BED 4343 Sheltered ESL Instruction
CRN: 21384
Spring 2017
Mondays, 9:00-11:50 (Hybrid: 50% in classroom; 50% Online)
Room: EDUC 305

INSTRUCTOR INFORMATION:
Milagros M. Seda, Ed. D.
Education Building, Rm. 310-D

Email: mseda@utep.edu
Phone: 747-5426/7670
Office Hours, room 310D: Tuesdays 1:30 pm -3:00 pm
Online: Thursdays 1:30-4:00; Fridays 5-7:00 pm
Hybrid Schedule: See Hybrid Schedule of Topics in this syllabus

UTEP POLICIES:

1. Accommodations through DSS (Disable Student Services)
   “Students having problems with testing, studying or learning, including those students with
   handicapping conditions, such as learning disabilities, vision or hearing impairments, or physical
disabilities, must see the instructor by the end of the third week of class if accommodations are requested.”

2. “Academic Dishonesty” Statements
   “Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating
   Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve
   copying from or providing information to another student, possessing unauthorized materials during a test,
or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or
   knowingly represents the words or ideas of another person’s as ones’ 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. Violations will be taken
   seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may
   be suspended or expelled from UTEP for such actions.”

   “Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating,
   plagiarism, and collusion in dishonest activities are serious acts which erode the University’s educational
   and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire
   community. It is expected that UTEP students will understand and subscribe to the ideal of academic
   integrity and that they will be willing to bear individual responsibility for their work. Materials (written or
   otherwise) submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic
   dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or
   expelled from UTEP for such actions.” Also, the following is a link to a website that gives a brief overview
   of how to accurately cite sources: http://webster.commnet.edu/apa/

UTEP DROP POLICY
   “At the discretion of the instructor, a student can be dropped from a course because
   of excessive absences or lack of effort. A grade of “W” will be assigned before the
   course drop deadline and a grade of “F” after the course drop deadline. A grade of
   “F” received due to disciplinary action imposed by the University (i.e. by the office
   of the Dean of students) overrides a grade of “W” received through a student-
   initiated or faculty drop. Students will be notified of their drop through their UTEP
   e-mail account” (UTEP 2014-2015 catalog).
COURSE INFORMATION:
TITLE: BED 4343 SHELTERED ESL INSTRUCTION (3-1)

DESCRIPTION:
Sheltered ESL Instruction (3-1). Explores English language development and academic language socialization with ESL/Bilingual students through the teaching of subject matter via a second language. Focus is twofold: (1) English as a Second Language development and methodology; and (2) Academic and cognitive development through sheltered instruction in content areas (UTEP catalog).

COLLEGE’S CONCEPTUAL THEME
The course aligns with the College of Education’s mission and vision addressing the preparation of educators with a special emphasis and support for student learning and development within linguistically and culturally diverse settings.

COURSE OBJECTIVES (See also Course Standards, Student Learning Outcomes and Module Assignments)
1. Understand the second language acquisition, its theories and language stages;
2. Integrate the skills of listening, speaking, reading, and writing to develop ESL students’ English language proficiency.
3. Apply knowledge of theories, concepts, and research related to language learning to support students’ language development in English;
4. Understand the critical issues of ELLs in schooling;
5. Understand and apply the ELPS in its four domains and content areas;
6. Identify the various assessment procedures for ELL such as TELPAS; LPAC.
7. Understand and apply the strategies of Sheltered Instruction;
8. Develop a sheltered lesson plan within the SIOP model;
9. Review knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture

REQUIRED Course Materials:

These are the textbook materials for BED 4343.
They must be purchased at the UTEP bookstore because they are not available to order online.

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

The Nature of Language:

Language Concepts:
**Criteria for Discussions:**
1. Maintains contact with peers and professor
2. Interactive responses are well thought out and appropriate for each topic that is discussed.
3. Keeps up with the timelines for discussions.
4. The full 5 points are earned by responding to the discussion question for each module and for responding to at least one other student. (**See Discussion rubric in this syllabus**.)

