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**University of Arizona**

**Department of Teaching, Learning, and Sociocultural Studies**

**(Program in Language, Reading and Culture)**

**Summer Session II – July 14-31, 2014**

# LRC 516: Foundations of Structured English Immersion

**(3 credits or 45 hours)**

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| **Sections 001/901**  Instructor: Dr. Kevin Carroll  Classroom: COE, 320  Schedule: Mon-Fri, 9:00-11:50 a.m.  My office: Office hours: Mon-Fri, 12:00-1:00 p.m.,  or by appointment (room 512-5th Floor)  Telephone: 621-1311 (LRC office)  Email: *kcarroll@email.arizona.edu* | **Sections 002/902**  Instructor: Dr. Mary Carol Combs  Classroom: COE, 333  Schedule: Schedule: Mon-Fri, 9:00-11:50 a.m.  My office: Office hours: Mon-Fri, 12:00-1:00 p.m.,  or by appointment (room 807-8th Floor)  Telephone: 621-1311 (LRC office)  626-3771 (direct line)  Email: *combs@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.

**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.” In addition, the Arizona Department of Education now requires all teachers in the state to have completed 6 credits (90 hours) of SEI training. LRC 516 (SEI Foundations) will provide you with 3 credits/45 hours; we have developed a second course – LRC 517 (SEI Methods), scheduled for Spring Semester 2015 – which will provide the remaining 3 credits.

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 pedagogical, social, cultural, and political issues involved in the education of immigrant students. 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, applied research in bilingual education and ESL, and thematic and sheltered instructional approaches to second language teaching in academic settings. We will also explore the implementation of 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). We will pay particular attention ADE’s mandated “Structured English Immersion Models of the Arizona English Language Learners Task Force” (the 4-hour English Language Development/ELD block requirement for ELLs in Arizona public schools), exploring its origin, research base, and the ways in which school districts across the state have responded to the mandate.

**Required Text**

There is no required text for this course. Instead, we will provide you with various handouts throughout the course and ask you to read articles (available at the LRC 516 D2L site). Please purchase a three-ring binder for your assignments and class handouts.

**Course Format**

This course will combine lecture, small-group and whole-class discussion of readings, individual and collaborative research, student presentations, lesson demonstrations, reflective reading and writing, films and when possible, guest speakers. 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 ELLs. Our hope is that you learn something new each and every time you participate in a discussion. Your colleagues will be depending on your insights and encouragement, your questions and suggestions, your ability to make connections and find parallels, your sense of humor and your sincerity.

**Course Goals**

The principal goal of the course is to provide you with a background in historical and contemporary approaches to the education of English language learners in the United States in general, and in the Southwest in particular. 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 *and* challenging endeavor. It also requires the kind of unique competency and resourcefulness that one finds in the very best teachers in our profession. We hope to engage you in thoughtful ways of planning and implementing a variety of sheltered teaching strategies that will promote the learning of academic content and the acquisition of English language and literacy among ELL students. Finally, we want to motivate your innate creativity and intellectual curiosity -- abilities that will serve you well throughout your teaching career.

**Specific Goals**

* Students will more deeply understand the role of culture and cultural “funds of knowledge” in teaching and learning.
* Students will gain a nuanced understanding of state language and education policy with respect to English language learners, including historical and legal approaches to minority education.
* Students will explore and understand research in first and second language acquisition theory to improve to teaching and learning. This includes understanding the relationship between research and state language policy.
* Students will engage in targeted content area practice using the *Sheltered Instruction Observation Protocol* (SIOP) model developed by researchers and teachers affiliated with the Center for Applied Linguistics.
* Students will become more adept at sheltered English content teaching.
* Students will be introduced to multiple assessment strategies, and will be able to adjust their instructional strategies to accommodate the unique needs of English language learners.
* Students will practice implementing a variety of sheltered teaching strategies that will promote ELLs’ learning of academic content and English language and literacy.

