Midland College

EDLL 4304 EC Literacy with Special Populations (2-2)
Fourth Semester

Instructor Information

Instructor:	
Email:	
Office Voice Mail Line:	
Campus office hours:	
Virtual Office Hours:	

Course Description

Understanding literacy in the content areas and planning instruction to promote content learning with an emphasis on adapting the school curriculum for special populations. Strong emphasis will be on using the PreK Curriculum Guidelines (PKCG) and Texas Essential Knowledge and Skills (TEKS) to create lesson plans and implement through field-based experiences.

Student Learning Outcomes

Upon successful completion of this course the student will:

1. Integrate PKCG and TEKS in a variety of curricula that are developmentally appropriate, student centered, and integrated across content areas.
2. Design and utilize assessments to evaluate student learning and use data to modify lessons accordingly.
3. Choose a variety of activity types to address student needs and learning styles.

Pedagogy and Professional Responsibilities:

Knowledge	Skills
Standard 1:	**Standard 1:**
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31	1.1, 1.2s. 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29
Standard 2:	**Standard 2:**
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21

Standard 3:	Standard 3:
3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20
Standard 4:	**Standard 4:**
4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19

EC-3	STR	TEKS	PKG
	Reading Development and Reading Pedagogy for EC-3	TEKS are applied in projects/ lesson plans based on grade level and ELAR concept chosen for assignments	PKG are applied in projects/ lesson plans based on ELAR concept chosen for assignments

Textbook

Levine, L. N., and McCloskey, M. L. (2013). *Teaching English Language and Content in Mainstream Classes*. Second edition. Pearson. ISBN:10: 0-13-268514-0

Course Evaluation

Course evaluation is determined by the following ratings:

Letter Grades & Percentages	Points
A = 100% - 90%	250-225
B = 89% - 80%	224-200
C = 79% - 70%	199-175
D = 69% - 60%	174-150
F = 59% and below	149-0

Points are awarded as follows:

Lesson Plans – (3) 50 points each (total 150)
Field Experiences Reflection Journal – 100 points
TOTAL – 250 points

Unless students are informed otherwise, assignments will be graded within 7 days of due date.

Professional Dispositions for Educators

Over the course of their preparation program, students are evaluated to ensure they are upholding the standards spelled out in the Professional Dispositions for Educators. This policy will apply to

those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE).

The Midland College (MC) Education Division focuses on preparing educators who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Dispositions are a vital component of teacher preparation and are defined as the "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities." (InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), p.6). Prospective educators are expected to develop and practice these attitudes, values, and beliefs throughout their preparation.

Please refer to the Midland College Professional Dispositions for Educators for additional information.

Ethics

The MC BAS in ECE expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (19 TAC Chapter 247) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Resources

- TExES Preparation Manuals: Certification Preparation Materials
- 161 Pedagogy and Professional Responsibilities EC-12 (PPR)
- Science of Teaching Reading (STR)
- EC-3 Content
- State Board of Educator Certification
- APA format for written work: APA format
- TEKS: Texas Essential Knowledge and Skills
- PKG: Texas Prekindergarten Guidelines

Course Technology

Consistent with the State of Texas Standards for Texas Teachers and International Society for Technology in Education (ISTE), this course will emphasize "Technology Applications Standards I-IV. See Educator Standards for Technology Applications. Students should be able to

- Use Canvas Management System
- Create Word and PowerPoint files using Microsoft Office Software
- Use email with attachments
- Use of appropriate antivirus utilities
- Have access to a media player

All interactions with other students and the instructor should be professional and courteous. See Core Rules of Netiquette.

For additional information regarding course technology and resources, please go to your Candidate Toolkit.

Course Communications

MC provides each student an email account to be used in communication with College personnel. This is the default e-mail used in Canvas unless changed by the student. Student are responsible for checking their e-mail, Canvas messaging and announcements.

The instructor will provide feedback on assignment submissions. Students are responsible for reviewing instructor feedback.

<p align="center">**Student Responsibilities and Class Policies**:</p>

Attendance

Attendance is expected. Excused absences and make-up work require instructor approval. Excessive absences, even if excused, may result in course failure.

Assignment Submissions

Assignments must be submitted in Canvas. Students are responsible for ensuring that assignments can be read in Canvas.

Late Work

Late work will not be accepted without instructor approval. The instructor may deduct points from late work.

