

BED 4343: Teaching Academic English
Spring 2021
CRN 29364

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Course Information

BED 4343 – Teaching Academic English

3 Credit Hours

Location: Blackboard Learning Platform

Days and Times: 16 weeks Online

COURSE DESCRIPTION:

This course covers the principles of second language learning and literacy acquisition and their application to instruction in the various subject areas taught in schools. It emphasizes functional linguistic approaches to making content area instruction comprehensible and developing the language abilities of second language learners. This course integrates English Language Proficiency Standards (ELPS) for English Language Learners (ELLs) in order to provide strategies for language acquisition and academic success in all content areas for students at different levels (beginning, intermediate, advanced, and advanced high) in the domains of listening, speaking, reading and writing.

The course includes virtual field work; discussions based on readings, case studies, and particular scenarios; problem-solving and critical thinking exercises; videos; and written assignments.

COURSE PURPOSE:

The purpose of BED 4343 is to prepare all educators with the appropriate pedagogical and professional knowledge that will equip them to teach academic English adequately and effectively to ELLs in their classroom.

COURSE OBJECTIVES & LEARNING OUTCOMES:

- Students will develop foundational theoretical understandings in the area of bilingualism and second language development. These include, but are not limited to, the cognitive, linguistic, affective, and sociocultural dimensions of literacy development in ESL with an emphasis on the interrelationships between literacy in the first and second language. *Relevant standards: ESL I, II, III, IV, V; BED II, III; PPR I*
- Students will learn how to design and implement instructional and assessment strategies for literacy and academic development (with a focus on English as a second language and Spanish as the first language) via sheltered instruction (i.e., developing language and literacy via content that is interesting and relevant to the student). *Relevant standards: ESL III, VI; Bilingual Ed III, IV, V, VI; PPR I, II*

- Students will learn how to design curriculum for ESL students that meets the appropriate professional standards. *Relevant standards: ESL IV, BED VI; PPR I*
- Students will enhance their knowledge and use of technology for their own professional development and for enhancing instruction for English language learners.
- Students will familiarize themselves with the ESL, Bilingual Education and PPR standards and will develop some of the skills needed to meet the standards.

ESL, BILINGUAL EDUCATION, AND PPR STANDARDS: This course addresses the preparation of teachers for Bilingual Education and ESL endorsements in Texas. It also addresses preparation of teachers for the Pedagogy and Professional Responsibility examination. The relevant standards may be found at the following websites:

REQUIRED TEXTS:

Textbook: Esquinca, A., Izquierdo, E., Reyes, R., Seda, M., & Ullman, C. (2011). *Sheltered instruction: Teaching language, literacy, and content to ELLs*. Boston, MA: Pearson Custom Education.

Booklet: *ELPS at a Glance FLIP BOOK* by El Saber Enterprises OR *ELPS Flip Book: A user friendly guide for academic language instruction* (Seidlitz, 2010)

Resource: (Not required)

Echevarria, J., Vogt, M., & Short, D.J. (2017). *Making content comprehensible for English Language Learners: The SIOP model. 5th Ed.* Boston: Pearson & Allyn and Bacon.

Language Concepts:

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

Teacher Certification & Exams Information

*Texas Education Agency - <https://tea.texas.gov/texas-educators/certification>

*Texas Educator Certification Examination Program - <https://www.tx.nesinc.com/>

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>	*Reading Quizzes *Reflection Journals *Final Exam (recall, synthesis, analysis, application)
<i>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials</i>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)
<i>Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students' English language proficiency</i>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)
<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>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)
<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>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)
<i>Modify planning procedures for effective, developmentally appropriate ESL instruction</i>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)
<i>Integrate technological tools and resources into the instructional process</i>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)
<i>Engage students in critical-thinking processes</i>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)

<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>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)
<i>Design instruction and devise activities that are responsive to diversity and individual student needs</i>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)
<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>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)
<i>Interpret results of standardized tests commonly used in ESL programs in Texas</i>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)
<i>Summarize LPAC recommendations for LEP identification, placement, and exit</i>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)
<i>Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals</i>	*Reading Quizzes *Scenario Solutions *Reflection Journals *Final Exam (recall, synthesis, analysis, application)

University Policy on Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the

attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities

If you have or suspect a disability and need accommodations you should contact Disabled Student Services Office (DSSO) at 747-5148 or at dss@utep.edu or go by Room 106 Union East Building. If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services.

Help With Writing

If you would like or need help with your writing assignments, you may find assistance at the University Writing Center, located in the Library. Call them at 747-5112 for details.

Requirements for submitting all written work:

Written work must be clear and well-organized; must reflect standard academic grammar; and include academic in-text (in the writing) and bibliographic (at the end) citations. UTEP has resources to provide writing assistance for students. Writing should be in a formal, academic style, unless otherwise noted.

