

TED 2050- Introduction to Teaching English as a Second Language

Fall 2021: August 23, 2021 – December 6, 2021

Mondays - 5:00PM - 7:40PM (IDEAS Room- 412 Roskens Hall)

Instructor: Dr. Sandra Rodríguez-Arroyo

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Zoom Link for Service-Learning Sessions:

<https://unomaha.zoom.us/j/93542672606>

Office: 308N Roskens Hall

Office Hours: 30mins after each class session;

Wednesdays from 5:30 pm to 6:30 pm, or by appointment using the link below.

Office Hours Zoom Link:

<https://unomaha.zoom.us/j/92243109639>

Catalog Description

This course offers teacher candidates an introduction to the linguistic, social, political, and cultural factors that impact the teaching of English Learners (ELs) entering the United States school system. As dedicated practitioners, reflective scholars, and responsible citizens, undergraduate students will study ELs' best practices in the mainstream classroom, promoting language and cultural understanding among students and teachers.

Overview of content and purpose of the course

This course is designed for teacher candidates considering obtaining an English as a Second Language (ESL) concentration/endorsement or becoming content area teachers at schools serving ELs. It will start to familiarize candidates with the theoretical and practical foundations of teaching English Learners (ELs) in U.S. classrooms. Teacher candidates will acquire knowledge of how language develops through an active and collaborative learning process. Candidates will discuss some of the myths surrounding ELs' teaching and will study how to address them with facts supported by research and best practices in language learning and teaching. *Introduction to Teaching ESL* will also expose teacher candidates to effective scaffolding teaching strategies, assessment tools, and resources to set up ELs and their families for success. Most importantly, it will emphasize linguistically and culturally responsive education that acknowledges the assets that ELs and their families bring to school and community settings.

★ IMPORTANT

- ❖ This is a service-learning course, and our partner is the *Learning Community Center of South Omaha (LCCSO)*. Face coverings are **REQUIRED** for all our service-learning sessions.

- ❖ [*UNO Campus Mask Guidance \(Effective August 25, 2021\)*](#)

To preserve our in-person learning opportunities and out of an abundance of care for the community, **ALL** University of Nebraska at Omaha students, faculty, staff, and visitors are **REQUIRED to wear masks indoors** due to an increase in the regional transmission of COVID-19 in the Omaha community and recommendations from the *UNO Office of Health Security*.

Face masks must be used in ALL other indoor settings on campus, even in situations where individuals remain more than six feet away. This preventative measure will allow in-person learning, teaching, and working activities to continue safely and limit the potential for a need to move to remote operations. *Mask guidance is subject to change as the UNO Office of Health Security monitors trends and receives guidance from local, state, and federal health officials. All other Fall 2021 Guidance remains in place.*

Objectives

Teacher candidates will demonstrate their development as dedicated practitioners, reflective scholars, and responsible citizens through:

- ❖ Discussing the myths and realities of teaching ELs in the US context.

- ❖ Exploring the basic principles of second language development and the importance of seeing language learning as an active and collaborative process.
- ❖ Studying the laws, regulations, and programs that support the services provided to ELs.
- ❖ Identifying effective language learning strategies to scaffold instruction for ELs at various proficiency levels.
- ❖ Be familiar with formal and informal assessment procedures and instruments administered to ELs at the elementary and secondary levels.
- ❖ Recognizing the importance of including linguistic and culturally responsive education to make language comprehensible and instruction relevant, accessible, and challenging for ELs and their families.
- ❖ Seeing themselves as advocates for ELs and facilitators of family and community involvement, building reciprocal relationships with diverse learners and their families through a service-learning experience.

Student role in course

Read assigned materials, actively participate in-class activities and discussions, and demonstrate knowledge of class materials through narratives, lesson plans, presentations, homework, and service-learning sessions.

***Note:** The instructor will take off 5 participation points each time your cell phones and/or other electronics are misused during class time.

Textbooks

Honingsfeld, P. (2019). *Growing language and literacy: Strategies for English learners*. Heinemann.

