

Issues and Advanced Problems in ESL



EDBI 6327

Section 783, spring A 2020

Syllabus

Basic Information

Name of the Instructor: Dr. Yuliana Kenfield

Email: kenfield_y@utpb.edu

Office Location: MB 3224

Office Hours: Mon 1:30-3:30; Thru 2:00-4:00; Wed 1:30 – 3:30 or by Appointment

Office Phone: (432) 552-2133

Course Dates: Jan 13, 2020 – March 6, 2020

Course Credits: 3 hours

Location: This course is a Web Course and is conducted within Canvas at <http://utpb.instructure.com>

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Conceptual Framework of the College of Education @ UT Permian Basin:

Vision Statement

The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission Statement

The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies

To achieve the learning outcomes, candidates must demonstrate that they “are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning” (NCATE, 2000, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit.

KNOWLEDGE (K): Our candidates will exhibit knowledge about & understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

SKILLS (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education.

DISPOSITIONS (D): Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies:

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
 - a) to strive for social justice, equality, and equity for all learners
 - b) to continue the process of self-growth, narrowing the student achievement gap in our nation
 - c) to empower all learners as citizens in a global society

Course Description:

Course Catalog Description: A comparative and contrastive analysis of the interrelationships of language, culture and learning in the classroom setting

Course Prerequisites: Admission to UTPB; admission to graduate studies; in addition to the College of Education requirements, students seeking teacher certification in bilingual education as a part of the Master of Arts in Education/Bilingual/ESL must demonstrate proficiency in Spanish by passing the Bilingual Target Language Proficiency Test (BTLPT).

Overview of the course: Design to prepare educators for careers in teaching diverse language learners, including second language learners and dialectically different children. Various aspects of language from physical components, social influences, family impact and the impact of one or more dialects are covered. All functions of interrelationships of language, cultures and learning in the classroom setting are included. This option allows the students to develop breadth in understanding how individuals think and reason while learning one or more languages. The flexibility is design to meet the individual needs of each student. This option may lead to teacher certification in the field of bilingual and/or ESL education, reading specialist, master reading teacher, and or early childhood education.

Purpose: To have an understanding of the process of second language acquisition and its development and to apply this knowledge to promote students' language proficiency in their second language (L2) by creating an effective learning environment for all students.

Pedagogical Goals: (Note: National Council Accreditation Teacher Education [NCATE] proficiencies are noted as they correlate with each objective).

1. To educate participants in becoming familiar with how second language is acquired. (K 1, 2, 3, 4, 5, 6; S 1, 2, 3, 4, 9; D 1, 2, 3, 4, 5, 6, 7, 8; DP 1, 2, 4a, b, c).
2. To teach participants how to identify the different methodologies and know which one would be the best one to use when working with ESL students. (K1, 2, 3, 4, 5, 6; S 1, 2, 3, 4, 9; D 1, 2, 3, 4, 5, 6, 7, 8; DP 1, 2, 4a, b, c).

3. To bring awareness to participants of the different issues related to second language learners who are PK-8. (K 1, 2, 3, 4, 5; S 1, 2, 3, 4, 5, 7; D 2,4, 5, 6, 7, 8; DP 1, 2).
4. To highlight consciousness of current trends in ESL instruction to participants. (K 1, 2, 4 6 9; S 2, 4, 6, 9, 10, 11; D 1, 5, 6, 7, 8; DP 1, 3, 4b).
5. To employ the skills of identifying ESL methodology, strategies, techniques and activities in the general education, ESL or bilingual education classroom setting. (K 2, 6, 7; S 1, 2, 3, 4; D 4, 5; DP 1, 2, 3, 4a, b, c).

