LRC 517 – Section 01: Methods of Structured English Immersion
(3 credits or 45 hours)

Instructor: Dr. Mary Carol Combs
Classroom: College of Education, Room 530
Schedule: Tuesdays, 4:15-6:45 p.m.
Office: LRC, Room 534a (5th Floor)
Office hours: Tuesdays, 3:00 - 4:00 p.m., or by appointment
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Background
For the last five years, the Arizona Board of Education has required all pre-service and in-service teachers to obtain a Structured English Immersion (SEI) endorsement for state certification. 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).

Course Goals
LRC 516 (Foundations of SEI) introduced students to the pedagogical, 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 providing students with intensive, applied practice in “sheltered” or “scaffolded” teaching methodologies, in-depth exploration of research in second language acquisition theory, socio-cultural theory, and targeted content area practice using the Sheltered Instruction Observation Protocol (SIOP)

1 The SEI endorsement currently consists of 6 credits or 90 hours (2 semester-long courses).
2 AZELLA is an acronym for Arizona English Language Learner Assessment.
model developed by researchers and teachers affiliated with the Center for Applied Linguistics. The course will also allow students to identify and use multiple instructional strategies to improve their instruction to English language learners.

The principal goal of the course is to engage you in thoughtful ways of planning and implementing a variety of ELL teaching strategies that will promote the learning of academic content and the acquisition of English language and literacy among ELL students. A secondary goal is to encourage students to make the education of English learners a major focus of their 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, my own personal goal is to motivate your innate creativity and intellectual curiosity -- abilities that will serve you well throughout your teaching career.

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 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. My 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 between and among the issues we consider, your sense of humor, “goofiness,” and your sincerity.

Required Text


Recommended Texts

This course covers some basic and critical issues in the field of teaching English language learners. Because each class focuses on teaching strategies and peer interaction, missing a class means that you will miss important information and experiences. Three absences will automatically reduce your grade by one letter. After four absences, you will be asked to drop the class.

**Policy on Incompletes**
Incompletes are difficult for me and for you. They also are unfair to your colleagues in the class who have completed course requirements within the scheduled time. Therefore, I 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.
Course Assignments and Requirements

1. **Attendance and participation in class.** Unless you are sick or have a personal or family emergency, I expect to see you at every class period. If you miss a class, you are still responsible for the material covered in that particular session, as well as the reading log due that week. Participation includes regular contributions to class discussions, as well as individual and group sheltered instruction demonstrations throughout the semester. (15% of grade)

2. **Weekly reading/idea/activity logs:** There are two parts to this log: **Before spring break,** you will keep a reading log of your summaries, comments, questions, and ideas about the articles we read and the topics we discuss. Each log should be approximately 1-2 typed pages, and consist of brief summaries of the readings, an intellectual reaction to the readings (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). **After spring break,** the log will become a place for you to record sheltered teaching ideas and activities. Each log will consist of at least one idea, and the kinds of activities you organize to implement the idea. For example, let’s say you’re a high school geometry teacher and you are preparing to teach the equation $y = mx + b$ to graph the slope of a line (this is the idea). You will need to come up with activities to teach your idea, (e.g., “warm-up” activities to build students’ background, graphic organizers to help support students’ learning, hands-on materials like whiteboard, models, manipulatives, grouping configurations, technology, extended writing assignments to reinforce the activities, and ways to assess students’ learning). I will be reviewing and responding to these logs. As with other academic writing assignments, I expect you to pay close attention to grammar, style, and punctuation, and provide correct citations for any excerpts from the readings you use. (20% of grade)

3. **Seminar on sociocultural theory:** This will be an intellectual exploration of the recent sociocultural theories of learning in second language settings. You will select one article to read, analyze, and discuss in literature circles on February 16. We will talk more about how to do this in the class, but generally, this means you will identify the major concepts and ideas in the article and their implications for teaching in an SEI classroom. (10% of grade)

4. **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, I would like you to visit and describe an SEI or ELD classroom in the Tucson metropolitan area. You may select the school district and grade level. **Teach Arizona students:** It makes the most sense for you to observe an SEI or ELD classroom at your particular assigned school. You will probably have to work out an observation schedule with your cooperating teacher or Teach Arizona supervisor. I am asking for a minimum of two hours, which you can schedule at different times. For this assignment, you will take field notes and write a narrative based on the notes (we will talk about how to do this in the first few weeks of the course). 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:* 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. This visit must take place before the end of March; please attach your hand-written field notes to your description. (15% of grade)

