

**Course:** EDUC 4378, Methods for Teaching Secondary English Language Learners

**Semester & Year:** Spring 2026, College of Education and Psychology - School of Education

**Class Location:** Online Course

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### Course Description:

**EDUC 4378 focuses on teaching Middle Level (4 - 8<sup>th</sup> grade) and Secondary (7 - 12<sup>th</sup> grade) ELLs** and examines theoretical foundations of second language instruction and approaches to teaching English Language Learners (ELLs). 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 in order 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 4–12<sup>th</sup> 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	<b>TES:</b> 2.b.i, 2.b.iii <b>ISTE:</b> 1b, 2b, 3a, 3b, 6a <b>INTASC:</b> 1, 2, 3, 7 <b>ELPS:</b> 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	<b>TES:</b> 2 Knowledge of Students and Student Learning: 2.1.i, 2.a.ii, 2.b.i <b>ISTE:</b> 1.b, 2.b, 3.a, 3.b, 6.a <b>INTASC:</b> 2, 3, 4, 7, 9 <b>ELPS:</b> 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	<b>TES:</b> 2 Knowledge of Students and Student Learning: 2.1.i, 2.a.ii, 2.b.i <b>ISTE:</b> 1.b, 2.b <b>INTASC:</b> 2, 3, 4, 7, 9 <b>ELPS:</b> 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 and development of Performance Indicators	Lesson Plan Standards Alignment and Performance Indicators (Theory in Practice Activities)	<b>TES:</b> 1 Instructional Planning and Delivery: 1.c.i, 1.c.ii, 1.c.iii <b>ISTE:</b> 1.b, 5.a <b>INTASC:</b> 1, 2, 3, 4, 5, 6, 7 <b>ELPS:</b> 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/checks for understanding throughout the course. Points will be awarded for providing an introduction (5 points), completing three (3) self-assessments/checks for understanding (20 points), and attending three (3) mandatory Zoom meetings during the semester (30 points). These activities (55pts) comprise 10% 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; 35% 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 a total of 10 quizzes. Each quiz is worth 15 pts. (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)	55	10%
Discussion Board (11 Discussions x 5pts)	55	35%
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%
<b>Total Points</b>	<b>400</b>	<b>100%</b>

#### Grading Scale:

A = 90%

B = 80%

C = 70%

D = 60%

F = 59% and below

**\*Last Day to Withdraw from courses: Monday, 30 March 2026.**

#### 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 - 6<sup>th</sup> 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* (2<sup>nd</sup> 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* (2<sup>nd</sup> 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.

## Assignment Submission Policies and Late Work Guidelines

**Assignment Submission Policies:** All assignments are due on or before the dates indicated in the course modules in Canvas. Each written assignment must be typewritten and submitted in Canvas by the student. No email attachments will be accepted unless arranged with the professor in advance. Submission deadlines are final, and access to submission links is removed once a deadline has passed.

Students are responsible for reviewing assignment instructions carefully and ensuring that all required components are submitted by the posted due dates. All course assignments—including discussions, quizzes, theory into practice activities, and the final philosophy paper—must be uploaded into Canvas. Uploaded documents and videos that do not open or are not viewable will receive 0 credit. It is the responsibility of the student to ensure that all submitted files are accessible and viewable after submission.

**Late Work Guidelines and Make-Up Exams:** NO LATE assignments will be accepted unless a valid, pre-approved reason or documented medical necessity has been discussed with the professor ahead of time. If an assignment cannot be completed on time due to a documented illness, funeral, or university-related activity, a make-up date may be scheduled with the professor. All late or non-submitted assignments will receive a score of zero. Students who miss a quiz or exam due to documented circumstances must contact the professor as soon as possible to arrange a make-up opportunity.

## Course Policies and Expectations

**Canvas:** Students will access all components of the course through Canvas. Any changes to the course schedule, assignments, or special instructions will be posted on Canvas. Students are

expected to check Canvas regularly for updates, review weekly modules, and download class materials as needed. Active online participation is essential for success in this course. Students should remain engaged throughout the week by reviewing course content, checking email, and contributing to discussions and assignments.