**Course Policies**

**Attendance & Participation**

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.Finally, this is an intensive three-week course that in a regular semester occurs over 15 weeks. If you miss a class during this summer session, you are really missing two classes. That said, it is our policy to allow one unexcused absence (no questions asked). Please use it wisely. After that absence, we will deduct 6 points per absence. Two absences (including the unexcused absence) will automatically reduce your grade by one letter. After three absences, we will drop you from the class. If you anticipate more than one absence, please see us immediately.

**Cell Phones and Laptop Computers**

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, extraneous internet sites or reading your email during class is disrespectful, inappropriate and will not be tolerated. If you engage in non-course related cell and computer activities, you will lose participation points.









**Incompletes**

Incompletes are difficult for us *and* for you. They also are unfair to your colleagues in the class who have completed course requirements within the scheduled time. Therefore, we strongly discourage incompletes and will allow them only for extreme emergencies. Students who receive incompletes can expect to earn only a grade of B or below.

**Safe Zone**

We 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.

**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*](http://deanofstudents.arizona.edu/codeofacademicintegrity)*.*

**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*](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*](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 us of your eligibility for reasonable accommodations, [*http://drc.arizona.edu*](http://drc.arizona.edu).

*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.*

**Corresponding National Standards**

The following table describes the specific goals of this course, as well links to corresponding InTASC and ISTE NETS-T standards. See complete standards at the following links:

<http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf>

<http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx>

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| **Specific Course Goals** | **Corresponding *InTASC* and *ISTE NETS-T* Standards**  *Interstate Teacher Assessment and Support Consortium (InTASC)*  *International Society for Technology in Education National Education Standards for Teachers (ISTE NETS-T)* |
| •A deeper understanding of the role of culture and cultural “funds of knowledge” in teaching and learning. A nuanced understanding of state language and education policy with respect to English language learners, including historical and legal approaches to minority education. | **InTASC Standard #2: Learning Differences**  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.  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.  **ISTE NETS-T Standard #1: Facilitate and Inspire Student Learning and Creativity**  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.  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. |
| •Exploration of research in first and second language acquisition theory improve to teaching and learning. Understanding the relationship between research and state language policy. | **InTASC Standard #1: Learner Development**  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 implements developmentally appropriate and challenging learning experiences.  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.  **InTASC Standard #2: Learning Differences**  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.  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.  **InTASC Standard #4: Content Knowledge**  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.  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.  **ISTE NETS-T Standard #4: Promote and Model Digital Citizenship and Responsibility.**  Teachers understand local and global societal issues and responsibilities in an evolving digital  culture and exhibit legal and ethical behavior in their professional practices.  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. |
| •Targeted content area practice using the *Sheltered Instruction Observation Protocol* (SIOP) model developed by researchers and teachers affiliated with the Center for Applied Linguistics. Applied practice in sheltered English content teaching. | **InTASC Standard #5: Application of Content**  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.  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.  **InTASC Standard #7: Planning for Instruction**  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.  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.  **ISTE NETS-T Standard #3: Model Digital Age Work and Learning**  Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.  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. |
| •Targeted practice in multiple assessment strategies, and adjustment of instructional strategies to accommodate the unique needs of English language learners. | **InTASC Standard #6: Assessment**  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.  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.  **ISTE NETS-T Standard #2: Design and Develop Digital Age Learning Experiences and Assessments**  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.  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 learning styles, working strategies, and abilities using digital tools and resources  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. |
| •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. | **InTASC Standard #7: Planning for Instruction**  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.  7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.  7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.  **InTASC Standard #8: Instructional Strategies**  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.  8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.  8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.  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.  8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners.  8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.  8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.  **ISTE NETS-T Standard #5: Engage in Professional Growth and Leadership**  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.  5(a) Participate in local and global learning communities to explore creative applications of technology to improve student learning.  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. |