**Criteria for Written Assignments:**
1. Writing is organized, clear, and concise and demonstrates depth of thought through analysis and synthesis of the information.
2. Submits written responses within the parameters of the posted deadlines.
3. It is expected that each of the written responses will contain no less than 300-400 words unless otherwise stated in the module directions (such as with charts or PowerPoint presentations.) (**See Written Assignments rubric in this syllabus**.)
4. All written assignments (non-discussions) must be submitted in Word doc format, which is the accepted format for all written assignments that are submitted to the Blackboard system. Furthermore, do not post written assignments in the comments section of the Bb Assignments portal because it is not easily readable.

**Criteria for Multiple Choice Pre-test and Post-test**
1. The pre and post Multiple Choice exams are required assignments for this course.
2. You will take the pre-test on the first day of class and will not earn points for this.
3. You will take the Multiple Choice post-test during finals week, and will earn 1 point for each of the 50 items on the exam that you answer correctly.
4. You need to plan ahead and select a time when you will not have any interruptions. The exam is time stamped. Once you log into the program to take the exam you have a set time to complete the exam. You are not allowed to log out and return to the test.

**Class Participation:**
It is recommended that you check your UTEP blackboard course and discussion area daily to keep up.

**Absences:** Absence from a class meeting means missed work. You should seek out a class peer about any missed work. It is **your responsibility** to obtain the information covered during any missed class from a student class member as soon as possible so you may be prepared for the next class meeting. If absent, assignments are nonetheless, to be turned in on time via a classmate or by turning it in at an earlier date. Any in-class assignments done while you are absent from class cannot be made-up.

**E-mail Policy:**
The instructor will answer e-mails and respond to blackboard messages Monday through Friday within 24 - 48 hours of receiving them.

**ADDITIONAL RESOURCES** (More may be added throughout the semester)


TEKS for English Language Arts and Reading (grades 2-8--TEKS 110.13; 110.14; 110.15; 110.16;110.18; 110.19; 110.20)

http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html

SBEC Course Standards and Corresponding Student Learning Outcomes

<table>
<thead>
<tr>
<th>Standard I: TEKS b (1-30)</th>
<th>The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLOs</td>
<td>Assignments and Assessment</td>
</tr>
</tbody>
</table>
| Review and demonstrate knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom; | a. Post online discussions related to Standard I  
b. Submit responses to posted assignments related to the nature of language.  
c. Study and review 25 item study guide. |
| Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials, | a. Post online discussions related to Standard I  
b. Submit responses to posted assignments related to functions and registers of language.  
c. Study and review 25 item study guide. |
| Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students’ English language proficiency. | a. Post online discussions related to Standard I  
b. Submit responses to posted assignments related to demonstration and integration of language skills.  
c. Study and review 25 item study guide. |

<table>
<thead>
<tr>
<th>Standard III: TEKS b (1-30)</th>
<th>The ESL teacher understands the processes of first- and second-language acquisition and uses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLOs</td>
<td>Assignments and Assessment</td>
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</tbody>
</table>
Apply knowledge of theories, concepts, and research related to language learning to support students’ language development in English.  

<table>
<thead>
<tr>
<th>Standard IV: TEKS b (1-30)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL curriculum and instruction.</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SLOs</th>
<th>Assignments and Assessment</th>
</tr>
</thead>
</table>
| Devise and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS); | a. Post online discussions related to Standard IV  
b. Submit responses to posted assignments related to TEKS.  
c. Study and review 25 item study guide. |
| Modify planning procedures for effective, developmentally appropriate ESL instruction; | a. Post online discussions related to Standard IV  
b. Submit responses to posted assignments related to appropriate modifications for ESL instruction.  
c. Study and review 25 item study guide. |
| Integrate technological tools and resources into the instructional process; | a. Post online discussions related to Standard IV  
b. Submit responses to posted assignments related to instructional resources.  
c. Study and review 25 item study guide. |
| Engage students in critical-thinking processes; | a. Post online discussions related to Standard IV  
b. Submit responses to posted assignments related to critical thinking processes.  
c. Study and review 25 item study guide. |

