

### **Course Information**

Course Number/Section ED4V95.501.13S : SPECIAL TOPICS IN EDUCATION  
Course Title ESL FOR K - 12 TEACHERS  
Term Spring 2013 CB 1.106  
Days & Times Tuesday and Thursday 7:00 -8:15 p.m.

### **Professor Contact Information**

Professor Libby T. De León  
Email Address [Libby.Deleon@utdallas.edu](mailto:Libby.Deleon@utdallas.edu)  
Office Location CB 2 1.202  
Office Hours Arrange through email with the professor

### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Department Permission required.

### **Course Description**

Analysis of social and linguistic factors associated with second language learners and the acquisition of the English language. This course deals with the techniques, methods, and strategies for the instruction and assessment of ELLs.

### **Student Learning Objectives/Outcomes**

Students in this course will:

1. Examine specific instructional strategies to accommodate ELLs' educational needs and learning styles in the multicultural/multilingual classroom,
2. Experience hands-on activities to apply theory into practice both as learners and instructors,
3. Integrate the teaching of ESL into the content area teaching.

### **Required Textbooks and Materials**

#### **Required Texts**

Diaz-Rico, L.T. (2008). A course for teaching English learners. NY: Pearson - Allyn & Bacon.  
ISBN 0-205-51050-7/978-0-205-51050-4

#### **Required Materials**

Preparation Manual Print Copy

154 English as a Second Language Supplement

[http://www.texas.ets.org/assets/pdf/testprep\\_manuals/154\\_esl\\_supp.pdf](http://www.texas.ets.org/assets/pdf/testprep_manuals/154_esl_supp.pdf)

### **Suggested Course Materials**

Additional articles and review items will be linked in blackboard.

### **Assignments & Academic Calendar**

See the next page

This is a tentative schedule. Refer to blackboard for final deadlines. The instructor has the right to change at any time.

Date	Topic	ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS	Learning Activities and Measurement	Reading Materials	Assignments
Week 1 Jan 15 Jan 17	Introduction to Course Myths of ESL/BIL Education	<i>ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS I –VII</i>	Introduction to course and Syllabus Course Guidelines In-class discussion & online interaction	Díaz-Rico Introduction page 1-10	Online Post due Sunday evening at 11:59 p.m. unless otherwise posted online
Week 2 Jan 22 Jan 24	English Language Learners (ELLs) English Language Concepts and Types of Programs	<p><b>Standard I.</b> The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</p> <p><b>Standard II.</b> The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.</p>	Review of Reading Lecture Additional Readings In-class discussion & online interaction	Díaz-Rico Chapter 2 & 4	<p>Assign Cooperative Strategy/ESL Strategies –Refer to online list- Due Dates Vary. Numbers will be drawn.</p> <p>SCS Survival Guide Dec 2<sup>nd</sup> at 7:00 p.m. Online Post Read Chapters 2 &amp; 4</p>
Week 3 Jan 29 Jan 31 Feb 5- Field Experience	Culture	<p><b>Standard II.</b> The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.</p> <p><b>Standard VII.</b> The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.</p>	Review of Reading Lecture Additional Readings In-class discussion & online interaction Windshield Project	Díaz-Rico Chapters 8 &9	Read Chapters 8 &9 Online Post Windshield Project due 2-7-13 (to be presented in class)

<p>Week 3 Feb 7 Feb 12 Feb 14- Field Experien ce</p>	<p>Native and Second Language Acquisition and Development</p>	<p><b>Standard I.</b> The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</p> <p><b>Standard III.</b> The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.</p>	<p>Review of Reading Lecture Additional Readings In-class discussion &amp; online interaction</p>	<p>Díaz-Rico Chapte 1 and 2</p>	<p>Online Post</p>
<p>Week 4 Feb 19 Feb 21</p>	<p>Scaffolding</p>	<p><b>Standard IV.</b> The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</p> <p><b>Standard V.</b> The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.</p>	<p>Review of Reading Lecture Additional Readings In-class discussion &amp; online interaction</p>	<p>Díaz-Rico Chapter 5</p>	<p>Read Chapter 5 Online Post Scaffolding Assignment – Due 3-8-13 at 7:00 p.m.</p>
<p>Week 5 Feb 26 Feb 28</p>	<p>English Language Literacy Development</p>	<p><b>Standard IV.</b> The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</p>	<p>Review of Reading Lecture Additional Readings In-class discussion &amp; online interaction</p>	<p>Díaz-Rico Chapter 6</p>	<p>Marzano's Effective Strategies to Vocabulary Instruction Read Chapter 4 Online Post</p>
<p>Week 7 March 5 March 7</p>	<p>Mid Term</p>	<p>Refer to Online Assessment for Date and Time</p>			
<p>Spring Break March 10-16</p>					