**Course Assignments and Requirements**

1. **Completion of readings, attendance and participation in class.** You must come to class prepared to discuss the topic and readings for the day. If you have read the material, the individual and group activities will be far more meaningful. (10% of grade)

**(ISTE NETS-T Standard #1: a. b)**

1. **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. (5% of grade)

**(InTASC Standard #2: e)**

1. **In-class “homework” tasks.** There are ten (10) of these, organized in a variety of formats (worksheets, tables, T-Charts, Venn Diagrams, other graphic organizers, short answer questions, etc.). Each assignment will provide you with an opportunity to apply what you have learned from the readings for a particular day to collective or individual class activities. These tasks are also designed to model academic language scaffolding and support for English language learners. Full credit on these assignments requires that you complete all of the required readings and come to class prepared to discuss them. Please note: It will be helpful for you to bring to class a hard copy or electronic version of the readings we discuss. You will complete these assignments in class and we will collect them. (10% of grade)

**(InTASC Standards 1, 5)**

1. **Language Acquisition Autobiography.** 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:
   1. 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).
   2. If you speak only English, but have traveled outside of the United States or interacted with bicultural/bidialectical or multicultural communities within the U.S., you may write about that experience, concentrating on your exposure to the languages, cultures, peoples, geographies, etc.
   3. 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. (15% of grade)

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

1. **Poetry group presentation** (in class)on a poem from the collection on D2L. These poems are by well-known writers and poets and focus on language, culture, power, and identity. You will be grouped with others who have read the same poem. We see this as a relatively informal assignment, but you may prepare a PowerPoint presentation if you wish (there is no written paper associated with the presentation). At a minimum, you should read or perform the poem, provide information about the poet and an analysis of the issues and emotions in the poem. Please note, if you present a PowerPoint, you must provide a bibliography of your sources. (10% of grade)

**(InTASC Standard #4: m)**

1. **Two (2) group quizzes.** Generally, these quizzes will contain some kind of real or hypothetical scenario for you to discuss and analyze, drawing from class discussions and readings. The goal of this assignment is to reinforce your learning by giving you another opportunity to discuss the multiple issues involved in the education of English language learners. Each student will submit a quiz, but the answers may have been co-constructed by other members of the group. (20% of grade)

**(InTASC Standard #1: g)**

1. **Two short reaction papers (3 - 4 pages each).** This assignmentwill provide you an opportunity to react to, comment on, and raise questions about the readings. 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 typed and double-spaced. (20% for both)