Pedagogical Objectives: Upon successful completion of this course collaborative readings, assignments and research, the participant will be able to:

1. Identify the process of acquiring a second language. (K 1, 2, 3, 4, 5, 6; S 1, 2, 3, 4, 9; D 1, 2, 3, 4, 5, 6, 7, 8; DP 1, 2, 4a, b, c).
2. Identify, develop and apply the different methodologies and effective strategies to use when working with ESL students in the general education and ESL classroom settings. (K 2, 6, 7; S 1, 2, 3, 4; D 4, 5; DP 1, 2, 3, 4a, b, c).
3. Recognize ESL learners' characteristics/styles, language issues, advanced problems and apply effective appropriate strategies and assessments to promote and facilitate successful learning. (K 1, 2, 3, 4, 5, 6, 9; S 1, 2, 3, 4, 5, 6, 7, 9, 10, 11; D 1, 2, 4, 5, 6, 7, 8; DP 1, 2, 3, 4b).
4. Juxtapose current scholarly research with classroom practices and applies them to effective teaching. K 1, 2, 3, 4, 5, 6, 9; S 1, 2, 3, 4, 5, 6, 7, 9, 10, 11; D 1, 2, 4, 5, 6, 7, 8; DP 1, 2, 3, 4b).

Learning Outcomes: By the end of this course, you will be able to:

1. Gain an understanding of how first and second languages are acquired in natural and in educational settings.
2. Gain an understanding of the psychological, sociological and political factors involved in the acquisition of language(s).
3. Gain an understanding of the development of literacy and biliteracy.
4. Gain an understanding of language assessment instruments.
5. Gain an understanding of the requirements of bilingual and ESL education programs in Texas.
6. Demonstrate knowledge of the different theories of language acquisition
7. Demonstrate knowledge of the theories on language development through the school year.
8. Demonstrate knowledge of problems (advanced) of English as a second language issues.
9. Demonstrate knowledge of problems affecting the education of limited English proficient (LEP) students.
10. Gain an understanding of the requirements of TAKS, TEKS and TExES competencies and objectives related to curriculum and instruction in bilingual/ESL settings

General Topics: Second Language Acquisitions, Theories, Methods, ESL Strategies, Education, Culture, Community, TAKS, TEKS, TExES competencies and Developmentally appropriate curriculum.

Target Audience: The intended target audience is public/private school teachers, administrators in all levels of instruction who are concern with aspects of first and second language acquisition learning and teaching.

Required for any specific major/minor: ESL teaching Supplement, Reading Specialist, Bilingual supplement, early childhood supplement.

Method of instruction: Narrated PowerPoint lectures, discussion questions, research, reading, individual and group work.

TABLE 1: Alignment of Course evaluation with NCATE (National Council for the Accreditation of Teacher Educators) Professional Standards, Proficiencies, and Competencies

Course assignments and evaluation	NCATE Professional Standards	Diversity Proficiencies	TExES Competencies	Knowledge related to:	Skills related to:	Dispositions related to:
Quizzes	Standards 1, 2	3, 4 b)	Domain I, Domain III	K 2, 4, 6,	S 1, 6, 10,	D 2, 3, 8
Reflective Journals	3, 4,	2, 3, 4 b) and c)	Domain I	K 2, 4, 6, 8	S 2, 4, 9, 10	D 5, 6, 7, 8
Discussions: Critical Analysis on diverse language learners.	1, 2, 3,4, 5	1, 2, 3, 4 c)	Domain I , III,	1, 4, 5, 6, 8, 9	1, 2, 4, 5, 9, 10, 11	1, 2, 5, 7, 8
Group Projects: Second Language Acquisition	1, 2, 3, 4,5	1, 2, 3, 4 a) b) and c)	Domain I, III, IV	1, 4, 5, 6, 8, 9	1, 2, 4, 5, 9, 10, 11	1, 2, 5, 7, 8
ESL Strategy Book Project	1, 4, 5,	1, 2, 3, 4 a) b) c)	Domain I, II, III, IV	1, 2, 4, 5, 8, 9	1, 2, 3, 4, 5, 6, 9, 10, 11	1, 2, 3, 4, 5, 7, 8,

