
BED 4343: Teaching Academic English (Online)
Summer 2021 (June 7 – July 30)
CRN 36325

*We interpret the world through language.
We express ourselves through language.*

-Jim Cummins

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

-Nelson Mandela

Instructor: Maria Del Rosario Talamantes, Ph.D. **Virtual Office:** Regular email **OfficeHours:** Daily; will respond to email within 24 hours

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Course Information

BED 4343 – Teaching Academic English

3 Credit Hours

Location: Blackboard Learning Platform

Days and Times: 8 weeks, Online

COURSE DESCRIPTION:

This course covers the principles of second language learning and literacy acquisition and their application to instruction in the various subject areas taught in schools. It emphasizes functional linguistic approaches to making content area instruction comprehensible and developing the language abilities of second language learners. This course integrates English Language Proficiency Standards (ELPS) for English Language Learners (ELLs) in order to provide strategies for language acquisition and academic success in all content areas for students at different levels (beginning, intermediate, advanced, and advanced high) in the domains of listening, speaking, reading and writing.

The course includes field work; discussions based on readings, case studies, and particular scenarios; problem-solving and critical thinking exercises; video; and written assignments.

COURSE PURPOSE:

The purpose of BED 4343 is to prepare all educators with the appropriate pedagogical and professional knowledge that will equip them to adequately and effectively teach English language learners in their classroom.

COURSE OBJECTIVES & LEARNING OUTCOMES:

- Students will develop foundational theoretical understandings in the area of bilingualism and second language development. These include, but are not limited to, the cognitive, linguistic, affective, and sociocultural dimensions of literacy development in ESL with an emphasis on the interrelationships between literacy in the first and second language. *Relevant standards: ESL I, II, III, IV, V; BED II, III; PPR I*
- Students will learn how to design and implement instructional and assessment strategies for literacy and academic development (with a focus on English as a second language and Spanish as the first language) via sheltered instruction (i.e., developing language and literacy via content that is interesting and relevant to the student). *Relevant standards: ESL III, VI; Bilingual Ed III, IV, V, VI; PPR I, II*
- Students will learn how to design curriculum for ESL students that meets the appropriate professional standards. *Relevant standards: ESL IV, BED VI; PPR I*
- Students will enhance their knowledge and use of technology for their own professional development and for enhancing instruction for English language learners.
- Students will familiarize themselves with the ESL, Bilingual Education and PPR standards and will develop some of the skills needed to meet the standards.

ESL, BILINGUAL EDUCATION, AND PPR STANDARDS: This course addresses the preparation of teachers for Bilingual Education and ESL endorsements in Texas. It also addresses preparation of teachers for the Pedagogy and Professional Responsibility examination. The relevant standards may be found at the following websites:

REQUIRED TEXTS:

Textbook: Sheltered Instruction: Teaching Language, Literacy, and Content to ELLs. PEARSON CUSTOM EDUCATION: Esquinca, Izquierdo, Reyes, Seda, Ullman

Booklet: ELPS at a Glance FLIP BOOK. El Saber Enterprises

Other helpful resource materials: (Not required)

- Sheltered Content Instruction by Echevarria and Graves
- Working with English Language Learners edited by Huerta-Macias
- Reading, Writing, and Learning in ESL by Peregoy and Boyle
- Making Instruction Comprehensible for English Language Learners: The SIOP model by Echevarria, Vogt, and Short

Language Concepts:

<http://teachingtreasures.com.au/newsletters/language-con.htm>

Teacher Certification & Exams Information

*Texas Education Agency - <https://tea.texas.gov/texas-educators/certification>

*Texas Educator Certification Examination Program - <https://www.tx.nesinc.com/>

SBEC Course Standards and Corresponding Student Learning Outcomes

<u>Standard I: TEKS b (1-30)</u>	
<i>The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Review and demonstrate knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students' English language proficiency</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)
<u>Standard III: TEKS b (1-30)</u>	
<i>The ESL teacher understands the processes of first- and second-language acquisition and uses.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)
<u>Standard IV: TEKS b (1-30)</u>	
<i>The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL curriculum and instruction.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Devise and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS)</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)

