
University of Arizona
Department of Teaching, Learning, and Sociocultural Studies

LRC 516: Structured English Immersion (Fall 2016)

Instructor: Dr. Jesús Acosta-Iriqui
Classroom: Chandler Community Center
Schedule: Saturdays: 12:30 – 3:00 pm
My office: College of Education, Room 530 (5th Floor)
Office hours: Saturdays before after class or by appointment
Telephones: (520) 621-1311 (LRC office), (520) 248-7613 (Cell)
Email: jjesuss@email.arizona.edu



Catalogue Description

Theory and practice in sheltered content instruction for English learners, national and state education policies affecting ELLs, and the relationship between these policies and second language acquisition theory. Applied practice in sheltered content instruction for English language learners: lesson plan development, and sheltered instruction in the content areas.

Extended Description

The increasing presence of English language learners (ELLs) in Arizona schools and elsewhere in the nation has made more apparent the need for quality instruction for these students. National and state education policy developments (e.g., the federal *No Child Left Behind* legislation, *Flores v. Arizona*, and *Proposition 203*) also have focused attention on a program known as “Structured English Immersion” (SEI), in which teachers use a methodology called “Sheltered English content instruction.”

LRC 516 is designed for pre-service and practicing teachers who serve English learners in their classrooms, as well as Masters and Doctoral students interested in applied research in English as a Second Language, and thematic and sheltered instructional approaches to second language teaching in academic settings.

The course is divided into two parts. **Part one** focuses on the socio-cultural issues involved in the education of English learners. We will consider the historical and political context of education for ELLs and their families, the relationship between national and state education policy mandates and theories of first and second language acquisition. **Part two** will explore sheltered instruction in schools and classrooms. In this part of the course you will also have the opportunity to participate in modeled sheltered lessons across the content areas. Finally, we will discuss the “Sheltered Instruction Observation Protocol” (SIOP) model developed by researchers and teachers affiliated with the Center for Applied Linguistics (CAL) and the National Center for Research on Education, Diversity and Excellence (CREDE). The SIOP is a professional development model used in many school districts in Arizona.

This course will also help you identify and practice using multiple instructional strategies to improve your instruction with English language learners. A secondary goal is to encourage you to make the education of English learners a major focus of your teaching career. Teaching ELLs English and content matter is an enormously rewarding endeavor. It also requires the kind of

unique competency and resourcefulness that one finds in the very best teachers in our profession. Therefore, we hope to motivate your innate creativity and intellectual curiosity -- abilities that will serve you well throughout your teaching career.

Corresponding National Standards

The following table describes the specific goals of this course, as well links to corresponding InTASC (Interstate Teacher Assessment and Support Consortium) and ISTE NETS-T (International Society for Technology in Education National Education Standards for Teachers) standards. See complete standards at the following links:

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf
http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx

Specific Course Goals	Corresponding InTASC and ISTE NETS-T Standards <i>Interstate Teacher Assessment and Support Consortium (InTASC)</i> <i>International Society for Technology in Education National Education Standards for Teachers (ISTE NETS-T)</i>
<p>•A deeper understanding of the social and historical context of education for students developing English as a second language. A nuanced understanding of state language and education policy with respect to English language learners, including historical and legal approaches to minority education.</p>	<p><u>InTASC Standard #2: Learning Differences</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms. 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p> <p><u>ISTE NETS-T Standard #1: Facilitate and Inspire Student Learning and Creativity</u> Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p> <p>1(a) Promote, support, and model creative and innovative thinking and inventiveness. 1(b) Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.</p>
<p>•Exploration of research in first and second language acquisition theory</p>	<p><u>InTASC Standard #1: Learner Development</u> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and</p>

<p>improve to teaching and learning. Understanding the relationship between research and state language policy.</p>	<p>implements developmentally appropriate and challenging learning experiences.</p> <p>1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p><u>InTASC Standard #2: Learning Differences</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p><u>InTASC Standard #4: Content Knowledge</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p> <p><u>ISTE NETS-T Standard #4: Promote and Model Digital Citizenship and Responsibility.</u> Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.</p> <p>4(b) Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources. 4(d) Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.</p>
<p>•Targeted content area practice using sheltered instruction across the content areas. This practice includes an examination of the <i>Sheltered Instruction Observation</i></p>	<p><u>InTASC Standard #5: Application of Content</u> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p>

