The University of Texas at El Paso  
The College of Education  
Teacher Education Department  
BED 4343 (28381) Wintermester 2017

Jan. 2 to Jan. 13  
Finals Posttest Exam (taken online): Saturday, Jan 14

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

Email: maseda@utep.edu  
Phone: 747-5426/7670

Classes, Rm 402: 8:00 am -1:00 p.m. M, T, W, Th., F  
Office Hours, Rm 310D: Mondays: 1:00-2:00; Wednesdays: 1-2

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). [For Wintermester, students 
can be dropped from the course if they miss one classroom day or one online day]
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:

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 50 points for answering each of the questions correctly, which are worth 1 point each.
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)


**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)**

SBEC Course Standards and Corresponding Student Learning Outcomes

<table>
<thead>
<tr>
<th><strong>Standard I:</strong> The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</th>
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</thead>
<tbody>
<tr>
<td><strong>SLOs</strong></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><strong>Standard III:</strong> The ESL teacher understands the processes of first- and second-language acquisition and uses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLOs</strong></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. |

<p>| <strong>Standard IV:</strong> The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL curriculum and instruction. |</p>
<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. |
| Summarize LPAC recommendations for LEP identification, placement, and exit. | a. Post online discussions related to Standard VI  
b. Submit responses to posted assignments related to familiarity with LPAC recommendations for ELLs.  
c. Study and review 25 item study guide. |
| Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals. | a. Post online discussions related to Standard VI  
b. Submit responses to posted assignments related to assessments and instructional adjustments for ELL students.  
c. Study and review 25 item study guide. |
### BED 4343  GRADING SUMMARY

<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><strong>Total</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

**The term “Assignments” includes: Assignments/summaries; discussions; tests etc.**

You must complete all of the assignments for this class. Missing discussions/assignments/tests may affect the overall final grade.

<table>
<thead>
<tr>
<th>Point Scale:</th>
<th>300-270</th>
<th>269-240</th>
<th>239-210</th>
<th>209-180</th>
<th>179 and below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages:</td>
<td>100-90% (A)</td>
<td>89-80% (B)</td>
<td>79-70 (C)</td>
<td>69-60% (D)</td>
<td>59% (F)</td>
</tr>
</tbody>
</table>

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>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. 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 2 points</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 Points=0-9</td>
<td>Information is accurate and appropriate for ELL students Points=10</td>
<td></td>
</tr>
<tr>
<td>Lesson delivery</td>
<td>Lesson plans/Pow...</td>
<td>Lesson plans/Pow...</td>
<td>Lesson plans/Pow...</td>
</tr>
<tr>
<td>Following directions</td>
<td>Did not follow the directions related to the Module assignments Points=0-2</td>
<td>Follows the directions related to the Module assignments Points=3</td>
<td></td>
</tr>
<tr>
<td>Includes necessary details</td>
<td>Some necessary details were not present/or did not meet the 300-400 word requirement Points=0-2</td>
<td>Contains necessary details/ 300-400 words where applicable Points=3</td>
<td></td>
</tr>
<tr>
<td>Language mechanics</td>
<td>Sentence structure, spelling, and grammar have some inaccuracies Points=0</td>
<td>Uses correct sentence structure, spelling, and grammar Points=1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Varies</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
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
You will take the required pretest exam on Jan. 3

We will meet in the classroom according to the schedule below. You will work on the required assignments, discussions, and summaries during each week. The deadlines for submitting assignments and discussions are shown below and in the syllabus and course content of the Blackboard menu titled Schedule to Submit Assignments and Discussions

You will take the final exam Post-TEST ONLINE (Not in the classroom) on Saturday, Jan. 14 between 7:00 am and 11:30 pm.