Ward Singer, T. (2018). *EL excellence every day: The flip-to-guide for differentiating academic literacy*. Corwin.

**Additional readings will be available on Canvas and are organized by weekly modules*

Additional Resources

Gibbons, P. (2015). 2nd Ed. *Scaffolding language: Scaffolding learning*. Heinemann.

[Introduction to ESL Pinterest Board](#)

[ESL Strategies Pinterest Board](#)

Service-Learning Resource Readings

Billig, S. H. (2007). *Unpacking what works in service-learning*. St. Paul: National Youth Leadership Council.

Billig, S. H. (2010). Why service learning is such a good idea. *Colleagues*, 5(1).

Retrieved from <http://scholarworks.gvsu.edu/colleagues/vol5/iss1/6>.

Price, V., Toole, P., & Weah, W. (2007). *Moving Beyond the "Missionary Ideology" to Effective Practice*.

St. Paul: National Youth Leadership Council. Retrieved from

http://lift.nylc.org/pdf/D_BeyondMissionaryIdeology.pdf.

Remen, R. N. (1996). *In the service of life*. Retrieved from:

<http://www.ic.sunysb.edu/Clubs/buddhism/dailylife/helpserve.html>

Wang, Ka. (2004-2005). Engaging the voices from the rim: Refugees, immigrants, migrants, and service-learning in urban communities. *The Generator*, Winter 2004-2005, 21-23.

Evaluation Information

Written feedback will be provided for all assignments. Course participants will have periodic opportunities for self-evaluation and course evaluation. Course participants should feel free to discuss their progress with the instructor at any time.

Grading Scale (%)

100-98 = A+	97-94 = A	93-91 = A-	90-88 = B+	87-83 = B	82-80 = B-	
79-77 = C+	76-73 = C	72-70 = C-	69-67 = D+	66-64 = D	63-60 = D-	below 59 = F

Requirements (More information on Canvas and/or Live Text)

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|--|-----|
| 1. Attendance and Participation | 20% |
| 2. Learning-to-Teach or Language Learning History Reflection | 10% |
| 3. Strategies for ELs Online Notebook | 20% |
| 4. Final Project (Observation Report or Interview & Presentation) | 20% |
| a. <i>Option 1: ESL/Dual Language Teacher Observation Report</i> | |
| b. <i>Option 2: ESL/Bilingual Education Teacher Interview</i> | |
| 5. Service-Learning Experience: Participation, Activity Plans, and Reflections | 30% |

Notes:

- ❖ Rubrics will be applied for most course assignments. Written feedback will be provided for all assignments. Course participants will have periodic opportunities for self-evaluation and course evaluation. Course participants should feel free to discuss their progress with the instructor at any time.
- ❖ Final grades will be a total of all available grades for the semester. Letter grades will be determined on a percentage basis.

Course Assignments include (More information on Canvas):

1. **Attendance and Participation:** This is an essential component of the class. We all learn in a social context, and together we will create new knowledge to amplify current understandings. The students, the same as the instructor, are expected to be present in class **from beginning to end**. Two late arrivals or early departures will be considered one absence (2 participation pts. will be deducted for each late arrival/early departure). At the instructor's discretion, **one absence could mean 3% less of the final grade and 2% for each additional absence**. In-class journal entries and other assessment instruments will be randomly assigned during class time. Therefore, if you are absent on those particular days, you won't be able to make up for this classwork. Please carefully consider missing this class as your absence will mean missing out on these points, which cannot be made up regardless of the reason for your absence. Participation will receive a weekly grade (at least 5pts per class). In addition, other unprofessional behavior (ex. Being disrespectful towards the instructor and/or peers) will result in the lowering of your grade.

***Late Work and Make-Up Assignment Information-** Late work will not be accepted without prior approval from the instructor. Please plan ahead and notify your instructor as soon as you know that you will not meet the deadline (contact instructor through email before the deadline). **No make-up homework may be requested.**

2. **Learning-to-Teach or Language Learning History-** Choose one of the options below. Write just one, not the two papers. Make sure you upload it under the right Canvas assignment link as the rubrics are a little different. Depending on the paper that you select to write, the other one will be excused on the Canvas gradebook.