<p>Protocol (SIOP) model developed by researchers and teachers affiliated with the Center for Applied Linguistics. Applied practice in sheltered English content teaching.</p>	<p><u>InTASC Standard #7: Planning for Instruction</u> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. 7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p> <p><u>ISTE NETS-T Standard #3: Model Digital Age Work and Learning</u> Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</p> <p>3(c) Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats. 3(d) Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.</p>
<p>•Targeted practice in multiple assessment strategies, and adjustment of instructional strategies to accommodate the unique needs of English language learners.</p>	<p><u>InTASC Standard #6: Assessment</u> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p> <p>6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</p> <p><u>ISTE NETS-T Standard #2: Design and Develop Digital Age Learning Experiences and Assessments</u> Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.</p> <p>2(a) Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. 2(c) Customize and personalize learning activities o address students’ diverse</p>

	<p>learning styles, working strategies, and abilities using digital tools and resources</p> <p>2(d) Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.</p>
<p>•Thoughtful ways to plan and implement a variety of sheltered teaching strategies that will promote ELLs' learning of academic content and English language and literacy.</p>	<p><u>InTASC Standard #7: Planning for Instruction</u></p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p><u>InTASC Standard #8: Instructional Strategies</u></p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners.</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.</p> <p><u>ISTE NETS-T Standard #5: Engage in Professional Growth and Leadership</u></p> <p>Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.</p> <p>5(a) Participate in local and global learning communities to explore creative applications of technology to improve student learning.</p> <p>5(c) Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.</p>

Course Format

This course will combine lecture, small group and whole-class discussion of readings, individual and collaborative work, student presentations, lesson demonstrations, reflective reading and writing and films. Our emphasis throughout will be participatory. Please use all of these activities to share your thoughts and reactions, to learn from each other, to grow intellectually and professionally, and to understand the needs of English language learners. Our hope is that you learn something new each and every time you participate in a discussion or activity. Your colleagues will be depending on your insights and encouragement, your questions and suggestions, your ability to make connections and find parallels between and among the issues we consider, your sense of humor, “goofiness,” and your sincerity.

Overview of Course Topics

English Language Learner Demographics

What Teachers Should Know about the English Language

First and Second Language Acquisition

National Language Policies

Important Legal Cases

ELL Curricular and Pedagogical Issues

The Origins of Structured English Immersion in Arizona

Effective Grouping Configurations for English Language Learners

Sheltered Instruction across the Content Areas: Science, Social Studies, Language Arts

Assessment Issues with English Language Learners

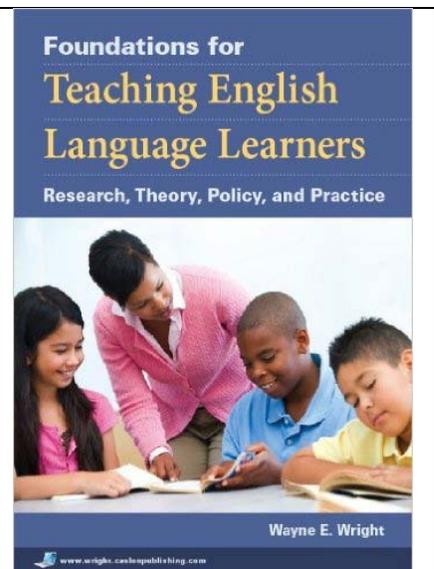
Text

In addition to a few articles or documents available on our course D2L site, there is one textbook for our class:

Wright, W. (2010). *Foundations for Teaching English Language Learners*. Philadelphia, PA: Caslon Publishers.

Please make sure that you purchase the FIRST edition of this textbook. You can find it used on Amazon.com for a much cheaper price. Do not purchase the SECOND edition from Caslon Publishing. Its costs more than \$100, including handling and shipping. There are relatively few differences between the first and second edition.