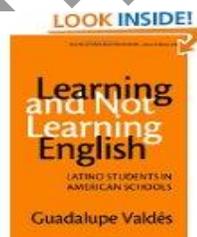
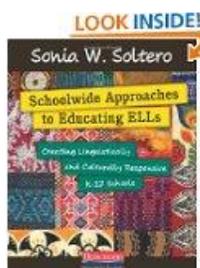
NCATE PROFESSIONAL STANDARDS data have been updated with the 2006 edition available at http://www.ncate.org/documents/standards/unit_stnds_2006.pdf

Materials

Required Materials:

School Wide Approaches to Educating ELLs: Creating Linguistically and Culturally Responsive K-12 Schools by Sonia W. Soltero (Author) **Publisher:** Heinemann (2011) **ISBN-13:** 978-0-325-02922-1 or **ISBN-10:** 0-325-02922-9

Learning and Not Learning English: Latino Students in American Schools by Guadalupe Valdés (2001) Teachers College, Columbia University **ISBN** 0-8077-4106 or **ISBN** 0-8077-4103-1.



Supplemental/Optional readings/resource books:

Diaz-Rico, Lynne T. and Weed, Kathryn, Z. **The Cross-cultural, Language, and Academic Development Handbook: A complete k-12 Reference Guide** (4th edition) Allyn & Bacon 2010. ISBN 0-13-715409-7 or 978-0-13-715409-8.

Diaz-Rico, Lynne T. **A Course for Teaching English Language Learners**, Pearson Education, Inc. 2008 ISBN 10:0-205-51050-7 or 13: 978-0-205-51050-4

Gonzalez, V, Yawkey, T., Minaya-Rowe, L., English-As-A-Second-Language (ESL) Teaching and Learning: Pre-K-12 Classroom Applications for Students' Academic Achievement and Development, Pearson Education, Inc. 2006. ISBN 0-205-39251-2.

Reiss, Jodi. Teaching Content to English language Learners: Strategies for Secondary School Success, Pearson Education, Inc. ISBN 0-13-152357-0.

Richard-Amato, P.A., and Snow, M.A., Academic Success for English Language Learners: Strategies for k-12 Mainstream Teachers, Pearson Education, Inc. 2005. ISBN 0-13-189910-4.

Richard-Amato, P.A., Making It Happen: From Interactive to Participatory Language Teaching-Theory and Practice, Pearson Education, Inc. 2003. ISBN 0-13-060193-4.

Rothenberg, Carol and Fisher, Douglas, Teaching English Language Learners: A Different Approach, Pearson Education, Inc. 2007. ISBN 0-13-170439-7.

Reference Text (Not Required but Helpful):

American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author

Additional resources: **Websites/Links:**

<http://www.eric.ed.gov>

<http://www.crede.berkeley.edu>

<http://www.ncele.gwu.edu/oela/>

<http://www.nabe.org>

<http://www.tea.state.tx.us>

<http://www.sbec.state.tx.us>

<http://www.census.gov>

<http://www.sdkrashen.com/>

<http://www.iteachilearn.com/cummins>

Other materials: (computer, Microsoft 2007 software version)

Important Dates:

Spring A 2020

	Dates:
Classes begin	January 13
Last Day to add a course	January 15
Last Day to drop *a course without creating a record	January 21
Last day to drop or withdraw from this session	February 14
Last day of class or final exam day	March 06

***Drop** is defined as dropping one or more courses while remaining enrolled in other courses

****Withdrawing** is defined as dropping **ALL** courses. Both have a different refund schedule; see the drop and withdrawal refund schedule for complete details.

