Course Syllabus

EDSP 415-1001 (3 credits)
Second Language Pedagogy for Students in Inclusive Settings
Fall Semester 2011
10:00-11:15am MW
CEB 239

Instructor:
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Office: CEB 151
Office hours: 1:00-3:00 MW

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COURSE DESCRIPTION:
EDSP 415 Second Language Pedagogy for Students in Inclusive Settings
Introduction to English as a Second Language (ESL) methods, strategies, and instruction, including topics for accommodating English language learners (ELLs) with and without special needs in inclusive classrooms.

GENERAL COURSE OBJECTIVES:
Knowledge
The TESL preservice teacher will:
- Explain the multifaceted nature of culture in language learning and teaching.
- Describe first and second language acquisition theories.
- Identify the dimensions of classroom language learning and curriculum.
- Explain how to integrate language and content in the second language classroom.
- Identify the core principles that promote achievement for English language learners.
- Describe the historical movements and perspectives on first and second language reading and writing research.
- Evaluate strategies for teaching TESOL through the content areas.

Performance Skills
The TESL preservice teacher will:
- Apply a variety of language arts instructional strategies for multiple-level English language learners.
- Coordinate ESL instruction with subjects other than language for integrating content area concepts and skills into the ESL classes.
- Apply methods of ESL instruction with subjects other than language based on the students’ proficiency levels.
- Use assistive technologies to meet the needs of linguistically diverse students.
- Use technology resources to meet specific teaching and learning objectives of English language learners.

Dispositions
The TESL preservice teacher will be able to:
✓ Reflect on one's practices to improve instruction for English language learners.
✓ Pursue second language knowledge by reading professional journals and publications.

Results
The TESL preservice teacher will be able to:
✓ Interact with and participate in ESL program planning with teachers and administrators.
✓ Plan effective instruction for students who speak English as a second language.
✓ Integrate and utilize technology in the instruction of ESL students.
✓ Support and participate in efforts to improve the ESL profession by being an advocate for licensing and certification.
✓ Participate in local, state, and national professional organizations whose mission is the improvement of the teaching of English as a second language.

Specific Course Objectives:
- Become knowledgeable of second language programs and methodology.
- Be able to articulate the linguistic and academic needs of second language students.
- Become skilled in the use of second language methods.
- Be able to evaluate the merits of second language instructional material.

REQUIRED TEXT:
COURSE REQUIREMENTS:
A series of Challenge Sheets will be completed for each chapter. The Challenge Sheets consist of three levels of questions: recalling research information from the chapter, applying knowledge based on ideas from each chapter, and evaluating strategies and techniques presented in each chapter.

EVALUATION:
A 4-point performance rubric will be used to evaluate the Challenge Sheets.

MODES OF INSTRUCTION:
A combination of interactive lecture, discussion, and demonstration will be used to assist preservice teachers in developing an understanding of the academic and linguistic needs of English language learners. The preservice teachers will demonstrate their understanding of second language pedagogy by completing the various Challenge Sheet assignments and participating in class discussions.

ASSIGNMENTS/PERFORMANCE ASSESSMENTS:
Challenge Sheets
4: Answers reflect an exceptional and thorough understanding of the material. Each subpart of the questions is addressed completely with sound supporting facts.
3: Answers reflect a satisfactory and good understanding of the material. Not all subparts are answered completely and supporting facts reflect marginal understanding.
2: Answers reflect a marginal and incomplete understanding of the material. Significant subparts are not answered and supporting facts reflect minimal understanding.
1: Answers reflect a minimal and inaccurate understanding of the material. The subparts of the questions are not addressed and supporting facts are missing or inaccurate.

Attendance & Participation
Attendance is required and affects the final grade. For the purposes of this class, attendance is defined as presence and participation in class discussions and activities. Lack of participation may be considered as absence from class. Your attendance pattern (absences, late arrivals, early departures, and participation) will influence your final grade as follows:

<table>
<thead>
<tr>
<th>Absences</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 2</td>
<td>no change in grade</td>
</tr>
<tr>
<td>3 - 4</td>
<td>grade drops 1/3 (e.g., B+ will drop to a B)</td>
</tr>
<tr>
<td>5 - 6</td>
<td>grade drops 2/3 (e.g., B+ will drop to a B-)</td>
</tr>
<tr>
<td>7 - 8</td>
<td>grade drops 1 letter (e.g., B+ will drop to a C+)</td>
</tr>
<tr>
<td>9 -10</td>
<td>grade drops 1 and 1/3 letter (e.g., B+ will drop to a C)</td>
</tr>
<tr>
<td>&gt;11</td>
<td>F</td>
</tr>
</tbody>
</table>

Note: 3 late arrivals and/or early departures equal one absence.