Cover of the first edition:



Classroom Rules, Procedures and Policies

Attendance/Participation Policy (please read carefully). Participation means coming to class on time, prepared and contributing regularly to class discussions and activities. Attendance literally means “being present” and is critical for three principal reasons. First, this course covers both foundational and applied issues in the field of teaching English language learners. Second, learning is a social endeavor and because each class focuses on teaching strategies and peer interaction, missing a class means that you will miss important interactive experiences. Third, this course constitutes a state endorsement and you must demonstrate that you are familiar with the content. It is my policy to deduct 2 points per absence. Three absences will automatically reduce your grade by one letter. After four absences, I will drop you from the class. There are only two exceptions to this policy:

- (1) Holidays or special events observed by organized religions for those students who show affiliation with that particular religion (specific details can be found at the Dean of Students website: http://deanofstudents.arizona.edu/e_newsletter/1009/policyreview).
- (2) Medical or health emergencies (please note: you must provide documentation).

Note to Teach Arizona students: I will hold class during your school district’s spring break unless it coincides with that of the University of Arizona. Please plan to attend.

Finally, cell phones must be put away unless their use is required for a class activity. Similarly, laptop computers are fine IF you are taking notes, reading D2L assignments, or looking up something on the internet related to the course. Surfing through Facebook or reading your email during class is not appropriate.



Incompletes. Incompletes are difficult for me *and* for you. I strongly discourage them and will allow them only for extreme emergencies (with documentation). Students who receive incompletes can expect to earn only a grade of B or below.

Academic Integrity. Students are expected to adhere to the Code of Academic Integrity which addresses issues such as: cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found at:
<http://deanofstudents.arizona.edu/codeofacademicintegrity>.

Safe Zone. I intend to support a classroom space that respects all aspects of an individual’s identity, including (but not limited to) race, ethnicity, gender expression, sexual orientation, social class, age, religion, size, and ability.

Codes of Conduct. Students should be familiar with the UA Code of Conduct. The Dean of Students Office has developed information about policies, procedures, rights and responsibilities

that are expected to be followed by students. The UA Code of Conduct can be found at: <http://deanofstudents.arizona.edu/policiesandcodes>.

Equity. The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, please contact the University's Office of Institutional Equity, 520-621-9449, <http://equity.arizona.edu>.

Students with Disabilities. If formal, disability-related accommodations are necessary, register with the UA Disability Resource Center (621-3268), so they can notify me of your eligibility for reasonable accommodations, <http://drc.arizona.edu>.

TLSS Position Statement on Social Justice. On March 24, 2014, faculty and staff of the Department of Teaching, Learning and Social Justice unanimously adopted a position statement on social justice principles. The statement articulates the department's commitment to providing equal opportunity and to nurturing an academic climate dedicated to social justice (attached to our syllabus as a separate document). The principles it advances are especially timely given that immigrant communities, refugees, Indigenous groups and English language learners in Arizona experience serious political and social challenges in schools and communities. https://www.coe.arizona.edu/sites/default/files/position_statement_on_social_justice_11-14.pdf.

Note: Information contained in this syllabus with the exception of the attendance and grading policies may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

Course Assignments and Requirements

- 1. Weekly discussion posts on the D2L site (When we don't meet face to face) and participation in class (15% of grade).** These boards will serve as interactive spaces in which you can respond to or discuss course readings, share sheltered teaching ideas and activities with your colleagues and report on what is happening in your own classrooms. I will most likely provide a prompt or two to get you started. You should plan to **post at least two discussion** for those days we do not meet face-to-face, and **respond to another's post**. Please see attendance policy above. Unless you are sick or have a medical emergency, I expect to see you all face-to-face meetings. If you miss a class, you are still responsible for the material covered in that particular session, as well as the readings. Participation includes regular contributions to class discussions and activities and individual and group sheltered instruction demonstrations throughout the semester.
InTASC 3; ISTE NETS-T InTASC 3; ISTE NETS-T 5
- 2. Course Goals.** For some of you, the issues covered in this class will be familiar, for others, less so. Consequently, we are interested in hearing what your expectations for the course are, that is, what new knowledge and information you'd like to come away with, and your own goals for the course. You should write a couple of paragraphs (in class, on the first day) detailing these goals. (2% of grade)
(InTASC Standard #2: e)
- 3. Classroom demographics (8% of grade).** Depending on the grade level you are teaching, select one class or use the students you see for most of the day and make a class roster that lists the following:

- Student initials (for confidentiality purposes)
AZELLA level
- AIMS
- Home language
Bilingual/monolingual
Any other special program status and other available assessment information
- Age
- Gender
- Other languages spoken
- SES (if students are on free/reduced lunch)
- Family structure (if possible)

Graph the column with the data that you think will have the biggest impact in your classroom. And finally, write a reflection that includes the following: Analysis of data, implications for teaching, and usefulness of gathering this data as soon as the academic year starts.

