BED 5343—Content Area Instruction for Emergent Bilinguals
ONLINE | 8 Week-Course | Spring 2025
March 24 – May 12

Instructor: Dr. Erika Zavala
Adjunct Professor of Bilingual/Biliteracy/Dual Language Education
Email: ezavala7@utep.edu Office hours: Virtually by zoom and by appointment.

COURSE INFORMATION

BED 5343 CRN 27789
3 graduate credit hours, ONLINE

COURSE DESCRIPTION

This course supports teachers in improving educational equity for emergent bilingual students, or English learners, by ensuring that emergent bilinguals have access to academic content, English language development, and the use of their whole linguistic repertoires in learning. Foci develop teachers' awareness of language, expertise in language analysis, understanding of language learning theories and processes, and knowledge of sheltering strategies for teaching language and content at the same time.

OVERVIEW

Week	Topics	Due Dates for Assignments[1]
1	Language I and first language acquisition	• TUES 11pm[2]: Personal introductions forum and introductory survey • TUES - FRI: 5+ discussion posts • SAT 11pm: Weekly reading reflection journal 1 (WRRJ1) (ind) • SUN 11pm: Language and language acquisition paper (ind)
2	Language II and second language acquisition	• TUES-FRI: 5+ discussion posts • SAT 11pm: Weekly reading reflection journal 2 (WRRJ2) (ind) • SUN 11pm: Second language acquisition paper (ind)
3	Second language teaching	• TUES - FRI: 5+ discussion posts • SAT 11pm: Weekly reading reflection journal 3 (WRRJ3) (ind) • SUN 11pm: Language learning activity (ind)

[1] Graded assignments are listed here by due date. Readings and additional ungraded tasks are required and are listed in the full course schedule below and the appropriate week on BB.
[2] All times are given in Mountain Daylight Time. If you are outside of the MDT time zone, please adjust your deadlines so that your work arrives by 11pm MDT.

4	The language of school	• TUES-FRI: 5+ discussion posts • SAT 11pm: Weekly reading reflection journal 4 (WRRJ4) (ind) • SUN 11pm: Text analysis assignment (group)
5	Bridges to academic texts	• TUES-FRI: 5+ discussion posts • SAT 11pm: Weekly reading reflection journal 5 (WRRJ5) (ind) • SUN 11pm: Bridges to academic texts assignment (group)
6	Integrating language and content I	• TUES-FRI: 5+ discussion posts • SAT 11pm: Weekly reading reflection journal 6 (WRRJ6) (ind) • SUN 11pm: Content-based sheltered instruction (CBSI) lesson plan (ind)
7	Integrating language and content II	• TUES-FRI: 5+ discussion posts • WED 11pm: Peer review of CBSI lesson plan (ind) • SAT 11pm: Weekly reading reflection journal 7 (WRRJ7) (ind) • Work on Thematic Unit Plan (group)
8	Integrating language and content II Continuation	• Group Work • Final Work – Thematic Unit Plan (group) • DUE on Sunday, May 11 by 11:59 pm.

COURSE OBJECTIVES

Upon of successful completion of this course, students will

- demonstrate understanding of fundamental linguistic concepts including the subsystems of language (phonology, morphology, lexicon, syntax, pragmatics), register, and metalanguage.
- demonstrate understanding of the concepts of academic language and academic literacy and ability to identify common characteristics of academic language (e.g., passive voice, nominalization, etc.) in academic texts used in K-12 classrooms.
- demonstrate knowledge of the processes of first- (early/initial) and second (later/subsequent) language acquisition/learning, including current major theories of language acquisition and the factors that promote language development.
- demonstrate understanding of the role of TEKS and ELPS in instruction and the ability to select content and language standards appropriate for various grade and language proficiency levels.
- demonstrate knowledge of methods for teaching language, especially sheltered instruction strategies (e.g., writing language objectives; building background; modifying content, instructions, and materials to make them comprehensible; scaffolding; promoting interaction through grouping, wait time; using manipulatives and multiple modalities).
- demonstrate understanding of a variety of ways to assess students' language development, including state assessments of language proficiency and formative and summative methods, and understanding of ways to modify content assessments to lighten the linguistic load for emergent bilingual students.

