
BED 4343: Sheltered ESL Instruction

Spring 2020

January 21st – May 7th

CRN 21195

Monday, 9:00am – 11:50pm, Rm. 307

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

-Unknown

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Course Information

BED 4343 – Sheltered ESL Instruction

3 Credit Hours

Location: EDU 307

Days and Times: Mondays, 9:00am – 11:50am

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, in particular academic language. It emphasizes functional linguistic approaches to making content area instruction comprehensible and developing the academic 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 daily assessments; discussions based on readings, case studies, and particular scenarios; problem-solving and critical thinking exercises; video analysis; and written assignments involving reflection and analysis.

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/ec4biling.pdf>
- <http://www.sbec.state.tx.us/SBECOnline/standtest/standards/4-8biling.pdf>
- <http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec4ppr.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

<i>Standard I: TEKS b (1-30)</i>	
<i>The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Review and demonstrate knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom;</i>	<ul style="list-style-type: none"> *Problem-based Activities (in-class) *Reading Quizzes *Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and</i>	<ul style="list-style-type: none"> *Problem-based Activities (in-class) *Reading Quizzes

<i>modify instructional materials,</i>	<ul style="list-style-type: none"> *Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students' English language proficiency.</i>	<ul style="list-style-type: none"> *Problem-based Activities (in-class) *Reading Quizzes *Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)
<u>Standard III: TEKS b (1-30)</u>	
<i>The ESL teacher understands the processes of first- and second-language acquisition and uses.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English.</i>	<ul style="list-style-type: none"> *Problem-based Activities (in-class) *Reading Quizzes *Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)
<u>Standard IV: TEKS b (1-30)</u>	
<i>The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL curriculum and instruction.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Devise and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS);</i>	<ul style="list-style-type: none"> *Problem-based Activities (in-class) *Reading Quizzes *Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Modify planning procedures for effective, developmentally appropriate ESL instruction;</i>	<ul style="list-style-type: none"> *Reading Quizzes *Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Integrate technological tools and resources into the instructional process;</i>	<ul style="list-style-type: none"> *Problem-based Activities (in-class) *Reading Quizzes *Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Engage students in critical-thinking processes;</i>	<ul style="list-style-type: none"> *Problem-based Activities (in-class) *Reading Quizzes *Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)
<u>Standard V: TEKS b (1-30)</u>	
<i>The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Demonstrate knowledge of factors that may affect students in order to facilitate their learning of</i>	<ul style="list-style-type: none"> *Problem-based Activities (in-class) *Reading Quizzes

<i>academic content, language, and culture.</i>	*Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Design instruction and devise activities that are responsive to diversity and individual student needs.</i>	*Problem-based Activities (in-class) *Reading Quizzes *Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)
<u>Standard VI: TEKS b (1-30)</u> <i>The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency);</i>	*Problem-based Activities (in-class) *Reading Quizzes *Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Interpret results of standardized tests commonly used in ESL programs in Texas;</i>	*Problem-based Activities (in-class) *Reading Quizzes *Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)
<i>Summarize LPAC recommendations for LEP identification, placement, and exit.</i>	*Problem-based Activities (in-class) *Reading Quizzes *Scenario Solutions *Final Exam (recall, synthesis, analysis, application)
<i>Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.</i>	*Problem-based Activities (in-class) *Reading Quizzes *Scenario Solutions *Teaching-Learning Video Analysis *Final Exam (recall, synthesis, analysis, application)

REQUIRED TEXTS & LEARNING RESOURCES:

1. **Textbook:** Fairbairn, S & Jones-Vo, S. (2019). *Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers*. Caslon Publishing.
2. Subscription to the Teaching Channel (www.teachingchannel.com)

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 Perego and Boyle

- *Making Instruction Comprehensible for English Language Learners: The SIOP model* by Echevarria, Vogt, and Short

The Nature of Language:

- <http://www.sil.org/lingualinks/languagelearning/prepareforlanguagelearning/ThreeViewsAboutTheNatureOfLang.htm>

Language Concepts:

