

BED 5343
Sheltered English Instruction for Educators
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COURSE INFORMATION

BED 5343 [CRN 21884], 3 graduate credit hours, ONLINE

COURSE DESCRIPTION

This course is a graduate level aimed at pre-service and in-service teachers who work with emergent bilingual students, or English Language Learners. The purpose is to develop pre-service and in-service teachers' knowledge of and expertise in the integration of language and content—that is, the teaching of content and language at the same time. Much of the course will focus on developing students' awareness of language and expertise in language analysis, both of which are critical to the integration of language and content in teaching. Students in the course gain knowledge of both practical and theoretical aspects of the integration of language and content, become familiarized with issues and topics in the field, and also conduct research in the field.

REQUIRED TEXTS AND READINGS

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

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

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

COURSE OVERVIEW

Module	Week	Topics	Assignments ¹
	1	Introduction to the course	<ul style="list-style-type: none"> • Personal intro forum • RRJ1
Module 1: The languages of school			
	2	Academic language	<ul style="list-style-type: none"> • Wk 2 Discussion • RRJ2
	3	Language of thinking and learning	<ul style="list-style-type: none"> • Wk 3 Discussion • RRJ3
	4	Analyzing academic language/register	<ul style="list-style-type: none"> • Text analysis • RRJ4
Module 2: Acquiring/learning language			
	5	First language acquisition	<ul style="list-style-type: none"> • Wk 5 Discussion • RRJ5
	6	Second language acquisition	<ul style="list-style-type: none"> • Classroom activity • RRJ6
Module 3: Language development in classrooms			
	7	Integrating language and content	<ul style="list-style-type: none"> • Lesson plan report 1 • RRJ7
SPRING BREAK			
	8	Planning instruction to promote L2 development	<ul style="list-style-type: none"> • Lesson plan report 2 • RRJ8
	9	Developing oral language in interactions	<ul style="list-style-type: none"> • Lesson plan report 3 • RRJ9
	10	Presentation and critique of content-based lesson plans	<ul style="list-style-type: none"> • Peer evaluation • Final lesson plan • RRJ10
Module 4: Advanced literacy and specialized registers			
	11	Academic genres	<ul style="list-style-type: none"> • Wk 11 Discussion • RRJ11
	12	Advanced literacy and specialized registers in content areas	<ul style="list-style-type: none"> • Genre analysis • RRJ12
Module 5: Researching language development			
	13	Researching language development	<ul style="list-style-type: none"> • Mod 5 Discussion • RRJ13
	14	Relationship between theory and research	<ul style="list-style-type: none"> • Article summary • RRJ14
	15	Thematic unit work	<ul style="list-style-type: none"> • Peer evaluation • RRJ15
	16	Conclusion	<ul style="list-style-type: none"> • Final thematic unit

¹ Only graded assignments are listed here. Readings and additional ungraded tasks are required and are listed in the full course schedule below and the appropriate Learning Module on BB.

RELATIONSHIP OF COURSE MATERIAL TO TEXAS STATE STANDARDS FOR EDUCATORS

Educators of ELL students must be able to teach the academic English that students need in order to learn the target content. Thus, educators of ELLs must have an understanding of English language teaching. We use the Texas State Standards for ESL Educators as a guide for what students in this course will know and be able to do upon successful completion of the course. Standards I, III, IV, V, and VI will be our focus.

Standard I: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II: The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III: The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V: The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

Standard VI: The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII: The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

POLICIES and PROCEDURES

Online participation.

Having chosen to participate in an online course, you are expected to plan your time and organize your schedule. You must log in to the course regularly, participate in all forums and complete expected group on time. Otherwise, I will drop you since I consider students who do not log in and participate to be the same as students who do not show up to a face-to-face class.

Where to go for support.

There are a number of ways to find support and get your questions answered. Try them all:

- **Peer Q&A forum:** This is a discussion forum always available where you can post questions for your peers. Chances are, someone else had the same question and has maybe already figured out the answer. We will also occasionally post answers to people's questions there.

- **Office hours:** The course TA and I will hold online office hours each week via BB Collaborate. Session times will be posted and you can join as needed using video, audio, and/or chat. Interaction will be live.
- **Email the instructors:** You can always email me or the course TA. We strive to answer messages in a timely way, but bear in mind that there are times when we are not available

Writing assignments.

All written assignments (non-discussions) must be submitted in Word doc format. I will not accept work which is posted in the comments section of the assignments because doing so causes more work for both students and teacher. Work posted in discussion forums should never be posted as an attachment. Attachments posted in forums are not read or graded.

Academic citations.

Please provide proper in-text AND bibliographic citations whenever referencing others' work (INCLUDING COURSE READINGS) in ALL your written assignments. Please use APA style for in-text and bibliographic citations. You will find a link to "APA Help" in the left-side menu on BB. More APA information can be found at these links:
IN-TEXT citations: <http://owl.english.purdue.edu/owl/resource/560/02/>
BIBLIOGRAPHIC citations: <http://owl.english.purdue.edu/owl/resource/560/05/> (This page begins the section on how to format your citations in the reference list. You will need to read this page and those following to review formatting for bibliographic references to journal articles, books, and other sources.)

