


College of Education- Teacher Education Department

Course and CRN: BED 4343 13858 Title: Teaching Academic English Formerly: Sheltered ESL Instruction	Class hours: 3
Semester: FALL 2024	Name: Anaeva Rodriguez Email: arodriguez342@utep.edu
This course will be conducted <i>fully online</i>	Online Office hours: M, T, W 2:00 pm-4:00 pm
Credits: 3	

UTEP Policies:

1. Accommodations through CASS (Center for Accommodations and Support Services)

“Students having problems with testing, studying or learning, including those students with handicapping conditions, such as learning disabilities, vision or hearing impairments, or physical disabilities, must see the instructor by the end of the third week of class if accommodations are requested.” Telephone: 915-747-5148; email: cass@utep.edu

2. “Academic Dishonesty” Statements

“Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.”

“Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University’s educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled

from UTEP for such actions.” Also, the following is a link to a website that gives a brief overview of how to accurately cite sources: <http://webster.comnet.edu/apa/>

UTEP DROP POLICY

“At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline. A grade of “F” received due to disciplinary action imposed by the University (i.e. by the office of the Dean of students) overrides a grade of “W” received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account” (UTEP 2014-2015 catalog).

COURSE Information:

Title: BED 4343. Teaching Academic English (3-1)

DESCRIPTION:

This course explores English language development and academic language socialization with ESL/ Bilingual students through the teaching of subject matter via a second language. The focus is twofold: (1) English as a Second Language development and methodology; and (2) Academic and cognitive development through sheltered instruction in content areas. (UTEP Catalog, 2020) (*Formerly titled: Sheltered ESL Instruction*)

Pre-Req: BED 4340 with a final grade of “B” or better.

COLLEGE’S CONCEPTUAL THEME

The course aligns with the College of Education’s mission and vision addressing the preparation of educators with a special emphasis and support for student learning and development within linguistically and culturally diverse settings.

COURSE OBJECTIVES (See also Course Standards, Student Learning Outcomes and Module Assignments)

1. Understand the second language acquisition, its theories and language stages;
2. Integrate the skills of listening, speaking, reading, and writing to develop ESL students’ English language proficiency.
3. Apply knowledge of theories, concepts, and research related to language learning to support students’ language development in English;
4. Understand the critical issues of ELLs in schooling;
5. Understand and apply the ELPS in its four domains and content areas;
6. Identify the various assessment procedures for ELL such as TELPAS; LPAC.
7. Understand and apply the strategies of Sheltered Instruction;
8. Develop a sheltered lesson plan within the SIOP model;
9. Review knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture

REQUIRED Course Materials:

Textbook: Teaching ELLs across Content Areas: Issues and Strategies (2016). Edited by Nan Li. Information Age Publishing, Inc. Charlotte, North Carolina.

ISBN 978-1-68123-487-8 Available at UTEP bookstore

or you may order from Amazon

<https://www.amazon.com/Teaching-Ells-Across-Content-Areas/dp/1681234874>

Booklet: Flip Into Success: ELPS at a Glance: El Saber Enterprises

Available at UTEP bookstore or you may order from Amazon

Other helpful resource materials: (Not required)

- Sheltered Content Instruction by Echevarria and Graves
- Working with English Language Learners edited by Huerta-Macias
- Reading, Writing, and Learning in ESL by Peregoy and Boyle
- Making Instruction Comprehensible for English Language Learners: The SIOP model by Echevarria, Vogt, and Short

The Nature of Language:

- <http://www.sil.org/lingualinks/languagelearning/prepareforlanguagelearning/ThreeViewsAboutTheNatureOfLang.htm>

Language Concepts:

<http://teachingtreasures.com.au/newsletters/language-con.htm>

COURSE POLICIES

- Students will complete all assignments by the due date posted. Late assignments will be reduced by one point per day, not to exceed 10 days. Any assignment that are shown in the Blackboard grade board as missing will not be accepted without approval from the instructor of the course.
- All discussion areas/written assignment links will be closed permanently after assignment deadlines, and any further entries will be ignored and will NOT count towards your grade.
- Maintain copies of all work submitted.
- If by the end of the first month of the semester, a student has not submitted any work, the student will be dropped from this course.
- The Instructor will be available through the blackboard email link and during posted office hours.

Criteria for Discussions:

1. Maintains contact with peers and professor
2. Interactive responses are well thought out and appropriate for each topic that is discussed.
3. Keeps up with the timelines for discussions.

