COURSE INFORMATION
BED 5343 [CRN 27369] | 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.

DRIVING QUESTION FOR THE COURSE
How can we make education more equitable for English learners by ensuring ELs have access to both content and English language development?

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 (see the graphic on BB).

COURSE OVERVIEW

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Language I and first/early language acquisition</td>
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<tr>
<td>2</td>
<td>Language II and second/later language acquisition</td>
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<tr>
<td>3</td>
<td>Second language teaching</td>
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<td>4</td>
<td>Critically identifying academic language</td>
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<tr>
<td>5</td>
<td>Teaching academic language</td>
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<tr>
<td>6</td>
<td>Integrating content and language instruction</td>
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<tr>
<td>7/8</td>
<td>Planning content and language instruction</td>
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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 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.


ASSIGNMENTS

WEEKLY DISCUSSIONS 39% 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. Many 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 Friday 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. Some discussions will have multiple prompts, and you must respond to all prompts.

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. If the discussion has multiple prompts, please respond to 2 classmates’ posts in EACH prompt, though responses can be shorter than when there is only one prompt.

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

LANGUAGE AND SECOND LANGUAGE ACQUISITION PAPER 14% of grade
The purpose of this assignment is for you to articulate a description of how people learn a (second) language after early childhood. You will focus in particular on the role of interaction in second language acquisition based on the concepts, theories, research evidence covered in the first two weeks’ materials. See the detailed guidelines and rubric on BB.

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) mechanics and APA style.

BRIDGES TO ACADEMIC TEXTS ASSIGNMENT 14% 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.

**CONTENT-BASED SHELTERED INSTRUCTION LESSON PLAN**

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.

**GRADING SUMMARY**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of final grade</th>
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<tbody>
<tr>
<td>Auxiliary discussions (personal intro and AI)</td>
<td>10</td>
<td>6%</td>
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<tr>
<td>Weekly discussions (7 at 10 points each)</td>
<td>70</td>
<td>39%</td>
</tr>
<tr>
<td>Second language acquisition paper</td>
<td>25</td>
<td>14%</td>
</tr>
<tr>
<td>Teaching academic language assignment</td>
<td>25</td>
<td>14%</td>
</tr>
<tr>
<td>Content-based sheltered instruction lesson plan</td>
<td>50</td>
<td>28%</td>
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<tr>
<td><strong>Total points</strong></td>
<td><strong>180</strong></td>
<td><strong>100%</strong></td>
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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.

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 Helpful 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.

Guidance on using artificial intelligence (AI)
AI (specifically, AI chatbots like ChatGPT and Bard) is a tool we can use as students and as educators both to enhance learning and also to avoid or undermine learning. The educational community is just beginning to sort out how to do the former while minimizing the latter. We will pool our collective experience and expertise to discuss this and to develop guidance for ourselves. In general, you are welcome to use AI to complement your learning in this course, but you may not use it to directly replace your own work (e.g., directly compose a paper or
answer to a discussion prompt), and in keeping with emerging guidance in the field, you are asked to disclose how you have used AI when you do.

**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) 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., 240318 for 2024, March 18).

**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.