[UTPB Academic Calendar](#)

Course Overview:

Course Structure is set in four modules; each module is scheduled for two weeks and includes the following topics:

Module 1: January 13- January 26, Readings: Critical Issues in Second Language Acquisition

Module 2: January 27- February 9, Readings: School Structures, Programmatic and Curricular Design

Module 3: February 10–February 23, Readings: Principles of Effective Teaching & Learning for ELLs

Module 4: February 24 –March 06 Readings: Leadership, Advocacy, and Engagement

Each module includes lectures, notes pertinent to reading assignments, textbook readings, and/or questions for discussion relevant to the power point readings and journal articles as well as outside reading and research articles. Probing and pondering [‘what do you do?’ ‘How do you do it?’ ‘Why do you do it?’] are provided in each module to generate ‘thoughts’, ‘reactions’ and ‘questions’ related to the class topic from students.

Submission and Naming Convention of Course Activities:

All the course assessment activities will be submitted via module links. Keep in mind the following standards/practices for submission of assignments:

- a. All course assessment activity files that will be submitted to the instructor should be in MS Word
- b. A cover page should be included with your name at the top of each page header and the page number
- c. Always keep a copy of all the work you submit just in case it gets lost in cyberspace and/or is requested to turn in immediately

****Keep in mind the following standards/practices for naming & submission of assignments:**

- a. All course activity files that will be submitted to the instructor should be **save as** and bear the name as follows: (no exceptions/paper will suffer points if not submitted accordingly)

Assignment Name + First name + last name + course (EDBI 6323) + term

Example: **ESL Strategy Book + Jane + Doe + EDBI 6327 + Summer B 2020**

Course Activities:

Activities 1, 2, 3, 4, 5 & 6

1. **Syllabus quiz** will be timed. Once you have read the syllabus, a quiz will be available. There will be a mix of 10 questions on the syllabus quiz. These points may be considered extra credit points at the end of the semester.
2. **Readings/Research:** the course is designed in 4 modules each consisting of related question(s) for discussion, for activities, for reading, for researching and for reflective journaling. You will be expected to respond to posted questions, topics, and/or participate in the module activities with colleagues. Beforehand you should read the textbook section and review the online lecture/power point presentation and any related research. After you have done so, then log onto the “Discussion Board” and read the projects posted by your colleagues. These projects and discussions are specific to the material in the module. You must also read other students’ postings and respond to at least two other students in an intellectual and concise manner using your readings and research to support your responses; appropriate citations are expected or no credit will be given. Discussion posts must be made by closing date on the

schedule to be considered to receive full credit. **WARNING: Do NOT copy anything word for word from your sources or you may end up failing the course.**

3. **Quizzes:** Each module has a 30 min quiz with (13 questions each - 12 multiple choice @2pts each & 1 true/false @ 1pt=25 pts. each) from your readings.
4. **Exams:** You will have as well a mid-term and final from your readings.
5. **Reflective Journal Entry:** (4@25 pts. each) each module has a 'journal entry'. You will be reading the book '*Learning and Not Learning English*' by Guadalupe Valdez. You will read two chapters per module and reflect on your reading in the Journal. Respond to the books' writing adding your personal feelings (reflections) to the context. You may include outside scholar research to support any part of your entry, but it is not necessary. Content, writing style as well as the structure of your paper will be considered when awarding points.
6. **Discussion Group Projects:** within the Discussion Board you will have the opportunity to engage in group projects with your colleagues and/or work alone. Your work will be posted for others to read, critique, comment, etc.... The projects are as followed and not necessarily presented in this order in the modules. **Project 1** is a Proposal: you will develop a proposal to present to a Teacher Preparation Program at a college or university. The proposal should include: a) rationale for requiring coursework related to ELLs for all teachers and administrators candidates; b) outcomes for teachers, administrators, and ELLs that may come from the inclusion of ELL-related teacher preparation course work; c) sample courses that should be required for all teacher and administrator candidates. **Project 2** is to create a power point presentation for the Board of Education of a School District that explains each of the different program models for ELLs. Then you will select one of the program models that would be best suited for a school that has (**pick one**) (1) a large number of ELLs from one language background (such as Spanish or Chinese) (2) ELLs from multiple language backgrounds (3) about half of ELLs from one language background and half-ELLs from multiple languages. **Project 3** is to select a second language program model and create a brochure that highlights the major elements of the program such as vision, purpose, goals, characteristics, components, benefits, and special features; be colorful and creative! And finally **Project 4** involves writing a plan for cross-program alignment between the ELL program (bilingual or ESL) and the early childhood program, the special education program, the technology program, the literacy program, etc... Describe the coordination elements (assessments, language needs, cultural consideration, etc...) the ways that the coordination will take place (meetings, reports, professional development, book studies, etc...) and what the coordination will look like. See page 104 for an example table.
7. **ESL Strategy Book Project:** (200 pts.) this is a group project: 3 to 4 students per group will create a 50 ESL strategy Book. The book will include at least 8 ESL strategies for any grade level from the following content areas: Math lesson (with 8 ESL strategies), Science lessons (with 8 ESL strategies), Language Arts Lessons (with 8 ESL strategies), Reading lessons (with 8 ESL strategies), and Social Studies (with 8 ESL strategies); include as well, 5 strategies for Writing lesson and 5 for Art lesson. The strategies are to be turned in typed using the APA (American Psychological Association www.apastyle.org) style and in book format; not more than 2 strategies per page. The strategy must include an overview of the lesson, objective, materials needed, procedure, time for each lesson, introduction of lesson, activity, modifications (if needed), assessments, summary and review (closure). Each student will include (to be turned in separately) an **evaluation of each group member**; this will be taken in consideration when grading your final project.

