TEXAS A & M UNIVERSITY - CORPUS CHRISTI
BIEM 5347 METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE
Summer Session I-2017

COURSE NUMBER AND SECTION: BIEM 5347.001
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PROFESSOR: DR. FRANK LUCIDO
OFFICE LOCATION: Faculty Center 202C

TELEPHONE: 361-825-2672 (OFFICE) INTERNET: Frank.Lucido@tamucc.edu
361-853-0944 (HOME) UNTIL 9:00 P.M.

I. COURSE DESCRIPTION:
This course provides the study in methodology and techniques available for
teaching learners whose native language is not English. Some attention to
sociolinguistics is considered.

II. RATIONALE:
BIEM 5347 is one of the foundation courses for the certification in English as a
Second Language at the graduate level. Since bilingual educators will be teaching non-
English speakers, and Bilingual Education programs are to assist students to transition
into the English language, this course provides future teachers with methodologies and
techniques to deliver English as a Second Language instruction to non-English speaking
students in the bilingual or ESL classroom.

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

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their
understanding of instructional planning and delivery by providing standards-based, data-
driven, differentiated instruction that engages students, makes appropriate use of
technology, and makes learning relevant for today's learners.

1.1 Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

- Teachers develop lessons that build coherently toward objectives based on
course content, curriculum scope and sequence, and expected student outcomes.
- Teachers effectively communicate goals, expectations, and objectives to help
all students reach high levels of achievement.
- Teachers connect students' prior understanding and real-world experiences to
new content and contexts, maximizing learning opportunities.

1.2 Teachers design developmentally appropriate, standards-driven lessons that
reflect evidence-based best practices.
• Teachers plan instruction that is developmentally appropriate, is standards-driven, and motivates students to learn.
• Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
• Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

1.3 Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

• Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
• Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
• Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

1.4 Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

• Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
• Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
• Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

• Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

• Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
• Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
• Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

1.6 Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

2.1 Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

- Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
- Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

2.2 Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

- Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
- Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

2.3 Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

- Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
• Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

• Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

3.1 Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

• Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

• Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

• Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

3.2 Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

• Teachers organize curriculum to facilitate student understanding of the subject matter.
• Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
• Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

3.3 Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

• Teachers teach both the key content knowledge and the key skills of the discipline.
- Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

4.1 Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

- Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
- Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
- Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

4.2 Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

- Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

4.3 Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

- Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
- Teachers maintain a strong culture of individual and group accountability for class expectations.
- Teachers cultivate student ownership in developing classroom culture and norms.

4.4 Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

- Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- Teachers maximize instructional time, including managing transitions.
• Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
• Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

5.1 Teachers implement both formal and informal methods of measuring student progress.

• Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
• Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

5.2 Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

• Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
• Teachers involve all students in self-assessment, goal setting, and monitoring progress.
• Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

5.3 Teachers regularly collect, review, and analyze data to monitor student progress.

• Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning
• Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

5.4 Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
• Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
• Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

6.1 Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

• Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

6.2 Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

6.3 Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

• Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

6.4 Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

• Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

• Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

• Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate
TExES Competencies and Standards

II. TExES COMPETENCIES:

The ESL Endorsement (Field 154) TExES Program competencies covered in this course include the following:

DOMAIN I - LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

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

DOMAIN II - ESL INSTRUCTION AND ASSESSMENT

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

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

Standard V: The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.

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.

DOMAIN III: FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS, AND FAMILY AND COMMUNITY INVOLVEMENT

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

Bilingual Education TExES Competencies

**Competency 001** The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

The beginning bilingual education teacher:
- Understands procedures (e.g. Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement for English Language Learners.
- Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus.
- Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.

**Competency 002** The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).

The beginning bilingual education teacher:
- Understands basic linguistic concepts in L1 and L2 (language variation and change, dialects, register) and applies knowledge of these concepts to support students’ language development in L1 and L2.
- Demonstrates knowledge of major language components (e.g. phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students’ language development needs in L1 and L2.
- Demonstrates knowledge of stages of first and second-language development and theories/models of first and second-language development (e.g. behaviorists, cognitive), and understands the instructional implications of these stages and theories/models.
- Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional models, strategies, and materials for teaching L1 and L2.
- Understands the interrelatedness and interdependence of first-and second-language acquisition and assists students in making connections between languages (e.g. using cognates, noting similarities, and differences).
Knows and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.

