###### University of Arizona

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

# LRC 517: Methods of Structured English Immersion (Spring 2014)

# Section 01/901 – Tuesdays, 4:15-6:45 p.m.

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Instructor: Dr. Mary Carol Combs

Classroom: College of Education, Room 333

Schedule: Tuesdays, 4:15-6:45 p.m.

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**Catalogue Description**

Applied practice in sheltered content instruction for English language learners: lesson plan development, sheltered teaching, first and second language acquisition theory, extended exploration of the Sheltered Instruction Observation Protocol (SIOP) model.

**Extended Description**

The Arizona Board of Education requires all pre-service and in-service teachers to obtain a Structured English Immersion (SEI) endorsement for state certification.[[1]](#footnote-1) This endorsement is the result of a complex convergence of state legislation, case law and continuously evolving language policies implemented for English language learners (ELLs). In 1999, the federal court decision in *Flores v. Arizona* required the State to adequately fund school districts serving high numbers of ELLs. When Arizona voters passed Proposition 203 in November 2000, Structured English Immersion – rather than bilingual education or English as a Second Language approaches – became the default program for all ELLs in the state. In other words, state law requires that all students developing proficiency in English as a second (or third) language be placed in SEI classrooms for a period of one year, or until they have developed enough English proficiency to pass the AZELLA (the state’s English language proficiency test) and be reclassified as “English fluent.”[[2]](#footnote-2) Since 2006, the State legislature has redefined SEI as a four-hour “English Language Development” (ELD) grammar and reading block.

LRC 516 (Foundations of SEI) introduced you to the theoretical, social, cultural, and political issues involved in the education of English language learners. This course considered 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.

LRC 517 (Methods of SEI) builds upon these foundational issues by helping you identify, and practice using, multiple instructional strategies to improve your instruction with English language learners. The chart below details the principal goals of this course, as well as the corresponding InTASC and ISTE NETS-T standards[[3]](#footnote-3).

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. Therefore, our own personal goal is to motivate your innate creativity and intellectual curiosity -- abilities that will serve you well throughout your teaching career.

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| LRC 517  Specific Course Goals | Corresponding *InTASC* and ISTE NETS-T Standards  (Interstate Teacher Assessment and Support Consortium)  <http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf>  <http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2> |
| The learner will be able to… |  |
| •Engage in intensive, applied practice in sheltered or “scaffolded” teaching methodologies, including appropriate assessment tools | InTASC Standard #3 (d, e, f, j, p, r)  InTASC Standard #8 (a, c, d, e, h, k, n)  ISTE NETS-T Standard #2 (a, b, c, d) |
| •Explore research in second language acquisition theory and socio-cultural theory (and using theory to  improve learning) | InTASC Standard #1 (a, b, g)  InTASC Standard #2 (e, f, i, o)  ISTE NETS-T Standard #1 (a, b)  ISTE NETS-T Standard #5 (a, c) |
| •Develop a deeper understanding of the role of culture and cultural “funds of knowledge” in teaching and learning | InTASC Standard #1 (c, g, i)  InTASC Standard #2 (a, c, d, j. o)  InTASC Standard #3 (a, f, l, n)  ISTE NETS-T Standard #4 (b, d) |
| •Practice teaching content area lessons using the *Sheltered Instruction Observation Protocol* (SIOP) model developed by researchers and teachers affiliated with the Center for Applied Linguistics | InTASC Standard #4 (a, c, f, g, h, k, l)  InTASC Standard #5 (b, d, g, j, p, s)  InTASC Standard #8 (a, b, d, e, h, i, k. l) | |
| •Use multiple assessment strategies | InTASC Standard #6 (a, b, d, e, f, g, k. n) | |
| •Plan collaboratively and implement a variety of sheltered teaching strategies that will promote ELLs’ learning of academic content and English language and literacy | InTASC Standard #7 (a, e, m, o)  InTASC Standard #8 (c, n)  ISTE NETS-T Standard #5 ( a, d) | |

**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, films, and occasional 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 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**

*Curriculum and Instruction*

Focus on Structured English Immersion (SEI)

Features of Sheltered English Content Instruction

Adapting Content for English language learners

Other Instructional Modifications

*Assessment Issues*

Home Language Survey

AZELLA

Formative and Summative Assessments

Authentic Assessments

*Theory*

Second Language Acquisition and Development

Sociocultural Frameworks for Teaching and Learning

The Role of Culture in the ELL Classroom

*Applied Practice*

Sheltered Instruction Observation Protocol (SIOP)

Other Sheltered Teaching Frameworks (SDAIE, GLAD, CALLA, etc.)

