Every job is a self-portrait of the person who did it.
Autograph your work with excellence.

-Unknown

Our lives begin to end the day we become silent about things that matter.

-Dr. Martin Luther King, Jr.

**Instructor:** Reynaldo Reyes III, Ph.D.
**Office:** Education, Rm. 801-C
**Office Hours:** Tuesdays, 2:00pm – 4:00pm; Thursdays, 2pm – 4pm; or by appointment
**E-mail:** reyes9@utep.edu
**Phone:** 747-8817

**Course Information**
BED 4343 – Sheltered ESL Instruction
3 Credit Hours
Location: EDU 402
Days and Times: Thursdays, 4:30pm – 7:20pm

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

The course includes field work; discussions based on readings, case studies, and particular scenarios; problem-solving and critical thinking exercises; video; and written assignments.
COURSE PURPOSE:
The purpose of BED 4343 is to prepare all educators with the appropriate pedagogical and professional knowledge that will equip them to adequately and effectively teach English language learners in their classroom.

COURSE OBJECTIVES & LEARNING OUTCOMES:

• Students will develop foundational theoretical understandings in the area of bilingualism and second language development. These include, but are not limited to, the cognitive, linguistic, affective, and sociocultural dimensions of literacy development in ESL with an emphasis on the interrelationships between literacy in the first and second language. Relevant standards: ESL I, II, III, IV, V; BED II, III; PPR I

• Students will learn how to design and implement instructional and assessment strategies for literacy and academic development (with a focus on English as a second language and Spanish as the first language) via sheltered instruction (i.e., developing language and literacy via content that is interesting and relevant to the student). Relevant standards: ESL III, VI; Bilingual Ed III, IV, V, VI; PPR I, II

• Students will learn how to design curriculum for ESL students that meets the appropriate professional standards. Relevant standards: ESL IV, BED VI; PPR I

• Students will enhance their knowledge and use of technology for their own professional development and for enhancing instruction for English language learners.

• Students will familiarize themselves with the ESL, Bilingual Education and PPR standards and will develop some of the skills needed to meet the standards.

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

http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allesl.pdf
http://www.sbec.state.tx.us/SBECOnline/standtest/standards/cc4biling.pdf
http://www.sbec.state.tx.us/SBECOnline/standtest/standards/4-8biling.pdf
http://www.sbec.state.tx.us/SBECOnline/standtest/standards/cc4ppr.pdf
http://www.sbec.state.tx.us/SBECOnline/standtest/standards/4-8ppr.pdf

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>
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</thead>
<tbody>
<tr>
<td>SLOs</td>
<td>Assignments and Assessment</td>
</tr>
<tr>
<td>Review and demonstrate knowledge of the nature of language and basic language concepts to facilitate</td>
<td>*Problem-based Activities (in-class) *Reading Quizzes</td>
</tr>
</tbody>
</table>
| Student learning in the ESL classroom; | *Scenario Solutions  
*Reflection Journals & Paper based on Field Component  
*Final Exam (recall, synthesis, analysis, application) |
|---------------------------------------------------------------|
| Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials; | *Problem-based Activities (in-class)  
*Reading Quizzes  
*Scenario Solutions  
*Reflection Journals & Paper based on Field Component  
*Final Exam (recall, synthesis, analysis, application) |
| Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students' English language proficiency. | *Problem-based Activities (in-class)  
*Reading Quizzes  
*Scenario Solutions  
*Reflection Journals & Paper based on Field Component  
*Final Exam (recall, synthesis, analysis, application) |

**Standard III: TEKS b (1-30)**

The ESL teacher understands the processes of first- and second-language acquisition and uses.

| SLOs | Assignments and Assessment |
|-----------------------------------------------|
| Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English. | *Problem-based Activities (in-class)  
*Reading Quizzes  
*Scenario Solutions  
*Reflection Journals & Paper based on Field Component  
*Final Exam (recall, synthesis, analysis, application) |

