Division: Teacher Education

Program Area: Bilingual and Bicultural Education / ESL Education / Foreign Language Education

Course #: LED 6555  CRN & Section: 1701_001

Course Title: Integration of Language and Content in Language Teaching

Term/Year: Winter 2017

Course Credit: 3 credit hours

Course Location: Online

Instructor: Christina P. DeNicolo, Ph.D

Office Address: 291 College of Education

Office Hours: Monday 5-6 via Skype, Wednesday 2:00 - 4 p.m., and by appointment. Please email instructor to schedule appointment times.

Office Phone #: 313- 577-2476

E-mail: christina.denicolo@wayne.edu

Course Description:
This course provides opportunities for students to develop their knowledge of instructional methods that support the English language development and academic learning of emergent bilinguals. Across the semester, students’ will learn how to implement the features of the Sheltered Instruction Observation Protocol also known as SIOP across content areas. Additional instructional practices and strategies will be examined as well as methods of instruction for K – 12 classrooms. Current research on the instruction of emergent bilinguals in general education content classrooms will be read and discussed to analyze the instructional approaches that are most effective for emergent bilingual students.
Course Learning Outcomes:
[Numbers in parentheses refer to Michigan Teacher Preparation Standards (2004)]

1. The undergraduate/graduate student **will identify** second language instructional practices that are essential for creating effective learning contexts that enhance the student’s own learning capability. [3.1, 3.4, 4.4, 4.5, 4.6, 4.8] (Readings, Discussion Board Assignments, Observation/Interview, Final Project).

2. The undergraduate/graduate student will **evaluate** the effectiveness of specific instructional strategies, approaches, and methods for teaching the linguistic content presented to them using sheltered instruction strategies. **Using current technology** (e.g., power point, YouTube, podcasts, etc.) students will **demonstrate application of theories** and research related to the learners’ culture and academic achievement that support language learning [2.1, 2.2, 3.2, 3.3, 4.8].

3. The undergraduate/graduate student will **identify critical issues** related to second language teaching and learning principles that are essential for creating effective learning contexts to facilitate language learning such as strategies for language acquisition, design of appropriate communicative language tasks, and application of important second language acquisition research findings into classroom practice. Students will **use the Michigan Curriculum Frameworks and National Language Standards in lesson planning**. [4.1, 4.2, 4.3, 4.7, 7.3] (Readings, Discussion Board Assignments).

4. The undergraduate/graduate student will develop and demonstrate linguistic and cultural competence through reflective practice [6.1]; **demonstrate knowledge of the teacher’s role** as advocate in promoting multilingualism and recognizing **diversity** [6.2, 6.7]; identify and reflect upon their professional knowledge and proficiency, and seek resources for improvement [6.3, 6.5]; and **demonstrate knowledge of legislative impact** (past and current) on teaching in programs for world languages, English Language Learners, and bilingual education [6.4, 6.6]. (Readings, Discussion Board, Observation/Interview, Final Project).

5. The undergraduate/graduate student will **synthesize and apply understanding** of sheltered instruction through a series of lessons using SIOP model order to develop effective communicative language activities. [1.3] (Readings, Discussion Board Assignments, Final Project).

6. The **graduate student** will **analyze, synthesize, and evaluate educational research** about a broad range of topics and issues related to language learning and teaching principles, and especially sheltered instruction [1.2, 1.3, 3.1,4.5]. (Discussion board, Teacher observation, Unit Project).

**LED 6555 Meets the Following Standards:**

**InTASC Model Core Teaching Standards and Learning Progressions:**
- **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. (Final Project)
- **Standard #3. Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.(Discussion board, Teacher observation)
- **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 the discipline accessible and meaningful for learners to assure mastery of the content. (Discussion board, Teacher observation Unit Project)
- **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. (Discussion board, Unit Project)
• 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. (Discussion board, Teacher observation, Unit Project)

• Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Discussion board, Teacher observation, Unit Project)


3.1 An understanding of second language acquisition theories and research, inclusive of error analysis, performance analysis, and inter-language.

3.2 An ability to use language acquisition knowledge to create a supportive classroom-learning environment that includes opportunities for interaction in English.

3.3 A variety of instructional practices that produce language outcomes through articulated program models that address the needs of linguistically and culturally diverse learners.

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.

3.6 Knowledge of the past and current second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual second language learners.

5.1 Knowledge of the ongoing nature of assessment and multiple ways to assess that are age and level appropriate by implementing purposeful measures.

5.2 Reflective assessment practices including: analysis of assessment results, adjustment of instruction based on assessment results, and use of success and failure to determine the direction of instruction.

