WAYNE STATE UNIVERSITY  
College of Education  
Division of Teacher Education  
Detroit, Michigan 48202  

COURSE SYLLABUS  

Division: Teacher Education  
Program Area: Foreign Language/ESL Education  
Course: LED 6555 SIOP  
Course Title: Integration of Language and Content in Language Teaching  
Course Credit: 1 Credit hour  
Course Reference Number: 32962  

Taken with:  
Course: BBE 6600  
Course Title: Practicum in Multilingual, Multicultural Classroom Field Experience  
Course Credit: 2 Credit hours  
Course Reference Number: 32803  

Term: Winter 2014  
Location: Dearborn ASC Board Room  

Day: October 26, November 9, November 23, December 7 (LED 6555)  

Time: 8:45-12:15 (LED 6555)  
30 hours field experience applying SIOP (BBE 6600)  

Instructor: Maura Sedgeman  
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Phone: (734) 787-3028—cell or 313-827-3126--work  
Mailbox:  

Course Description:  

LED 6555 is a course on Sheltered Instruction Observation Protocol (SIOP) and Steps to a Language –Rich Interactive classroom. It is taught in a hands-on interactive workshop format.  
BBE 6600 is the field experience practicing SIOP strategies in students’ own classrooms. Students record logs of their instruction and write a reflective paper describing how SIOP has enhanced their teaching practices.
**Course Objectives:**

**Content Objectives: Workshop 1**
1. Students will demonstrate evaluation the 8 Components of SIOP by defending one component orally and in writing
2. Students will demonstrate analysis the 7 Steps to Creating a Language-Rich Interactive Classroom by taking part in and examining the intention of each step
3. Demonstrate application of Building Background, Comprehensible Input and Steps 1 through 4 of a Language Rich Interactive Classroom by practicing each with partners or small groups

**Language Objectives: Workshop 1**
4. Students will orally justify a position using sentence stems
5. Students will answer questions and share information about steps 1-4 of a Language-Rich Interactive Classroom using complete sentences
6. Students will record and discuss ways to implement strategies for Building Background and Comprehensible Input and incorporate academic vocabulary in lessons using a variety of sentence structures

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**Content Objectives: Workshop 2**
7. Student will demonstrate application of SIOP Components Lesson Preparation, Comprehensible Input, Strategies, and Steps 4, 5, and 6 of a Language Rich Interactive Classroom by practicing each with partners or small groups
8. Students will demonstrate comprehension of measurable objectives by comparing and contrasting content and language objectives and identifying the features of a measurable objective.

**Language Objectives: Workshop 2**
9. Students will orally discuss the features of measurable objectives using the frame: “The features of this objective are…”
10. Students will write 5 questions about a text selection using question cubes to start a question for another partner team to answer

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**Content Objectives: Workshop 3**
11. Students will demonstrate Analysis of language objectives by examining the features of a measurable language objective
12. Students will demonstrate Application of the features of Interaction and Practice and Application and Step 7 of a Language-Rich Interactive Classroom by experimenting with various structured reading and writing activities

**Language Objectives: Workshop 3**
13. Students will orally discuss the features of a measurable language objective using the frame: “The features of this language objective are…”
14. Students will orally discuss how the scaffolding strategies and structures can be adapted to use in their classrooms by completing the sentence stems...
   “_____ is a good strategy for ELLs because…”
   “I can adapt it to use in my classroom by…”

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Content Objectives: Workshop 4
15. Students will demonstrate Evaluation of a Language Rich Interactive Classroom by justifying my choice of a step
16. Students will demonstrate Analysis of the Lesson Delivery SIOP Component by distinguishing SIOP components in a lesson
17. Students will demonstrate Comprehension of features of SIOP Review and Assessment by recognizing various effective ways to assess students

Language Objectives:
18. Student will orally share and recommend ways to engage students 90-100% of the time
19. Students will orally elaborate on a discussion ways to adapt classroom assessment tools

LED 6555 meets the following Standards for the Preparation of Teachers of English as a Second Language (NS) (Adopted by the Michigan State Board of Education, July 13, 2004)

2.5 Integration of knowledge of other disciplines into English Language Instruction

3.4 Knowledge and use of second language acquisition theories and research in classroom organization, developing teaching strategies, and choosing and adapting classroom instructional resources

3.5 Knowledge of individual learner variables (e.g., linguistic, cognitive, affective, social) in the second language acquisition process

