"Preparing Professionals for Changing Educational Contexts"

TESL 752 Syllabus
Department of Educational and Clinical Studies
College of Education, University of Nevada Las Vegas

I.	Prefix & Number	TESL 752
II.	Title	TESL Methods and Materials
III.	Credits	3
IV.	Semester	Summer 2016
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	TESL 750, TESL 751
X.	Course Description (Course Introduction)	Methods and materials for teaching English as a second language (ESL). Design, implement, prepare, and evaluate ESL materials.
XI.	Standards Addressed: Teachers of English to Speakers of Other Languages Standards Addressed in this Course Council for Exceptional Children Standard Domain Areas Addressed in this Course COE/INTASC Standards Addressed in this Course	TESOL Standard 1.b: Language Acquisition and Development Standard 3.a: Planning for Standards-Based ESL and Content Instruction Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction Standard 3.c: Using Resources Effectively in ESL Instruction Standard 4.a: Issues of Assessment for ESL Standard 4.b: Language Proficiency Assessment Standard 4.c: Classroom-Based Assessment for ESL Standard 5.a: ESL Research and History CEC Standard #1: Foundations Standard #2: Development and Characteristic of Learners Standard #3: Individual Learning Differences Standard #4: Instructional Strategies Standard #5: Learning Environments and Social Interactions Standard #6: Communication Standard #7: Instructional Planning Standard #8: Assessment Standard #9: Professional and Ethical Practice Standard #10: Leadership and Collaboration

		INTASC Standard #1: Learner Development Standard #2: Learning Differences Standard #3: Learning Environments Standard #4: Content Knowledge Standard #5: Application and Content Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration

XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

Objective 1: The learner will be able to explain and differentiate between the different second language program models and identify the role of the teacher, the students, and the materials as they pertain to each program model.

TESOL Standard: 5.a: ESL Research and History

5.a.1	Demonstrate knowledge of language teaching methods in their historical contexts.
5.b.2	Demonstrate knowledge of the evolution of laws and policy in the ESL profession.
5.b.3	Demonstrate ability to read and conduct classroom research.

INTASC Standard 1: Learning Development
INTASC Standard 3: Learning Environments
INTASC Standard 4: Content Knowledge
INTASC Standard 9: Professional Learning and Ethical Practice
INTASC Standard 10: Leadership and Collaboration

Performance	10(h): The teacher uses and generates meaningful research on education issues and policies.
Essential Knowledge	4(j): The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. 4(k): The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. 9(i): The teacher understands how personal identity, worldview, and prior experience

	affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. 10(l): The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners. 10(o): The teacher knows how to contribute to a common culture that supports high expectations for student learning.
Critical Dispositions	1(i): The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. 1(j): The teacher takes responsibility for promoting learners' growth and development. 3(o): The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. 3(r): The teacher is a thoughtful and responsive listener and observer. 4(q): The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

CEC Standard 1: Foundations
CEC Standard 2: Development and Characteristics of Learners
CEC Standard 5: Learning Environments and Social Interactions
CEC Standard 6: Communication
CEC Standard 10: Collaboration

ICC1K 4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs
ICC1K 8	Historical points of view and contributions of culturally diverse groups
ICC1K 9	Impact of the dominant culture on shaping schools and the individuals who study and work with them
ICC1K 10	Potential impact of differences in values, languages, and customs that can exist between the home and school
ICC2K 4	Family systems and the role of families in supporting development
ICC5K 10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
ICC5S1	Creates a safe, equitable, positive, and supportive learning environment in which diversities are valued

ICC6K 3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
ICC10 K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, and school personnel, and community members

Objective 2: The learner will be able to identify and explain myths and misconceptions related to second language programs, second language acquisition, second language methodology, and the role of the primary language in developing social and academic language in English.