<table>
<thead>
<tr>
<th>Standard V: TEKS b (1-30)</th>
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</thead>
<tbody>
<tr>
<td><strong>The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLOs</th>
<th>Assignments and Assessment</th>
</tr>
</thead>
</table>
| Demonstrate knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture. | a. Post online discussions related to Standard V  
b. Submit responses to posted assignments related to factors associated with academic content, language, and culture.  
c. Study and review 25 item study guide. |
| Design instruction and devise activities that are responsive to diversity and individual student needs. | a. Post online discussions related to Standard V  
b. Submit responses to posted assignments related to responsiveness to diversity and individual student needs.  
c. Study and review 25 item study guide. |

<table>
<thead>
<tr>
<th>Standard VI: TEKS b (1-30)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLOs</th>
<th>Assignments and Assessment</th>
</tr>
</thead>
</table>
| Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency); | a. Post online discussions related to Standard VI  
b. Submit responses to posted assignments related to assessments for different purposes.  
c. Study and review 25 item study guide. |
| Interpret results of standardized tests commonly used in ESL programs in Texas; | a. Post online discussions related to Standard VI  
b. Submit responses to posted assignments related to interpretation of standardized tests.  
c. Study and review 25 item study guide. |
Summarize LPAC recommendations for LEP identification, placement, and exit.

Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

<table>
<thead>
<tr>
<th>Assignments/Tests</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test (Pre-test score not included in grade calculations)</td>
<td>(No points)</td>
</tr>
<tr>
<td>Discussions (8x5 pts.)</td>
<td>40</td>
</tr>
<tr>
<td>Written Assignments (8x20 pts.)</td>
<td>160</td>
</tr>
<tr>
<td>A-Study Guide Response</td>
<td>5</td>
</tr>
<tr>
<td>B-Study Guide Responses</td>
<td>10</td>
</tr>
<tr>
<td>C-Study Guide Responses</td>
<td>10</td>
</tr>
<tr>
<td>D-Study Guide Responses</td>
<td>10</td>
</tr>
<tr>
<td>E-Study Guide Responses</td>
<td>10</td>
</tr>
<tr>
<td>One Page Commentary</td>
<td>5</td>
</tr>
<tr>
<td>Final Exam: Multiple choice post-test (1 pt. each x 50 questions)</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
</tr>
</tbody>
</table>

Note: You must complete all of the assignments for this class. Missing assignments/assessments affect the overall final grade.

Grading, Conduct, and Ethics

You are preparing to be professional educators. In the education institution there is no room to be late on submitting documents or missing posted deadlines. But life happens. Therefore, the following are the consequences of neglecting to submit assignments or submitting assignments late. The term “Assignments” includes: Assignments/summaries; discussions; tests etc.

**Missing Assignments.** Do not miss submitting assignments. For the first and second time that you miss submitting “Assignments”, you will receive zero (0). If you miss submitting an assignment for the third time, you will receive a zero (0) and a letter grade deduction on your final grade. If you miss submitting 4 or more assignments you will be dropped from the course or receive an F for your final grade.

**Late assignments.** Do not be late in submitting assignments. You have two (2) opportunities to be late with 50% point deduction. The 3rd time you are late the assignment will not be counted. The 4th time you are late you will receive a letter grade deduction on your final grade.
### Assessment Rubrics

**Assessment Rubric for Discussion Board**

**Modules 1-8 (5 points each)**

<table>
<thead>
<tr>
<th>Performance indicator</th>
<th>Needs Improvement</th>
<th>Meets Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective/Criteria</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Response to question</strong></td>
<td>Less than 5 sentences, and narrow interpretation of topic</td>
<td>At least 5 sentences and demonstrates an understanding of the topic.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>3 points</td>
</tr>
<tr>
<td><strong>Response to at least one peer</strong></td>
<td>No response to peers</td>
<td>Responds in at least two sentences related to the topic</td>
</tr>
<tr>
<td></td>
<td>0 point</td>
<td>2 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