Understands cognitive, linguistic, social, and affective factors affecting second-language acquisition (e.g. academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/community environment, literacy background) and uses this knowledge to promote students’ language development in L2.

**Competency 003** The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development of assessment of bi-literacy.

The beginning bilingual education teacher:

- Knows common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development.
- Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.
- Knows the state educator certification standards in reading/language arts in grades EC-4, understands distinctive elements in the application of the standards for English and for L1 and applies this knowledge to promote bilingual students’ literacy development in L1.
- Knows the statewide language arts curriculum for Spanish in grades EC-4, or the language arts curriculum for languages other than Spanish as appropriate, as specified in the Texas Essential Knowledge and Skills (TEKS) and applies this knowledge to promote bilingual students’ L1 literacy development in EC-4.
- Knows how to help students transfer literacy competency from L1 to L2 by using students’ prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g. in phonemic awareness, decoding skills, comprehension strategies).
- Knows how to apply linguistic concepts (e.g. comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy.
- Knows how to promote students’ bi-literacy (e.g. by maintaining students’ literacy in L1 while developing students’ literacy in L2, by using ongoing assessment and monitoring of students’ level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children’s literature in L1 and L2.

**Competency 004** The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students’ academic achievement across the curriculum.

The beginning bilingual education teacher:
Knows how to assess bilingual students’ development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.

Knows how to create authentic and purposeful learning activities and experiences both in L1 and L2 that promote students’ development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS).

Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students’ cognitive and linguistic development.

Knows various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students’ development of cognitive-academic language and content-area knowledge and skills in L2.

Knows how to differentiate content area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students’ needs.

**Competency 005 (Oral language)**
The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.

**Competency 008 (Literacy Development)**
The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of children’s literacy.

**Competency 010 (Reading Fluency)**
The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

**Competency 011 (Reading Comprehension)**
The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving their comprehension.

**Competency 014 (Development of Written Communication)**
The teacher understands that writing to communicate is a developmental process and provides instruction that promotes children’s competence in written communication.

V. COURSE OBJECTIVES AND OUTCOMES:
The students will be able to complete all competencies as required for the TExES Exam and

1. Explain the role of ESL in the bilingual education 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. Discuss the major schools of language learning.
11. Apply current research in ESL instruction.
12. Apply ESL techniques in the content areas.
13. Apply ESL techniques/strategies in reading instruction.
15. Apply ESL techniques/strategies in oral language development.
16. Research a specific methodology used in teaching ESL students and present the theory behind the method, and demonstrate the method in a class presentation.
17. Explore additional theory, research, and summarize major concepts associated with culture, second language acquisition, methods and strategies, and assessments used in ESL.

VI. Course Topics:

The major topics to be discussed are the following:
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
9. Language Acquisition and Language Learning
10. Phonological, lexical, semantical, and other forms of interference between English and Spanish
12. ESL and the Content areas
13. Using the ESL TEKS in the Classroom
14. Assessment in ESL
15. Process Writing in the ESL Classroom

VII. INSTRUCTIONAL METHODS AND ACTIVITIES:

Methods and activities for instruction will include:

A. Traditional experiences (lecture, discussion, demonstrations, audiovisuals)
B. Clinical experiences (group work, process, cooperative learning, presentations, role play)
VII. EVALUATION AND GRADE ASSIGNMENTS:

2 MAJOR EXAMS (MID-TERM AND FINAL)  200 PTS
2 LESSON PLANS/Presentations                          100 PTS.  (50 Pts. each)
Method   Presentation                               100 PTS.  (Powerpoint/Paper)
Chapter Quizzes (Law & Eckes)                           70 PTS.   (10 Pts. Each)
Freeman & Freeman Summaries/Work                         30 PTS.
Game on English Lang. Structure                                   50 PTS.
Attendance and Participation                                  50 PTS.
                                                        600 PTS.

540-600 PTS.=A; 480-539 PTS.=B; 420-479=C; 360-419 PTS.=D BELOW 360=F

All work turned in for grading must be typed.