TESOL Standard 1.b: Language Acquisition and Development
TESOL Standard 3.a: Planning for Standards-Based ESL and Content Instruction
TESOL Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction
TESOL Standard 4.a: Issues of Assessment for English Language Learners
TESOL Standard 4.b: Language Proficiency Assessment
TESOL Standard 4.c: Classroom-Based Assessment for ESL

1.b.3	Recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English.
3.a.3	Plan differentiated learning experiences based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.
3.a.5	Plan instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.
3.b.2	Incorporate activities, tasks, and assignments that develop authentic uses of languages as students learn academic vocabulary and content-area material.
3.b.3	Provide activities and materials that integrate listening, speaking, reading, and writing.
3.b.4	Develop students' listening skills for a variety of academic and social purposes.
3.b.6	Provide standards-based instruction that builds on students' oral English to support learning to read and write.
3.b.7	Provide standards-based reading instruction adapted to ELLs.
4.a.5	Distinguish among ELLs' language differences, giftedness, and special education needs.
4.b.1	Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs.
4.b.3	Assess ELLs' language skills and communicative competence using multiple sources of information.
4.c.3	Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying degrees of language and literacy development.

INTASC Standard 1: Learner Development
INTASC Standard 2: Learning Differences
INTASC Standard 3: Learning Environments

		INTASC Standard 4: Content Knowledge
		INTASC Standard 5: Application of Content
		INTASC Standard 6: Assessment
		INTASC Standard 7: Planning for Instruction
		INTASC Standard 8: Instructional Strategies
		INTASC Standard 9: Professional Learning and Ethical Practice
Performance		1(a): The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. 1(b): The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and enables each learner to advance and accelerate his/her learning. 2(e): The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. 2(f): The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. 3(f): The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. 4(d): The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. 4(e): The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. 4(h): The teacher creates opportunities for students to learn, practice, and master academic language in their content. 5(h): The teacher develops and implements supports for learner literacy development across content areas. 6(h): The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. 8(h): The teacher uses a variety of instructional strategies to support and expand

	learners' communication through speaking, listening, reading, writing, and other modes.
	9(e): The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
Essential Knowledge	1(d): The teacher understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning. 1(e): The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. 1(f): The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others. 1(g): The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. 2(g): The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. 2(h): The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strengths and resources to address these needs. 2(i): The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. 4(j): The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. 6(p): The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. 7(g): The teacher understands content and content standards and how these are organized in the curriculum. 7(h): The teacher understands how integrating cross-disciplinary skills in instruction

	engages learners purposefully in applying content knowledge.
	8(k): The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
	8(l): The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
Critical Dispositions	1(h): The teacher respects learner's differing strengths and needs and is committed to using this information to further each learner's development.
	2(l): The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
	2(n): The teacher makes learners feel valued and helps them learn to value each other.
	2(o): The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
	5(r): The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
	6(r): The teacher takes responsibility for aligning instruction and assessment with learning goals.
	6(u): The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
	8(p): The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

CEC Standard 1: Foundations CEC Standard 3: Individual Learning Difference CEC Standard 5: Learning Environments and Social Interactions CEC Standard 6: Communication CEC Standard 7: Instructional Planning	
ICC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds
ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development

ICC5K8	Ways to impact learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage
ICC5K9	Ways specific cultures are negatively stereotyped
ICC5S2	Identify realistic expectations for personal and social behavior in various settings
ICC6K1	Effects of cultural and linguistic differences on growth and development
ICC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences

Objective 3: The learner will be able to design, prepare, implement, and evaluate grade specific content-area lesson plans for developing social and academic language based on different ESL methods, strategies, and approaches. TESOL Standard 1.a: Language as a System TESOL Standard 3.a: Planning for Standards-Based ESL and Content Instruction TESOL Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction TESOL Standard 3.c: Using Resources Effectively in ESL Instruction	
1.a.3	Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning.
3.a.1	Plan standards-based ESL and content instruction.
3.a.3	Plan differentiated learning experiences based on assessment of students' English and L1 proficiency.
3.a.5	Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.
3.b.2	Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.
3.b.3	Provide activities and material that integrate listening, speaking, reading, and writing.
3.b.4	Develop students' listening skills for a variety of academic and social purposes.
3.b.8	Provide standards-based writing instruction adapted to ELLs. Develop students' writing through a range of activities, from sentence formation to expository writing.
3.c.2	Select material and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.
INTASC Standard 2: Learning Differences INTASC Standard 3: Learning Environments INTASC Standard 4: Instructional Strategies INTASC Standard 5: Learning Environments and Social Interactions	

