

BED 5343—SHELTERED ENGLISH INSTRUCTION FOR EDUCATORS ONLINE | 7 weeks | Spring 2021

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COURSE INFORMATION

BED 5343-001 [CRN 28084]

3 graduate credit hours, ONLINE

A NOTE ON LEARNING DURING COVID-19

I am glad you are here. These continue to be extra stressful times, and we will acknowledge this in our work together. Why? Because stress interferes with learning. In contrast, wellness makes learning possible. Whenever our goal is learning, we must prioritize well-being. In this class, your well-being is my top priority. We will intentionally focus on building a supportive learning community, helping each other navigate the additional stress of the pandemic, and approaching each other with compassion, humanity, and flexibility. Please do not be afraid to share what is going on for you—I will work with you to find ways to navigate these challenges and still experience the joy and accomplishment of learning in this course.

SYLLABUS TABLE OF CONTENTS—use bookmarks in left PDF menu

COURSE DESCRIPTION

This graduate level course supports pre-service and in-service teachers in improving educational equity for emergent bilingual students, or English learners (ELs), by ensuring ELs 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. The course is developed around two core values: **COMMUNITY + EQUITY**.

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 SCHEDULE

WEEK 1: LANGUAGE I AND FIRST LANGUAGE ACQUISITION

Driving question → What IS language? And how do we learn/develop it in early childhood?

- | | |
|--|---|
| Beginning
MON Mar 22 | <ul style="list-style-type: none">▪ Read the course syllabus in detail▪ Read the “Building our class community” post▪ On language → Read Diaz-Rico (2008) (pp. 13-43)▪ On learning language in early childhood → Read Lightbown & Spada (2013), Chapter 1▪ Watch the video <i>Doing what comes naturally: Childhood language acquisition</i> (47 min) (UTEP library)▪ Optional to read: “Sheltered Instruction: Teaching Content & Language Simultaneously” (If sheltered instruction is very new to you, this brief introduction may be helpful to read.) |
| By
TUES Mar 23
11pm ¹ | <ul style="list-style-type: none">▪ Post your personal introduction via Flipgrid conversation▪ Fill out the “BED 5343 Introductory survey” (Google Form)▪ Make sure you have your copies of the required texts |
| By
WED Mar 24 | <ul style="list-style-type: none">▪ Make your initial post to the weekly discussion (see guidelines below) |
| By
FRI Mar 26 | <ul style="list-style-type: none">▪ Respond to at least 2 classmates in the personal introduction Flipgrid conversation▪ Respond to at least 2 classmates in the weekly discussion |
| By
MON Mar 29 | <ul style="list-style-type: none">▪ Submit your language and first language acquisition paper |

WEEK 2: LANGUAGE II AND SECOND LANGUAGE ACQUISITION

Driving question → Who are English learners? How do we learn second languages?

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|-------------------------|--|
| Beginning
MON Mar 29 | <ul style="list-style-type: none">▪ On labels for ELs → Read García (2009)▪ On how we talk about English learners → Read “Power of words: Deficit discourse and ELLs” blog post |
|-------------------------|--|

¹ Reminder: All deadlines are 11pm Mountain Daylight Time. If you are outside of the MDT time zone, please adjust your deadlines so that your work arrives by 11pm MDT.

	<ul style="list-style-type: none"> ▪ On academic literacy and EL learners → Read Gibbons (2009), Chapter 1 (pp. 8-17) ▪ On second language learning → Read Lightbown & Spada (2013), Chapters 2-4 ▪ On experiences of English learners → Read (optional) Quan (2004) and/or Rodriguez (2000)
By WED Mar 31	<ul style="list-style-type: none"> ▪ Make your initial post to the weekly discussion
By FRI Apr 2	<ul style="list-style-type: none"> ▪ Respond to at least 2 classmates in the weekly discussion
By MON Apr 5	<ul style="list-style-type: none"> ▪ Submit your second language acquisition paper

WEEK 3: SECOND LANGUAGE TEACHING

Driving question → How can we intentionally teach features of English as a second language so that ELs have access to English language development?