**Standard IV: TEKS b (1-30)**

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

| SLOs | Assignments and Assessment |
|-----------------------------------------------|
| Devise and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS); | *Problem-based Activities (in-class)  
*Reading Quizzes  
*Scenario Solutions  
*Reflection Journals & Paper based on Field Component  
*Final Exam (recall, synthesis, analysis, application) |
| Modify planning procedures for effective, developmentally appropriate ESL instruction; | *Reading Quizzes  
*Scenario Solutions  
*Reflection Journals & Paper based on Field Component  
*Final Exam (recall, synthesis, analysis, application) |
| Integrate technological tools and resources into the instructional process; | *Problem-based Activities (in-class)  
*Reading Quizzes  
*Scenario Solutions  
*Reflection Journals & Paper based on Field Component  
*Final Exam (recall, synthesis, analysis, application) |
**Engage students in critical-thinking processes:**
*Problem-based Activities (in-class)*
*Reading Quizzes*
*Scenario Solutions*
*Reflection Journals & Paper based on Field Component*
*Final Exam (recall, synthesis, analysis, application)*

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**Standard V: TEKS b (1-30)**
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. | *Problem-based Activities (in-class)*
*Reading Quizzes*
*Scenario Solutions*
*Reflection Journals & Paper based on Field Component*
*Final Exam (recall, synthesis, analysis, application)* |

| Design instruction and devise activities that are responsive to diversity and individual student needs. | *Problem-based Activities (in-class)*
*Reading Quizzes*
*Scenario Solutions*
*Reflection Journals & Paper based on Field Component*
*Final Exam (recall, synthesis, analysis, application)* |

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**Standard VI: TEKS b (1-30)**
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); | *Problem-based Activities (in-class)*
*Reading Quizzes*
*Scenario Solutions*
*Reflection Journals & Paper based on Field Component*
*Final Exam (recall, synthesis, analysis, application)* |

| Interpret results of standardized tests commonly used in ESL programs in Texas; | *Problem-based Activities (in-class)*
*Reading Quizzes*
*Scenario Solutions*
*Reflection Journals & Paper based on Field Component*
*Final Exam (recall, synthesis, analysis, application)* |

| Summarize LPAC recommendations for LEP identification, placement, and exit. | *Problem-based Activities (in-class)*
*Reading Quizzes*
*Scenario Solutions*
*Reflection Journals & Paper based on Field Component*
*Final Exam (recall, synthesis, analysis, application)* |

| Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals. | *Problem-based Activities (in-class)*
*Reading Quizzes*
*Scenario Solutions*
*Reflection Journals & Paper based on Field Component* |
REQUIRED TEXTS:

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

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

**Other helpful resource materials:** (Not required)
- Sheltered Content Instruction by Echevarria and Graves
- Working with English Language Learners edited by Huerta-Macias
- Reading, Writing, and Learning in ESL by Peregoy and Boyle
- Making Instruction Comprehensible for English Language Learners: The SIOP model by Echevarria, Vogt, and Short

The Nature of Language:

Language Concepts:

**University Policy on Academic Integrity**

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.
PLEASE TURN OFF YOUR CELL PHONES WHILE IN CLASS!
NO TEXTING WHILE IN CLASS!

Course Requirements and Points Distribution

Points Grade Scale

- **513 – 570 points** = A = “Excellent”
- **456 – 512 points** = B = “Good”
- **399 – 455 points** = C = “Average”
- **342 – 398 points** = D = “Below Average”
- **341 points and below** = F = “Fail”: The student did not successfully complete any course requirements, or did so at a quality that is unaccepta

*Attendance/Participation: All students are responsible for attending class regularly and on time. Because classroom discussion and participation in presentations and activities are essential to learning from this course, all students will be graded on their prompt arrival to class, attendance, and participation in class. Class activities will include participation in whole class and small group discussions, having an active role in Blackboard discussions (if applicable), and respectfully and insightfully responding to and engaging in discussion with the instructor and other students.

