BED 5343 Sheltered English Instruction

ONLINE

Spring 2013
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COURSE DESCRIPTION
Explores academic language socialization with Bilingual/ESL students. Focus is on academic and cognitive development through the teaching of subject matter via a second language. Examines theory and instructional approaches that can enhance learning for non-native speakers of English.

STANDARDS
Standard I: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
Standard II: The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
Standard IV: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
Standard V: The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.
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.

REQUIRED BOOKS AND ADDITIONAL READINGS

A. Required Books (Available in the UTEP bookstore, online booksellers and other outlets.)


B. Additional Required Reading (All pdf’s needed for the course will be attached to the Discussion Board during Week 1). Please check for them and print them if need be.
In the course, you will complete sixteen journal entries, four modules, one thematic unit draft of ideas, one article search, and one mini lesson using ELPS and will post responses to your colleagues on the Discussion Board. Your journal entries come from the readings from both your textbooks and the pdf’s that will be provided. As you write your journals and reflect upon the readings make sure that you also read your colleagues’ responses as well and post to at least two of their journals. Class participation is vital in the course as it helps us to understand concepts better and to pose questions about the readings and to each other. The Discussion Board will be utilized for these journals and discussions and is updated a week ahead of time so you know what is up and coming. An explanation of the type of journal expected can be found at the end of the syllabus.
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Modules: You will apply your readings to each respective module as you progress through the course. Specific instructions for each of the four modules can be found at the end of the syllabus.

Module 1 - Genre Analysis
Module 2 - Language Learning Classroom Activity
Module 3 - Content based Instruction Lesson
Module 4 - Thematic Unit Plan
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**SBEC Course Standards and Corresponding Student Learning Outcomes**

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<thead>
<tr>
<th>Standard I:</th>
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<tr>
<td>The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</td>
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<tr>
<th>SLOs</th>
<th>Assignments and Assessment</th>
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<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>Analyze academic registers.</td>
<td>a. Text analysis, Module 1, over student selected academic text of choice. Student will analyze text and incorporate authors’ theories and discussion within their module.</td>
</tr>
<tr>
<td>Apply theories of second language acquisition.</td>
<td>a. Language Learning Classroom Activity, Module 2, is a student created activity that incorporates their lesson along with theories of second language acquisition from their readings in the course.</td>
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<th>Standard II:</th>
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<td>The ESL teacher understands the processes of first- and second-language acquisition and uses.</td>
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<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>Integrate the processes of first and second language acquisition and its’ uses in their lesson planning.</td>
<td>a. Thematic Unit Plan, Module 4, is a five day lesson plan that is created by the graduate student that incorporates all content areas and language and content objectives. The student also incorporates their readings about first and second language acquisition in the introduction of their unit.</td>
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### Standard IV:

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

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<td><strong>Students will:</strong></td>
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<tr>
<td>Design content-based instructional lessons.</td>
<td>a. Content Based Instruction Lesson, Module 3, is a student created lesson built around the content area of their choice. The activity includes incorporating their readings and building solid content and language objectives for this lesson.</td>
</tr>
<tr>
<td>Develop academic language objectives for lessons.</td>
<td>b. Thematic Unit draft will be posted for peer review in order to gather ideas and support for their final project. It incorporates ESL teaching methods and plans for an effective final lesson plan.</td>
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<tr>
<td>Construct a thematic unit and ideas for peer review.</td>
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### Standard V:

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

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<td><strong>Students will:</strong></td>
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<tr>
<td>Research an academic article that relates to their thematic unit that speaks to ESL students’ learning</td>
<td>a. Article assignment must be related to second language acquisition and to their Thematic Unit</td>
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</table>
### Standard VI:

The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

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<th>SLOs <strong>Students will:</strong></th>
<th>Assignments and Assessment</th>
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<tr>
<td>Assess and evaluate language proficiency levels in speaking, listening, reading, and writing through the use of the English Language Proficiency Standards (ELPS).</td>
<td>a. Students will create a mini activity and assessment for ELLs using the English Language Proficiency Standards as their guide.</td>
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COURSE SCHEDULE - Topics, Readings and Assignments
All assignments are due to the Discussion Board by midnight unless otherwise noted.