<i>Modify planning procedures for effective, developmentally appropriate ESL instruction</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Integrate technological tools and resources into the instructional process</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Engage students in critical-thinking processes</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)
<p><u>Standard V: TEKS b (1-30)</u> <i>The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.</i></p>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Demonstrate knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Design instruction and devise activities that are responsive to diversity and individual student needs</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)
<p><u>Standard VI: TEKS b (1-30)</u> <i>The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</i></p>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency)</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Interpret results of standardized tests commonly used in ESL programs in Texas</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)

<i>Summarize LPAC recommendations for LEP identification, placement, and exit</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals</i>	<ul style="list-style-type: none"> *Reading Quizzes *Discussion Boards *Video Analysis *SIOP Lesson Plan & Analysis *Final Exam (recall, synthesis, analysis, application)

University Policy on Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students 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. It is imperative, therefore, that all faculty insist on adherence to these standards.

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.

Course Requirements and Points Distribution

Points Grade Scale

480 – 432 points = A = “Excellent”

431 – 384 points = B = “Good”

383 – 336 points = C = “Average”

335 – 288 = D = “Below Average”

287 points and below = F = “Fail”: The student did not successfully complete any course requirements, or did so at a quality that is unacceptable at this level of education.

***Attendance/Participation:** As an online, 8-week summer course, you are expected to be actively involved in the various assigned activities on Blackboard to meet the weekly learning objectives. All students are responsible for logging into class and demonstrating their presence. This will be determined by a) indication by Blackboard that you have logged on, and b) your ability to complete assignments and tasks according to deadlines.

1) Reading Quizzes [7 quizzes X 10 points each = **70points**]: You will take a quiz every week of the course based on the reading(s) for the week. These quizzes are created to ensure that you have read the assigned reading for the week and are prepared to engage with other tasks that require the background knowledge and information you acquire from the text. You will not be allowed to make up any missed quizzes. *NOTE: Each week, the quiz will be open on Monday, and you will have until Wednesday, 11:59pm to take the quiz (Only a one 10 minutes attempt).

2) Discussion Boards [14 Discussions x 10 points each = **140points**]: – You will use Discussion Board forums to engage in the exchange of thoughts, ideas, and application of what you are studying in the course and the connections you make to experiences and observations inside and outside schools and classrooms. There will be two (2) Discussion Board forums each week, one in the Blackboard discussion forum of the week and the other in Flipgrid responding with a video.

You will be given questions and/or prompts to begin your discussion, which you will find in the description of each Discussion Board Forum. To maximize your potential score, you must do the following **for the discussion forums (Discussion 1):**

***Begin with:** 1) Seeing what Working Discussion Group you are assigned to on the Home Page, 2) Then the first member of your group can begin a thread by indicating “Group #” for that discussion thread, 3) Go to you designated Group # thread for that discussion that your group member has created, 4) Post there.

For the Flipgrid discussions (Discussion 2): Start your discussion by posting the initial responses in a video (up to 3 minutes) using your group’s link. Then, respond to a classmate with a video or with text in the Flipgrid forum.

***Discussion First Day/third Day Protocol**

-There will be a protocol for you to follow for engagement in Discussion Board, called the *First Day/Third Day Protocol*. Here’s how it will work:

- a. You will have two (2) discussion board forums to do for the week, each done separately.
- b. The two discussion boards will be open on Monday. Each Tuesday will be the due date to post your **initial responses (IR)** for the first discussion. By Thursday (the 3rd

day), you should respond to a classmate. The second discussion's due date for posting your initial responses (**IR**) is on Friday, 11:59 pm. By Sunday (3rd day of second discussion), you must reply to your classmate. The Protocol requires that you post on **both** the First and by the third Day of the time that the forum is open to maximize your points earning potential.

- c. **If you do not post your initial** post/response to the question/prompt by the First Day of each discussion, the maximum amount of points you can earn is **"8"**. **If you post your IR** after 7pm on the Third Day, the maximum amount of points you can earn is **"7"**.
- d. There will be **NO EXCEPTIONS** to this protocol. This is to 1) provide your group members enough time to read and respond to your post, and 2) put you on a schedule of work and engagement to maximize your learning and success in the course.

****Discussion Engagement Expectations***

-When you engage in discussion with your group members, it is expected that you do the following:

- a. First, answer all parts of the question/prompt for that discussion forum. Post that initial response.
- b. Second, respond to your group member's post by doing the following in ONE POST in response to your group member's post:

I. Choose one (1) group member to dialogue/have discussion with (**someone different each week**) and read their post closely and carefully.