Date	Topic	<b>ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS</b>	Learning Activities and Measurement	Reading Materials	Assignments
Week 8 March 19 March 21- Field Experience	Writing and ELLs	<p><b>Standard IV.</b> The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</p> <p><b>Standard V.</b> The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.</p>	<p>Review of Reading Lecture</p> <p>Additional Readings</p> <p>In-class discussion &amp; online interaction</p>	Díaz-Rico Page 260-268 Additional Online Readings	Online Post
Week 9 March 26 March 28- Field Experience	Strategies	<p><b>Standard IV.</b> The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</p>	<p>Review of Reading Lecture</p> <p>Additional Readings</p> <p>In-class discussion &amp; online interaction</p>		Finish Cooperative Strategy/ESL Strategies Presentations – Refer to online list-Due Dates Vary. Numbers will be drawn.
Week 10 April 2 April 4- Field Experience	Assessment- Local, State and National Requirements	<p><b>Standard VI.</b> 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.</p>	<p>Review of Reading Lecture</p> <p>Additional Readings</p> <p>In-class discussion &amp; online interaction</p>	Díaz-Rico Chapter 3	Online Post State Assessment Scavenger Hunt Online due 04-8-13 at 12:01 a.m.
Week 11 April 9 April 11	Voices of ELLs/ Work Session for Collaborative Presentations	<p>Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.</p> <p>Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.</p>	<p>Review of Reading Lecture</p> <p>Additional Readings</p> <p>In-class discussion &amp; online interaction</p>	Online Articles- See Bulletin Board	Assignment Instructions are posted on blackboard.

Date	Topic	ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS	Learning Activities and Measurement	Reading Materials	Assignments
Week 12 April 16 April 18 – Field Experience	Special Topics: RTI and ELLs Work Session for Collaborative Presentations	<b>Standard VI.</b> 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.	Review of Reading Lecture Additional Readings In-class discussion & online interaction	Online Articles- See Bulletin Board	Online Post
Week 13 April 23 April 25	Finish Field Study- Students are required to work /observe with ELL, ESL/BIL teachers		Apply what you have learned	Online Assignment	Field Study
Week 14 April 30	Take the Practice ESL Supplemental Exam		Review of Reading Additional Readings In-class discussion & online interaction	Online Articles- See Bulletin Board	SCS Survival Handbook- Final Notes Due May 3 at 7:00 p.m.
Week 15 May 2	Final Presentations of Collaborative Projects		Review of Reading Additional Readings In-class discussion & online interaction		
Week 16 May 7	Final Exam Online		Final Exam		Final Exam due 05-09-13 at 12:01 am

## Grading Policy

Grades are determined by performance on the written assignments and oral presentations. In order to obtain a final academic grade, each one of the following **MUST** be attempted:

Participation with Collaborative Online Groups:	15 pts.
Homework assignments and posts:	43 pts.
Midterm:	12 pts.
Final Exam	15 pts.
Field Based Study:	15 pts.
Total:	100 pts.

Attendance is mandatory for this class. In unable to attend, complete the missed class assignment above. Attendance is part of participation.

Grading distribution:

A 93-100

B 83-92

C 73-82

D 63-72

F <63

## Accessing Grades

Students can check their grades by clicking “My Grades” under Course Tools after the grade for each assessment task is released.

## Course and Instruction

### Make-up exams

Notify the instructor prior to the absence and make arrangements to complete the exams.

### Extra Credit

None

### Late Work

Arrange with professor ahead of time.

## Assignment submission instructions

You will submit your assignments (in the required file format with a simple file name and a file extension) by using the Assignments tool on the course site. Please see the Assignments link on the course menu or see the icon on the designated page. You can click each assignment name link and follow the on-screen instructions to upload and submit your file(s). Please refer to the Help menu for more information on using this tool. **Please note:** each assignment link might be deactivated after the assignment due time. After your submission is graded, you may click each assignment’s “Graded” tab to check the results and feedback.

## Online Tests/Quizzes

You can access quizzes/exams by clicking the Assessments link on the course menu or see the quiz/exam icon on the designated page. Each quiz is timed, and the number of attempts allowed within a scheduled time window will be specified. Please read the on-screen instructions carefully before you click “Begin

Assessment". After each quiz is graded and released, you may go back to the Assessments page and click "View All Submissions" to review your exam results.

### **Classroom Citizenship**

Students will be held to the UTD student code of conduct. The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor

### **Student Conduct and Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas printed publication, *A to Z Guide*, which is available to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000*, Board of Regents, The University of Texas System, and in *Title V, Rules on Student Services and Activities* of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>.

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Students are expected to listen respectfully to faculty and to other students. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Class topics may discuss issues that require sensitivity and maturity. Disruptive actions by students may be subject to disciplinary action.

### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

*Scholastic Dishonesty:* The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the [UTD Judicial Affairs](#) web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

*Plagiarism*, especially from the web, from portions of papers for other classes, and from any other source, is unacceptable and will be dealt with under the university's policy on plagiarism (see general

catalog for details). This course will use the resources of *turnitin.com*, which searches the web for possible plagiarism and is over 90% effective.