4. The full 5 points are earned by responding to the discussion question for each module and for responding to at least one other student. (See **Discussion rubric in this syllabus.**)

Criteria for Written Assignments:

1. Writing is organized, clear, and concise and demonstrates depth of thought through analysis and synthesis of the information.
2. Submits written responses within the parameters of the posted deadlines.
3. It is expected that each of the written responses will contain no less than 300-400 words unless otherwise stated in the module directions (such as with charts or PowerPoint presentations.) (See **Written Assignments rubric in this syllabus.**)
4. All written assignments (non-discussions) must be submitted in **Word doc format**, which is the accepted format for all written assignments that are submitted to the Blackboard system. Furthermore, **do not post written assignments in the comments section of the Bb Assignments** portal because it is not easily readable. You are required to use one of the following browsers: Mozilla Firefox or Google Chrome. Use of other browsers are not compatible with the Blackboard Learning System.

Criteria for Multiple Choice Pre-test and Post-test

1. The pre and post Multiple Choice exams are required assignments for this course.
2. You will take the pre-test on the first day of class and will not earn points for this.
3. You will take the Multiple Choice post-test during finals week, and will earn 1 point for each of the 50 items on the exam that you answer correctly.
4. You need to plan ahead and select a time when you will not have any interruptions. The exam is time stamped. Once you log into the program to take the exam you have a set time to complete the exam. You are not allowed to log out and return to the test.

Class Participation:

It is recommended that you check your UTEP blackboard course and discussion area daily to keep up.

Class Format:

This course will be conducted **fully online** [there are no in-person/campus-based class meetings]. It runs on a Monday to Sunday schedule; course work throughout the week are due at specific days/times, however, you are NOT required to be online at any specific time.

E-mail Policy:

The instructor will answer e-mails and respond to blackboard messages Monday through Friday within 24 - 48 hours of receiving them.

ADDITIONAL RESOURCES (More may be added throughout the semester)

Adamson, H.D. (1993). *Academic competence, theory and classroom practice: Preparing ESL students for content courses*. Longman.

Allen, V.G. (1986). Developing contexts to support second language acquisition. *Language Arts*, 63, 61-66.

Goldenberg, C. & Coleman, R. (2010) Academic instruction in a second language in Promoting academic achievement (pg. 81-100) in English language learners: A guide to the research.

Herrera, S.G. & Murry, K.G. (2005). *Mastering ESL and bilingual methods*. Allyn and Bacon.

Krashen, S.D. & Terrel, T.D. (1983). *The natural approach: Language acquisition in the classroom*. California: Alemany Press.

Lamburg, W.J. & Lamb, C.E. (1980). *Reading instruction in the content areas*. Chicago: Rand McNally College

Milk, R.D. (1985). The changing role of ESL in bilingual education. *TESOL Quarterly*, 19, 657-671.

Seda, M., Liguori, O., & Seda, C. (1999). Bridging literacy and Social Studies: Engaging prior knowledge through children's books. *TESOL Journal*, 8, 34-40.

Seda, M. and Seda, C. (1999). There's more to mathematics than choosing the letter C: The limitations of test-driven intervention. In *Changing the faces of Mathematics: Perspectives on Latinos* (Walter G. Secada, Luis Ortiz-Franco, Norma G. Hernandez, and Yolanda De La Cruz, Eds.), National Council of Teachers of Mathematics, 159-168.

Tinajero, J.V. (1984). Some helpful strategies for the ESL content area teacher. *Reading Improvement*, 21, 332-337.

Wong-Fillmore, L. with Valadez, C. (1986). *Teaching bilingual learners*. In M. Wittrock (Ed.), *Handbook of Research on Teaching*, Third Edition, New York: Macmillan.

Zwiers, J. (2008) *Building Academic language: Essential classroom practices; Cultivating Academic Language Acquisition; Content area variations of academic language; academic classroom discussions*. Jossey-Bass Teacher.

TEKS for English Language Arts and Reading (grades 2-8--TEKS 110.13; 110.14; 110.15; 110.16; 110.18; 110.19; 110.20