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 weeks.

Diaz-Rico, L. (2008). *A Course for Teaching English Learners*. Boston: Pearson. (Chapter 1: Language structure and use). (BB)

Echevarría, J. & Graves, A. (2007). *Sheltered Content Instruction: Teaching English Learners with Diverse Abilities, 3e.* Boston: Allyn & Bacon. (Chapter 3) (BB)

García, O. (2009). Emergent bilinguals and TESOL: What's in a name? *TESOL Quarterly, 43*, 2 (322-326). (BB)

Menken, K. & Kleyn, T. (2009). The difficult road for long-term English learners. *Educational Leadership, 66*(7). (BB)

Mitchell, D. & Young, L.P. (1997). Creating thematic units. *The English Journal, 86*, 5 (pp. 80-84). (BB)

Quan, K.Y. (2004). The girl who wouldn't sing. In O. Santa Ana (ed.), *Tongue-Tied: The Lives of Multilingual Children in Public Education* (pp.13-15). New York: Rowman & Littlefield. (BB)

Rodríguez, L. (2004). From *Always Running*. In O. Santa Ana (ed.), *Tongue-Tied: The Lives of Multilingual Children in Public Education* (pp.25-26). New York: Rowman & Littlefield. (BB)

Vogt, M.E. (1997). Cross-curricular thematic instruction. Boston: Houghton Mifflin. Available at https://www.eduplace.com/rdg/res/vogt.html. (BB)

Wong-Fillmore, L. & Snow, C.E. (2000). What teachers need to know about language. Washington, DC: Center for Applied Linguistics. (BB)

Zwiers, J. (2014). *Building Academic Language (2nd Edition): Meeting Common Core Standards across Disciplines.* San Francisco: Jossey-Bass. (Chapter 2, pp. 21-45).

Also recommended but not required: *Making content comprehensible for English Learners* by Echevarría, Vogt, & Short, 2016.

POLICIES and PROCEDURES

Inclusiveness and equity is our top priority.

Learning happens only when we feel respected as a whole human being. The top priority in our course is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings.

Find support.

For this class: There are several ways to find support and get your questions about our class answered. Try them all:

- **Peer Q&A forum:** This is a discussion forum always available where you can post questions for your peers. Chances are, someone else had the same question and has maybe already figured out the answer. I will also occasionally post answers to people's questions there.
- **Online Office hours**: 1:00 pm – 2:00 pm and 7:00 pm – 8:00 pm Tuesdays and Thursdays - email or text (during these hours I will answer to your questions as soon as possible)
- **Email me**: You can always email me. I strive to answer messages within 24 hours (if not during online office hours). Please bear in mind that there may be times when it will take a full 24 hours or more to answer.
- **Remind me**: You can also reach me by text at 915-494-8966 (cell). As always, I will try to answer as soon as I am able.

Beyond this class: Food insecurity, mental health, and access to support services

You may also have questions or needs beyond this particular course, and those are important to me, too. Please consider me a resource. Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to wellness that interfere with our learning. I want you to be aware of a variety of support services on campus that can help you navigate these challenges and obstacles. **The UTEP Food Pantry** is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at https://www.utep.edu/student-affairs/foodpantry/. The office of **Counseling and Psychological Services** offers mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at: https://www.utep.edu/student- affairs/counsel/resources/services-students.html. Additional support services and resources are listed at https://www.utep.edu/student-affairs/resources/index.html, and staff there can help you access services even if you are outside the El Paso area. If you are facing an obstacle to your learning, I

encourage you to check out these resources or let me know and I will be happy to help you find the supports you need. You are not alone. The **UTEP Writing Center** offers services for editing your papers and assisting you with your writing. uwctutors@utep.edu 915-747-5112.

Use your whole linguistic repertoire to learn!

