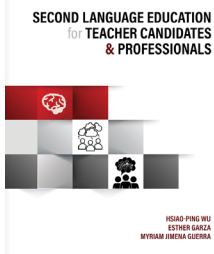


**EDBL 3321- Methods for Teaching English to Non-English Children
Fall 2025**

Instructor: Dr. Santos Gutierrez Phone: 210-478-1665 Faculty E-mail: sgutierr@tamusa.edu Office: by appointment – before or after class meetings	
Office hours	By appointment
Meetings	Thursday 5:30-8:15 Public Health & Education 130
Course Description:	This course is designed to understand the inter-relatedness of language and literacy learning in the classroom of English learners and multilingual learners. This course will discuss pedagogical considerations, and sheltered instruction in teaching language and content in the bilingual and multilingual classrooms. TSI Restriction(s): Reading, Writing, and Math.
Student Outcomes	At the successful completion of this course, the student will: • Have the knowledge and skills necessary to work effectively with EC-6 English Learners (ELs). • Be able to teach and learn with ELs from linguistic and cultural backgrounds. • Be prepared to use the Sheltered Instruction Observation Protocol (SIOP) to design a lesson plan for different content areas. • Plan and design academically and culturally relevant instruction. • Create strategies that promote student learning. • Understand traditional assessment and standardized language proficiency.
Course Objectives:	Students will be able to 1. Develop skills in using the SIOP Model to provide effective language and content instruction to English learners. 2. Identify principles of second language acquisition in classroom settings 3. Outline strategies for modifying content area lessons to accommodate English language learners 4. Analyze and assess student progress in English and content area knowledge 5. Develop and adapt theme-based lesson plans for EC-6 age students
Texts 	Required texts: (E-book) Wu, H. Garza, E. & Guerra, M.J (2020). <i>Second language education for teacher candidates and professionals</i>. Kendall Hunt 978-1-5249-8464-9 Optional text: Making Content Comprehensible to ELL's by J. Echevarria, D.J. Voigt & D. Short. 5th edition ISBN-10: 0134045238
Course Structure, Approach & Philosophy	This course is designed to give all prospective teachers background on and experience in providing effective instruction for English language learning students. Regardless of your teaching program (i.e., generalist, bilingual, ESL, special ed, etc.) you will no doubt have ELLs at some point in your classrooms, and you will be responsible for ensuring that these students are given opportunities to both learn English and have equal access to the core curriculum.
Assignments & Projects (85 points):	Attendance (10%) This course does not rely on traditional face-to-face meetings, mid-terms and final exams. All of the learning takes place through in-class, hands-on activities, discussions, and cooperative learning. Thus, REGULAR ATTENDANCE AND PARTICIPATION IS MANDATORY. Absence Make-up Procedures: Write a 1-page reaction to each of the required readings.

- **Each absence will result in a 2-point deduction (up to 10 points) from your grade.**
- **Students with acceptable excuses also need write the make-up paper.**
- **2 Make-up papers (Max)**
- **Be sure to clearly label your work as "Make-up" and indicate the date of the absence you are making up.**
- **Make-up work must be turned in within 7 days of the absence.**
- **EXCEPTION: Meetings where an oral assignment is due cannot be made up.**

Reading Reflection (30%)

You are expected to complete all readings before they are discussed in class. 10 reading discussion prompts (3 points each) will be given during the course (see course timeline). Reading reflection rubrics are posted on BlackBoard. **No Late submission will be accepted.**

Profile and Assessments of an ELL Student: (30 points)

This course includes 10 hours' **field-based experience** in which you will work one-on-one with 1-2 ELL student(s). You will be placed through Communities in Schools (CIS) - San Antonio to work with Els You must apply for the volunteer position and complete the background check at CIS-SA website. You must attend all orientations and complete backgrounds by all deadlines prior to the 1st tutoring.

Can I use my own site/field if I have my own access?

You are allowed to work with ELs if you are currently working at a school or have different access to a school. If you decide to find an ELL through your own access, you are responsible for coordinating the timeline and communication with the school or supervisor. The site must work with you for 10 weeks (10 hours).

During this 10-week tutoring experience, you will complete the following assignments which provide you with the opportunity to practice some of the techniques and assessments tools we will learn about in class (see below) All journals and forms MUST be typed.

