Sam Houston™
STATE UNIVERSITY

TESL 4303- 01 Teaching English as a Second Language
Spring 2018
TESL 4303 is a required course for 4 - 8 Certification.
College of Education
Department of Language, Literacy and Special Populations

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Office hours: Friday: 8:00 – 10:00 and 12:00 - 2:00 (Huntsville)
Tuesday: 10:00 – 1:00 (The Woodlands Center)
Virtual office hours: Monday: 8:00 – 9:30 pm
Thursday: 9:00 – 10:30 pm

Day and time the class meets: January 4 - 10, 11:00 – 12:50; April 11, 3: 15 – 4:30, and weekly online assignments throughout the semester.

Location of class: TWC 341

Course Format: This course is taken in conjunction with student teaching. Therefore, the bulk of the course will involve online assignments. We will be meeting face-to-face for 2 hours 5 days prior to the beginning of the term. These sessions include interactive technology, lectures, discussions, and group work. There is another face-to-face session in April to review essential concepts needed for the TExES ESL exam. During the semester, students work independently reading, analyzing and reacting to the material from the book. The format for learning and interaction may include lecture, reading, researching online, independent work, and presentations. Project papers, discussion, and reflective response are required.

Course Description: The course identifies current instructional methods and approaches to teaching English as a second language to nonnative speakers of English beginning at the early childhood level through adult. Principles and concepts of second language learning, linguistic contrasts between English and other languages, and the instructional processes are emphasized. Field experience in PK-12 schools is required. Prerequisite: BESL 2301, BESL 3301. Credit 3.

Textbooks: Reiss, J. (2012). *120 Content strategies for English language learners: Teaching for academic success secondary school.* (2nd ed.) Boston, MA: Allyn & Bacon.

Course Content: Students will demonstrate understanding, knowledge, and skills related to the following:
❖ Second language acquisition theories
❖ The processes of first and second language acquisition
❖ Social and cultural factors which affect second language acquisition
❖ Developing receptive and productive language skills
❖ Organizing and developing curriculum which facilitate language learning
❖ Designing activities which support and enhance language learning
❖ Understanding current research in the field of ESL

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).

A **matrix** that aligns course objectives, activities, assessments, and standards can be viewed at the end of this document (after College of Education information)

Course Requirements:

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 will be deducted from the assignment**:
1. Up to 24 hours - 5% of the total assessed points.
2. 25-72 hours - 10% of the total assessed points.
3. By the next assignment - 15% of the total points assessed.
4. 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 during the course.

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**. Have your name on the top right corner of the first page.

Course Outline

1. **Assigned readings, weekly course activities and participation.** Because this course involves very few face-to-face meetings, it is critical that you stay current with readings and assignments. **All discussion questions and assignments will be submitted via Blackboard.**

2. **Assignment questions/activities.** The purpose of these questions/activities is to ensure that you are completing the assigned readings. Weekly questions or activities are on Blackboard. The questions or activities will relate to the assigned reading for the week. You will have until Sunday at 11:00 pm to complete and send them. **Each set** of questions/activities is worth **30 pts**.

3. **Journal Article Reaction papers.** The purpose of this activity is to get you reading professional journals. Students will select an article of their choice from a professional journal in the field of second language acquisition and/or the teaching of English as a second language. The reaction paper should be approximately two, double-spaced pages in length. The paper should include a very short summary of the article (about one paragraph), followed by your reaction to the article. Please use APA format when citing the article. Two journal reaction papers are required. At least **one** must relate to the particular content area you are teaching (ie. math or social studies). The following journals are great resources: *TESOL* Quarterly, *Essential Teacher, Teaching PreK-8, Language Magazine, ESL Magazine Online, Bilingual Research Journal, The Internet TESL Journal,* and *Language Learning and Technology.* You may also use journals in your content area such as *Mathematics Teaching in the Middle* School; however, the article must focus on the teaching of that content area to ELLs. **Each** journal reaction paper is worth **100 pts**.

4. **Picture file collection.** The purpose of the picture file collection is to provide you with a resource that can be used to encourage the oral language and vocabulary development of English language learners. The collection should consist of at least 20 high quality images for use in teaching concepts. There should be no or very limited text on the pictures. The pictures should be organized by content area or theme. Each picture should also include a description of how you would use each one. The picture file is worth **100 pts**.

5. **Modified lesson plans.** The purpose of this assignment is to give you practice designing instruction for English language learners. You will take **TWO** lesson plans you have written and executed **during student teaching** and modify the lessons for English language learners. Please carefully review the lesson plans and make appropriate

modifications in **RED in each section** of the lesson plan. Be sure to include a language objective in **RED** for each lesson plan. **The set of two** lesson plans is worth **100 pts**.

6. **Take home exam.** The final exam will consist of a set of 7 – 10 short-answer questions. The take home exam is worth **100 pts**.

Course Evaluation:

Discussion questions/activities	30 pts. each x 10 =	300 pts.
Modified lesson plans (2)		100 pts.
Journal article reaction papers	100 pts. each x 2 =	200 pts.
Picture file		100 pts.
Exam		100 pts.
		800 pts.