Option 1: Learning-to Teach History- Write a learning-to-teach history that explores how you came to your decision to become a teacher and what you hope to accomplish as a teacher. Identify meaningful people or critical incidents that significantly influence your understandings of teachers and teaching. Are you interested in teaching ELs? Why? As you construct your learning-to-teach history, reflect on the most salient personal and

professional experiences that have influenced your conceptions of yourself as a teacher and your understanding of your teaching practices. Make connections with class content and from previous classes. 2-3 pages (double space).

Option 2: Language Learning History- “If you are bilingual or have attempted to learn a second language, write your own language learning story” (Wright, My Second Language Learning Story). Provide a good description, critical reflection, and analysis of your experiences learning **or not learning another language(s)**. Tie your experiences to the content discussed in class and your textbooks that helped you understand your positive or negative language learning experiences. What are some lessons based on your experience that might influence your future interactions with ELs inside and/or outside educational environments? 2-3 pages (double space).

3. **Strategies for ELs Online Notebook:** Throughout this course, choose strategies you would like to use in your future classroom. Include descriptions of these strategies and how you would use this strategy in your future class. You will divide your notebook according to the WIDA/ELPA 21 language levels presented in your textbooks (Starting, Emerging, Developing/Progressing, Expanding/Proficient, and Bridging/Proficient) and select two strategies to use per language level. For example, if under the **Starting Level Strategies**, you select *Visual Support: Realia or Manipulatives (Honigsfeld, 2019, pp. 20-21)*, define the strategy, describe how this strategy is implemented, **and how you can use it when teaching ELs a content area topic** (Ex. Photosynthesis) along with a ready-made activity (Ex. Handout with visuals of the process) that you developed or find online (cite your resources), in an online notebook. Then, you will have them all in one place when you need them! You will put together an online notebook (Ex. Google Site, Google Doc, Google Presentation, LiveBinders, OneNote, or another online media tool that you could share) with 10 strategies. Of those 10, you will need to have used at least 2 of them in your service-learning experience. In addition, you will include 2 reflections on the activities you used with your families. You could use the activities you implemented as examples for implementation and use part of the reflections you had already written for the activity plans and expand on it using the guidelines for the reflections.

Examples of the strategies can be found in your textbooks. Include all your references (Book names/authors, web sources, etc.). Make these strategies useful to you, so you might want to use them in your field experiences or teaching careers. Depending on how thoughtful you are, you will have an excellent resource along with ready-made activities. *Note: See Canvas for specific guidelines and rubric.

4. **Final Project (Paper & Presentation): ***IMPORTANT:** The semester goes by way faster than we all expect, so please make sure to schedule your classroom visit or interview as EARLY as possible. ESL and dual language teachers conduct a lot of testing, and their schedules are pretty busy throughout the semester. If you cannot find an ESL or dual language program teacher to observe, please go to [this document](#) to select an ESL teacher or a dual language teacher. Each student should visit/interview a different teacher. NO REPETITIONS.

Option 1: ESL/Dual Language Teacher Observation Report: Schedule a class observation with an ESL teacher (or a dual language teacher). During your observation, take notes using the “[Guided ESL/Dual Language Teacher Observation Form](#)” (Check assignment links on Canvas and LiveText). Try to examine the class from both the teacher and student perspective. At the end of class, try to talk briefly with the teacher to ask any questions you may have and to get the teacher’s feelings about how the class worked. Throughout your observation form, describe, narrate, and analyze/make connections to class readings and include personal/professional thoughts. This provides you the opportunity to connect theory to practice. At the end of your observation form fill out the reflection section to summarize/reflect on your learning from the observation/teacher interview and apply it to the class content as well as your future as an ESL, Dual Language teacher, or content area teacher. As you reflect on this experience, refer to the course content, readings, and

discussions. **Include at least three direct quotes from the readings.** *Note: See Guidelines [here](#) (Also available on Canvas and LiveText).

