

BED 5343
Sheltered English Instruction for Educators
SPRING 2015

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

ksmortimer@utep.edu
Office hours: Mondays, 2-5pm
Education 811

COURSE INFORMATION

BED 5343-003 [CRN 21755], 3 graduate credit hours, ONLINE

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 posted on Blackboard (BB) in their corresponding modules.

COURSE OVERVIEW

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

¹ 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 and group participation and peer evaluations.

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 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. I will drop students who do not participate in successive parts of the course.

Engaging effectively in group work is essential to learning in this course and to your development as an educator. You will depend upon your group members to share resources, communicate frequently, and complete their portions of assignments, and they will depend upon you for the same. If you are experiencing problems within your team, first try to resolve it on your own. If you are not able to resolve it, document your problem, and email it to me right away. Do not wait until the end of the module when little can be done to fix it.

In order to help you be an effective group member, your peers will evaluate your performance in the group and you theirs. In Module 1 you will complete a short training that will familiarize you with the CATME peer evaluation tool we will use. You will then complete this evaluation for your group in each module. You will receive feedback on your performance in the group after that. **These CATME evaluations are REQUIRED. Failure to complete a CATME peer group evaluation will result in an automatic reduction of your individual grade for that module's major assignment.**

Communication online.

Please remember that the only 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 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 F2F (face-to-face) life. In your discussion 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.

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, in part based on when members can complete the work.

Word limits.

Discussion forums may have a suggested post length, but most of the time it's ok to just say what you need/want to say. RRJs should be no longer than 200 words. This limit is set to encourage you to organize and edit your response carefully. Be concise and direct. When I say "no longer than 200 words" I do not mean that I will take points off if it is 206 words—a few words over is alright. But MANY words over the limit will be cause for lost points.

What to do 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. Check the IT status page to see whether BB is really down:
<http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/ti>
3. Try again in an hour.
4. If BB is still down, email the assignment to me by attachment.
5. 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 dropbox, 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.

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:** I am available by email, phone, and in person during my posted office hours.
- **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 (e.g., weekdays after 5pm and weekends) and I will answer as soon as possible after that.

Writing 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.)

After Week 3, I will take points off if you are not citing your references appropriately and/or in APA style.

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.

Make sure you have the current version of the syllabus and course materials.

It may become necessary to make changes to the syllabus or course materials. Most materials (including this syllabus) have a version number at the top, which is the date beginning with the year, followed by month and day. If I have to change something, I will notify you that I have posted a new version and I will alert you to that new version number. Check for current version numbers regularly to be sure you are working with the current version.

Academic integrity.

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. 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.

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 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.

Accommodations.

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union East Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

ASSIGNMENTS

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 names (if a pair assignment) or group name (if a group assignment) and assignment name (e.g., my partner's and my first Reading Reflection Journal would be **KMortimer.JSmith.RRJ2.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.

READING REFLECTION JOURNALS (RRJs) (Weekly)

Purpose

In these reflections 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 and how they apply to the real world. To do that deep consideration you must be able to pick out a main point of the reading 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.

Procedure

1. Do your readings on time. Plan ahead so you have time to read and reflect. Jot down the main points of the reading—these notes are only for you.
2. THEN reflect on the readings. Relate the ideas/concepts to your own experience, including, for example, to your classroom, to your students, to our border community or to emergent bilingual students in general. Address questions such as
 - *What does it mean for me?*
 - *What does it mean for my students?*
 - *Why is this important?*
 - *What specifically would it look like if I did this in my classroom?*
 - *What would be challenging about it?*
3. Write your reflection with a MAXIMUM OF 200 WORDS.
4. For Weeks 1-6 you will work with a randomly assigned partner. You can find your partner by checking "My groups" in the left hand menu on BB. After Week 6 you will have a chance to choose who you'd like to work with for Weeks 7-15.
5. **By Saturday at 11pm:** Send your RRJ to your partner by email.
6. **Between Saturday and Monday:** Respond to your partner's reflection, also by email.
 - *Comment on something she/he said that resonates with you or that interests you.*
 - *If there is something that you feel differently about, comment on that—this is not required.*
 - *Ask a question.*
7. **By Monday at 11pm:** One person in the pair should copy and paste both RRJs and both responses into a single Word doc (make sure that each journal and each response are labeled within the document: e.g., "Carla's reflection", "Carla's

response to Mario's reflection"). Upload the Word doc as a single assignment to the assignment dropbox for RRJ1, located on your RRJ group page.

8. You are graded individually on this assignment using the rubric below, and if you submit reflections and responses that are of appropriate quality, you will get full credit. I will not usually comment on your postings—thus, if all is going well, you will not hear from me. If something needs attention, I will let you know.

