Midwestern State University  
Gordon T. & Ellen West College of Education  
ECED 3173 201 – ESL Methods & Materials  
Spring Semester 2011  
January 15 - May 14  
11:00 - 12:20 p.m. MW  
Ferguson Hall 202  

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Ferguson 102 C  
Phone: 397-6265  
E-mail: linda.prieto@mwsu.edu  
Office Hours: 9:00 – 11:00 M - R; 3:30 – 5:30 p.m. W (or by appointment)  

Required Readings  


Whelan Ariza, E.N. (2nd ed.). *Not for ESOL Teachers: What Every Classroom Teacher Needs to Know About the Linguistically, Culturally, and Ethnically Diverse Student.* Boston: Allyn & Bacon.  


Course/Catalog Description  

ECED 3173 ESL Methods and Materials: Curriculum, methods and materials for teaching English as a Second Language (MSU Undergraduate Catalogue, 2010-2012, 163).  

WCOE Conceptual Framework  

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:  
- Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings  
- Individual Development – GWCOE demonstrate knowledge of individual differences in growth and development  
- Diverse Learners – GWCOE recognize the value and challenges of individual differences:  
- Reflection – GWCOE engage in individual and group reflection to improve practice.  
- Collaboration, Ethics, Relationships – GWCOE develop positive relationships, use collaborative processes, and behave ethically.  
- Communication – GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.
• Professional Development – GWCOE actively engage in continuous learning and professional development.
• Strategies and Methods – GWCOE use a variety of instructional strategies aligned with content to actively engage diverse learners.
• Content Knowledge – GWCOE demonstrate mastery of the content area(s) and remain current in their teaching fields.
• Planning Process – GWCOE demonstrate effective planning as part of the instructional cycle.
• Assessment – GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate instruction.

**Objectives**

1. Students will learn the theoretical basis of language and language acquisition competencies.
2. Students will learn theories of cognitive development in ESL contexts.
3. Students will learn language development and language acquisition models and models for instruction in ESL contexts.
4. Students will acquire linguistic knowledge of English for L2 (English).
5. Students will explore strategies of first- and second-language acquisition to promote students’ English language development.
6. Students will plan and implement effective and appropriate ESL instruction using factors that affect ESL students’ learning, language and culture.
7. Students will use a variety of classroom organization techniques, program models, and teaching strategies to integrate language skills.
8. Students will understand formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs.
9. Students will be exposed to standards-based procedures used with ESL students.
10. Students will learn about family and community involvement trends that contribute to an effective English learning environment.

**Dispositions**

1. Students will adopt a critical stance regarding ESL methods and materials.
2. Students will see themselves as capable of creating challenging, supportive, and learner-centered environments in diverse settings.
3. Students will adopt a belief that all children can learn and that teachers must respond to students’ constantly changing individual developmental needs.
4. Students will appreciate the contributions made by differing ethnic, racial, disability, gender, and socioeconomic backgrounds of the children they serve in the classroom and the families from which they come.
5. Students will be open to new ideas and value a flexible, contextual approach to instructional decision making.
6. Students will realize that meaningful learning results from active mental engagement and reflection.