Evaluation Scale			
	740 - 800	93-100	A
	676 - 739	85-92	B
	612 - 675	77-84	C
	556 - 611	70-76	D
	Below 611	Below 70	F

CLASS SCHEDULE

Date	Topic	Reading assigned	Assignments due
1 / 4	**Introduction to the class; Understanding language**		
1 / 5	**Language theories/concepts**	**Ch. 1**	
1 / 8	**Cultural considerations**	**Ch. 2**	
1 / 9	**Strategies for ELLs**		**Article review 1**
1 / 10	**Strategies for ELLs (2)**		
1 / 17 - 19	**Choosing objectives and standards**	**Ch. 3**	**Discussion questions/activity**
1 / 22 – 26	**Learning strategies**	**Ch. 4**	**Discussion questions/activity**
1 / 29 – 2 / 2	**Background knowledge**	**Ch. 5**	**Discussion questions/activity**
2 / 5 – 9			**Article Review 2 (2/11)**
2 / 12 – 16	**Teaching new material**	**Ch. 6**	**Discussion questions/activity**
2 / 19 – 23	**Checking comprehension**	**Ch. 7**	**Discussion questions/activity**
2 / 26 – 3 / 2	**Vocabulary strategies**	**Ch. 8**	**Discussion questions/activity**
3 / 5 – 9	**Reading strategies**	**Ch. 9**	**Discussion questions/activities**
3 / 12 – 16	**Spring Break**		
3 / 19 – 23			**Picture file (3/25)**
3 / 26 – 30	**Reinforcing learning**	**Ch. 10**	**Discussion questions/activities**

4 / 2 – 6	**Assessing instruction**	**Ch. 11**	**Discussion questions/activities**
4 / 11	**Face-to-face: TExES ESL Exam review**		
4 / 16 – 20			**Modified lesson plans (4/22)**
4 / 23 – 27	**High stakes tests**	**Ch. 12**	**Discussion questions/activity**
4 / 30 - 5 / 4	**Take home exam**		**Take home exam (5/8)**

BLACKBOARD: <u>The schedule and syllabus is subject to change, please check Blackboard Announcements regularly for any updated information.</u>

Bibliography

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Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
  - Procedures in Cases of Academic Dishonesty #810213
  - Disabled Student 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

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

NCATE Standards

CAEP Standards

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research. The candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)
NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Standards **Matrix.**

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment
			TS-ESL Texas Educator Standards/Competencies **DDP**—Diversity and Disposition Proficiencies **CF**—Conceptual Framework Indicator **TESOL** – Teachers of English to Speakers of Other Languages **NETS** – ISTE NETS Technology Standards
Demonstrates knowledge of fundamental language concepts	Text readings, journal articles, and discussion questions	Journal article reaction paper rubric, exam	TS – ESL – I, III DDP – 5 **CF** - 1, 3 **TESOL** – 1.a, 1.b **NETS** - 3
Apply knowledge of effective ESL strategies through multiple multicultural presentations.	Prepare and teach ESL lessons to 4-8 learners Text reading, journal articles, Lesson plan accommodations Picture file	Lesson plan rubric; picture file rubric; article presentation rubric	TS – ESL II, III, IV, V DDP – 1, 5, 6, 7 **CF** – 1, 2, 4, 5 **TESOL** – 2, 3.a, 3.b, 3.c **NETS** – 2, 3, 4
Demonstrate effective written communication of thoughts and reflections.	Journal article reaction papers Weekly discussion questions	Journal article reaction paper rubric, discussion question rubric	TS – ESL VII DDP – 3, 4, 5 CF – 1, 3, 4 TESOL – 5.a, 5.b NETS - 5
Examine and evaluate ESL resources reflecting current research and best practices.	Journal article reaction papers Lesson plan accommodations Text reading, Weekly discussion questions	Journal article reaction paper rubric, Lesson plan rubric; discussion question rubric;	TS – ESL III, IV, V, VI DDP – 1, 2, 5, 6 CF – 1, 3, 4, 5 TESOL – 3.a, 3.b, 3.c, 5.a., 5.b NETS – 2, 3, 5
Analyze and develop appropriate classroom activities for ELLs.	Lesson plan accommodations Picture file, Weekly discussion questions, Text readings, journal articles	Lesson plan rubric; picture file rubric, discussion question rubric, Journal article reaction paper rubric	**TS** – **ESL** II, III, IV, VI **DDP** – 2, 5, 8, 9, 10 **CF** – 1, 2, 3, 4, 5 **TESOL** – 2, 3.a, 3.b, 3.c, 4.a, 4.b, 4.c **NETS** – 2, 4
Investigate, compare and contrast L1 and L2 processes.	Observe ESL students in classroom; text readings, Weekly discussion questions	Exam, discussion question rubric	**TS - ESL** I, III **DDP** – 1, 4 **CF** – 1, 5 **TESOL** – 1.a, 1.b, 2, 5.a **NETS** – 3, 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 accommodations, weekly discussion questions, text readings	Lesson plan rubric; exam, discussion question rubric	**TS – ESL II,** VI **DDP** – 5, 7 **CF** – 1, 4, 5 **TESOL** – 2, 4.a, 4.b, 4.c **NETS** – 2
Demonstrate effective integration of continued language development strategies through content area instruction.	Lesson plan accommodations, picture file, Weekly discussion questions, Text readings, journal articles, journal article reaction paper	Lesson plan rubric; exam, picture file rubric, discussion question rubric, journal article reaction paper rubric	**TS –ESL** III, IV, V, VI **DDP** – 5, 6, 7, 9 **CF** – 1, 2, 4, 5 **TESOL** – 1.a, 1.b, 3.a, 3.b, 3.c, 4.a, 4.b, 4.c **NETS** – 2

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/**

*Note: Plan to make time to use the **Sam Houston Writing Cente**r, 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*