**Assessment Rubric for Written Assignments Modules 1-8 (20 pts. per module)**

**Assessment Rubric for Study Guide Responses (5+10+10+10+10=45)**

<table>
<thead>
<tr>
<th>Performance indicator</th>
<th>Needs Improvement</th>
<th>Meets Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective/Criteria</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accuracy of information</strong></td>
<td>Information has inaccurate statements and or not appropriate for ELL students</td>
<td>Information is accurate and appropriate for ELL students</td>
</tr>
<tr>
<td><strong>Lesson delivery when applicable</strong></td>
<td>Lesson plans/Power Points/written response do not contain a balance of text and visuals (where applicable) appropriate for ELL students</td>
<td>Lesson plans/Power Points/Written response demonstrate a balance of text and visuals (where applicable) appropriate for ELL students</td>
</tr>
<tr>
<td><strong>Following directions</strong></td>
<td>Did not follow the directions related to the Module assignments</td>
<td>Follows the directions related to the Module assignments</td>
</tr>
<tr>
<td><strong>Includes necessary details</strong></td>
<td>Some necessary details were not present/or did not meet the 300-400 word requirement</td>
<td>Contains necessary details/ 300-400 words where applicable</td>
</tr>
<tr>
<td><strong>Language mechanics</strong></td>
<td>Sentence structure, spelling, and grammar have some inaccuracies</td>
<td>Uses correct sentence structure, spelling, and grammar</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Varies</td>
<td>Written Assignments: 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study Guide Responses: 45</td>
</tr>
</tbody>
</table>

**Next is SIOP LESSON PLAN FORMAT/TEMPLATE**
SIOP LESSON PLAN FORMAT/TEMPLATE

Adapted Source:
http://www.kimberly.edu/KSD_Media/DistrictAdmin/Curriculum/SIOP_LESSON_PLAN_TEMPLATE.pdf

Your name__________________________________________________________

TEKS Standard (Write out; do not simply give numbers):

ELPS Standard (Write out; do not simply give numbers):

Topic:

Grade:

ELP Level:

Key Vocabulary:

Materials (Including Supplemental and Adapted):

Higher Order Thinking Questions:

Connections to Prior Knowledge/Building Background (link to experience/past learning):

Content Objectives (Write out a statement in language appropriate for ELL level of students):
  - Listening and Speaking- Meaningful Activities:
  - Listening and Speaking-Review/Assessment:
  - Reading and Writing-Meaningful Activities:
  - Reading and Writing-Review/Assessment:

Language Objectives (Write out a statement in language appropriate for ELL level of students):
  - Integration of Content with Language: Meaningful Activities
  - Integration of Content with Language: Review/Assessment

Review and Assessment (Check All That Apply):
Individual _____ Group_____ Written_____ Oral
Course Schedule Changes: As course instructor, I reserve the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and class schedule are living documents and can change!

Source: Dated February 9, 2014
http://www.tea.state.tx.us/index2.aspx?id=5938

Approved Educator Standards

With assistance from almost 2,000 Texas educators, parents, and business and community representatives, the State Board for Educator Certification (SBEC) has created many new sets of standards for beginning educators in an entry-level position. These standards are focused upon the Texas Essential Knowledge and Skills (TEKS), the required statewide public school curriculum, and they reflect current research on the developmental stages and needs of children from Early Childhood through Grade 12.

BILINGUAL EDUCATION STANDARDS

Standard I. The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

Standard II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

Standard III. The bilingual education teacher knows the process of first- and second-language acquisition and development.

Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of bi-literacy.

Standard VI. The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

TEKS for English Language Arts and Reading (grades 2-8--TEKS 110.13; 110.14; 110.15; 110.16; 110.18; 110.19; 110.20

http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html
This is the Hybrid Schedule of Topics

Spring 2017 Hybrid Schedule
BED 4343 Mondays

Week 1
A Multiple Choice Pre-test exam will be given during the first week to provide base-line pre-test assessment data. You must take this two-hour, 50 item pre-test exam between: Monday, January 23 and Tuesday, January 24.

You need to plan ahead and select a time when you will not have any interruptions. The exam is time stamped. Once you log into the program to take the exam you have two hours to complete it. You are not allowed to log out and return to the test.

Take the 50 item Multiple Choice Pretest online by accessing the Assessment link in the course

| Hybrid scheduling showing days you come to the classroom and days you do not come to the classroom | Online Jan. 23 or Jan. 24, take the Multiple choice pretest |
| Monday, January 23, room 305 | Module 1 Information |

Topic: Second language Acquisition

Lecture topics: Review of course and assignment requirements. Overview of Module 1 topic (L2 Acquisition)

PowerPoint Slides: Module 1

Discussion 1—in class: What do you know about second language acquisition methods from other courses you have taken? What do you know about it now?