### **Copyright Notice**

The copyright law of the United States (*Title 17, United States Code*) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe upon the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy ([UTDPP1043](#)). For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>.

### **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UT Dallas email address and that faculty and staff consider email from students official only if it originates from a UT Dallas student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UT Dallas provides a method for students to have their UT Dallas mail forwarded to other accounts.

This eLearning course has built-in communication tools which will be used for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please see [communication tool information](#).

**Interaction with Instructor:** The instructor will communicate with students mainly using the Announcements and Discussions tools. Students may send personal concerns or questions to the instructor using the course email tool. The instructor will reply to student emails or Discussion board messages within 3 working days under normal circumstances.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's course inventory and in the academic calendar. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

### **Student Grievance Procedures**

Procedures for student grievances are found in *Title V, Rules on Student Services and Activities*, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for

assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

### **Disability Services**

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for a course, please discuss it with an OSA staff member and allow at least one week's advanced notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.

The primary functions of the Office of Student AccessAbility are to provide:

1. academic accommodations for students with a documented permanent physical, mental or sensory disability non-academic accommodations
2. resource and referral information and advocacy support as necessary and appropriate.

OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at (972) 883-2098, or by email at [disabilityservice@utdallas.edu](mailto:disabilityservice@utdallas.edu).

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, *Texas Code Annotated*.

A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

### **Avoiding Plagiarism**

[Adapted from Duke University's guidelines for writers; added July 2010]

*Take time to make careful choices among--and learn to use--the research tools available to you.* You will probably find that your favorite web search engine is not adequate by itself for college-level research. Consult with your professor or a librarian. You may need to use specialized research tools, some of which may require learning new searching techniques.

*Expect to make trips to the library.* While you can access many of the library's resources from your home computer, you may find that you need to make several trips to use materials or research tools that are not accessible remotely. Of course, you will be seeking the best information, not settling for sources simply because they happen to be available online.

*Allow time for gathering materials* that are not available at UT Dallas. The InterLibrary Loan Office can borrow articles and books from other libraries, but this process takes additional time.

*Allow time for reading, rereading, absorbing information, taking notes, synthesizing, and revising your research strategy or conducting additional research* as new questions arise.

*Sloppy note-taking increases the risk that you will unintentionally plagiarize.* Unless you have taken note carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them, or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own document.

*Identify words that you copy directly* from a source by placing quotation marks around them, typing them in a different color, or highlighting them. (Do this immediately as you are making your notes. Don't expect to remember days or weeks later what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.

*Jot down the page number and author or title* of the source each time you make a note, even if you are not quoting directly but are only paraphrasing.

*Keep a working bibliography* of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.

*Keep a research log.* As you search databases and consult reference books, keep track of what search terms and databases you used and the call numbers and URLs of information sources. This will help if you need to refine your research strategy, locate a source a second time, or show your professor what works you consulted in the process of completing the project.

You must cite direct quotes.

*You must cite paraphrases.* Paraphrasing is rewriting a passage or block of text in your own words. If you paraphrase, you must still cite the original source of the idea.

*You must cite ideas* given to you in a conversation, in correspondence, or over email.

*You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge."* However, it is not necessary to cite a source if you are repeating a well known quote or familiar proverb. Common knowledge is something that is widely known. For example, it is widely known that Bill Clinton served two terms as president; it would not be necessary to cite a source for this fact.

*These types of sources should be cited as well.* *Printed sources:* Books, parts of books, magazine or journal articles, newspaper articles, letters, diaries, public or private documents; *Electronic sources:* Web pages, articles from e-journals, newsgroup postings, graphics, email messages, software, databases; *Images:* Works of art, illustrations, cartoons, tables, charts, graphs; *Recorded or spoken*

*material:* Course lectures, films, videos, TV or radio broadcasts, interviews, public speeches, conversations.

### ***Policy on Server Unavailability or Other Technical Difficulties***

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk: <http://www.utdallas.edu/elearninghelp>, 1-866-588-3192. The instructor and the UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

### **Technical Requirements**

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important [technical requirements and the web browser configuration information](#).

### **Resources to Help You Succeed**

*Access to many University resources are available to students. Some sources of interest include:*

**UTD Distance Learning:** <http://www.utdallas.edu/distancelearning/students>

**The GEMS Center** (located within the Conference Center) provides a wide array of free academic support and enhancement for UT Dallas undergraduate students. Offerings include, but are not limited to, a Math Lab and Writing Center, Peer Tutoring (with a focus on science, technology, engineering and math courses), test review sessions, and academic success coaching. The current menu of services, schedules, and contact information is posted on the GEMS website: <http://www.utdallas.edu/ossa/gems/>. A PDF copy of this document is available at [dox.utdallas.edu/instruction1043](http://dox.utdallas.edu/instruction1043).

**McDermott Library:** Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to <http://www.utdallas.edu/distancelearning/students/libraries.html>

### **Course Evaluation**

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. A link to an online instructional assessment form will be emailed to you for your confidential use.

### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*