Late work.

Students are expected to turn in their work on time. Late work will automatically lower your grade. If you turn in an assignment in a format that is unreadable by the professor, it will be considered late. Regardless of the reason, submitting a Blackboard assignment within 24 hours after the due date will automatically lower the grade for the assignment one full letter grade.

Group participation.

All students are expected to participate in the online environment in a scholarly manner. In this online environment students share resources and depend on each other to complete assignments. Therefore, I will not tolerate students who fail to turn in their part of their work or let others do their work for them or are generally undependable and unscholarly. Similarly, if you are experiencing problems with your team, first try to resolve it on your own. If you are not able to resolve it, document your problem, email it to me ASAP, and follow up with a telephone call.

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. An updated schedule of readings and assignments will be sent to you by email and posted on Blackboard.

Academic honesty.

Academic honesty is always expected. The UTEP Handbook of Operating Procedures will be followed. This 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 person as one's own. And, 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. Furthermore, academic dishonesty, such as submitting work you did in another class for credit in this class is forbidden.

Incompletes.

No incompletes will be given for this course unless there are extenuating circumstances. Please talk to the professor ASAP if such a situation arises. In any case, incompletes will be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis which genuinely precludes successful completion of the course.

Accommodations.

Any student who qualifies under the ADA (Americans with Disabilities Act) should contact the professor at once. Recall that it is your responsibility to inform the professor. If you have a disability you may self-identify by providing documentation to the Office for Disabled Student Services.

ASSIGNMENTS

DETAILS OF ALL ASSIGNMENTS PROVIDED ON BB.

EXPECTATIONS FOR ALL FORMAL WRITTEN ASSIGNMENTS (not discussions boards)

- Use 12 pt font, 1" margins, and double spacing
- 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 Reading Reflection Journal would be **KMortimer.RRJ2.docx** while my group's content based lesson plan would be **Group3.ContentBasedLessonPlan.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.

READING REFLECTION JOURNALS (RRJs) (Weekly)

Purpose

Students will engage with assigned readings in this journal. A reflection is not a summary. Rather, it is a deep consideration of the concepts presented in the readings. To do that deep consideration you must BE ABLE to pick out the main points as you

would in a summary, but in a reflection you go BEYOND the main points by responding to them, asking questions, thinking about their implications, etc.

TEXT ANALYSIS (Module 1)

Purpose

Students will develop the ability to focus on the structure of academic language. This ability is necessary to deliver content-based instruction for ELLs.

DESIGNING A LANGUAGE LEARNING CLASSROOM ACTIVITY (Module 2)

Purpose

The purpose of the assignment is to apply theories of SLA in designing a specific, targeted classroom language learning activity. Study Peregoy and Boyle's (2005) table of instructional implications for three of the theories.

CONTENT-BASED LESSON PLAN (Module 3)

Purpose

The purpose of this assignment is for students to develop mastery of sheltered instruction and its associated strategies. They will develop mastery by collaborating with peers on designing a sheltered lesson.

GENRE ANALYSIS (Module 4)

Purpose

Students will develop the ability to analyze academic genres in content areas. They will be able to describe the relationship between academic genres and grammatical and lexical choices. They will also read research articles and discuss implications for instruction of ELLs.

ARTICLE SUMMARY AND RESPONSE (Module 5)

Purpose

The purpose of this individual assignment is for students to read, understand and critique research literature in the field of ESL relevant to K-12 educational contexts.

THEMATIC UNIT PLAN (Module 5)

Purpose:

This purpose of this assignment is for students to continue to develop their understanding of the integration of language and content.

GRADING SUMMARY

Assignment	Points	Module
Reading reflection journals (15 at 1 pt each)	15	1-5
Week 1 Personal introduction forum	1	
Week 2 discussion forum	2	
Week 3 discussion forum	2	1
Text analysis	7	
Week 5 discussion forum	3	2

Language learning classroom activity	7	
Report 1 on content-based lesson	1	
Report 2 on content-based lesson	1	3
Report 3 on content-based lesson	1	
Final content-based lesson plan and critique	15	
Weeks 11-12 discussion forum	3	4
Genre analysis	7	
Thematic unit discussion forum	3	
Article summary	8	
Thematic unit draft	2	5
Peer review of thematic unit	2	
Final thematic unit plan	20	
Total points		100

A = 91-100

B = 81-90

C = 71-80

D = 61-70

F = 60 and below

STUDENT LEARNING OUTCOMES and EVALUATION

Module	Learning outcome	Evaluation
1. The language of school (ESL Standard V)	Students will analyze academic texts	Text analysis
2. Acquiring language (ESL Standards I, III)	Students will apply theories of second language acquisition	Language learning activity
3. Language development in the classroom (ESL Standards)	Students will design content-based instructional lessons	Content-based lesson
	Students will write academic language objectives for lessons	Language objectives
4. Advanced literacy and Specialized genres (ESL Standard VI)	Students will analyze academic register and genres in various content areas	Genre analysis
5. Researching language development (ESL Standards I, III, IV, V, VI)	Students will synthesize research articles in the field and draw implications to teaching practice.	Article summary and response
	Develop a thematic unit based on research findings	Thematic unit