INTASC Standard 6: Assessments INTASC Standard 7: Planning Instruction INTASC Standard 8: Instructional Strategies	
Performance	2(b): The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demand, communication, assessment, and response modes) for individual students with particular learning differences or needs. 3(e): The teacher uses a variety of methods to engage learners in evaluating the learning environments and collaborates with learners to make appropriate adjustments. 3(f): The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. 4(i): The teacher accesses school and/or district-based resources to evaluate the learners' content knowledge in their primary language. 5c): The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. 5(h): The teacher develops and implements supports for learner literacy development across content areas. 6(h): The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. 7(f): The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning. 8(a): The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learner. 8(h): The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
Essential Knowledge	1(d): The teacher understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning. 2(g): The teacher understands and identifies differences in approaches to learning and

	performance and knows how to design instruction that uses each learner's strengths to promote growth. 3(l): The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. 4(j): The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. 4(m): The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. 8(l): The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
Critical Dispositions	3(o): The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. 4(p): The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives. 4(r): The teacher is committed to work toward each learner's mastery of disciplinary content and skills. 5(m): The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. 6(p): The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. 6(u): The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. 7(q): The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

CEC Standard 3: Individual Learning Difference CEC Standard 4: Instructional Strategies CEC Standard 5: Learning Environments and Social Interactions CEC Standard 6: Communication CEC Standard 7: Instructional Planning

CEC Standard 9: Professional and Ethical Practice	
ICC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences
ICC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments
ICC5K1	Demands of learning environments
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language
ICC7S10	Prepare lesson plans
ICC7S11	Prepare and organize materials to implement daily lesson plans
ICC9K1	Personal cultural biases and differences that affect one's teaching
ICC9S8	Use verbal, nonverbal, and writt6en language effectively

Objective 4: The learner will be able to design instruction based on the linguistic and academic needs of second language students by recognizing the interface between social and academic language and oral language proficiency levels.	
TESOL Standard 3.a: Planning for Standards-Based ESL and Content Instruction TESOL Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction	
3.a.3	Plan differentiated learning experiences based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.
3.a.5	Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.
3.b.1	Organize learning around standards-based subject matter and language learning objectives.
3.b.2	Incorporate activities, tasks, and assignments that develop authentic uses of languages as students learn academic vocabulary and content-area material.
3.b.5	Develop students' speaking skills for a variety of academic and social purposes.
INTASC Standard 1: Learner Development INTASC Standard 2: Learning Differences INTASC Standard 4: Learning Differences INTASC Standard 6: Assessments INTASC Standard 8: Instructional Strategies INTASC Standard 9: Professional Learning and Ethical Practice	

Performance	4(f): The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. 6(a): The teacher balances the use of formative and summative assessments as appropriate to support, verify, and document learning. 6(b): The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. 6(c): The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide learning. 6(g): The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. 8(b): The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. 9(h): The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, and writing, and other modes.
Essential Knowledge	1(d): The teacher understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning. 1(g): The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. 6(j): The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessment to address specific learning goals and individual differences, and to minimize sources of bias.
Critical Dispositions	1(i): The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. 2(l): The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. 4(o): The teacher realizes that content knowledge is not a fixed body of fact but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and

	understandings in the field. 8(s): The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.
CEC Standard 7: Instructional Planning CEC Standard 8: Assessment	
ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment data
ICC8K1	Basic terminology used in assessment

Objective 5: The learner will be able to evaluate the merits of second language instructional materials and assessment based on students' academic and linguistic needs and varying levels and degrees of English language proficiency. TESOL Standard 4.a: Issues of Assessment for English Language Learners TESOL Standard 4.b: Language Proficiency Assessment TESOL Standard 4.c: Classroom-based Assessment for ESL	
4.a.2	Knowledgeable about and able to use a variety of assessment procedures for ELLs
4.a.3	Demonstrate an understanding of key indicators of good assessment instruments
4.a.4	Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs
4.a.5	Distinguish among ELLs' language differences, giftedness, and special education needs
4.b.2	Understand the appropriate use of norm-referenced assessment with ELLs
4.c.1	Use performance-based assessment tools and tasks that measure ELLs' progress
4.c.2	Understand and use criterion-referenced assessments appropriately with ELLs
4.c.3	Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development
4.c.4	Prepare ELLs to use self- and peer-assessment techniques when appropriate
INTASC Standard 2: Learning Differences INTASC Standard 4: Content Knowledge INTASC Standard 6: Assessment INTASC Standard 7: Planning for Instruction	
Performance	6(a): The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. 6(b): The teacher designs assessments that match learning objectives with assessment

