

**BED 5343-0 HYBRID**  
**Sheltered English Instruction for Educators**  
**FALL 2014**

Katherine S. Mortimer, Ph.D.  
*Assistant Professor, Biliteracy Education*

ksmortimer@utep.edu  
Office: Educ 811  
915-747-5966

**COURSE INFORMATION**

BED 5343-01 [CRN 18513], HYBRID  
7 Monday sessions, 5:30-8:20pm (see dates below)  
Educ Room 308  
3 graduate credit hours

Office hours  
Mon & Wed, 3-5pm  
and by appointment

**COURSE DESCRIPTION**

This course is a graduate level aimed at pre-service and in-service teachers who work with emergent bilingual students, or 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 will focus 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.

**COURSE OVERVIEW**

	<b>Week</b>	<b>Topics</b>	<b>Assignments<sup>1</sup></b>
F2F	1	Introduction to the course	<ul style="list-style-type: none"> <li>• Personal intro forum</li> <li>• RRJ1</li> </ul>
<b>Module 1: The languages of school</b>			
	2	Academic language	<ul style="list-style-type: none"> <li>• Week 2 discussion</li> <li>• RRJ2</li> </ul>
F2F	3	Analyzing academic language/register	<ul style="list-style-type: none"> <li>• Week 3 discussion</li> <li>• RRJ3</li> </ul>
	4	Language of thinking and learning	<ul style="list-style-type: none"> <li>• Text analysis</li> <li>• RRJ4</li> </ul>
<b>Module 2: Acquiring/learning language</b>			
F2F	5	First language acquisition	<ul style="list-style-type: none"> <li>• Week 5 discussion</li> <li>• RRJ5</li> </ul>
	6	Second language acquisition	<ul style="list-style-type: none"> <li>• Classroom activity</li> <li>• RRJ6</li> </ul>
<b>Module 3: Language development in classrooms</b>			
F2F	7	Integrating language and content	<ul style="list-style-type: none"> <li>• Lesson plan report 1</li> <li>• RRJ7</li> </ul>
	8	Planning instruction to promote L2 development	<ul style="list-style-type: none"> <li>• Lesson plan report 2</li> <li>• RRJ8</li> </ul>
F2F	9	Developing oral language in interactions	<ul style="list-style-type: none"> <li>• Lesson plan report 3</li> <li>• RRJ9</li> </ul>
	10	Presentation and critique of content-based lesson plans	<ul style="list-style-type: none"> <li>• Peer evaluation</li> <li>• Final lesson plan</li> <li>• RRJ10</li> </ul>
<b>Module 4: Advanced literacy and specialized registers</b>			
F2F	11	Academic genres	<ul style="list-style-type: none"> <li>• Mod 4 discussion</li> <li>• RRJ11</li> </ul>
	12	Advanced literacy and specialized registers in content areas	<ul style="list-style-type: none"> <li>• Genre analysis</li> <li>• RRJ12</li> </ul>
<b>Module 5: Researching language development</b>			
F2F	13	Researching language development	<ul style="list-style-type: none"> <li>• Mod 5 discussion</li> <li>• RRJ13</li> </ul>
	14	Planning thematic units (Thanksgiving)	<ul style="list-style-type: none"> <li>• Article summary</li> <li>• RRJ14</li> </ul>
	15	Thematic unit work	<ul style="list-style-type: none"> <li>• Peer evaluation</li> <li>• RRJ15</li> </ul>
	16	Conclusion	<ul style="list-style-type: none"> <li>• Final thematic unit</li> </ul>

<sup>1</sup> Only graded assignments are listed here. Readings and additional ungraded tasks are required and are listed in the full course schedule below and the appropriate Learning Module on BB.

## RELATIONSHIP OF COURSE MATERIAL TO TEXAS STATE STANDARDS FOR EDUCATORS

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.

**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.

## POLICIES and PROCEDURES

### *Online participation and F2F attendance.*

Having chosen to participate in a hybrid course, you are expected to plan your time and organize your schedule so that you can both complete online work **and** attend F2F sessions.

**Online participation:** You must log in to the course on BB regularly, participate in all discussions and activities and complete expected group work on time. If you have an emergency that prevents your participation, you must let me know about it right away. I will drop students who do not participate in successive online parts of the course.

**F2F attendance:** Once enrolled, you are required to be at all face to face sessions. THESE ARE NOT OPTIONAL. Absence from a F2F session will result in the loss of 2 points from your reading reflection journal grade for that week. No absences will be excused.

*Where to go for support.*

There are a number of ways to find support and get your questions 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.
- **Office hours:** My F2F office hours are listed on the first page of this syllabus. Please feel free to meet with me then—if you do plan to come, I encourage you to email me in advance so that we can be sure to have appropriate time.
- **In-class:** Do take advantage of our hybrid format, and bring questions to class.
- **Email the instructor:** You can always email me. I strive to answer messages in a timely way, but bear in mind that there are times when I am not available.

