



Course: EDUC 4334, Methods for Teaching Elementary English Language Learners
Semester/Year: Spring 2025, College of Education and Psychology, School of Education
Class Location: Online Course

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Course Description:

EDUC 4334 focuses on teaching EC–6th grade ELLs and examines characteristics of English Language Learners (ELLs) and English as a Second Language (ESL) teaching methodologies in relation to children's cognitive and linguistic development in multilingual school settings. The course covers theory, research, and policy foundations for effective instruction and practice with ELLs. Course content includes historical and current issues affecting ELLs, techniques in instructing and assessing students at all stages of English language development, and the identification and assessment of ELLs' strengths and needs to design classroom language and content-area learning experiences based on language and academic standards. The course includes alignment with the Texas English Language Proficiency Standards (ELPS).

Student Learning Outcomes:

1. Promote diversity, inclusion, and cultural awareness in classroom settings, and understand the issues involved in student acculturation and/or assimilation to American society and the American educational system.
2. Demonstrate the ability and commitment to implement effective instructional methods in English language development (ELD) and specially designed academic instruction in English (SDAIE) to promote successful language acquisition.
3. Design instruction for EC–6th grade ELLs aligned with the Texas English Language Proficiency Standards (ELPS), using a variety of methods and materials to create age/grade appropriate instruction that is developmentally and culturally appropriate.

Assessment and Standards Matrix:

Course Topics and/or Student Learning Outcomes	Required Activities	Assessment (including performance-based)	Standards Alignment
Demonstrate an understanding of the process of second language acquisition and the importance of providing instruction to meet the linguistic needs of all children.	Reading Assignments Online discussion board	Discussion Questions Quizzes / TIP activities Philosophy Statement	TES: 2.b.i, 2.b.iii ISTE: 1b, 2b, 3a, 3b, 6a INTASC: 1, 2, 3, 7 ELPS: 1, 2, 3, 4, 5, 6, 7
Demonstrate an understanding of Language and Education Policy for English Language Learners.	Reading Assignments Online discussion board	Discussion Questions Quizzes Philosophy Statement	TES: 2 Knowledge of Students and Student Learning: 2.1.i, 2.a.ii, 2.b.i ISTE: 1.b, 2.b, 3.a, 3.b, 6.a INTASC: 2, 3, 4, 7, 9 ELPS: 2, 7

Analyze the relationship between environment and learning for English Language Learners.	ELL Student Assessment Online discussion board	Discussion Questions Quizzes / TIP activities Philosophy Statement	TES: 2 Knowledge of Students and Student Learning: 2.1.i, 2.a.ii, 2.b.i ISTE: 1.b, 2.b INTASC: 2, 3, 4, 7, 9 ELPS: 2, 3, 4, 5, 6
Write objectives, lessons/units, and assessments that are appropriate for English Language Learners at different stages of language development.	Lesson Plan Standards Alignment with ELPS and development of Performance Indicators	Lesson Plan Standards Alignment with ELPS and Performance Indicators (Theory in Practice Activities)	TES: 1 Instructional Planning and Delivery: 1.c.i, 1.c.ii, 1.c.iii ISTE: 1.b, 5.a INTASC: 1, 2, 3, 4, 5, 6, 7 ELPS: 2, 4, 5, 6

Course Evaluation and Requirement Description

Performance Assessments: Grading is based on the total number of points earned/accumulated by each student at the end of the semester on self-assessments, reading assignments and discussion board entries, theory into practice activities (ELL profile summaries and ELPS lesson plan design), as well as performance on quizzes and the end of course reflective exam (philosophy paper).

1. Self-Assessment

Students are required to respond to introductory questions at the beginning of the course as well as complete additional self-monitoring assessments throughout the course. Points will be awarded for providing an introduction (5 points) and completing three (3) self-assessments (20 points). These activities comprise a total of 25 points, 5% of the final grade earned in the course.

2. Reading Assignments and Discussion Board Participation

Students are expected to respond to all assigned discussion prompts as well as review and respond to entries made by their peers in the course. The Discussion Board fulfills several important functions, including:

- Ensuring students keep up with the required readings and online discussions;
- Enabling students to utilize higher order thinking skills and critically reflect on readings;
- Providing opportunities for greater interaction within the course online environment;
- Providing opportunities to learn from classmates;
- Preparing students to create a personal philosophy of teaching ELLs; and
- Preparing students to complete weekly quizzes and future teacher certification exams.

To earn full credit (5pts per discussion), students must sufficiently respond to all discussion prompts in a manner that provides evidence that the student reviewed each model and understood the readings, videos and other resources provided. Discussion entries must include key terms covered and reference citations from the materials reviewed. A penalty will be assessed for responses that do not adequately address the discussion prompts, and/or which do not provide evidence that the student read/reviewed all required materials included in each module. When responding to peers, students are expected to maintain a high level of professionalism and add additional information or suggestions cited from the materials covered in each module. It is fine to disagree and discuss alternative views, however “flaming” (hostile, insulting and/or disrespectful online interactions) or other inappropriate posts will not be tolerated, and will receive zero credit.

All discussion responses are due by the date and time indicated on the course schedule. No credit will be given for late/missing posts. There are 11 discussion questions (55 total points; 40% of final grade). For more information, see the Discussion Board Grading Rubric in Canvas.

3. Quizzes

Weekly quizzes will cover the required readings from the textbook and other online sources, as well as include information from discussions. Quiz dates are indicated in the course schedule. There are 10 quizzes, each worth 15 points (150 total points; 20% of final grade).