3.7 Knowledge and use of a variety of strategies to promote full participation of limited-English proficient students in classrooms

4.2 Ability to integrate ESL Standards for PreK-12 Students, Michigan Curriculum Framework (now CCSS), and Michigan English Language Proficiency Standards (now WIDA Standards) into instruction with appropriate strategies and techniques that support students in accessing the core curriculum as they learn both language and academic content

4.3 Ability to use standards and benchmarks to evaluate, select, design, and adapt instructional resources by connecting curriculum to students’ experiences and skills of home and community

4.4 An understanding and use of strategies that promote student competence in using critical thinking skills in concert with learning English

5.8 Knowledge and use of a variety of performance-based assessment tools and techniques to inform instruction

BBE 6600 meets the following Standards for the Preparation of Teachers of Bilingual Education (all Y codes) (Adopted by the Michigan State Board of Education, July 13, 2004)

2.5 Integration of knowledge of other disciplines into English Language Instruction

3.4 Knowledge and utilization of a variety of strategies for instructional management that facilitates language acquisition and student achievement for limited-English proficient students
4.1 An understanding of the standards and benchmarks of the Michigan Curriculum Framework (now CCSS, ESL Standards for PreK-12 Students, and the Michigan English Language Proficiency Standards (now WIDA Standards) in curricular planning

4.5 Ability to plan for and teach in multi-level classrooms with learners from linguistically and culturally diverse backgrounds, using standards-based content curriculum

4.6 Candidates’ familiarity with and adaptive use of a wide range of standards-based materials, resources, and technologies in effective limited-English proficient and content curriculum

5.6 Knowledge of a broad variety of assessment tools in English and the target non-English language (for example, standards-based proficiency instruments, performance-based assessment tools, and standardized achievement tests for overall mastery) and how they affect limited-English proficient student learning

6.1 Linguistic and cultural competence through reflective practices

**Required text:**


**Recommended text:**


**Class Policies:**

The course will be taught in a workshop format, meaning that each session will be in the form of active participation, including hands-on practice and discussions centered on the 8 components of SIOP and the 7 Steps to a Language Rich Interactive Classroom and the Principles of a Language Rich Interactive Classroom. Students will be expected to participate actively in the strategy practice and discussions. Students must

• Come to each workshop session.
• Be prepared to thoughtfully present ideas, reactions, comments, etc., about each topic.

**Class Procedures and Activities:**

Since this class is designated a series of workshops, it will be conducted to maximize discussion and participation, including:

- analysis, synthesis, and discussion of key concepts
- identification, discussion and application of SIOP to participants’ classrooms
- hands-on practice with strategies presented—SIOP modeled and practiced

**Required Assignments:**

For LED 6555 1 credit—

- Actively participate in workshops
- Write student friendly content and language objectives

For BBE 6600 2 credits—

- Active participation in workshop sessions (15 points)
• 10 SIOP logs—one for each SIOP component and 2 choice (50 points)
• 3-5 page reflection paper (35 points)

**Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/codeofconduct.pdf](http://doso.wayne.edu/codeofconduct.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)), the Undergraduate Student Handbook ([http://comm.wayne.edu/files/undergradhandbook.pdf](http://comm.wayne.edu/files/undergradhandbook.pdf)), and in print and online versions of the Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**Class Schedule**

