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	Dr. Uzum
11	04/04	-Issues in reading in a second language -Teaching children reading in a second language -Second language reading strategies -Issues in writing in a second language -Error correction and feedback in second language writing using proficiency levels	- Ch 10: Issues of Reading and Writing -Ediger -Ellis	- Math/Sciences Lesson Plans due on Blackboard - Extra credit assignments due Ediger 1. Ellis 1.
12	04/11	-Teaching Math and Sciences to	- Bresser, Melanese,	1.

		ELLs -Equity in teaching Math and Science	& Sphar -Olson, Levis, Vann, & Bruna	
13	04/18	-Effective use of lesson plans -Evaluating the effectiveness of teaching -Content area instruction for ELLs. -Knowledge and skills of effective mainstream ELL teachers -TEXES Exam Review, Session I	-Wright (p. 270-292) -de Jong, Harper, & Coady	-Telecollaborative Meeting: Planning the final Project 1.
14	04/25	-Self-reflection and action research for problem solving in class -TEXES Exam Review, Session II	-Petron & Uzum	-Final Project: Kamishibai/Digital Stories due on Blackboard -Reflection essay on telecollaboration due on Blackboard 1.
15	05/02	-Final Exam, course wrap up		-FINAL EXAM

Background Readings

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.