Ethnographic Observation of SEI or ELD Classrooms and Field Notes

Teaching a Sheltered Content Lesson

“Performed Goofiness”: Pedagogies of Engagement

**Text**

There are no required textbooks for the course. Instead, we will read articles, chapters, handouts, and other materials that I have placed on our course D2L site.

**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 two 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.It is my policy to allow one unexcused absence (no questions asked). Please use it wisely. After that absence, I will deduct 3 points per absence. Three absences (including the unexcused absence) 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*](http://deanofstudents.arizona.edu/e_newsletter/1009/policyreview)*.*
2. Medical or health emergencies (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.

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*](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 me 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.*

**Course Assignments and Requirements**

1. **Attendance and participation in class.** Please see attendance policy above. Unless you are sick or have a medical emergency, I expect to see you every week. If you miss a class, you are still responsible for the material covered in that particular session, as well as the reading and in-class “homework” activity due that week. Participation includes regular contributions to class discussions and activities and individual and group sheltered instruction demonstrations throughout the semester. A good grade in this class 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. (15% of grade)

***InTASC 3; ISTE NETS-T 5***

1. **In-class (and if necessary, outside-of-class) “homework” assignments.** There are ten (10) of these, organized in a variety of formats (worksheets, tables, T-Charts, Venn Diagrams, other graphic organizers, dramatic skits, 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. You will complete these assignments in class and I will collect them. (20% of grade)

***InTASC 1, 5***

1. **Practical activities undertaken in your own classroom:** There are five (5) of these. You will create and teach/use these activities with your own students in your own classroom. Activities can include a range of sheltered strategies we have discussed in the class: writing language and content objectives for your particular content area, pre-teaching a vocabulary set, creating “warm up” activities to a particular lesson, developing graphic organizers to teach a lesson, adapting academic text for ELLs, organizing groupwork, using realia, incorporating drama and goofiness in a lesson, using gestures and exaggerated facial expressions, creating an authentic assessment activity, etc. The written artifact will consist of a brief description of the activity, how you organized and taught it, and finally, how it went. Upload these on the D2L discussion board to share with colleagues. (10% of grade)

***InTASC 1, 4, 5; ISTE NETS-T 2***

1. **Bi-weekly discussion posts on the D2L site:** These posts on D2L will serve as interactive spaces in which you can respond to and 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 one discussion** response every two weeks, and **respond to another’s post**. (5% of grade: 4% for original post, 1% for response)

***InTASC 2, 3, 7, 9; ISTE NETS-T 3, 5***

1. **Seminar on sociocultural theory and chapter analysis:** This will be an intellectual exploration of recent sociocultural theories of learning in second language settings. From the different articles available on D2L, you will select one and lead a discussion on it (February 11). I will talk more in class about this assignment, but generally, you will identify the major concepts and ideas in the chapter and discuss their implications for teaching English language learners. I will provide you with a template for writing up your analysis. The goal of this assignment is designed to give you practice in text adaptation for your English language learners. (10% of grade)

***InTASC 1, 2, 5, 8***

1. **A visit to and written description (field notes) of a local primary, intermediate or secondary SEI/ELD classroom in area school districts.** 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. Very important: you must schedule your visit before spring break (March 15-23). Field notes are due on **March 25 (no exceptions)**; please attach your hand-written field notes to your description. (15% of grade)

***InTASC 7, 9; ISTE NETS-T 5***

1. **SIOP instruction lesson plan and final sheltered lesson demonstration. *This is a benchmark assignment for LRC 517. This means you must pass the assignment in order to pass the course.*** This assignmenthas two parts:
   1. **First, you will design one (1) complete SIOP 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 many sheltered strategies. Your lesson plans should include all eight components of the SIOP model. Specific information about the model and this assignment are provided in a separate handout. (15% of grade)

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

* 1. **Second, you will teach a sheltered lesson,** the content of which you may take from your SIOP 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. You may teach these lessons in pairs if you wish (you’ll have to negotiate the focus of the lesson with your partner). Lesson demonstrations will be scheduled during the second part of the semester. A description of the requirements for this assignment and the grading rubric for it are provided in a separate handout. (10% of grade)