Week 1: Due Saturday, January 26th (2 points)
Topic: Introduction to course, course policies, assignments, required texts, instructor, and meet peers.
Assignments:
The Discussion Board is used for most of the course unless I inform you by Black Board email ahead of time. Always check in daily to see what I have posted for the coming days. Each assignment is labeled with the requirements and due dates ahead of time.

Journal Entry #1
Write an introductory 2-3 page essay about your journey to becoming a teacher and your teaching philosophy. Please do not tell us you do not have a philosophy yet. Post it to the Introductions Forum on the Discussion Board. Attach a picture of yourself as well. In addition please post a response to two of your colleagues on every forum we have.

Secure copies of the Additional Required Readings as well as the textbooks.
Read syllabus thoroughly. Please email with any questions you may have as we begin the course.

Week 2: Due Saturday, February 2nd (worth 2 points)
Topics: The language of school
Read:
• English learners, academic literacy and thinking (Gibbons Ch 1)
• Language for academic thinking (Zwiers Ch 2)
Assignments:
Journal Entry #2
• Participate in online forum on Discussion Board under journal entry 2
• Post a reaction to your readings and pose academic questions about the chapters for your colleagues!

Week 3 Due Saturday, February 9th (worth 2 points)
Topics: Language of thinking
Read:
• Intellectual work in practice (Gibbons Ch 2)
• Literacy in the curriculum (Gibbons Ch 3)
• Acquiring a second language for school (Collier article)
Assignments:
Journal Entry #3
• Participate in online forum on Discussion Board under journal entry 3
• Post a reaction to your readings and pose academic questions about the chapters for your colleagues!
Week 4 Due February 15th and 16th (journal worth 2 points, Module 1 worth 15 points)
Topics: Analyzing academic register
Read:
Academic English (Scarcella article)
• Diaz-Rico Ch 1
Assignments:
• Module 1 due - Text analysis Due Friday, February 15th – Check the end of Syllabus for instructions and post to the Discussion Board by midnight of due date.
• Participate in online forum on Discussion Board under journal entry 4 - post at least two responses to the module of your choice. This is Journal #4 – due Saturday, February 16th.

Week 5 Due Saturday, February 23rd (worth 2 points)
Topics: First language acquisition
Read:
• Language learning in early childhood (L&S textbook Ch 1)
Assignment:
• Participate in online forum on Discussion Board under journal entry 5

Week 6 Due Saturday, March 2nd (worth 2 points)
Topics: Second language acquisition
Read:
• Second language acquisition (L&S textbook Ch 2)
Assignment:
• Participate in online forum on Discussion Board under journal entry 6

Week 7 Due March 8th and 9th (journal worth 2 points and Module 2 worth 12 points)
Assignment:
• Module 2 due - Language learning activity
Check the end of Syllabus for instructions and post to the Discussion Board by midnight of due date which is Friday, March 8th.
Journal #7 is your response to two modules of your choice, due Saturday, March 9th.

Week 8 Due Saturday, March 16th (worth 2 points)
Topics: Integrating language and content
Read:
• Second language learning in the classroom (L&S textbook Ch 6)
Assignment:
• Begin to plan lessons (look ahead to Module 3)
• Participate in online forum on Discussion Board under journal entry 8
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Spring Break, March 18th-22nd, Enjoy!

Week 9 Due Thursday, March 28th and Saturday, March 30th (Mini Lesson worth 5 points and the journal is worth 2 points)
Topics: Planning instruction to promote second language development
Read:
• Engaging with academic literacy (Gibbons Ch 4)
• The SIOP (Echevarria & Graves chapter)
Assignments:
• Create a mini lesson using the readings from this week and the ELPS pdf. Incorporate the ELPS into the lesson and present how you will assess your ELLs using the ELPS. Mini Lesson is due Thursday, March 28th.
• Participate in online forum on Discussion Board under journal entry 9, due Saturday, March 30th. Select two mini lessons to respond to for this journal entry 9

Week 10 Due Saturday, April 6th (worth 2 points)
Topics: Developing oral language in interactions
Read:
• Planning talk for learning and literacy (Gibbons Ch 7)
• Scaffolding EL learners to be successful writers (Gibbons Ch 6)
Assignments:
• Continue to plan lessons, write language and content objectives, incorporate Concepts and ideas from readings
• Participate in online forum on Discussion Board under journal entry 10