**(ISTE NETS-T #1: a & b)**

**Grading Criteria**

Attendance & Participation 15 points

Goals Paper 5 points

In Class “Homework” Tasks (10 @ 2 pts each) 20 points

Language Autobiography 10 points

Poetry Presentation 10 points

Group Quizzes (2 @ 10 pts each) 20 points

Reaction papers (2 @ 10 pts each) 20 points

Total 100 points

A = 93-100 B = 85-92

C = 77-84 D = 76-69

E = Below 68



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| **Grading Rubric** | | |
| **Percentage**  **Equivalent** | **Letter Grade** | **General Description of Work** |
| 100-93% | A | **Outstanding, exemplary work**. Uses and integrates readings, classroom discussions, and out-of-class experiences (where appropriate) to inform the writing/activity. Demonstrates thorough understanding of important course ideas. Meets all the requirements of the course assignments, is deeply thoughtful, and provides many details and examples to support the assignment. Very few to no errors in written work (grammar, punctuation, organization, spelling). |
| 92-85% | B | **High quality work.** Uses many readings, classroom discussions, and out-of-class experiences (where appropriate) to inform the writing/activity. Demonstrates understanding of important course ideas. Meets all the requirements of the course assignments, is thoughtful, and provides some details and examples to support ideas. Very few errors in in written work (grammar, punctuation, organization, spelling). |
| 84-77% | C | **Good quality work**, performing at an average level for this course. Uses some readings, classroom discussions, and out-of-class experiences (where appropriate) to inform the writing/activity. Demonstrates understanding of some key course ideas. Meets most of the requirements of the course assignments, provides sufficient details and examples to support ideas. Some errors in written work (grammar, punctuation, organization, spelling). |
| 76-69% | D | **Work below expected level of quality** for the Teach Arizona program. Makes vague references or inappropriate references to relevant readings, class discussions, and teaching experiences to inform writing/assignment. Limited attempt to meet course assignments. Few details and examples to support ideas in written work (many errors in grammar, punctuation, organization, spelling). |
| Below 68% | E | **Significantly below expected level of quality**. Shows little evidence of having read course readings, or participating in class discussions. Meets few of the requirements of the course assignments. Demonstrates little or no understanding of key course ideas. Shallow attempts to engage course assignments, no details or examples to support ideas. Many errors in grammar, punctuation, organization, spelling. |

**LRC 516 Course Schedule (Summer Session II 2014)**

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| **WEEK ONE**  **Introduction to Course Issues**  **[1st & 2nd Language Acquisition and Development]** | | | |
| **Date** | **Discussion Topics** | **Required and Optional Reading Assignments**  **(read before class)** | **Assignments Due or Class Activities Planned** |
| Monday  July 14 | ■Course Overview and Expectations  ■Language Immersion Lesson Demonstration  *Questions posed this first day:*  ■Who are English language learners? What challenges and rewards do they present?  ■Why is the education of ELLs so political and contentious?  ■Why does immigration policy invariably come up in discussions about the education of English language learners? | **Optional Reading**  ■Combs, “Everything on its head,” **D2L site**  ■Gándara & Hopkins, “The changing linguistic landscape of the United States,” **D2L site** | **Goals Paper** (completed in class)  **In-class “Homework” Task #1:** “Scavenger Hunt” through your notes about ELL demographics |
| Tuesday  July 15 | ■LRC 516 Bingo!  ■First Language Acquisition  *Questions posed today:*  ■What are theories of language acquisition and development?  ■How do we acquire our first language?  ■What is the role of biology in language acquisition?  ■How important is the environment in acquisition of the first language?  ■What about social interaction?  ■**Video Presentation***:*  “Secrets of the Wild Child” | **Required Reading**  ■Piper, “Learning the First Language,” **D2L site**  **Optional Reading**  **■**Clark, “Acquiring language: Issues and questions,” **D2L site**  ■Clark, “Starting on language: Perception,” **D2L site** | **In-class “Homework” Task #2:**  First language acquisition theories (graphic organizer) |
| Wednesday  July 16 | ■Theories of 2nd Language Acquisition and Development  *Questions posed today:*  ■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? | **Required Reading**  ■Crawford, “Basic research in language acquisition,” **D2L site**  **Optional Reading**  ■Ovando & Combs, “Language,” **D2L site** | **In-class “Homework” Task #3:** Downhole Heave Compensator, Tests of comprehensible input, Student L2 acquisition case studies (worksheets) |

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| **Date** | **Discussion Topics** | **Required and Optional Reading Assignments**  **(read before class)** | **Assignments Due or Class Activities Planned** |
| Thursday  July 17 | ■The Relationship Between Language Acquisition Theory and Sheltered Instruction  *Questioned posed:*  ■What is Structured English Immersion?  ■What is Sheltered English Content Instruction?  ■Are there differences (and does it matter?)  ■What is the SIOP model? | **Required Reading**  ■SEI and Sheltered English Definitions, **handout**  ■Sheltered English instructional strategies, **handout**  ■Echevarría & Graves, “Teaching English learners with diverse abilities,” **D2L site** | **In-class “Homework” Task #4:** Short answer questions  **Language Autobiography**  please upload into the D2L dropbox by midnight today) |
| Friday  July 18 | ■Teaching Academic Language to English Language Learners  Q*uestions posed:*  ■What is academic language?  ■Does academic language differ from social language?  ■How do we teach academic language to English learners? | **Required Reading**  ■Goldenberg & Coleman, “Academic instruction in a second language,” **D2L site**  **Optional Reading**  ■Faltis, “Demystifying and questioning the power of academic language”, **D2L site** | **Group Quiz #1**  (on readings and discussions from week one)  **In-class “Homework” Task #5:** Goldenberg & Coleman worksheet  **1st Reaction Paper**  (on readings from week one – please upload into the D2L dropbox by **midnight Sunday**) |

