



Instructor: Katherine S. Mortimer, PhD
Associate Professor of Bilingual/Biliteracy Education
 Email: ksmortimer@utep.edu
 Office hours: Wed 12:30-2:30pm by Zoom and by appointment
 Text: [Remind](#) app (class code @xxxxxx)

COURSE INFORMATION

BED 5343 [CRN 25100] | 3 graduate credit hours | ONLINE

COURSE DESCRIPTION

This graduate level course supports pre-service and in-service teachers in improving educational equity for emergent bilingual students (EBs), or English learners, by ensuring EBs have access to both content and English language development. The purpose is to develop teachers’ knowledge of and expertise in content-based sheltered instruction, or teaching content and language at the same time. Much of the course will focus on developing your awareness of language and expertise in language analysis, as well as theories of language learning, all of which are critical to the integration of language and content in teaching.

<p>DRIVING QUESTION FOR THE COURSE</p>	<p>How can we make education more effective and equitable for emergent bilingual students by ensuring that they have access to both content and English language development?</p>
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A driving question is an open-ended question that communicates the purpose of our learning work in the form of an inquiry, a curiosity. It creates a feeling of challenge and tells us why we are doing this. By the end of our work in this course, you will be able to answer our driving question and to support your answer with theories and research from the field of language education. Each of our seven weeks will be framed by a more specific driving question, all leading up to this one.

COURSE OVERVIEW

Week	Topic
1	Understanding language and first/early language acquisition
2	Understanding bilingualism and second/late language acquisition
3	Teaching second/additional languages
4	Critically identifying academic language
5	Teaching academic language
6	Integrating content and language instruction
7/8	Planning content and language instruction

COURSE LEARNING OBJECTIVES

Upon successful completion of this course, students will

1. demonstrate knowledge of theories of first (early/initial) language acquisition and fundamental linguistic concepts including the subsystems of language (phonology, morphology, lexicon, syntax, pragmatics), register, and metalanguage;
2. demonstrate knowledge of theories of second (later/subsequent) language acquisition/learning and the factors that promote language development;
3. apply theories of second language acquisition in the design of language instruction;
4. demonstrate understanding of the concept of academic language, ways in which it is useful as well as problematic, and ability to identify common characteristics of academic language (e.g., passive voice, nominalization, etc.) in academic texts used in K-12 classrooms;
5. apply knowledge of the concept of academic language in the design of instruction to teach academic language;
6. apply theories of second language acquisition and concepts of academic language and literacy to the planning of content-based sheltered instruction, including specific sheltered instruction and translanguaging strategies such as,
 - 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, and
 - selecting appropriate methods of assessing both language and content knowledge, etc.

REQUIRED TEXTS AND READINGS

You do not need to purchase any texts. Materials are available through the UTEP Library or on Blackboard. The following are the primary texts and additional readings are posted on BB in their corresponding weeks.

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

Lightbown, P. M. & Spada, N. (2021). *How languages are learned: Fifth edition.* New York: Oxford University Press [E-book available through UTEP Library, link on BB].

García, O., Johnson, S.I., & Seltzer, K. (2017). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning.* Philadelphia: Caslon. [E-book is accessible through UTEP Library.]

ASSIGNMENTS

WEEKLY DISCUSSIONS

45% of grade

Educational research shows that our deepest and most meaningful learning happens in interaction with other people. Our weekly class discussions via Blackboard are the heart of that interaction in this course. Most will occur in small groups in order to support richer interaction among members. The goals are (1) for you to demonstrate your knowledge of the readings, and (2) to deepen that knowledge through writing your post and responding to others' posts.

By Saturday of each week, you will write an initial post (200-300 words in total) responding to prompts about the readings. Prompts will ask you to make connections between readings and/or apply concepts from the readings to real-world cases in the readings and in your own experience. Your post should include specific details and/or refer to specific places in the readings to support your answers.

Then by Sunday of each week, you will respond to at least 2 classmates' posts (100 words for each response). Responses should refer to a specific idea in the original post, refer to specific details in the readings, and ask a question, make a suggestion, or otherwise push the original poster to consider another side or additional point about the topic. Consider using [critical thinking stems](#) to push your classmates' thinking forward.