Course Assessment:

Modules	Assignments/Activities/Topics	Points	Percentage of Total Grade
M1	Syllabus Quiz	Extra pts 20	2%

M1	Reflective Journal #1 from your readings	25	2.5%
M1	Group Discussion/Assignment 1 – Proposal	100	10%
M1	Module Quiz #1	25	2.5%
M2	Reflective Journal #2 from your readings	25	2.5%
M2	Group Discussion/Assignment 2 – Board of Education Presentation	100	10%
M2	Module Quiz #2	25	2.5%
M2	Mid-Term Exam	50	5%
M3	Reflective Journal #3 from your readings	25	2.5%
M3	Group Discussion/Assignment 3 – Brochure	150	15%
M3	Module Quiz #3	25	2.5%
M4	Reflective Journal #4 from your readings	25	2.5%
M4	ESL Strategy Book	200	20%
M4	Group Discussion/Assignment 4 – Cross Program Alignment	100	10%
M4	Module Quiz #4	25	2.5%
M4	Final Exam	100	10%

Grading Scale:

Grade Range	Letter Grade
90% and above	A
80% to 89%	B
70% to 79%	C
60% to 69%	D
Less than 60%	F

Communication: The instructor will check his/her e-mail every other day, with the exception of week-ends or holidays and will check telephone messages during office hours to address student's questions. E-mails will be responded to within 72 hours. The professor will be available to students during office hours and/or by appointment for those who cannot make office hours' time. An FAQ (Frequently Asked Questions) discussion board has also been established in the course for student to assist each other in absences of the professor. It will be monitor for accuracy in responses and/or respond with the appropriate answer to students' questions about the course; personal e-mails such as for grades should be e-mailed to the professor at all times.

Grading & Feedback, individual, general and/or group feedback in the production of activities will be done 7-10 days after the set due date depending on the Professors workload. It will be graded on the **point value** system adopted by the College of Education. If there is any discrepancy in the grade, you must contact me immediately. You can check your grades by going to the **Grade Book** on CANVAS.

Time Management: A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. In our 3-semester credit hour online class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 6 hours of in-class time. A total of about 15 hours per week to obtain an "A" is expected in a fast pace class of 8 weeks. It is important to develop a Time Management Plan to be successful

NOTE: The due dates and times for the activities will adhere to the **Central Time Zone**

Student E-mail:

All UTPB students are provided with email accounts through the university server. Every student is encouraged to use the university email for student-instructor interaction.