Late Assignment Submissions
Submitting assignments on time is required and affects the assignment grade. Late submissions will influence the assignment grade as follows:

<table>
<thead>
<tr>
<th>Submissions</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day late</td>
<td>1 letter grade (e.g., A will drop to B)</td>
</tr>
<tr>
<td>2 days late</td>
<td>2 letter grades (e.g., A will drop to C)</td>
</tr>
<tr>
<td>3 days late</td>
<td>3 letter grades (e.g., A will drop to D)</td>
</tr>
</tbody>
</table>

GRADING:

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points</th>
<th>How Weighted</th>
<th>Translation to Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge Sheet Assignments</td>
<td>4</td>
<td>70%</td>
<td>4 points = A</td>
</tr>
<tr>
<td>Class Discussion Notes</td>
<td>4</td>
<td>10%</td>
<td>3 points = B</td>
</tr>
<tr>
<td>Class Participation</td>
<td>4</td>
<td>10%</td>
<td>2 points = C</td>
</tr>
<tr>
<td>Attendance</td>
<td>4</td>
<td>10%</td>
<td>1 point = D</td>
</tr>
</tbody>
</table>

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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 Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in 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: “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 <http://studentlife.unlv.edu/judicial/misconductPolicy.html>).
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Collection of Student Assignments
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state professional conference presentations and scholarly publications or reports of College of Education programs. Names and other identifying elements of all assignments will be removed before being included in any presentation, publication, or report. Students who do not wish their work to be used for these purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the Scholarly Activities of the College of Education are appreciated.

COURSE SCHEDULE:
August
29  Introduction and Overview
   Chapter 1: Course Overview
Part I: Multicultural Issues in Teaching English as a New/Second Language
31  Chapter 3: Language Determines Culture
September
5   Labor Day Recess
7   Chapter 4: Examining American Values
12  Chapter 5: Culture Shock: Reaction to an Unfamiliar Environment
14  Chapter 6: Differences in Verbal Communication
19  Chapter 7: Nonverbal Communication
21  Chapter 8: Teaching/Learning Styles: A Reflection of Cultural Backgrounds
26  Chapter 9: Cultural Implications for Refugees, Immigrants, and ELLs
   Part II: Principles and Practices in Language Teaching
   Chapter 10: Teaching for Communication
   Chapter 11: Methods/Approaches of Teaching ESOL
October
3   Chapter 11: Methods/Approaches of Teaching ESOL
5   Chapter 11: Methods/Approaches of Teaching ESOL
10  Chapter 11: Methods/Approaches of Teaching ESOL
12  Chapter 11: Methods/Approaches of Teaching ESOL
17  Chapter 11: Methods/Approaches of Teaching ESOL
19  Chapter 11: Methods/Approaches of Teaching ESOL
24  Chapter 12: Principles of Communicative Language Teaching
   Part III: Organizing and Planning for Second Language Instruction
   Chapter 13: Integrating Language and Content
   Chapter 14: Curriculum Design/Day-to-Day English Language Instruction
   Part IV: Development and Instruction of Language Arts for L2 Learners
November
2   Chapter 15: English Language Listening Development and Instruction
7   Chapter 16: English Language Oral Development and Instruction
9   Chapter 17: English Language Vocabulary Development and Instruction
14  Chapter 18: English Language Reading Development and Instruction
16  Chapter 19: English Language Writing Development and Instruction
21  Chapter 20: Teaching Grammar to English Learners
   Part V: Teaching TESOL through the Content Areas
   Chapter 21: Effective Strategies for Teaching Mathematics
   Chapter 25: Special Education and the Linguistically Diverse
December
5   Study Week
7   Study Week
12  Final Examinations