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

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 (unless instructed to use them for an activity)!
NO TEXTING WHILE IN CLASS! (you may do so during breaks)

Course Requirements and Points Distribution

Points Grade Scale

466 – 419 points = A = “Excellent”

418 – 372 points = B = “Good”

371 – 326 points = C = “Average”

325 – 279 = D = “Below Average”

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

***Attendance/Participation**: (26pts, 2 pts. x 13 days evaluated) 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 for in-class participation) You will be graded on 1) your active participation and contributions in small group discussions, whole-class contributions, and discussion of your field experiences, and 2) your ability to synthesize ideas, analyze, engage in and decipher the skills and pedagogical approaches discussed and studied each class session. If you participate (basically just “showing up”), you receive a minimum of 1 pt. (and you are fully present in class, not checking your mobile device for alerts or texts, etc.) If you participate actively in a high-quality manner, utilizing terminology and ideas from what is studied, you earn 2pts. for the day.

(Points procedure on not attending class)

*If you miss one class or anticipate missing, please let me know (before or after you miss via email). Because “life happens”, you can miss one day of class and still make up the quizzes from that day.

(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, 5 points will be deducted from your point total.**

1) Daily Reading Quizzes [12 quizzes X 10 points each = **120 points**]: You will take a quiz 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: [12 quizzes x 10pts. each = **120 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 chose, 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 be allowed to use your ELPS manuals to help with the wording and appropriate application of your rationale based on what is recommended in the ELPS accommodations and

*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 – Even if you get the correct answer, you still have to “earn” a perfect score of “10” with the quality of your rationale responses. So, if your rationale are weak, you may earn 8-9 points, even with the chosen correct answer. 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) Field Experience/Tutoring ESL Student [100 points, 50pts. for service hours + 50pts. Reflection Reports]: You are required to tutor/mentor a student who is an English language learner as part of your service-learning requirement. You are welcome to do more tutoring/mentoring beyond this minimum, if you so desire. *You must tutor/mentor the entire 10 hours in a *substantive and meaningful manner* in order to receive all 50pts. You will be required to get signatures from your collaborating teacher at the school site you choose as evidence of your tutoring/mentoring. You will be assessed qualitatively on this experience through your *Reflection Paper*. ***NOTE: You ONLY will receive this grade if you turn in evidence of your service-learning at the time the paper is due, which will be shown with your Signature Logs. If you do not provide these Signature Logs, you will not receive credit for the tutoring/mentoring nor the Reflection Reports.**

Materials needed to begin the process of finding a school site and communicating with principals and teachers will be provided in class (letters of understanding, signature sheets, etc.).

**NOTE: This service-learning component of the course is an opportunity to build your pedagogical and professional skills and knowledge. If there is any indication from the teachers and/or principals who are overseeing your work that you are engaged in any unprofessional behavior (e.g. texting while you should be tutoring/mentoring) or arrive at your school dressed unprofessionally, you will fail this assignment. On the other hand, if you feel uncomfortable in the classroom or school setting during this experience, please let me know immediately. We will*

address it and make any necessary changes to ensure that you are in a positive and professional environment while you complete this assignment.

4) Final Examination [100 points]: This will be a problem-based exam that will present you with scenarios and situations of English learner students that will assesses your ability to use information and apply it in a classroom or school setting, with an emphasis on learning academic language. Multiple-choice.

Course Schedule/ Topics/ Readings/Activities/Due Dates

1. (January 27) – **First Day of Class**, Topic: *Your Role in Teaching Academic Language & Thinking to English Language Learners*

-Information Cards

-Introduction to course; discussion of syllabus

-Intro Mini-lecture/Reflection: *Why should all teachers know how to effectively teach ELLs?*