This course is designed to develop your knowledge of and appreciation for the needs, strengths, and experiences of emergent bilingual students, as well as appreciation for bilingualism in yourselves and in our borderland community. You are encouraged to use and develop your own biliteracy skills in this course—this means **Feel welcome to use all your languages!** You may submit to me any written assignment in English or in Spanish or in both. For whole class discussion and other group work, including whole-class, the most important criterion is that everyone has an opportunity to understand and to be understood—thus, any discussion group may use any variety(ies) of Spanish, English, both, or any other language, as long as the members of the group agree.

Participate actively.

You may have some experience already with what it's like to learn in an online, seven-week intensive course and how critical active participation is—you may have experienced how you learn so much more when you interact in the course every day: post frequently, ask questions, offer answers and perspectives and feedback, connect frequently with your peers through email/text/WhatsApp. Frequent, active participation helps you learn more and enjoy it more. You may also know how fast these courses go—missing one or two days can make things pile up and feel confusing and hard to recover. So…

- Please plan your schedule so that you can log in and participate every day.
- Please share your schedule/plans with groupmates, tell them when you will respond, respond in a timely way.
- If you have an emergency that prevents your participation at any point, please let me know about it right away so that I can help you get back up to speed and ensure your absence does not negatively impact any groupmates you may be working with.
- As a last resort, I will drop from the course any student who is not participating and communicating fully with me and classmates.

Communicate thoughtfully and multimodally.

Please remember that the primary way we have of getting to know each other is through written communication. It's ok to be in a hurry—we all are—but don't forget to use greetings and other social niceties in your emails and written discussions. There is always a PERSON on the other end of your message, and the same kinds of relationship-building tools are necessary online as in face to face life. In your small groups you may develop familiarity and trust that will make it ok to write a naked question or request (one with no greeting, niceties, or signature) in a message or post. However, please always use greetings, etc. in your communication with me. I will do the same with you ☺

In order to diversify our contact with each other beyond writing, which lacks things like tone of voice, facial expressions that humanize communication (and make it fun!), I have included some video-based assignments. I also encourage you to seek multimodal (more than just writing) ways of communicating in your small groups: use Skype, Zoom, FaceTime to videoconference, use voice messages on WhatsApp, etc. See each other's faces and hear each other's voices, introduce each other to your dogs and children.

Honor deadlines and due dates.

Please note that, in general, assignment due dates are set during the week because I find that students often need additional support from me right before an assignment is due. I am best able to provide this kind of support on weekdays. If your best time to work is on the weekend, these due dates simply mean you will complete the work ahead of time. In group work, communicate frequently within your group to organize the work and plan around each other's schedules.

Submit your work on time. **Late work** may be accepted, though it will lower your grade. If you turn in an assignment in a format that is unreadable by the professor, it will be considered late.

Please keep in mind that due dates use Mountain Daylight Time. If you are outside of the MDT area, please adjust your deadlines in your own time zone so that your work arrives by 11pm MDT.

If you have an extenuating circumstance or problems with an assignment and your assignment is late, please email me directly as soon as possible. Please also include a note about the extenuating circumstances when you submit the assignment.

Invest in your small group work.

Small group work is a required and important part of this course—it is not optional. As you may know (and as we discuss in this course) learning happens in social interaction with others. Language acquisition (a focus of this course) also depends on social interaction. The research literature on the benefits of cooperative learning for both content and language is extensive. I've structured this course so that you have a variety of opportunities

to do both individual and small group work so that you get experiences in this course that may help you to design effective cooperative learning activities (online and in person) for your students and so that you benefit from cooperative learning as well.

