



## On-Campus Course Syllabus EDU 317,L00.A ESL Instructional Methods

### Contact Information

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**Instructor Office Hours:** By Appointment

### Course Description and Prerequisites

An intensive study of the research-based methods and strategies currently used to enable second language acquisition for a diverse student population in the EC-6th grade setting whose home language is not English. Preservice teachers practice teaching strategies that promote oral language, listening, reading, and writing skills with particular attention paid to comprehension and critical thinking skills. Pre-service teachers will also analyze, select, and/or modify teaching materials to facilitate language acquisition for English language learners and to meet TEK standards. (Prerequisite: EDU 301)

### Course Objectives

1. Utilize needs the knowledge of the structure and conventions of English to design lessons that meet diverse learning.
2. Discuss current research on second language acquisition and develop student-centered learning activities for diverse English language learners.
3. Analyze a variety of learning materials and modify them to meet the needs of English language learners.
4. Peer teach a listening/oral language, reading, and writing lesson, with an appropriate lesson plan that incorporates TEKS, designed to meet the developmental needs of English language learners.
5. Analyze and interpret assessment data from English language learner writing samples.
6. Design a parent program that meets the needs of a school community whose home language is not primarily English.
7. Complete the TExES ESL supplemental (154) mock practice test with a passing score.

### Required Textbooks

Peregoy, S. & Boyle, O., Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners, 7th ed., Pearson, 2017, digital textbook: ISBN-13: 978-0-13-394766-3.

### Course Requirements and Assignments

***\*\*Please be prepared to turn in work at the beginning of class on the due date specified unless otherwise stated by the professor. \*\****

**\*\*\*Late Work Classroom Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted. \*\*\***

1. **Video Clip Responses:** You will be assigned one video clip from each chapter in your textbook. You are to respond to the questions that accompany each clip with a thoughtful paragraph. Each

of your responses will be required for the classroom discussion that will focus on the chapter information demonstrated through the clip. **DUE: each class meeting POINTS: 1 point each /10 points total**

**2. Activity Pack:** You will create three (3) teaching activities for each of the four (4) language arts areas, for a total of twelve (12) activities with a focus on supporting English Language Learners. These will cover the areas of listening, speaking, reading, and writing and must represent one activity for each of the three (3) EC-6th developmental groups. These are to be in a folder with a title page, typed, and 12cpi. Be prepared to share your ideas with your peers.

**DUE: 6/06/2023 POINTS: 10 points**

**3. Listening/Oral Language Peer Teach:** You will teach a listening/oral language lesson for an English Language Learner using one of the models in Chapter 5 of the textbook. You may choose which grade level you wish to teach. The lesson is to be approximately 15 minutes in length and be accompanied by a typed lesson plan that incorporates appropriate TEKS.

**DUE:6/07/2023 POINTS: 10 points**

**4. Reading Peer Teach:** You will teach a reading lesson for an English language learner using one of the models in Chapter 6 of the textbook. You may choose which grade level you wish to teach. The lesson is to be approximately 15 minutes in length and be accompanied by a typed lesson plan that incorporates appropriate TEKS.

**DUE: 6/08/2023 POINTS: 10 Points**

**5. Writing Peer Teach:** You will teach a writing lesson for an English language learner using one of the models in Chapter 8 of the textbook. You may choose which grade level you wish to teach. The lesson is to be approximately 15 minutes in length and be accompanied by a typed lesson plan that incorporates appropriate TEKS.

**DUE: 6/12/2023 POINTS: 10 Points**

**6. ESL Bibliography and Library:** This assignment is to aid you in developing your own list of children's literature which can enhance the reading experience for English language learners. You are to create your own bibliography from the vast array of choices available to you as an educator. The bibliography is to consist of **20 books** that are appropriate for grades K-6th. **You must also have read at least 10 of the books on your bibliography and bring them to class so that you may share them with your peers.**

**DUE: 6/13/2023 POINTS: 10 points**

**7. ESL Writing Samples Assessment:** You will be given a set of 3 writing samples from anonymous ESL students who are in an EC-6th grade setting. Using the TELPAS sample descriptors, you will evaluate and rate each of the 3 writing samples as to English proficiency. Be prepared to explain your evaluations to your peers.

**DUE: 6/14/2023 POINTS: 10 points**

**8. ESL Supplemental Practice Test:** You will complete the ESL Supplemental Practice test in preparation for the state certification exam.

**Due: 6/14/2023 POINTS: 10 points**

**9. Parent Program Proposal:** You will submit a one-to-two-page program proposal for involving non-English speaking parents in the learning process of their EC-6th grade children.

This proposal is to be typed, double-spaced, and 12 cpi. You will be expected to share your program idea with your peers. You will use either PowerPoint or Prezi with a minimum of 5 slides to explain your idea. This project serves as your final in this course.

**DUE: 6/15/2023**

**POINTS: 20 points**

## **Course/Classroom Policies and Information**

### **English as a Second Language Standard I**

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

### **English as a Second Language Standard II**

The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

### **English as a Second Language Standard III**

The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

### **English as a Second Language Standard IV**

The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

### **English as a Second Language Standard V**

The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language and culture.

### **English as a Second Language Standard VI**

The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

### **English as a Second Language Standard VII**

The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

## **Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## **Campus Closure**

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Supports

**Canvas and SONIS:** Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

**Student Services:** The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

**Wallace Library:** Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

**Tutoring Center:** Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
6/05/2023	Syllabus Explanation	pp. 2-39	
	English Learners in 21 <sup>st</sup> Century Classrooms		
	Language and Language Acquisition	pp. 40-82	Video Response 1
6/06/2023	Classroom Practices for Effective ESL	pp. 83-128	Video 2
	New Literacies and English Learners	pp. 129-158	Activity Pack/Video 3
6/07/2023	Oral English Development in Second Language	pp. 159-197	Video 4
	ELL'S Beginning to Write and Read	pp. 198-248	Oral Language Teach/
6/08/2023	ELL's Vocabulary Development	pp. 249-284	Reading Peer
	ELL's and Process Writing	pp. 285-336	Writing Peer

<b>6/12/2023</b>	<b>Reading and Literature</b>	<b>pp. 337-394</b>	<b>Literature Bibliography/</b>
	<b>Content Reading and Writing</b>	<b>pp. 395-437</b>	<b>Video 9</b>
<b>6/13/2023</b>	<b>Content Reading and Writing</b>	<b>pp. 438-471</b>	<b>Video 10</b>
	<b>TEA ESL Bulletin/LPAC Framework</b>		
<b>6/14/2023</b>	<b>TELPAS</b>		<b>Writing Assessment</b>
	<b>TEExES Practice Test review</b>		<b>ESL Practice Test Score</b>
<b>6/15/2023</b>	<b>Final Project</b>		<b>Parent Program</b>

### **Selected Bibliography**

Ferlazzo, L. & Sypniewski, K. 2012. *The ESL / ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels*, 1st Edition. Josey-Bass, Nashville, KY.

ISBN-10: 1118095677

Herrera, S. & Murry, K., 2016. *Mastering ESL/EFL Methods: Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Student*, 3rd Edition. Pearson, NY. ISBN-13:

978-0-13-383671-4

Ovando, C. & Combs, M., 2011. *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*, 5th Edition. McGraw-Hill Education. ISBN-10: 0073378380