For this course, I would request that you email me through CANVAS. They have a very reliable e-mail service that is not filtered and your email is not likely to be lost in cyber space. Also, e-mails will arrive to my box more quickly using the CANVAS e-mail. There is no guarantee that using any other e-mail address will be delivered to my inbox. E-mails delivered to my inbox that do not contain your first AND last name.as part of the address, will not be responded too. No exceptions.

Assignments should not be submitted via email. I will not accept them in that format. All assignments must be uploaded into the course drop boxes.

Policies & Procedures:

1. **Discussion Board:** Discussion Board is primarily for discussing course related topics and issues. Best practices are:
 1. Read all message postings in online discussion.
 2. Respond to the question directly
 3. Reply to minimum of two other student posts.
 4. Use a person's name in the body of your message when you reply to their message.
 5. Avoid postings that are limited to 'I agree' or 'great idea', etc.
 6. Ensure responses to questions are meaningful, reflective.
 7. Support statements with concepts from course readings; refer to personal experience examples.
 8. Follow **Rules of Behavior**

*Your posts should be no less than 300 words for full credit considerations.

2. **Rules of Behavior:** Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:
 1. Do not post anything too personal.
 2. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
 3. Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
 4. Be courteous and respectful to other people on the list
 5. Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
 6. Use line breaks and paragraphs in long responses.
 7. Write your full name at the end of the posting.
 8. Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

3. **Make-Up/Late Submission Policy:** All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately; there is no guarantee that late or make-up work will be allowed. There will be a 10% deduction for each day of late submission of assignment. After 2 days late, the assignment will not be graded even if it has been turned in. *There is no penalty for early submission.

4. **Academic Dishonesty/Plagiarism/Cheating:** The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the university's handbook at: <http://ss.utpb.edu/dean-of-students/scholastic-dishonesty/>

5. **Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

6. **Attendance and Class Participation:** Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

7. **Tracking:** The learning management systems have a tracking feature. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

8. **Absenteeism:** All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation; only with a valid documented excuse will any work be allowed to be made up.

*If I am going to be out because of ill health, attending a conference, etc you will be notified through email.

9. **Course Incomplete/Withdrawal/Grade Appeal:** All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be considered if the student has met **all** of the following conditions:

- Completed 75% or more of the coursework,

- Earned (at the time of the Incomplete request) a B or better average on all coursework,
- Submitted a valid, documented excuse for not being able to complete the course on time, and
- Has contacted the instructor prior to the last day of regular classes (full semester/face-to-face students) or one week prior to the last week of classes (online/8 week session).

Students must submit a written (electronic) petition for an extension and sign a contract that lists the remaining coursework to be completed and due dates. If the assignments and activities identified in the petition are not completed by the agreed upon due date, the student's grade will revert to an "F" two semesters after the original "I" grade was submitted.

Students are advised to review the University policy on Satisfactory Academic Progress and Financial Aid Probation that may result from course withdrawals or incompletes.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

10. **Accommodation for Students with Disabilities:** The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provide "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored.
 Adapted from UTSA ADA syllabus statement.

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4243/4901 E. University, Odessa, Texas 79762
Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Computer Skills, Technical & Software Requirements:

Welcome to your on-line course. By reading thoroughly and navigating the course, it should assist you in making this a successful semester. Some essentials needed to keep in mind as you get started are:

- Basic computer literacy skills are necessary; a must. If you do not have them, you will find yourself learning those as you go along learning the content of the course, however, navigating and constant engagement will give you the practice and comfort that will help you start out successfully.
- Recognizing that there is a difference between online learning and the traditional face-to-face classroom learning. In your online course, you will not see the Professor, nor will you see the students. Reminders of assignments due will not be given to you as in traditional classroom settings; you have to engage with the content and read postings to track your assignment due dates and course expectation. Assignments will be posted on the course modules and syllabus. It will be your responsibility to check assignments and due dates and keep up with them.
- The myth that online learning is easier than learning in the traditional classroom is false. It will require diligence and commitment of your time to be successful. Organization and planning are skills needed.

