



TESL 3303-07 LITERACY STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

Spring 2018

TESL 3303-05 is a required course for EC-6

College of Education

Department of Language, Literacy and Special Populations

Instructor: Dr. Alma L. Contreras-Vanegas
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TEC 130
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Office hours: Monday 8:00am- 11:00am (on-line), Tuesday 4:00pm-5:00pm (Huntsville Elementary),
Friday 12:00pm-4:00pm (on-campus)

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

Location of class: TEC 131

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 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 gain knowledge on how to work with linguistically and culturally diverse students in Texas schools. Prerequisite: BESL 2301, BESL 3301. Credit 3.

Textbook/Readings:

Echevarria, J. J., Vogt, M. E. & Short, D. J. (2013). *Making content comprehensible for elementary English learners: The SIOP model*. Pearson

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

Course Objectives:

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

1. Fundamental language concepts and knows the structure and conventions of the English language.
2. Process of second language acquisition and utilization of this knowledge to promote students' language development in English.

3. ESL teaching methods and utilization of this knowledge to plan developmentally appropriate ESL instruction.
4. Selection and implementation of ESL resources which reflect current research and best practices.
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. Multiple factors that affect ESL students' learning of academic content, language and culture.
7. Advocacy for ESL students and how to facilitate family and community involvement.
8. Engaging students intellectually through readings, discussion, action, and reflection
9. Improving instructional skills and learn about the student profile in public schools by participating in an academic community engagement project.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on the last page of the syllabus.

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).

BLACKBOARD: The schedule and syllabus is subject to change, please check Blackboard Announcement regularly for any updated information.

EXPECTATIONS:

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 stapled. Have your name, course name, number and section (single-spaced) on the top right corner of the first page.

***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
Class Participation	100	85 – 92 % B
ESL Teacher Lesson Plans	200	77 – 84 % C
ESL Teacher Reflections	100	60 – 76 % D
Discussions	100	below 59 % F
Quizzes	100	
Exams	200	
Final Project	150	
Final Project Presentation	50	
TOTAL	1000	

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

- a) carefully doing the readings to be able to discuss them in class
- b) giving your full attention to class discussions (no texting/emailing, 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 any in class assignments

2. ESL Teacher Lesson Plans (2X 100=200): There will be four lesson plans (reading, writing, math, science/social studies) to submit with a partner. In these lesson plans, you will focus on the language and content objectives you would teach in an ESL classroom. The lesson plans are typically 1-2 pages long. There are specific guidelines on blackboard.

3. ESL Teacher Reflections (2 X 50=100): The purpose of this assignment is to help you get accustomed to think like an ESL teacher. After each lesson plan is completed, each student will write a brief (500-700 words) reflection on how your lesson plans would benefit English language learners (ELLs). These are going to be like diary entries and can focus on how effective you think the lesson is, if the objectives were met, and if you still have any questions or concerns about how you would teach this lesson to ELLs.

4. Discussions (100 pts): Each week, two students will be responsible for leading a discussion on one of the readings covered in a given week.

Preview (10 pts): The pair will provide the class with a preview of the reading and distribute a reading guide, 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. 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 40 minutes at most.

Response (50 pts): Students (excluding the discussion leaders) will fill out their answers to the reading guides and submit them at the beginning of class when requested (**for 5 randomly selected readings 10x5=50**). Answers to the reading guides should be complete and accurate in order to receive full credit. Late submissions will not be accepted.

1. Quizzes (100 pts) 3 quizzes (33 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.

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

7. Final Project (150 pts): You will prepare a teaching portfolio which includes:

- a) a one-page teaching philosophy
- b) a detailed lesson plan and related materials to promote integrated language skill development in a content- or theme-based course for a population of your choice (e.g., K-12 class that includes L2 learners of English)
- c) the rationale for your decisions based on the course readings and class discussions

8. Final Project Presentation (50 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.

9. Extra Credit Assignments (50 pts): You can choose one of the following books to read and complete a 3-4 page book report by **November 16th**. 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

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

Note The instructor reserves the right to alter (add, delete and/or modify) the syllabus to meet the individual needs of the students.

