INSTRUCTOR INFORMATION:
Milagros M. Seda, Ed. D.
Education Building, Rm. 310-D
Email: mseda@utep.edu
Phone: 747-5426/7670
Office Hours: Office: T & Th. 11:00 a.m.-12:00noon; 1:30pm-3:00pm
Online: W 6:00pm-7:00pm

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/
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:
Technical Requirements (Hardware/Software):
Please review both the Getting Started and the Technical Requirements links on the left side navigation within the course. Students who are not familiar with the online format for the Blackboard program may obtain assistance from the ATLAS Lab located in the UGLC building, room 202:
(http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/atlas)

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.)

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 on finals day, and will earn two tenths (.2) of a point for each question answered correctly. The most points that can be earned for the post-test are 20 points.
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.

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)


SBEC Course Standards and Corresponding Student Learning Outcomes

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

<table>
<thead>
<tr>
<th>SLOs</th>
<th>Assignments and Assessment</th>
</tr>
</thead>
</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. |

**Standard III:**
The ESL teacher understands the processes of first- and second-language acquisition and uses.

<table>
<thead>
<tr>
<th>SLOs</th>
<th>Assignments and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLOs</td>
<td>Assignments and Assessment</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Apply knowledge of theories, concepts, and research related to language learning to support students’ language development in English. | a. Post online discussions related to Standard III  
b. Submit responses to posted assignments related to language acquisition concepts and instruction.  
c. Study and review 25 item study guide. |

**Standard IV:**

*The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL curriculum and instruction.*

<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. |

**Standard V:**

*The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.*

<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. |

**Standard VI:**

*The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.*

<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. |
**Assessment Rubrics**

**Assessment Rubric for Discussion Board**
Modules 1-8 (5 points each)

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

**Assessment Rubric for Written Assignments**
Modules 1-8
Points for each module=20

<table>
<thead>
<tr>
<th>Performance indicator</th>
<th>Objective/Criteria</th>
<th>Needs Improvement</th>
<th>Meets Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy of information</td>
<td>Information has inaccurate statements and or not appropriate for ELL students</td>
<td>Points=0-9</td>
<td>Information is accurate and appropriate for ELL students</td>
</tr>
<tr>
<td></td>
<td>Points=10</td>
<td>Points=0-9</td>
<td>Points=10</td>
</tr>
<tr>
<td>Lesson delivery</td>
<td>Lesson plans/Power Points/written response do not have a balance of text and visuals (where applicable) appropriate for ELL students</td>
<td>Points=0-2</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>Following directions</td>
<td>Did not follow the directions related to the Module</td>
<td></td>
<td>Follows the directions related to the Module</td>
</tr>
</tbody>
</table>

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

**Point Scale:**

<table>
<thead>
<tr>
<th>Point Scale</th>
<th>220-198</th>
<th>197-176</th>
<th>175-154</th>
<th>153-132</th>
<th>131 and below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td>100-90%</td>
<td>89-80%</td>
<td>79-70%</td>
<td>69-60%</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

**Percentages:**

- 100-90% (A)
- 89-80% (B)
- 79-70% (C)
- 69-60% (D)
- 59% and below (F)
<table>
<thead>
<tr>
<th></th>
<th>the Module assignments</th>
<th>assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes necessary details</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></td>
<td>Points=0-2</td>
<td>Points=3</td>
</tr>
<tr>
<td>Language mechanics</td>
<td>Sentence structure, spelling, and grammar have some inaccuracies</td>
<td>Uses correct sentence structure, spelling, and grammar</td>
</tr>
<tr>
<td></td>
<td>Points=0</td>
<td>Points=1</td>
</tr>
<tr>
<td>Total</td>
<td>Varies</td>
<td>20</td>
</tr>
</tbody>
</table>
This the 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
This is the Schedule of Topics  
(See Also “Calendar to Submit Assignments” on Last Page)