Week 11 Saturday, April 13th (journal is worth 2 points)
Assignments: Shaping the Way We Teach English video (from You Tube in case you cannot open here)
Shaping the Way We Teach English: Bilingual Primary
• Participate in online forum on Discussion Board under journal entry 11

Week 12 Due April 19th and 20th (Module 3 is worth 12 points and journal is worth 2 points)
Assignment:
• Submit your content-based lesson plan – Module 3, due Friday, April 19th
Check the end of syllabus for instructions and post to the Discussion Board by midnight of due date.
Choose two of the modules to respond to and this will be journal entry 12, due Saturday, April 20th.
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Week 13 Due Saturday, April 27, 2012 (worth 2 points)
Topics: Academic genres
Read:
• Genre and language learning (Martin article)
• Building bridges to text (Gibbons Ch 5)
• Academic social languages as the heart of school-based literacy (Gee)
Assignments:
• Participate in online forum on Discussion Board under journal entry 13

Week 14 Due Saturday, May 4th (worth 2 points)
Topics: Advanced literacy and specialized registers in content areas
Read:
• Learning language and learning history (Schleppegrell & Achugar)
• "Something to shoot for" [in science] (Macken-Horarik)
• Learning the language of persuasion [in ELA] (Gebhart)
• The linguistic challenges of mathematics teaching and learning (Schleppegrell)
Assignment:
• Class divides into content area interest groups. Students participate in online forums. **I will open up a thread on the Discussion Board for you to sign up under a content area.
• Post your responses to only those in your content area for this journal.
• Participate in online forum on Discussion Board under journal entry 14

Week 15 Due Wednesday, May 8th (Article assignment is worth 5 points and journal is worth 2 points)
Topics: Researching language development
Read:
Researching English language and literacy development in schools (Hawkins article)
• Begin thinking about your final Thematic Unit
And
The relationship between theory and research
Read:
One article of your choice on a topic related to academic language, second language Learning, second language learners and content literacy. Include a brief review (2-3 pages) of this article in your journal for this day. **You may select an article that connects to your thematic unit as well. **Please integrate Hawkins article in your research here.
Assignments:
• Post under Article forum, due Wednesday, May 8th
• Participate in online forum on Discussion Board under journal entry 15
  Note: peer feedback is the journal portion due Thursday, May 9th
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**Week 15 Due May 11th and 12th (journal is worth 2 points and the paper is worth 4 points) Assignments:**
- **Thematic unit paper for peer evaluation** – one to two page limits, **due Saturday, May 11th**
- Peer evaluation due to Discussion Board by, **Sunday May 12th**
- Post under journal entry 16 (peer feedback is the journal portion)

**Week 16 Due Thursday, May 16th Module 4 (Final Project) is due! (Module 4 is worth 15 points and the journal is worth 2 points) Assignments:**
- **Module 4 due -Thematic Unit Plan (with incorporated research findings) due by midnight of due date.**
- **Comment on other group's thematic units publically on Discussion Board – Peer review of at least one colleagues’ work.** If you notice that one needs some comments please comment on another! Last journal (17) for semester is due **Friday, May 17th**!

**Final Project below!**
- **Course evaluations** are available online if you would please participate for me!

**Final Thoughts!** On Discussion Board if you would like to comment!

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<tr>
<th>On line journal</th>
<th>17 x 2 points</th>
<th>34 points</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>1 x 15 points</td>
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<td>Module 2</td>
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<td>Module 3</td>
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<tr>
<td>Module 4 (Final Project)</td>
<td>1 x 15 points</td>
<td>14 points</td>
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<td>Article Assignment</td>
<td>1 x 5 points</td>
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<td>Thematic Unit Idea Draft</td>
<td>1 x 4 points</td>
<td>4 points</td>
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<tr>
<td>Mini Lesson (using ELPS)</td>
<td>1 x 5 points</td>
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<td><strong>TOTAL:</strong></td>
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<td><strong>100</strong></td>
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POLICIES

1. Online participation. Having chosen to participate in an online course, you are expected to plan your time and organize your schedule. You must log in to the course regularly, participate in all forums and complete expected group work on time. Otherwise, I will drop you since I consider students who do not log in and participate to be the same as students who do not show up to a face to face class. If you fail to post two consecutive assignments or make random postings you will be dropped without notice.

Emailing is also a big part of online courses. Please remember to address your instructor politely and professionally in all emails. CAPS are not allowed in your emails in the course. If you want to address a specific issue or have any questions please email me directly on the Black Board system and I will resolve any obstacles you are having. I am always here to help!