(Points procedure on not attending class)
*You have ONE FREE day to miss class (except on a day when you will be presenting and/or actively participating in an assigned project, activity or discussion). What you do with that day is up to you, so use it wisely! **After one missed day, for every day that you miss class, 10 points will be subtracted from your point total.**

(Points procedure on arriving late to class)
*You have ONE FREE late arrival, including the first day of class. If you arrive to class more than 15 minutes late, it will be counted as an absence. **For every day that you arrive late to class, 5 points will be subtracted from your point total.**

1) **Daily Quizzes** [13 quizzes X 10 points each = **130 points**]: You will take a quiz almost every day of the course based on the readings for the day. These quizzes are simply an accountability system created to make sure you that you read the textbook. The vast majority of the quizzes are created to test what you remember from the reading. They are not created to test your conceptual UNDERSTANDING of the material you read. The conceptual understandings will be developed through further discussion of the readings in class and through small and large group activities, as well as end-of-class informal assessments via small group discussions with the professor who will prompt you on the material read for the day. **You will not be allowed to make up any missed quizzes.**

2) **Scenario Solutions Quiz** [13 quizzes x 10pts. each = **130 points**]: This quiz will be given at the end of each class session, and will be done in a small group. The quiz will consist of one question, with four multiple choice answers. As a group, you will discuss, debate, dialogue, and problem-solve to determine the best answer to your question. Then you will choose
the answer as a group, but you will also need to give a well-thought out rationale for choosing the answer you did, and then a rationale for each answer you did not choose. That is, your group will need to construct responses telling me WHY you chose the answer you did as a group and WHY you believe it is the answer, and then tell me WHY you DID NOT choose the other answers and WHY you believe they ARE NOT the answers. Each group will then present their questions and answers, and their rationale for their chosen right answer, and the rationale for why they did not choose the other answers. You will not be allowed to use your textbooks, study manuals, or notes—only your brains. So you must read, study, pay attention in class, and get the most from our discussions and interactions in class.

*Note: In order to ensure that each member of the group is participating, I will do two things:

I. Come around and randomly ask individuals to explain to me what your group is doing, which may include providing a rationale for a response, to explain a question, etc.

II. Ask all group members to e-mail me after class on Blackboard to inform me that a certain group member or members are not participating; then I will speak with that individual in private to discuss the situation.

How your quiz will be scored—If you get the correct answer, everyone in your group will get a perfect score of “10”. If you do not get the answer correct, depending on the QUALITY of your reasons and rationale, you can earn up to and ONLY “7” points. But these points are not guaranteed. You may earn as low as 0 points, depending on the quality of your work. So, it is in your group’s best interest to do your best in thinking deeply about and/or arriving at the right answer.

You will have exactly 15 minutes to complete each Scenario Solutions Quiz (this will be timed by your professor). After all papers are handed in, approximately three (3) minutes will be used to discuss the quiz.

Following are the guidelines for doing your group quiz:

a) Study the question. Study the answers.

b) Highlight, underline, and use any other strategies in determining key terms, phrases, or clues in each question

c) Write rough notes on your own paper that reflect your thinking

d) Then, as a group, you will draft your final thoughts and rationale for each of the responses, especially the correct response. There will be designated spaces next to each response for you to draft each thought and rationale

e) As a group, you will turn in that one sheet with the question, responses, and rationale provided

f) We will then discuss the question and answers as a whole class

g) You will get your score on the quiz the next class session

3) Tutoring/Mentoring Experience [100 points]: – All students in the course are required to do a MINIMUM of fifteen (15) hours of tutoring/mentoring of an ESL student for the semester at a local elementary or middle school. Because this class is about teaching in a comprehensible manner in English, the majority of tutoring/mentoring must be done in English. Primary language support, however, is acceptable, when done correctly and in a way that allows the tutored/mentored student to effectively learn the concepts being taught. This an excellent opportunity to connect theory to practice and to begin practicing your pedagogy with an individual student, especially as it relates to language acquisition and literacy issues, problem-
solving, and becoming more familiar with the intricacies of individual student learning and development processes.

This is also an opportunity to teach your tutored/mentored student valuable language, academic, critical thinking, and problem-solving skills. It will be up to you to conduct the research and problem-solving skills to ensure that you are teaching your students such things. I will provide guidance on this matter. Use this opportunity to have a meaningful, long-lasting impact on your student!