<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

SBEC Course Standards and Corresponding Student Learning Outcomes

<u>Standard I: TEKS b (1-30)</u>	
<i>The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Review and demonstrate knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom;</i>	<i>a. Post online discussions related to Standard I b. Submit responses to posted assignments related to the nature of language. c. Study and review 25 item study guide.</i>
<i>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials,</i>	<i>a. Post online discussions related to Standard I b. Submit responses to posted assignments related to functions and registers of language. c. Study and review 25 item study guide.</i>
<i>Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students' English language proficiency.</i>	<i>a. Post online discussions related to Standard I b. Submit responses to posted assignments related to demonstration and integration of language skills. c. Study and review 25 item study guide.</i>
<u>Standard III: TEKS b (1-30)</u>	
<i>The ESL teacher understands the processes of first- and second-language acquisition and uses.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English.</i>	<i>a. Post online discussions related to Standard III b. Submit responses to posted assignments related to language acquisition concepts and instruction. c. Study and review 25 item study guide.</i>
<u>Standard IV: TEKS b (1-30)</u>	
<i>The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL curriculum and instruction.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Devise and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS);</i>	<i>a. Post online discussions related to Standard IV b. Submit responses to posted assignments related to TEKS. c. Study and review 25 item study guide.</i>
<i>Modify planning procedures for effective, developmentally appropriate ESL instruction;</i>	<i>a. Post online discussions related to Standard IV b. Submit responses to posted assignments related to appropriate modifications for</i>

	<i>ESL instruction.</i> <i>c. Study and review 25 item study guide.</i>
<i>Integrate technological tools and resources into the instructional process;</i>	<i>a. Post online discussions related to Standard IV</i> <i>b. Submit responses to posted assignments related to instructional resources.</i> <i>c. Study and review 25 item study guide.</i>
<i>Engage students in critical-thinking processes;</i>	<i>a. Post online discussions related to Standard IV</i> <i>b. Submit responses to posted assignments related to critical thinking processes.</i> <i>c. Study and review 25 item study guide.</i>
<u>Standard V: TEKS b (1-30)</u> <i>The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Demonstrate knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture.</i>	<i>a. Post online discussions related to Standard V</i> <i>b. Submit responses to posted assignments related to factors associated with academic content, language, and culture.</i> <i>c. Study and review 25 item study guide.</i>
<i>Design instruction and devise activities that are responsive to diversity and individual student needs.</i>	<i>a. Post online discussions related to Standard V</i> <i>b. Submit responses to posted assignments related to responsiveness to diversity and individual student needs.</i> <i>c. Study and review 25 item study guide.</i>
<u>Standard VI: TEKS b (1-30)</u> <i>The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency);</i>	<i>a. Post online discussions related to Standard VI</i> <i>b. Submit responses to posted assignments related to assessments for different purposes.</i> <i>c. Study and review 25 item study guide.</i>
<i>Interpret results of standardized tests commonly used in ESL programs in Texas;</i>	<i>a. Post online discussions related to Standard VI</i> <i>b. Submit responses to posted assignments related to interpretation of standardized tests.</i> <i>c. Study and review 25 item study guide.</i>

<i>Summarize LPAC recommendations for LEP identification, placement, and exit.</i>	<i>a. Post online discussions related to Standard VI</i> <i>b. Submit responses to posted assignments related to familiarity with LPAC recommendations for ELLs.</i> <i>c. Study and review 25 item study guide.</i>
<i>Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.</i>	<i>a. Post online discussions related to Standard VI</i> <i>b. Submit responses to posted assignments related to assessments and instructional adjustments for ELL students.</i> <i>c. Study and review 25 item study guide.</i>

BED 4343**GRADING SUMMARY**

Assignments/Tests	Points
Pre-Test (Pre-test score not included in grade calculations)	(No points)
Discussions (8x5 pts.)	40
Written Assignments (8x20 pts.)	160
A-Study Guide Response	5
B-Study Guide Responses	10
C-Study Guide Responses	10
D-Study Guide Responses	10
E-Study Guide Responses	10
One Page Commentary	5
Final Exam: Multiple choice post-test (1 pt. each x 50 questions)	50
Total	300

Note: You must complete all of the assignments for this class. Missing assignments/assessments affect the overall final grade.

Point Scale: 300-270	269-240	239- 210	209-180	179 and below
Percentages: 100-90% (A)	89-80% (B)	79-70 (C)	69-60% (D)	59% (F)

Grading, Conduct, and Ethics

The term “Assignments” includes: Assignments/summaries; discussions; tests etc.

You are preparing to be professional educators. In the education institution there is no room to be late on submitting documents or missing posted deadlines. But life happens. Therefore, it is important that you read carefully the information about deadlines for posting discussions and submitting assignments.

Missing to submit 3 assignments/discussion or submitting 4 assignments/discussion late may result in receiving a final grade that is one grade lower.

