Course Number: CTES 7460/7466
Course Title: Teaching English to Speakers of Other Languages in P-12
Credit Hours: 3 semester hours
Prerequisites: None
Corequisite: None

Date Syllabus Prepared: November 2007

Texts or Major Resources:


Course Description:
This course explores effective curriculum and instruction in the teaching of English language learners (ELLs). Students will develop and evaluate appropriate teaching practices in ESOL classrooms at the P-12 level. In addition, students will look beyond the ESOL classroom to appropriate instruction of ELLs in content area and special needs classrooms.

Course Objectives:
Upon completion of this course, students will be able to:

1. Demonstrate knowledge of general trends, approaches, and resources for teaching ELLs (290-3-3-.45-2-4a)
2. Demonstrate appropriate techniques for teaching ELLs in classes which include only ELLs and in classes which include other than ELLs (290-3-3-.45-2-5a)
3. Demonstrate appropriate methods for working with students who have multiple needs (290-3-3-.45-2-9a)
4. Apply English grammar and linguistics in teaching ELLs (290-3-3-.45-2-1b)

Course Content:
WEEK 01-Multicultural Education and Culture in the Classroom
WEEK 02-Language Determines Culture and Examining American Values
WEEK 03-Culture Shock: Reaction to an Unfamiliar Environment and Differences in Verbal Communication
WEEK 04-Nonverbal Communication and Teaching and Learning Styles
WEEK 05-Teaching for Communication and Methods/Approaches of Teaching ESOL
WEEK 06-Principles of Communicative Language Teaching and Integrating Language and Content
WEEK 07-Curriculum Design and Week-to-Week ESOL Instruction and Listening Development and Instruction for ELLs
WEEK 08-Second Language Oral and Vocabulary Development and Instruction
WEEK 09-Second Language Reading and Writing Development and Instruction
WEEK 10-Effective Strategies for Teaching Mathematics to ELLs
WEEK 11-Teaching ESOL through Music, Drama, and Art
WEEK 12-Teaching Science to ELLs
WEEK 13-Pedagogy to Teach Social Studies from a Global Perspective for ELLs
WEEK 14-Special Education and the Linguistically Diverse Student
WEEK 15-Using Technology with ELLs
WEEK 16-Project presentations/evaluation

Distance Education Students will participate in every scheduled class meeting through synchronous “Live” classroom, streaming video, shared computer and chat formats. The combination of these formats will enable students to participate along with campus based students in an interactive classroom setting. Class meetings will be archived and available for review by students who have excused absences.

Course Requirements/Evaluation:
1. IN-CLASS ACTIVITIES (24 @ 25 points each, total 600 points)
   There will be TWO in-class activities for each day we meet (usually associated with the corresponding chapter(s) for that day). Students gain points by participating in the in-class activity and submitting the appropriate work. Students may make up missed in-class activities by submitting comparable work arranged with the instructor. Campus students will submit in-class activities by placing them in their folders and handing them to the instructor. Distance Education students will submit these in-class activities by posting them to the Discussion on Blackboard or through email.

2. ESOL METHODS/APPROACHES DEMONSTRATION (100 points)
   Students will be assigned one of the eight methods/approaches listed on page 85 of the text and explained in Chapter 10. Develop a 15-minute demonstration (can be longer if arranged ahead of time) of how this method/approach would be used with ELLs. (If you know another language, the demonstration can be done in that language).

   The demonstration will include:
   1) a basic background and explanation of the method/approach
   2) hands-on demonstration to the class of the particular ESOL method/approach (the class will participate as your “ELL students”)
   3) appropriate materials needed to demonstrate the particular ESL method/approach

   Distance Education students will submit this assignment by posting it to the Discussion on Blackboard or through email.

3. ESL TEACHING STRATEGY DEMONSTRATION (100 points)
Students will select one (each student will select a different strategy) of the Fifty Strategies for Teaching English Language Learners from the text of the same name. Develop a 15- minute activity (can be longer if arranged ahead of time) that illustrates the points emphasized with this “strategy” and actively involves the entire class.

The demonstration will include:
1) a basic background and explanation of the strategy
2) hands-on demonstration to the class of the particular ESL teaching strategy (the class will participate as your “ELL students”)
3) appropriate materials needed to demonstrate the ESL teaching strategy

Distance Education students will submit this assignment by posting it to Discussion on Blackboard or through email.

4. CONTENT RELATED LESSON PRESENTATION (100 points)
According to the Course Schedule, students will present a lesson about 15-20 minutes (can be longer if arranged ahead of time) on how to teach ESL through one of the content areas listed in Chapters 19-24 of the Zainuddin text. The lesson should address each of the four language domains (speaking, listening, reading and writing).

The presentation will include:
1) a basic background and explanation of the lesson in the content area
2) hands-on presentation to the class of the particular content area (the class will participate as your “ELL students”)
3) appropriate materials needed to demonstrate the lesson

Distance Education students will submit this assignment by posting it to Discussion on Blackboard or through email.

5. EXAM (100 points)
Distance Education students will submit the exam by posting it to Discussion on Blackboard or through email.

Course Assignments:
1. IN-CLASS ACTIVITIES (24 @ 25 points each) __600 POINTS
2. ESL METHODS/APPROACHES DEMONSTRATION __100 POINTS
3. ESL TEACHING STRATEGY DEMONSTRATION __100 POINTS
4. CONTENT RELATED LESSON PRESENTATION __100 POINTS
5. PROJECT __100 POINTS

TOTAL __1000 POINTS

Class absences, for any reason, do not extend scheduled due dates. It is the responsibility of the student to keep aware of these deadlines and to plan his/her workload accordingly. Assignments submitted up to one DAY after the due date will receive half credit, no credit after two days. No extra credit will be offered. All assignments are graded.
according to the specific assignment criteria and returned to students by the next class meeting after submission unless noted otherwise. Based on these evaluation criteria, your final grade will be determined by the following.

A   = 1000-900  
B   = 899  -800  
C   = 799  -700  
D   = 699  -600  
F   = 599 or below

**Class Policy Statements:**

**Participation:** Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

**Attendance/Absences:** Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

**Unannounced quizzes:** There will be no unannounced quizzes.

**Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

**Honesty Code:** The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality
Distance Learning Students: Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

Justification for Graduate Credit
This course is addressed to in-service teachers seeking ESOL certification and, therefore, must be offered for graduate credit. CTES 7460/7466 offers a comprehensive study of approaches to teaching ESOL. Students are required to analyze teaching practice and integrate second language learning theory into their own teaching of ESOL.