	methods and minimizes sources of bias that can distort assessment results. 6(e): The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. 6(g): The teacher effectively uses multiple and appropriate types of assessment data to identify each students' learning needs and to develop differentiated learning experiences. 6(h): The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. 7(d): The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
Essential Knowledge	2(i): The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. 6(j): The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. 6(k): The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. 6(p): The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. 7(l): The teacher knows when and how to adjust plans based on assessment information and learner responses.
Critical Dispositions	4(q): The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias. 6(r): The teacher takes responsibility for aligning instruction and assessment with learning goals. 6(t): The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. 6(u): The teacher is committed to making accommodations in assessments and testing conditions, especially for learning with disabilities and language learning needs.

CEC Standard 4: Instructional Strategies CEC Standard 7: Instructional Planning CEC Standard 8: Assessment	
ICC4S2	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs
ICC7S5	Use task analysis
ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment data
ICC8S4	Develop or modify individualized assessment strategies
ICC8S5	Interpret information from formal and informal assessments

XIII. RESULTS

Course Objectives	Related TESOL Standards	INTASC Standards Addressed	CEC Standards Addressed	Measurement/Evaluation
The learner will be able to explain and differentiate between the different second language program models and identify the role of the teacher, the students, and the materials as they pertain to each program model.	5.a.1, 5.a.2, 5.a.3	1(i), I(j), 3(o), 3(r), 4(j), 4(k), 4(q), 9(i), 10(h), 10(l), 10(o)	ICC1K4, ICC1K8, ICC1K9, ICC1K10, ICC2K4, ICC5K10, ICC5S1, ICC6K3, ICC10K4	Quizzes, Final Exam Discussion board participation
The learner will be able to identify and explain myths and misconceptions related to second language programs, second language acquisition, second language methodology, and the role of the primary language in developing social and academic language in English.	1.b.3, 3.a.3, 3.a.5, 3.b.2, 3.b.3, 3.b.4, 3.b.6, 3.b.7	1(a), 1(b), 1(d), 1(e), 1(f), 1(g), 1(h), 2(e), 2(f), 2(g), 2(h), 2(i), 2(l), 2(n), 2(o), 3(f), 4(d), 4(e), 4(h), 4(j), 5(h), 5(r), 6(h), 6(p), 6(r), 6(u), 7(g), 7(h), 8(h), 8(k), 8(l), 8(p), 9(e)	ICC1K5, ICC3K2, ICC5K8, ICC5K9, ICC5S2, ICC6K1, ICC6K2, ICC7S8	Quizzes, Final Exam, Module 2 assignment Discussion board participation

The learner will be able to design, prepare, implement, and evaluate grade specific content-area lesson plans for developing social and academic language based on different ESL methods, strategies, and approaches.	1.b.3, 3.a.1, 3.a.3, 3.a.5, 3.b.2, 3.b.3, 3.b.4, 3.b.8, 3.c.2	1(d), 2(b), 2(g), 3(e), 3(f), 3(l), 3(o), 4(i), 4(j), 4(m), 4(p), 4(r), 5(c), 5(h), 5(m), 6(h), 6(p), 6(u), 7(f), 7(q), 8(a), 8(h), 8(l)	ICC3K5, ICC4S4, ICC5K1, ICC6S2, ICC7S10, ICC7S11, ICC9K1, ICC9S8	Module assignment 3 Discussion board participation
The learner will be able to design instruction based on the linguistic and academic needs of second language students by recognizing the interface between social and academic language and oral language proficiency levels.	3.a.3, 3.a.5, 3.b.1, 3.b.2, 3.b.5	1(d), 1(g), 1(i), 2(l), 4(f), 4(o), 6(a), 6(b), 6(c), 6(g), 6(j), 8(b), 8(s), 9(h)	ICC7S15, ICC8K1	Module assignment 3 Module assignment 1 Discussion board participation
The learner will be able to evaluate the merits of second language instructional materials and assessment based on students' academic and linguistic needs and varying levels and degrees of English language proficiency.	4.a.2, 4.a.3, 4.a.4, 4.a.5, 4.b.2, 4.b.3, 4.c.1, 4.c.2, 4.c.3, 4.c.4	2(i), 4(q), 6(a), 6(b), 6(e), 6(g), 6(h), 6(j), 6(k), 6(p), 6(r), 6(t), 6(u), 7(d), 7(l)	ICC4S2, ICC7S5, ICC7S15 ICC8S4, ICC8S5	Module assignment 3 Quizzes Final Exam Discussion board participation