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

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| Overall Grading Rubric | |
| ASSIGNMENTS (75%)  Attendance & participation (15 pts.)  In class “homework” assignments (10 @ 2 pts. each)  Practical tasks in your classroom (5 @ 2 pts. each)  Discussion posts (5 @ 1 pt. each)  Sociocultural seminar (10 pts.)  Classroom observation/field notes (15 pts.)  BENCHMARK ASSIGNMENT (25%)   1. Sheltered lesson plan (15 pts.) 2. Sheltered lesson demonstration (10 pts.)   http://farm1.static.flickr.com/47/153603564_7281ad0588.jpg  TOTAL | **POINTS**  15 pts.  20 pts.  10 pts.  5 pts.  10 pts.  15 pts.  15 pts.  10 pts.  100 pts. |

Gary Larson

Image source: farm1.static.flickr.com/5/10830160\_44d34906dc.jpg

**Spring 2014 Course Schedule**

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| **Date** | **Discussion Topics** | **Required and Optional Reading Assignments (available on D2L)** | **Assignments Due** |
| Jan 21 | ■Course overview and expectations  ■Review of Structured English Immersion and Sheltered English content instruction  ■Sheltered immersion lesson demonstration | **Review Reading**  ■Echevarria & Graves, “Sheltered instruction in the content areas” (review from LRC 516)  **[Short] Video Presentations**  **›**Chimamanda Adichie, “The danger of a single story”  <http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html>  **›**West Wing – “Why are we changing maps?”  <http://www.youtube.com/watch?v=eLqC3FNNOaI> | **Review Quiz**  (How much do you remember from LRC 516?) |
| Jan 28 | ■Revisiting academic and social language learning and teaching | **Required Reading**  ■Faltis, “Demystifying and questioning the power of academic language”  ■de Oliveira, “Academic language in the social studies for English learners”  **Optional Reading**  ■Aukerman, “A culpable CALP: Rethinking the conversational-academic language proficiency distinction in early literacy instruction”  ■Saunders, Foorman, Carlson, “Is a separate block of time for oral English language development in programs for English learners needed?” | **“In-Class Homework” Assignment #1**  (Small group discussion questions) |
| Feb 4 | ■Academic instruction with English language learners | **Required Reading**  ■Goldenberg & Coleman, “Academic instruction in a second language”  ■Nation, “Teaching and learning vocabulary”  **Optional Reading**  ■August & Hakuta, “Cognitive aspects of school learning: Literacy development and content learning  ■Ovando & Combs, “Language” | **Assignment #2**  (Creating an activity to introduce content area vocabulary to ELLs) |
| Feb 11 | ■**Sociocultural Theory Seminar (literature circle discussions)**  ■Sociocultural contributions to the education of English language learners: Major theories & theorists | **Required Reading (select one)**  ■Swain, Kinnear & Steinman, Chapter 1 (Mediation)  ■Swain, Kinnear & Steinman, Chapter 2 (ZPD)  ■Swain, Kinnear & Steinman, chapter 3 (Private Speech)  ■Hawkins, “Researching English language and literacy development in schools”  ■Lave & Wenger, “Legitimate peripheral participation”  ■Rymes & Pash, “Questioning identity: The case of one second language learner” | **Jigsaw Activity on sociocultural readings** |

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| **Date** | **Discussion Topics** | **Required and Optional Reading Assignments (available on D2L)** | **Assignments Due** |
| Feb 18 | ■Adapting text for English language learners | **Required Reading**  ■Echevarría & Graves, “Differentiated instruction: Adaptations and modifications”  **Optional Reading**  ■Reiss, “Extending comprehension: Textbook vocabulary strategies” | **Assignment #3**  (Adapting content-area text for ELLs) |
| Feb 25 | ■Grouping configurations for English language learners | **Required Reading**  ■Cohen, “Why groupwork?”  ■Cohen, “The dilemma of groupwork”  **Optional Reading**  ■Featherstone, “Preparing for groupwork by teaching norms and roles”  ■Featherstone, et al, “Why isn’t Miguel learning math? Status at work” | **Assignment #4**  (Creating a group activity for ELLs – by content area) |
| Mar 4 | ■The role of culture in the classroom | **Required Reading**  ■Reiss, “Culture in the classroom”  ■Yosso, “Whose culture has capital? A critical race theory discussion of community cultural wealth”  **Optional Reading**  ■Delgado, “Rodrigo’s [first] chronicle”  ■González, “Beyond culture: The hybridity of funds of knowledge” | **Assignment #5**  (T Chart comparison between Reiss & Yosso; innovation advertisement & reflection) |
| Mar 11 | ■”Performed goofiness” as an academic paradigm (good for ELLs and good for YOU) | **Required Reading**  ■Pogrow, “From discipline to outrageous teaching: Classroom use of dramatic techniques”  ■Pogrow, “How to design outrageous lessons: Essential steps”  **Optional reading**  ■Cazden, “Performance before competence: Assistance to child discourse in the Zone of Proximal Development”  ■Medina, “When Jerry Springer visits your classroom:  Teaching Latina literature in a contested ground” | **Assignment #6** (Creating a content area activity involving “performed goofiness or dramatic strategies) |
| Mar 18 | **U of A Spring Break (March 15-27, 2014) – No Class** | | |