Presentation: 3-5 minutes final presentation to share your experience with your classmates. Summarize the main components of your observation, include visuals, what did you learn, and how did it connect to class content (Ex. name strategies, diversity of ELs, scaffolding, etc.)? Use direct quotes for these connections. For the presentation try to use a media tool that is not PowerPoint. If you use a PowerPoint, make sure that it is not just a list of facts.

*****IMPORTANT:** Submit your completed **Guided ESL/Bilingual Teacher Observation Form and presentation link/file** to Canvas and LiveText.

Option 2: [ESL/Bilingual Education Teacher Interview:](#) Select and interview an ESL or bilingual education (dual language) teacher currently teaching in an ESL or bilingual education program. Submit in a typewritten format [the questions](#) and subsequent responses from the interviewee. Discuss and reflect on three or more ESL/bilingual education topics that emerge (Ex. diversity of ELs. strategies used, advocating for ELs, parent engagement). Analyze the interview answers using course readings (connections to class content using direct quotes). **Include at least three direct quotes from the readings.** Please note that you will share the interview results and your connections with peers through a media presentation on the course's last days.

Presentation: 3-5 minutes final presentation to share your experience with your classmates. Summarize your interview's main components, include visuals, what did you learn, and how did it connect to class content (Ex. name strategies, diversity of ELs, scaffolding, etc.)? Use direct quotes for these connections. For the presentation, try to use a media tool that is not PowerPoint. If you use a PowerPoint, make sure that it is not just a list of facts.

*****IMPORTANT:** Submit interview questions with answers and link to the final presentation to LiveText (if you have an account) and Canvas.

5. Service-Learning Experience: Throughout the semester, you will also work with several families from the *Learning Community Center of South Omaha* (2302 M St, Omaha, NE 68107). Before each session, you will develop an activity plan. After each session, you will submit your activity plan to Canvas with a short reflection on how your activity went and what you learned from the experience. Was it a successful lesson? Why or Why not? If your activity wasn't successful, what would you do differently? At the end of the experience, you will share your final reflections on the service-learning experience. More information will be provided in-class sessions and/or Canvas Service-Learning Module. For this fall 2021, refer to our [Punte al Éxito Guidelines](#).

*****IMPORTANT:** Face coverings are **REQUIRED** for in-person service learning sessions with the LCCSO families.

Please read carefully:

By engaging in this course, you give the Service Learning Academy permission to capture photos and videos of you while engaging in course activities linked to the service-learning course project. All media recordings may be used for social media or print promotional materials by the Service Learning Academy. Course project products will be shared with community partners. If you have questions or concerns, please contact the Service Learning Academy Graduate Assistant working with your course.



UNIVERSITY AND TEACHER EDUCATION OFFICIAL POLICIES

Academic Integrity Policy

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity may be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating; dishonesty, fabrication, and falsification; plagiarism; harmful academic action towards others; improperly helping others; failing to follow the rules; and others. For more information on the UNO Academic Integrity Policy, see <https://www.unomaha.edu/campus-policies/academic-integrity.php>

UNO Accommodation Policy (with COVID-19 information)

<https://www.unomaha.edu/student-life/accessibility/faculty-and-staff-services.php>

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu). The ASC recognizes that amidst the rolling transition back to campus, some students may still need to exercise physical distancing. This is especially the case for students who have underlying health conditions or who may be taking care of others who are at-risk for COVID-19. Please contact the ASC if there are concerns about on-campus courses and programming related to COVID-19.

Title IX (updated 6/22/21)

<https://www.unomaha.edu/office-of-equity-access-and-diversity/index.php>

UNO seeks to provide an environment that promotes equal opportunity free from discrimination and harassment. If you have experienced sexual misconduct (sexual assault, dating/domestic violence, stalking, sexual exploitation, or sexual harassment) we encourage you to make a report. It is important to know that your instructor is expected to contact the Title IX Coordinator should you disclose that you have been the victim of sexual misconduct. Upon receiving a report, the Title IX Office will reach out to you with resources and reporting options. Students have access to resources on campus that are confidential, and they are encouraged to utilize them to the extent they may be useful. Additional information can be found on the following webpage:

<https://www.unomaha.edu/office-of-equity-access-and-diversity/title-ix-information/index.php>

Canvas

If you need assistance logging into Canvas or with any other feature, call UNO Information Technology Services at 402-554-4357 for assistance.