### Week #1: Jan. 2-Jan. 6

<table>
<thead>
<tr>
<th>Face to Face Schedule</th>
<th>Week #1: Jan. 2-Jan. 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 402</td>
<td></td>
</tr>
<tr>
<td><strong>Face to Face Schedule</strong></td>
<td><strong>Module 1 (20 points)</strong></td>
</tr>
<tr>
<td><strong>Module 1</strong></td>
<td><strong>Second Language Acquisition (Ch. 1)</strong></td>
</tr>
<tr>
<td><strong>Face to Face</strong></td>
<td><strong>Assignment:</strong> Access then view the following website:</td>
</tr>
<tr>
<td><strong>Monday, Jan. 2</strong></td>
<td><a href="http://www.youtube.com/watch?NR=1&amp;v=NiTsduRreug&amp;feature=endscreen">http://www.youtube.com/watch?NR=1&amp;v=NiTsduRreug&amp;feature=endscreen</a></td>
</tr>
<tr>
<td><strong>Module 1</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>Module 1</strong></td>
<td><strong>Assessment:</strong> See Rubric</td>
</tr>
<tr>
<td><strong>Engage:</strong> Module 1 Discussion topic (5 pts)</td>
<td><strong>Discussion 1:</strong> What did you know about second language acquisition methods prior to reading the materials provided in this course? What do you know about it now? Locate a website on the internet that deals with second language acquisition principles and share with the class (5 points).</td>
</tr>
<tr>
<td><strong>Lecture:</strong> Module 1 PowerPoint slides</td>
<td><strong>Lecture:</strong> Module 1 PowerPoint slides</td>
</tr>
<tr>
<td><strong>Engage:</strong> Module 2 Discussion topic (5)</td>
<td><strong>Lecture:</strong> Modules 2 PowerPoint slides</td>
</tr>
<tr>
<td><strong>Module 2</strong></td>
<td><strong>Assignment:</strong> Prepare a PowerPoint that includes the information from this module by responding to the following questions: 1. Define the following: Syntax, phonology, morphology, pragmatics &amp; 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</td>
</tr>
<tr>
<td><strong>Module 2</strong></td>
<td><strong>Discussion 2:</strong> 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 (5 points).</td>
</tr>
<tr>
<td>Date</td>
<td>Time/Activity</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Tuesday, Jan. 3</strong></td>
<td>Online PreTest: Due by 11:30 pm tonight Tues. Jan. 3  &lt;br&gt;Begin research to prepare the science project that you will present in PowerPoint format in the classroom on Thursday, Jan. 12</td>
</tr>
<tr>
<td><strong>Wed. Jan. 4</strong></td>
<td>FACE TO FACE EDUC 402  &lt;br&gt;Time: 9:00-1:00  &lt;br&gt;Engage: Module 3  &lt;br&gt;Lecture: Modules 3 PowerPoint slides  &lt;br&gt;Module 3 (20 points)  &lt;br&gt;Lesson Preparation (Ch. 3) and Assessment (Ch. 8)  &lt;br&gt;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  &lt;br&gt;Discussion 3: What do you know about authentic assessment? Why is it important for ELLs?</td>
</tr>
<tr>
<td><strong>Thurs. Jan. 5</strong></td>
<td>DO NOT COME TO CLASSROOM  &lt;br&gt;One. Post responses to discussion 1 and 2  &lt;br&gt;2. Submit responses to Assignments for Module1 and Module 2  &lt;br&gt;Continue researching for the science project that you will present in class through PowerPoint on Thursday, Jan. 12</td>
</tr>
<tr>
<td><strong>Friday. Jan. 6</strong></td>
<td>DO NOT COME TO CLASSROOM  &lt;br&gt;One. Post responses to discussion 3 and 4  &lt;br&gt;2. Submit responses to Assignments for Module 3 and Module 4  &lt;br&gt;3. Submit responses to Study Guides A and B</td>
</tr>
<tr>
<td>FACE TO FACE</td>
<td>Week #2- Jan. 9-Jan. 13 (finals Jan. 14)</td>
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<td>-------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td><strong>Monday, Jan. 9</strong>&lt;br&gt;Time: 9:00-1:00&lt;br&gt;Lecture: Modules 5&lt;br&gt;Power point slides&lt;br&gt;Engage: Module 5 discussion topics (5pts)</td>
<td><strong>Module 5 (20 points)</strong>&lt;br&gt;Sheltered Instruction in Content Areas (Ch. 2)/&lt;br&gt;<em>Assignment:</em> 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.&lt;br&gt;Assessment: See Rubric&lt;br&gt;<em>Discussion 5:</em> 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>
</tr>
<tr>
<td><strong>FACE TO FACE</strong>&lt;br&gt;Lecture: Modules 6&lt;br&gt;Power point slides&lt;br&gt;Engage: Module 6 discussion topics (5pts)</td>
<td><strong>Module 6 (20 points)</strong>&lt;br&gt;Academic Language of Mathematics (Ch. 10)/&lt;br&gt;<em>Assignment:</em> 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.&lt;br&gt;Assessment: See Rubric&lt;br&gt;<em>Discussion 6:</em> 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)</td>
</tr>
<tr>
<td><strong>DO NOT COME TO CLASSROOM</strong>&lt;br&gt;Tues. Jan. 10&lt;br&gt;Online</td>
<td>Continue researching for the science project that you will present in class through Power Point on Thursday, Jan. 12</td>
</tr>
<tr>
<td><strong>FACE TO FACE</strong>&lt;br&gt;Wed., Jan. 11&lt;br&gt;Time: 9:00-1:00&lt;br&gt;Lecture: Modules 7&lt;br&gt;Power point slides&lt;br&gt;Engage: Module 7 discussion topics (5pts)</td>
<td><strong>Module 7 (20 points)</strong>&lt;br&gt;Academic Language of History and Social Studies (Ch. 12)/&lt;br&gt;<em>Assignment:</em> 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.)&lt;br&gt;Assessment: See Rubric&lt;br&gt;<em>Discussion 7:</em> What do you think the following statement from the Module 7 PowerPoint means? The social studies content requires the understanding of highly de-contextualized (context-reduced) concepts and ideas. What are some examples from your own experiences that have been highly context-reduced? (5 points)</td>
</tr>
</tbody>
</table>
### 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

