Rdg 448 Characteristics of the English Language Learner
COURSE SYLLABUS
Fall 2012

Instructor: Susan Williams – Assistant Professor Professional Track
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Nath., J.L., & Ramsey, J. (2004). Preparing to Teach Texas Content Areas. Allyn and Bacon

Field-Based Teacher Education Program Handbook [revised July 2010]. Available online at https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf

Course Description:

The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments including the SOLOM will be studied. Prerequisites: Admission to Teacher Education and Placement in NET CPDT Center. Prerequisite Admission to Teacher Education and placement in NET CPDT Center.

This course is taught in an integrated manner during seminar by Center Faculty and includes ELED 436, 437, 438.

Student Learning Outcomes:

While engaged in learning and teaching the intern will show evidence that s/he is understands:

- the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students to develop listening and speaking skills,
- The fundamental language concepts and knows the structure and conventions of the English language.
- The processes of first-language (L1) and second language (L2) acquisition and the interrelatedness of L1 and L2 development.
- The ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
- Formal and informal assessment procedures.
- Factors that affect ESL students learning and implement strategies.
• the components of phonological and phonemic awareness and utilizes a variety of approaches to help students develop this awareness and its relationship to written language,
• the importance of the alphabetic principle to reading English, knows the elements of the alphabetic principle, and provides instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways,
• that literacy develops over and time and progresses from emergent to proficient stages and uses a variety of contexts to support the development of literacy,
• the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency,
• the importance of reading for understanding, know the components of comprehension, and teach strategies for improving students’ comprehension,
• that writing to communicate is a developmental process and provides instruction that helps students develop competence in written communication,
• how students use writing conventions and helps them develop those conventions, and
• the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for their students.
• understands the importance of illustrations and concrete examples with use of hands-on experiences, as well as content and vocabulary development for English language learners---example: use of cognates with English learners.
• model the 5-E lesson design approach

### COURSE REQUIREMENTS

**Instructional / Methods / Activities Assessments**

1. Literacy Lesson: Teach an informal lesson in the area of literacy (reading, writing, speaking, listening, word study). Mesquite’s Forethought (which follows TEKS) should be your guide. This informal lesson can be in a small group. Success is the key. Set up a situation that allows the lesson to be a positive learning experience for you and the children. The lesson must include a TEKS objective for the grade level during the time frame found in the grade level curriculum framework (Forethought). An informal lesson means it is observed and discussed with you by your mentor(s). Your mentor will fill out documentation, provided by you. **Worth 100 points**

2. Use the Lesson Cycle as a guideline to analyze an ELA lesson from Forethought. Include what strategies you will use to teach vocabulary and check for understanding. Consider what needs to be done before, during and after the teaching of the lesson. Use the format page provided by your liaison. Teach it if you can. **Worth 100 points**

3. Observe 5 content reading strategies done by your mentor. Write about each strategy and how they were used or how you will use them in your classroom. Use the format page proved by Susan. **Worth 100 points**

4. Choose, plan, and analyze with your school team a lesson from Forethought to teach during seminar. Every member of the team must participate equally and all participants in the demonstration lesson must be active. **Worth 100 points**

5. Daily journal writing in your journal while on campus and in seminars which will include reflections on teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity. It is very important to reflect on what you are learning, what you are seeing and areas that you need to address. Be sure to include routines, timing, children’s responses to different situations, etc. You will look back on this when you are in charge. This journal will be an invaluable reference, for your personal reflection and experiences. Bring your journal to seminar because questions will be posed for you to answer. Bringing your journal to seminar is **Worth 100 points.**
6. Complete ITEPS every week. You and your mentor sign. Bring your ITEP to seminar. Worth **130 points**

7. After reading assigned chapters, record 5 hours per chapter read PRIOR to seminar (your ticket into seminar). The remaining 5 hours per chapter will be completed with a group during seminar. This is how you get full credit. **Worth 100 points**

8. Seminar attendance is worth **150 points**. See section about attendance.

9. Professionalism: The highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in the following ways: be on time and not absent (must make up day if absent, please do not take advantage of this option, it is so important for you to be there on your assigned days, students, mentors, and principals rely on you), participating in and contributing to class activities, accepting responsibility, adhering to professional dress (MISD), and consistently demonstrating professionalism during class, field-experience, and on assignments. **Worth 120 points**

**Grading**

Grading will include completion of the assignments listed under general course requirements.

1000 - 950 = A  
949 – 850 = B  
849 – 750 = C  
Below 750 = Failing Grade

**Additional Expectations:**

1. Written goals for each month of the intern semester. This will be done during seminar.

2. Attendance at school functions. Example: PTA meeting, a school board meeting, and ARD meeting, Open House, “Meet the Teacher” night and a community function. These need to be documented by creating a list of activities attended, the location and the date. This can be used for extra credit if needed.

3. An electronic portfolio is started this semester.

4. Formal evaluations: Internship is a time for growth. These evaluations are used to guide your instruction in order to make you a better teacher. Liaison will evaluate you once. Each of your mentors will also evaluate you. This is a total of 3 evaluations for this semester.

**TECHNOLOGY REQUIREMENTS**

1. Enhance lessons using computer based curriculum for Mesquite ISD that can be used during your teaching.

2. Become familiar with lessons using the Promethean Board and be ready to share during seminar.

3. Understand that technology is a tool that can, if using correctly enhance the learning-teaching experience.

**ACCESS AND NAVIGATION**

Course Concerns: If you have questions pertaining to the content of this course or field experiences, please contact your liaison or Susan Williams ([Susan Williams@tamu-commerce.edu](mailto:Susan_Williams@tamu-commerce.edu)) or (972-882-7533)
Interaction with Instructor Statement:

1. Attendance—on time—at all university seminars, campus assigned days, school/university meetings, and staff development. Each seminar attended is worth 10 points. Points will be deducted for each tardy.
2. Prepared for all campus assignments, university assignments and university seminars.

Course Specific Procedures:

Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct)

Late Work: Late work is not accepted. You will have plenty of notification of due dates.

Plagiarism: Plagiarism will not be tolerated and will result in an automatic F in the course.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
Undergraduate Graduation Checklist
http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf

1. Total Hours for degree met? (Must be at least 120 hrs)
2. Required Institutional-25% of course work taken at TAMU-Commerce?
3. Last Number Institutional Required-24 out of last 30 hrs?
4. Overall GPA at least 2.00 (2.50 for Certification Students)?
5. University Studies Met?
6. Major (plus support if applicable) Course Requirements Met?
7. Major GPA is at least 2.00 (2.50 for Certification Students)?
8. Major Required courses have C's or better?
9. At least 6 hours are advanced in Major?
10. All Certification Requirements Met? (Internship/Residency/Etc.)
11. 2nd Major (plus support if applicable) Course Requirements Met?
12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?
13. Minor (plus support if applicable) Requirements Met?
14. Minor GPA is at least 2.00 (2.50 for Certification Students)?
15. Junior Level Essay Met?
16. Senior Level Check Met (minimum 60 hrs)?
17. Advanced Hour Check Met?
18. 24 Advanced Hours taken at TAMU-Commerce?
19. A&M Commerce GPA 2.00 Met (2.50 for Certification Students)
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