4. **Reflections: Summary and Reactions (15% of grade- 5 @ 3pts):** There are four (5) logs. On the weeks that we don't meet face to face and there is no assignments due you will write a reflection: summaries, comments, questions and ideas about the articles we read and the topics we discuss. Each reflection should be 2-3 **typed pages** and include the following: a *brief summary* of the reading(s), an *intellectual reaction* to the reading(s), that is, conceptual connections between the readings and your own experiences or knowledge base, *unanswered questions* you may have, and finally, *implications* of what you have learned *for pedagogy, policy and practice*. As with other academic writing assignments, I expect you to pay close attention to grammar, style, and punctuation, and provide correct in-text or bibliographic citations for any excerpts from the readings you use.
(ISTE NETS-T #1: a & b)
5. **Language Acquisition Autobiography (10% of grade).** Teaching English language learners effectively and with empathy sometimes means putting yourself in their shoes. This assignment asks you to reflect on your own experiences (both formal and informal) in the acquisition of a second language. There are three possibilities for this assignment:
 - a. You should describe your own acquisition of a second language (age you acquired it, how well you acquired it; formal or informal methodologies used to teach you; means of retaining the language, if any, and finally, your knowledge and understanding of the cultures and peoples associated with that language).
 - b. If you speak only English, but have traveled outside of the United States or interacted with bicultural/bidialectal or multicultural communities within the U.S., you may write about that experience, concentrating on your exposure to the languages, cultures, peoples, geographies, etc.
 - c. If you speak only English, and have not traveled internationally, you may write about how you think English language learners are taught, or should be taught, in Arizona public schools (don't worry if your knowledge of this subject is limited: the purpose of this assignment is for you to discuss whatever you know about how students learn English and academic content).

Please pay close attention to grammar, style, and punctuation, provide correct citations for any references you cite, as well as a bibliography. Papers should be between 3-5 pages,

typed and double-spaced.

(InTASC Standard #2: d, j, o)

6. **Community Mapping - In pairs** (10% of grade). The goal of this project is to understand the value of community as a resource for our students. It also provides future teachers an opportunity to explore and make connections with the communities where our students live. You will investigate a total of 4 different community resources and/or community cultural wealth resources (making sure that others have not include them) available to your student and his/her family within two miles radius (or more depending on the neighborhood) from your student's home and school. Some resources you might include are local churches, non-profit organizations, activist groups, government based institutions, special programs provided in the community, translation services, mom & pop businesses, yard art, gardens, symbolic resources, etc.

This project must:

- Describe each resource (you must gather this information by personally interviewing a person in this facility – have questions in mind before you go ******Include the interview/questions in your paper**). Complement the information you collected from this facility/organization with information by searching the webpage (they always have additional information)
 - State the contribution each resource makes to the community
 - State how you might incorporate this resource into your teaching/curriculum or may help your students and/or families
 - Include map. Here you will map out the location of the different community resources you identified.
 - Include a reflection about what you learned from this project and how the community would be an important component of the school curriculum by answering the following questions:
 - Do you see yourself mapping the community of your school when you have your own classroom?
 - How a Community Map would support your teaching/curriculum?
 - What would be the ideal way for to connect with the community where your students live
7. **Language Profile -In groups of 3** (10% of grade). Tucson area schools serve large number of second language learners from many countries. Knowing about their languages may help you and prepare you to work more effectively with them. You will be assigned a language you don't know and will write a background profile about that language in a 3-4 page paper that includes the following:
- a) Speakers (worldwide –countries, US, AZ, Tucson), represent them in numbers and percent.
 - b) Variations/dialects of the language and linguistic affiliation.
 - c) Description of the language (and history if possible)
 - d) Geographical center (map of countries where the language is spoken)
 - e) Role in Society
 - f) Culture around the language/Countries that speak it
 - g) Describe the aspects of literacy of the language (difficulty, pronunciation, grammar, vocabulary, spelling, and transparency) and compare them to English.
 - h) Include an individual reflection to the paper of how what you have learned from this assignment would help you as a teacher of a student who speaks this language.

