The University of Texas at San Antonio  
Department of Bicultural Bilingual Studies

ESL 5063 Language/Content Area Instruction

Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Official Catalog Course Description
Theoretical and practical approaches to integration of language teaching with subject matter areas. Emphasis on oral language and literacy for academic purposes.

Purpose
To prepare teachers to work with English language learners in the context of subject area courses, whether in mainstream, ESL or bilingual classrooms. Specifically students will develop a set of principles and teaching strategies to help students develop academic and social language through the teaching of content. While the focus of this course is on K-12, those who currently or plan to work in adult ESL will also find the course material relevant and applicable.

Objectives
- Understand principles of language acquisition: increase comprehensibility, increase interaction, increase thinking/study skills
- Develop familiarity with SIOP and other models of sheltered instruction, integrated instruction and content-based instruction
- Apply principles of language acquisition to specific content-area instruction
- Design content-area specific accommodations for Language Arts, Math, Science, Social Studies, Art, Music, and PE
- Develop and evaluate integrated lessons at appropriate grade levels.
- Identify challenges for English Language Learners in content-area classrooms
- Develop familiarity with ESL standards
- Develop facility in utilizing authentic alternative assessments

Course Structure, Approach, and Philosophy
This course is designed to give Masters-level language and content-area teachers (or future teachers) background on and experience in providing effective instruction for English language learning (ELL) students. While the focus of this course is ensuring that ELL students in K-12 education are given opportunities to both learn English and have equal access to core content-based instruction, those working in or planning on pursuing a career in adult education will also find the content of this course applicable.

The readings will provide the stimulus for in-class presentations and discussion. We learn best by doing, thus course participants will help present the required readings and lead the class in discussion and through appropriate hands-on activities. I will provide commentary and clarification where needed, and will also present material each night. This course also focuses on the completion of meaningful individual and group projects. You will read and write throughout
the course, and reflect on the readings, class presentations, and assignments. Your mastery of course content will be demonstrated through a portfolio consisting of all your work completed in the course. Assignments and the portfolio will be graded using a rubric (see below).

Technology
Technology in education in general, and in the field of language education in particular, is growing in importance, thus it is imperative that teachers learn to use it effectively. All projects and assignments completed outside of class must be completed using a word processor, and checked for spelling and grammatical accuracy. Students should save all work on a computer disk and make back-ups. Students must log into and use WEB-CT to complete this course. E-mail will be used to communicate with the instructor and other class members. Some projects will require the use of the internet for research, and the use of multimedia software. Guidelines and instruction will be provided in class.

Required Textbooks


Optional Textbook

Supplemental required and optional readings are posted on WebCT.

Web-CT Course Site
A Web-CT Course Site has been established for this course. Please let me know if you have any difficulty accessing the site. It contains a copy of this syllabus, project guidelines, readings which are not in your textbooks, general course information, external links, and our course Online Discussion Board. Also, important announcements, updates, and new documents may be posted there during the course, so be sure to check it regularly.

Reading Assignments
You are expected to read all required readings before they are presented and discussed in class. You are also encouraged to read any optional readings listed for each week. Given the amount of reading, I strongly recommend you set a specific time each week to focus on the readings for this class. You will not only read, but also react to the required readings on Online Discussion Board (see below).

Online Discussion Board
An online Discussion Board has been set up on our course WEB-CT site. Each week there will be a specific prompt(s) related to the required readings and class presentations. Each student will post a response, and respond to at least one other students’ posting. Specific details and guidelines will be distributed in class and posted on Web-CT. The Discussion Board fulfills several important functions, including (a) ensuring you read the required readings on time, (b)
ensure that you think about the readings in critical ways, (c) providing opportunities to reflect on your current and future practice, (d) provide opportunities for greater interaction, (e) provide opportunities to learn from your colleagues in the class; and (f) help you prepare for comprehensive examinations. There are no length requirements, but each reflection should provide evidence that you read and understood the reading, sufficiently answer the question, and should include one or more examples of personal experience.

Before posting your answer to a prompt, you must complete the set of required readings first! Responses to prompts and your peers are due before class on the day each set of readings is presented. Due dates for each prompt are clearly indicated on syllabus.

There are a total of 12 prompts, however, you may skip one prompt of your choosing. In other words, you are only required to complete 11 of the 12 prompts. Each prompt is worth 1 point, and your response to one (or more) other student’s posting is worth another 1 point (Total of 2 points max). A penalty of -.5 points will be assessed for late postings and for late responses to other students. Points may also be deducted for answers which do not adequately address the question, and/or which provide evidence that the student did not actually do any reading upon which to reflect.