II. **Choose 1-2 "key sentences"** from what they posted that you feel reflect an interesting/important/insightful idea or thinking. **Copy and paste these 1-2 sentences** and put them in parenthesis in the space **BEFORE** your response. Use the following questions to guide your response, which you need to **NUMBER** and label as **1. (Insight)**:
 1) What was insightful or important that your group member noted that contributes to your understanding of being an informed and effective teacher of English language learners? **HOW** or **WHY** were the ideas in what you cited important and insightful? (How does what you cited make you more informed and more effective?)

III. **Choose another 1-2 "key sentences"** from what your group member posted that you would "think about/do differently." Copy and paste these 1-2 sentences and put them in parenthesis in the space **BEFORE** your responses. Is it an idea they have about how language is acquired or learned that you would think about differently? Is it a certain teaching approach that you would do differently? Or is it a classroom configuration that you would design differently based on a particular lesson and its learning objectives? You decide what it is you want to address that you would "think about/do differently," based on the contents of their initial posting in response to the main question/prompt. Use the following questions to guide your thinking, which you need to **NUMBER** and label as **2. (Different)**: Use the following questions to guide your thinking: **1) WHAT** would you do differently? **2) WHY** would you do it differently? (This portion of your response **MUST be supported by 1-2 sentences** quote that you derive from the week's reading; provide page number of the quote).

IV. After this, you are encouraged to continue your discussion with your group member for the week based on your own questions or thoughts you might have on the topics being discussed.

***If no one posts in your group** on time, you may post a response (per the instructions for Discussion Engagement) to a member of ANOTHER GROUP. That way, you don't have to wait for someone to post all day, and you can get your work done in a timely manner. In this case, send me an email letting me know the group number and the classmate's name that you have responded to.

***How will you be graded?** You will be grade *holistically*. In order to achieve maximum score potential, you will need to: **a)** answer ALL parts of the question(s) or prompt [3 p.], **b)** provide depth and detail in your response [2 p.], **c)** write clearly and technically sound (not like you would for a text, with abbreviations, etc.) [1 p.], **d)** post ON TIME and according to the Protocols and Expectations outlined here in the syllabus [3 p.], **e)** and with evidence that you made an effort to learn and understand the concepts and ideas under study based in the questions/prompts [1 p.]. **10 possible points per discussion.**

*When your postings are graded, you will see a **Rubric** and score scale to inform you of the criteria being used to determine your score. You may also receive abbreviated feedback on your work.

3) Video Analysis (Virtual Field Experience) [7 Video Analyses x 10 points each = **70 points**]: Each week you will need to find a video or combination of videos on the Teaching Channel website (www.teachingchannel.com) that reflect examples of teaching that utilize SIOP features and effective instruction in working with English language learners. Your task will be to identify and analyze a certain number of SIOP and effective teaching features each week, providing detailed evidence from the video. *Instructions and specific expectations for the Video Analysis assignment can be found in PDF on the Homepage of the course.

4) SIOP Lesson Plan & Analysis [100 points]: You will create a SIOP Lesson Plan, using what you have learned about the components of SIOP and effective teaching practices and the significance of each aspect of these approaches to teaching academic English through content. *Guidelines, instructions and specific expectations for the SIOP Lesson Plan and Analysis can be found on the Homepage of the course.

You will find a link to sample SIOP Lesson Plans on the Homepage of the course. Study several of these sample SIOP lesson plans to get a good idea of the depth and detail I will expect in yours.

5) Final Examination [100 points]: This assessment will be based on all of the readings from the course textbook(s), and will ask you to recall specific information, apply knowledge to problem-based classroom situations, use critical thinking skills, synthesize various forms of knowledge, and analyze in-depth various readings and/or other texts.

Test questions will include true/false, multiple choice, and/or short answer.