Interdisciplinary groups

Beginning MON Apr 5	<ul style="list-style-type: none"> ▪ On second language learning theories and classrooms → Read Lightbown & Spada (2013), Chapters 5-7 ▪ On instructional implications of SLA theories → Read the table from Peregoy & Boyle (2005) ▪ On an introduction to sheltered instruction and language objectives → Read Markos & Himmel (2016), pp 1-6 (up to “Strategies for sheltering instruction in the content areas”) ▪ Watch the video <i>Developing communication for language and thinking</i> (UTEP Library) ▪ On interdisciplinary projects → see links on BB ▪ Read the “Investing in cooperative/small group work” post
By WED Apr 7	<ul style="list-style-type: none"> ▪ Make your initial post to the weekly discussion
By FRI Apr 9	<ul style="list-style-type: none"> ▪ Respond to at least 2 classmates in the weekly discussion ▪ Submit Week 3 reading reflection
By MON Apr 12	<ul style="list-style-type: none"> ▪ Submit language learning activity (with interdisciplinary group) ▪ Choose a tentative theme for your culturally responsive thematic unit plan final assignment with your interdisciplinary group—you will return to this in Week 7—submit completed unit planner to BB as a group.

WEEK 4: LANGUAGING AT SCHOOL

Driving question → What is academic language? Why is the concept useful as well as problematic?

Content-area groups

- Beginning
MON Apr 12
- On intellectual practices and academic languaging → Read Gibbons (2009), Chapters 2-3
 - On academic language → Read Zwiers, J. (2014), Chapter 2, pp. 21-45 and “The Three Tiers of Vocabulary Development”
 - On the concept of academic language → Read “Is it time for a moratorium on academic language?” and “What if we treated language minoritized children like gifted sociolinguists?” (Blog posts by Nelson Flores)
 - Review Diaz-Rico (2008) from Week 1 on language
 - Critical thinking questions

- By
WED Apr 14
- Make your initial post to the weekly discussion.

- By
FRI Apr 16
- Respond to at least 2 classmates in the weekly discussion.
 - Submit Week 4 reading reflection

- By
MON Apr 19
- Submit text analysis (with content area group)

WEEK 5: BRIDGES TO ACADEMIC TEXTS

Driving question → How can we teach academic language?

Content area groups

- Beginning
MON Apr 19
- On classroom activities for academic literacy and building bridges to academic texts → Read Gibbons (2009), Chapters 4-5
 - On strategies for sheltering instruction in the content areas → Read Markos & Himmel (2016), pp 6-11, up to “Assessing content learning in sheltered instruction.”
 - Read the English Language Proficiency Standards (ELPS) for teaching ELs

- By
WED Apr 21
- Make your initial post to the weekly discussion

- By
FRI Apr 23
- Respond to at least 2 classmates in the weekly discussion
 - Submit Week 5 reading reflection

- By
MON Apr 26
- Submit your bridges to academic texts assignment (with content area group)

WEEK 6: INTEGRATING LANGUAGE AND CONTENT I

Driving question → How can we teach academic language and content at the same time?

Interdisciplinary groups

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|-------------------------|---|
| Beginning
MON Apr 26 | <ul style="list-style-type: none">▪ On sheltered instruction → Read Markos & Himmel (2016) in full. Be sure to read pp 11-12 on “Assessing content learning in sheltered instruction” as well as re-reading the other sections that you’ve already seen.▪ On scaffolding for writing and talk → Read Gibbons (2009), Chapters 6-8▪ Watch the video <i>Integrating ESL students into the classroom</i> (UTEP library)▪ Review links on writing language objectives▪ See resources for your CBSI lesson plan (see folder on BB) |
| By
WED Apr 28 | <ul style="list-style-type: none">▪ Make your initial post to the weekly discussion. |
| By
FRI Apr 30 | <ul style="list-style-type: none">▪ Respond to at least 2 classmates in the weekly discussion |
| By
MON May 3 | <ul style="list-style-type: none">▪ Submit your content-based sheltered instruction (CBSI) lesson plan aligned with culturally responsive theme (individual assignment, coordinated within your interdisciplinary group) |

WEEK 7: INTEGRATING LANGUAGE AND CONTENT II

Driving question → How can we use sheltered instruction to teach language across the content areas?