2. Writing assignments. Always save your documents in a legible format (.doc or .rtf) when submitting your assignments. I will never accept work which is posted in the comments section of the assignments because doing so causes more work for both students and teacher. I will not accept work submitted by email, especially if it is submitted after the deadline. In addition, the last week of the semester is not the time to submit all of your late or missing work. It will not be graded.

It is your responsibility to ensure that your work is posted in the appropriate forum and at the appropriate time. You will usually hear from me the next morning following a due assignment.**The Discussion Board is used for the majority of the course unless I advise you ahead of time to email a specific assignment to me.**

3. Late work. Students are expected to turn in their work on time. Late work will automatically lower your grade. If you turn in an assignment in a format that is unreadable by the instructor, it will be considered late. Regardless of the reason, submitting a Blackboard assignment within 24 hours after the due date will automatically lower the grade for the assignment one full letter grade.**Work not turned in throughout the semester will not be accepted the last week of the semester. Please do not expect any credit if you choose to do this.

4. Group participation. All students are expected to participate in the online environment in a scholarly manner. In this online environment students share resources and depend on each other to complete assignments. Therefore, I will not tolerate students who fail to turn in their part of their work or let others do their work for them or are generally undependable and unscholarly.

5. Changes to the schedule. It may become necessary to make changes to the schedule to suit student interests and/or to accommodate for any unexpected issues. An updated schedule of readings and assignments will be sent to you by email and posted on Blackboard.

6. Academic honesty. Academic honesty is always expected. The UTEP Handbook of Operating Procedures will be followed. This 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 as one's 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. Furthermore, academic dishonesty, such as submitting work you did in another class for credit in this class is forbidden.
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7. Incompletes. No incompletes will be given for this course unless there are extenuating circumstances. Please talk to the instructor ASAP if such a situation arises. In any case, incompletes will be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis which genuinely precludes successful completion of the course and must be approved by the department.

8. Accommodations. Any student who qualifies under the ADA (Americans with Disabilities Act) should contact the instructor at once. Recall that it is your responsibility to inform the instructor. If you have a disability you may self-identify by providing documentation to the Office for Disabled Student Services. 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 urged to discuss this in confidence with the appropriate staff at the Office for Disabled Student Services.
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ASSIGNMENTS

Reading reflection journals

Purpose
Students will engage with assigned readings in this journal. Students will also engage with the issues presented in those readings. A reflection is not a summary, but a deep consideration of the concepts presented in the readings. In your journals and class discussions, please focus on academic language and literacy and the way you will teach it across the curriculum. We are all language teachers even though we may specialize in a specific content area. Keep this in mind throughout the course.

Procedure
Do your readings on time. Plan ahead so you have time to read, take notes and reflect on the ideas. Recall that I will not accept summaries of the readings.

Reflect on the readings. Again, a reflection is a deep consideration of the ideas presented by various authors.

In each reflection your goal is to relate the ideas/concepts to your own experience, including, for example, to your classroom, to your students, to our border community or to ELLs in general. The goal is not to say what the reading is about. Rather, you want to address questions such as how? Why? What does it mean for me? What does it mean for my students?

Write your reflection as a Word document and send it through Blackboard by the deadline.

As you post your reflection, make sure that you post to at least two of your colleague’s reflections every time.**All weekly reflections go to the Discussion Board on the appropriate thread.

Writing expectations
• Title your file as follows: Initial of your first name, your last name and the number of the journal (for example my first journal entry is emsalasl.doc)
• Times New Roman font (12 point)
• Double spaced
• One inch margins
• Write in an informal, conversational style. Please always use your best English and if using Spanglish or other forms of English do so appropriately. In addition, do not use text acronyms in your writing as this is a college course and not a social media chat room.
• One and a half to two pages of text, minimum.
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Assignment: **Text Analysis** (MODULE ONE)

**Purpose**
Students will develop the ability to focus on the structure of academic language. This ability is necessary to deliver content-based instruction for ELLs. Connect your text selection to what the authors are stating about academic and language development. Consider the point of view of the ELL student and the text they are attempting to comprehend. Integrate and cite your author’s writings in your analysis of your specific text.

**Sources**
Use the following sources Zwiers' and Scarcella's description of academic language, Gibbons' contrast between oral and written language and Diaz-Rico's chapter on linguistic structure.

