



TEXAS A&M UNIVERSITY  
SAN ANTONIO

**EDBL 3321- Method for Teaching English to Non-English-Speaking Child**  
**Spring 2024**

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<b>Office hours</b>	Virtual office hours Wednesday & Friday 5-7pm by appointment	
<b>Meetings</b>	Thursday 5:30-8:15pm @ Senator Frank L. Madla 206	
<b>Course Description</b>	The purpose of this course is to provide class participants with the knowledge and skills necessary to work effectively with EC-6 English Learners (ELs). The course emphasizes teaching and learning with ELs from linguistic and cultural background. This course also prepares students to use Sheltered Instruction Observation Protocol (SIOP) to design a lesson plan for different content areas.	
<b>Course Objectives</b>	<b>Students will be able to</b> <ol style="list-style-type: none"> <li>1. Identify principles of second language acquisition in classroom settings</li> <li>2. Outline strategies for modifying content area lessons to accommodate English language learners.</li> <li>3. Analyze and assess student progress in English and content area knowledge.</li> <li>4. Develop skills in using the SIOP Model to provide effective language and content instruction to English learners, emergent learners, and multilingual learners</li> </ol>	
<b>Required text:</b>	Wu, H. Garza, E. & Guerra, M.J (2020). <i>Second language education for teacher candidates and professionals</i> . Kendall Hunt, ISBN 9781792421334 <a href="https://he.kendallhunt.com/Wu-Garza-Guerra">https://he.kendallhunt.com/Wu-Garza-Guerra</a>	
<b>Course Structure, Approach &amp; Philosophy</b>	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 English learners 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.	
<b>Assignments &amp; Projects (100 points)</b>	<b>Attendance (10%)</b> All the learning takes place through in-class, hands-on activities, discussions, and cooperative learning. Thus, regular attendance and participation is mandatory. Each student will be offered two make-ups opportunities for two absences. Please communicate with the instructor about how to make up the work after absence. If you need an extended absence for illness or other reasons, please contact me for accommodation.	

### **Reading Reflection (30%)**

You are expected to complete all readings before they are discussed in class. The purpose of reading reflections aims to develop content knowledge and critical thinking skills to different issues in the second language education. 10 reading discussion prompts (3 points each) will be given during the course (see course timeline).

### **Reading reflection grading rubric**

**3 points**- The entry demonstrated understanding of text relevant details and specific text-based examples and citations that support of reader's examples/position. At least one third of the entry discusses the application of concepts from course texts, with explicit citations (author and p. #) in the correct APA style. The length of posting is between 300-500 words to support your statement, argument, reflection in a comprehensive essay.

**2 points** - The entry discussed the concepts from course texts without linking to application. The length of posting is between 300-500 words to support your statement, argument, reflection in a comprehensive essay.

**1 point** - Some explicit connections are made to course texts, but the posting does not follow APA 7th style, or the reflection is only based on personal experiences without having any literature to support.

**0 point** - Reflection about the reading with no connection to irrelevant ideas from course texts, or no entry is submitted, or it is shorter than 300 words.

### **Profile and Assessments of an EL Student: (30 points):**

This course includes a **10-hour service-learning** in which you will work one-on-one with 1-2 EL student(s). You will be placed through Communities in Schools (CIS) - San Antonio to work with ELs. You must apply for the volunteer and complete the background check at CIS-SA website. You must attend all orientations and complete backgrounds by all deadlines prior to the 1<sup>st</sup> tutoring.

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

**Yes**, you are allowed to find access to work with ELs **IF** you are currently working at schools or have a different field placement. If you decide to find an EL student by yourself, you are responsible for coordinating timeline and communicating with the school or supervisor.

During 10-week tutoring, 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.

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

Form containing background information on the EL students. This information can be obtained from the student's teacher, family members, or from the students themselves.

**Reminder:** The TAMUSA student has to get to know the student through icebreaking and get to know activities. **DO NOT interview students or ask the teacher to fill out the form for you. It is ok if some questions cannot be answered.**

- **Oral Language Assessment and Evaluation (5 points)**

You will use the SOLOM to assess your student's oral English language proficiency. You will evaluate the results with implications for instruction.

▪ **Running Record (5 points)**

For emergent or higher readers, you will complete a running record on your student to assess their reading ability. For non-readers, you will use the "Concepts of Print" form.

▪ **Writing Assessment and Evaluation (5 points)**

You will assess your student's writing ability using a rubric. You will evaluate the results with implications for instruction. You need obtain at least **ONE** writing sample along with your evaluation.

▪ **Tutoring journal (10 points):** After each tutoring session, you will upload your tutoring journal 300-500 words to the Blackboard.