<table>
<thead>
<tr>
<th>Workshop #1</th>
<th>Saturday, October 26, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard for Preparation of Teachers NS / Bilingual</strong></td>
<td>Workshop Structures and Activities</td>
</tr>
<tr>
<td>2.5 NS</td>
<td>The SIOP Model and TIPS</td>
</tr>
<tr>
<td>3.4 NS</td>
<td>Introductions; go over syllabus; discuss requirements</td>
</tr>
<tr>
<td>2.5 Y</td>
<td>Most Important Word strategy—SIOP Model of Lesson Planning and Delivery</td>
</tr>
<tr>
<td>3.4 NS</td>
<td>SIOP components—highest impact on student achievement and language proficiency</td>
</tr>
<tr>
<td>3.7 NS</td>
<td>7 Steps to Creating a Language-Rich Interactive Classroom</td>
</tr>
<tr>
<td>3.4 Y</td>
<td>TIPS—Principles of a Language-Rich Interactive Classroom</td>
</tr>
<tr>
<td>4.5 Y</td>
<td>Total Participation, Incorporate Academic Vocabulary, Promote</td>
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<tr>
<td></td>
<td>Literacy and Language Development, and Scaffolding for all</td>
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<tr>
<td></td>
<td>Literacy and Language Levels</td>
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<tr>
<td>3.7 NS</td>
<td>Connections between SIOP and TIPS</td>
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<tr>
<td>4.5 NS</td>
<td>Comprehensible Output—Steps to a Language Rich Interactive Classroom</td>
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<tr>
<td></td>
<td>Step 1: Teach students strategies and language to use when they don’t know what to do.</td>
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<td></td>
<td>Step 2: Speak in complete sentences.</td>
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<td></td>
<td>Step 3: Randomize and rotate when calling on students.</td>
</tr>
<tr>
<td>3.5 NS</td>
<td>Building Background—Component 2 of SIOP</td>
</tr>
<tr>
<td>6.1 Y</td>
<td>--Academic Language and access to prior knowledge techniques</td>
</tr>
<tr>
<td></td>
<td>Concepts explicitly linked to students’ background</td>
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<td></td>
<td>Links explicitly between past learning and new concepts</td>
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<td></td>
<td>Key vocabulary emphasized—ABC Brainstorming</td>
</tr>
</tbody>
</table>
### Assignments:

**BBE 6600 logs:** Include 1 log about the use of language objectives; 1-2 logs on Building Background

**Reflection paper:** Include how your perception of ELLs has changed

### Workshop #2: Saturday, November 9, 2013

<table>
<thead>
<tr>
<th>Standard for Preparation of Teachers NS / Bilingual</th>
<th>Workshop Structures and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 NS 4.5 Y</td>
<td>Review SIOP Components and Steps 1-3 of a Language Rich Interactive Classroom</td>
</tr>
<tr>
<td>3.4 NS 4.5 Y</td>
<td><strong>Building Background</strong> and <strong>Incorporating Academic Vocabulary</strong> revisited</td>
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<td></td>
<td>Review <strong>TIPS</strong>—<em>focus on Promoting Language and Literacy</em></td>
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<tr>
<td></td>
<td>Background on Second Language Acquisition</td>
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<td></td>
<td>Factors that affect Second Language Acquisition</td>
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<td></td>
<td>BICS and CALP</td>
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<tr>
<td>3.4 NS 3.7 NS 4.1 Y</td>
<td><strong>Step 4: Use total response signals to check for understanding</strong></td>
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<tr>
<td></td>
<td>Demonstrating understanding by moving—Agree/Disagree about the</td>
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<tr>
<td></td>
<td>Myths and Misconceptions about Second Language Learning</td>
</tr>
<tr>
<td>3.7 NS 4.4 NS 4.5 Y</td>
<td><strong>Comprehensible Input—Component 3 of SIOP</strong>—clear explanation of academic tasks; Comprehensible Input self-assessment</td>
</tr>
<tr>
<td></td>
<td>Review SIOP Lesson on Buoyancy—who was the most effective teacher?</td>
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<tr>
<td></td>
<td>Cut-up Sentences</td>
</tr>
<tr>
<td>4.2 NS 4.3 NS 4.6 Y</td>
<td><strong>Lesson Preparation—Component 1 of SIOP and Step 5</strong></td>
</tr>
<tr>
<td></td>
<td>Writing appropriate Content and Language Objectives</td>
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<td></td>
<td><strong>Step 5: Developing clear content and language objectives</strong></td>
</tr>
<tr>
<td>3.7 NS 4.4 NS 4.6 Y</td>
<td><strong>Strategies—Component 4 of SIOP</strong></td>
</tr>
<tr>
<td></td>
<td>Giving directions for an activity—steps</td>
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<td></td>
<td>Distinguishing between instructional strategies and learning strategies</td>
</tr>
<tr>
<td>3.6 NS 4.4 NS 4.5 Y</td>
<td><strong>Step 6: Have students participate in structured conversations</strong></td>
</tr>
<tr>
<td></td>
<td>Strategies practiced:</td>
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<tr>
<td></td>
<td>Structured conversations—Musical Chairs, Talking Pencils</td>
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<td></td>
<td>Social language and academic language</td>
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<td></td>
<td>Asking questions—research on types and frequency</td>
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<td></td>
<td>Asking questions that promote thinking—Question Cubes</td>
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</tbody>
</table>

