



On-Campus Course Syllabus

EDU 317,L00.A

ESL Instructional Methods

Summer 2025

Class Information

Day and Time: Mon-Thurs 8:00-1:00 pm

Room Number: 202

Contact Information

Instructor Name: Jennifer Smith

Instructor Email: jsmith@criswell.edu

Instructor Phone: 214 876 Cell

Instructor Office Hours: [By Appointment](#)

Course Description and Prerequisites

An intensive study of the research-based methods and strategies currently used to enable second language acquisition for a diverse student population in the EC-6th grade setting whose home language is not English. Preservice teachers practice teaching strategies that promote oral language, listening, reading, and writing skills with particular attention paid to comprehension and critical thinking skills. Pre-service teachers will also analyze, select, and/or modify teaching materials to facilitate language acquisition for English language learners and to meet TEK standards. (Prerequisite: EDU 301)

Course Objectives

1. Process the needs and knowledge of the structure and conventions of English to design lessons that meet diverse learning.
2. Discuss current research on second language acquisition and develop student-centered learning activities for diverse English language learners.
3. Analyze a variety of learning materials and modify them to accommodate the needs of English language learners.
4. Teach a listening/oral language, reading, and writing lesson, with an appropriate lesson plan that incorporates TEKS, designed to meet the developmental needs of English language learners.
5. Design a parent program that meets the needs of a school community whose home language is not primarily English.
6. Complete the TExES ESL supplemental (154) mock practice test with a passing score.

Required Textbooks Mastering ESL/EFL Methods, Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students, “Ebook” Third Edition, Socorro G. Herrera, Kevin G. Murry ISBN 978-0-13-359497-3

Course Requirements and Assignments

*****Please be prepared to turn in work at the beginning of class on the due date specified unless otherwise stated by the professor. ***** **Late Work Classroom Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted. ****

1. Video Clip Responses: You will be assigned one video clip from each chapter in your textbook.

You are to write a response to evaluate each clip with a thoughtful paragraph. Each of your responses will be required for the classroom discussion that will focus on the chapter information demonstrated through the clip. Questions provided. **(5) Chapters 1-5 Due week one, (5) Chapters 6-10 Due week two POINTS: 1 point each /10 points total**

2. Teaching Listening/Oral Language: You will teach a listening/oral language lesson for an English Language Learner using one of the models in Chapter 3 of the textbook. You will choose which grade level you wish to teach and support each assignment with this subject and grade level. The lesson is to be approximately 15 minutes in length and be accompanied by a typed lesson plan that incorporates appropriate TEKS.

DUE: 6/04/2025 POINTS: 10 points

3. Teaching Reading: You will teach a reading lesson for an English language learner using one of the models in Chapter 3 of the textbook. You will choose which grade level you wish to teach and support each assignment with this subject and grade level. The lesson is to be approximately 15 minutes in length and be accompanied by a typed lesson plan that incorporates appropriate TEKS.

DUE: 6/4/25 POINTS: 10

4. Teaching Writing: You will teach a writing lesson for an English language learner using one of the models in Chapter 3 of the textbook. You will choose which grade level you wish to teach and support each assignment with this subject and grade level. The lesson is to be approximately 15 minutes in length and be accompanied by a typed lesson plan that incorporates appropriate TEKS **DUE: 6/4/25 POINTS: 10**

5. A Day in the ESL's Classroom: You will create a sample classroom to include seating charts, anchor charts, posters, class routines and itinerary from opening to closing; this will include the welcome through dismissal. This does not include lesson plans, but it does include activities for each content in your classroom. This will be presented to your peers for evaluation and feedback. Formatting can be physical or digital. **DUE 6/5/25, POINTS: 15**

6. ESL Bibliography and Library: This assignment is to aid you in developing your own list of children's literature which can enhance the reading experience for English language learners. See Chapter 9. You are to create your own bibliography from the vast array of choices available to you as an educator. The bibliography is to consist of **20 books** that are appropriate for grades K-6th. **You must also have included at least 10 of the books in your bibliography into your lesson plans** **DUE: 6/10/25 POINTS: 10**

