

**BED 5343—SHELTERED ENGLISH INSTRUCTION FOR EDUCATORS**  
**ONLINE | 7 weeks | Summer 2020**

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Office hours: Mon 1-3pm online, and by appointment

Text: [Talking Points](#) app

**COURSE INFORMATION**

BED 5343-005 [CRN 35705]

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, 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.

**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?**

**SYLLABUS TABLE OF CONTENTS—use bookmarks in left PDF menu**

**OVERVIEW**

Week	Topics	Assignments <sup>1</sup>
1	Language I and first language acquisition	<ul style="list-style-type: none"> <li>• TUES 11pm<sup>2</sup>: Personal introductions forum and introductory survey, buy texts, BB photo</li> <li>• TUES-FRI: 4+ discussion posts</li> <li>• SAT 11pm: Post concluding thoughts to discussion, Weekly reading reflection journal 1 (WRRJ1) (ind)</li> <li>• MON 11pm: Language and language acquisition paper (ind)</li> </ul>
2	Language II and second language acquisition	<ul style="list-style-type: none"> <li>• TUES-FRI: 5+ discussion posts</li> <li>• SAT 11pm: Weekly reading reflection journal 2 (WRRJ2) (ind)</li> <li>• MON 11pm: Second language acquisition paper (ind)</li> </ul>
3	Second language teaching	<ul style="list-style-type: none"> <li>• TUES-FRI: 5+ discussion posts in interdisciplinary groups</li> <li>• SAT 11pm: Weekly reading reflection journal 3 (WRRJ3) (ind)</li> <li>• MON 11pm: Language learning activity (ind), Planner for culturally-responsive thematic unit (group)</li> </ul>
4	Languaging at school	<ul style="list-style-type: none"> <li>• TUES-FRI: 5+ discussion posts in content area groups</li> <li>• SAT 11pm: Weekly reading reflection journal 4 (WRRJ4) (ind)</li> <li>• MON 11pm: Text analysis assignment (content area group)</li> </ul>
5	Bridges to academic texts	<ul style="list-style-type: none"> <li>• TUES-FRI: 5+ discussion posts in content area groups</li> <li>• SAT 11pm: Weekly reading reflection journal 5 (WRRJ5) (ind)</li> <li>• MON 11pm: Bridges to academic texts assignment (content area group)</li> </ul>
6	Integrating language and content I	<ul style="list-style-type: none"> <li>• TUES-FRI: 5+ discussion posts in interdisciplinary groups</li> <li>• SAT 11pm: Weekly reading reflection journal 6 (WRRJ6) (ind)</li> <li>• MON 11pm: Content-based sheltered instruction (CBSI) lesson plan (ind)</li> </ul>
7	Integrating language and content II	<ul style="list-style-type: none"> <li>• TUES-FRI: 5+ discussion posts in interdisciplinary groups</li> <li>• THURS 11pm: Peer review of CBSI lesson plan (ind)</li> <li>• SUN 11pm: Weekly reading reflection journal 7 (WRRJ7) (ind)</li> <li>• <b>MON</b> 11pm: Culturally-responsive thematic unit plan (interdisciplinary group)</li> </ul>

<sup>1</sup> Graded assignments are listed here by due date. Readings and additional ungraded tasks are required and are listed in the full course schedule below and the appropriate week on BB.

<sup>2</sup> All times are given in Mountain Daylight Time. If you are outside of the MDT time zone, please adjust your deadlines so that your work arrives by 11pm MDT.

## **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 concepts of academic language and academic literacy 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;
6. apply theories of second language acquisition and concepts of academic language and literacy to the design of content-based sheltered instruction, including selecting content standards (e.g., TEKS) and language proficiency standards (e.g., ELPS) 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, 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.

## **REQUIRED TEXTS AND READINGS**

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

Lightbown, P. M. & Spada, N. (2013). *How languages are learned: Fourth edition*. New York: Oxford University Press.

Additional readings are listed below and posted on Blackboard (BB) in their corresponding weeks.

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

Echevarría, J. & Graves, A. (2007). *Sheltered Content Instruction: Teaching English Learners with Diverse Abilities, 3e*. Boston: Allyn & Bacon. (Chapter 3) (BB)

- García, O. (2009). Emergent bilinguals and TESOL: What's in a name? *TESOL Quarterly*, 43, 2 (322-326). (BB)
- Menken, K. & Kleyn, T. (2009). The difficult road for long-term English learners. *Educational Leadership*, 66(7). (BB)
- Mitchell, D. & Young, L.P. (1997). Creating thematic units. *The English Journal*, 86, 5 (pp. 80-84). (BB)
- Quan, K.Y. (2004). The girl who wouldn't sing. In O. Santa Ana (ed.), *Tongue-Tied: The Lives of Multilingual Children in Public Education* (pp.13-15). New York: Rowman & Littlefield. (BB)
- Rodríguez, L. (2004). From *Always Running*. In O. Santa Ana (ed.), *Tongue-Tied: The Lives of Multilingual Children in Public Education* (pp.25-26). New York: Rowman & Littlefield. (BB)
- Vogt, M.E. (1997). Cross-curricular thematic instruction. Boston: Houghton Mifflin. Available at <https://www.eduplace.com/rdg/res/vogt.html>. (BB)
- Wong-Fillmore, L. & Snow, C.E. (2000). What teachers need to know about language. Washington, DC: Center for Applied Linguistics. (BB)
- Zwiers, J. (2014). *Building Academic Language (2<sup>nd</sup> Edition): Meeting Common Core Standards across Disciplines*. San Francisco: Jossey-Bass. (Chapter 2, pp. 21-45). (BB)

Also recommended but not required: *Making content comprehensible for English Learners* by Echevarría, Vogt, & Short, 2017.