Background check

You must apply for the volunteer position and complete the background check on the CIS-SA website. You must attend all orientations in class, and in school districts and complete background checks by all deadlines prior to the 1st tutoring

- **10 Tutoring Journals (10 points)**

After each tutoring session, you are to write a journal log to reflect your tutoring with your English language learner(s). Each journal log should be between 300-500 words. You will post each journal entry to BlackBoard. The journal should include the following points

- Description of your preparation before the tutoring.
 - Description of activities conducted in the tutoring session.
 - Description of learning from the context
 - Description of challenges from the context
- **Tutoring log:** (1 point): Please upload your tutoring log signature page to BlackBoard at the end of your tutoring field work. If a tutoring session could not be made due to school's events, please still upload a note: "The tutoring session was not attended due to _____".

- **EL Student Profile (5 points)**

Form containing background information on the ELL student(s). This information can be obtained from the student's teacher, family members, or from the students themselves. (4 points)

Reminder: The TAMUSA student has to get to know the student through icebreaker activities and/or "getting to know you" activities, or have conversations with teachers to gather all information. **DO NOT**

	interview students or ask the teacher to fill out for you. It is ok if some questions cannot be answered. ▪ <u>Oral Language Assessment and Evaluation (5 points)</u> You will use the SOLOM to assess your student's oral English language proficiency. You will evaluate the results with implications for instruction. ▪ <u>Running Record (5 points)</u> For emergent or higher readers, you will complete a running record on your student(s) to assess their reading ability. For non-readers, you will use the "Concepts of Print" form. ▪ <u>Writing Assessment and Evaluation (5 points)</u> You will assess your student's writing ability using a rubric. You will evaluate the results with implications for instruction. You need to obtain at least ONE writing sample along with your evaluation. <u>Quick shares on English Language Proficiency Standards (5 points)</u> A quick share is simply a single activity, project, game, teaching idea or a teaching strategy, etc., that can be used in the classroom with ELs to develop language skills and content knowledge. You will choose ONE English language proficiency Standard (ELPS) provided by the instructor, and develop a meaningful, interactive, and hands-on activity to reach the standard. You have to demonstrate your activity to your classmates and upload a handout of your activities on BlackBoard in order to receive a grade. Before your demonstration, please distribute your handout to the class and the instructor (the handout template is on the Blackboard). <u>Thematic SIOP lesson plan (10%) Thematic chart (5%) and reflective essay (10%)</u> This final thematic lesson plan is the final on the day scheduled for final exams (essentially, this project is your final exam). You will develop a thematic lesson plan and present to the class. Grading System <table> <tr><td>90-100%</td><td>A</td></tr> <tr><td>80-89%</td><td>B</td></tr> <tr><td>70-79%</td><td>C</td></tr> <tr><td>60-69%</td><td>D</td></tr> <tr><td>Below 59%</td><td>F</td></tr> </table>	90-100%	A	80-89%	B	70-79%	C	60-69%	D	Below 59%	F
90-100%	A										
80-89%	B										
70-79%	C										
60-69%	D										
Below 59%	F										
Course policies All students are expected to follow university policies as written in the student handbook which is in the following website: www.tamusa.edu other expectations include the following:	<u>Students with disabilities: ADA (REQUIRED)</u> Texas A&M University-San Antonio is committed to providing equitable access to students with disabilities through reasonable accommodation in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you have a disability that may require accommodation, please contact Disability Support Services (DSS) for the coordination of services. Visit DSS on the 2nd floor of the Central Academic Building, Suite 210 or reach us by phone at (210) 784-1335 or email at dss@tamusa.edu. <i>Student Handbook</i> <i>Link:</i> http://www.tamusa.edu/uploadFile/folders/fcestrad/Pdf/Pdf-635767864704349879-10.100.150.124.pdf <u>Academic honesty</u> Students are expected to be familiar with and comply with A&M-SA's Code of Conduct, which is available in the Student Handbook online at https://bit.ly/TAMUSASStudentHandbook. Intellectual development requires honesty, responsibility, and doing your work. Taking ideas or words from others -- plagiarizing -- is dishonest and will result in a failing grade on the paper or assignment and possibly other disciplinary actions. If you are unsure about what constitutes plagiarism, please ask me or consult the Student Handbook: https://bit.ly/TAMUSASStudentHandbook.										