Review the weekly discussion rubric on BB to be sure you understand the expectations of the assignment.

NOTE: Use of AI to generate the text of your responses and replies to discussions is strictly prohibited. If AI-generated text is suspected, your post will receive an automatic 0%. The burden is on you to show that your contributions are written by you.

TEACHING ACADEMIC LANGUAGE PAPER

16% of grade

The purpose of this assignment is to identify specific features of academic language that are used in an academic text and apply practices and strategies that you could use to help emergent bilingual students notice, understand, and practice those features. See the detailed guidelines and rubric on BB.

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

NOTE: Use of AI to generate the text of paper is strictly prohibited. If AI-generated text is suspected, your paper will receive an automatic 0%. The burden is on you to show that your paper is written by you.

CONTENT-BASED SHELTERED INSTRUCTION LESSON PLAN

32% of grade

In this final assignment, 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 sheltered instruction

lesson plan. You will submit a draft of your plan for peer review feedback and then submit a revised version. See the detailed guidelines and rubric on BB.

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.

NOTE: Use of AI to generate the text of your lesson plan is strictly prohibited. If AI-generated text is suspected, your plan will receive an automatic 0%. The burden is on you to show that your lesson plan is written by you.

GRADING SUMMARY

Assignment	Points	Percentage of final grade
Personal introduction discussion	5	3%
Responsible AI usage agreement	5	3%
Weekly discussions (7 at 10 points each)	70	45%
Teaching academic language paper	25	16%
Content-based sheltered instruction lesson plan	50	32%
Total points	150	100%

A = 91-100

B = 81-90

C = 71-80

D = 61-70

F = 60 and below

POLICIES and PROCEDURES

Inclusiveness and equity

Learning happens only when we feel respected as a whole human being. My 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. That you experience this in our course is important for the sake of your learning in this class *and* for the sake of your students' learning. To that end, I want you to know that all of you is welcome in our spaces of interaction—all the parts of you as a person are welcome in our discussions, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for

the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our course, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair, Dr. Alyse Hachey, 915-747-7573 or ahachey@utep.edu, and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

Restricted use of generative AI

Generative AI (artificial intelligence) tools like ChatGPT, Gemini, CoPilot, NotebookLM, Claude, and Grammarly are widely available and have much potential to both help and hurt learning—both your own in this course and your students' in your current or future classroom. To be a well-prepared teacher, you need to think carefully and deeply about what these tools—as they are currently designed—are good for and what they are harmful for, and identify policies for your own and your students' use of AI in learning.

I share with you here my own thinking on this at the present time, thinking that is based on research and professional dialogue in teacher education and at UTEP: Right now, the vast majority of AI tools were created for general purposes and not designed to support the specific task of learning. They tend to tell you or do for you, not teach you. And because they are difficult to detect for sure, it can be hard for teachers and classmates to know if we are reading a human voice or an AI-voice, and this is toxic to the trusting relationships that are central to learning. You have probably been in a Blackboard discussion where it feels like you have to respond to an AI-generated post or give feedback on AI-generated work. With no human there, it can feel like a total waste of one's precious time. This is a heavy, soul-sucking feeling that breeds mistrust between us and takes the joy out of the hard work of learning and teaching. For these two major reasons

- Most AI use **undermines the productive struggle** that produces real learning, and
- Most AI use, especially undeclared, **erodes the trusting relationships** that are essential to a learning community,

I take the position that, at the present time, AI-tools' hazards to learning outweigh their benefits (see this [Brookings Institute report](#) that finds the same). Thus, I have selected for this course the following Teacher Education Department policy that allows only very restricted use of AI-tools.

Responsible Artificial Intelligence (AI) Usage:

Responsible use of AI means using AI in ways that foster the achievement of learning outcomes. Generative AI should advance what students should know, be able to do, and the attitudes they should develop as a result of a learning experience. While generative AI tools can offer inspiration and new possibilities, they *should not* be utilized as unacknowledged substitutes for content created by students in Teacher Education Department courses. It is already a violation of UTEP's Standards of Academic Integrity for students to represent work they did not do as their own, and work generated by an AI tool that is not credited to that tool or in line with instructor approved course directions falls under this policy. It is important to note use of generative AI ***does not*** replace student judgement and critical thinking; as a result, even when

properly disclosed as AI generated, students are held responsible for the accuracy of all content within their submitted coursework.