- Save your work and update regularly. All assignments are expected to be submitted on specified due dates on Blackboard. Under extenuating and documented circumstances, the instructor reserves the right to accept late work with points deducted (10% per day up to three days, after that no credit may be given).
- In all your work please include a reference list that follows APA style at the end of your papers. If you have questions, consult the American Psychological Association (APA) Manual or visit Purdue Online Writing Lab at <https://owl.english.purdue.edu/owl/>
- The only formats accepted for submitting assignments on Blackboard are .pdf and Word.doc If the file is inaccessible, student may not receive credit for the work. In the file name, please include this information: your name, assignment and class. Example: BAranda_Quiz 1_BED 4343

Course Requirements and Points Distribution

◆ Reading Quizzes.....	60 points
◆ Video Analyses.....	70 points
◆ SIOP Lesson Plan.....	50 points
◆ Blackboard Discussion Boards.....	70 points
◆ Final Exam.....	50 points
	Total: 300 points

Points Grade Scale

A (90-100%) = “Excellent” 270-300 points

B (80-89%) = “Good” 240-269 points

C (70-79%) = “Average” 210-239 points

D (60-69%) = “Below Average” 180-209 points

F (59% or less) = “Fail” 179 points or less: The student did not successfully complete any course requirements or did so at a quality that is unacceptable at this level of education.

***Attendance/Participation:** As an online, 16-week course, you are expected to be actively involved in the various assigned activities on Blackboard to meet the weekly learning objectives. All students are responsible for logging into class and demonstrating their presence. This will be determined by a) indication by Blackboard that you have logged on, and b) your ability to complete individual and/or group assignments and tasks according to deadlines.

1) Reading Quizzes [6 quizzes X 10 points each = **60 points**]: You will take a quiz every two weeks of the course based on the readings. There will be a total of 6 quizzes. These quizzes are created to ensure that you have read the assigned reading for the week and are prepared to engage with other tasks that require the background knowledge and information you acquire from the text. You will not be allowed to make up any missed quizzes. *NOTE: Every two weeks, you will have until Friday, 11:00pm to take the quiz.

2) Discussion Boards [14 Discussions x 5 points each = **70 points**]: – You will use Discussion Board forums to engage in the exchange of thoughts, ideas, and application of what you are studying in the course and the connections you make to experiences and observations inside and outside schools and classrooms. There will be one Discussion Board forum each week. You will be given questions and/or prompts to begin your discussion, which you will find on the description of each Discussion Board Forum.

To facilitate understanding of the readings, you will be expected to do regular postings during the semester, there will be a total of 14 Blackboard discussions completed throughout the semester. Respond to the prompt posted on Blackboard based on the week’s readings. We will cover one chapter weekly. The posting for should be at least 200 words in length and it will be due by 11 pm on Tuesdays. You will reply (at least 50 words) to two peers by Thursday 11pm. Include references and follow APA style guidelines. Work posted in discussion forums should not be posted as an attachment.

Use the following questions to guide your response: b) Why were the ideas you read/cited important and insightful? b) What was insightful or important that your peer noted that contributes to your understanding of being an effective teacher of English language learners?

3) Video Analysis (Virtual Field Experience) [7 Video Analyses x 10 points each = **70 points**]: Every two weeks, you will need to find and study a different short video on the Teaching Channel website (www.teachingchannel.com) that presents examples of different teaching approaches to working with English language learners. There will be a total of 7 video analyses. Your task will be to identify components of the video that align with or reflect what is being studied in the readings for the week regarding sheltered instruction features and teaching approaches. *Guidelines, instructions, and specific expectations for the Video Analysis assignment can be found on the Homepage of the course.

4) SIOP Lesson Plan [50 points]: You will create a Sheltered Instruction Observation Protocol (SIOP) Lesson Plan, using what you have learned about the components of SIOP and the significance of each aspect of this approach to teaching academic English through content. Template for the lesson plan will be provided. You will integrate content and language objectives that support ELs active participation.

*Guidelines, instructions and specific expectations for the SIOP Lesson Plan can be found on the Homepage of the course. You will find a link to sample SIOP Lesson Plans on the Homepage of the course. Sample SIOP lesson plans will be provided.

5) Final Examination [50 points]: For the final exam, you are presented with classroom scenarios to problem-solve. This exam is to assess how you demonstrate understanding of central ideas and concepts in the course. You will construct a response to five scenarios (select five out of seven scenarios) regarding best practices to teach academic English to ELs in the content areas. Each question is worth 10 points. The questions cover material from class readings, discussions, etc. You will be allowed to use your textbooks and notes. Credit will be based on the quality of the rationale and procedures discussed for sheltering instruction, in addition to making specific connections to the course textbook: Esquinca et al., (2011) which must be accurately cited using APA style guidelines.