The three essential elements of cooperative learning are:

1. Positive interdependence—when group members believe that one cannot succeed unless everyone succeeds.
2. Individual and group accountability—when the group as a whole and each individual is held accountable for their goals and contributions.
3. Promotive (i.e., supportive, encouraging) interaction—when members share resources, encourage each other, feel personally committed to each other (D.W. Johnson & R.T. Johnson)

We will discuss cooperative and small group work in more depth during the course (see "Investing in cooperative/small group learning" post in Week 3). For now please be aware of the following requirements:

- **Get in touch with your groupmates on the first day of the week**—just reach out and say hello, exchange phone numbers and perhaps info about when you tend to work on the course.
- **Stay in touch with your groupmates.** Discuss what channels you prefer to use, e.g., email, text, WhatsApp, FaceTime, Skype/Zoom, Slack, Remind, etc. Be in touch daily, even if it's to say you are swamped and your part of an assignment will be a little late. Far better to be late and in touch than to be late and silent!
- **Communicate your commitments** (what you will do and when) clearly and honor (fulfill) them. Agree upon due dates within the group for each part of the assignment. Don't wait until the last minute to contribute, making your groupmates panic.
- **Address problems right away:** If you are experiencing friction in your team, first try to resolve it together through clear and thoughtful communication (e.g., start with "We haven't heard from you, are you ok? Can we help?" before you get to "Your part is late!"). If you aren't able to resolve it within the group, document the problem (e.g., I emailed Monday and Tues and I texted Tuesday and Wednesday and I still haven't heard from them) and get in touch with me right away.

Your grades for group assignments will include evaluation of how you worked together and you may receive a lower grade for not fulfilling your commitments to the group. Likewise you may receive a higher grade for being outstanding collaborators!

Review and address my feedback.

Throughout the course I will provide feedback in a number of ways:

- As comments in the text of your assignment documents (usually appears as highlighted text, where you can mouse over it to read my comment).
- As comments in the comment section of the grading rubric.

- By ratings and point values in the grading rubrics, which tell you which specific areas need work.
- In announcements/emails messages to the whole class where I give you tips or reminders based on what I have seen in the class' work as a whole.

Remember, don't just look at your grade to know how you're doing! Look at what I've said so that you can build on that for subsequent assignments.

Don't fall behind even if BB is not working.

If BB does not seem to be working when you need to submit an assignment, do the following:

1. Try clearing your browser history and try accessing BB through a different browser.
2. Try again in an hour.
3. If BB is still down, email the assignment to me by attachment.
4. If you email an assignment, you MUST ALSO SUBMIT IT TO BB LATER. Return to BB the next day AND submit it to the appropriate place (and include a note reminding me that you emailed it before the deadline). The emailed assignment gets you credit for submitting it on time. But only assignments submitted through BB can be graded. If you do not submit an assignment through BB, it will not be graded.

Use MSWord for written assignments.

All written assignments (non-discussions) must be submitted in Word doc format. Please do not submit work by copying and pasting or typing into the "Text submission/Write submission" area on BB as doing so makes it more difficult to grade.

Do not use attachments to post writing on discussion boards.

Work posted in discussion boards should not be posted as an attachment. Written attachments posted in forums are not read or graded. (Photos, when requested as part of an assignment, are fine.)

Cite your sources.

An important part of your work as a scholar is to back up your claims and tell your reader where you found your information. Please provide proper in-text AND bibliographic citations whenever referencing others' work (INCLUDING COURSE READINGS) in all your written assignments.

For discussion board posts only, please use in-text citations (give the last name and year and page number if appropriate) but bibliographic citations are not necessary.

Please use APA style for in-text and bibliographic citations. You will find a link to "APA Help" in the left-side menu on BB. 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/
(This page begins the section on how to format your citations in the reference

list. You will need to read this page and those following to review formatting for bibliographic references to journal articles, books, and other sources.)

Stay informed and be aware of 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. Most materials, including this syllabus, have the version number at the top in the format year-month-date (e.g., 230910 to indicate 2020, September 10). If I have to change something, I will notify you that I have posted a new version, and I will alert you to the new version number. Check for current version numbers regularly to be sure you are working with the current version.

Avoid incompletes.

No incompletes will be given for this course unless there are extenuating circumstances. Please talk to me right away if such a situation arises. In any case, incompletes will be given only if you have passed the first half of the course and provide evidence of a documented illness or family crisis which genuinely precludes successful completion of the course.