<table>
<thead>
<tr>
<th>Modules/Other/Due dates</th>
<th>Topic/Assignment/Assessment Tool/Discussion</th>
<th>Points</th>
</tr>
</thead>
</table>
| Pretest                 | **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 three-hour, 100 item pre-test exam between:  
*Tuesday, Jan. 21, 7:00am to Friday, Jan. 24, 11:30pm*  
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 three hours to complete it. You are not allowed to log out and return to the test. **To take the pretest test you will need to access the shell on the Blackboard Program labeled: CC_BED4343-Sheltered Instruction Pre-Post. Then select Assessment.**  
*The PreTest is NOT locatable in the BED 4343 course that you are enrolled in.* | No points earned. |
| Module 1                | **Second Language Acquisition (Ch. 1)/Assignment:** Access then view the following website:  
[http://www.youtube.com/watch?NR=1&v=NTsduRtreug&feature=endscreen](http://www.youtube.com/watch?NR=1&v=NTsduRtreug&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  
*Discussion Topics for Modules 1-8: See Blackboard discussion link for topics and discussion schedule.* | Discussion (5 pts.)  
Assignment (20 pts.) |
| 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 | Discussion (5pts)  
Assignment (20pts) |
<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Assignment/Chapter(s)</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Feb. 26</td>
<td>Lesson Preparation (Ch. 3) and Assessment (Ch. 8)/ Assignment</td>
<td>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</td>
</tr>
<tr>
<td>4</td>
<td>March 5</td>
<td>Building Background (Ch. 4) Assignment</td>
<td>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>5</td>
<td>March 19</td>
<td>Sheltered Instruction in Content Areas (Ch. 2)/ Assignment</td>
<td>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>6</td>
<td>April 2</td>
<td>Academic Language of Mathematics (Ch. 10)/ Assignment</td>
<td>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. Each story problem should be at least three sentences in length and should include some sort of graphic or visuals representation. Assessment: See Rubric</td>
</tr>
<tr>
<td>7</td>
<td>April 16</td>
<td>Academic Language of History and Social Studies (Ch. 12)/ Assignment</td>
<td>Create two social studies lesson plans that demonstrate the contextualized (context embedded) and de-contextualized (context-reduced) concepts related to Social Studies content. (See Assignment link for specific directions.) Assessment: See Rubric</td>
</tr>
<tr>
<td>Module 8</td>
<td>Academic Language of Science (Ch. 9)/ Assignment: Conduct an experimental-type science project that includes scientific method of investigation. (See Assignment link for specific directions.) Assessment: See Rubric</td>
<td></td>
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<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Test</td>
<td><strong>The Post-test exam will be given during finals week</strong> to provide post-test assessment data. You will earn two tenths of a point (.2) for each correct response. For example if you answer 80 questions correctly you will earn 16 points. The most points you can earn is 20 points (answering all questions correctly). This is your final exam for BED 4343. You must take this four-hour, 100-question exam during finals. You must take the exam on: <strong>Monday, May 12...7:00am to Friday, May 16...11:30pm</strong>. 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 four hours to complete it. You are not allowed to log out and return to the test. To take the posttest you will need to access the shell on the Blackboard Program labeled: CC_BED4343-Sheltered Instruction Pre-Post. Then select Assessment. The PostTest is NOT locatable in the BED 4343 course that you are enrolled in.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Next is the Calendar to submit assignments**
### Calendar to Submit Assignments
#### BED 4343-Spring 2014

Note: Assignments and discussions continue until the deadline shown below. Any missed assignments or discussions will be marked “0”.

<table>
<thead>
<tr>
<th>Pre/Posttest/Module No./Topic</th>
<th>Module/Discussion Due dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pretest</strong></td>
<td><strong>Wednesdays at 11:30pm</strong></td>
</tr>
<tr>
<td><strong>Module 1: L2 Acquisition</strong></td>
<td><strong>January 29</strong></td>
</tr>
<tr>
<td>Write a two page commentary…</td>
<td></td>
</tr>
<tr>
<td><strong>Module 2: Learning Strategies</strong></td>
<td><strong>February 12</strong></td>
</tr>
<tr>
<td>Prepare a PowerPoint</td>
<td></td>
</tr>
<tr>
<td><strong>Module 3: Lesson Preparation and Assessment</strong></td>
<td><strong>February 26</strong></td>
</tr>
<tr>
<td>Prepare a PowerPoint</td>
<td></td>
</tr>
<tr>
<td><strong>Module 4: Building Background</strong></td>
<td><strong>March 5</strong></td>
</tr>
<tr>
<td>Create a chart…</td>
<td></td>
</tr>
<tr>
<td><strong>SPRING BREAK</strong></td>
<td><strong>March 10-14</strong></td>
</tr>
<tr>
<td><strong>Module 5: Sheltered Instruction</strong></td>
<td><strong>March 19</strong></td>
</tr>
<tr>
<td>Create SIOP lesson plan</td>
<td></td>
</tr>
<tr>
<td><strong>Module 6: Language of Mathematics</strong></td>
<td><strong>April 2</strong></td>
</tr>
<tr>
<td>Create Mathematics story problems</td>
<td></td>
</tr>
<tr>
<td><strong>Module 7: Language of Social Studies</strong></td>
<td><strong>April 16</strong></td>
</tr>
<tr>
<td>Create Social Studies lesson plans</td>
<td></td>
</tr>
<tr>
<td><strong>Module 8: Language of Science</strong></td>
<td><strong>April 30</strong></td>
</tr>
<tr>
<td>Conduct a science project</td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Choice Posttest</strong></td>
<td><strong>Finals Week</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Monday May 12 to Friday May 16</strong></td>
</tr>
</tbody>
</table>

**REMINDER:** The Posttest Multiple choice exam is scheduled on finals week that have been set by the UTEP Calendar (Monday through Friday, May 12 to May 16). This is a required test and includes points that you will earn. (Recall .2 x100=20 points possible)