

The College of Education and Behavioral Sciences
School of Education
Houston Baptist University

Course Syllabus
EDBI 4304: Methods of Teaching English as a Second Language
Fall 2014

COURSE DESCRIPTION

This course will enable students to explore theories, pedagogical considerations and current methodology in the teaching of listening, speaking, reading and writing skills for second languages and target cultures. Emphasis is on developing interpersonal communication skills of beginning and intermediate ESL students. (Offered as ENGL 4304 and SPAN 4304)

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Prerequisites: Admission to the Teacher Preparation Program; EDUC 4301 or 4311.

DATE AND TIME OF CLASS MEETINGS: (include room number)

Tuesday/Thursday 3:30-4:45PM Hinton 115

INSTRUCTOR INFORMATION

Name/Title: Elizabeth (Polly) Trevino, Ph.D.

Email: etrevino@hbu.edu

Office Phone: (281) 649-3020

Office Location: Hinton 347

Office Hours: M & F 10:30AM-1:00PM; T 2:00-3:00PM, 5:00-7:00PM; Th 1:00-3:00PM

Other times (including online/virtual office hours) are available by appointment.

LEARNING RESOURCES

Course Text(s):

Peregoy, S.F. & Boyle, O.F. (2013). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (6th ed.). Boston: Pearson. ISBN 0132685159.

Herrell, A.L. & Jordan, M.L. (2011). *Fifty strategies for teaching English language learners* (4th ed.). Boston: Pearson. ISBN 0132487500.

***This text is sold with a DVD, which will be used in the course.

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help students acquire the academic skills and knowledge necessary for effective instruction of ESL students, including the design of a supportive classroom atmosphere, appropriate interactions in the teaching/learning processes, and

an awareness of and sensitivity to what is needed in the ESL classroom. This course is taught in a Christian environment and emphasizes educational excellence, respect for all persons, personal growth, a sense of community, and service as the students are being prepared for the teaching profession.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

RELATION TO THE SPECIAL POPULATION DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Special Populations is to develop quality teachers who honor and respect diversity, seek to meet the needs of each learner, value lifelong learning, and exhibit their faith in the service of educating others.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies to assist non-native English speakers to succeed ;
- courses designed to promote equitable learning experiences for students with varying exceptionalities through accurate diagnosis, assessment, and differentiated instruction; and
- an understanding of their faith in action through serving the needs of diverse students.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Identify and explain linguistic, psycholinguistic and pedagogical theories about the teaching of listening, speaking, reading and writing skills in English as a second language (ESL).
2. Demonstrate awareness of English-language learners' cognitive, affective, and linguistic needs when selecting ESL methods and strategies for teaching.
3. Use knowledge of language acquisition and language skill development to provide instruction that promotes acquisition of communicative language skills and literacy in L2.
4. Develop lesson plans that demonstrate appropriate use of language proficiency standards (ELPS), ESL pedagogy, and materials.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional

Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.

- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies

The following TExES **TExES ESL Supplemental** and **Bilingual Supplemental** Competencies are addressed in part or in full in this course:

- ESL 001** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- ESL 002** The ESL teacher understands the processes of first (L1) and second (L2) language acquisition and the interrelatedness of L1 & L2 development.
- ESL 003** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
- ESL 004** The ESL teacher understands how to promote students' communicative language development in English.
- ESL 005** The ESL teacher understands how to promote students' literacy development in English.
- ESL 006** The ESL teacher understands how to promote students' content-area learning, academic-language development and academic achievement across the curriculum.
- ESL 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.
- ESL 008** The ESL teacher understands the foundations of ESL education and the types of ESL programs.
- ESL 009** The ESL teacher understands factors that affect ESL student's learning and implements strategies for creating an effective multicultural and multilingual learning environment.
- ESL 010** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.
- BIL 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.
- BIL 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).
- BIL 003** The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.
- BIL 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.

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

- E-1. Structured Language Teaching: Phonology

- A. Discuss the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Foundations for Teaching ESL Students: cognitive, academic, social and linguistic approaches; language acquisition theories; program models; family/community involvement
2. ESL Teaching Methods (from classical to modern): Total Physical Response, communicative language teaching, task-based language learning, the natural approach, sheltered instruction, content based, cooperative learning, etc.
3. Language Development in the Classroom: L2 reading, writing, listening, and speaking development; English language proficiency standards (ELPS); vocabulary acquisition; teaching strategies for language development
4. Lesson Planning: Sheltered instruction; language objectives; content-area teaching strategies; language & content assessment.