Module 1

Second Language Acquisition (Ch. 1)/
Assignment: Access then view the following website: http://www.youtube.com/watch?NR=1&v=NiTsduRreug&feature=endscreen

Write a two page commentary on Dr. Krashen’s lecture related to second language acquisition in the following way: 1) Write about two areas of his lecture that you already knew about and explain what you know. 2) Write about two areas of his lecture that you did not know about and explain what you learned. 3) Select one example from his dialogue that facilitated your learning of the information he presented. 4) Select from one of five of Krashen’s second language acquisition hypotheses and summarize your understanding of it.

Assessment: See Rubric

Also Discussions for Module 1
| Topic: Academic Language of Science | **Module 8 (20 points)**
Academic Language of Science (Ch. 9)/
**Assignment:** Conduct an experimental-type of science investigation of your own about anything you wish. Write your results using the elements of scientific investigation. These include: Hypothesis, Purpose of the Problem, Materials, Procedures, Results and Conclusion. See resource materials on the homepage for website to assist you with formulating a scientific hypothesis. You should keep the investigation fairly simple, but preserve the integrity of good scientific investigation. For example, there are many ideas for simple mini-investigations available through the internet. You may use examples from the internet, but you must conduct the experiment yourself and cite the sources. Remember that copy/pasting an author’s words without attributing is considered plagiarism (see syllabus). (20 points)
See Also Course Menu - Web Links YouTube Videos:
Science Lessons for elementary; Science with success; Powerful teaching and learning Science; What is the Scientific Method |

| Monday, January 30 | **Online, Monday, January 30:**
Post discussion for Module 1
Submit response to Module 1 assignment
Begin preparing the PowerPoint for the science project that you will present in class on April 17. |

| Monday, February 6 | **Online, Monday, February 6:**
Submit responses to: Study Guide A and B
Continue preparing the PowerPoint for the science project that you will present in class on April 17. |