Blackboard Announcement: The schedule and syllabus is subject to change, please check Blackboard Announcement regularly for any updated information.

CLASS SCHEDULE

Week	Date	Topics	Readings and Assignments (to be completed BEFORE class)	Discussion Leader
1	01/19	-Introduction to course -Overview of syllabus		Dr. Contreras-Vanegas (Dr. C-V)

		-Language learning experiences - Activity: Ice breakers -TEExES pre-test		
2	01/26	-Structure of SIOP model	<i>Ch 1: Introducing the SIOP Model</i>	Dr. C-V
3	02/02	-Input, Interaction, & Output - Activity from Vogt and Echevarria Ch. 4	<i>Ch 4: Comprehensible Input</i>	Dr. C-V
4	02/09	-Interactions and Corrective feedback in ESL classrooms - Activity from Vogt and Echevarria Ch. 6	- <i>Ch 6: Interaction</i> - <i>Lyster & Ranta</i> - Quiz 1	1. 2. 3.
5	02/16	-Lesson Planning -Language and content objectives - Activity from Vogt and Echevarria Ch. 2 -SOLOM -WIDA	- <i>Ch 2: Lesson Preparation</i> - <i>Jensen</i> - <i>Katz</i> - Quiz 2	1. 2. 1. 2.
6	02/23	-Assessment - Activity from Vogt and Echevarria Ch. 9	- <i>Ch 9: Review & Assessment</i> - <i>Peregoy & Boyle pp.23-28</i> - <i>Brinton: Strategies</i> - Lesson plan 1 and Reflection 1 due	1. 2. 1. 2.
7 CLASS ON- LINE	03/02	-Learner Strategies for ESL -Teaching Strategies for ESL - Activity from Vogt and Echevarria Ch. 5 -ESL Program Types -Bilingual Education	- <i>Ch 5: Strategies</i>	
8	03/09	-Building background -Activating students' prior knowledge -Using hands-on materials and manipulatives	- <i>Ch 3: Building Background</i> - MIDTERM	

		-Issues in ESL listening and speaking - Activity from Vogt and Echevarria Ch. 3		
	03/16	SPRING BREAK		
9	03/23	-Practice and application of lesson plans -Reflective teaching -Reflecting on lesson plans and make future plans - Activity from Vogt and Echevarria Ch. 7	- Ch 7: Practice & Application -Uzum, Petron & Berg	1. 2.
10	03/30	GOOD FRIDAY		
11	04/06	-Lesson delivery, classroom instruction, time management, making connections with language and content objectives - Activity from Vogt and Echevarria Ch. 8	- Ch 8: Lesson Delivery -DeCarrio - Lesson plan 2 and Reflection 2 due	1. 2.
12	04/13	-Literacy Development: Reading - Activity -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 and post test	- Ch 10: Issues of Reading - Quiz 3 -Anderson	1. 2.
13	04/20	-Effective use of lesson plans	- Presentations Day 1 - Portfolios due	

		-Evaluating the effectiveness of teaching		
14	04/27	-Content area instruction for ELLs.	-Presentations Day 2	
15	05/04	-Final Exam		

Student Guidelines

University Policies

- 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.

ATTENDANCE EXPECTATIONS

Punctual and regular attendance is expected. In an online class, this is measured by completing tasks on the scheduled due date. Failing to complete work on time will be considered an absence. Each absence after the first one will result in the deduction of 3 percentage points from final grade. Remember that all assignments need to be submitted in order for a student to receive an “A” grade in the course regardless of the number of points earned.

LATE ASSIGNMENT POLICY

Please pay special attention to observe the due dates for each of the assignments. 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:**

2. Up to 24 hours-5% of the total assessed points are deducted.
3. 25-72 hours-10% of the total assessed points are deducted.
4. By the next class meeting 15% of the total points assessed are deducted.
5. Any other late assignment may not be accepted (each case is handled separately).

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 online.

