



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDCI 3315: Approaches and Methods to ESL

Texas A&M University-San Antonio
College of Education & Human Development, Department of Curriculum & Instruction

Instructor Information

Instructor Name and Office Location	Contact Information
M. Heather Herschell, PhD PHEB 214 B	mherschell@tamusa.edu 210.784.2511
Office Hours and Location: Office: PHEB 214 B ☺ Office Hours: Monday 2-4 PM online via Zoom Thursday 11:00 AM- 1:00 PM Please do not hesitate to send an email to set up a convenient and agreed upon appointment time for a phone call, virtual session, or meeting.	Meeting Times EDCI3315: Thursdays 2:00 – 3:15 PM PHEB 128

REQUIRED TEXTBOOK(S) and MATERIALS

A textbook is not required for this course. Students will access articles provided by the professor. Additionally, students will use 240 Tutoring.

COURSE DESCRIPTION

This course will prepare teacher candidates to teach English Learners in both bilingual and monolingual classroom settings. An emphasis will be placed on the process of first- and second-language acquisition and development. Program models, methodologies, and strategies that best meet the needs of emergent bilingual students will be explored.

COURSE COMPONENTS

LECTURE OR DISCUSSION TOPICS:

Integrated Language Teaching

Language Acquisition

Culturally Responsive Instruction

Linguistic Domains and ELs

Structuring and Planning Content Language Integrated Lessons

STANDARDS

DOMAIN I: LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

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

Competency 002- The ESL teacher understands the process of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

DOMAIN II: ESL INSTRUCTION AND ASSESSMENT

Competency 003-The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, grade level appropriate instruction.

Competency 004-The ESL teacher understands how to promote students' communicative language development in English.

Competency 005-The ESL teacher understands how to promote students' literacy development in English.

Competency 006-The ESL teacher understands how to promote students' content-area learning, academic language development and achievement across the curriculum.

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.

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

Competency 008- The ESL teacher understands the foundations of ESL education and types of ESL programs.

Competency 009- The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective and multilingual learning environment.

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

COURSE REQUIREMENTS AND EXPECTATIONS

Course Assignments

- 1. 240 Tutoring Plan to Pass (5 points):** You will be required to utilize the 240 Tutoring platform in this course to support your understanding of the English as a Second Language standards. The first assessment will provide an initial baseline of your knowledge. It is important that you take the diagnostic exam without any "support".

- 2. Introduction Letter (15 points):** In this course, you will be asked to think about your own learning experiences and how they have shaped you as a student. This assignment is a chance for you to introduce yourself to me and to reflect on your experiences in school. For this assignment you will write a letter addressed to me. In your letter please share:

- *Your background as a student (i.e., where you have studied, languages you speak, or experiences that are important to your learning)
- *What learning has been like for you in the past
- *Any experiences that have made you feel included, excluded, supported, or challenged as a student
- *What you already know (or think you know) about ideas such as culture, language, or social issues in education (It is ok if your understanding is basic or if you are unsure)

This letter should be honest and personal. There are no right or wrong answers. Please do not research any topics to prepare your letter, this should be reflective and specific to you. I want to learn about your experiences and your current understanding of topics.

- 3. Research and Explore School District Language Needs (25 points):** The purpose of this assignment is to help you learn about the language diversity in school districts across Texas. This project will help you explore language differences and understand how schools respond to language needs. Below is a brief outline of what you are required to do for this assignment:

- *You will work in small groups to explore an assigned school district in Texas.
- *Research language data for your assigned school district
- *Explore language services and programs
- *Analyze and reflect on what you researched
- *Groups will prepare a collaborative written report (no more than 2 pages) and a short presentation (5 – 7 minutes)

- 4. Linguistic Children's Literature (10 points):** Children's literature is a powerful tool for affirming students' linguistic identities and expanding all learners' understanding of language diversity. In this assignment, you will explore children's books that reflect the rich range of languages, dialects, and the ways of communicating found in today's classrooms. Using a provided list of resources, you will identify one children's book appropriate for EC-6 that can be used to teach about language diversity. The book should intentionally represent linguistic variation, such as multilingualism, bilingualism, translanguaging, home languages, or language varieties (e.g., regional dialects, code-switching). After selecting the text, you will analyze how it can be used as an instructional tool to support inclusive language practices in elementary classrooms.

- 5. ESL Strategy Roundtable (10 points):** This course will allow you opportunity to learn about a variety of topics related to language. For this assignment, you will select an ESL strategy to present to a group of peers. Sign up for strategies will occur during class. You will prepare a handout for your peers and present the strategy to the roundtable group.

6. **240 Tutoring Practice Test 1 (15 points):** The final exam for this course requires you to complete Practice Test 1 in 240 Tutoring. Submit your final score report for Practice Test 1 in Blackboard for your final grade.
7. **Active Participation & Discussion forum posts (~10 points):** This course will require you to actively participate during class discussions and collaborative group activities.
8. **Attendance (~10 points)**

Grade Scale:

A= ~90-100 B= ~80-89 C= ~70-79 D= ~60-69 F<60

COURSE POLICIES

ATTENDANCE and ASSIGNMENT SUBMISSION POLICIES:

- More than ONE absence may result in a reduction in the Final Grade.
- Participation points are frequently awarded for in-class participation. In-class participation points cannot be “made up” for any reason because you must be in class to receive credit.