*How you will be graded on your tutoring/mentoring: For every hour that is not completed toward the 15 hours, 5 points will be subtracted from the 100pts. For example, if you only complete 10 hours (5 points X 5 hours not completed of the 15 = 25 points), you will end up with 75 points for this assignment.

*Note: A background check will be required for you to tutor/mentor at your assigned school.

*Note: Any additional hours committed will be taken into consideration when averaging your final grade. You may complete your tutoring/mentoring through one of the following options:

a) **La Fe Preparatory School**: You will work with ESL students and their teachers on specific content and test-related activities, lessons and work, either during the regular class day or in an after-school enrichment program, which could include the arts, robotics, math/science, or academic English language development and practice. This partnership and collaboration is already established, and you will not need to present any letter nor need to plead your case for permission tutor/mentor at this school. They want you and need you there, and will welcome you and your skills and assistance.

La Fe Preparatory School  
Address: 616 E Father Rahm Ave, El Paso, TX 79901  
Phone: (915) 533-3922  
Contacts: Mrs. Candelaria, Principal; Mrs. Morales, Superintendent

b) **You choose the school**: You will need to present a letter from me to the principal of the school you choose explaining the class assignment, and they will most likely refer or send you to a teacher who will have an ESL student population with which you will work. Based on past experiences with this course and this particular assignment, your choosing a school will require that you contact the school and ask what day and time would be the best time to meet and talk to the principal. Or you can simply go to the school and hope that you can meet with the principal at the time you go, with the expectation that you may be waiting for quite some time. You will need to present the letter to the principal and explain what you need to do (which will already be outlined in the letter) for this class assignment – tutor/mentor a student learning English as a second language. Be prepared to complete some paperwork for the district and/or school, part of which may be a criminal background check.

*Note: You will be responsible for arranging the time(s) that you will commit to the teacher and student(s). If your visitation time falls on a holiday or TAKS practice that week, you will need to make up that time. **You must tutor/mentor for a minimum of fifteen (15) hours for the semester in order to get full credit for this assignment.**
Additionally, by the end of the 3rd week of class, you will need to provide me with a signed Letter of Commitment (write name of school at the bottom of your letter along with a contact phone number and e-mail address of the teacher with whom you are working).

*Note: Two points will be deducted from your overall tutoring grade for every week that you do not bring in the Letter of Commitment.

-You will be provided a log sheet to document dates and times you have worked, signatures from teachers, and a place to make brief notes of what was done in that time you tutored/mentored (access this through Blackboard to print out).

*You must turn in your log sheets with your Points of Analysis Paper in order to receive full credit for your paper at the end of the semester. If you do not turn in your log sheets, the maximum grade you can receive for your Points of Analysis paper is 70 points.

*You must add up your hours for each log sheet and provide the amount of time rounded up to the nearest five minutes.

4) Tutoring/Mentoring Journals [50pts]: In addition to the log sheets, you will also be required to submit on the Blackboard, a total of Five (5) journal entries. By the due date shown in the calendar below, you will post each journal as a Word Document attachment (in .doc, .docx, or .rtf format) via the Assignments link.

If you do not submit your Journals via the Assignments link on Blackboard, you will not receive credit for it. I will not look for your work. You are responsible for ensuring that your work is properly submitted.

You will need to reflect on your tutoring/mentoring experience at the school and the interactions with your student(s). In order to get credit for each journal, you MUST address the following questions/prompts:

1. Briefly discuss one (1) academic, linguistic, literacy, communication, affective, and/or personal issues involved during the most recent interactions with your student(s)? Be specific, detailed, but to the point. (1pt.)
2. What did you do or what steps did you take to address this/these issues? Be specific. (1pt.)
3. What aspect of the English Language Proficiency Standards (ELPS) did you encounter? This response should be a brief discussion of how you utilized the ELPS to help you address the language or content needs of your student, based on your understanding of what language level they are at and what particular skill you addressed (speaking, listening, reading, writing). (1pt.)
4. What was the outcome of this most recent interaction with your student(s)? What happened? Did you and/or your student seem to feel like something was accomplished? (1pt.)
5. What connection(s) can you make between this most recent experience and what we have read about and/or discussed in class? For this question, make reference to a minimum of one theory, idea, or concept mentioned in the readings from this course (or any other course textbook that you feel strongly about), and UNDERLINE this “connection” analysis in your journal. Failure to cite a minimum of one theory, idea, or concept from
the readings AND inadequately making a “connection” between will result in NO CREDIT for this question. (5pts.)