Note:
You will prepare a Science project that you will present using PowerPoint Presentation format on April 17. You do not have to bring the science project to the classroom.
<table>
<thead>
<tr>
<th>Monday, February 13, room 305</th>
<th>Module 2 and Module 3 Information</th>
</tr>
</thead>
</table>
| **Lecture topic:** Learning Strategies/Structure of English | **Module 2**  
Learning Strategies (Ch. 7)/Structure of English (pages 3-5)/  
**Assignment:** Prepare a PowerPoint that includes the information from this module by responding to the following questions: 1. Define the following: Syntax, phonology, morphology, pragmatics & semantics... 2. Provide an example for the following: Integrating the skills of listening, speaking, reading, and writing... 3. Describe the following: functions and registers of language... 4. Give an example of how text materials can be modified (example: change register from conversational to academic)  
**Assessment:** See Rubric  
**Also Discussion for Module 2** |
| **PowerPoint Slides:** Module 2 |  
**Discussion 2—in class:** How did you learn spelling? What strategies do you use to spell correctly? How would you teach spelling to ESOL students? Locate a website on the internet that deals with spelling practices appropriate for ELL students and share with the class |
| **Lecture topic:** Lesson Preparation/Assessment | **Module 3**  
Lesson Preparation (Ch. 3) and Assessment (Ch. 8)/  
**Assignment:** Prepare a PowerPoint presentation on Authentic Assessment in which you present 10 “Authentic Assessment” ideas that are appropriate for ELL students. To do this you will prepare at least 10 slides. Each slide will present one idea with brief description, a two sentence rationale (reason), and reference the idea came from. For assistance in preparing this assignment you may Access the internet by entering the words “Authentic Assessment” to find ideas for the 10 slides you will prepare.  
**Assessment:** See Rubric |
| **PowerPoint Slides:** Module 3 |  
**Discussion 3:** What do you know about authentic assessment? Why is it important for ELLs? |
| **Monday, February 20** | **Online: Monday, February 20** |
| **Do not come to the classroom** | **Post discussion for Module 2**  
Submit response to Module 2 assignment  
**Continue preparing the PowerPoint for the science project that you will present in class on April 17** |
| **Monday, February 27** | **Online: Monday, February 27**  
Post discussion for Module 3  
Submit response to Module 3 Assignment  
**Continue preparing the PowerPoint for the science project that you will present in class on April 17** |
<table>
<thead>
<tr>
<th>Monday, March 6, room 305</th>
<th>Module 4 and 5 Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture topic:</strong> Building Background</td>
<td><strong>Module 4</strong></td>
</tr>
<tr>
<td><strong>PowerPoint Slides:</strong> Module 4</td>
<td><strong>Building Background (Ch. 4)</strong></td>
</tr>
<tr>
<td><strong>Discussion 4 —in class:</strong></td>
<td>Assignment: Create a chart with the corresponding science, mathematics, and social studies vocabulary for the following basic English words: Guess, Rules; Take away; Same; Steps; Plan; Fair; A lot; Little. The PowerPoint for this module contains a chart. In addition, the homepage has a downloadable file containing the chart with three sample responses. You will fill in the rest of the cells with the corresponding subject area vocabulary. Then write a one page summary of why you think the activity was helpful in expanding your own content area vocabulary. Assessment: See Rubric</td>
</tr>
<tr>
<td>Which of the content area subjects (Science, Mathematics, Social Studies) do you think is hardest to learn? Why do you think so? Which of the content area subjects might be hardest to teach? Why do you think so? (5 Points)</td>
<td></td>
</tr>
<tr>
<td><strong>Lecture topic:</strong> Sheltered Instruction in Content Areas</td>
<td><strong>Module 5</strong></td>
</tr>
<tr>
<td><strong>PowerPoint Slides:</strong> Module 5</td>
<td><strong>Sheltered Instruction in Content Areas (Ch. 2)/</strong></td>
</tr>
<tr>
<td><strong>Discussion 5—in class:</strong></td>
<td>Assignment: After reading the PowerPoint related to the SIOP model, create a SIOP lesson plan that effectively provides English Language Learners with an opportunity to integrate content and language through listening, speaking, reading and writing. The SIOP Lesson plan format/template is located in the syllabus for this course. Assessment: See Rubric</td>
</tr>
<tr>
<td>Have you ever engaged in a reading/writing and/or listening/speaking activity that you felt was too difficult for you? If so, did the teacher or professor provide the necessary scaffolds or modifications for you to succeed? Tell the class about your experience by describing the situation and stating how it was resolved</td>
<td></td>
</tr>
<tr>
<td>Monday, March 13- March 17</td>
<td>Spring Break</td>
</tr>
<tr>
<td>No discussions or assignments</td>
<td></td>
</tr>
<tr>
<td>Monday, March 20</td>
<td><strong>Online, Monday, March 20</strong></td>
</tr>
<tr>
<td>Do not come to the classroom</td>
<td><strong>Post responses for Discussion 4 and 5</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Submit assignments for Module 4 and 5</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Continue preparing the PowerPoint for the science project that you will present in class on April 17</strong></td>
</tr>
<tr>
<td>Monday, March 27, room 305</td>
<td>Module 6 and 7 Information</td>
</tr>
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</tbody>
</table>
| **Lecture topic:** Academic Language of Mathematics | Module 6  
**Academic Language of Mathematics (Ch. 10)/**  
Assignment: Create three Mathematics story problems that would be appropriate for English Language Learners. You should create one story problem for each of the following grades ranges: grades 1-3 (addition/subtraction/money problems); grades 4-6 (fractions/percentages/decimals); and grades 7-9 (ratio/proportion/pre-algebra). Be sure to keep the readability, vocabulary levels, and choice of operations at the appropriate grade levels and for ESL levels 2-3. Each story problem should be at least three sentences in length and should include some sort of graphic or visuals representation.  
Assessment: See Rubric |
| **PowerPoint Slides:** Module 6 | **Lecture topic:** Academic Language of History and Social Studies  
**PowerPoint Slides:** Module 7 | **Module 7**  
**Academic Language of History and Social Studies (Ch. 12)/**  
Assignment: Create two social studies lesson plans that demonstrate the contextualized (context embedded) and de-contextualized (context-reduced) Social Studies content.  
(See Assignment link for specific directions.)  
Assessment: See Rubric |
| **Discussion 6 —in class:** | **Monday, April 3**  
**Do not come to the classroom** |
| Talk about why you think the language of mathematics is acquired and not transferred to other language experiences. What evidence from your own experiences in learning mathematics do you have to support the statement? (5 points) | |
| **Lecture topic:** Academic Language of History and Social Studies | **Monday, April 10**  
**Do not come to the classroom** |
| **PowerPoint Slides:** Module 7 | **Online, Monday, April 10:**  
Post response for Discussion 7  
Submit assignment for Module 7  
Submit responses to: Study Guide D  
Continue preparing the PowerPoint for the science project that you will present in class on April 17. |
| **Discussion 7 —in class:** | **Online, Monday, April 3**  
Post response for Discussion 6  
Submit assignment for Module 6  
Submit response to: Study Guide C |
<table>
<thead>
<tr>
<th>Monday, April 17, room 305</th>
<th>Module 8 Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student will present a PowerPoint presentation of the Science Project they worked on.</td>
<td>Module 8 Academic Language of Science (Ch. 9)/ Present Science Project to the class through PowerPoint presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday, April 24</th>
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<tbody>
<tr>
<td>Do not come to the classroom</td>
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<thead>
<tr>
<th>Monday, May 1</th>
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<tbody>
<tr>
<td>Do not come to the classroom</td>
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<tr>
<th>May 8 – May 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Finals Week</strong></td>
</tr>
<tr>
<td>Online: Your final exam is to take a 50 item Multiple Choice post-test exam. You will earn 1 point for each question that is answered correctly, for a total of 50 possible points.</td>
</tr>
</tbody>
</table>