In responding to your peers, you are expected to maintain a high level of professionalism. It is fine to disagree and discuss alternative views, but “flaming” or other inappropriate posts will not be tolerated, and will dealt with in the same manner as covered in “Civility in the Classroom” above.

You will turn in your postings and responses to other students as part of your portfolio. Therefore, you should print a copy of each of your postings and responses.

The Discussion Board is a major component of this class (22 points max).

**Reading Presentation and Discussion Leading**

Each student will present and lead the discussion on one of the course readings. Presenters should quickly summarize the major points and spend the majority of the time leading the class through a discussion of the reading. Presenters are encouraged to include hands-on activities if they are clearly connected to the reading and help clarify or deepen understanding of the author’s main points.

*Do not read to us or lecture the entire time.* With a group of graduate students and experienced educators, it is much more meaningful to engage the class in discussion and meaningful activities. Points will be deducted if presenter fails to allow for discussion or activities.

Presenters must provide the instructor and each class member with a handout which summarizes the reading. This could be a copy of the PowerPoint presentation (if PowerPoint is used), a written summary, or an outline of the reading, which covers the main points. If you do not wish to provide hardcopies in class, you must up-load your presentation to WEB-CT at least one hour prior to class. However, you still must provide one hard-copy for the instructor (no grade will be given until a hardcopy is provided). You will have between 35 to 40 minutes for your presentation.
How you present your reading is up to you. You are welcome (but not required) to use PowerPoint or incorporate other multimedia into your presentation. If you need any special audiovisual equipment which is not already available in our classroom, please let me know at least one week in advance.

Reading Discussion Leading Evaluation
Each Reading Discussion Leading is worth a maximum of 10 points. Your presentations and handouts will be evaluated using the rubric below.

<table>
<thead>
<tr>
<th>10</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Student is fully prepared for presentation</td>
<td>❖ Student is prepared for presentation</td>
</tr>
<tr>
<td>❖ Student demonstrates mastery of content</td>
<td>❖ Student demonstrates understanding of content</td>
</tr>
<tr>
<td>❖ Student arrives on-time for presentation</td>
<td>❖ Student arrives a few minutes late for presentation.</td>
</tr>
<tr>
<td>❖ Mode(s) of presentation are appropriate and effective in deepening understanding of the content.</td>
<td>❖ Mode(s) of presentation are adequate for conveying content.</td>
</tr>
<tr>
<td>❖ Excellent balance of presentation, discussion and/or hands-out activity</td>
<td>❖ Presentation is mostly lecture with little to no discussion and/or hands-out activity</td>
</tr>
<tr>
<td>❖ Presentation is completed within the amount of allotted time (not too short or too long)</td>
<td>❖ Presentation is slightly too long or too short.</td>
</tr>
<tr>
<td>❖ Handout provides a comprehensive summary of the reading and demonstrates mastery of the content.</td>
<td>❖ Handout provides an adequate summary of the reading and demonstrates understanding of the content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Student is only partially prepared for presentation</td>
<td>❖ Student is not prepared for the presentation and/or does not give one on assigned day.</td>
</tr>
<tr>
<td>❖ Student demonstrates partial understanding of content.</td>
<td>❖ Student demonstrates little to no understanding of content.</td>
</tr>
<tr>
<td>❖ Student is several minutes late for presentation.</td>
<td>❖ Student arrives too late to give presentation.</td>
</tr>
<tr>
<td>❖ Mode(s) of presentation only partially conveys content</td>
<td>❖ Mode(s) of presentation fails to convey chapter content.</td>
</tr>
<tr>
<td>❖ Improper balance of presentation, discussion and/or hands-out activity</td>
<td>❖ No handout, or handout is unrelated and demonstrates little to no understanding of the content.</td>
</tr>
<tr>
<td>❖ Presentation is much too short or too long.</td>
<td></td>
</tr>
<tr>
<td>❖ Handout provides only a basic summary of the reading and demonstrates only some understanding (or misunderstanding) of the content.</td>
<td></td>
</tr>
</tbody>
</table>

Quick Share Strategies
At the beginning of each class, one or two students will present a set of strategies from the book *102 Content Strategies for English Language Learners: Teacher for Academic Success in Grades 3-12*, by Jodi Reiss (2008, Boston: Pearson/Merrill Prentice Hall). This book will be placed on reserve at the JPL Library (1604 campus).
You will have a total of 10 minutes max for your presentation. Use the first part to give a an overview of each strategy, then use the second part of presentation to model one of the strategies – demonstrating it for the class, or having the class try it out. Provide a handout briefly describing each of the strategies (or simply give everyone a copy of relevant sections of the book). (5 points max).