Course Schedule/ Topics/ Readings/Activities/Due Dates

(Please note that this syllabus is subject to change and/or adjustments)

Information/communication about the course will be conducted via Blackboard (Bb) and UTEP email, check both regularly

1. **(Week 1, January 18 – January 24)** – Topic: **Second Language Acquisition**

*Tasks to Complete This Week:

- Read: Pearson Book, Chapter 1
- Discussion Board 1 (1/19-1/21)
- DUE: Video Analysis #1 (1/24)**

2. **(Week 2, January 25 – January 31)** – Topic: **Sheltered Instruction in the Content Areas**

*Tasks to Complete This Week:

- Read: Pearson Book, Chapter 2
- Discussion Board 2 (1/26-1/28)
- Quiz #1 on Pearson Book, Chapters 1 & 2 (1/29)**

3. **(Week 3, Feb 1 – Feb 7)** - Topic: **Lesson Preparation**

*Tasks to Complete This Week:

- Read: Pearson Book, Chapter 3
- Discussion Board 3 (2/2-2/4)
- DUE: Video Analysis #2(2/7)**

4. **(Week 4, Feb 8 – Feb 14)** - Topic: **Building Background**

*Tasks to Complete This Week:

- Read: Pearson Book, Chapter 4
- Discussion Board 4 (2/9-2/11)
- Quiz #2 on Pearson Book, Chapters 3 & 4 (2/12)**

5. (**Week 5, Feb 15– Feb 21**) - Topic: **Comprehensible Input**

*Tasks to Complete This Week:

- Read: Pearson Book, Chapter 5
- Discussion Board 5 (2/16-2/18)
- DUE: Video Analysis #3 (2/21)**

6. (**Week 6, Feb 22 – Feb 28**) - Topic: **Interaction**

*Tasks to Complete This Week:

- Read: Pearson Book, Chapter 6
- Discussion Board 6 (2/23-2/25)
- Quiz #3 on Pearson Book, Chapters 5 & 6 (2/26)**

7. (**Week 7, March 1– March 7**) - Topic: **Learning Strategies**

*Tasks to Complete This Week:

- Read: Pearson Book, Chapter 7
- Discussion Board 7 (3/2-3/4)
- DUE: Video Analysis #4 (3/7)**

8. (**Week 8, March 8 – March 14**) - Topic: **Review & Assessment**

*Tasks to Complete This Week:

- Read: Pearson Book, Chapter 8
- Discussion Board 8 (3/9-3/11)
- Quiz #4: on Pearson Book, Chapters 7 & 8 (3/12)**

9. (**Week 9 March 15-March 21**) – NO CLASS UTEP Spring Break

10. (**Week 10, March 22 – March 28**) – Topic: **The Academic Language of Science**

*Tasks to Complete This Week:

- Read: Pearson Book, Chapter 9
- Discussion Board 9 (3/23-3/25)
- DUE: Video Analysis #5 (3/28)**

11. (**Week 11, March 29 – April 4**) – Topic: **The Academic Language of Mathematics**

*Tasks to Complete This Week:

- Read: Pearson Book, Chapter 10
- Discussion Board 10 (3/30-4/1)
- Quiz #5 on Pearson Book, Chapters 9 & 10 (4/2)**

12. (**Week 12, April 5 – April 11**) - Topic: **The Academic Language of English Language Arts**

*Tasks to Complete This Week:

- Read: Pearson Book, Chapter 11
- Discussion Board 11 (4/6-4/8)
- DUE: Video Analysis #6 (4/11)**

13. (**Week 13, April 12 – April 18**) - Topic: **The Academic Language of History Social Studies**

*Tasks to Complete This Week:

-Read: Pearson Book, Chapter 12

-Discussion Board 12 (4/13-4/15)

-Work on SIOP Lesson Plan

-Quiz #6 on Pearson Book, Chapters 11 & 12 (4/16)

14. (**Week 14, April 19– April 25**) - Topic: **English Learners Case Studies**

*Tasks to Complete This Week:

-Read: Pearson Book, Chapters 13 & 14

-Discussion Board 13 & 14 (4/20-4/22)

-Work on SIOP Lesson Plan

-DUE: Video Analysis #7 (4/25)

15. (**Week 15, April 26– May 2**) - Topic: **SIOP Lesson Plans**

*Tasks to Complete This Week:

-Work on SIOP Lesson Plans

16. (**Week 16 May 3-May 9**) – Topic: **SIOP Lesson Plans**

*Tasks to Complete This Week:

-Finalize SIOP Lesson Plan

-DUE: SIOP Lesson Plan May 6th by 11:00pm

(**May 10-May 14**) – **Final Exams Week**

-DUE: Final Exam May 11th by 11:00pm