XIV. COURSE RESOURCES

Required Materials:

Herrera, S.G. & Murry, K.G. (2016). Mastering ESL/EFL Methods: Differentiated
    Instruction for Culturally and Linguistically Diverse Students (3rd ed.). Upper
    Saddleriver, NJ: Pearson Education, Inc.
Wright, W.E. (2010). Foundations for Teaching English Language Learners: Research,
    Theory, Policy, and Practice. Philadelphia, PA: Caslon, Inc.

 * Additional required readings are posted on WebCampus

XV.   SUPPLEMENTAL TEXTS AND/OR MATERIALS
Supplemental Texts and Journal Articles

Suggested Internet Resource
Center for Applied Linguistics, http://www.cal.org/
National Association of Bilingual Education, http://www.nabe.org/
Teachers of English to Speakers of Other Languages, http://www.tesol.org/

XVI.   ASSIGNMENTS

Module 1 Assignment (50 points)
The purpose of this assignment is the create a holistic picture of your identified case study. You will write a 2-3 page paper analyzing the sociocultural, cognitive, academic, and linguistic strengths of your case study.

Module 2 Assignment (45 points)
The purpose of this assignment is to analyze the merits of instructional program models and select the ideal program model that will support your case study's sociocultural, cognitive, academic, and linguistic needs. Write a 1-2 page paper describing the ideal program model for your case study. Connect your case study's sociocultural, academic, cognitive, and linguistic strengths to your justification for the program model. Be specific about the instructional supports that are embedded into the program model.

Module 3 Assignment (145 points)
The purpose of this assignment is to design a sheltered lesson plan differentiated specifically for the needs of your case study. You will be required to submit the lesson plan, a copy of the supplementary and/or adapted materials, materials used for the presentation and practice/application portion of the lesson, and the assessment. You will also write a one-page reflection on your thinking process while designing the lesson specifically for your case study.

Exam (145 points)
You will have a cumulative exam. It will be a combination of multiple choice, true false, short answer, and essay.

Quizzes (120 points: 12 quizzes at 10 points each)
The purpose of this assignment is to measure your knowledge gained from the reading of the chapters. Each module requires the completion of the quiz before you can move on.

Discussion Board Participation (70 points: 14 posts 5 points each)
In order to facilitate course participation, students will engage with their peers in an online discussion at the end of each lesson. Using information acquired during the lesson (readings, lecture, and case study), students will post a 5-7 sentence response to the

question and then respond to at least two other students. Students are awarded points based on participation. Student and peer responses must be posted by the date indicated in the schedule. Late responses will not receive participation points.

XVII.   PERFORMANCE ASSESSMENTS
Module 3 assignment

Grading:

Course Assignments	Points (out of 575)
Module 1 Assignment	50 points
Module 2 Assignment	45 points
Module 3 Assignment	145 points
Exam	145 points
Quizzes	120 points
Discussion Board Participation	70 points

XVIII. SPECIAL NOTES
Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority

assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

XIX. GRADING POLICY

Range of Points Earned	Grade
535-575	A
518-534	A-
506-517	B+
477-505	B
460-476	B-
449-459	C+
420-448	C
403-419	C-
345-402	D
344-0	F

Late Assignment Submissions
Submitting assignments on time is required and impacts the assignment grade. Late submissions will only be accepted if submitted within one week after due date AND will receive a 1 letter reduction (e.g. a "B" scored on an assignment will receive a "C" in the grading system). **Late quizzes will not be accepted.**