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| **Date** | **Discussion Topics** | **Required and Optional Reading Assignments (available on D2L)** | **Assignments Due** |
| Mar 25 | ■Debriefing on classroom observations  ■More creativity in the content classroom | **Required Reading**  ■Cahnmann-Taylor & Souto-Manning, “Seeing is believing:  Image theater is worth a thousand words”  ■Reyes, “Rap”  **Optional reading**  ■ Combs, Betts & Fisher, “Acted and enacted lives: Language play, theatre, and language development on the border”  ■Wright, “Preparing teachers to put drama in the classroom” | **Field notes of SEI/ELD classroom observation**  **Assignment #7**  (Writing a rap song for a subject in your content area) |
| April 1 | ■Frameworks for teaching sheltered content: A rose by any other name…  ■Introduction to the Sheltered Instruction Observation Protocol (SIOP)  ►Lesson Preparation  ►Building Background  ►Comprehensible Input  ►Effective Strategies  ►SIOP Video (streamed) | **Required Reading**  ■Powerpoint presentations on components #1-2 (D2L)  ■Powerpoint presentations on components #3-4 (D2L)  http://1.bp.blogspot.com/-Zf0hpPyaGuY/T7Flitm9m-I/AAAAAAAAJSo/s1GSdIyMS4k/s1600/feeling_today.gif | **Assignment #8**  (Creating & teaching a content area lesson using wait time, body language, gestures and facial expressions).  **Practical task** **#1** (upload on D2L discussion board) |
| April 8 | ■The importance of specificity: Practicing step-by-step procedures | **Required Reading**  **■**Powerpoint presentations on components #5-6 (D2L)  **■**Powerpoint presentations on components #7-8 (D2L)  http://www.quantumseolabs.com/blog/wp-content/uploads/2012/03/step-by-step-instructions.jpg | **Assignment #9**  (Step-by-step instructions for a task in your content area)  **Practical task** **#2** (upload on D2L discussion board) |

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| **Date** | **Discussion Topics** | **Required and Optional Reading Assignments (available on D2L)** | **Assignments Due** |
| April 15 | ■SIOP continued  ►Student Interaction  ►Practice & Application  ■Sheltered content teaching presentations begin | **Required Reading**  ■Gottlieb, “Assessing oral language and literacy development”  http://library.poly.edu/sites/default/files/image/2012/05/testing_cartoon.jpg | **Assignment #10**  (Create an authentic assessment for a lesson in your content area)  **Practical task** **#3** (upload on D2L discussion board) |
| April 22 | ■Sheltered content teaching presentations continue | - - - - - - - - - - | **Practical task** **#4** (upload on D2L discussion board) |
| April 29 | ■Sheltered content teaching presentations continue | - - - - - - - - - - | **Practical task** **#5** (upload on D2L discussion board) |
| May 6 | **Last Day of Class**  ■Sheltered content teaching presentations continue (as needed) | **Required Reading**  ■Freire, “Teaching is a human act” | **SIOP LESSON PLAN DUE** |

Have a wonderful summer!

1. The SEI endorsement currently consists of 6 credits or 90 hours (2 semester-long courses). [↑](#footnote-ref-1)
2. AZELLA is an acronym for Arizona English Language Learner Assessment. [↑](#footnote-ref-2)
3. InTASC: Interstate Teacher Assessment and Support Consortium; ISTE NETS-T: International Society for Technology in Education National Education Standards for Teachers. [↑](#footnote-ref-3)