Assessment Rubrics
Assessment Rubric for Discussion Board
Modules 1-8 (5 points each)

	Performance indicator	
Objective/Criteria	Needs Improvement	Meets Expectation
Response to question	Less than 5 sentences, and narrow interpretation of topic 0 points	At least 5 sentences and demonstrates an understanding of the topic. 3 points
Response to at least one peer	No response to peers 0 point	Responds in at least two sentences related to the topic 2 points
Total	0	5

Assessment Rubric for Written Assignments Modules 1-8 (20 pts. per module)

Assessment Rubric for Study Guide Responses (5+10+10+10+10=45)

	Performance indicator	
Objective/Criteria	Needs Improvement	Meets Expectation
Accuracy of information	Information has inaccurate statements and or not appropriate for ELL students	Information is accurate and appropriate for ELL students
Lesson delivery when applicable	Lesson plans/Power Points/written response <u>do not contain</u> a balance of text and visuals (where applicable) appropriate for ELL students	Lesson plans/Power Points/Written response demonstrate a balance of text and visuals (where applicable) appropriate for ELL students
Following directions	Did not follow the directions related to the Module assignments	Follows the directions related to the Module assignments
Includes necessary details	Some necessary details were not present/or did not meet the 300-400 word requirement	Contains necessary details/ 300-400 words where applicable
Language mechanics	Sentence structure, spelling, and grammar have some inaccuracies	Uses correct sentence structure, spelling, and grammar
Total	Varies	Written Assignments: 20 Study Guide Responses: 45

SIOP LESSON PLAN FORMAT/TEMPLATE**Adapted Source:**

http://www.kimberly.edu/KSD_Media/DistrictAdmin/Curriculum/SIOP_LESSON_PLAN_TEMPLATE.pdf

Your name _____

TEKS Standard (Write out; do not simply give numbers):

ELPS Standard (Write out; do not simply give numbers):

Topic:

Grade:

ELP Level:

Key Vocabulary:

Materials (Including Supplemental and Adapted):

Higher Order Thinking Questions:

Connections to Prior Knowledge/Building Background (link to experience/past learning):

Content Objectives (Write out a statement in language appropriate for ELL level of students):

Listening and Speaking- Meaningful Activities:

Listening and Speaking-Review/Assessment:

Reading and Writing-Meaningful Activities:

Reading and Writing-Review/Assessment:

Language Objectives (Write out a statement in language appropriate for ELL level of students):

Integration of Content with Language: Meaningful Activities

Integration of Content with Language: Review/Assessment

Review and Assessment (Check All That Apply):

Individual ____ Group ____ Written ____ Oral ____

Course Schedule Changes: As course instructor, I reserve the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and class schedule are living documents and can change!

Source: Dated February 9, 2024

<https://tea.texas.gov/academics/instructional-materials/textbooks/breakout-englishhelps.pdf>

Approved Educator Standards

With assistance from almost 2,000 Texas educators, parents, and business and community representatives, the State Board for Educator Certification (SBEC) has created many new sets of standards for beginning educators in an entry-level position. These standards are focused upon the Texas Essential Knowledge and Skills (TEKS), the required statewide public school curriculum, and they reflect current research on the developmental stages and needs of children from Early Childhood through Grade 12.

BILINGUAL EDUCATION STANDARDS

Standard I. The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

Standard II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

Standard III. The bilingual education teacher knows the process of first- and second-language acquisition and development.

Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of bi-literacy.

Standard VI. The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

TEKS for English Language Arts and Reading (grades 2-8--TEKS 110.13; 110.14; 110.15; 110.16; 110.18; 110.19; 110.20

<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

See Blackboard course for online schedule of assignments and discussions.

List of Discussions and Assignments

1. 50 Item Multiple Choice pretest
2. Discussion 1: Discuss what you know about L2 Acquisition.
3. Module 1 “ELLs and L2 Acquisition Theory”; Study Guide A
4. Discussion 2 “ How would you teach spelling and pragmatics?”
5. Module 2 “Teaching Language Arts to ELLs”; Study Guide B
6. Discussion 3 “ How would you use authentic assessment for ELLs?”
7. Module 3 “Authentic Assessment”; Study Guide C
8. Discussion 4 “What content area subjects did you find most difficult?”
9. Module 4 “Increasing Academic Vocabulary for ELLs”
10. Discussion 5 “The importance of reading for content area learning”
11. Module 5 “Sheltered Instruction in Content Areas”; Study Guide D
12. Discussion 6 “Is the language of mathematics the same as everyday language?”
13. Module 6 “Teaching Math to ELLs”; Study Guide E
14. Discussion 7 “Explain why you think Social Studies is highly de-contextualized.”
15. Module 7 “Teaching Social Studies to ELLs”
16. Discussion 8: Submit PPT of Science Project for peers to see
17. Module 8 “Teaching Science to ELLs”; Discussion 8 “What is the difference between observations and experiments in Science?”

Submit Science Project

18. Submit one page commentary about three things you learned in the course.
19. Final Exam Week: Take 50 item Multiple Choice exam