What do you think are the challenges for you and for your student(s). If possible provide any personal experiences with the assigned language (school, while traveling, etc) and what did you know about this language.

Total number of pages including individual reflections should be of up to 6 pages. Prepare a presentation using PPT or in a poster format for the day is due (Languages to be assigned depending on languages in your classroom).

InTASC 1, 2, 3.

8. **One On-line quiz** (5% of grade). This quiz will draw from class discussions and readings. They may also contain some kind of real or hypothetical scenario for you to discuss (if possible con your classmates) and analyze. The goal is to reinforce your learning by giving you another opportunity to address the multiple issues involved in the education of English language learners.

(InTASC Standard #1: g)

9. **Classroom Observation. A visit to and written description (field notes) of a local primary, intermediate or secondary SEI/ELD classroom in area school districts (10% of grade).** Because every teacher and pre-service teacher in Arizona is potentially an SEI teacher as well, we would like you to visit and describe an SEI/ELD (English Language Development) classroom in the Tucson metropolitan area. You may select the school district and grade level. I am asking for a minimum of 90 minutes, which you can schedule at your convenience. For this assignment, you will need to record what you see and hear (these are the “field notes”) and write a narrative based on the notes; we will provide you with a writing guide – please use it. There are guidelines for doing this on the D2L site. Please refer to it for specific instructions. Typically, the protocol for school visits is that you contact the school’s principal or instructional coach to ask permission to visit an SEI/ELD classroom; he/she can then recommend a teacher to observe. **Teach Arizona students:** It makes the most sense for you to observe an SEI/ELD classroom at your particular assigned school. If there are no ELLs in your school, it is your responsibility to arrange a visit to another school. You will probably have to work out an observation schedule with your cooperating teacher or *Teach Arizona* supervisor. **College of Education students:** If you are personally acquainted with a practicing SEI/ELD teacher and wish to observe his or her classroom, securing permission from the teacher may suffice. Try to schedule your visit at least two weeks before the assignment is due. It is due on **Nov. 21 (no exceptions)**; please attach your hand-written field notes to your description.

InTASC 7, 9; ISTE NETS-T 5

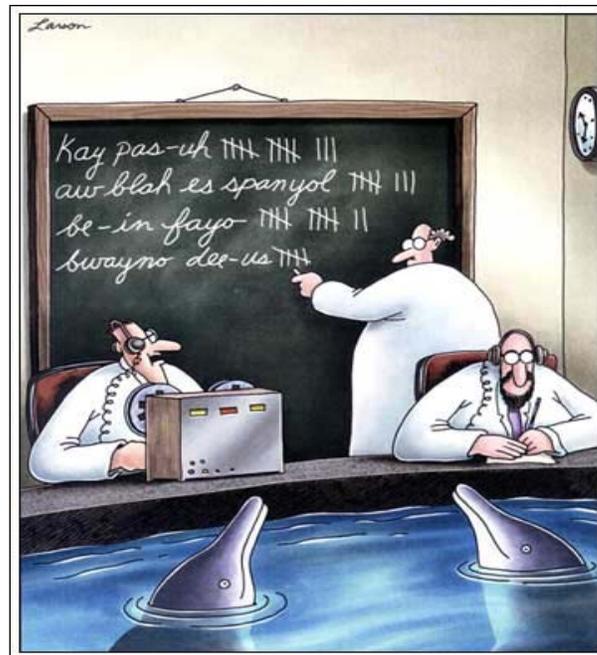
10. **A sheltered instruction lesson plan and final sheltered lesson demonstration.** This assignment has two parts (15% of final grade):
 - a. **First, in pairs or a small group, you will design one sheltered lesson plan in the content area of your choice.** You may rework a lesson plan you already have if you wish, but it should include as many sheltered strategies as possible. You may base your lesson plan on the SIOP model if you wish. In your lesson, you will need to use a minimum of 12 sheltered strategies and include content and language objectives, warm up activities, graphic organizers, adapted texts, small group activities, indicated appropriate wait time and clearly enunciated speech as needed, first language support, authentic assessment, etc. Specific information about this assignment will be provided in a separate document. (10% of grade)
 - b. **Second, in pairs or small groups you will teach a sheltered lesson,** the content of which you can negotiate with your partners. You can base your lesson on a section of your

