ELE 507 Syllabus

ESL/Bilingual Teaching Methods in the Content Area
3 Credit Hours
ELE 507.502
Summer II 2020

Instructor: Sarah M. Straub, Ed.D.
Office: ECRC 201-H
Office Phone: (936) 468-1723; (281) 685-8873
Office Hours: TBD.

I will be available to answer emails during office hours. If you would prefer to visit in person, or via Zoom, please email 24 hours in advance to make arrangements.

Email: straubsm@sfasu.edu

Preferably, use your school email platform to send emails related to the course with “ELE 507” somewhere in the subject line.

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

I. Course Information

Course Fees:
None

LiveText/Watermark Assessments:
None

Course Description

This course will use ESL/Bilingual techniques and materials to aid in the development of skills in teaching the content areas: math, science, and social studies to English language learners.

"ESL/Bilingual Teaching Methods in the Content Area" (3 credits; fully online) spans five weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course would receive, requiring students to engage the online modules for at least three hours per day (M-R). The course relies on two main textbooks – Fifty Strategies for Teaching English Language Learners (Herrel and Jordan, 2016) and Academic Language for English Language Learners and Struggling Readings: How to Help Students Succeed Across Content Areas...
(Freeman and Freeman, 2009) – which are woven into the content to support key concepts. In addition, students are expected to engage in various discussion boards requiring interactive responses, several skills activities, a midterm, a lesson plan with clear ESL/bilingual supports and a final that is individualized for the graduate student professional. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

II. Course Goals

This course is aligned with the mission of the PCOE, which is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the PCOE at Stephen F. Austin State University, we are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior; and
- **Service** that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, ISTE, NCSS and the TEA EC6 Educator Standards. Content and assignments are aligned to these standards.

**Program Learning Outcomes (Student Learning Objectives)**

PLO 1 - Candidates know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments. PLO 2 - Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing content instruction, including classroom organization, resources, and integrating language skills for the ESL/Bilingual student.

**PLO Assessment** - Candidates construct a lesson using differentiated instruction and assessment with language objectives clearly stated – Midterm and Final

PLO 3 - Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups that support ESL/Bilingual students’ cultural identities, language and literacy development, and content area achievement.

PLO 4 - Candidates understand formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL/Bilingual programs.
PLO 5 - Candidates demonstrate knowledge of and reflect upon advances in the ESL/Bilingual field and public policy providing support and advocating for ESL/Bilingual students and their families while working collaboratively to improve the learning environment.

PLO Assessment - Candidates write a paper outlining the history of public policy relating to ESL students, the current policies in place at the federal and state levels, and advocate for change in policies that impact ESL children and their families – Discussion Board 1

PLO 6 - Candidates demonstrate knowledge of ESL/Bilingual program components through mastery of the TExES exam.

- SLO 1 - Candidates analyze language acquisition theorists identifying key concepts of first and second language acquisition
- SLO 2 - Candidates plan instruction for ESL students and then adapt aspects of the lesson based on Beginning, Intermediate, Advanced and Advanced High language acquisition levels
- SLO 3 - Students address instructional aspects of Listening, Speaking, Reading, and Writing for effective practices through activity assignments – Dropbox 3, 4
- SLO 4 - Candidates examine Differentiated Instructional approaches that empower English Language Learners
- SLO 5 - Candidates examine cultural diversity aspects related to the English Language Learner
- SLO 6 - Candidates scrutinize all aspects of the Texas system for formal assessment of the ESL student
- SLO 7 - Candidates investigate several resources related to informal assessment of ESL students – Dropbox 4
- SLO 8 - Candidates demonstrate an understanding of performance level descriptors and language acquisition of the English Language Learner / Emergent Bilingual - Dropbox 1
- SLO 9 - Candidates peruse current public policy impact on ESL instruction - Discussion Board 1
- SLO 10 - Candidates investigate public opinions, legal requirements, and politics of language acquisition and then advocate for or against public policy that impacts either classroom instruction or assessment of the ESL student

III. Assignments, Instructional Materials, Use of Technology

Required Textbooks


Academic Language for English Language Learners and Struggling Readers: How to Help Students Succeed Across Content Areas Yvonne Freeman and David Freeman Publication Date: October 31, 2009 | ISBN-13: 978-0325011363
Course Assignments

This section will begin with a description of each of the course components. It will include a rubric for the specific course assignments and will have a Grade Tracker at the end of the section that will also be included as a separate document in Brightspace by D2L.

- **Discussion Board Activities** – You will respond to a prompt and then reply to your peers based on the requirements for each specific Discussion Board (directions outlined on D2L). The discussions should be scholarly and respectful and reflect the knowledge level of a graduate student.

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<tbody>
<tr>
<td>Initial thread responds to all requested components and directly references course materials</td>
<td>Response thread addresses the requirements, is directly related to the previous post, and references course materials.</td>
<td>Response thread addresses the requirements, is directly related to the previous post, and references course materials.</td>
<td>Initial post is made two work days before due date.</td>
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**NOTE:** If a student does not engage in the Discussion Board at the time it is assigned, the student may submit his/her/their comments but will not be able to receive full credit for that area of the rubric. The rationale for this is that a Discussion Board is meant to be interactive and late participation means the replies will not have the opportunity for engagement.

- **Dropbox Activities:** You will communicate your knowledge of the topic presented through short scholarly assignments based on the information gained through readings. Each of these Dropbox activities will serve to enhance your midterm and final exams. **NOTE:** There will be slight variations based on Dropbox, so please ensure that you read specific directions on Brightspace by D2L.