**Profile and Assessments of an ELL Student**

You will need to identify an ELL student with whom you can work during the semester. The following assignments will be completed with this student. Detailed guidelines, along with instruction and practice in completing these assessments, will be provided in class.

**ELL Student Profile**
Form containing background information on the ELL student. This information can be obtained from the student’s teacher, family members, or from the student themselves. (5 points max)

**Oral Language Assessment and Evaluation**
You will use the SOLOM to assess your student’s oral English language proficiency. You will evaluate the results with implication for instruction. (5 points max)

**Running Record or Concepts About Print Checklist**
For emergent or higher readers, you will complete a running record on your student to assess their reading ability. For pre-emergent readers, you will complete a Concepts About Print Checklist. You will evaluate the results with implications for instruction. (5 points max)

**Writing Assessment and Evaluation**
You will assess your student’s writing ability using a rubric. You will evaluate the results with implications for instruction. (5 points max)

**Alternative Assignments**
If you are not a classroom teacher and/or cannot get access to an ELL student, you may choose from one of the following two alternatives in lieu of the above assignment:

**Alternative #1** – Participate in the ESL Conversation Partner program throughout the entire semester. Write a 5 to 7 page reflection paper on the experience. Call the Office of ESL Services at (210) 458-7677 for more information. (20 points max)

**Alternative #2** – Write a 15 to 20 page research paper on any aspect related the teaching of ELL students. Paper must include at least 7 to 10 references, and be in APA format. (20 points max)

**Kendall & Khuon Chapter Presentation**
Groups of 3 to 4 students will take one of the chapters from the Kendall and Khuon textbook, each of which provide sample small-group comprehension lessons for ELL students at the 5 levels of language proficiency: Preproduction, Early Production, Speech Emergence,
Intermediate, and Advanced. Your group will read the chapter, then select one or more of the lessons highlighted in the chapter to model for the class. (5 points max).

**Thematic SIOP Lesson Plan Unit with WebQuest**
This is the final, culminating project. Groups of students will work cooperatively to create a thematic SIOP lesson plan unit appropriate for ELLs. Lesson plans will be created following the SIOP model. Groups will also complete a WebQuest based on the theme of your unit. Each group will then present their lesson plan and WebQuest to the class on the final day of the course. (15 points max)

**Attendance**
Much of the learning that takes place will occur in class through the presentation of readings, discussions, hands-on activities, and demonstrations. Thus, regular attendance and participation is required. Each absence will result in a 2-point deduction from your attendance grade. A proportionate penalty for excessive unexcused tardiness or partial attendance may be assessed.

If you are going to be absent, e-mail, call, or a leave a voice mail for the instructor. If you are going to be absent on the day of your scheduled Reading Presentation, it is imperative that you let me know at least 2 hours prior to class (3:30 p.m.) so that adjustments to the course schedule may be made. **A full letter-grade reduction will be given if you do not notify me at least two-hours prior to class that you will be unable to present at your scheduled time!!**

Students may make-up no more than 2 absences. (Exceptions may be made by the instructor in extenuating circumstances). Students with an **approved absence** may make up the absence by following the procedures outlined below.

**Absence Make-up Procedure**
1. Write a one-page summary and reaction for each of the required readings
2. Write a one-page reaction for the PowerPoint presentation and other materials covered in the instructor presentations
3. Turn in hard-copies of the above to the instructor as soon as possible following the absence. Clearly mark these as “Make-up” and indicated the date of the absence you are making up.

*Alternative make-up assignments may be arranged for non-typical class sessions. See instructor.*

**Evaluation of Other Course Assignments**
See guidelines and scoring criterion for each assignment (Available on Web-CT). Assignments receiving less than full credit may be revised and resubmitted for full credit (with the exception of late penalties).