**Technology Expectations:** Students must ensure they have reliable internet access and the ability to upload documents and videos directly to Canvas. Students are responsible for verifying that all submissions are accessible after uploading.

**Communication:** Students are expected to communicate respectfully and professionally with classmates and the instructor. All course-related questions should be submitted through Canvas or university email. Students should monitor their email and Canvas notifications consistently for important course updates.

**Active Participation:** In an online environment, active participation (attendance) is measured by each student's online presence in the course learning environment (Canvas) as well as completion of assigned activities. **The Canvas system records time spent on pages, etc.** The importance of regular logins and active participation cannot be overstated. Participation is gauged by regular, on-time discussion forum postings and responses as well as contributions to peer review.

**Academic Dishonesty:** To be successful in this class, students must invest time in studying. 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.

## **Artificial Intelligence (AI) Policy—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 discussion of AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI must be acknowledged, as this aligns with our commitment to honor and integrity outlined in UT Tyler's Honor Code. Students must not use protected information, private data, or copyrighted materials when using any AI tool.

Users should be aware that AI tools rely on predictive models to generate content that may appear correct but can be incomplete, inaccurate, taken without attribution, and/or biased. AI tools should not be considered substitutes for traditional approaches to research. Students are ultimately responsible for the quality, accuracy, and integrity of all submitted work. Misusing AI tools in ways that violate the guidelines specified for this course (see below) is considered a breach of academic integrity and will result in disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

### **Course-Specific AI Expectations**

Artificial intelligence (AI) tools—such as ChatGPT, Claude, Google Gemini, and similar platforms—can support learning, but they must be used ethically, responsibly, and in ways that enhance your thinking rather than replace it. In this course, all submitted work must reflect **your own** understanding of the course materials, developed through the modules, readings, videos, theory into practice assignments, discussions, and assignments.

## Allowed Uses of AI

Students may use AI **only for the following purposes:**

- Clarifying concepts you do not understand after completing the assigned readings or videos.
- Checking grammar, spelling, or clarity in your writing (AI may not generate substantive content).
- Brainstorming ideas *after* you have written your initial draft.
- Practicing explanations of scientific ideas to support learning, not to produce graded work.

***If you use AI for these acceptable purposes, all ideas and wording in the final submitted work must still be your own.***

## Prohibited Uses of AI

AI may **NOT** be used to:

- Write any part of your **discussion posts, theory into practice activities**, or your final **philosophy paper; or to obtain answers to quizzes.**
- Generate explanations, summaries, analyses, or descriptions of course materials
- Create citations, references, or scientific evidence
- Produce entire paragraphs, outlines, or scripts for any graded assignment
- Respond to classmates in discussion forums
- Introduce terminology, concepts, or key words that are not part of the course and that extend beyond the scope of what is taught or assigned

***Submitting AI-generated content as your own is a violation of academic integrity.***

## How AI Misuse Will Be Identified

AI-generated work often shows recognizable patterns, including:

- Generic, vague, or overly polished explanations
- Citations that do not exist, cannot be verified, or are inaccurate
- Statements that contradict course readings or scientific accuracy
- Disconnection from your own work or prior writing
- **Use of advanced terminology, unfamiliar phrasing, or key concepts that have not been taught in the course and do not match your demonstrated writing level**

**If an assignment is suspected to contain AI-generated content, you may be asked to:**

1. Explain your reasoning or thought process for the submitted work
2. Discuss the concepts without AI assistance
3. Revise and resubmit the assignment without AI use

## Consequences of AI Misuse

Submitting AI-generated work as your own constitutes academic dishonesty and will result in:

- A **zero** on the assignment, and
- A report filed with the university under the Academic Integrity Policy

Repeated violations may result in failure of the course.

## If You Use AI Appropriately

If you use AI within the permitted guidelines, include this required acknowledgment at the end of your assignment: **“AI assistance was used only for grammar/clarity review and not for generating ideas or content.”**

## Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates and with me. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.
3. **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with me as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

**UT Tyler School of Education Professional Dispositions and Requirements.** 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 21<sup>st</sup> 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

**Core Purpose of the College of Education and Psychology:** To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling, to foster discovery and to advance the knowledge base in our respected disciplines.

**Vision:** The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.



**Mission:** The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

## **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**.