4. Theory into Practice (TIP)

An important component of this course involves applying theory and research learned through course readings, videos, and discussions in class into real-world practice through alignment of English Language Proficiency Standards (ELPS) with Texas Essential Knowledge and Skills (TEKS); and development of objectives, performance indicators, sheltered instructional strategies and assessments. Four (4) TIP activities are required: an ELL pre- and post-profile summary assignment (total 20 points; 5% of final grade) and two ELPS lesson plan alignment activities (total 60 points; 15% of final grade).

5. Philosophy Statement – Teaching English Language Learners

Students will develop a reflective philosophy statement regarding teaching English Language Learners incorporating information gleaned from all aspects of the course (60 total points; 15% of final grade).

Course Grading		
Assignment	Points	Percentage
Self-Assessment (Introduction 5pts and Self-Assessments 20pts)	25	5%
Discussion Board (11 Discussions x 5pts)	55	40%
Weekly Quizzes (10 Quizzes x 15pts)	150	20%
TIP - ELL Profile (2 ELL TIP x 10pts)	20	5%
TIP - ELPS Lesson Planning (2 ELPS TIP - 1 x 25pts; 1 x 35pts)	60	15%
ELL Philosophy Paper (Final)	60	15%
Total Points	370	100%

Grading Scale:

A = 90%

B = 80%

C = 70%

D = 60%

F = 59% and below

***Last Day to Withdraw from Courses: Monday, 31 March 2025.**

Required Texts

- ESC Region 13. (2015). *ELPS toolkit*. Texas Education Service Center, Austin, Texas. ISBN: 281-8-440027-901.
- Wright, W. E. (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice* (3rd Ed.). Philadelphia: Caslon Publishing. ISBN: 987-1 934000-366.

***Supplemental Readings and related Videos focused on teaching EC - 6th grade ELLs are included within each course module and are available for download on Canvas.**

UT System Policy Statement regarding purchase of textbooks: "A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer."

Additional Resources

Adger, C. T., Snow, C. E., & Christian, D. (2018). *What teachers need to know about language* (2nd Ed.). Pennsylvania: Multilingual Matters.

Cloud, N., Lakin, J., Leininger, E., & Maxwell, L. (2010). *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School*. Philadelphia, PA: Caslon Publishing. ISBN: 987-1-934000-00-7.

Echevarria, J., Vogt, M., & Short, D. J. (2023). *Making Content Comprehensible for English Language Learners: The SIOP Model* (3rd ed.). Pearson Allyn and Bacon.

Fairbairn, S., & Jones-Vo, S. (2019). *Differentiating instruction and assessment for English language learners: A guide for K-12 teachers* (2nd Ed.). Philadelphia: Caslon Publishing.

Farrell, T. C., & Jacobs, G. M. (2020). *Essentials for successful English language teaching* (2nd ed.). Bloomsbury Academic.

Fenner, D. S., & Snyder, S. (2017). *Unlocking English learners' potential*. Corwin.

Hollie, S. (2018). *Culturally and linguistically responsive teaching and learning* (2nd ed.). Shell Education.

Nemeth, K. N. (2014). *Young dual language learners: A guide for preK-3 leaders*. Philadelphia: Caslon Publishing.

Soto, M., Freeman, D. E., & Freeman, Y. S. (2020). *Equitable access for English learners, grades K-6: Strategies and units for differentiating your language arts curriculum* (2nd ed.). California: Corwin/SAGE Publishing.

Sousa, D. A. (2011). *How the ELL brain learns* (6th ed.). California: Corwin/SAGE Publishing.

Walqui, A., and van Lier, L. (2010). *A Pedagogy of Promise. Scaffolding the academic success of adolescent English language learners: A pedagogy of promise*. San Francisco: WestEd. ISBN: 978-0-914409-75-5.

Course Policies:

Canvas. Students will access all components of the course through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download class handouts and materials. Online participation is imperative to the success in this online course. Students are expected to regularly review the course management system, check email, and contribute to course assignments.

Make-Up Discussions and Quizzes. All assignments are due on or before the dates indicated on the course outline. Each written assignment must be typewritten and submitted in Canvas. There will be NO make-up activities or exams for this course unless missing online work is due to an emergency or other reason previously discussed with the professor.

No email attachments of assignments will be accepted unless organized in advance. Submission deadlines are final and access to links are removed after deadlines have expired. NO LATE assignments will be accepted unless a valid pre-approved or medical reason has been discussed with the professor. If an assignment is not completed on time due to a documented illness, funeral, or other university related activity, then a make-up date can be scheduled with the professor. All late assignments or non-submitted assignments will receive a score of zero points.

Academic Dishonesty. To be successful in this class, students must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication

with peers during quizzes, (iii) representing another's work as one's own (i.e., plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the University Policies included in Canvas.

UT Tyler Policy on Artificial Intelligence. UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. Students are ultimately responsible for the quality and content of the information submitted. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity, resulting that the student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, students can use AI platforms/tools to help revise and edit their work (e.g., to identify flaws in reasoning; to help generate new ideas; to spot confusing or underdeveloped paragraphs; to correct citations; and/or to serve as a personalized learning tool). When submitting work, students must identify any writing, text, or media generated with the assistance of AI following the APA guidelines listed within the course.

UT Tyler School of Education Teacher Candidate Dispositions. Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

Safe Zone. The professor considers this online classroom to be a place where all students will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider our online classroom a safe environment.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of **Texas Education Standards** can be accessed **here**.

Access the **Code of Ethics and Standard Practices for Texas Educators**.