written sheltered lesson plan if you wish (you will not have time to teach the entire lesson). In your lesson, you will need to use a minimum of 12 sheltered strategies, including content and language objectives, warm up activities, graphic organizers, adapted texts, small group activities, appropriate wait time, clearly enunciated speech, first language support, authentic assessment, etc. Lessons typically are 10-15 minutes long, depending on the number of students in our class. Lesson demonstrations will be held on the scheduled final exam day for our class. (5% of grade)

InTASC 1, 2, 3, 4, 5, 6, 7, 8; ISTE NETS-T 1, 2, 4, 5

Overall Grading Scheme

	<u>POINTS</u>
Weekly discussion posts and participation	15 pts.
Course goals	2 pts.
Classroom demographics	8 pts.
Reaction papers (5 @3 each)	15 pts.
Language acquisition autobiography	10 pts.
Community Mapping	10 pts.
Language Profile	10 pts.
One (1) On-line quiz	5 pts.
Classroom observation	10 pts.
Group Sheltered lesson plan	10 pts.
Group sheltered lesson demonstration	<u>5 pts.</u>
TOTAL	100 pts



“Matthews ... we’re getting another one of those strange ‘aw blah es span yol’ sounds.”

Gary Larson, *The Far Side*

Fall 2016 Course Schedule

Date	Discussion Topics	Required and Optional Reading Assignments (available on D2L)	Assignments or Activities
PART ONE FOUNDATIONS OF STRUCTURED ENGLISH IMMERSION Historical, Theoretical and Policy Considerations			
Aug 20	<ul style="list-style-type: none"> ■ Course Overview and Expectations ■ TLS Position Statement on Social Justice ■ The Education/Immigration Interface ■ Language Immersion Lesson Demonstration <p><i>Questions posed this first day:</i></p> <ul style="list-style-type: none"> ■ What does sheltered instruction look like “on the ground” ■ Why has the education of English language learners in Arizona (and elsewhere in the nation) been so contentious? 	<p>Required Reading</p> <ul style="list-style-type: none"> ■ TLSS Position Statement on Social Justice 	<p>Goals Paper (completed in class)</p>
Aug 27	<ul style="list-style-type: none"> ■ ELL Demographics in the U.S. <p><i>Questions posed today:</i></p> <ul style="list-style-type: none"> ■ Who are English language learners? ■ What challenges and rewards do they present? 	<p>Required Reading</p> <ul style="list-style-type: none"> ■ Wright, Chapter One (“Who are English language learners?”) ■ Gándara & Hopkins, “The changing linguistic landscape of the United States” 	<p>Classroom Demographics</p> <p>On-line discussion-due 3 days later</p>
Sept 3	<ul style="list-style-type: none"> ■ Introduction to “Language” and its Features ■ First Language Acquisition Theory ■ Video Presentation: “Secrets of the Wild Child” <p><i>Questions posed today:</i></p> <ul style="list-style-type: none"> ■ What are theories of language acquisition and development? ■ How do we acquire our first language? ■ What is the role of biology in language acquisition? ■ What about social interaction? 	<p>Required Reading</p> <ul style="list-style-type: none"> ■ Piper, “Learning the First Language” ■ Wright, Chapter Two (“Second language learning and teaching” – pages 23-36) <p>Optional Reading</p> <ul style="list-style-type: none"> ■ Fillmore & Snow (2002), “What teachers need to know about language” 	<p>Fill out table/- Count as Reaction Paper #1</p> <p>On-line discussion-due 3 days later</p>