**Next is Schedule to Submit Assignments**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2017 – BED 4343</strong></td>
<td>All discussions, assignments, and study guide responses are due by 11:30 on dates posted. Work on PowerPoint for science project</td>
</tr>
<tr>
<td><strong>January 23 and 24</strong></td>
<td>Take Multiple Choice pretest</td>
</tr>
<tr>
<td>Monday, January 23</td>
<td>Classroom Instruction</td>
</tr>
<tr>
<td>Monday, January 30</td>
<td>Online, Monday, Jan 30: Post discussion for Module 1 Submit response to Module 1 assignment</td>
</tr>
<tr>
<td>Monday, February 6</td>
<td>Submit response to: Study Guides A and B</td>
</tr>
<tr>
<td>Monday, February 13</td>
<td>Classroom Instruction</td>
</tr>
<tr>
<td>Monday, February 20</td>
<td>Post discussion for Module 2 Submit response to Module 2 assignment</td>
</tr>
<tr>
<td>Monday, February 27</td>
<td>Post discussion for Module 3 Submit response to Module 3 assignment</td>
</tr>
<tr>
<td>Monday, March 6</td>
<td>Classroom Instruction</td>
</tr>
<tr>
<td>March 13 to March 17</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Monday, March 20</td>
<td>Post response for Discussion 4 and 5 Submit assignment for Module 4 and Module 5 online</td>
</tr>
<tr>
<td>Monday, March 27</td>
<td>Classroom Instruction</td>
</tr>
<tr>
<td>Monday, April 3</td>
<td>Post response for Discussion 6 Submit assignment for Module 6 Submit responses to: Study Guide C</td>
</tr>
<tr>
<td>Monday, April 10</td>
<td>Post response for Discussion 7 Submit assignment for Module 7 Submit responses to: Study Guide D</td>
</tr>
<tr>
<td>Monday, April 17</td>
<td>Classroom Instruction</td>
</tr>
<tr>
<td>Monday, April 24</td>
<td>Submit assignment for Module 8 (the PPT you presented in class) Download your Science PPT project to Discussion Link</td>
</tr>
<tr>
<td>Monday, May 1</td>
<td>Submit responses to: Study Guide E Also----Submit One Page Commentary about what you learned in the course.</td>
</tr>
<tr>
<td>May 8 to May 12</td>
<td>Take the 50 item Multiple Choice post-test exam.</td>
</tr>
</tbody>
</table>