Scholastic Dishonesty

Students are expected to maintain high academic standards, including being responsible for submitting original work. Information on scholastic dishonesty and the discipline process is in the MC *Catalog and Student Handbook*, Scholastic Dishonesty section.

The instructor may use a tool called Turnitin to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized, that judgment will be made by the instructor.

Field Experiences

State law requires a background check for all individuals who work, volunteer, or have contact with children in a public school. The link is provided in the Canvas course. Students will not be able to schedule their field experiences until the background check is completed and approved.

After approval, students are responsible for scheduling appointments for field experiences. Students may schedule experiences only where assigned. During field experiences, students must wear an MC ID and follow all site rules and guidelines.

For additional information regarding Field Experiences, please refer to the Field Experiences and Student Teaching Manual.

Title IX: Non-Discrimination Statement

MC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding non-discrimination policies:

> Tana Baker, Title IX Coordinator/Compliance Officer, 3600 N. Garfield, SSC 131, Midland, Texas 79705, (432) 685-4781, tbaker@midland.edu

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

Americans with Disabilities Act (ADA) Statement

MC provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit www.midland.edu/accommodation and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a "Notice of Accommodations" letter will be sent to instructors outlining any reasonable accommodations.

Support Our Students

The Support Our Students (SOS) program helps MC students enrolled in credit courses stay in school by assisting them with emergency non-academic needs. For more information on SOS services see the web site: https://www.midland.edu/services-resources/student-services/sos.php

Cell Phone Rules

All cell phones must be silenced during class. Students may not text during class. Instructor permission is required for audio or video recording of classes.

Grade Appeal

Procedures for grade appeal can be found in the MC *Catalog & Student Handbook*, Grievances and Complaints section.

Course Schedule

This course is offered over 8 weeks. This is an estimate and is subject to the instructor's discretion and may be changed.

Week Student Learning Objective(s) (SLO)	Readings and Preparation for This Week's Class	In Class Activities	Assessment (Points)	Due Date
1 SLO: 3	• Introduction • Chapter 1	• Syllabus • Course Expectations • Ethics and Dispositions • Field Experience Assignments • First Days of School		
2 SLO: 3	• **Chapter 1** • Principles of Integrated Language Teaching and Learning	• **Discussion** – Teachers' philosophy of education and its reflection in the classroom; • Stressful and helpful moments when you learned a new language.		
3 SLO: 3	• **Chapters 2 and 3** • Language Acquisition and Language Learning in the Classroom • Culturally Responsive Instruction: Connecting with Home Culture	**Discussion** • Factors affecting acquisition in classrooms.	• **Lesson Plan**: 50 pts	Monday by Midnight
4 SLOs: 1, 2, 3, 4	• **Chapters 4 and 5** • Organizing the Classroom for Language Learning • Strategies for Oral Language Development	**Discussion** • CALLA • Sheltered instruction • Cooperative learning • Problem-based and project learning • Differentiated instruction.		
5 SLOs: 1, 2, 3, 4	• **Chapters 6 and 7** • Oral Language Development in the Content Classroom	**Discussion** • ELLs and classroom listening time	• **Lesson Plan**: 50 pts	Monday by Midnight

Week Student Learning Objective(s) (SLO)	Readings and Preparation for This Week's Class	In Class Activities	Assessment (Points)	Due Date
	• Teaching Vocabulary to English Learners	• ELLs and content knowledge		
6 SLOs: 1, 2, 3, 4	• **Chapters 8 and 9** • Developing Literacy with English Learners: Focus on Reading • Developing Literacy with English Learners: Focus on Writing	• **Discussion** • School-home connections and writing skills • ELLs and effective teaching reading		
7 SLOs: 1, 2, 3, 4	• **Chapters 10 and 11** • Structuring and Planning Content-Language Integrated Lessons • Assessment Tools for the Integrated Classroom	**Discussion** • Six lesson characteristics supporting and promoting achievement for language learners	• **Lesson Plan**: **50 pts**	Monday by Midnight
8 SLOs: 1, 2, 3, 4	• **Chapter 12** • Putting It All Together Thematically: Developing Content-Based Thematic Units	**Discussion** • Thematic units; Thematic instruction in the early childhood	• Field Experience Reflection Journal **(100 pts)**	Monday by Midnight

Please note that the instructor reserves the right to change the syllabus.