- There will be time allotted for reviewing the layout of the course and getting familiar with the location of its content (syllabus, assignments, lectures, readings etc.). Take time to navigate the course and ask questions to have a successful beginning. **A quiz over the syllabus will be given.**
- Most communication in this online course will be through Discussion Board and/or Email.
 - E-Mail - allows students enrolled in this class and Professors to send electronic mail.
 - Discussion Board - allows students enrolled and the professor to send read and search for messages. The Discussion Board will also allow me to provide you feedback on your postings. Some feedback will be general, addressing your responds, adding to it or elaborating on questions that it may generate; your postings will be a form of ongoing conversation. If necessary, private feedback will be sent to you referencing your posting when further clarification, information, or elaboration is needed.
- Be a weekly active participant in all online discussions; this will be closely monitor for feedback and ongoing questions. It will be your responsibility to keep up with the course readings and assignments. Be organized and pre-plan for major projects.
- Organization of your time is a must; procrastinating to submit your assign work can easily turn into a bad habit that can jeopardize your grade. Keep in mind that most students find online courses more time consuming than traditional courses. Your time will be of essence.
- Communication will be ongoing. It is your responsibility to keep in touch with your professor. Do not assume everything is fine if you do not hear from the professor.
- Special prerequisite skills: (word-processing, spreadsheet, presentation software, YouTube account, etc...) as student will need to create word processing documents, save files and submit files.
- Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements: Information at <http://www.utpb.edu/online/reach/technical-requirements>

You will find:

1. Requirements
2. Plug In Helper
3. Set up Information
4. Links to 24/7 Help Desk

Online Student Authentication:

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. **This course satisfies student authentication by any two of the following:**

*Approved photo identifications are: **passports, government issued identification, driver's licenses, and military ID from DOD; dual credit and early college high school students use school district identifications.**

To Submit your Student Authentication:

Submission 1: A clear image of yourself in color

1. Well lit, and no shadows on your face or your ID that can obscure your image
2. Must be taken on the day you submit the photo to reflect your current appearance
3. Taken in full-face view directly facing the camera
4. With a neutral facial expression and both eyes open

Submission 2: A picture of your ID (can be a **UTPB ID** or **government issued ID**) with only your name and picture showing (meaning Picture ID card in which the ID number has been covered by taping over any numbers).

This submission of Identification is Non-graded but **mandatory** for on-line classes; **no Id, no grade.** *Any activity submitted will not be graded until ID's are received and reviewed.*

For further information on UTPB's Distance Education Policy, please visit (<http://www.utpb.edu/docs/default-source/utpb-docs/academicaffairs/rules-policies-and-procedures/distance-education-policy.pdf>) which provides more information about the University's distance education policies, including rules regarding the protection of online students' privacy (SACSCOC FR 4.8.2).

Preparation for Emergencies:

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact: If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call my office, 432-552-2142 and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files: You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc) or any contradictions and/or problems, you may be required to resubmit the files. In other words, if you submit a document to me, and I either did not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resent it to me, corrected, with little or no 'downtime' in regard to the timeline for submission.

End-of-Course Evaluation & Instructor Evaluation:

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services:

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-4696
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights:

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement:

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Professor's Commitment:

I am committed to the vision of the College of Education to provide... "a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices." This means a commitment to the students' development of knowledge and skills that will result in excellence in the classroom setting. It is the goal of the instructor that the required competencies will be developed in a classroom that promotes mutual respect and compassion for all learners. I will expect you to show professionalism in the development of your teaching career, while maximizing your learning. If you are experiencing difficulty, I ask that you communicate with me regarding the problem, so that we may resolve the issue together. Your success is my goal.