**Portfolio**
The end product of this course will be a portfolio containing items that demonstrate your mastery of the objectives of this course. The Portfolio is essentially your Discussion Board postings and responses plus all the other assignment you have completed in class, organized in a neat and professional manner. **Do not** include anyone else’s work in your portfolio. Portfolios will be graded on a rubric (see below). The portfolio is worth 8 points max. **You must complete and turn in a portfolio in order to receive a final grade.**
Portfolio Contents
- Reading Presentation Summary
- Quick Share Strategies Handout
- ELL Student Profile
- Oral Language Assessment and Evaluation
- Running Record or Concepts About Print Checklist and Evaluation
- Writing Assessment and Evaluation
- Kendall & Khoun Chapter Presentation
- Thematic SIOP Lesson Plan Unit with Technology Component
- Discussion Board Postings and Responses
- Make up work (if any)

In addition, the portfolio must:
- Be neatly hole punched and secured within a paper-based portfolio cover
- Include a table of contents
- Include section labels with contents in the order listed above

Portfolio Scoring Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>All required items included&lt;br&gt;Each item is complete&lt;br&gt;Neatly organized in a professional manner (Table of contents, section labels, in order of list above, hole punched and secured in portfolio)&lt;br&gt;Clearly demonstrates mastery of Course Competencies</td>
</tr>
<tr>
<td>5</td>
<td>Some items may be missing&lt;br&gt;Some items may be incomplete&lt;br&gt;Some organization in less professional manner (Lacks table of contents and/or section labels, is not hole punched and secured, and/or is out of order)&lt;br&gt;Demonstrates understanding of Course Competencies</td>
</tr>
<tr>
<td>3</td>
<td>Several missing items&lt;br&gt;Several items are incomplete&lt;br&gt;Little to no organization&lt;br&gt;Demonstrates some understanding of Course Competencies</td>
</tr>
<tr>
<td>0</td>
<td>No portfolio&lt;br&gt;Nearly all items are missing or incomplete&lt;br&gt;Demonstrates little to no understanding of Course Competencies</td>
</tr>
</tbody>
</table>

Evaluation Methods and Deadlines
All assignments and their due dates are clearly indicated on the class schedule (see below). Detailed guidelines for each assignment are included on this syllabus, will be distributed in class, or will be posted on Web-CT. Partial credit will be given for late work. However, arrangements may be made if you let me know in advance if you are unable to complete an assignment by the due date.

Completed portfolios are due on the second to last day of class (see Course Schedule), and must contain all assignments except for the Thematic SIOP Lesson Plan and WebQuest, which may be turned in on last day (Bring a hardcopy with you that day so that it may be graded and returned at the end of class for you to include in your portfolio when it is returned to you). Portfolios will be evaluated against a rubric and will be returned to each participant on the final day of class.

Incomplete Policy
Incomplete are rarely given, usually only for extenuating circumstances. Those who feel the need to take an incomplete must discuss it with me prior the last day of class. University policy
dictates that incompletes can only be given for students who have attended \( \frac{3}{4} \) of the time. The highest grade possible upon the completion of an incomplete is a B.

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Letter Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (10 pts max)</td>
<td>90-100</td>
</tr>
<tr>
<td>Participation (5 pts max)</td>
<td>80-89</td>
</tr>
<tr>
<td>Projects &amp; Presentations</td>
<td>70-79</td>
</tr>
<tr>
<td>* Reading Presentation (10 pts max)</td>
<td>60-69</td>
</tr>
<tr>
<td>* Quick Share Strategies (5 pts max)</td>
<td></td>
</tr>
<tr>
<td>* ELL Student Profile (5 pts max)</td>
<td></td>
</tr>
<tr>
<td>* Oral Language Assessment and Evaluation (5 pts max)</td>
<td></td>
</tr>
<tr>
<td>* Running Record and Evaluation (5 pts max)</td>
<td></td>
</tr>
<tr>
<td>* Writing Assessment and Evaluation (5 pts max)</td>
<td></td>
</tr>
<tr>
<td>* Kendal and Khuon Chapter Presentation (5 pts max)</td>
<td></td>
</tr>
<tr>
<td>* Thematic Lesson Plan and WebQuest (15 pts max)</td>
<td></td>
</tr>
<tr>
<td>* Discussion Board Postings and Responses (22 pts max)</td>
<td></td>
</tr>
<tr>
<td>* Portfolio (8 pts max)</td>
<td></td>
</tr>
</tbody>
</table>

**Typical Class Session Schedule**
5:30 – 5:45 Quick Shares and Announcements
5:45 – 6:25 Presentation #1
6:25 – 7:05 Presentation #2
7:05 – 7:20 Break
7:20 – 8:15 Instructor presentation/demonstrations, assignment overviews, and practice activities, sharing of project findings, or other presentations