5. **SIOP instruction lesson plans.** You will design three (3) lesson plans in the content area of your choice. These plans should include all eight components of the SIOP model:

   a. **Preparation:** content and language objectives, identification of supplementary teaching materials, content adaptation and meaningful activities;
   
   b. **Building Background:** linking concepts to students’ backgrounds and experiences, past learning to new concepts, and emphasizing key vocabulary;
   
   c. **Comprehensible Input:** using speech appropriate for students' proficiency level, clear explanations of academic tasks, and a variety of techniques to make content concepts clear;
   
   d. **Effective Strategies:** e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring, scaffolding techniques, and question types to promote higher-order thinking throughout the lesson;
   
   e. **Interaction:** opportunities for student interaction, grouping, wait time, student clarification of key concepts in both first and second languages;
   
   f. **Practice/Application:** list of hands-on materials and activities for students to apply content and language knowledge and to integrate all language skills (reading, writing, listening, speaking);
   
   g. **Lesson Delivery:** supporting content and language objectives clearly, engaging students in 90-100% of the lesson period, and pacing the lesson appropriately to the students’ ability levels;
   
   h. **Review/Assessment:** reviewing key vocabulary and content concepts, providing regular feedback, and using a variety of assessments of student comprehension and learning throughout lesson. (15% of grade)

6. **Final group sheltered lesson.** In groups of three or four, you will teach a sheltered lesson, the content of which you will negotiate with your partners. In your lesson, you will need to use a minimum of 10 sheltered strategies, including content and language objectives. Lessons typically are 15-20 minutes long. You can hand in your lesson plan on the day you teach, or on December 1, when they are officially due. (10% of grade)

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**Grading Rubric**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, participation</td>
<td>15</td>
</tr>
<tr>
<td>Weekly reading logs (10 @ 3 pts. each)</td>
<td>20</td>
</tr>
<tr>
<td>Sociocultural seminar</td>
<td>10</td>
</tr>
<tr>
<td>Classroom observation/field notes</td>
<td>15</td>
</tr>
<tr>
<td>Sheltered/SIOP lesson plans (3 @ 10 pts. each)</td>
<td>30</td>
</tr>
<tr>
<td>Group sheltered lesson</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tbody>
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A = 93-100  
B = 85-92  
C = 77-84  
D = 76-69  
E = Below 68
# LRC 517 (SEI Methods)
## Spring 2010 Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topics</th>
<th>Required and Optional Reading Assignments (available on D2L)</th>
<th>Assignments Due or Class Activities Planned</th>
</tr>
</thead>
</table>
| Jan 19 | ■Course overview and expectations  
■Sheltered immersion lesson demonstration | - - - - -                                                      | Goals Paper (completed in class)          |
| Jan 26 | ■LRC 517 Bingo  
■Review and update of state ELL policy issues: SEI and sheltered English content instruction (PART ONE)  
►Proposition 203  
►Flores v. Arizona | Required Reading  
■Proposition 203  
■Flores v. Arizona  
Optional Reading  
■San Antonio v. Rodriguez | Small group presentation of policy documents and whole group analysis and discussion |
| Feb 2  | ■Review and update of state ELL policy issues: The new English Language Development (ELD) program and other post Flores developments (PART TWO)  
►HB 2064  
►Home language survey changes  
►Federal policy nexus | Required Reading  
■Flores v. Arizona, Order “W”  
■HB 2064  
■Home Language Survey  
Optional Reading  
■9th Circuit Appellate Decision in Flores v. Arizona  
■Horne v. Flores (Supreme Court) | Small group presentation of policy documents and whole group analysis and discussion |
| Feb 9  | ■Review of second language acquisition and development: The major theories and their implications for practice | Required Reading  
■L2 acquisition powerpoint  
Optional Reading  
■Faltis & Coulter, Chapters 1-2  
■Reis, Chapter 1 | Small and whole group analysis and discussion |
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| Feb 16   | **SEMINAR**  
- Sociocultural contributions to the education of English language learners: Major theories & theorists | Seminar on Sociocultural Theory  