Bibliography

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- 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.
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- Ehrman, M. E., Leaver, B. L., & Oxford, R. L. (2003). A brief overview of individual differences in second language learning. *System*, 31, 313-330.
- 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.
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- 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.
- Olshtain, E. (2001). Functional tasks for mastering the mechanics of writing and going just beyond. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 207-217). Boston, MA: Heinle & Heinle.

- 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
- 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.

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.

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 1 (if there is no SPA)

			NETS – ISTE NETS Technology Standards
Demonstrates knowledge of fundamental language concepts	Text readings, journal articles, and Lecture	Journal article reaction paper rubric, exam and quizzes	TS – ESL 1.1k, 1.2k, 1.3k, 1.4k, 2.1k, 3.1k, 3.2k, 3.5k, 4.1k, 4.3k, 5.1k, 5.2, 6.3k, 6.4k, 6.5k, 7.1k, 7.2k DDP – 1, 7 CF – 1, 3 TESOL – 1.a NETS - 3
Apply knowledge of effective ESL strategies through multiple presentations.	Prepare SIOP lessons for ELLs addressing oral and written language Synthesis of ESL learning strategies in workshops Picture file	Strategy Workshop rubric; picture file rubric; SIOP lesson plan rubrics, exam and quizzes	TS – ESL 1.1s 1.2s 1.4s 3.2s 4.3k, 4.4k 4.7k 4.1s, 4.6s, 7.2s DDP – 1, 5, 7 CF - 1, 3, 5, 6, 7, 8 TESOL – 2, 3.a, 3.b, 3.c NETS – 2, 3, 4
Demonstrate effective written communication of thoughts and reflections.	Journal article reaction paper SIOP lessons	Journal article reaction paper rubric	TS – ESL 1.5k, 1.4s, 2.2s, 2.3k 1.5k, 1.4s DDP – 3, 4, 5 CF – 1, 3, 4 TESOL – 5.b NETS - 5
Examine and evaluate ESL resources reflecting current research and best practices.	Journal article reaction papers Workshop presentations	Journal article reaction paper rubric, Workshop presentation rubric	TS – ESL 1-7k & s DDP – 2, 4, CF – 1, 3 TESOL – 5.a., 5.b NETS – 2, 3, 5
Analyze and develop appropriate classroom activities for ELLs.	Prepare SIOP lessons for ELLs addressing oral and written language Picture file	SIOP Lesson plan rubrics; picture file rubric	TS – ESL 2.5s, 3.3s, 4.3s, 5.2s DDP – 1, 6, 7, 10 CF – 2, 3, 5 TESOL – 2, 3.a, 3.b, 3.c NETS – 2, 4
Investigate, compare and contrast L1 and L2 processes.	Observe ELLs; text readings	Exam , SOLOM and WIDA assessments	TS - ESL 1 all & 3 all DDP – 7 CF – 3, 5 TESOL – 1.b, 2, 5.a NETS – 2, 5
Examine both traditional and alternative assessment strategies for placement and evaluation of ELLs and develop assessment strategy that reflects multicultural understanding.	Observe teacher assessment methods; lesson plan modifications.	Exam; SOLOM and WIDA assessments	TS - ESL 1 all & 3 all DDP – 7 CF – 3, 5 TESOL – 1.b, 2, 5.a NETS – 2, 5
Demonstrate effective integration of continued language development strategies through content area instruction.	Prepare SIOP lessons for ELLs addressing oral and written language, picture file	Exam; SIOP Lesson plan rubrics; picture file rubric	TS –ESL 5 all DDP – 1, 6, 7, 8, 10 CF – 2, 3, 5 TESOL – 3.a, 3.b, 3.c NETS – 2, 4

Demonstrate effective written communication of thoughts and reflections.	Journal article reaction paper SIOP lessons	Journal article reaction paper rubric	TS – ESL 1.5k, 1.4s, 2.2s, 2.3k 1.5k, 1.4s DDP – 3, 4, 5 CF – 1, 3, 4 TESOL – 5.b NETS - 5
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NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

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/

<http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/>