*Written assignments.*

All written assignments (non-discussions) must be submitted in Word doc format. I will not accept work which is posted in the comments section of the assignments because doing so causes more work for both students and teacher. Work posted in discussion forums should not be posted as an attachment; they will not be read or graded.

*Academic citations.*

Please provide proper 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. 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.)

*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 professor, 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.

*Group participation online.*

All students are expected to participate in the online group work 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. Similarly, if you are experiencing problems with your team, first try to

resolve it on your own. If you are not able to resolve it, document your problem, and bring it to me ASAP.

*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.

*Incompletes.*

No incompletes will be given for this course unless there are extenuating circumstances. Please talk to me 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 that genuinely precludes successful completion of the course.

*Accommodations.*

Any student who qualifies under the ADA (Americans with Disabilities Act) should contact the professor at once. Recall that it is your responsibility to inform the professor. If you have a disability you may self-identify by providing documentation to the Office for Disabled Student Services.

## ASSIGNMENTS

### **DETAILS OF ALL ASSIGNMENTS PROVIDED ON BB.**

#### **EXPECTATIONS FOR ALL FORMAL WRITTEN ASSIGNMENTS (not discussions)**

- Use 12 point 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 Reading Reflection Journal would be **KMortimer.RRJ1.docx** while my group's content based lesson plan would be **Group3.ContentBasedLessonPlan.docx**).
- Include the full names of ALL CONTRIBUTORS in the text of the assignment.
- Use APA-style citations whenever you refer to course readings or other materials. See "APA Help" on BB or see above for more information.
- Be prepared to discuss and/or present your major group assignments (text analysis, language learning activity, content-based lesson plan, genre analysis) in the F2F session the day they are due.

## **READING REFLECTION JOURNALS (RRJs) (Weekly)**

### *Purpose*

In this journal you will engage with assigned readings, share your reflection with a partner in the class, and respond to your partner's reflection. A reflection is not a summary. Rather, it is a deep consideration of the concepts presented in the readings. To do that deep consideration you must be able to 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. Your partner's and your responses to each other's reflections generate a sustained conversation about the course material across the semester. Also included within your grade for this assignment is your attendance at F2F sessions. Absence from a F2F session will result in the loss of 2 points from your RRJ grade for that week.

## **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 done in Module 2 small groups. It is the first of several assignments that will build up to the final assignment of the course, the Thematic Unit Plan (Module 5). This is to say that the work you do for this assignment may also serve as part of your final Thematic Unit Plan. The purpose of the 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 second assignment that may become part of your final Thematic Unit Plan. Since a unit plan is a set of individual lesson plans, a revised version of this lesson plan will likely become part of your unit plan. 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.

## **GENRE ANALYSIS (Module 4)**

Students will develop the ability to analyze academic genres in content areas. They will be able to describe the relationship between academic genres and grammatical and lexical choices. They will also read research articles and discuss implications for instruction of ELLs.

## **THEMATIC UNIT PLAN (Module 5)**

This purpose of this assignment is for students to continue to develop their understanding of the integration of language and content. About a week's worth of lessons, a thematic unit covers content in multiple subject areas centering on a single theme. Since it the unit should integrate language and content, it must incorporate both language and content objectives. See Mitchell and Young (1997).

**GRADING SUMMARY**

<b>Assignment</b>	<b>Points</b>	<b>Module</b>
Reading reflection journals (15 at 1 pt ea)	15	1-5
Reading reflection responses (15 at 1 pt ea)	15	1-5
Week 1 Personal introduction forum	1	
Week 2 discussion	2	1
Week 3 discussion	2	
Text analysis	7	
Week 5 discussion forum	3	2
Language learning classroom activity	7	
Report 1 on content-based lesson	1	
Report 2 on content-based lesson	1	3
Report 3 on content-based lesson	1	
Final content-based lesson plan and critique	15	
Module 4 discussion	3	4
Genre analysis	7	
Module 5 discussion	2	
Thematic unit draft	2	5
Peer review of thematic unit	1	
Final thematic unit plan	15	
Total points	100	

A = 91-100

B = 81-90

C = 71-80

D = 61-70

F = 60 and below

**STUDENT LEARNING OUTCOMES and EVALUATION**

<b>Module</b>	<b>Learning outcome</b>	<b>Evaluation</b>
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

<b>Module</b>	<b>Learning outcome</b>	<b>Evaluation</b>
3. Language development in the classroom (ESL Standards)	<ul style="list-style-type: none"> <li>- Students will design content-based instructional lessons</li> <li>- Students will write academic language objectives for lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Content-based lesson</li> <li>- Language objectives</li> </ul>
4. Advanced literacy and Specialized genres (ESL Standard VI)	Students will analyze academic register and genres in various content areas	Genre analysis
5. Researching language development (ESL Standards I, III, IV, V, VI)	Develop a thematic unit based on research findings	Thematic unit