**Discussion 8:** One of the entries in the Module 8 PowerPoint states that just about anything can be scientifically investigated. Can you think of anything that you have always wanted to know about through scientific investigation? What would such an investigation require? (5 points)

### FACE TO FACE
**Thursday, Jan. 12**
Time: 9:00-1:00
1. Students present science ppt.
2. Study session: Review of information for Modules 1-8

### In class presentation of Science Project: Present your science fair project to the class through Power Point presentation

1. Post responses to discussion 5 and 6
2. Submit responses to Assignments for Module 5 and Module 6
3. Submit responses to Study Guides C and D

### DO NOT COME TO CLASSROOM
**Friday, Jan. 13**
1. Post responses to discussion 7 and 8
2. Submit responses to Assignments for Module 7 and Module 8
3. Submit response to Study Guides E
4. Submit response to One Page Commentary

### DO NOT COME TO CLASSROOM
**Saturday, Jan. 14**
**Final Exam Day (Saturday, January 14)**
Deadline Saturday, Jan. 14, 11:30 pm

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. 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 50 item Multiple Choice Posttest online you will need to access the Assessment link in the course.
### Wintermester – BED 4343 (28381)

**Schedule for tests and to submit assignments, discussions and summaries**

<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td><strong>Monday, January 2</strong></td>
<td>FACE to FACE in the classroom</td>
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| **Tuesday, January 3** | Take Multiple Choice pretest  
Begin research to prepare the science project that you will present in PowerPoint format in the classroom on Thursday, Jan. 12 |
| **Wednesday, Jan 4** | FACE to Face in the classroom                                           |
| **Thursday, Jan. 5** | 1. Post responses to discussion 1 and 2  
2. Submit responses to Assignments for Module1 and Module 2  
Continue researching for the science project that you will present in class through Power Point on Thursday, Jan. 12 |
| **Friday, Jan. 6** | 1. Post responses to discussion 3 and 4  
2. Submit responses to Assignments for Module 3 and Module 4  
3. Submit responses to Study Guides A and B |
| **Monday, Jan. 9** | FACE to FACE in the classroom                                           |
| **Tuesday, Jan. 10** | Continue researching for the science project that you will present in class through Power Point on Thursday, Jan. 12 |
| **Wednesday, Jan. 11** | FACE to FACE in the classroom                                           |
| **Thursday, Jan. 12** | FACE to FACE in the classroom and  
Power Point presentations of Science Projects  
Also:  
1. Post responses to discussion 5 and 6  
2. Submit responses to Assignments for Module 5 and Module 6  
3. Submit responses to Study Guides C and D |
| **Friday, Jan. 13** | 1. Post responses to discussion 7 and 8  
2. Submit responses to Assignments for Module 7 and Module 8  
3. Submit response to Study Guides E  
4. Submit response to One Page Commentary |
| **Saturday, Jan. 14** | Final Exam  
50 Item Multiple Choice |
**Discussions**

**Discussion 1:** What did you know about second language acquisition methods prior to reading the materials provided in this course? What do you know about it now? Locate a website on the internet that deals with second language acquisition principles and share with the class (5 points).

**Discussion 2:** 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 (5 points).

**Discussion 3:** What do you know about authentic assessment? Why is it important for ELLs?

**Discussion 4:** 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)

**Discussion 5:** 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.

**Discussion 6:** 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)

**Discussion 7:** What do you think the following statement from the Module 7 PowerPoint means? The social studies content requires the understanding of highly de-contextualized (context-reduced) concepts and ideas. What are some examples from your own experiences that have been highly context-reduced? (5 points)

**Discussion 8:** Submit brief summary of the science experiment that you presented to the class today. (5 points)