## 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](mailto: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](mailto: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 videocall (e.g., Zoom, Skype, FaceTime, etc.) or in person—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 [Talking Points](#) app (see the info on BB in Course Materials/Building our class community). As always, I will try to answer as soon as I am able. Join our class on Talking Points to stay in touch.

### **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.

→ **EMERGENCY GRANTS** are available to students in financial distress due to COVID-19 through **UTEP CARES** (<https://www.utep.edu/utepcares/>).

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 variety(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, 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.
- As a last resort, I will drop from the course any student who is not participating and communicating fully with me and classmates.

***Communicate thoughtfully and multimodally.***

Please remember that the primary 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 written 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 face to face life. In your small 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. I will do the same with you 😊

In order to diversify our contact with each other beyond writing, which lacks things like tone of voice, facial expressions that humanize communication (and make it fun!), I have included some video-based assignments. I also encourage you to seek multimodal (more than just writing) ways of communicating in your small groups: use Skype, Zoom, FaceTime to videoconference, use voice messages on WhatsApp, etc. See each other's faces and hear each other's voices, introduce each other to your dogs and children!

***Honor deadlines and 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 and plan around each other's schedules.

Submit your work on time. **Late work** may be accepted, though it will lower your grade. Each hour of delay will result in one point off your grade, regardless of the reason. For example, 24 hours late will result in 24 points deducted from your grade. If you turn in an assignment in a format that is unreadable by the professor, it will be considered late.

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.

If you have an extenuating circumstance or problems with an assignment and your assignment is late, please email me directly as soon as possible. Please also include a note about the extenuating circumstances when you submit the assignment.

***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, WhatsApp, FaceTime, Skype/Zoom, Slack, Remind, 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.

***Don't fall behind even if you encounter technical difficulties.***

If something technical is not working, e.g., BB is behaving badly when you need to submit an assignment, do the following:

1. Try again in an hour.
2. If BB is still troublesome, email the assignment to me by attachment.
3. 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 place (and include a note reminding me that you emailed it before the deadline). 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.

***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.

***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., 200518 to indicate 2020, May 18). 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.

***Avoid 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 you have passed the first half of the course and provide evidence of a documented illness or family crisis which genuinely precludes successful completion of the course.

***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](mailto: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.

## DESCRIPTIONS OF ASSIGNMENTS

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

- Use 12 pt font, 1" margins, and double spacing
- Please save your assignment file with your first initial and last name (if an individual assignment) or group name (if a group assignment) and assignment name (e.g., my first Weekly Reading Reflection Journal would be [KMortimer.WRRJ1.docx](#) while my group's content-based sheltered instruction lesson plan would be [Group3.CBSILessonPlan.docx](#))
- Use APA-style citations whenever you refer to course readings or other materials. See "APA Help" on BB or see above for more information.

### WEEKLY DISCUSSIONS

You will engage with assigned readings and videos through interaction with your classmates. Some discussions will occur through BB discussion boards while others will occur through [Flipgrid](#) conversations. 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 5 contributions to the discussions each week. You will not receive credit for posts that arrive after their deadline.

### WEEKLY READING REFLECTION JOURNALS (WRRJs)

Each week you will reflect on the activities of the week, including readings/videos, discussions, assignments. **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.

### 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)

You will articulate their understanding of the role of interaction in second language acquisition based on reputable theories and credible evidence. 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. You will work in your interdisciplinary small group this week (the same group with whom you will do your final assignment the thematic unit plan) but this culminating assignment is an INDIVIDUAL ASSIGNMENT.

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

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 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 6)**

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 team and to improve the final 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 (to teach English language and other content area material at the same time), 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.

You will prepare the unit in a format that will be a public product—intelligible for and potentially usable by other teachers—and will present it in a Sheltered Instruction Showcase during the final week of class.

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 via Flipgrid conversation	10	1%
Weekly discussions (7 at 20 points each)	140	15%
Weekly Reading Reflection Journals (7 at 10 points each)	70	7%
Language and first language acquisition paper	100	11%
Language and second language acquisition paper	100	11%
Language learning activity	100	11%
Text analysis	100	11%
Bridges to academic texts assignment	100	11%
Content-based sheltered instruction lesson plan	100	11%
Peer review of CBSI	20	2%
Culturally responsive thematic unit plan + planner	110	12%
<b>Total points</b>	<b>950</b>	<b>100%</b>

A = 91-100  
B = 81-90  
C = 71-80  
D = 61-70  
F = 60 and below

## 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	Apply theories of SLA and	Content-based	IV. ESL teaching	Domain II

language and content I	concepts of academic language to the design of content-based sheltered instruction.	sheltered instruction lesson plan	methods	
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