

BED 5343 31294 Summer 2017 8 week

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COURSE DESCRIPTION

This is a graduate-level course designed for pre-service and in-service teachers who currently work with (or will work with) English Language Learners. The purpose is to develop teachers' knowledge of and expertise in the integration of language and content—that is, the teaching of content and language at the same time. Much of the course focuses on developing teachers' awareness of language and expertise in language analysis, both of which are critical to the integration of language and content in teaching. Students in the course gain knowledge of both practical and theoretical aspects of the integration of language and content and become familiar with issues and topics in the field.

REQUIRED TEXTS AND READINGS

Gibbons, P. (2009). English Learners, academic literacy, and thinking: Learning in the challenge zone. Portsmouth, NH: Heinemann.

Lightbown, P. M. & Spada, N. (2013). How languages are learned: Fourth edition. New York: Oxford University Press.

Additional readings are listed below and posted on Blackboard (BB) in their corresponding modules.

ESL EDUCATOR STANDARDS

Educators of ELL students must be able to teach the academic English that students need in order to learn the target content. Thus, educators of ELLs must have an understanding of English language teaching. We use the Texas State Standards for ESL Educators as a guide for what students in this course will know and be able to do upon successful completion of the course.

Standards I, III, IV, V, and VI will be our focus.

Domain I: Language concepts and language acquisition ESL

STANDARD I:

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

ESL 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.

Domain II: ESL instruction and assessment ESL

STANDARD I:

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

ESL 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.

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

ESL STANDARD V:

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

ESL 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.

Student Learning Outcomes and Evaluation

Module	Learning Outcome	Evaluation
1. The Language of School (ESL Standard V)	Students will analyze academic texts	Text Analysis
2. Acquiring Language (ESL Standards I, III)	Students will apply theories of second language acquisition	Language Learning Activity
3. Language development in the classroom (ESL Standards)	Students will design content based instructional lessons and write academic language objectives for lessons	Content Based Lesson Language Objectives
4. Advanced literacy and specialized genres (ESL Standard VI)	Students will analyze academic register and genres in various content areas	Language Learning Activity Content Based Lesson
5. Researching language development (ESL Standards I, III, IV, V, VI)	Develop a thematic unit based on research findings	Content Based Lesson

SPRING 7 Week Calendar/Course Overview and Grading Summary

Module	Week	Topics	Assignments	Points Possible
1: The Languages of School	1-2	Introduction to the course and Bio due	Personal intro forum and RRJ1	8
			Discussion, RRJ2	6
		Academic Language	Discussion, RRJ3	6
		Analyzing academic language/register	Text Analysis	8 and 2 (peer response points)
		Language of thinking and learning / peer evaluation	RRJ4	6

				Total 36
2 Acquiring/Learning Language	3-4	First Language Acquisition Second Language Acquisition	Discussion, RRJ5 RRJ6 Classroom Activity	6 6 11 and 2 (peer response points) Total 25
3 Language Development in Classrooms	5-8	Integrating Language and Content Planning Instruction to promote L2 Development Developing Oral Language in Interactions Presentation and Critique of Content Based Lesson Plans	Lesson Plan Report 1: RRJ7 Lesson Plan Report 2: RRJ8 Lesson Plan Report 3: RRJ9 RRJ 10 Final Lesson Plan/ peer evaluation	6 6 6 6 13 and 2 (peer response points) Total 39
A=91-100 B B=81-90 C=71-80 D=61-70 F=60 and below				

**Only graded assignments are listed here. Readings and additional ungraded tasks are required and are listed in the full course schedule and in our Black Board Course. This is only a tentative calendar for the spring as it may change with advance notice.*

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 may 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. If you decide to withdraw from the course at any time, it is YOUR responsibility to do so and not the instructors. ****Condensed courses are highly intensive and daily participation is expected. If you leave town, you are responsible for keeping up with the course as well. This course also requires daily reading and checking in, so please make sure that this is done, in order for your success in the course.**

- Emailing is also a big part of on line 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 UTEP emailing system and I will resolve any obstacles you are having. I am always here to help! Please note: In the course, you will complete five modules that include reading reflection journals and responses, a text analysis, content based lesson plans, a language learning activity, genre analysis and a final thematic unit plan. **Please email me the first week of class to ensure your UTEP email is working so we do not have problems throughout the semester.**

All 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 one 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. If you are ever in doubt, please email me to clarify specific assignments.**

2. Writing assignments. Always save your documents in case Black Board is experiencing technical issues and you may need to repost them. 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.****

Please provide in-text and bibliographic citations whenever referencing others' work, including course readings in all your written assignments. **Please use APA style for in text and bibliographic citations. More APA information can be found at these links:**

IN-TEXT citations: <http://owl.english.purdue.edu/owl/resource/560/02/>

BIBLIOGRAPHIC citations: <http://owl.english.purdue.edu/owl/resource/560/05/>

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 Black Board 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 Black Board.

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.

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.

ASSIGNMENTS

Details of ALL assignments provided for you in our Black Board course!

Expectations for ALL written assignments and discussions:

- Use 12 point font, 1" margins, and double spacing.
- Use APA-style citations whenever you refer to course readings or other materials.
- Be prepared to discuss and comment on yours and your classmates work throughout the course.

Reading Reflection Journals (RRs) (Once or twice Weekly)

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. ****Note that some weeks will require two Reading Reflections and other weeks will require only one Reading Reflection and Module work as well. 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 post it to our Discussion Board by the deadline.

As you post your reflection, make sure that you post to at least one or two of your colleague's reflections every time. When you respond to a colleague's reflection, it is okay to disagree politely. Rudeness will not be tolerated so please be professional. **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
- One and a half to two pages of text, minimum.
- 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.

Text Analysis (Module 1)

Students will develop the ability to focus on the structure of academic language. This ability is necessary to deliver content-based instruction for ELLs.

Designing a Language Learning Classroom Activity (Module 2)

This assignment is practical in the sense that it can be used in part for your Module 3 assignment which includes building a content based lesson plan. The purpose of this assignment is to apply theories of SLA in designing a specific, targeted classroom language learning activity. Study Peregoy and Boyle's (2005) table of instructional implications for three of the theories.

Content-Based Lesson Plan (Module 3)

This is the last major assignment that may integrate ALL of your semester's theories and readings. The purpose of this assignment is for students to develop mastery of sheltered instruction and its associated strategies. They will develop mastery by collaborating with peers on designing a sheltered lesson. It is a practical module in that it can be used in your classroom and also helps you to begin thinking of what sheltered English is in the classroom, with regard to ELLs.

Further instructions will be given in each Module as we progress throughout the course. Remember that I am here to help, at any time, so email me with any concerns and best regards!

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