21

XX. CLASS SCHEDULE*

Lesson	Lesson Topic	Assigned Readings and Resources	Assignment Due
Module 1: Cognitive, Academic, and Linguistic Domains of ELL Instruction Module 1 Objective: By the end of this module, the learner will be able to analyze the sociocultural,cognitive, academic, and linguistic dimensions of their case study.			
1	Asset-based Approaches to Instruction for English Language Learners	Herrera & Murry Chapter 1	Quiz 1 Discussion Board Participation
2	Cognitive and Academic Dimensions of Methods for English Language Learners	Herrera & Murry Chapter 2	Quiz 2 Discussion Board Participation
3	Linguistic Dimension of Methods for English Language Learners	Herrera & Murry Chapter 3	Quiz 3 Discussion Board Participation
4	Listening and Speaking	Wright Chapter 6	Quiz 4 Discussion Board Participation
5	Reading and Writing	Wright Chapters 7-8	Quiz 5 Discussion Board Participation
Module 2: Instructional Program Models for English Language Learners Module 2 Objective: By the end of this module, the learner will be able to select and defend the ideal instructional program model for their identified case study.			
6	Program Models for English Language Learners	Wright Chapter 4	Quiz 6 Module 1 Assignment Due Discussion Board Participation
7	Integrated Content-Based Method of Instruction	Herrera & Murry Chapter 7	Quiz 7 Discussion Board Participation
8	Sheltered Method of Instruction	Herrera & Murry Chapter 8	Quiz 8 Discussion Board Participation
9	CALLA Method of Instruction	Herrera & Murry Chapter 9	Quiz 9 Discussion Board Participation

Module 3: Planning High Quality Content-Area Instruction for English Language Learners			
Module 3 Objective: By the end of this module, the learner will be able to design a high quality sheltered lesson plan differentiated for their case study.			
10	Writing Content and Language Objectives	Sherris (2008)	Quiz 10 Module 2 Assignment Due Discussion Board Participation
11	Planning with the End in Mind	None	Discussion Board Participation
12	Academic Vocabulary Development	IES pg 13-30	Quiz 11 Discussion Board Participation
13	Interaction Strategies	None	Discussion Board Participation
14	Integrated oral and Written Instruction	IES pgs 31-58	Quiz 12 Discussion Board Participation
15	Final Exam		Module 3 Assignment Due

*This a tentative course outline, subject to revision/adjustment as and if required.

Rubrics

Sheltered Lesson Plan Grading Rubric (145 points)

	Target	Acceptable	Unacceptable
Content Objectives	The content objective includes a measureable verb, condition (if applicable), and acceptable level of performance **(3/3).** The content objective is **clearly aligned** to an essential component of the standard. Content objective is clearly stated. **14 points**	The content objective includes a measureable verb, condition (if applicable), and acceptable level of performance (2/3). The content objective is **somewhat** aligned to an essential component of the standard. Content objective is clearly stated. **13-12 points**	The content objective includes a measureable verb, condition (if applicable), and acceptable level of performance **(1/3).** The content objective is **not aligned** to an essential component of the standard. Content objective is somewhat stated. **11 points and below**
Language Objectives	The language objective includes a measureable verb, condition (if applicable), and acceptable level of performance **(3/3)**. The language objective is **clearly aligned** to the content objective and addresses the **critical language** needed to demonstrate mastery. Language objective is clearly stated. **14 points**	The language objective includes a measureable verb, condition (if applicable), and acceptable level of performance **(2/3)**. The language objective is **somewhat aligned** to the content objective and addresses **language** needed to demonstrate mastery. Language objective is clearly stated. **13-12 points**	The language objective includes a measureable verb, condition (if applicable), and acceptable level of performance **(1/3)**. The language objective is **not aligned** to the content objective and **does not address** the **language** needed to demonstrate mastery. Language objective is somewhat stated. **11 points and below**
Learning Strategies	**Clear evidence** of teaching and practicing learning strategy. **14 points**	**Some evidence** of teaching and practicing learning strategy. **13-12 points**	**Minimal to no evidence** of teaching and practicing learning strategy. **11 points and below**
Key Vocabulary	Critical vocabulary to the **content and language** is identified. Vocabulary is defined in **student friendly** terms. Evidence of student opportunity to practice vocabulary with **multiple exposures** in **meaningful context.** **14 points**	Critical vocabulary to the **content or language** is identified. Vocabulary is defined in **somewhat student friendly** terms. Evidence of student opportunity to practice vocabulary with in **meaningful context.** **13-12 points**	Vocabulary to the **content or language** is identified. Vocabulary **is not defined** in student friendly. Little evidence of students given the opportunity to practice vocabulary in meaningful context. **11 points and below**
Materials	Supplementary materials are	Supplementary materials are	Supplementary materials are