Uphold UTEP guidelines for academic integrity.

You 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. 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. Refer to http://sa.utep.edu/osccr/academic-integrity/ for further information.

Access learning accommodations if you need them.

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) (https://www.utep.edu/student-affairs/cass/). Students who have been designated as disabled must reactivate their standing with the CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. Center for Accommodations and Support Services can be reached at, 915-747-5148 (voice or TTY), or cass@utep.edu. In addition, I, as your instructor, welcome any information you would like to share with me about how I can serve you best.

DESCRIPTION OF ASSIGNMENTS

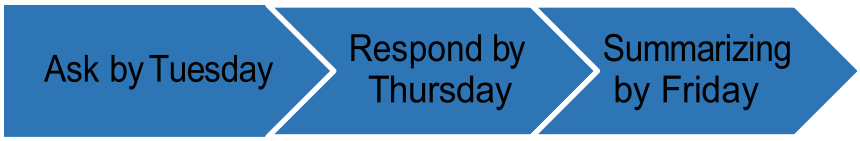
EXPECTATIONS FOR ALL FORMAL WRITTEN ASSIGNMENTS (not discussions)

- Use 12 pt font, 1" margins, and double spacing.
- Save your assignment file with your first initial and last name (if an individual assignment) or group name (if a group assignment) and assignment name (e.g., my first Weekly Reading Reflection Journal would be **EZAVALA.WRRJ1.docx, or pdf** while my group's "**C**ontent-**B**ased **S**heltered **I**nstruction" lesson plan would be **Group3.CBSILessonPlan.docx, or pdf**)
- Use APA-style citations whenever you refer to course readings or other materials. See "APA Help" on BB or see above for more information. APA 7th Edition.

WEEKLY DISCUSSIONS - RUBRIC AND GUIDELINES

You will engage with assigned readings and videos through interaction with your classmates. Some discussions will occur through BB discussion boards while others will occur through Flipgrid conversations. You will make at least 5 contributions to the discussions each week. You will not receive credit for posts that arrive after their deadline.

Here's the simple version, but be sure you've read the details on BB:



The discussion forum is a space for students. The forum will be monitored, but it is considered a space for students to discuss and make connections with each other and with the class content. As mentioned previously, each student will make *at least* five (5) posts each week including the 2 starting questions from the assigned readings of the week, and 2 responses to classmates. The weekly discussion activity summary is your last post. You will not receive credit for late posts (see **grading rubric** for WDF shown next).

WEEKLY DISCUSSION FORUM (WDF) Total possible points for all WDFs 140 (20X7)	Meet standards	Do not meet all standards	Points possible for individual WDF
Demonstrates understanding of the reading. Shows clearly the main points of readings within postings.			5
Relates some ideas from the reading to own context and responds thoughtfully and completely to partner's entry.			5

Students' posts, including the weekly forum activity summary, are well-crafted and demonstrate a graduate-level thought and reflection (5 posts). Questions are relevant to the main points of reading.			10
Total			20

By Tuesday 11 pm (MST). Questions help us focus our attention as readers and help us make connection to other readers. When we ask questions, we can make sense of texts. Formulating questions also encourage us to activate our existing schema (our background or prior knowledge). Thus, by the stated deadline you will ask at least two questions about the assigned reading/ topic. All questions are welcome, but I suggest that you aim to ask questions that will allow you to see connections to the real world, to your teaching and learning experiences, and to your current and future students' experiences.

By Thursday at 11 pm (MST). Dialogue with our peers helps us to understand texts more fully and deeply. Unfamiliar, academic texts can be brought to life if we engage with others to make sense of them. This includes bringing up examples and counterexamples and critiquing the texts. By the stated deadline, you will respond to at least two of the questions posted. Please also respond to the responses you *receive* so that the forum is a place of wide-ranging and lively debate and discussion.

By Friday at 11 pm (MST). Make an individual post to summarize and synthesize your weekly forum activity. Include your personal conclusions based on your initial questions, your understanding of the readings and of the discussions you engaged in. You are free to write these in any language you know. Write at least 250 words.