▪ **Tutoring sign-in sheet (1 point):** You will obtain the signature on the tutoring log, and you will submit the log by the end of semester.

**Quick shares on English Language Proficiency Standards (5 points)**

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), and develop a meaningful, interactive, and hands-on activity to reach the standard. You have to demonstrate your activity with your classmates and upload a handout of your activities on Blackboard in order to receive the grade.

**Thematic chart planning (5%) Thematic SIOP lesson plan (10%) reflective essay (10%)** 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.

**Grading System**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 59%	F

Date	Topics in class	Readings and Assignments
1/18	Getting to know Introduction to the Course, syllabus, and blackboard use	Chapter 9 Experiential learning with English Learners: <i>Just read!</i> Students will not post their reading reflection on this reading. Complete the syllabus agreement Blackboard!
1/25	First & Second language acquisition and theories	<b>Reading reflection 1 &amp; 2</b> <b>Pease read</b> Chapter 1: First and Second Language Learning Theories for posting reading reflection 1&2 <b>Reading discussion 1 and 2 will be due on 1/31</b>
2/1	Who are English Learners (ELs)? Program models for ELs EL Profile overview	<b>Reading Reflection 3:</b> Chapter 2 Identifying English Learners (ELs) <b>Reading Reflection 4:</b> Chapter 4 Bilingual Education Policies and Models for Linguistically Diverse Students <b>Reading reflection 3 and 4: due on 2/7</b>
2/8	What is language? ELPS Standards Introduction English Language Proficiency Standard (Read Only)	<b>Reading Reflection 5:</b> Chapter 5 Components of Language Students will analyze and select one ELPS standard that relates to the Quick share presentation. <b>Reading reflection due on 2/14</b> Quick share overview and sign-up
2/15	Listening, Speaking & ELs Speaking assessment: SOLOM	<b>Reading Reflection 6:</b> Chapter 7 Language processes: Listening and Speaking <b>Reading reflection due on 2/21</b>
2/22	Reading, Writing & ELs Reading assessment: Running record Writing sample assessment, TELPAS	<b>Reading Discussion 7:</b> Chapter 8 Language processes: Reading and Writing <b>Reading reflection due on 2/28</b>
2/29	Math, Science, Social studies and ELs	<b>Reading Discussion 8</b> Chapter 11 Teaching mathematics for ELs Chapter 12 Teaching Science for ELs Chapter 13 Teaching Social Studies for ELs <b>Reading reflection due on 3/6</b>
3/7	Art, Music, PE and ELs	<b>Reading Discussion 9</b> Chapter 14 Teaching Art, Music, and Physical Education for ELs <b>Reading reflection due on 3/20</b>
3/14	Spring Break 2024	
3/21	Culture, Cultural diversity, and ELs	<b>Reading Discussion 10</b> Chapter 3 Relevance of Cultural Wealth in Language Teaching and Learning <b>Reading reflection due on 3/27</b>
3/28	Parental involvement Primary language support	Chapter 16 Parental and Community involvement, Advocacy Primary Language Support: <i>Just read!</i>
4/4	Introduction of content-based approach: SIOP and CALLA	<b>Chapter 6 Methods for Teaching English Learners <i>Just read</i></b>
4/11	SIOP Ch. 2. Lesson Preparation SIOP Ch. 3. Building Background	Students are required to participate in the SIOP Lesson planning in class! No make-up will be provided!
4/18	SIOP Ch. 4. Comprehensible Input SIOP Ch. 5. Strategies	
4/25	SIOP Ch. 6. Interaction SIOP Ch. 7. Practice/Application	

4/22	SIOP Ch. 8. Lesson Delivery SIOP 9 Review and Assessment NCLB, TAKS, and Alternative Assessment	
5/4	Final exam: –Thematic group chart, Individual thematic SIOP lesson & reflective essay (500-700	Please submit all components in ONE document Due by the end of the Day!

## IMPORTANT POLICIES AND RESOURCES

### **Academic Accommodations for Persons with Disabilities:**

The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dssupport@tamusa.edu](mailto:dssupport@tamusa.edu).

**Academic Learning Center:** The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

**Counseling/Mental Health Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Modular C, Room 166 (Rear entrance). All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

**Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').** For more information and self-help resources, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/uploadfile/folders/sdbowen23/pdf/pdf-635073426137928167-10.100.20.116.pdf>

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**Meeting Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military@tamusa.edu](mailto:military@tamusa.edu) or (210)784-1397.

**Religious Observances:** Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**Respect for Diversity:** We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victims advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

**Students' Rights and Responsibilities:** The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the

existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

### ***Students' Rights***

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

### ***Students' Responsibilities***

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

### **Broader Use of Generative AI Permitted within Guidelines**

Use of AI tools, including Chat GPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity



Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.