READING REFLECTION JOURNAL	Points possible	Points earned
Demonstrates understanding of the reading(s).	0.5	
Relates some idea from the reading to own context.	0.5	
Responds thoughtfully and completely to partner's entry.	1	
Total	2	

TEXT ANALYSIS (Module 1)

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.

Procedure

1. Join a Module 1 small group.
2. Study the model text analysis that is provided. **DO NOT SKIP THIS STEP. The model shows you what I am expecting.**
9. Select an example of an academic text in your content area of interest—something that your students would read. It should be a complete text, meaning that it has a beginning and an end, but it should not be long. The entire text should be 250-300 words long. You want to find a text that shows as many of the features described by the readings as possible, i.e., do not choose a text that is simplified or too elementary (I suggest middle school level and above for this).
3. Use Scarcella's (2003), Zwiers' (2008), Díaz-Rico's (2008), and Gibbons' (2009) descriptions to discuss how the text illustrates **the features of academic language. You must focus on the language.** (When using Scarcella 2003, focus on the linguistic component for this assignment, and not on the cognitive or sociolinguistic components).
10. Use technical linguistic terminology from Díaz-Rico (2008) for your analysis. If linguistics is new to you, notice that you, yourself, may be learning new academic language in order to do this assignment. Think about your own experience of trying to figure out how to use these linguistic concepts.
11. Describe the implications: If you were to use this text in teaching, how would you go about teaching the features of academic language that you found in the text in your analysis?
12. In the document you submit, use the following subheadings (see the model text analysis):

- Introduction (state the grade level and introduce the text you are going to analyze)
- Analysis of the language
- Implications
- Appended text (You can transcribe the text or include an image.)
- References (include full bibliographic citations for all the sources, including course readings)

13. You are graded as a group on this assignment using the rubric below.

TEXT ANALYSIS	Points possible	Points earned
Completeness (All required elements listed above)	2	
Demonstrated understanding of academic language	4	
Writing style and observation of format	1	
Total	7	

DESIGNING A LANGUAGE LEARNING CLASSROOM ACTIVITY (Module 2)

Purpose

The purpose of the assignment is to 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 (Module 5). The activity you design here can become one of several activities in your content-based lesson plan (Module 3) and eventually part of your unit plan (Module 5).

Procedures

1. Join a Module 2 small group according to your content area interest and grade level.
2. Design a classroom activity in which learning **a specific linguistic structure** is the objective. A specific linguistic structure is a grammatical feature, such as the past tense or passive voice, or a set of lexical items (vocabulary words or phrases) that is used frequently in your content area. **Please make sure that you are focusing on a specific aspect of language.** An “activity” is not a full lesson plan. What you design here would be only one piece of a whole lesson plan. This is the piece that helps students focus on some aspect of language that they need for the larger content lesson.
3. Specify the language objective for the activity—What linguistic feature are students supposed to be more familiar with when they are done and what will they be able to do with it?
4. List any materials that will be needed.
5. Describe the activity in detail. Who will do what and when? Describe how you will get students to notice and practice the feature in both speech and writing.
6. Explain how this activity is supported by one of the second language acquisition (SLA) theories you read about in Lightbown and Spada (2013). That is, you designed

your activity in this way because a theory of SLA says people learn languages in this way (describe that way and describe the theory that says people learn that way). Study Peregoy and Boyle’s (2005) table of instructional implications for three of the theories.

7. The document should be 2-3 pages in length, 750 words maximum.
8. You will be graded as a group using the rubric below.

LANGUAGE LEARNING ACTIVITY	Points possible	Points earned
Linguistic feature and objectives specified	3	
Activity well designed and described, includes speech and writing, opportunities for noticing and practicing	3	
Describes how activity is supported by SLA theory	1	
Total	7	

CONTENT-BASED LESSON PLAN (Module 3)

Purpose

The purpose of this assignment is for students to develop understanding of sheltered instruction strategies by collaborating with peers on designing a sheltered lesson. A revised version of this lesson plan could become part of your final Thematic Unit Plan (Module 5).