Course Schedule/ Topics/ Readings/Activities/Due Dates

1. (**Week 1, June 7 – June 13**) – **Second Language Acquisition & Sheltered Instruction in the Content Areas**

*Tasks to Complete This Week:

- Read: Pearson Book, R1 & R2
- Discussion Board 1 IR (Initial Response)I**, DUE: Tuesday, June 8, 11:59pm
- Discussion Board 2 IR**, DUE: Friday, June 11, 11:59pm
- Quiz #1** on Pearson Book, Readings R1 & R2, by Wednesday, June 9, 11:59pm
- Video Analysis #1**, DUE: Sunday, June 13, 11:59pm

2. (**Week 2, June 14 – Jun 20**) – Topic: **Lesson Preparation & Building Background**

*Tasks to Complete This Week:

- Read: Pearson Book, R3 & R4
- Discussion Board 3 IR**, DUE: Tuesday, June 15, 11:59pm
- Discussion Board 4 IR**, DUE: Friday, June 18, 11:59pm
- Quiz #2** on Pearson Book, Readings R3 & R4, by Wednesday, June 16, 11:59pm
- Video Analysis #2**, DUE: Sunday, June 20, 11:59pm

3. (**Week 3, June 21 – June 27**) - Topic: **Comprehensible Input & Interaction**

*Tasks to Complete This Week:

- Read: Pearson Book, R5 & R6
- Discussion Board 5 IR**, DUE: Tuesday, June 22, 11:59pm
- Discussion Board 6 IR**, DUE: Friday, June 25, 11:59pm
- Quiz #3** on Pearson Book, Readings R5 & R6, by Wednesday, June 23, 11:59pm
- Video Analysis #3**, DUE: Sunday, June 27, 11:59pm

4. (**Week 4, June 28 – July 4**) - Topic: **Learning Strategies & Review/Assessment**

*Tasks to Complete This Week:

- Read: Pearson Book, R7 & R8
- Discussion Board 7 IR**, DUE: Tuesday, June 29, 11:59pm
- Discussion Board 8 IR**, DUE: Friday, July 2, 11:59pm
- Quiz #4** on Pearson Book, Readings R7 & R8, by Wednesday, June 30, 11:59pm
- Video Analysis #4**, DUE: Sunday, July 4, 11:59pm

5. (**Week 5, July 6 – July 12**) - Topic: **The Academic Language of Science & Mathematics**

*Tasks to Complete This Week:

- Read: Pearson Book, R9 & R10
- Discussion Board 9 IR**, DUE: Tuesday, July 6, 11:59pm
- Discussion Board 10 IR**, DUE: Friday, July 9, 11:59pm
- Quiz #5** on Pearson Book, Readings R9 & R10, by Wednesday, July 7, 11:59pm
- Video Analysis #5**, DUE: Sunday, July 11, 11:59pm

6. (**Week 6, July 12 – July 18**) - Topic: **The Academic Language of English-Language Arts & History and Social Studies**

*Tasks to Complete This Week:

- Read: Pearson Book, R11 & R12
- Discussion Board 11 IR**, DUE: Tuesday, July 13, 11:59pm
- Discussion Board 12 IR**, DUE: Friday, July 16, 11:59pm
- Quiz #6** on Pearson Book, Readings R11 & R12, by Wednesday, July 14, 11:59pm
- Video Analysis #6**, DUE: Sunday, July 18, 11:59pm

7. (Week 7, July 19 – July 25) - Topic: **English Language Learner Case Studies**

*Tasks to Complete This Week:

- Read: Pearson Book, R13 & R14
- Discussion Board 13 IR**, DUE: Tuesday, July 20, 11:59pm
- Discussion Board 14 IR**, DUE: Friday, July 23, 11:59pm
- Quiz #7** on Pearson Book, Readings R13 & R14, by Wednesday, July 21, 11:59pm
- Video Analysis #7**, DUE: Sunday, July 25, 11:59pm

8. (Week 8, July 26 – July 30) - Topic: **Review & Reflect on Course Content**

*Tasks to Complete This Week:

- Review/Prepare for Final Exam
- Work on SIOP Lesson Plan & Analysis
- Discussion Board Study Group: Questions on course content in preparation for Final Exam; questions on SIOP Lesson Plan & Analysis
- SIOP Lesson Plan & Analysis**, DUE: Wednesday, July 28, 11:59pm:
- Final Exam**, Friday, July 30

Students with Disabilities

If you have or suspect a disability and need accommodations you should contact Disabled Student Services Office (DSSO) at 747-5148 or at dss@utep.edu or go by Room 106 Union East Building. If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services.

Help With Writing

If you would like or need help with your writing assignments, you may find assistance at the University Writing Center, located in the Library. Call them at 747-5112 for details.

*Please note that this syllabus is subject to change and/or adjustments.