Definitions to become familiar with:

BICS – Basic Interpersonal Communication Skills (Cummins), achieved within 2-3 years.
Bilingual Education Act (Title VII) – 1968 federal education act to provide support (including financial) education programs for language minority students; the placement of language minority students in vocational tracks is prohibited by Title VII along with the office of Civil Rights.
CALPS – Cognitive Academic Language Proficiency Skills (Cummins) achieved within 4 – 7 years
ELL – English Language Learner
ESL – English as a Second Language
ExCET Examination for the Certification of Educators in Texas
HLS - Home Language Survey
L1 – Primary Language
L2 – Secondary Language
LEP – Limited English Proficient
LPAC – Language Proficiency Assessment Committee
Lau Vs. Nichols (1974) – U.S. Supreme Court ruling calling for an equitable curriculum for LEP students
SLA – Second Language Acquisition
TAAS – Texas Assessment of Academic Skills; standardized test administered to students in Texas; reading writing and math skills are tested
TAKS – Texas Assessment of Knowledge and Skills
TEA – Texas Education Agency; educational agency charged with state-level administrations of Texas public schools.
TEKS – Texas Essential knowledge and Skills
TexES – Texas Examination of Educator Standards
Transitional Bilingual Education (TBE) program with a goal to learn English through the students L1; early exit TBE occurs after 3rd grade, late exit TBE occurs after 6th grade.
Two-Way Bilingual Education – bilingual education program where 50% of instruction is in English and 50% is L1 instruction. Academic performance is the primary goal, along with bilingual fluency (L1 and L2)
SBEC – State Board for Educator Certification

Modules	Assignments/Activities/Topics	Points	Due Dates
January 13-26th			
M1	Syllabus Quiz	Extra pts 20	January 15 th
M1	Reflective Journal #1	25	January 17 th
M1	Group Discussion/Assignment 1 – Proposal	100	January 16 th (Initial Post) & 21 st (Responses)
M1	Module Quiz #1	25	Jan 25 th
Jan 27–Feb 9th			
M2	Reflective Journal #2	25	Jan 31 st
M2	Group Discussion/Assignment 2 – Board of Education Presentation	100	Jan 30 th (Initial Post) & Feb 4 th (Responses)
M2	Module Quiz #2	25	Feb 8 th
M2	Mid-Term Exam	50	Feb 9 th
Feb 10th – 23rd			
M3	Reflective Journal #3	25	Feb 14 th
M3	Group Discussion/Assignment 3 – Brochure	150	Feb 13 th (Initial Post) & 18 th (Responses)
M3	Module Quiz #3	25	Feb 22 nd
Feb 24th –March 6th			
M4	Reflective Journal #4	25	Feb 28 th
M4	Group Discussion/Assignment 4 – Cross Program Alignment	100	Feb 27 th (Initial Post) & March 2 nd (Responses)
M4	ESL Strategy Book	200	March 5 th
M4	Module Quiz #4	25	March 3 rd
M4	Final Exam	100	March 5 th

STUDENT INFORMATION FORM

THE FOLLOWING INFORMATION WILL REMAIN CONFIDENTIAL:

NAME: _____ DATE: _____

SEX: Male: _____ Female: _____

Student Id#: _____ who is your advisor? _____

ADDRESS: (LOCAL) (PERMANENT)

Home/cell Phone: _____ E-MAIL ADDRESS: _____

Are you currently teaching? Yes _____ NO _____ if so, what grade level _____

What school? _____

EXPECTED YEAR OF GRADUATION: _____

TRANSFER STUDENT: No _____ Yes _____ (where from?) _____

FIELD OF STUDY: _____ MINOR: _____



AVID

To Whom It May Concern:

By printing and signing my name below, I give the faculty of the College of Education and College of Arts and Science of the University of Texas of the Permian Basin permission to use my class work and any digital media as appropriate, although without my name attached, as a part of their *AVID Postsecondary Teacher Preparation Initiative*.

Printed Name

Signature

Date

UID Number

Sample Syllabus