Date	Discussion Topics	Required and Optional Reading Assignments (available on D2L)	Assignments or Activities
Sept 10	<p>■ Second Language Acquisition</p> <p><i>Questions posed today:</i></p> <ul style="list-style-type: none"> ■ How do we acquire a second language? ■ Is second language acquisition similar to first language acquisition? ■ Are there differences? ■ What is decoding? What is comprehension? How do these differ? ■ What are optimal conditions under which learning a second language can (and should) occur? 	<p>Required Reading</p> <ul style="list-style-type: none"> ■ Crawford, “Basic research in language acquisition” ■ Wright, Chapter Two (“Second language learning and teaching” – pages 36-50) <p>Optional Reading</p> <ul style="list-style-type: none"> ■ Saville-Troike, “Foundations of second language acquisition” 	<p>Language Acquisition Autobiography</p>
Sept 17	<p>School and Community</p>	<p>Required Reading</p> <ul style="list-style-type: none"> ■ School and Community <p>Optional Reading</p> <ul style="list-style-type: none"> ■ Funds of Knowledge 	<p>Reaction Paper #2</p> <p>On Line discussion- due 3 days later</p>
Sept 24	<p>■ The Relationship Between Language Acquisition Theory and Sheltered Instruction and Structured English Immersion</p> <p><i>Questioned posed:</i></p> <ul style="list-style-type: none"> ■ What is Structured English Immersion? ■ What is sheltered English content instruction? ■ Are there differences (and does it matter?) 	<p>Required Reading</p> <ul style="list-style-type: none"> ■ SEI and Sheltered English Definitions and instructional strategies ■ McGuire, “SEI Models” ■ Clark, “Research summary for SEI models” ■ Krashen, Rolstad, McSwan, “Review of Research Summary” <p>Optional Reading</p> <ul style="list-style-type: none"> ■ Ovando & Combs, “Language” 	<p>Community Mapping</p> <p>On-line discussion- due 3 days later</p>
Oct 1	<p>■ National Language Policy: Elementary & Secondary Education Act (ESEA), Title III, <i>Lau v. Nichols</i>, <i>Plyler v. Doe</i></p> <p><i>Questions posed today:</i></p> <ul style="list-style-type: none"> ■ How did the Civil Rights Movement influence language policy for ELLs? ■ How did the Lau case change national language policy for ELLs? ■ Is the Lau case still important? ■ How is the Castañeda case applied 	<p>Required Reading</p> <ul style="list-style-type: none"> ■ Wright, Chapter Three (“Language and education policy for English language learners” ■ <i>Lau v. Nichols</i> (1974) <p>Please watch these streamed videos:</p> <p>“Fear and Learning at Hoover Elementary”</p> <p>“Taking Back the Schools” (from the video series on the Chicano Civil Rights Movement)”</p>	<p>Reaction Paper #3</p> <p>On-line discussion- due 3 days later</p>

	in school districts today?	<p>Optional Reading</p> <ul style="list-style-type: none"> ■ <i>Castañeda v. Pickard</i> (1981) ■ <i>Plyler v. Doe</i> (1982) ■ Combs, “The education and civil rights of English language learners” ■ Crawford, “Summing up the Lau decision: Justice is never simple” 	
Date	Discussion Topics	Required and Optional Reading Assignments (available on D2L)	Assignments or Activities
Oct 8	<ul style="list-style-type: none"> ■ ELL Curricular and Pedagogical Models <p><i>Questions posed today:</i></p> <ul style="list-style-type: none"> ■ How were ELLs educated in Arizona prior to current policies and programs? ■ How similar or different are these curricular and pedagogical models? 	<p>Required Reading</p> <ul style="list-style-type: none"> ■ Wright, Chapter Four (“Program models for English language learners”) 	
Oct 15	<ul style="list-style-type: none"> ■ The Relationship between Arizona Language Policy and School Funding Controversies <p>■ Video Presentation: “Proposition 203 debate at Arizona State University, featuring Ron Unz, Margaret Garcia Dugan, Sal Gabaldón, Jeff MacSwan”</p> <p><i>Questions posed today:</i></p> <ul style="list-style-type: none"> ■ How much does language ideology have to do with Arizona policies? ■ How are Indigenous students in Arizona affected by language policies designed for English language learners? 	<p>Required Reading</p> <ul style="list-style-type: none"> ■ Proposition 203 ■ AZ Attorney General’s Opinion on Proposition 203 and Navajo, Language Programs ■ Native American Languages Act <p>Optional Reading</p> <ul style="list-style-type: none"> ■ Combs & Nicholas, “The effect of Arizona language policy on Indigenous students” ■ <i>Flores v. Arizona</i> (2000) ■ Gándara & Orfield, “Segregating Arizona’s English learners: Return to the ‘Mexican Room’?” ■ HB 2064 (browse this document) 	<p>Language Profile</p> <p>On-line discussion- due 3 days later</p>



PART TWO
METHODS OF STRUCTURED ENGLISH IMMERSION
What does sheltered English instruction look like in the classroom?