6. How would you APPLY what you learned in this interaction with your student in your future classroom working with English learners? Be specific and to the point. (1pt.)

Format Expectations for Journal Entries:

- Each journal should be a MINIMUM of 1 page and MAXIMUM 2 pages (double-spaced)
- Use Times New Roman, 12-point font
- You must type your journal entries on a Word document and post them as an attachment in the Assignments area in Blackboard.
- You must answer the questions provided for each journal entry. If you do not answer each question, you will not receive credit (you will lose for each answer from 1pt – 5 pts.).
- For each journal, you MUST list each question and then provide your response to that specific question below it. So, each journal must have six (6) questions listed, followed by your response to each one.
- Each question MUST be italicized AND bold.
- Each journal entry must be labeled as Journal #___
- Each journal entry must show the date, time, and location of the tutoring/mentoring with your student in parenthesis above the first question (e.g. (February 1, 1:30 – 3:00pm, Library)

*How journals will be graded: All responses to questions are worth 1pt., with the exception of question #5. I will read through each response to ensure that you have fulfilled all aspects of each question. If you are lacking in some aspects, especially for question #5, points will be deducted. For question #5, depending on the quality of your response, anywhere from 1pt. – 5pts. will be deducted. I will grade them electronically, with comments on why points were deducted, and then send them back to you as a PDF.

5) Points of Analysis Paper [60points]: You will write a 3-4 page paper based on your tutoring/mentoring experience. It should consist of the following:

1) Analysis of 6 particular points of experience that you had with your ESL student to which you should provide specific attention and discussion, while making connections to what is/was studied in this course. Each point of analysis should do the following:
   a. be supported by an idea/concept/theory discussed in the text and/or in class. That is, you should make connections between what you experience, observe, and learn on your tutoring/mentoring experience with your ESL student and what you have learned from the course (i.e. readings, videos, discussions, etc.) on bilingual, ESL or any other aspects of language and/or 2nd language teaching and learning.
   b. Each point of analysis should be no longer than 1 half-page paragraph, double-spaced. So, with 6 points of analysis, you will not need to write over 4 pages.
   c. Paper requirements:
      i. Number EACH point of analysis
      ii. Write your paper in twelve point font, Times New Roman font, double-spaced.
      iii. Cite the reading(s)/chapters/videos to which you are referring in your paper (provide appropriate citation format, preferable APA – American
iv. UNDERLINE the particular analytical “connection” you are making for each point of analysis. This is the part that reflects your “deepest” thinking on the interaction, how it connects to the theory/idea/approach you highlight, and what this demonstrates in terms of both YOUR learning as a teacher of an English learner AND the learning of the student(s) you work with and discuss here as part of the analysis.

*How your Points of Analysis Paper will be graded: Each point of analysis is worth 10pts. for a total of 60 points. Various aspects of each point of analysis will be graded, from whether you numbered each point of analysis to the quality of your underlined segment that highlights the “connection” you made. Points will be deducted for such aspects and requirements not met. I will grade your paper electronically, with comments on why points were deducted, and send them back to you as a PDF.