**Assessments**

Students will demonstrate mastery of these standards by their participation in class (including discussion questions), the completion of a cultural project, mid-term exam, content area textbook analysis, and a final exam.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1</td>
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| Jan. 17 – 19       | **Monday:** MLK, Jr. Holiday (no class)  
                  | **Wednesday:** Introductions; ESL Supplemental Practice Exam; &  
                  | “My Students Don’t Speak English” (on WebCT)                       |                       |
| Week 2             | **Readings for the Week:**  
                  | **Cultural Groups:** Chs. 14 – 15 in Whelan-Ariza  
                  | **Monday:** *American Tongues* & Discussion  
                  | **Wednesday:** Discuss Readings with Responses to Discussion  
                  | Questions Ch. 14 (2, 4); Ch. 15 (2-4) & Cultural Project Discussion | Discussion Qs:  
                  | **Chapters 14 – 15**                                               |                       |
| Jan. 24 – 26       |                                                                        |                       |
| Week 3             | **Readings for the Week:**  
                  | **Cultural Groups:** Chs. 16 – 18 in Whelan-Ariza  
                  | **Monday:** Discuss Readings with Responses to Discussion  
                  | Questions Ch. 16 (1, 2); Ch. 17 (1, 2); Ch. 18 (2, 3)  
                  | **Wednesday:** *The Forgotten Americans* & Discussion              | Discussion Qs:  
                  | **Chapters 16 – 18 &  
                  | Cultural Project Topic DUE: Feb. 2nd                               |                       |
| Jan. 31 – Feb. 2   |                                                                        |                       |
| Week 4             | **Readings for the Week:**  
                  | **Classrooms of Today:** Chs. 1 – 4 in Whelan-Ariza  
                  | **Monday:** Discuss Readings with Responses to Discussion  
                  | Questions Ch. 1 (1, 3); Ch. 2 (1, 2); Ch. 3 (1, 2); Ch. 4 (2)  
                  | **Wednesday:** *Fear and Learning in Hoover Elementary* & Discussion| Discussion Qs:  
                  | **Chapters 1 – 4**                                                 |                       |
| Feb. 7 – 9         |                                                                        |                       |
| Week 5             | **Readings for the Week:**  
                  | **Learning Another Language:** Chs. 5 – 6 in Whelan-Ariza  
                  | **Monday:** Discuss Readings with Responses to Discussion  
                  | Questions Ch. 5 (4); Ch. 6 (1, 2)  
                  | **Wednesday:** ESL Supplemental                                    | Discussion Qs:  
                  | **Chapters 5 – 6**                                                 |                       |
| Feb. 14 – 16       |                                                                        |                       |
| Week 6             | **Readings for the Week:**  
                  | **Learning English & Academic Content:** Chs. 7 – 8 in Whelan-Ariza  
                  | **Monday:** *Exploring Immigration in Social Studies* & Cultural  
                  | Project Discussion  
                  | **Wednesday:** Discuss Readings with Responses to Discussion  
                  | Questions Ch. 7 (1, 2); Ch. 8 (3)                                 | Discussion Qs:  
                  | **Chapters 7 – 8**                                                 |                       |
| Feb. 21 – 23       |                                                                        |                       |
| Week 7             | **Readings for the Week:**  
                  | Cultural Project Presentations  
                  | **Monday & Wednesday:**  
                  | Cultural Project Presentations                                     | Cultural Project  
                  | **DUE:** Mar. 2nd                                                  |                       |
| Feb. 28 – Mar. 2   |                                                                        |                       |
| Week 8             | **Monday:** Review for Mid-Term Exam  
                  | **Wednesday:** *How to Get Started with ELLs* & Mid-Term Exam       |                       |
| Mar. 7 – 9         |                                                                        |                       |
| Week 9             | **Spring Break** (no classes)                                          |                       |
| Mar. 14 – 16       |                                                                        |                       |
| Week 10            | **Readings for the Week:**  
                  | **Learning English & Academic Content:** Ch. 10 in Whelan-Ariza  
                  | **Monday:** Discuss Readings with Responses to Discussion  
                  | Questions Ch. 10 (2)  
                  | **Wednesday:** *Learning and Wondering About Science* & Textbook  
                  | Analysis Discussion                                               | Discussion Qs:  
                  | **Chapter 10**                                                    |                       |
| Mar. 21 – 23       |                                                                        |                       |
| Week 11            | **Readings for the Week:**  
                  | **Learning English & Academic Content:** Ch. 9; Assessment & ELLs:  
                  | Ch. 11; *ELLS & the Wider Community:* Ch. 12 in Whelan-Ariza      | Discussion Qs:  
                  | **Chs 9, 11 – 12**                                                |                       |
| Mar. 28 – 30       |                                                                        |                       |
**Assignments**

1. **Student Engagement** (including Discussion Questions)  
   You are expected to complete assignments prior to class and to actively participate in (small and large) group discussions (may include in-class writing assignments). You must also schedule to meet with the professor outside of class at least once during the semester. NOTE: Discussion Questions are to be posted on WebCT by 8am on the date scheduled for class discussion. If they are posted after 8am, they will be considered late and graded accordingly. Bring a hard copy of your responses to class to help you engage in discussion.

2. **Cultural Project**  
   You will select a culture from among those presented in the “Not for ESOL Teachers” book (i.e., Native Americans or American Indians; Asian Americans/Indians; Muslims, Followers of Islam, and Speakers of Arabic; Haitians; Hispanics, Latinas/os, and Spanish Speakers). Read about and research that culture beyond what is presented in the book. Look for information regarding: Family Structures; Discipline; Religion; Education; Food; History; Traditions; and Holidays.

