I. COURSE DESCRIPTION
Studies in methodology and techniques available for teaching learners whose native language is not English. Some attention to sociolinguistics is considered.

II. RATIONALE
BIEM 4357 is one of the foundation courses for the Bachelor of Science Degree in Interdisciplinary Studies with a concentration as EC-4 Bilingual Education Generalist. Since bilingual educators will be teaching with non-English speakers and Bilingual Education programs are to assist students to transition into English language, this course provides future teachers with methodologies and techniques to deliver English as a Second Language instruction to non-English speaking students.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS
The state-adopted proficiencies covered in this course include the following:

1. Learner-Centered Knowledge. The teacher possesses and draws on a rich knowledge of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. Learner-Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs, and plans, implements, and assesses instruction using technology and other resources.

3. Equity and Excellence for all Learners. The teacher responds appropriately to diverse groups of learners.

4. Learner-Centered Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. Learner-Centered Professional Development. The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession and to maintain professional ethics and personal integrity.

IV. STUDENT LEARNING OUTCOMES

Students in the Bilingual Generalist EC-6 program will:

• demonstrate a depth of knowledge of bilingual education; (BIEM 4344, BIEM 4345, BIEM 4349, BIEM 4355, BIEM 4356, BIEM 4357 and BIEM 4360 are linked to this student-learning outcome.)
• demonstrate a depth of speaking ability in Spanish; (BIEM 4355 and BIEM 4356 are linked to this student-learning outcome.)
• effectively apply the competencies of a bilingual education teacher in their student teaching experience. (BIEM 4344, BIEM 4345, BIEM 4349, BIEM 4355, BIEM 4356, BIEM 4357 and BIEM 4360 are linked to this student-learning outcome.)

V. TExES COMPETENCIES & STANDARDS

Test Framework for English as a Second Language

DOMAIN I-
UNDERSTANDING LEARNERS FOR WHOM ENGLISH IS A SECOND LANGUAGE

Competency 001 First and Second Language Acquisition. The ESL teacher demonstrates knowledge of first and second language acquisition processes and uses this knowledge to promote achievement of ESL Learners.

The teacher understands first and second language acquisition and uses learners' abilities in a primary language to promote their second language acquisition for communicative and academic purposes. The teacher identifies learners who are at different stages of second language acquisition and applies age appropriate strategies for enhancing the language abilities of these learners.

Competency 002 Variables affecting language learning. The ESL teacher demonstrates knowledge of variables that may affect a student’s language learning and provides experiences that respond to students' needs and abilities.

The teacher recognizes variables inside the classroom (e.g. teacher expectations, grouping practices) and outside the classroom (e.g. peer interactions, parental attitudes, community characteristics) that may affect an ESL learner's performance in school. The teacher bases instructional decisions on an individual learner's prior knowledge, experiences, and needs. The teacher knows how to create learning opportunities in elementary and second settings that enhance learner's self esteem and help each learner feel safe, valued, competent, and productive.

Competency 003 Cultural diversity. The ESL teacher demonstrates an understanding of how cultural diversity affects the classroom and creates a classroom climate in which both the diversity and the similarities of groups and individuals are appreciated.

The teacher is aware of the importance of a variety of personal and social characteristics such as ethnicity, cultural heritage, language background, and gender. The teacher knows how to use the diversity inside and outside the ESL classroom to create an environment that nurtures a sense of community, respects differences, and fosters in all learners an appreciation of their own and others' cultures.

DOMAIN II- DEVELOPING COMMUNICATION IN ENGLISH

Competency 004 Interrelationships of reading, writing, listening, and speaking. The ESL teacher recognizes the interrelationships of reading, writing, listening, and speaking and provides instruction that reflects the interrelatedness of these processes and facilitates learners' ability to construct and convey meaning in English.

The teacher recognizes that language development is an integrated process and that instruction in one area of language supports the development of other areas. The teacher plans instruction to incorporate all aspects of students' language development based on their prior experiences and strengths. The teacher also understands that in order to construct meaning from an English text, students need to be able to decode the text successfully (e.g. by applying graph phonemic knowledge) and to relate the words they are decoding to their prior knowledge. Thus, the teacher selects texts for instruction that provide students with comprehensible input based on their oral language development and then supports students' construction of meaning through integrated reading, writing, listening, and speaking activities.

Competency 005 Social-communicative language competence. The ESL teacher understands social-communicative language competency and promotes learners' abilities in this area.

The teacher knows how social-communicative language competency emerges and is able to address the needs of beginning, intermediate, and advanced learners in this area. The teacher guides learners to apply various strategies to enhance their social-communicative competency in English and provide learners with opportunities to use these skills in a variety of everyday contexts. The teacher uses knowledge of verbal and nonverbal components of communication, cross-cultural communication, and integrated instruction involving listening, speaking, reading, and writing to develop learners' social-communicative language competence.