Interdisciplinary groups

- | | |
|------------------------|---|
| Beginning
MON May 3 | <ul style="list-style-type: none">▪ Read Mitchell & Young (1997)▪ Read Vogt (1997)▪ Examine PBL examples (links on BB) |
| By
WED May 5 | <ul style="list-style-type: none">▪ Complete your peer review of a classmate’s (CBSI) content-based sheltered instruction lesson plan (individual assignment) |
| By
MON May 10 | <ul style="list-style-type: none">▪ Submit your thematic unit plan (with your interdisciplinary group)▪ Submit Week 7 reading reflection |

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 design of content-based sheltered instruction, including **selecting language proficiency standards** (e.g., ELPS) and content standards (e.g., TEKS) and **writing language objectives** appropriate for various grade and language proficiency levels;
7. apply theories of second language acquisition and concepts of academic language and literacy to the design 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.;
8. be able to use the above knowledge to **make education more equitable** for ELs by planning content-based, sheltered instruction in order to ensure English learners have access to both content and English language development; and
9. identify ways that the COVID-19 pandemic is affecting your own learning as a teacher, and ways that you, in your current/future work as a teacher, will **provide for the needs of your English learners during and after a major disruption in their learning**.

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 in their corresponding weeks.

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

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

Markos, A. & Himmel, J. (2016). [Using sheltered instruction to support English learners](#) (Practitioner Brief). Washington, DC: Center for Applied Linguistics.

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

Vogt, M.E. (1997). Cross-curricular thematic instruction. Boston: Houghton Mifflin.

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: Echevarría, Vogt & Short (2017). *Making content comprehensible for English Learners: The SIOP Model (5th edition)*. Pearson Education.

DESCRIPTIONS OF ASSIGNMENTS

WEEKLY DISCUSSIONS

You will engage with assigned readings and videos through interaction with your classmates. The discussions are a space for you to show your understanding and push your learning and your peers' learning forward. I will monitor the discussions, but they are primarily a space for you to discuss and make connections with each other and with the class content. You will make at least 3 contributions to the discussions each week: one initial post and 2+ responses.

READING REFLECTIONS

In four of the weeks, you will reflect on what you learned that week in relation to the week's driving question. **A reflection is not a summary**. Rather, it is a deep consideration of the concepts you encountered in the readings, discussed in the discussions, and engaged with in the assignments, all in relation to the week's driving question. Please use the template provided for each reflection—it will help to focus your analysis of your learning using three questions: What happened? So what? Now what?

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)

The purpose of this assignment is for you to articulate an explanation 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 theories and research evidence covered in this week's materials. 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. This is a **GROUP ASSIGNMENT** done in your **interdisciplinary small group** this week (the same group with whom you will do your final assignment the thematic unit plan).

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** done with your **content area small group**.

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 later assignments. Please follow the procedure described in the guidelines on BB. This is a **GROUP ASSIGNMENT** done with your **content area small group**.

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)

In this 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. A revised version of this lesson plan will become part of your final thematic unit plan, and you will coordinate with your interdisciplinary group to choose content and language objectives that fit within the theme your group has chosen. 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 7)

You and your peers will serve each other as "critical friends"—that is, you will give your classmates constructive feedback on their content-based sheltered instruction lesson plan, and you will receive feedback from them on yours as a way of supporting each other in growing as teachers. The activity is intended to promote positive interdependence within the class and to improve your final CBSI lesson plan product. You will receive a grade for this assignment based on the quality of your review and its timeliness. This is an **INDIVIDUAL ASSIGNMENT**.

CULTURALLY RESPONSIVE 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 culturally responsive thematic unit plan, which you

will assemble together in your interdisciplinary group. Your unit will include one lesson from each of multiple content areas (math, science, social studies, language arts) centering on a single theme. The theme will be culturally responsive, or drawing on the meaningful, local cultural context around your students. Since the unit will be designed to integrate language and content instruction, the plan must include both language and content objectives. This is a **GROUP ASSIGNMENT** done with your **interdisciplinary group**. In Week 3, you will do some preliminary planning for the assignment, choosing a culturally responsive theme, grade level, driving questions, and potential standards to be covered in each of the content areas.