Image source: <http://www.cse.iitk.ac.in/users/amit/books/lightbown-1993-how-languages-are.html>



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| **WEEK TWO**  **National and State Language Policies**  **Social, Historical, and Political Contexts** | | | |
| **Date** | **Discussion Topics** | **Required and Optional Reading Assignments**  **(read before class)** | **Assignments Due or Class Activities Planned** |
| Monday  July 21 | ■National Language Policy:  Bilingual & English as a Second Language Programs (*Lau v. Nichols)*  ■**Video Presentation**:  “Taking Back the Schools” (from the video series on the Chicano Civil Rights Movement)  *Questions posed:*  ■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 in school districts today? | **Required Reading**  ■The education and civil rights of English language learners, **D2L site**  ■May 25th Memorandum, **D2L site**  ■*Lau v. Nichols* (1974), **D2L site**  **Optional Reading**  ■Crawford, “Summing up the Lau decision: Justice is never simple,” **D2L site** | **In-class “Homework” Task #6:** small group discussion and informal presentations on the educational rights of ELLs |
| Tuesday  July 22 | ■The Interaction of Language Policy with Federal Immigration Law (*Plyler v. Doe*)  ■Video Presentation:  “Fear and Learning at Hoover Elementary”  *Questions posed:*  ■What does immigration have to do with language policy?  ■Why is ELL language policy so controversial?  ■Is *Plyler v*. *Doe* still influential?  ■Have there been attempts to overturn it? | **Required Reading**  ■*Plyler v. Doe*, **D2L site**  **Optional Reading**  ■Rabin, Combs, González,  “Understanding Plyler’s legacy,” **D2L site** | **In-class “Homework” Task #7:** *Plyler v. Doe* notetaker with extended questions |
| Wednesday  July 23 | ■Historical Approaches to ELL Education in Arizona: The 1C Americanization Program  ■Contemporary Arizona Language Policy  *Questions posed:*  ■How were ELLs educated in Arizona prior to current policies and programs?  ■How similar or different is current state language policy to historical approaches like the 1C? | **Required Reading**  ■Proposition 203, **handout**  ■AZ Attorney General’s Opinion on Proposition 203 and Navajo, Language Programs, **handout**  ■Native American Languages Act, **handout**  ■Combs & Nicholas, “The effect of Arizona language policy on Indigenous students,” **D2L site**  **Optional Reading**  ■HB 2064, D2L Site | **In-class “Homework” Task #8:**  Reflection on the education of ELLs historically and contemporarily |
| **Date** | **Discussion Topics** | **Required and Optional Reading Assignments**  **(read before class)** | **Assignments Due or Class Activities Planned** |
| Thursday  July 24  **Note:** We will convene our two sections in room 333 for this particular class | ■Funding ELL programs in public schools: *Flores v. Arizona*  ■**Video Presentation**:  Cost of Teaching English Language Learners – Part 2.2  (http://www.youtube.com/watch?v=Xi4TBV3gNrw&list=PL0DBE7D4EB8BD8A45)  *Questions posed:*  ■How does funding for public schools work in Arizona (and elsewhere)?  ■Why do teachers need to know about public school funding?  ■What are the equity issues involved in public school funding? | **Required Reading**  ■*Flores v. Arizona (browse through)*, **D2L site**  ■Jiménez-Castellanos et al, **D2L site**  **Optional Reading**  ■Biddle & Berliner, “Unequal school funding in the United States,” **D2L site**  ■Engel, “School finance: Inequality persists,” **D2L site**  ■*San Antonio v. Rodriguez*, **D2L site**  ■*Flores v. Arizona*, Order “W”, **D2L site** | **Take Home Group Quiz #2 distributed**  (on readings and discussions from week two – due Monday, July 28) |
| **No Formal Class Today – Reading and Catch Up Day** | | | |
| Friday  July 25  **Note:** We will not meet formally today as a class. However, you have some reading to do for homework task #9. | ■Language Policy in Arizona  *Questions posed:*  *■*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? | *■****Video Presentation:***  *“Debate about Proposition 203",*  *featuring Ron Unz, Margaret Garcia Dugan, Sal Gabaldón, Jeff MacSwan,* **streamed on D2L** | **“Homework” Task #9:**  Video notetaker and short essay questions about the readings. Please turn into us on Monday.  **2nd Reaction Paper**  (on readings from week two -- please upload into the D2L dropbox by midnight on Sunday) on readings from week two) |