Competency 006 Cognitive academic language competency. The ESL teacher understands cognitive academic language competency and promotes learners' abilities in this area.

The teacher knows cognitive-academic language competency emerges and is able to address the needs of beginning, intermediate, and advanced English learners in the area. The teacher uses various approaches and activities that offer learners opportunities to develop, apply, and extend academic knowledge and cognitive academic language in a variety of academic contexts (e.g. though hands-on activities, discussions). The teacher promotes learners' development and competence in reading and writing by using the results of multiple, ongoing assessments to develop students' language skills, reading comprehension, and writing skills and to plan and implement systematic, sequential, research-based instruction and reinforcing activities in specific skill areas (e.g. word-identification strategies, reading fluency, spelling skills). The teacher uses knowledge of verbal and nonverbal components of communication, cross-cultural communication, and integrated instruction involving reading, writing, listening, and speaking to develop learners' cognitive-academic language competence.

Competency 007 Self-directed language learning. The ESL teacher encourages learners to enhance their language performance by engaging in self-directed language learning inside and outside the classroom.

The teacher enhances learners' independence in their second language learning by guiding them to apply strategies for assessing and expanding their English language skills. The teacher encourages second language learners to use self-monitoring and self-correcting techniques and helps them develop a variety of strategies for negotiating meaning and accessing needed information (e.g. by asking questions, using reference materials).

Competency 008 Assessment. The ESL teacher uses informal and formal assessment methods to evaluate language learning, monitor instructional effectiveness, and shape instruction.

The teacher recognizes the importance of the ongoing use of valid assessments with second language learners and knows how to use a variety of assessment procedures (e.g. Performance assessment using technology, informal observation, portfolio, teacher-made tests, peer assessment, standardized test) to monitor instruction to address their strengths and needs. The teacher recognizes characteristics of types of assessments commonly used in ESL contexts, as well as their uses, advantages, limitation in particular situations, (e.g. Those related to validity, reliability, and cultural

bias) and knows how to select, construct, modify, and/or use various assessments for different purposes.

DOMAIN III FACILITATING SCHOOL ACHIEVEMENT FOR ESL LEARNERS

Competency 009 Learning environment. The ESL teacher establishes effective learning environments that are supportive of ESL learners who come from diverse backgrounds and who exhibit different language proficiencies.

The teacher knows how to establish a learner centered environment for ESL students within various settings (e.g. ESL class, mainstream class, team-taught class, dual language class). The teacher encourages cooperation and mutual support in the learning environment and addresses the affective, linguistic, and cognitive needs of all learners. The teacher knows how to consult and collaborate with colleagues and community members to develop and implement instruction for individuals and groups. The teacher is able to design, coordinate, and place learning experiences in instructional settings that may include learners who differ in language, cultural, and educational background.

Competency 010 Content area learning. The ESL teacher uses strategies to help learners plan, organize, understand, and integrate content from various disciplines, and modifies and adapts content-area curricula and instructional methods to facilitate ESL students' learning.

The teacher is aware of factors (e.g. cultural background, previous learning experiences, and student placement practices) that may affect ESL students' learning in the content area instruction. The teacher knows how to foster content area knowledge and skills among ESL learners and makes curriculum modifications and adaptations to enhance higher order thinking and creativity.

Competency 011 Requirements and expectations. The ESL teacher demonstrates knowledge of requirements and expectations associated with teaching ESL learners in Texas and can apply this knowledge in a variety of contexts.

The teacher is aware of the expectations and constraints (e.g. legal requirements, ethical responsibilities) placed on ESL teachers and recognizes the various roles that ESL teachers may be called to assume, (e.g. member of the Language Proficiency Assessment Committee, resource person). The teacher knows laws and guidelines related to ESL programs (e.g. regarding grading and promotion, program entry and exit, working with parents and guardians, providing linguistically appropriate instruction for learners at different grades levels and language proficiency

*Law, Barbara & Eckes, Mary. The More Than Just Surviving Handbook: ELL For

levels) and ensures that his or her decisions and actions are in compliance with legal and ethical requirements and the legitimate interests of others. The teacher understands ESL instruction in the context of bilingual programs and ESL only programs for learners with varied home languages.

VI. COURSE OBJECTIVES AND OUTCOMES

This course is designed to enable students to:

1. Explain the role of ESL in the classroom.
2. Discuss factors that affect language learning.
3. Explain laws and guidelines regarding bilingual education and ESL.
4. Articulate the characteristics and methodologies associated with language learning.
5. Apply ESL methodologies using the lesson design.
6. Apply ESL methodologies that use the 7 multiple intelligences.
7. Discuss diagnostic, formal, and informal assessments that can be used in ESL.
8. Identify areas of possible phonological, lexical, semantical, and grammatical interference between English and Spanish.
9. Discuss language learning and language acquisition.
10. Apply current research in ESL instruction.
11. Apply ESL techniques in the content areas.
12. Apply ESL techniques/strategies in reading instruction.
13. Apply ESL techniques/strategies to writing instruction.