**Please select one of the following articles**  
- Gutierrez, “Developing a sociocritical literacy in the third space”  
- Hawkins, “Researching English language and literacy development in schools”  
- Lave & Wenger, “Legitimate peripheral participation”  
- Moje, “Working toward third space in content area literacy: An examination of everyday finds of knowledge and Discourse”  
- Rymes & Pash, “Questioning identity: The case of one second language learner”  
- Vygotsky, “Interaction between learning and development”  
- Vygotsky, “The role of play in development”  
- Wenger, “A social theory of learning” |  

| Feb 23   | **Research presentation:**  
Learning in the Third Space: Pedagogies of hope and resistance in a kindergarten Structured English Immersion classroom (Combs) | Required Reading  
- Combs, González, Moll, “U.S. Latinos and the learning of English: The metonymy of language policy” | Optional Reading  
- Faltis & Coulter, Chapter 6 |
| Mar 2    | **Research presentation:**  
Off-script” and on task: Embellishing a scripted reading program for English language learners (Evans) | Required Reading  
- Article in preparation (TBA) | Optional Reading  
- Faltis & Coulter, Chapters 3-4  
- Reis, Chapter 3 |
| Mar 9    | **Using the SIOP Model to teach content:** An overview | Required Reading  
- Powerpoint presentations on Components #1-8 (D2L)  
- Echevarria, Vogt, Short, Chapter 1 |  

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| Mar 23    | ■SIOP components 1 & 2
► Lesson Preparation
► Building Background | **Required Reading**
■ Echevarria, Vogt, Short, Chapters 2 & 3 | Writing language objectives and creating meaningful anticipatory sets (“warm up” activities) |
|           |                                                                                    | **Optional Reading**
■ Faltis & Coulter, Chapter 5
■ Reis, Chapter 3 |                                                                                           |
| Mar 30    | ■SIOP components 3 & 4
► Comprehensible Input
► Strategies
■ *The importance of and need to be “goofy” in the SEI classroom* | **Required Reading**
■ Echevarria, Vogt, Short, Chapters 4 & 5 | Practicing wait time, body language, gestures and facial expressions, using graphic organizers |
|           |                                                                                    | **Optional Reading**
■ Faltis & Coulter, Chapter 6
■ Reis, Chapters 3-4 |                                                                                           |
| Apr 6     | ■SIOP components 5 & 6
► Student Interaction
► Practice & Application | **Required Reading**
■ Echevarria, Vogt, Short, Chapters 6 & 7 | Organizing group interactions in the SEI classroom, using realia & technology and hands-on activities |
|           |                                                                                    | **Optional Reading**
■ Reis, Chapters 5-6 |                                                                                           |
| Apr 13    | ■SIOP components 7 & 8
► Lesson Delivery
► Review & Assessment | **Required Reading**
■ Echevarria, Vogt, Short, Chapters 8 & 9 | Supporting language and content objectives, reviewing and assessing what students have learned, adapting text |
|           |                                                                                    | **Optional Reading**
■ Faltis & Coulter, Chapter 8
■ Reis, Chapters 7-8, 11 |                                                                                           |
| Apr 20    | ■ Bringing it altogether: Teaching an entire, integrated SIOP lesson | **Required Reading**
■ Echevarria, Vogt, Short, Chapters 10-11 | Small group sheltered lessons |
|           |                                                                                    | **Optional Reading**
■ Reis, Chapters 9-10 |                                                                                           |
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<td>Apr 27</td>
<td>■ The role of culture in the classroom</td>
<td>Required Reading</td>
<td>Small and whole group discussion of required reading</td>
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<td><em>Please sign up for one of the following articles</em></td>
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<td>■ Yosso, “Whose culture has capital? A critical race theory discussion of community cultural wealth”</td>
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<td>■ González, et al, “Funds of knowledge for teaching in Latino households”</td>
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<td>Optional Reading</td>
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<td></td>
<td></td>
<td>■ Reis, Chapter 2</td>
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<tr>
<td>May 4</td>
<td>Last Official Day of Class</td>
<td>- - - -</td>
<td>Sheltered lesson presentations</td>
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<td>Final Sheltered English Content Lesson Presentations</td>
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<tr>
<td>May 11</td>
<td>Scheduled Final Exam Time</td>
<td>- - - -</td>
<td>Sheltered lesson presentations</td>
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<tr>
<td></td>
<td>Final Sheltered English Content Lesson Presentations</td>
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