Professor: Dr. Jim Ewing
Office Hours: Please contact me on D2L or at ewingjs@sfasu.edu

Contacts: 936-468-2904 Education Studies
OIT: 936-468-1919

Prerequisites: Admission to Graduate School or undergraduate overlap student

Vision, Mission, and Values of the College of Education

The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission Statement

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values

In the College of Education at SFA, we value and are committed to

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

To view the Conceptual Framework and complete list of proficiencies, visit http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

Course Description

ELE 5340 emphasizes the foundation of ESL/Bilingual education and factors that contribute to an effective multicultural and multilingual learning environment.

Intended Learning Outcomes:

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 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 3 Assessment – Candidates write a philosophy paper expanding your knowledge of general philosophy on teaching to include aspects directly related to the ESL student. Using content knowledge paired with your own experiences, observation and personal preference write a personal and reflective philosophy on English as a Second language education. (Final Exam)(COE Unit Assessment)

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

SLO 1 - Candidate analyze language acquisition theorist 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.
SLO 4 – Candidates examine Differentiated Instructional approaches that empower English Language Learners
  SLO 4 Assessment – Candidates evaluate and enter into a discussion board delineating various differentiated instructional methods that will meet the needs of the English Learner (Discussion Board 1)
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
SLO 8 – Candidates demonstrate an understanding of performance level descriptors and language acquisition of the English Language Learner
SLO 9 – Candidates peruse current public policy impact on ESL instruction
SLO 10 – Candidate 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

Course Assignments:

Required Textbooks
The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students

Discussion Board Activities – Please respond to a prompt and then reply to three other students within a given period of time. The discussions should be scholarly and respectful and reflect the knowledge level of a graduate student. See attached rubric for grading scheme

Skill Activities – Communicate your knowledge of the topic presented through short scholarly written assignments that will be based on the information gained through readings. All writing examples will conform to APA guideline. See attached rubric for grading scheme.

Practice Test – Participate in test using format similar to state certification assessments. You will have multiple opportunities for practice and to show success with these quizzes.

Philosophy Paper- Your educational philosophy paper is a statement of your beliefs related to the teaching and learning process for English Language Learners. This is an opportunity to synthesize your learning throughout this semester and incorporate all the activities you participated in for this class; your paper will address academic excellence, life-long learning, collaboration, openness, integrity, and service to others. This will be your final for this course. See attached rubric for grading scheme

Evaluation and Assessments – See Rubrics Below

Total points in class – 500
5 Discussions with 3 responses @ 25 points each 125 points
7 activities @ 25 points each 175 points
1 Project 70 points
2 practice test @ 25 points each 30 points
1 final philosophy paper @ 100 points 100 points

500 – 448 = A
447-398 = B
397-348 = C
347- or less = F

Tentative Course Timeline Summer 2021 ELED 5340
<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>May 17</td>
<td>Web</td>
<td>Discussion #1</td>
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<tr>
<td>May 18</td>
<td>Toolbox Chapters 3, 4, 5</td>
<td>Discussion #2</td>
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<tr>
<td>May 20</td>
<td>Toolbox Chapters 8, 10, 11</td>
<td>Activity #1</td>
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<td>May 24</td>
<td>Toolbox Chapters 12, 13, 14</td>
<td>Activity #2</td>
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<td>May 26</td>
<td>Toolbox Chapters 17, 19, 20</td>
<td>Activity #3</td>
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<tr>
<td>May 28</td>
<td>Toolbox Chapters 21, 22, 23</td>
<td>Activity #4</td>
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<td>June 1</td>
<td>Toolbox Chapters 26, 27, 28</td>
<td>Plan for Activity #5</td>
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<td>Toolbox Chapters 30, 31, 32</td>
<td>Activity #5</td>
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<td>Toolbox Chapters 33, 34, 35</td>
<td>Discussion #3</td>
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<td>June 8</td>
<td>Toolbox Chapters 40, 41, 42</td>
<td>Activity #6</td>
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<td>June 9</td>
<td>Toolbox Chapters 43, 44 45</td>
<td>Plan for Activity #7</td>
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<td>June 11</td>
<td>Toolbox Chapters read any three chapters not</td>
<td>Activity #7</td>
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<td>June 14</td>
<td>Ewing Video</td>
<td>Discussion #4</td>
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<td>June 15</td>
<td>Ewing Video</td>
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<td>June 18</td>
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<td>June 25</td>
<td>Review</td>
<td>Test</td>
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<tr>
<td>June 25</td>
<td>None</td>
<td>Paper Due on Dropbox and LiveText</td>
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COURSE EVALUATIONS

Near the conclusion of each semester, students in the College of Education electronically evaluate
courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement.

In the 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.

STUDENT ETHICS AND OTHER POLICY INFORMATION

Attendance: It is an expectation you will log into D2L on a daily basis. Reminders will be placed in the news section. Due dates will be absolute. Please pay attention to the calendar of events.

Students with Disabilities

*Please copy and paste the following statement and place in your course syllabus.*

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities Please contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) 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 [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity

*Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your own guidelines for academic integrity as appropriate.*

Academic integrity is a responsibility of all university faculty and students. 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.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as
if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students Please complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms 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
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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _______________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU Please provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas.

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.
LiveText

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Please submit required program assignments to LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.