7. ESL Supplemental Practice Test: You will complete and pass the ESL Supplemental Practice test in preparation for the state certification exam. **Due: 6/12/2025 POINTS: 15 points**

8. Parent Program Proposal: You will submit a two-page program proposal for involving non-English speaking parents in the learning process of their EC-6th grade children. **Reference Article: "Why Didn't They Show Up?" Rethinking ESL Parent Involvement in K-12 Education** for this assignment. This proposal is to be typed, double-spaced, and 12cp. You will be expected to share your program idea with your peers. You will use either PowerPoint or Prezi with a minimum of 6 slides to explain your idea; must include links to accessible resources and state or federally funded programs. This project serves as your final in this course.

DUE: 6/12/25 POINTS: 20

Course/Classroom Policies and Information

English as a Second Language Standard I

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

English as a Second Language Standard II

The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

English as a Second Language Standard III

The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

English as a Second Language Standard IV

The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

English as a Second Language Standard V

The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language and culture.

English as a Second Language Standard VI

The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

English as a Second Language Standard VII

The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of

attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Course Policy on the use of Artificial Intelligence (AI)

Acceptable Uses of AI

Students may utilize AI tools for:

- **Grammar and Syntax Checking:** Using tools like Grammarly to refine written assignments.
- **Vocabulary Enhancement:** Exploring synonyms and definitions to expand language use.
- **Pronunciation Practice:** Employing AI-powered speech tools to improve oral skills.
- **Idea Generation:** Brainstorming lesson plan concepts or classroom activities.
- **Translation Assistance:** Translating individual words or short phrases to aid comprehension.

Note: When using AI tools, students should critically assess the output and ensure it aligns with course objectives and personal understanding.

Unacceptable Uses of AI

The following uses of AI are prohibited:

- **Assignment Completion:** Submitting AI-generated content as original work.
- **Full-text Translation:** Translating entire documents or assignments, bypassing personal engagement with the material.
- **Exam Assistance:** Using AI tools during quizzes, tests, or any assessments unless explicitly permitted.
- **Plagiarism:** Presenting AI-generated ideas or text without proper attribution.

Violation of these guidelines may be considered academic dishonesty and subject to disciplinary action in accordance with Criswell College's academic policies.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Topic	Reading	Assignments Due
6/02/2025	1-2 Multidimensional Foundations of Methods, Cognitive and Academic Dimensions of Methods	pp. 2-29,30- 48	Chapter 1-5 Videos Reports due Thursday 6/5
6 /03/2025	3-4 The Academic Dimension of the CLD Student Biography, Changing Perspectives in Platform Development for Instructional Methods	49-60,61-101	
6/04/2025	5-6 A Framework of Accommodation Readiness, Planning and Grounding Instructional Methodology	102-130,131-179	Teaching Listening/Oral Language, Teaching Reading, Teaching Writing Due 6/4
6/05/2025	7-8The Integrated Content-Based Method of Instruction, The Sheltered Method of Instruction	180-218,219-259	A Day in the ESL's Classroom Due 6/5
6/09/2025	9-10The CALLA Method of Instruction, Achieving Standards-Driven Professional Practice	314-350,351-382	
6/10/2025	Preparation for Practice Test, Videos, and Parent Proposal Work		Due 6/10 ESL Bibliography and Library
6/11/2025	TEExES 154 Practice Test		Chapter 6-10 Videos Reports due
6/12/2025	Score Due/Parent Proposal Work		Score Due 6/12 ESL Practice Test Score
6/12/2025	Final Project-. Parent Proposal		Parent Proposal Due 6/12

Selected Bibliography

(Ferlazzo, L. & Sypnieski, K. 2012. *The ESL / ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels*, 1st Edition. Josey-Bass, Nashville, KY.

ISBN-10: 1118095677

Herrera, S. & Murry, K., 2016. *Mastering ESL/EFL Methods: Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Student*, 3rd Edition. Pearson, NY. ISBN-13: 978-0-13-383671-4

Ovando, C. & Combs, M., 2011. *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*, 5th Edition. McGraw-Hill Education. ISBN-10: 0073378380