WEEKLY READING REFLECTION JOURNALS (WRRJs)

Each week you will reflect on the activities of the week, including readings/videos, discussions, assignments. **A reflection is not a summary**. Rather, it is a deep consideration of the concepts presented in the readings, discussed in the discussions, and engaged with in the assignments. To do that deep consideration you must pick out the main points as you would in a summary, but in a reflection, you go BEYOND the main points by responding to them, asking questions, thinking about their implications, etc. A reflection has three parts:

1. **What?** Pick out a main point from the reading and say what it is. Describe it and show your understanding of it in relation to your experiences. Whenever you describe your experiences, make sure you talk about them using the key terms and concepts from the readings.
2. **So what?** Say why it matters. Why is it significant to you and also to the field?
3. **Now what?** Say what you will do now because you understand this point. Will you do something different in your teaching? Will you go out and try to learn more about something? What resources will you draw on to do that?

Some tips on writing WRRJs:

- Do your readings on time, so you have time to reflect.
- As you read, jot down the main points of the reading—these notes are only for you but they'll help you remember details of the readings.
- As you reflect, make connections between the readings, the discussions, and the other assignments.
- Many of the WRRJ prompts ask you to relate the ideas/concepts to your own teaching and learning experiences. Think about multiple contexts in your experience: your classroom where you are a teacher, the classrooms where you were a student, your family, your community, etc.
- When talking about your experiences, always use key terms and concepts from the readings to describe them. (Yes, I'm repeating myself! ☺ This is important!)
- Write your reflection as a Word document with a **MAXIMUM OF 200 WORDS**. Not to be mean, but to hold you accountable for being selective and focused on your writing.

LANGUAGE AND FIRST LANGUAGE ACQUISITION PAPER (WEEK 1)

The purpose of this assignment is for you to articulate an explanation of how children come to be proficient in the language of their community. Your explanation will be based on credible theoretical frameworks and academic research covered in the readings/video and supported by evidence. This is an INDIVIDUAL ASSIGNMENT.

Your grade will be determined by (a) how you articulate your explanations based on recognized theories of language acquisition (with references to the readings) (b) how you back up your claims with evidence from the readings, (c) the completeness of your paper and of your responses, (d) the clarity of your writing, and (e) writing and APA style. A rubric for evaluation is provided with the instructions for the assignment on BB.

SECOND LANGUAGE ACQUISITION PAPER (WEEK 2)

You will articulate their understanding of the role of interaction in second language acquisition based on reputable theories and credible evidence. Please follow the procedure described in the guidelines on BB. This is an INDIVIDUAL ASSIGNMENT.

Your grade will be determined by (a) how you articulate your explanations based on recognized theories of language acquisition (with references to the readings) (b) how you back up your claims with evidence from the readings, (c) the completeness of your paper and of your responses, (d) the clarity of your writing, and (e) writing and APA style. A rubric for evaluation is provided with the instructions for the assignment on BB.

LANGUAGE LEARNING ACTIVITY (WEEK 3)

You will apply theories of second language acquisition (SLA) in designing a specific, targeted classroom language learning activity. It is the first of several assignments that will build up

to the final assignment of the course, the thematic unit plan. Please follow the procedure described in the guidelines on BB. You will work in a small group this week, but this culminating assignment is an INDIVIDUAL ASSIGNMENT.

Your work will be assessed using the following criteria: (a) clarity of the description of the activity, (b) how compellingly you draw on appropriate theories, (c) how appropriately you draw on relevant literature, (d) that you complete all requirements and (e) use APA style.

TEXT ANALYSIS (WEEK 4)

You will develop the ability to focus on the structure of academic language by identifying specific language structures used in academic texts. Your ability to pay attention to language use is important for your ability to deliver content-based sheltered instruction for English language learners. Please follow the procedure described in the guidelines on BB. This is a GROUP ASSIGNMENT.