**Procedure**
1. Students will post their assignment to the appropriate area on the Discussion Board.
2. Study the model text analysis which is provided (titled Student Sample of Module 1).
3. Select an example of an academic text. It should be a complete text. Complete means that it has a beginning and an end. Approximately 250 to 350 words is an appropriate length. You want to find a text that shows as many of the features described by theorists as possible, i.e., do not choose a text that is simplified or too elementary. If you need help identifying a text, notify the instructor at least a week in advance.
   **A sample will be provided on the Discussion Board to preview.**
4. Use the Scarcella's, Zwiers' and Gibbons' descriptions to discuss how the text illustrates the features of academic language.
5. Use technical terminology for your analysis. See Diaz-Rico.
6. Consider the implications of using this text. How could teachers scaffold ELLs' comprehension of the text? For this part of the assignment, consider the words of Scarcella in the video from Colorin Colorado. (Please google, Colorin Colorado, and search for Dr. Robin Scarcella and locate her webcast).

**Writing expectations**
- Four parts (use headings to identify the sections)
  - Introduction- use your authors’ theories and cite them throughout the introduction and your module.
  - Analysis
  - Implications
  - Appended text (You can transcribe the text.)
  - References (if you used something other than the sources above)
    - One inch margins, Times New Roman (12 point)
    - Use technical terminology in a formal, detached style

**Assessment**
This assignment will be assessed using the following criteria: Completeness (25%), Demonstrated understanding of academic language (50%), Writing style and observation of format (25%).
Designing a Language Learning **Classroom Activity** (MODULE TWO)

**Purpose**
The purpose of the assignment is to apply theories of Second Language Acquisition. How does SLA theory be applied for maximum language learning? Study Peregoy and Boyle's (2005) table of instructional implications for three of the theories, which is provided for you on the Discussion Board. This is a learning experience as writing this will help you develop your understanding of SLA.

**Procedures**
1. This assignment will help you better understand SLA theory through your posting and with dialogue with colleagues as well.
2. Choose one of the theories you read about in Lightbrown and Spada. Do not limit yourself to the three described in Peregoy and Boyle's table. Use your authors’ theories and cite them throughout the introduction and your module where appropriate.
3. Design a classroom activity in which learning a specific linguistic structure is the objective. A specific linguistic structure can include a grammar concept, such as the past tense or a list of semantically related academic words. Use your ELPS pdf for help with specific objectives.
4. What would your classroom be if you strictly followed one of the theories? Use the checklist to make sure that you've addressed key issues in your lesson.
   a. Specification of expected language outcomes
   b. Specification of how speech and writing are to be developed
   c. Description of communicative activities to promote language learning, what are ELL’s doing?
   d. Description of the physical environment be like (desks, room, etc)

**Writing expectations**
- Two and a half to three pages in length
- Double spaced; one inch margins
- 12 pt Times New Roman
- The suggested sections and lengths are as follows
  o Introduction (1/2 page)
  o Overview of the theory you are applying (1 page)
  o Application of the theory (1 page)
  o Conclusion (1/2 page)

**Assessment**
Your work will be graded as follows. 1) clarity and coherence of description (40%), 2) demonstrated understanding of SLA (40%) and 3) writing, style and mechanics (20%).
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Content-Based Instruction Lesson (MODULE THREE)

Purpose
The purpose of this assignment is for you to develop mastery of sheltered instruction and its associated strategies. You will develop mastery by collaborating with peers on designing, planning and implementing a sheltered lesson. Students deliver part of that lesson in our classroom with the rest of the class "acting" as your students.

Procedure
1. Decide on a grade level and a content area you will focus on (fine arts, science, social science, mathematics) -- stay away from language arts for this assignment.
2. Consult the state standards (please utilize the Texas Education Agency website for this), (TEKS) for guidance on the appropriate grade level and subject area objectives.
4. Using TEKS, write content objectives. See the appended list of word used to articulate content objectives.
5. Write language objectives. Echevarria and Graves (2007) tell us that a key feature of sheltered instruction is that there specific language goals are specifically addressed. Next, "find the language" of the curriculum (Gibbons, 2002, p.47). Consider the following issues:
   a. What are the language skills (receptive and productive) you will develop in your lesson?
   b. How will students develop communicative competence in the second language by participating in your lesson? Give examples here. Use all your authors’ theories and cite them throughout the introduction and your module where appropriate.
   c. How is academic language (Scarcella, 2003) developed?
6. Communicate what you have so far with the instructor.
7. Write activities and procedures that will be undertaken to achieve both language and content objectives.
8. Deliver the lesson in class. Post your lesson to the appropriate thread on the Discussion Board by due date.