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Lecture, explanation, and readings
2. In-class discussion and cooperative learning activities
3. Student presentations
4. Video response reflections
5. Individual conferences (as needed)

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
<i>Midterm Exam</i>	<i>1,2,3,4</i>	PPR Domains II, III, IV IDA E-1.A ESL Sup 001, 002, 003, 004, 008, 009 Bil Sup 001, 002	<i>15%</i>
<i>Final Exam</i>	<i>1,2,3,4</i>	PPR Domains II, III, IV ESL Sup 003, 005, 006, 007, 010 Bil Sup 003, 004	<i>15%</i>
<i>Sheltered ESL Lesson Plans (2 @ 10% each)</i>	<i>1,2,3,4</i>	PPR Domains I, II, III, IV ESL Sup 002, 003, 004, 005, 006, 007	<i>20%</i>

		Bil Sup 002, 003, 004	
<i>Reading Quizzes</i> (Average of quiz grades with lowest score dropped)	1,2,3	PPR Domains II, III, IV ESL Sup All competencies 001-010 Bil Sup All competencies 001-004	15%
<i>Video Response Assignments</i> (6)	1,2,3	PPR Domains I, II, III, IV ESL Sup 002, 003, 004, 005, 006, 009 Bil Sup 002, 004	15%
<i>ESL Strategy Presentations</i> (2)	1,2,3,4	PPR Domains I, II, III, IV ESL Sup 002, 003, 004, 005, 006, 009 Bil Sup 002, 004	20%

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TExES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

Grading Standards

School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 7 absences occur, the course grade will be “F” no matter what test and paper scores might be.

ACADEMIC ACCOMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties_If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to

review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

LATE WORK STATEMENT. (*You may add specifics after the University required statement*). Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work (except reading quizzes) will only be accepted before the next class session (with a 20% grade penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in no more than one week after the student returns to class. No work will be accepted after the last day of class. Reading quizzes cannot be made up or submitted late unless there is proper documentation of an excused absence.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Elizabeth (Polly) Treviño

July 7, 2014

Instructor's Signature

Date

EDBI 4304.01: Methods of Tchg ESL
TENTATIVE SCHEDULE

Date		Topic	Readings Due	Assignment Due
Week 1	Aug 26	Course Overview Key Terms in ELL Education Bilingual Ed vs. ESL		
	Aug 28	Research: ELLs in Houston-Area Schools	Research Activity	Syllabus Quiz (counts as Reading Quiz)
Week 2	Sept 2	What Is Culture?	Chapter 1	
	Sept 4	Program Models Intro to LPAC	Chapter 1	Reading Quiz #1 (Ch. 1)
Week 3	Sept 9	Factors Affecting SLA	Chapter 2	
	Sept 11	SLA Theories	Chapter 2	
Week 4	Sept 16	Intro to Linguistics	Chapter 2	Reading Quiz #2 (Ch. 2)
	Sept 18	Academic vs. Social Language Cummins's Quadrants	BICS/CALP Reading	Video Responses #1, 2, & 3
Week 5	Sept 23	Traditional and Current Methods of Tchg ESL	Chapter 3	
	Sept 25	Intro to Sheltered Instruction (SIOP Model)	Chapter 3	Video Response #4 Reading Quiz #3 (Ch. 3)
Week 6	Sept 30	Planning Sheltered Content Lessons Selecting ESL Strategies	Sheltered Instruction Readings	
	Oct 2	Learning Strategies ELPS Language Objectives	ELPS	Reading Quiz #4 (Sheltered Rdgs/ELPS)
Week 7	Oct 7	Topic TBA		Video Responses #5 & 6
	Oct 9	Midterm Exam		Midterm Exam
Week 8	Oct 14	4 Language Skills & ELPS	Chapter 4	
	Oct 16	Oral Language Development and Error Correction	Chapter 4	Sheltered Lesson Plan #1 Draft Reading Quiz #5 (Ch. 4)