   Your Cultural Project paper shall be no less than four (4) double-spaced pages written in Times New Roman 12-point font. Please include a cover page (see template on WebCT; DUE: Wednesday, Feb. 14th).
You are to utilize the American Psychological Association (APA) writing guidelines (http://www.apastyle.org/). It is expected that sources of information are credited in the paper. A completed Writing Checklist (posted on WebCT) must be included with your report. Include an in-depth analysis of how you would incorporate a student from this cultural background into your classroom considering everyday American routines and instruction—How would you embrace this culture? How would you integrate this culture into your classroom? What is most important for teachers to know about this culture? Include a bibliography (list of references) of at least 3-5 current sources used (3 must be peer-reviewed articles). NOTE: A peer-reviewed article is an article submitted to an academic journal and evaluated by scholars. These articles may also be referred to as “scholarly,” “juried,” or “refereed.” Most peer-reviewed articles contain information that has been verified or fact-checked, which gives the article a sense of authority (http://www.socc.edu/library/pgs/databases/glossary-of-research-terms.shtml#peer).

You will also prepare a 5- to 7-minute PowerPoint presentation on your project with 2-3 samples of materials you could use to highlight and facilitate the transition of a student from this cultural background into their new school setting.

3. Mid-Term Exam 15%
The format may include: fill in the blank, multiple choice, true/false, complete the sentence, matching and/or short answer.

6. Content Area Textbook Analysis 25%
Through participation in a collaborative group you will analyze an EC-6 content area textbook (science, social studies, or math) for learners with varied English language proficiencies (preproduction, early production, speech emergence, intermediate fluency, and advanced fluency). You must answer all questions listed on the Content Area Textbook Analysis Form (posted on WebCT) and also develop a PowerPoint presentation. Your group must deliver the presentation to the class. Each member of the group will need to play a part in the presentation (some class time will be set-aside for group collaboration and planning). Each group will present to the class as if you (your group) were the teacher and we were your students. The group presentation shall be no less than 30-minutes.

7. Final Exam 20%
The final exam is scheduled for Monday, May 9th from 10:30-12:30pm. The format may include: fill in the blank, multiple choice, true/false, complete the sentence, matching and/or short answer.

**Grading Procedures**

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>Work is outstanding and exemplary</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>Work that is above the minimum requirements</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>Work that meets expected level of performance for most students</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>Work that falls short of minimum criteria</td>
</tr>
<tr>
<td>F</td>
<td>59% or below</td>
<td>Work that falls well below the expected level of performance for most students</td>
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Attendance Policy

1. You are expected to attend all classes. Failure to attend class will result in a loss of 5 points from your overall grade for the third absence. Each absence after this one will result in your grade being lowered an additional 10 points. Students with seven or more absences cannot receive a grade higher than an “F” for the course. If you are going to be absent or late, e-mail or phone the instructor prior to class. This is good professional practice.

2. You are only allowed 2 absences. Excused absences are those requiring a doctor’s excuse or other written documentation, which must be turned in to the Dean of Students’ Office for further evaluation. It is the student’s responsibility to provide the written documentation to avoid the loss of points. An exception can be given if it is a religious holiday. You need to notify the instructor immediately as you become aware that an absence will occur.

3. Punctuality is also expected for all classes. Arriving 5 minutes late for the class is considered a tardy. Three tardies will result in a loss of 5 points from your overall grade. Each tardy after this one will result in your grade being lowered an additional 10 points. When you arrive 10 minutes after class has started or leave before it ends, you will be counted absent for that class.

Other Class Policies

Study Time Requirements – For each class hour, at least three hours outside of class are expected. This course will meets 3 hours a week. Therefore it is expected that you spend 9 outside-of-class hours each week to read, study, and complete your assignments. It is expected that if you enrolled in this course, you can meet the time requirements.

Disability Support – As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Academic Honesty Policy – Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. “Academic honesty involves the submission of work that is wholly the student’s own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors’ works.”

Professionalism Policy – Conduct as a professional educator is expected at all times. “Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.” Silence all cell phones before class starts. No texting is allowed. Texting is very distracting to all members of the class and is considered rude and disrespectful behavior.

Handout Policy – The instructor will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure to make arrangements for a peer to collect materials for you.

Late Assignment Policy – Assignments need to be turned in on the due date. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Ten points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at
least 2 days before the due date, but only one time per semester. Assignments must be turned in with a hard copy on the day they are due, as stated on the course calendar.

Inclement Weather Policy – In case of inclement weather, students are encouraged to check the weather announcement on the MSU homepage or to call the education department (397-4370) if they have no immediate access to the Internet.

Plagiarism Statement

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes” (from Student Handbook).

References