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

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

Course Schedule/ Topics/ Readings/Activities/Due Dates

1. (August 28) – First Day of Class
   -Information Cards
   -Introduction to course; discussion of syllabus, assignments and projects
   -Points of Analysis - What does analysis look like? How do I do it? (Look at sample paper)
   -Intro Mini-lecture: Why should all teachers know how to effectively teach ELLs?
   -Provide log sheets
   -Provide letters to be signed by principal, teacher, and UTEP student for commitment to tutoring/mentoring for the semester

2. (September 4) – Topic: Second Language Acquisition
   -Read: Pearson Book, Chapter 1
   -Discussion/Activity; have ELPS flip book
   -Video: What Does Sheltered Instruction Look Like? An Example
   -Assessment: Quiz #1 on Pearson Book, Chapter 1
   -Assessment: Scenario Solutions Quiz #1

3. (September 11) - Topic: Sheltered Instruction in the Content Areas
   -Read: Pearson Book, Chapter 2
   -Discussion/Activity; have ELPS flip book
   -Assessment: Quiz #2 on Pearson Book, Chapter 2
   -Assessment: Scenario Solutions Quiz #2
   -DUE: Letter of Commitment
4. (September 18) - Topic: Lesson Preparation
   - Read: Pearson Book, Chapter 3
   - Discussion/Activity: have ELPS flip book
   - Assessment: Quiz #3 on Pearson Book, Chapter 3
   - Assessment: Scenario Solutions Quiz #3

5. (September 25) - Topic: Building Background
   - Read: Pearson Book, Chapter 4
   - Discussion/Activity: have ELPS flip book
   - Assessment: Quiz #4 on Pearson Book, Chapter 4
   - Assessment: Scenario Solutions Quiz #4
   - DUE: Journal #1

6. (October 2) - Topic: Comprehensible Input
   - Read: Pearson Book, Chapter 5
   - Discussion/Activity: have ELPS flip book
   - Assessment: Quiz #5 on Pearson Book, Chapter 5
   - Assessment: Scenario Solutions Quiz #5

7. (October 9) - Topic: Interaction
   - Read: Pearson Book, Chapter 6
   - Discussion/Activity: have ELPS flip book
   - Assessment: Quiz #6 on Pearson Book, Chapter 6
   - Assessment: Scenario Solutions Quiz #6
   - DUE: Journal #2

8. (October 16) - Topic: Learning Strategies
   - Read: Pearson Book, Chapter 7
   - Discussion/Activity: have ELPS flip book
   - Assessment: Quiz #7 on Pearson Book, Chapter 7
   - Assessment: Scenario Solutions Quiz #7

9. (October 23) - Topic: Review & Assessment
   - Read: Pearson Book, Chapter 8
   - Discussion/Activity: have ELPS flip book
   - Assessment: Quiz #8 on Pearson Book, Chapter 8
   - Assessment: Scenario Solutions Quiz #8
   - DUE: Journal #3

10. (October 30) - Topic: The Academic Language of Science
    - Read: Pearson Book, Chapter 9
    - Discussion/Activity: have ELPS flip book
    - Assessment: Quiz #9 on Pearson Book, Chapter 9
    - Assessment: Scenario Solutions Quiz #9

11. (November 6) - Topic: The Academic Language of Mathematics
    - Read: Pearson Book, Chapter 10
    - Discussion/Activity: have ELPS flip book
    - Assessment: Quiz #10 on Pearson Book, Chapter 10
    - Assessment: Scenario Solutions Quiz #10
    - DUE: Journal #4
12. (November 13) - Topic: The Academic Language of English-Language Arts
-Read: Pearson Book, Chapter 11
-Discussion/Activity: have ELPS flip book
-Assessment: Quiz #11 on Pearson Book, Chapter 11
-Assessment: Scenario Solutions Quiz #11
-DUE: Journal #4

*(November 27) – Thanksgiving Holiday (no class)

13. (November 20) - Topic: The Academic Language of History and Social Studies
-Read: Pearson Book, Chapter 12
-Discussion/Activity: have ELPS flip book
-Assessment: Quiz #12 on Pearson Book, Chapter 12
-Assessment: Scenario Solutions Quiz #12
-DUE: Journal #5

14. (December 4, Last Day of Class) - Topic: Case Studies
-Read: Pearson Book, Chapter 13 & 14
-Discussion/Activity: have ELPS flip book
-Assessment: Quiz #13 on Pearson Book, Chapter 13 & 14
-Assessment: Scenario Solutions Quiz #13
-DUE: Points of Analysis Paper

15. (December 11) – Final Exam
-Location: EDU 402 (To Be Verified)
-Time: 7:00pm – 9:45pm

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

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

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