<p>Oct 22</p>	<p>■Assessment with ELLs</p> <p><i>Questions posed today:</i></p> <p>■What are the different kinds of assessment measures used in contemporary K-12 schools?</p> <p>■Why are these measures problematic for English language learners?</p> <p>■What are appropriate assessment strategies for English language learners?</p>	<p>Required Reading</p> <p>■Wright, Chapter Five (“Assessment”)</p> <p>Optional Reading</p> <p>■Echevarría & Graves (2011), “Differentiated instruction: Adaptations</p> <p>■Reiss (2012), “Extending comprehension: Textbook vocabulary strategies”</p>	<p>On-Line Quiz (Second language acquisition, national language policy, ELL curricular models, state SEI policies and SLA research)</p> <p>On-line discussion- due 3 days later</p>
<p>Oct 29</p>	<p>■Introduction to the SIOP Model</p> <p><i>Questions posed today:</i></p> <p>■What is the SIOP?</p> <p>■What are content and language objectives (and how do we write them?)</p>	<p>Required Reading</p> <p>■Echevarría, Vogt & Short, “[SIOP] lesson preparation”</p> <p>Optional Reading</p> <p>■Wright, Chapter Six (“Listening and speaking”)</p>	<p>Reaction Paper #4</p> <p>On-line discussion- due 3 days later</p>
<p>Nov 5</p>	<p>■Grouping Configurations for English Language Learners</p> <p><i>Questions posed today:</i></p> <p>■How are group projects and discussions related to theory?</p> <p>■Why are different grouping configurations good for English language learners?</p>	<p>Required Reading</p> <p>■Cohen (1994), “Why groupwork?”</p> <p>■Cohen (1994), “The dilemma of groupwork”</p> <p>Optional Reading</p> <p>■Wright, Chapter Six (“Listening and speaking”)</p>	
<p>Nov 12</p>	<p>■Integrated Sheltered Instruction in the content areas: Science & English Language Arts</p> <p><i>Questions posed today:</i></p> <p>■What is integrated instruction?</p> <p>■Why is it an effective approach for English language learners?</p>	<p>Required Reading</p> <p>■Wright, Chapter Nine (“Content-area instruction for English language learners”)</p> <p>Optional Reading</p> <p>■Pray & Monhardt (2009), “Sheltered instruction techniques for ELLs: Ways to adapt science inquiry lessons to meet the academic needs of English language learners”</p>	<p>Classroom Observation</p> <p>On-line discussion- due 3 days later</p>

Date	Discussion Topics	Required and Optional Reading Assignments (available on D2L)	Assignments or Activities
Nov 19	<p>■ Integrated Sheltered instruction in the content areas: Social Studies & Math</p> <p><i>Question posed today:</i></p> <p>■ How can we help English language learners understand and interpret data from tables?</p>	<p>Required Reading</p> <p>■ Short (2002), “Language learning in sheltered social studies classes”</p> <p>Optional Reading</p> <p>■ Wright, Chapter Seven (“Reading”)</p>	<p>Reaction Paper #5</p> <p>On-line discussion- due 3 days later</p>
Nov 26	No class – Thanksgiving Weekend		
Dec 3	<p>Last Day of Class</p> <p>■ Introducing Pedagogies of “Goofiness” with English Language Learners</p>	<p>Required Reading</p> <p>■ Combs, “Performing Goofiness in teacher education for emergent bilingual students”</p>	
Dec 10			<p>Sheltered Lesson Plan is Due Today</p> <p>Final Collaborative Sheltered Teaching Presentations</p>

Happy Holidays and Safe Travels!