LiveText: College of Education, Health, and Human Sciences

The College of Education, Health, and Human Sciences (CEHHS) uses LiveText, a secure online archive that allows candidates to store academic work and to create digital documents (i.e. electronic portfolios or reflective journals), which can be shared with prospective employers or other audiences. LiveText is used by CEHHS to demonstrate the quality of our academic programs, improve teaching and learning, manage various field experiences, and maintain our accreditation.

If you do not already have an account, you must **purchase** a subscription to LiveText for this course because at least one assignment will be submitted electronically into your program portfolio. Please go to www.livetext.com and click Buy and then Purchase Membership to purchase your subscription (7 years for \$139). **When you register, please use your UNO Student ID and email in the school information section.** If you need assistance during the registration process, please contact Dr. Kim Gangwish, CEHHS LiveText Coordinator at ksgangwish@unomaha.edu or (402) 554-3653.

Program Continuation Statement

Students must earn a grade of C or better to continue in the educator preparation program.

Tentative Course Schedule- Fall 2021

Unless indicated, please post all assignments on Canvas or LiveText

All dates, topics, assignments, and readings are subject to change at the instructor's discretion

Dates	Topic	Reading/Homework
Monday, August 23rd	<i>Welcome and Requirements Discussion; Introduction to ELs</i>	Discussion on Myths and Facts Reference: Gottschalk (2016)
Monday, August 30th	<i>The teachers our ELs need; What do teachers of ELs need to know? What does it mean to know a language?</i>	Read: Gándara & Santibañez (2016) ; Ward Singer (Section I: Introduction, p. 2-16); Crawford & Krashen (Sections- Introduction, Students: 1-5, Research Questions*: 28-30, 32-38; Heritage Languages: 39-42) <i>*Note:</i> For the Crawford & Krashen reading, this is what the sections are called. You do not have any “research questions” to answer as part of the assignment.
Monday, September 6th	<i>NO CLASS Labor Day</i>	Read: Honigsfeld (Introduction); Ward Singer (Chapter 4, p. 86-107); Lindahl & Watkins (2014) ; Nebraska English Language Proficiency Standards (Available on Canvas); <i>Optional: Planning with a Focus on Language Objectives</i>
Monday, September 13th	<i>ELs in the Mainstream Classroom: Key Issues; How to use proficiency levels and indicators in lesson planning? Language and content objectives</i> ❖ Service-Learning 101	Read: Honigsfeld (Introduction); Ward Singer (Chapter 4, p. 86-107); Lindahl & Watkins (2014) ; Nebraska English Language Proficiency Standards (Available on Canvas); <i>Optional: Planning with a Focus on Language Objectives</i> ❖ Learning to Teach History or Language Learning History <i>Due:</i> Monday, September 13 th (Canvas by 4pm)
Monday, September 20th	<i>Essential Mindsets for ELs: Primary language support; Vocabulary building and word knowledge</i> ❖ Service-Learning Experience #1	Read: Ward Singer (Chapter 2 p. 18-39); Ward Singer (Chapter 5: p. 108-134); <i>Optional:</i> Peregoy & Boyle (2008) ❖ Submit SL Activity Plan #1 with Reflection <i>Due:</i> Monday, September 27 th (Canvas by 4pm)
Monday, September 27th	<i>Scaffolding Language; Supporting Starting Level ELs</i> ❖ Service-Learning Experience #2	Read: Ward Singer (Chapter 6: p. 136-154); Honigsfeld (Chapter 1); <i>Optional:</i> Gibbons (2015) ❖ Submit SL Activity Plan #2 with Reflection <i>Due:</i> Monday, October 4 th (Canvas by 4pm)
Monday, October 4th	<i>Supporting Emerging Level ELs</i> ❖ Service-Learning Experience #3	Read: Honigsfeld (Chapter 2) ❖ Submit SL Activity Plan #3 with Reflection <i>Due:</i> Monday, October 11 th (Canvas by 4pm)
Monday, October 11th (Remote Class)	<i>Supporting Developing Level ELs</i> ❖ Service-Learning Experience #4	Read: Honigsfeld (Chapter 3) ❖ Submit SL Activity Plan #4 with Reflection <i>Due:</i> Monday, October 25 th (Canvas by 4pm)
Monday, October 18th	<i>No Class</i> ❖ UNO Fall Break (October 18 – 19)	Read: Honigsfeld (Chapter 4); Howlett & Young (2019) ; Villegas & Lucas (2007) ; <i>Optional:</i> Ward Singer (Chapter 9: 182-194; Chapter 10: p. 204-221)