Writing expectations (for the lesson plan document)
Include all of the following:
1. Objectives: What will students be able to do? Be specific here and use your ELPS pdf here as well.
2. Standards: What content and developmental standards are addressed? Address the state standards.
3. Procedures: What will the teacher do to get students “there?” Address as many of the following issues as relevant to your lesson:
   a. grouping and interaction
   b. building background
   c. demonstrating and/ or modeling
   d. learning strategies
   e. practice and application – where are ELLs in all this?
4. Assessments: What will the student do to know the students achieved the objectives? Use rubrics to inform your students about the criteria you use to assess them.
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5. Materials: If you incorporate hand-on activity, describe the materials (including quantity).
6. Estimated time: Taking into account all the activities you do (number three above), how much time will each activity take? Plan for a 50 minute period (if in a face to face course).

The Thematic Unit Plan (MODULE FOUR)

Purpose:
This purpose of this assignment is for students to continue to develop their understanding of the integration of language and content. Remember that not all teachers are ELL specialists so it is up to all teachers to make these lessons appropriate for ELL’s and for ensuring that all classrooms and lessons incorporate academic language and literacy learning (Gibbons, 2009).

What is a Unit Plan?
About a week’s worth of lessons, a thematic unit covers content in multiple subject areas centering on a single theme. Since the unit should integrate language and content, it must incorporate both language and content objectives.

Procedure:
1. Choose an appropriate theme, one that could span more than one subject and lends itself well to a thematic unit.
2. Make connections between the research you read in the course to your practice as a teacher. When you present your work, you will be asked about connections between research and practice. Use your authors’ theories and cite them throughout the introduction and your module where appropriate.
3. Choose one theme and work five content areas around it. Your weeklong lesson should be for one grade level only.
4. Consult TEKS.
5. Develop content and language objectives for each lesson.
6. Develop each lesson. Use sheltered instruction approaches, and also use the functional approach (Gibbons, Halliday (referenced in Gibbon’s book), and Schleppegrell). Consult the readings we have done in the second part of the semester.
7. Recall that each of the five lesson plans should contain:
   a. TEKS
   b. content objectives
   c. language objectives
   d. detailed sequence of activities or procedures
      o grouping and interaction
      o building background
      o demonstrating and/or modeling
      o learning strategies
      o practice and application, where are ELL’s in this?
   e. lists of necessary materials
   f. assessments (tied to objectives)
   g. estimated time
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8. Collect materials, and write a cover page. The cover page is an introduction to the thematic unit. It should cover the topics below, and should be written for an audience of teachers.
   a. An overview of the theme and how each lesson builds on the theme.
   b. A narrative about your process in working as a group.
   c. MOST IMPORTANTLY, an explanation of how the Unit Plan demonstrates integration of language and content. This part should cite the relevant authors.

Writing expectations:
Write about one to two pages for each lesson of the week. Cite your sources in APA 6th edition style.
Include every part of the lesson plan as outlined in #6 above.
Organize the work neatly. Format so that the relevant information is easy to find.
Be as detailed as possible. The procedures should be the most developed part of the lesson plan.
The assessments should be described in detail. Include a copy of the actual assessment or describe it in detail. Include a rubric if possible.
Use the lessons learned from the sheltered mini-lesson you presented.
Show your understanding of the principles covered in class.
Check your work spelling and grammar.
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**RUBRICS USED FOR COURSE**

<table>
<thead>
<tr>
<th>Discussion Journals</th>
<th>Messages contribute to ongoing conversations, OR replies to questions or comments; evidence of reading.</th>
<th>.5 – 2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Messages are off-the-cuff and do not contribute substantively; limited evidence of reading.</td>
<td>0 points</td>
</tr>
</tbody>
</table>

