

EDUC 50513 Curriculum and Instruction in the 2nd Language Fall 13

Instructors:

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T: 11:00-12:00

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Description:

Curricular and instructional principles and practices to meet the academic development needs of first and second language learners in the classroom. Emphasis on strategies for providing content-area instruction and establishing learner-centered environments within various ESL settings. Texas requirements for second language learners are addressed.

Course Objectives:

This course addresses Texas Administrative Code Educator Preparation Program Curriculum Requirements: [TAC 228.30](#).

TEXES English as a Second Language Competencies

Competency 001: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language

Competency 003: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction

Competency 004: The ESL teacher understands how to promote students' communicative language development in English The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum

Competency 006: The ESL teacher understands formal and informal assessment and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction

Competency 007: The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

Competency 009: The ESL teacher has knowledge of the factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment

Competency 010: The ESL teacher knows how to serve as an advocate for ESL students and facilitates family and community involvement in their education

Materials

Books:

Egbert, J., & Ernst-Slavit, G. (2010). *Access to Academics: Planning Instruction for K-12 Classrooms with ELLs*. Pearson.

Freeman, Y. S., & Freeman, D.E. (2008). *Academic language for English language learners and struggling readers*. Heinemann.

Other readings as assigned in the course outline will be available on eCollege.

Course Requirements and Evaluation

Academic language project	35%
Refugee family project	30%
Everyday language curriculum project	25%
Participation & Reader response journal	10%

Graduate students will be required to complete additional work for the course (see specific assignments). It is expected that graduate students will demonstrate a higher quality of writing and will be evaluated on a more rigorous basis.

Grading Policy

Plus and minus grades are NOT awarded in this class.

- A designates exceptional work in all aspects and exceeds requirements (90-100%)
- B designates superior work and meets requirements (80-89%)
- C designates satisfactory work and marginally meets requirements (70-79%)
- D designates unsatisfactory work and does not meet all requirements (60-69%)
- F designates failure to meet requirements and expectations (less and 59%)

Students are encouraged to propose alternate approaches to meeting course goals and objectives based on individual needs and experiences.

Attendance and Participation

Your intellectual contributions include active and appropriate participation in class activities and discussions. This participation ensures you are taking advantage of the opportunities to learn and accept responsibility for your own educational achievements. There is no substitution for class punctuality, attendance, and intellectual engagement.

You are expected to attend and be on time to all classes and field placements. Late arrivals and early departures cause disruption to your peers, professor and field-based classroom teachers. I will excuse one absence from class. Each absence beyond the excused absence will result in a loss of 2 percentage points from your final grade.

TURNITIN: This course will be utilizing TURNITIN. Please refer to the video on www.turnitin.com for procedures for submitting your paper.

Retention in the Teacher Education Program

Any faculty member who has a concern with a student's performance and/or professionalism may initiate the Academic Performance and Professionalism Warning (APPW) process. The process operates as follows:

1. The faculty member fills out the APPW form describing the concerns and indicating potential strategies and solutions to resolve the problem.
2. A conference between the student and two faculty members is required to complete the APPW form. During the conference, the parties will discuss the student's understanding of the concerns, generate potential solutions, and agree upon a course of action. The APPW contract will be signed by the student and faculty. If the student fails to respond or attend a conference, faculty will complete the form and notify the student via certified mail.
3. The completed form is submitted to the Associate Dean, the student and Campus Life.
4. Any student receiving three notices through this process may be considered for dismissal from the College of Education. Except in an unusually severe or critical situation, no one notice will result in dismissal.
5. Except in an unusually severe or critical situation, no one notice will result in a student being dismissed from the program.
6. These notices do not become part of a student's permanent academic record.

Texas Educators Code of Ethics

I expect education students to follow the Texas Educators Code of Ethics. TEA **Ethics training** www.ethicstexas.com

Disabilities Statement:

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Services for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at <http://www.acs.tcu.edu/DISABILITY.HTM>.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Tentative Course Outline

Date	Topic	ALL	GRADUATE STUDENTS
22-Aug	Introductions. Course overview.	Dove & Honigsfeld (2010) (Recommended)	
29-Aug	Academic language intro	FF 1 & 2 Scarcella (2003) Franks (2012) Journal entry #1 due	Gee (2008) UT/TEA ELPS/TELPAS
5-Sep	Refugees in Fort Worth. Guest speaker: Mylinh Vo, Catholic Charities of Fort Worth. Sociocultural dimension	FF 3 Gee (2002) EE 1 & 2 Journal entry #2 due	Gibbons (2006)
12-Sep	Sociocultural dimension (cont.). Cognitive dimension	Chamot & O'Malley (1995) Reread Scarcella: pp. 22-29 Journal entry #3 due	FF reread 36-39 Reread Scarcella: pp.22-29 Griffiths (2004)
19-Sep	Open House at INA.	Meet at INA 7060 Camp Bowie Refugee family project due: • Part 1: Cultural background research Note: Parts 2-4 are due one week after completing the family trip.	
26-Sep	Everyday language curriculum workshop. Linguistic dimension intro.	NCFL-CAL (2008) pp.74-88 McKay & Schaezel (2008) Richard-Amato (2003)	
3-Oct	Family Dinner		
10-Oct	Linguistic dimension: Text, paragraph and sentence level. Genre, features of text, text analysis.	FF 4 & 5 Krashen (2006) Journal entry #4 due	Reread Scarcella p. 11-17 Snow & Uccelli (2009)
17-Oct	Linguistic dimension: Text, paragraph and sentence level. (cont.)	Choose one: Schleppegrel, Achugar & Oteiza (2004) Lemke (2004) Schleppegrel (2007) Journal entry #5 due	Janzen (2008)

24-Oct	Everyday curriculum class presentation/feedback	Everyday language curriculum project draft due in class	
31-Oct	No class. Everyday curriculum partners meet with instructors for feedback at assigned times		
7-Nov	Linguistic dimension: Word level	FF 122-143 Kieffer (2010) Fisher & Frey (2008) Journal entry #6 due	Blachowicz (2006)
14-Nov	Academic language workshop	FF pp 143-153 & Chapter 7 EE 4-7 Journal entry #7 due Everyday language curriculum due	
21-Nov	Green Honors Chair presentation. Details TBA.	Academic language project Part A due Last day to submit Refugee Family project parts 2-4.	
28-Nov	Thanksgiving		
5-Dec	Study Day		
12-Dec	Final meeting	Academic language project parts B and C due	