		<p>❖ Submit SL Activity Plan #4 with Reflection <i>Due: Monday, October 25th (Canvas by 4pm)</i></p>
<p>Monday, October 25th</p>	<p><i>Supporting Expanding Level ELs; Culturally and Linguistically Responsive Education</i></p> <p>❖ Service-Learning Experience #5</p>	<p>Read: Honigsfeld (Chapter 4); Howlett & Young (2019); Villegas & Lucas (2007); <i>Optional:</i> Ward Singer (Chapter 9: 182-194; Chapter 10: p. 204-221)</p> <p>❖ Submit SL Activity Plan #5 with Reflection <i>Due: Monday, November 1st (Canvas by 4pm)</i></p>
<p>Monday, November 1st</p>	<p>❖ Service-Learning Experience #6: Celebration and Reflection</p>	<p>❖ Submit Final Service-Learning Reflection <i>Due: Monday, November 8th (Canvas by 4pm)</i></p>
<p>Monday, November 8th</p>	<p><i>Supporting Bridging Level ELs; Asking the right questions</i></p>	<p>Read: Honigsfeld (Chapter 5); Hill & Flynn (2008)</p> <p>❖ Submit Final Service-Learning Reflection <i>Due: Monday, November 8th (Canvas by 4pm)</i></p>
<p>Monday, November 15th</p>	<p><i>Teachers as advocates for ELs and their families; Understanding the laws/regulations that support the services provided to ELs</i></p>	<p>Read: Cohan, Honingsfeld, & Dove (2019-2020); Breiseth (2016); Marshall (2018)- p. 1-9; Mitchell (2019); <i>Optional:</i> de Jong (2013)</p> <p>❖ Submit Strategies for ELs Online Notebook <i>Due: Monday, November 22nd (Post link/file on Canvas by 4pm)</i></p>
<p>Monday, November 22nd</p>	<p><i>ESL & Bilingual Education program models</i></p>	<p>Read: Rennie (1993); Marshall (2018)- p. 9- 15; Fránquiz, Leija, & Salinas (2019)</p> <p><i>Due: Monday, November 22nd (Canvas by 4pm)</i></p> <p>❖ Submit Strategies for ELs Online Notebook <i>Due: Monday, November 22nd (Post link/file on Canvas by 4pm)</i></p>
<p>Monday, November 29th</p>	<p><i>Informal and formal assessment procedures and instruments for ELs; Special Education and ELs</i></p>	<p>Read: Ferlazzo, et.al (2021); Ferlazzo et.al (2021) Podcast; Soltero (Chapter 3, p. 96-105); Urtubey (2019-2020)</p> <p>❖ Work on Final Project (Observation or Interview) Submit Observation Report or Interview & Presentation <i>Due: Monday, December 6th (LiveText and Canvas by 4pm)</i></p>
<p>Monday, December 6th</p>	<p>❖ <i>Final Presentations</i></p>	<p>❖ Work on Final Project (Observation or Interview) Submit Observation Report or Interview & Presentation <i>Due: Monday, December 6th (LiveText and Canvas by 4pm)</i></p>
<p>Monday, December 13th</p>	<p>❖ <i>Final Presentations (If needed)</i></p>	<p>Have a wonderful Winter Break!</p>