Date		Topic	Readings Due	Assignment Due
Week 9	Oct 21	Oral Language Tchg Strategies & Assessment (IPT, SOLOM, TELPAS)	Chapter 6	
	Oct 23	Strategy Presentations	Chapter 6	Strategy Presentations
Week 10	Oct 28	Vocabulary Development and Strategies	Chapter 6	Reading Quiz #6 (Ch. 6)
	Oct 30	L2 Writing Development L2 Writing Instruction	Chapter 7	Sheltered Lesson Plan #2 Draft
Week 11	Nov 4	Writing ELPS/TELPAS Writing Sample Analysis	Chapter 7	Reading Quiz #7 (Ch. 7)
	Nov 6	Strategy Presentations	Chapter 8	Strategy Presentations
Week 12	Nov 11	L2 Reading Development Reading ELPS/TELPAS	Chapter 8	Reading Quiz #8 (Ch. 8)
	Nov 13	Content Area Reading (Before, During, After Reading) Text Analysis	Assigned Chapter (Ch. 9 or 10)	
Week 13	Nov 18	Alternative Assessment	Alt. Assmt Readings	Reading Quiz #9 (Ch. 9 & 10)
	Nov 20	Differentiating Assessment for Language Proficiency	Chapter 11, pp. 435-448	
Week 14	Nov 25	Family & Community Involvement Final Draft Lesson Plans Due	Family Involvement Readings	Reading Quiz #10 (Assmt, Ch. 11, Family Inv) Final Draft Lesson Plans Due
	Nov 27	No Class Meeting – Thanksgiving Holiday		
Week 15	Dec 2	Topic TBA		
	Dec 4	Course Review & Wrap-up		
Final Exam -- TBA				

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the coursesyllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

Course Correlation to Pedagogy and Professional Responsibilities and TAC §228.30*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	Readings, lectures, in-class activities, video responses, strategy presentations, quizzes & exams
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCYvaf2g1vuF3qlz1NjEWFEMtxaBMvC	
I, II, III	3. Child Development	A variety of theories for child development.	Readings, lectures, in-class activities, midterm exam
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	
I, II, III	5. Learning Theories	A variety of learning theories	
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, III	7. Content TEKS		Lesson plans
I, II, IV	8. State Assessment of Students & STAAR:Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	In-class TELPAS scoring
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	In-class activities, lesson plans, video responses, strategy presentations, exams
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	In-class activities, readings, quizzes, exams
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	All course activities ELPS: In-class activities, readings, lesson plans
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Family involvement readings, lecture, and quiz
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	In-class activities
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	Readings, in-class activities, lesson plans, video responses, strategy presentations
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	Readings, lectures, in-class activities, lesson plans
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	ESL/Bil Ed test frameworks presented on Day 1; Quizzes include questions in TExES format.
TAC §228.35 & H.B. 2012 Requirements			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS;:the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal.; the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	

ASSIGNMENT DESCRIPTIONS AND RUBRICS

Exams. A midterm (15%) and a final exam (15%) will be given. Exams will include selected-response items (e.g., multiple-choice, matching) and constructed-response items (e.g., short answer, essay). Constructed-response items will be scored according to clarity, accuracy, relevance, and completeness.

Sheltered ESL Lesson Plans (2). You will prepare 2 sheltered content lesson plans demonstrating your knowledge of ESL methods and your ability to plan appropriate instruction for ELLs. Lesson plans will be assessed according to a modified Sheltered Instruction Observation Protocol (SIOP). Lesson plan instructions and template will be provided on Blackboard. The lesson plan grading rubric is appended to this document. Each lesson plan will count for 10% of your course grade.

Reading Quizzes (11). Please complete all readings before class begins so that you can participate fully in the class discussion and conversation. Reading Quizzes will be given at the beginning of class on designated days. *Tardy students will not be allowed to make up the Reading Quiz.* Reading quiz make-ups are only allowed with appropriate documentation of an excused absence (e.g., doctor's note or university-sponsored activity). 11 quizzes will be given; your lowest quiz grade will be dropped. Your average quiz score (w/lowest score dropped) will be 15% of your course grade. Quiz questions will be selected-response (e.g., multiple-choice, matching, etc.) and short answer. Some quiz questions will be written in the format of TExES exam questions.

Video Responses (6). Six video response assignments will be given. Students will view an assigned video, typically from the DVD accompanying the *50 Strategies for Teaching English Language Learners* text (Herrell & Jordan, 2011). Students will then answer reflection and application questions related to the viewing. Grading criteria vary by assignment. Reflection questions and rubric will be available on Blackboard. Video responses will count for 15% of your course grade.

Strategy Presentations (2). Two ESL strategy presentations are required. Students will complete these presentations with a partner. For each presentation, the pair will be assigned an ESL strategy from the *50 Strategies for Teaching English Language Learners* text (Herrell & Jordan, 2011). The pair will prepare a 10-minute presentation explaining the strategy and demonstrating its use in a content area classroom. A visual aid and handout is required (does not have to be paper—could be shared on Blackboard). The presentation grading checklist is appended to this document. Each presentation will count for 10% of your course grade.