Procedure

1. Join a Module 3 small group according to content area and grade level interest.
2. Consult the state standards (TEKS) for guidance on the appropriate grade level- and subject area-objectives.
3. Using TEKS, draft your **content objectives** for the lesson. What specific content material will be the focus of the lesson? What bit of content do you want students to understand well or be able to do by the time the lesson is over? Remember that this is just one 50-minute lesson, and your objectives should be appropriate for that period of time. See the appended list of words used to articulate content objectives.
4. Draft **language objectives**. Echevarría and Graves (2007) tell us that a key feature of sheltered instruction is that there **specific** language goals—this means, as in your language learning classroom activity (Module 2), that you focus on a **specific linguistic feature or skill**. What specific linguistic feature of academic English will students notice and practice in this lesson? It should be specific enough that students actually have time to notice and practice it in 50 minutes (e.g., “the past tense” is not an appropriate focus). See <http://www.colorincolorado.org/article/49646/> for models of language objectives. Focus on the specific features of academic English that you studied in Module 1. **The language objectives and activities and strategies you use to teach them are the most important part of this assignment.**
5. Using SIOP strategies, design activities that will be done in the lesson so that students achieve both language and content objectives. Consider revising activities

that your group members developed in Module 2 to include specific SIOP strategies. Plan dynamic, interactive, hands-on activities. **DO NOT USE WORKSHEETS.** Be sure to include a variety of groupings (individual, small group, larger group, whole class) and kinds of interaction.

6. Communicate your progress with me in 3 lesson plan progress reports, one per week, submitted through BB.
7. Use the lesson plan template available on BB and write up the plan in detail. Include the following:
 - Content area and grade level
 - Materials
 - Content objectives
 - Language objectives
 - TEKS standards to be addressed through the lesson
 - Procedure (Describe how you will build background, how you will demonstrate/model the skill or engagement with the content, how you will use both small and larger groupings, how interaction will be encouraged among students, how specific SIOP strategies will be used, how students will get opportunities to practice and apply the target content and language, how you will assess students' learning during and at the end of the lesson)
 - Estimated time for each part of the procedure. All should add up to 50 minutes.
8. Post a draft version of your lesson plan for peer critique.
9. Give feedback to other groups on their draft lesson plans.
10. Revise and submit your final lesson plan.
11. You will be graded as a group using the following rubric.

CONTENT-BASED LESSON PLAN	Points possible	Points earned
Language objectives are specific and appropriate	4	
Appropriate strategies/activities used to teach language objectives	4	
Content objectives are specific and appropriate	2	
Procedures clearly described (including grouping, interaction, background, modeling, SIOP strategies, practice, assessment)	5	
Total	15	

GENRE ANALYSIS (Module 4)

Purpose

Students will develop the ability to analyze academic genres in content areas. They will be able to describe the stages and language features of a specific genre typical in their content area of interest.

Procedure

1. Join a Module 4 small group based on content area interest.

2. Read Hyland's (2004) article on genre analysis. Pay special attention to the process Hyland outlines on p196 and again on p201. These are the steps you should go through in this analysis assignment.
3. Also read Martin (2009) and focus on the definition of genres (the three features of genre).
4. Read the article specific to your content area for more information on the specific school genres important to that content area.
 - For social studies: Learning language and learning history (Schleppegrell & Achugar 2004)
 - For science: "Something to shoot for" (Macken-Horarik 2004)
 - For English language arts: Learning the language of persuasion (Gebhard, Harman & Seger 2007)
 - For math: The linguistic challenges of mathematics teaching and learning (Schleppegrell 2004)
5. Decide within your group on **which genre** (e.g., biographical recount in social studies, or lab report in science) you will analyze of those that are important to your content area.
6. Then, go looking through teaching materials for your content area to find an **example of that genre**. So if the genre you've chosen is the expository essay, you are looking for an expository essay to analyze. You are not looking for something that describes expository essays. If the genre you've chosen is a historical explanation, you are looking for an example of a historical explanation, not something that describes them.
7. In discussion within your group, using Schleppegrell's (2004) lists, and using any descriptions of that genre that you can find (e.g., a description of how to write an expository essay) to identify the stages and the linguistic features that make that genre that genre. Do all expository essays have an introduction and a conclusion? Do all historical explanations have cause and effect phrases? This is where you are deciding what to look for in the text you have chosen to analyze.
8. Find those things (the stages and the linguistic features) in the text you are analyzing.
9. Discuss how you would teach this genre to your students. How would you deconstruct a text like this? (How would you help them notice these stages and linguistic features?) How would you give them opportunities for joint construction? How would you give them opportunities for individual construction?
10. Write your report and include the following 5 sections. Identify them with headings.
 - Introduction. Give an overview of the paper.
 - Genre analysis. Introduce the genre you have chosen and the example of that genre that you will analyze. Identify the stages and the grammatical and lexical features as they show up in this example.
 - Implications. Describe how you would teach this genre, its stages, and its linguistic features (what you discussed in #9 above).
 - Appended text. Transcribe or scan the text.
 - References. Use APA style.
11. Submit your report.
12. You will be graded as a group using the following rubric.