Class attendance will be checked during every class session. It is the responsibility of the student to ensure that his/her presence has been noted. Punctuality is expected as part of professional responsibility and courtesy. A recurring pattern of arriving late and/or leaving early in a class period is noticeable, distracting, and considered unprofessional. You are expected to show up to class on time and, once in class, to conduct yourself in a professional manner.

Please review the TAMUSA guidelines for [class attendance](#). In addition to absences allowable according to these policies, students will have one “discretionary” absence. I strongly suggest you save your absence in case of emergency or illness late in the semester. Documentation of illness is not necessary. It is still a good idea, however, to save medical documentation in case of a prolonged illness. You are strongly encouraged to save your absences for emergencies.

I will probably not respond to emails regarding unexcused or unplanned absences- particularly if they include a request for information about missed content. It is your responsibility to review the weekly modules, reach out to classmates, etc. to gain an understanding of what was missed. If you have specific questions or concerns about missed material, we can discuss them in a scheduled meeting during office hours.

While I am sensitive to the needs and circumstances of individual students, more than *one* absence may result in a loss of points on the final grade. Completing all work on time is crucial to keeping up with the content. My Blackboard gradebook is set to assign automatic zeros for late assignments to help you keep track of missing work and calculate its impact on your grade.

I understand that emergencies or crisis situations cause a student to miss a deadline, and this course values learning, growth, and accountability rather than punishment. Therefore:

Grace Period

- All major assignments include a 48-hour grace period beyond the listed due date.
- Work submitted within the grace period will be accepted without penalty.
- Students are encouraged to communicate if they anticipate needing this flexibility.

Late Submissions Beyond the Grace Period

- Assignments submitted after the grace period may be subject to a grade reduction commensurate with the late submission date.
- Work submitted more than one week late may not be accepted unless prior arrangements are made.

Extensions

- Extensions may be requested before the due date or during the grace period.
- Requests do not require disclosure of personal details.
- Extensions may be granted when requests are reasonable and communicated professionally.

End-of-Semester Policy

- No late work will be accepted after **November 15, 2026**, except in rare cases involving documented emergencies or institutional obligations.
- Students experiencing significant barriers near the end of the semester are encouraged to communicate quickly.

However, when the gradebook reveals that major assignments were significantly overdue, or that multiple assignments were submitted after their due dates, this is also noticeable and considered unprofessional- potentially reflecting your fitness to teach. In these cases, assignments may not be accepted for credit.

ASSIGNMENT SUBMISSION IN BLACKBOARD:

All assignments must be neatly typed (unless indicated that handwriting is acceptable) and submitted in Blackboard by the due dates indicated in the Bb module. Submit your assignments in Word, PPT, *Google Docs, Images, Links, or pdf format; do not upload pages (Mac users). Bb will not download Mac applications for viewing/grading. All TAMU-SA students receive access to Microsoft 365 as part of tuition. Please contact IT if you have questions about the software available to you. (210) 784-4357 or HelpDesk@tamusa.edu If you do not understand how to submit an assignment in Blackboard, please find out during the first week of class (Blackboard Student Help Link: [Submit Assignments](#))

All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

AI POLICY:

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Acceptable Use:

- **Editing and Proofreading:** AI can be utilized to correct grammatical errors, punctuation, spelling mistakes, and suggest improvements in sentence structure.
- **Revising for Clarity:** AI can assist in identifying areas where the content may be unclear or confusing and offer suggestions for improvement.
- **Enhancing Style:** AI can provide recommendations for refining writing style, such as eliminating redundancy, improving flow, and enhancing readability.

Prohibited Use:

- **Content Creation:** AI should not be used to generate original content or ideas. All submitted work must originate from the student's own thoughts and efforts.
- **Plagiarism:** It is strictly prohibited to use AI to plagiarize or produce work that is not original. All sources must be properly cited, and ideas must be appropriately attributed.

Guidelines for Acceptable Percentage of AI Usage:

- **Editing and Proofreading:** Up to 100% of the document can be reviewed and corrected by AI for grammar, punctuation, and spelling errors. -

- **Revising for Clarity:** AI can be used to identify areas of improvement, but the actual revisions should be primarily made by the student. Aim for a balance where no more than 25% of the suggested revisions are directly implemented from AI recommendations.
- **Enhancing Style:** Similar to revising for clarity, AI recommendations can guide improvements, but the student should make the final decisions. Limit AI usage to no more than 25% of style enhancements.

Responsibility: It is the responsibility of the student to ensure that their work adheres to the guidelines outlined in this policy. Faculty and instructors may employ plagiarism detection tools to verify the originality of submitted work.

Consequences of Violation: Violation of this policy, including but not limited to plagiarism or excessive reliance on AI for content creation, may result in disciplinary action, including failing grades or academic probation.

By adhering to these guidelines, students can effectively leverage AI for editing and revising their work while upholding academic integrity and fostering their own creativity and originality.