VII. COURSE TOPICS

The major topics to be considered are:

1. First and second language acquisition.
2. Factors that affect second language learning.
3. Requirements and expectations of ESL programs and personnel.
4. Diversity in the classroom.
5. Principles of brain research that impact language learning.
8. Language Arts Skills in ESL: Listening, Speaking, Reading, and Writing.
10. Phonological, lexical, semantical, and other forms of interference between English and Spanish.
12. Using ESL TEKS in the classroom content areas.

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES:

Methods and activities for instruction include:

A. Traditional Experiences

Each class will include lecture accompanied with a variety of audio/visual media in addition to hand-outs, overhead images, and books. Example supplementary materials include:

- Navigating the ELPS: Using the New Standards to Improve Instruction for English Learners (John Seidlitz)
- Who Moved My Cheese/^Quien se ha llevado mi queso? (Spencer Johnson)
- NTC's Dictionary of Spanish cognates (Rose Nash, Ph.D)
- Huevos verdes con jamon (Dr. Seuss)

o Thinking Maps: instructional tools
  o Almost a woman (Esmeralda Santiago)
  o Borderlands *La frontera*: The New Mestiza (Gloria Anzaldua)
  o Multiple Intelligences (Howard Gardner)
  o Bloom’s Taxonomy (Higher Level Thinking)
  o Communication Board (Facebook Page)

B. Clinical Experiences

  Students will be encouraged to participate with questions and feedback to instruction. In addition to:

  o Student presentations (ESL Lesson Plans)
  o Student Group Project Presentations with Class Participation

C. Field Experiences

  During school year, students will be expected to visit a classroom to observe instruction.

  o Visiting Dual Language/ESL Classrooms for Observations
  o Sharing experience with classmates

IX. EVALUATION & GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

1. Traditional Assessment

After each class session, students will receive a list of review questions entitled Chapter Competencies. They will be due the following class meeting. To receive full credit:

  o Type and print (or handwrite) questions & answers
  o Cite text page numbers of resource
  o Deliver assignment on time (or send as attachment to BIEM4357@gmail.com)

2. Performance Assessment

Students will be asked to make various presentations during the semester. o “Who am I?” Circle Map (Introduce yourself to the class) o Book Talk (share a favorite) o ELL Lesson Plan, (templates will be given in class) o A group project (a creative Game to enhance vocabulary and language usage skills)

B. Grading Scale

FINAL EXAM 40% PROJECT 10%
LESSON PLAN 10%
PRESENTATION 10%
COMPETENCIES 10%
CLASSROOM OBSERVATION 10%
'PARTICIPATION 10%

100 -92 = A
91 -82 = B
81 -72 = C
71 -62 = D
61 - 0 = F

Polite Notice:

- Turn in assignments when due.
- Final cannot be made up except in extreme case emergencies which must be communicated to the professor before the exam time. If a make-up is granted, highest possible score will be 80%.

*Class attendance is very important. Absences automatically subtract points from participation credit.

COURSE CALENDAR: Required Text*

WEEK 1: (JAN 26) Introduction; Course Requirements. Chap. 1-2: First Days pp. 15-42

WEEK 2: (FEB 2) Testing/Placement pp. 44-69; Ch. 3 pt I: Language Learning pp. 72-84.

WEEK 3: (FEB 9) Chapter 3 pt. II: Language Learning—Students & Teachers 84-106.

WEEK 4: (FEB 16) Chapter 4: Literacy & the Four Skills pp. 107-140.

WEEK 5: (FEB 23) Chapter 5 part I: Reading pp. 141-160.

WEEK 6: (MAR 1) Chapter 5 part II: Reading pp. 160-196. (Book Talks)


WEEK 8: (MAR 14-18) SPRING BREAK

WEEK 9: (MAR 22) Memoirs of Esmeralda Santiago

WEEK 10: (MAR 29) Chapter 7: Speaking & Listening pp. 243-264.

WEEK 11: (APR 5) Chapter 8: Content Area Instruction pp. 264-294.

WEEK 12: (APR 12) Lesson Plan Presentations/Game Project.

WEEK 13: (APR 19) Lesson Plan Presentations/Game Project.

WEEK 14: (APR 26) Classroom Observation Due. Review.

WEEK 15: (MAY 3) Final Exam

ESL TEKS (Texas Education Agency)

TExES Prep (Educational Testing Service: Texas State Board for Educator Certification)
http://www.texas.ets.org/texes/prepMaterials/

Addendum

X. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 17, 2013 is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.