	No Use of Generative AI Permitted [Insert Course Number] assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.
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EDBL 3321 Course Timeline

Date	Topics in class	Required Readings: Instructors can modify dates or assignments when necessary.
Week 1 Module 1 Aug 27	Getting to know each other Introduction to the Course, syllabus, and BlackBoard use Ilsa Garcia presentation CIS-SA notification week	Chapter 9 "Experiential learning with English Learners" – <i>Just read!</i> Students will not post a reading reflection on this reading. Complete the syllabus agreement on Blackboard! Communities in School (CIS) Orientation - Introduction to fieldwork
Week 2 Module 2 Sept 3	First and Second Language Acquisition Campus Orientation	Please read Chapter 1 – "First and Second Language Learning Theories" Reading reflections 1 & 2 Deadlines: Before they are presented and discussed in class.
Week 3 Module 3 Sept 10	Who are English Learners (ELs)? Program models for ELs EL Profile overview Campus Placement Week	Reading reflection 3 - Please read Chapter 2 – "Identifying English Learners (ELs)" Reading reflection 4 - Chapter 4 – "Bilingual Education Policies and Models for Linguistically Diverse Students"
Week 4 Module 4 Sept 17	What is language? English Language Proficiency Standards Week 1 of Tutoring	Reading reflection 5 Chapter 5 – "Components of Language" Quick share overview and sign-up
Week 5 Module 5 Sept 24	Listening, Speaking & ELs Speaking assessment: SOLOM Week 2 of Tutoring	Reading reflection 6 Chapter 7 – "Language processes: Listening and Speaking"
Week 6 Module 6 Oct 1	Reading, Writing & ELs Reading assessment: Running record Week 3 of Tutoring	Reading reflection 7 Chapter 8 – "Language processes: Reading and Writing"
Week 7 Module 7 Oct 8	Reading, Writing & ELs Writing sample assessment TELPAS Week 4 of Tutoring	3 Quick Shares present
Week 8 Module 8 Oct 15	Math, Science, Social studies and ELs Week 5 of Tutoring	Reading reflection 8 Chapter 11 – "Teaching mathematics for ELs" Chapter 12 – "Teaching Science for ELs" Chapter 13 – "Teaching Social Studies for ELs" 3 Quick Shares present
Week 9 Module 9 Oct 22	Art, Music, PE and ELs Culture, Cultural diversity, and ELs Parental involvement & Primary language support Week 6 of Tutoring	Reading reflection 9 Chapter 14 – "Teaching Art, Music, and Physical Education for ELs" Reading reflection 10 Chapter 16 – "Parental and Community involvement, Advocacy" Primary Language Support 4 Quick Shares present

Week 10 Module 10 Oct 29	Introduction of content-based approach: SIOP and CALLA Week 7 of Tutoring	Chapter 6 – “Methods for Teaching English Learners” <i>Just read</i> 4 Quick Shares present
Week 11 Module 11 Nov 5	SIOP Ch. 2. Lesson Preparation SIOP Ch. 3. Building Background Week 8 of Tutoring	SIOP workshop 1 in class! All group members will work on the lesson plan in class! No make-up can be offered for missing the practice.
Week 12 Module 12 Nov 12	SIOP Ch. 4. Comprehensible Input SIOP Ch. 5. Strategies SIOP Ch. 6. Interaction Week 9 of Tutoring	SIOP workshops 2 & 3 All group members will work on the lesson plan in class! No make-up can be offered for missing the practice.
Week 13 Module 13 Nov 19	SIOP Ch. 7. Practice/Application SIOP Ch. 8. Lesson Delivery SIOP 9 Review and Assessment NCLB, TAKS, and Alternative Assessment Week 10 of Tutoring	SIOP workshop 4 All group members will work on the lesson plan in class! No make-up can be offered for missing the practice. Final Review and Prep
Week 14 Module 14 Nov 26	Thanksgiving Break – no class	
Week 15 Module 15 Dec 3	<i>Last class</i> Make-up week for tutoring	All group members will work on the lesson plan in class! No make-up can be offered for missing the practice. Final Review and Prep
Week 16 Dec 10 4:00-5:50	Final exam: – Individual thematic SIOP lesson Presentations	DUE: • EL tutoring logs • Assessment forms • Thematic Chart • Individual thematic SIOP lesson • Reflective Essay