Sheltered ESL Lesson Plan Grading Rubric, adapted from the SIOP Model (Echevarría, Vogt, & Short, 2004)

Lesson Plan Component	Exemplary (Highly Evident)	Proficient (Somewhat Evident)	Needs Improvement (Not Evident)
Lesson Preparation <ul style="list-style-type: none"> • Key Vocabulary or Language Focus • Language Objectives • Content Objectives 	5 pts <i>Key vocabulary words and/or a specific language focus related to the content are identified; clearly defined language objectives and content objectives for students.</i>	4 pts <i>Key vocabulary, language focus, language objectives and/or content objectives are implied rather than clearly identified.</i>	0-3 pts <i>No clearly defined key vocabulary, language focus, language objectives, and/or content objectives in the plan.</i>
Instruction <ul style="list-style-type: none"> • Activate Prior Knowledge, Build Background Knowledge, or Pre-Teach Vocabulary • Language Skills Integrated • Meaningful Interaction • Strategies for Comprehensible Input • Instruction Aligned to Objectives 	<p align="center">10 pts</p> <p><i>Links to students' prior knowledge or attempts to build background knowledge are strong and explicit; key vocabulary pre-taught.</i></p> <p><i>Meaningful activities integrate lesson concepts with language practice in listening, speaking, reading, and/or writing.</i></p> <p><i>Opportunities for interaction and discussion between teacher & student and among students.</i></p> <p><i>Uses a variety of techniques to make language and concepts clear (e.g., modeling, visuals, diagrams, hands-on activities, gestures, demonstrations, realia, etc.).</i></p> <p><i>Language and content objectives clearly supported by instructional activities.</i></p>	<p align="center">8 pts</p> <p><i>Few links to students' prior knowledge or moderate attempt to build background knowledge; vocabulary listed, but meanings not taught.</i></p> <p><i>Meaningful activities integrate lesson concepts, but little to no opportunity for language practice.</i></p> <p><i>Interaction is teacher-dominated with few opportunities for students to ask questions or discuss lesson concepts.</i></p> <p><i>Uses some techniques to make language and concepts clear.</i></p> <p><i>Language and content objectives somewhat supported by instructional activities.</i></p>	<p align="center">0-6 pts</p> <p><i>No attempt to activate prior knowledge, build background knowledge, or pre-teach key vocabulary words.</i></p> <p><i>No meaningful activities that integrate lesson concepts with language practice in listening, speaking, reading, and/or writing.</i></p> <p><i>Interaction is teacher-dominated with no opportunities for students to discuss lesson concepts.</i></p> <p><i>Uses few or no techniques to make language and concepts clear.</i></p> <p><i>Language and content objectives not supported by instructional activities.</i></p>
Assessment <ul style="list-style-type: none"> • Aligned with Objectives • Differentiated for Beginning/Intermediate ELLs 	5 pts <i>Conducts assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response, observation, written assessment, rubric, etc.) throughout the lesson; assessments clearly and appropriately differentiated for language proficiency levels.</i>	4 pts <i>Conducts assessment of student comprehension and learning of some lesson objectives. Moderate differentiation of assessment for language proficiency level.</i>	0-3 pts <i>Conducts no assessment of student comprehension and learning of lesson objectives. OR conducts assessment, but no differentiation for language proficiency level.</i>

**EDBI 4304: ESL Strategy Presentation
Checklist**

- Presentation Content.** Presentation includes the elements listed below. (60 points)
 - Summarize the strategy.
 - Discuss how the strategy helps the student develop L2 language and literacy and/or how it makes content comprehensible.
 - State 2 ELPS that align with this strategy.
 - Demonstrate how to use the strategy with ELLs in a content classroom.

- Communication.** Presentation is organized, clear, and coherent. Presenter uses the formal register of academic English. Presenter gives eye contact to the audience does not simply read the paper or notes to the audience. Presenter is prepared for presentation. (10 points)

- Aesthetics.** Visual aid is clear, aesthetically pleasing, easy to read, and supports audience's comprehension of the topic. (10 points)

- Handout.** A handout is provided for classmate. Handout includes 3-4 links that your classmates can use to learn more about the strategy (ex. links to YouTube demonstrations or other websites). (10 points)

- Collaboration.** Both students have equal roles in the presentation, and both appear knowledgeable of the strategy. (10 points)

Total Points: _____ / 100 points