Mid-term and final cannot be made up, only if there is an extreme emergency which must
be communicated to the professor before the exam time. Even if you are granted a make-
up the highest grade that will be given will be an 80%.

Class participation is very important. Absences will automatically subtract 10 points
(FOR ANY REASON-IF YOU DO NOT ATTEND CLASS-YOU ARE ABSENT) from
the Attendance/Participation grade.

Use of cell phones or texting during class will be cause for points deduction from the
participation grade since you are not participating but on your phone. Participations
means being present and attentive during class.

REQUIRED TEXTBOOKS:

ESL for Every Classroom Teacher. Winnipeg, Canada: Peguis Publishers.

NH: Heinemann.

COURSE CALENDAR:

May 31  Course requirements; Relationship of bilingual education and ESL; Legal
Mandates, Culture and Language, Second Language Acquisition;
Philosophies of Language; Read Chapter 2 in Law & Eckes; Read Chapter
1 in Freeman and Freeman book. Write a 2-3 page summary of what you
consider the most important ideas that you read.
June 01  Second Language Acquisition; Philosophies of Language Teaching & Learning; **Read Chapter 3 pp. 71-87.**

June 02  Methods and Approaches of Teaching ESL-SIOP-Lesson Preparation; Interference in first and second languages; Intro to SIOP **Quiz on Chapter 2; Read Chapter 3-pps. 88-106; Read Chapter 2in Freeman and Freeman book. Write 20 concepts that you felt were the the most important in the chapter and a two paragraph reflection on your own personal thoughts.**

June 06  Language Experience Approach, Oral Language Development,  **Quiz on Chapter 3 pp. 71-87; Read Chapter 4**

June 07  Emergent Literacy-Reading; **Quiz on Chapter 3-pps. 88-16:** Natural Approach Presentation; Read Chapter 5 pps. 141-159; Read Chapter 3 in the Freeman & Freeman book and list 20 concepts or ideas that you learned an write a one to two paragraph reflection.

June 08  Direct Method-Grammar Translation Approach Presentations; SIOP- Building Background and Comprehensible Input; Review for Mid-Term;  **Quiz on Chapter 4; Read Chapter 5 pps. 160-196**

June 09  Language Experience Individual Lesson Presentation;  **Read Chapter 6**

June 13  **Mid-term Exam:**

June 14  **Quiz on Chapter 5 pp. 141-159;** SIOP-Strategies and Interaction Total Physical Response Group Presentation; Read Chapter 4 from the Freeman & Freeman book and write a two page paragraph on the important of teaching academic language and explain the difference in academic and social language. Also explain scaffold instruction and CALLA.

June 15  SIOP-Practice and Application/Lesson Delivery  **Quiz on Chapter 5- 160-196; Read Chapter 7;** Group Presentation on Audiolingual Approach English Learners and Process Writing English Language Proficiency Standards (ELPS)
June 16  Quiz on Chapter 6; Read Chapter 8- Group Presentation of Suggestopedia; Read Chapter 5 in the Freeman & Freeman book and write 20 concepts that you believe are very important from your reading, and write a two paragraph reflection of your own thoughts.

June 20  Group Presentation on The Silent Way; Read Chapter 9

June 21  Quiz on Chapter 7; Teaching Content to English learners; Read Chapter 6 in the Freeman & Freeman book and write a two page summary explaining the importance of both oral and written language and how it can be accomplished.

June 22  Quiz on Chapter 8; Teaching Content to English learners

June 23  Group Presentation on Community Language Learning; Technology Applications for English learners; Read Chapter 7 in Freeman & Freeman book and write a two page summary of how your teaching should support the student’s languages and cultures.

June 27  Individual Presentation on Game in Class; Review English Language Proficiency Standards

June 28  Quiz on Chapter 9; Promising Practices for English Learners

June 29  Present SIOP Lesson

June 30  Review for Final

TEXT/BIBLIOGRAPHY:


Freeman, Y. & Freeman, D. Academic Language for English Learners and Struggling Readers.. Portsmouth, NH: 2016.


XII. 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 Rule 13.02.99.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.

XIII. 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 CCH 117. 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. *Required by SACS

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 ( ).

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.

Preferred methods of scholarly citations is APA.

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.