**BLOGS RUBRIC**
## Rubric for Lesson Plan Development

<table>
<thead>
<tr>
<th>Instruction Goals and Objectives</th>
<th>Instructional strategies are missing or strategies used are inappropriate.</th>
<th>Instructional strategies are appropriate for learning outcome(s). Some</th>
<th>Most instructional strategies are appropriate for learning outcome(s). Most</th>
<th>Instructional strategies appropriate for learning outcome(s). Strategy based on</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Instructional goals and objectives are not stated. Learners can not tell what is expected of them. Learners can not determine what they should know and be able to do as a result of learning and instruction.</td>
<td>Instructional goals and objectives are stated but are not easy to understand. Learners are given some information regarding what is expected of them. Learners are not given enough information to determine what they should know and be able to do as a result of learning and instruction.</td>
<td>Instructional goals and objectives are stated. Learners have an understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.</td>
<td>Instructional goals and objectives clearly stated. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accomplished</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exemplary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## BED 5343 Sheltered English Instruction

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<table>
<thead>
<tr>
<th>Assessment</th>
<th>Method for assessing student learning and evaluating instruction is missing.</th>
<th>Method for assessing student learning and evaluating instruction is vaguely stated. Assessment is teacher dependent.</th>
<th>Method for assessing student learning and evaluating instruction is present. Can be readily used for expert, peer, and/or self-evaluation.</th>
<th>Method for assessing student learning and evaluating instruction is clearly delineated and authentic. Can be readily used for expert, peer, and/or self-evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Used</td>
<td>Selection and application of technologies is inappropriate (or nonexistent) for learning environment and outcomes.</td>
<td>Selection and application of technologies is beginning to be appropriate for learning environment and outcomes. Technologies applied do not affect learning.</td>
<td>Selection and application of technologies is basically appropriate for learning environment and outcomes. Some technologies applied enhance learning.</td>
<td>Selection and application of technologies is appropriate for learning environment and outcomes. Technologies applied to enhance learning.</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Material list is missing.</td>
<td>Some materials necessary for student and teacher to complete lesson are listed, but list is incomplete.</td>
<td>Most materials necessary for student and teacher to complete lesson are listed.</td>
<td>All materials necessary for student and teacher to complete lesson clearly listed.</td>
</tr>
<tr>
<td>Organization and Presentation</td>
<td>Lesson plan is unorganized and not presented in a neat manner.</td>
<td>Lesson plan is organized, but not professionally presented.</td>
<td>Lesson plan is organized and neatly presented.</td>
<td>Complete package presented in well organized and professional</td>
</tr>
<tr>
<td>Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences. Demonstrates an in depth understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis: Author clearly relates evidence to &quot;mini-thesis&quot; (topic sentence); analysis is fresh and exciting, posing new ways to think of the material. Work displays critical thinking and avoids simplistic description or summary of information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes), which illuminate thesis. Creates appropriate college level, academic tone.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.

The Good Paper (B+/B) 10-11 points

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality. Paper title does not connect as well with thesis or is not as interesting.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences. Demonstrates a solid understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.


Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made. Mostly creates appropriate college level, academic tone.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. Conforms in every way to format requirements.

The Borderline Paper (B-/C+) 9 points

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper. Paper title and thesis do not connect well or title is unimaginative.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there
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may be no clear point). Quotes may be poorly integrated into sentences. Demonstrates a general understanding of the ideas in the assigned reading and only occasionally critically evaluates/responds to those ideas in an analytical, persuasive manner.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote. Even balance between critical thinking and description.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections. Occasionally creates appropriate college level, academic tone, but has some informal language or inappropriate slang.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation, citation style, and spelling. May have some run-on sentences or comma splices. Conforms in almost every way to format requirements.

The "Needs Help" Paper (C/C-) 8 points

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner. Demonstrates a little understanding of (or occasionally misreads) the ideas in the assigned reading and does not critically evaluates/responds to those ideas in an analytical, persuasive manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to. More description than critical thinking.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Does not create appropriate college level, academic tone, and has informal language or inappropriate slang.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices. Does not conform to format requirements.
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The "Really Needs Help" Paper (D+/D) 7 points

Is like The "Needs Help" Paper but the problems are more serious or more frequent.

The Failing Paper 6 points and below

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis. Does not follow paper guidelines for length and format. Plagiarizes.

These guidelines have been adapted from excellent grading rubrics available at:
http://www.fordham.edu/halsall/med/rubric.html and
http://www.sheftman.com/ewrt1a/dillard/dilscale.html