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 + responses via Flipgrid conversation	10	1%
Weekly discussions (6 at 20 points each)	120	13%
Reading reflections (4 at 10 points each)	40	4%
Week 1: Language and first language acquisition paper (Ind)	100	11%
Week 2: Language and second language acquisition paper (Ind)	100	11%
Week 3: Language learning activity (Group)	100	11%
Week 4: Text analysis (Group)	100	11%
Week 5: Bridges to academic texts assignment (Group)	100	11%
Week 6: Content-based sheltered instruction lesson plan (Ind)	100	11%
Week 7: Peer review of CBSI (Ind)	50	5%
Week 7: Culturally responsive thematic unit (100 pts) + planner (10 pts)	110	12%
Total points	930	100%

A = 91-100
 B = 81-90
 C = 71-80

D = 61-70
 F = 60 and below

POLICIES and PROCEDURES

Inclusiveness and equity is our top priority.

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 future/current students' learning, so that you feel able to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our course space—all the parts of you as a person are welcome in our discussions, our activities, 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.

Get support.

For this class: There are a number of 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. Find it on the left side menu under "Resources."
- **Office hours:** I am happy to make a time to talk with you (or your whole small group) by phone or Zoom—just ask!
- **Email me:** You can always email me. I strive to answer messages within 24 hours. Please bear in mind that there may be times when it will take a bit more.
- **Text me:** You can also reach me by text through the [Remind](#) app. As always, I will try to answer as soon as I am able.

Beyond this class: Food insecurity, financial distress, mental health, and access to other 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/>. 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.

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 variet(ies) of Spanish, English, both, or any other language, and I encourage you to talk openly and frequently about what you are understanding or not.

Participate actively.

You may have some experience already with what it's like to learn in an online, seven-week intensive course 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/Zoom, etc. 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 support you, help you get back up to speed, and ensure your absence does not negatively impact any groupmates you may be working with.

Communicate about late work and deadlines.

Late work is accepted with points deducted. We are all carrying many commitments, and I know you are doing your best to fulfill them all. If you have an extenuating circumstance or problems with an assignment and your assignment is late, or you cannot meet a deadline that you've agreed upon with your group, please communicate with me and with your groupmates as soon as possible. This will care for your learning relationships—with me and with your groupmates—and will help us to support you.

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.

Invest in your small group work.

Small group work is a required and important part of this course—it is not optional. You will work in two different small groups during the course:

- a **content area group** (Weeks 4 and 5) in which you and your groupmates will have similar content-area expertise, and
- an **interdisciplinary group** (Weeks 3, 6, and 7) in which you will be the group's expert in your content area and your groupmates will be experts in other content areas.

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) is 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, Remind, WhatsApp, FaceTime, Zoom, 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 or Remind 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.

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 and provide feedback.

Do not use attachments to post writing on discussion boards.

Work posted in discussion boards should not be posted as an attachment—they are difficult to view and to grade.

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: for example, “... in language learning (Gibbons, 2009, p.23)” 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., 210322 to indicate 2021, March 22). 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.

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.

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 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.

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 objective	Means of assessment	Standards for ESL educators	TEXES ESL supplemental certification exam domain
1. Language I and first language acquisition	Demonstrate knowledge of theories of first language acquisition and language subsystems.	Language and first language acquisition paper	I. Language concepts III. Process of L1 acquisition	Domain I
2. Language II and second language acquisition	Demonstrate knowledge of theories of second language acquisition and language subsystems.	Language and second language acquisition paper	III. Process of L2 acquisition V. Factors affecting learning of content	Domain I Domain II
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	Demonstrate understanding of the concepts of academic language and academic literacy.	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	Apply the concept of academic language to instruction.	Bridges to academic texts	IV. ESL teaching methods	Domain II
6. Integrating language and content I	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.	Culturally responsive thematic unit plan	IV. ESL teaching methods IV. Assessment	Domain II