Your work will be assessed using the following criteria: (a) the accuracy of your analysis (including correct use of linguistic terminology and demonstrated understanding of the above authors' ideas), (b) your demonstrated understanding of academic language—based on the recommended literature, (c) the clarity of the writing, (d) the completeness of the assignments (including appended text), (e) writing and APA style.

BRIDGES TO ACADEMIC TEXTS (WEEK 5)

For this assignment, you will expand on last week's assignment, the text analysis. As a group, you will read and discuss ways to build bridges to academic texts. The purpose of this assignment is to apply practices and strategies that teachers can implement to promote academic language development to the text you analyzed. This work builds on the prior weeks' work, and it also prepares you for the latter assignments. Please follow the procedure described in the guidelines on BB. This is a GROUP ASSIGNMENT.

Your work will be evaluated using the following criteria: (a) authors show understanding of the concepts of register, language proficiency (and ELPS), (b) discipline-specific literacies, developing academic literacy in ELLs, (c) writing and APA style.

CONTENT-BASED SHELTERED INSTRUCTION LESSON PLAN (WEEK 6)

You will apply the concepts we have covered thus far in this class (SLA, academic language, building bridges to academic texts) in a content-based lesson plan. A revised version of this lesson plan will become part of your final thematic unit plan. Please follow the procedure described in the guidelines on BB. This is an INDIVIDUAL ASSIGNMENT.

Your work will be evaluated using the following criteria: (a) alignment of language and content objectives, (b) lesson demonstrates understanding of SLA research and theory, (c) clarity of procedures, (d) completeness of lesson according to sheltered instruction model, (e) addressing of ELPS, (f) writing and style.

PEER REVIEW OF A CONTENT-BASED SHELTERED INSTRUCTION LESSON PLAN (WEEK 6)

You will give your classmates feedback on their content-based sheltered instruction lesson plan, and you will receive feedback from them on yours. The activity is intended to promote positive interdependence within the team and to improve the final product. After having submitted your lesson plans for a grade, the team will organize the peer review process. You will receive a grade for this assignment based on the quality of your review and its timeliness. This is an INDIVIDUAL ASSIGNMENT.

THEMATIC UNIT PLAN (WEEK 7)

You will continue to develop your understanding of the integration of language and content instruction through its application to a thematic unit plan. A thematic unit covers about a week's worth of lessons in multiple content areas (math, science, social studies, language arts) centering on a single theme. Since the unit will be designed to integrate language and content instruction (to teach English language and other content area material at the same time), the plan must include both language and content objectives. THIS IS A GROUP ASSIGNMENT.

The thematic unit will be evaluated based on the following criteria: (a) completeness of the unit, (b) clarity and coherence of the introduction, (c) application of research and theory as outlined in the introduction, (d) appropriateness of the assessment plan.

GRADING SUMMARY

Assignment	Points	Percentage of final grade
Personal introduction via Flipgrid conversation	10	1%
Weekly discussions (7 at 20 points each)	140	15%
Weekly Reading Reflection Journals (7 at 10 points each)	70	7%
Language and first language acquisition paper	100	11%
Language and second language acquisition paper	100	11%
Language learning activity	100	11%
Text analysis	100	11%
Bridges to academic texts assignment	100	11%
Content-based sheltered instruction lesson plan	100	11%
Peer review of CBSI	20	2%
Thematic unit plan	100	9%
Total points	**940**	100%