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<td>All components of the assignment are completed with description at a graduate level.</td>
<td>Student has included references to course materials in a way that is clear and easily referenced.</td>
<td>Student has adhered to formatting components such as <strong>highlighting</strong>, <strong>bolding</strong>, etc.</td>
<td>Grammatical and spelling errors do not detract from the assignment.</td>
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**Midterm:** This midterm will extend the lesson plan, which incorporates various components necessary for the instruction of ESL/Bilingual Students.

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<td>Student has included all components of a complete lesson plan cycle (based on preferred template 5-Step, 5-E, etc.). Lesson plan includes a complete and highly detailed list of learning activities, outlining what both students and teacher(s) will do for each activity listed. The plan for activities is reasonable for the time allotted. The lesson plan includes enough detail that any educated adult would be able to follow the lesson and teach it as intended by the teacher candidate.</td>
<td>Student clearly demonstrated an opportunity for students to speak during this lesson plan.</td>
<td>Student clearly demonstrated an opportunity for students to read during this lesson plan.</td>
<td>Student clearly demonstrated an opportunity for students to write during this lesson plan.</td>
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<td>Student clearly demonstrated an opportunity for students to listen during this lesson plan.</td>
<td>Student has adhered to formatting components such as highlighting, bolding, etc.</td>
<td>Grammatical and spelling errors do not detract from the assignment.</td>
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**Final:** The final exam includes two sections. The first section is a finalized lesson plan that incorporates various components necessary for the instruction of ESL/Bilingual Students. The second section is a list that clearly outlines 15 of the 50 strategies that the students plans to bring back to their respective teams.

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<td>Student has identified and described at least 5 different strategies to help support ELLs/EBs in their lesson plan.</td>
<td>The description is clearly aligned to the section of the lesson plan (i.e. if the Explore section is involving student drama, the strategy would be aligned to that – i.e. 27 – Story Reenactment)</td>
<td>References include pg. number and it is clear which edition of 50 Strategies for Teaching English Language Learners the student is using</td>
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<td>The Description of the Strategy is complete for each of the 15 strategies. Grammatical and spelling errors do not detract from the assignment.</td>
<td>“Why It’s Good for ELLs/EBs” has been completed with care. It refers to language acquisition or academic language acquisition/ELPS for the rational. Grammatical and spelling errors do not detract from the assignment.</td>
<td>At least 2 ELPS standards are included for each of the strategies. They do not need to be explained but should be formatted in the same way as the exemplar.</td>
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Grading Tracker

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<td>□ Discussion Board 5</td>
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Required Technology

This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.

Technical Support

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately.
You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.

## IV. Tentative Course Outline/Calendar

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

**Please note that nearly all assignments are due on Sunday evenings at 11:59 PM CST. The only exception to that are the assignments from our final week in class. Those assignments are due at 12:00PM CST on August 7th.**

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<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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| Week of July 06   | Getting Started and Module 1: Understanding Academic Language         | • Read Get Started module content, notably Syllabus and Course Calendar.  
• Read ELPS document  
• Read Policy Guide pages 5-12  
• Purchase Course Texts  
• Begin Discussion Board 1 (due July 12) |
| Week of July 13   | Module 2: Supporting Academic Language and Coping with Academic Texts | • Read “Understanding Who Needs Academic Language” in Academic Language for English Language Learners and Struggling Readers (Freeman) pages 1-22  
• OPTIONAL: BICS vs. CALPS in Freeman pages 23-45  
• Begin Dropbox Activity 1 (due July 19)  
• Begin Discussion Board 2 (due July 19)  
  o See D2L for specific guidelines  
• Begin Dropbox Activity 2 (due July 19) |
| Week of July 20   | Module 3: Opportunities for Academic Writing and Encouraging Active Involvement | • Read Freeman pages 122-195  
• Begin Dropbox Activity 3 (due July 26)  
• Begin Discussion Board 3 (due July 26)  
• Submit Midterm (due July 29) |
| Week of July 27   | Module 4: Strategies for Content Instruction                           | • Read “Finals Instruction Module”  
• Read various excerpts from Herrell & Jordan (See D2L for specific guidelines)  
• Begin Discussion Board 4 (due August 2)  
• Begin Dropbox Activity 4 (due August 2) |
| Week of August 03 | Module 5: Active Involvement and Technology Strategies for Emergent Bilinguals | • Read various excerpts from Herrell & Jordan (See D2L for specific guidelines)  
• Begin Discussion Board 5 (due August 7 at 12:00PM)  
• Begin Final (due August 7 at 12:00PM) |
V. Readings

Course Materials


Academic Language for English Language Learners and Struggling Readers: How to Help Students Succeed Across Content Areas Yvonne Freeman and David Freeman Publication Date: October 31, 2009 | ISBN-13: 978-0325011363

Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VI. Student Ethics and Other Policy Information

All policies can be accessed in their entirety at http://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual participation, and submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Please ensure that all work you post or submit is your original work, and that any material belonging to others is properly cited according to our discipline’s manual of style (APA).

Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

For additional information about academic dishonesty, please read and abide by the complete university policy at SFASU Academic Dishonesty Policy.

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Acceptable Student Behavior: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325 (936.468.3004) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to SFASU Disability Services.

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history
evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

**VII. Other Relevant Course Information:**

This course may be modified at the discretion of the professor.