	clearly linked to content and language objectives. **3** Supplementary materials (hands-on, visual, kinesthetic). Lesson plan **clearly identifies** adaptation to the content. **10 points**	**somewhat linked** to content **and/or** language objectives. **2** Supplementary materials (hands-on, visual, kinesthetic). Lesson plan **somewhat identifies** adaptation to the content. **9-8 points**	**not linked** to content **and/or** language objectives. **1** Supplementary material (hands-on, visual, kinesthetic). Lesson plan **does not identify** adaptation to the content. **7 points and below**

Motivation	Instruction **explicitly and purposefully** links lesson objective to **all components** (building background, links to previous experiences, links to previous learning). **14 points**	Instruction links lesson objective to **most components** (building background, links to previous experiences, links to previous learning **13-12 points**	Instruction links lesson objective to **a few components** (building background, links to previous experiences, links to previous learning. **11 points and below**
Questioning	Questions are **carefully sequenced and purposefully** lead ELs to answer higher order questions **aligned to the learning objective.** **14 points**	Questions are **somewhat sequenced** leading ELs to answer higher order questions **somewhat aligned to the learning objective.** **13-12 points**	Questions are **not sequenced** in a way that leads ELs to higher order questions. Questions are **not consistently aligned** with the learning objective. **11 points and below**
Presentation	Content and language objectives **are connected** to the presentation of new material. Clear use of **3 or more** visuals/supports to aide in language **and** content development. **14 points**	Content and language objectives are **somewhat connected** to the presentation of new material. Clear use of **2 visuals/supports** to aide in language **and** content development. **13-12 points**	Content and language objectives are **not connected** to the presentation of new material. Clear use of **1 visual/support** to aide in language **or** content development. **11 points and below**
Practice and Application	Content and language objectives **are connected** to the practice and application. Students practice **all 4** language processes (listening, speaking, reading, writing) Activities and expectations are adapted based on **all** language proficiency levels Activities are hands-on **and** require students to be active (manipulate information to make meaning) Activities are **highly relevant** and **connected** to students' lives	Content and language objectives are **somewhat connected** to the practice and application. Students practice **3/4** language processes (listening, speaking, reading, writing) Activities and expectations are adapted based on **most** language proficiency levels Activities are hands-on **and/or** require students to be active (manipulate information to make meaning) Activities are **relevant** to but **not connected** students' lives	Content and language objectives are **not connected** to the practice and application. Students practice **2/4** language processes (listening, speaking, reading, writing) Activities and expectations are adapted based on **1-2** language proficiency levels Activities are **not** hands-on **nor** require students to be active (manipulate information to make meaning) Activities are **not relevant** to

	14 points	**13-12 points**	students' lives **11 points and below**
Review	Content **and** language objectives are reviewed. Key vocabulary **and** content are reviewed. **9 points**	Content **and/or** language objectives are reviewed. Key vocabulary **and/or** content are reviewed. **8-7 points**	Content and language objectives are **not** reviewed. Key vocabulary and content are **not** reviewed. **6 points and below**

Assessment	Assessment is **clearly** differentiated and/or accommodated based on **all** English proficiency levels. Assessment measures content **and** language objectives. **14 points**	Assessment is differentiated and/or accommodated based on **most** English proficiency levels. Assessment measures content **or** language objectives. **13-12 points**	Assessment is **not** differentiated and/or accommodated based on English proficiency levels. Assessment **somewhat** measures content or language objectives. **11 points and below**