### Assignments:

**BBE 6600 logs:** Include 1 each on the use of Comprehensible Input strategies, Strategies, Interaction, and Practice and Application

**Reflection paper:** Include how your teaching has improved by using these components of SIOP
### Workshop #3  
**Saturday, November 23, 2013**

<table>
<thead>
<tr>
<th>Standard for Preparation of Teachers NS / Bilingual</th>
<th>Workshop Structures and Activities</th>
</tr>
</thead>
</table>
| 4.2 NS  
4.3 NS  
4.1 Y  
4.6 Y | **Review** of SIOP Components, Steps to Language Rich Classroom, Writing measurable and observable Language Objectives tied to measurable and observable Content Objectives |

| 3.7 NS  
4.5 Y | **Interaction**—**Component 5 of SIOP**  
Benefits of having students actively engaged in interaction around content  
Various ways of grouping students—Desk Olympics, Running Dictation  
Differentiated Wait Time; Clarification of key concepts in the native language |

| 2.5 NS  
3.7 NS  
4.4 NS  
3.4 Y | **Practice and Application**—**Component 6 of SIOP**  
Activities that integrate all language skills  
Practice vs. application—what are the differences?  
“Scan up”—strategy for students to analyze text understanding  
Strategies practiced: THIEVES, 12 Minute Research Paper |

| 3.8 NS  
4.4 NS  
3.4 Y | **Step 7: Have students participate in structured reading and writing activities**  
Review processes for understanding and accessing information from texts  
Review processes for preparing and providing opportunities for writing |

**Assignments:**
- **BBE 6600 logs**: Log the use of 3 Practice and Application activities
- **Reflection paper**: Include how you would use structured reading and writing activities in your classroom

### Workshop #4  
**Saturday, December 7, 2013**

<table>
<thead>
<tr>
<th>Standard for Preparation of Teachers NS / Bilingual</th>
<th>Workshop Structures and Activities</th>
</tr>
</thead>
</table>
| 3.9 NS  
4.4 NS  
3.4 Y | **Review** SIOP Components and Steps to a Language Rich Interactive Classroom  
Strategies practiced: Structured Reflection—Paragraph, Human Graph |

| 3.7 NS  
4.3 NS  
2.5 Y  
4.1 Y  
4.6 Y | **Lesson Delivery**—**Component 7 of SIOP**  
Factors that contribute to high levels of student engagement  
Observe and take notes of a SIOP Lesson—States of Matter |

| 5.8 NS  
5.6 Y  
6.1 Y | **Review and Assessment**—**Component 8 of SIOP**  
Key assessment concepts  
Adapting Assessments for ELLs  
SIOP 3-2-1 Rotating Review  
SIOP review—Jeopardy style  
SIOP wrap up—“Charming” Analogies (SIOP is like...... because both....) |
Assignments:

**BBE 6600 logs**: Include 1 log on Lesson Delivery strategies—how you engage students 100% of the time—have Total Participation and 1 log on Review and Assessment—how you adapt your formative assessments for ELLs

**Reflection paper**: Include how you incorporate the 7 Steps to a Language --Rich Interactive Classroom into your class structures and activities

**Grading System** [rubric for final grades, e.g. points, etc]:

Grading of this course will consider the following:

- Active Participation in workshop sessions (25 points for each session)

**LED 6555**:

- A = 100 points
- A- = 90 points
- B+ = 85 points
- B = 80 points
- B- = 78 points
- C+ = 75 points
- C = 70 points
- F = not actively participating

**BBE 6600**:

- S = actively participated in workshop sessions
- 10 reflective logs on SIOP components and Steps 1-7 of a Language Rich Interactive Classroom
- 3-5 page reflective paper on how SIOP positively changed teaching practices
- U = missing logs or reflective paper

**Undergraduate Grades**:

<table>
<thead>
<tr>
<th>A</th>
<th>B+</th>
<th>C+</th>
<th>D+</th>
<th>F</th>
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<tbody>
<tr>
<td>A-</td>
<td>B</td>
<td>C</td>
<td>D</td>
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</tr>
<tr>
<td>B-</td>
<td>C-</td>
<td>D-</td>
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**Graduate Grades**:

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<thead>
<tr>
<th>A</th>
<th>B+</th>
<th>C+</th>
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<tr>
<td>A-</td>
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**Enrollment/ Withdrawal Policy**

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to
Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Resources for optional inclusion in course syllabi:

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.