In this course, ***Students may use generative AI tools in explicitly designated ways only.***

PERMITTED USES

In assignments where it is explicitly written in the directions, you may use AI tools in these specific ways **ONLY**:

- to help you identify key ideas in a reading before or after you read the reading yourself,
- to help with brainstorming (generating a wide-ranging set of multiple ideas),
- to ask clarifying questions about key concepts,
- to correct spelling, capitalization, and punctuation (like old-fashioned spellcheck).

PROHIBITED USES

You may **NOT** use AI tools to generate any text that you submit as part of any assignment or discussion contribution. **AI-generated text IS NEVER PERMITTED.** If AI-generated text is suspected, your work will receive an automatic 0%. The burden is on you to show that your work is written by you.

- Do not use AI tools to summarize a reading instead of reading it yourself.
- Do not use AI tools to polish your writing (e.g., any of the “improve clarity and flow, adapting your tone, refining grammar, improving organization” features of Grammarly). Just leave your beautifully individual writing as it is—I want to hear **YOU** there. Your voice is more important to me.

AI USE STATEMENT MUST ACCOMPANY ALL WRITTEN WORK

When submitting any work, you must clearly identify the ways in which you used AI or that AI was not used at all. Do this in a statement that does one of the following:

- (A) States that AI was not used at all in any step of this assignment.
- (B) States that AI was used in the following ways (from among those permitted in the course) and provides an AI citation using this format:

GEN AI tool (version). Date of query (year/month/day). Text of your query.

For example, “I used AI to clarify my understanding of 2 key concepts that I discussed in this discussion post, and then I wrote all the text myself. Chat GPT 4.0. 03/20/2026.

What are the similarities and differences between translanguaging pedagogy and sheltered instruction?”

Unauthorized use of generative AI outside of stated course directions will be considered an act of scholastic dishonesty, will receive zero credit, and is subject to consequences per UTEP’s standards of academic integrity.

You will be asked to agree to a Responsible AI Usage Agreement at the beginning of the course.

Support services available to you

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—both personal and academic—at UTEP that can help you navigate these challenges and obstacles.

- [University Writing Center](#) (provides assistance with writing style, formatting, writing tutoring, online sessions available)
- [Counseling and Psychological Services](#) (provides many mental health supports free of charge, online resources available)
- [UTEP Food Pantry](#) (provides non-perishable food items, Mon-Fri, 10am-2pm)

And a good first stop is the Division of Student Affairs' [UTEP Student Success Resources](#) page. If you are facing an obstacle to your learning, I encourage you to check out these resources or let me know and I will help you find the supports you need. YOU ARE NOT ALONE.

Language policy for this course

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—please feel welcome to use your full linguistic repertoire as you engage in this course. You may submit to me any written assignment in English or in Spanish or in both. For discussions, the most important criterion is that everyone has an opportunity to understand and to be understood. Contributions to discussions are welcome in Spanish or English or both, and the members of the group are asked to use your collective linguistic repertoires to attend to and facilitate everyone's understanding. I encourage you to communicate openly and frequently about what you are understanding or not.

Academic citations

Please provide APA-style in-text AND reference list citations whenever referencing others' work in ALL your written assignments. See the [Purdue Online Writing Lab APA Style Guide](#) for guidance (link also on BB). I also encourage you to use bibliographic software such as [RefWorks](#) (free through UTEP) to manage your sources as you move through your graduate studies.

Changes to the syllabus

I strive to respond in my teaching to the sometimes-shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, our needs for growth. Some changes may be made to the syllabus along the way. You will always be notified—or asked to participate in the decision to make changes—and, for significant changes, the updated syllabus will be made available on Blackboard. All versions have a version number in the header with the form year, month, day (e.g., 260323 for 2026, March 23).

Different abilities and accommodations

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans

with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the [Center for Accommodations and Support Services](#) at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Academic integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It 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 as ones' own. 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. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).