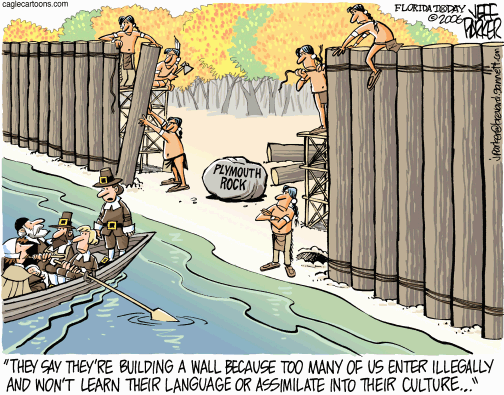


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| **WEEK THREE**  **Applied Practice in Sheltered English Content Instruction** | | | |
| Monday  July 28 | Guided practiced in teaching sheltered mini-lessons  Today’s class will focus on using sheltered strategies in concept, vocabulary and academic language instruction for ELLs | | **Poetry Presentations** |
| Tuesday  July 29 | ■SIOP Model continued (Sheltered Instruction Observation Protocol)  ■Using the SIOP with ELLs (components 1-4: Lesson Preparation, Building Background, Comprehensible Input, Effective Strategies).  ■**Video Presentation**: “The SIOP Model: Sheltered Instruction for Academic Achievement” (Components 1-4)  *Questions posed:*  ■Are there other sheltered frameworks (besides the SIOP)? How do they differ from the SIOP?  ■How can teachers make the best use of the SIOP model? | **Required Reading**  ■Echevarría & Graves, “Sheltered instruction in the content areas,” **D2L site**  ■SIOP Evaluation Criteria, **D2L site**  **Optional Reading**  ■Genesee, “Historical and theoretical foundations of immersion education,” **D2L site** | **In-class “Homework” Task #10:** Writing language and content objectives for your content area |
| Wednesday  July 30 | ■Using the SIOP with ELLs (components 5-8: Student Interaction, Practice Application, Lesson Delivery, Review Assessment)  ■**Video Presentation**: “The SIOP Model: Sheltered Instruction for Academic Achievement” (Components 5-8) | **Required Reading**  ■Echevarría & Graves, “Differentiated instruction: Adaptations and modifications,” **D2L site** | - - - - - - - - - - - - - - |
| Thursday  July 31 | **Last Day of Class**  ■Wrap up and review of course issues  ■English language learners and assessment  >No Child Left Behind  >Home Language Survey  >AZELLA  >AIMs Test | **Required Reading**  ■Abedi & Diefel, “Challenges in the No Child Left Behind Act for English-language learners,” **D2L site**  ■Home Language Surveys, **D2L site** | - - - - - - - - - - - - - - |