-Video: *What Does Sheltered Content Instruction Look Like? An Example*

2. (February 3) Topic: *ELLs & Differentiating Instruction*

-Read: Fairbairn & Jones-Vo, *Chapter 1*

-Discussion/Activity

-Assessment: **Reading Quiz #1**

-Assessment: **Scenario Solutions Quiz #1**

-Self-Assessment: **Written Reflection & End-of-Class Takeaways**

3. (February 10) Topic: *Studied Diversity*

-Read: Fairbairn & Jones-Vo, *Chapter 2*

-Discussion/Activity

-Assessment: **Reading Quiz #2**

-Assessment: **Scenario Solutions Quiz #2**

-Self-Assessment: **Written Reflection & End-of-Class Takeaways**

4. (February 17) - Topic: *Content-Area Academic Language*

-Read: Fairbairn & Jones-Vo, *Chapter 3*

-Discussion/Activity

-Assessment: **Reading Quiz #3**

-Assessment: **Scenario Solutions Quiz #3**

-Self-Assessment: **Written Reflection & End-of-Class Takeaways**

5. (February 24) - Topic: *Differentiating Instruction*

-Read: Fairbairn & Jones-Vo, *Chapter 4*

-Discussion/Activity

- Assessment: **Reading Quiz #4**

-Assessment: **Scenario Solutions Quiz #4**

-Self-Assessment: **Written Reflection & End-of-Class Takeaways**

6. (March 2) – Topic: *Differentiating Instruction*
-Read: Fairbairn & Jones-Vo, *Chapter 4 (contd.)*
-Discussion/Activity
- Assessment: **Reading Quiz #5**
-Assessment: **Scenario Solutions Quiz #5**
-Self-Assessment: **Written Reflection & End-of-Class Takeaways**

7. (March 9) - Topic: *Differentiating Instruction*
-Read: Fairbairn & Jones-Vo, *Chapter 5*
-Discussion/Activity
- Assessment: **Reading Quiz #6**
-Assessment: **Scenario Solutions Quiz #6**
-Self-Assessment: **Written Reflection & End-of-Class Takeaways**

8. (March 16) – **SPRING BREAK**

9. (March 23) - Topic: *Differentiating Instruction*
-Read: Fairbairn & Jones-Vo, *Chapter 5 (contd.)*
-Discussion/Activity
- Assessment: **Reading Quiz #7**
-Assessment: **Scenario Solutions Quiz #7**
-Self-Assessment: **Written Reflection & End-of-Class Takeaways**

10. (March 30) – Topic: *Differentiating Instruction*
-Read: Fairbairn & Jones-Vo, *Chapter 6*
-Discussion/Activity
- Assessment: **Reading Quiz #8**
-Assessment: **Scenario Solutions Quiz #8**
-Self-Assessment: **Written Reflection & End-of-Class Takeaways**

11. (April 6) – Topic: *Differentiating Instruction*
-Read: Fairbairn & Jones-Vo, *Chapter 6 (contd.)*
-Discussion/Activity
- Assessment: **Reading Quiz #9**
-Assessment: **Scenario Solutions Quiz #9**
-Self-Assessment: **Written Reflection & End-of-Class Takeaways**

12. (April 13) – Topic: *Differentiating Instruction*
-Read: Fairbairn & Jones-Vo, *Chapter 7*
-Discussion/Activity
- Assessment: **Reading Quiz #10**
-Assessment: **Scenario Solutions Quiz #10**
-Self-Assessment: **Written Reflection & End-of-Class Takeaways**

13. (April 20) – Topic: *Differentiating Instruction*
-Read: Fairbairn & Jones-Vo, *Chapter 7 (contd.)*
-Discussion/Activity
- Assessment: **Reading Quiz #11**
-Assessment: **Scenario Solutions Quiz #11**
-Self-Assessment: **Written Reflection & End-of-Class Takeaway**

14. (April 27) – Topic: *Differentiating Instruction*
-Read: Fairbairn & Jones-Vo, *Chapter 8 & 9*
-Discussion/Activity
- Assessment: **Reading Quiz #12**
-Assessment: **Scenario Solutions Quiz #12**
-Self-Assessment: **Written Reflection & End-of-Class Takeaways**

15. (May 4) – Topic: *Reflecting, Action & Being*
-Read: Reading/Article to be determined
-Discussion/Activity
- Assessment: **Reflecting on the course & lessons learned**

16. (May 11) – **Final Exam**

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.