GENRE ANALYSIS	Points possible	Points earned
Stages of genre identified	2	
Grammatical and lexical features of the genre identified	3	
Implications and teaching strategies described	2	
Total	7	

THEMATIC UNIT PLAN (Module 5)

Purpose:

This purpose of this assignment is for students to continue to develop their understanding of the integration of language and content instruction through its application to a thematic unit. About a week's worth of lessons, a thematic unit covers content in multiple subject areas centering on a single theme. Since the unit will integrate language and content, it must incorporate both language and content objectives.

Procedure:

1. Join a Module 5 group. It will include people with at least two different content area interests (e.g., someone from science, someone from language arts, and someone from social studies).
2. Read Mitchell and Young (1997) on creating thematic unit plans.
3. Share and look over the language learning classroom activities (Module 2) and sheltered lesson plans (Module 3) that you've done.
4. Choose an appropriate theme, one that could span more than one content area and lends itself well to a thematic unit. Use and adapt as much of the work you've already done (in #2) as you can.
5. Choose a grade level and specify the content areas.
6. Develop overall content and language objectives for the thematic unit as a whole. Since a unit is about a week long, the content and language objectives will be "larger" than those for an individual lesson. The objectives that you develop for each lesson will serve (be a piece of and support) the objectives for the unit as a whole. Consult TEKS for each content area you've chosen and look for areas of overlap, things students must be able to do in more than one content area. Think about the language required to do those things. Look for areas of overlap in language.
7. Then develop the specific content and language objectives (also based on TEKS) for the individual lessons that will be part of the unit. Go back to Module 2 and the materials on language objectives. As in Module 2 **the language objectives are the most important part of this assignment. For the individual lesson plans, they must be specific in size and for each content area. For the overall unit plan, they should be more general.**
8. Develop each lesson to achieve the objectives you laid out in #7. Use SIOP strategies and draw on the ideas and sample activities in course readings. Write up a

description of each lesson using the template from Module 3 and including the same parts:

- Content area and grade level
 - Materials
 - Content objectives
 - Language objectives
 - TEKS standards to be addressed through the lesson
 - Procedure (Describe how you will build background, how you will demonstrate/model the skill or engagement with the content, how you will use both small and larger groupings, how interaction will be encouraged among students, how specific SIOP strategies will be used, how students will get opportunities to practice and apply the target content and language, how you will assess students' learning during and at the end of the lesson)
 - Estimated time for each part of the procedure. All should add up to 50 minutes.
13. Collect the lessons you've written and look across them to make sure that there are connections in the content and language foci across the lessons and that all develop the theme of the unit.
 14. Develop and describe a holistic unit assessment—a single assessment in which students demonstrate their knowledge of multiple content areas and the overall (unit) language objectives.
 15. Write a cover page (1-2 pp) that serves as an introduction to the thematic unit. It should cover the topics below, and should be written for an audience of teachers.
 - An overview of the theme
 - An explanation of how the unit plan demonstrates integration of language and content and how each lesson contributes to the theme and to the overall (unit) language and content objectives
 - Cite relevant readings using APA-style citations.
 16. Post your draft to BB for peer critique.
 17. Give feedback to another group using the peer critique tool document.
 18. Revise your draft based on the feedback you've received and submit your final version.
 19. You will be graded as a group using the rubric below.

THEMATIC UNIT PLAN	Points possible	Points earned
Theme is creative, well-described, and appropriate for content areas, covers at least 2 content areas	1	
Overall language objectives are specified, appropriate, and apply to multiple content areas	2	
Overall content objectives are specified, appropriate, and apply to multiple content areas	1	
Procedures for at least 5 lessons are clearly described and include the following:	1	
Appropriate and specific content objectives	1	
Appropriate and specific language objectives	2	

Sheltered instruction/SIOP strategies specified	1	
Variety of grouping and interaction strategies specified	1	
Strategies for building background specified	1	
Strategies for teacher modeling target language forms specified	1	
Assessments described	0.5	
Materials listed	0.5	
Holistic unit assessment is creative and appropriate	1	
Cover page introduces theme, describes integration of language and content	1	
Total	15	

GRADING SUMMARY

Assignment	Points	Module
Reading reflection journals (14 at 1 pt ea)	14	1-5
Reading reflection responses (14 at 1 pt ea)	14	1-5
Week 1 Personal introduction forum	1	
Week 2 discussion	2	
Week 3 discussion	2	1
Text analysis	7	
Week 5 discussion	3	
Language learning classroom activity	7	2
Report 1 on content-based lesson	1	
Report 2 on content-based lesson	1	
Report 3 on content-based lesson	1	3
Final content-based lesson plan and critique	15	
Module 4 discussion	3	
Genre analysis	7	4
Module 5 discussion	2	
Thematic unit draft	2	
Peer review of thematic unit	3	5
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

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	Content-based lesson
	Students will write academic language objectives for lessons	Language objectives
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