A=940-869
B=868-798
C=796-725
D = 724-653
F = 652 and below

SCHEDULE OF READINGS AND ASSIGNMENTS

W	Topic	Key readings	Assignments
1 3/24 3/30	Language I and language acquisition	• L&S (Ch. 1) • Diaz-Rico (p. 13-43) • Wong-Fillmore and Snow (p. 13-32) Video "Doing What Comes Naturally: Childhood Language Acquisition" (UTEP library)	• Personal introduction by Tuesday at 11 pm • Forum: at least 5 posts (Tues, Thurs, Fri) • Weekly Reading Reflection due Sat. • Language and language acquisition due Sunday at 11 pm
2 3/31 4/6	Language II and second language acquisition **March 31** Census date May drop before this day without a penalty.	• L&S (Chs. 2-4) • Gibbons Ch. 1 (p. 8-16) • Wong-Fillmore and Snow (p.22-25) • Quan; Rodríguez; Menken; García	• Forum: at least 5 posts (Tues, Thurs, Fri) • Weekly Reading Reflection due Sat. • Second language acquisition due Sunday at 11 pm
3 04/7 04/13	Second language acquisition	• Wong-Fillmore and Snow (p. 5-12) • L&S (Chs. 4-6) • Peregoy & Boyle table • Video: "Developing Communication for Language and Thinking"	• Forum: at least 5 posts (Tues, Thurs, Fri) • Weekly Reading Reflection due Sat. • Language learning activity due Sunday at 11 pm
4 04/14 04/20	The language of school	• Gibbons (Chs. 2-3) • Zwiers 2014 Ch 2	• Forum: at least 5 posts (Tues, Thurs, Fri) • Weekly Reading Reflection due Sat. • Text analysis due Sunday at 11 pm
5 04/21 04/27	Bridges to text (Instructional implications)	• Gibbons (Chs. 4-5) • ELPS online resource	• Forum: at least 5 posts (Tues, Thurs, Fri) • Weekly Reading Reflection due Sat. • Building bridges to academic texts due Sunday at 11 pm

6 04/28 05/4	Integrating language and content 1 **May 2** last day to withdraw with a **"W"**	• Echevarria & Graves Ch 3 • Gibbons (Chs. 6-7) • Video: "Integrating ESL Students into the Classroom"	• Forum: at least 5 posts (Tues, Thurs, Fri) • Weekly Reading Reflection due Sat. • Content-based, sheltered lesson due Sunday at 11 pm
7 05/5 05/11	Integrating language and content 2	• Mitchell and Young; Vogt • Gibbons (Ch. 8)	• Forum: at least 5 posts (Tues, Thurs, Fri) • Weekly Reading Reflection due Sat. • Work on the group's thematic lesson plan • Peer review due Sunday at 11 pm
8 05/12 05/16	Integrating language and content 2 Continuation	**Extra Credit** **Work on your Thematic Lesson**	**Thematic Lesson Plan DUE on Monday, May 16 at 11:59 pm.**

COURSE CONTENT ALIGNMENT

Student learning outcomes and relationship of course material to Texas state standards for educators and to the TExES English as a Second Language supplemental certification exam

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 ELs 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:

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

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

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.

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.

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

The table below shows how the topics, outcomes, and means of evaluation in this course are related to the ESL educator standards and to the domains of the certification exam.

Week	Learning outcome	Means of assessment	Standards for ESL educators	TExES ESL supplemental certification exam domain
1. Language I and first language acquisition	Students will understand theories of first language acquisition.	Language and first language acquisition paper	I. Language concepts III. Process of L1 acquisition	Domain I
2. Language II and second language	Students will understand basic areas of linguistic study and theories of second language	Language and second language acquisition paper	III. Process of L2 acquisition V. Factors affecting	Domain I Domain II

acquisition	acquisition.		learning of content	
3. Second language acquisition	Students will apply theories of second language acquisition in the design of language instruction.	Language learning activity	III. Process of L2 acquisition IV. ESL teaching methods	Domain I Domain II
4. The language of school	Students will understand the concept of academic language.	Text analysis	I. Language concepts IV. ESL teaching methods V. Factors affecting learning of academic content	Domain I Domain II
5. Bridges to academic texts	Students will apply the concept of academic language to instruction.	Bridges to academic texts	IV. ESL teaching methods	Domain II
6. Integrating language and content I	Students will apply theories of SLA and concepts of academic language to the design of content-based sheltered instruction.	Content-based sheltered instruction lesson plan	IV. ESL teaching methods	Domain II
7. Integrating language and content II	Students will apply their understanding of content-based sheltered instruction to the design of a thematic unit.	Thematic unit plan	IV. ESL teaching methods IV. Assessment	Domain II