5.3 An ability to interpret and communicate the results of student performances to all stakeholders and provide opportunity for discussion of the information and interpretation.

Required Text(s):

Additional References for Assigned Readings:


**Class Policies:**

1) **Format:** This course will meet entirely online. To achieve a successful level of discussion, it is important that students complete the assigned readings, review the assignment requirements and complete all assignments prior to the due date. It is also important that students ensure they have access to a computer, the internet, and their Wayne State University email. Prior to the start of the class please review the materials in the welcome folder and be sure that you understand the following tools: a) voicethread; b) google hangouts; c) accessing course readings through library.

2) **Communicating with instructor:** Individual concerns and questions can be submitted directly to me through email. I will generally answer emails within 24 -48 hours Monday through Friday.

3) **Syllabus:** The syllabus may be adapted after the start of the semester. Additional information will be provided for all of the assignments and readings may be added. For written assignments please follow the latest edition of the Publication Manual of the American Psychological Association (APA).

4) **Course Assignments:** Students are responsible to review the required assignments and contact instructor if there is any clarification needed regarding the assignment with enough time necessary to complete the assignment.

**Class Procedures and Activities:**

Each week one of more of the following will occur:

- Analysis, synthesis, evaluation and discussion of key concepts;
- Identification, discussion, and application of these concepts to experiences in K - 12 classrooms;
- Analysis and discussions of selected problems concerning these concepts;
- Discussion of the development of individual student projects;

1) **Weekly Modules:** Each learning module walks student through the required activities and the additional materials related to the course topic for that week. The modules can be accessed by clicking on the Weekly Modules link on the left side of the Blackboard course page.

2) **Additional materials and activities:**

Video clips and additional resources will be used throughout the course to a) model using different forms of technology, b) highlight instruction and assessment from different type of language programs, c) to promote interaction among students and d) to highlight effective teaching pedagogy.
3) **Assignments:** Assignments should be submitted by uploading to the SafeAssign links that will be located within the learning module for each week that the assignment is due in Blackboard. The folders are located in the **Weekly Modules** link on the course page in Blackboard. If there is difficulty uploading the assignment please email me and attach the assignment.

4) **Grades:** Grades will be posted in the grade center in Blackboard.

**Plagiarism:**
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. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

Please remember to use references to show how you are utilizing the course readings to complete the assignments and **make sure that you are writing in your own words.** When you refer to the books that we are reading, the class presentations, or video clips be sure to think about what you have understood from what you read and then write about it based on your understanding. If you write exactly what was written or stated you must use quotation marks, author, year, and page numbers. For example, let’s say this sentence in the McKay text was important to me for an assignment.

“Classroom teachers often devise their own observation checklists to check that their learners are achieving the objectives they have set for learning over a unit of work; or a length of time” (McKay, 2006, p. 278). If for my assignment I write this - *Teachers almost always use checklists to see if students are progressing in a unit of work.* That is almost exactly the same as what was written in the text and that is inappropriate to write without citations.

- It would be better if I wrote something like this:

  *Observation checklists, according to McKay, are an effective tool to monitor students learning and can be used in different ways (Mckay, 2006).*

The goal is that you are reading, thinking and connecting your understanding to what you have learned in this course, other courses and through your own professional and lived experiences. The assignments are not designed for you to provide one correct answer **directly** from the text. The assignments are designed to highlight what you know and are learning in the course.

**Course Requirements and Assignments**

1. **Attendance and Participation:**
   **30 points**

   In order to meet the goals and objectives of the course, students are expected to engage in the discussion board and activities several times each week. The goal to create a positive environment to share our thinking, professional experiences, and learning with one another. If there is a reason a student cannot participate in the discussion board for a particular week, the student should communicate with the professor as soon as possible.

   a. **Discussion Board:**
   **24 points**

   In order to meet the goals and objectives of the course, students are expected to engage in discussion regarding the course topics on a weekly basis. The purpose of both the discussion board and blog are to create spaces to share our thinking, interact more deeply with course readings and learn with others. As we do not meet in person, it is important to maintain an online presence and form a sense of community through the discussion boards and blogs. The rubric for how the discussion boards and
blog participation will be scored each week is posted in Learning Module One. The discussion board for each week will begin on Wednesdays and end on Tuesdays at 11:59 p.m. of the following week. For the discussion boards and blogs the following is required to receive the full two points for each week:

1) You are required to respond to the prompt posted by the instructor between **Wednesday and Saturday**. All discussion board posts should written in one’s own words and be approximately one-paragraph long. The post should extend, discuss or build on the course readings and citations should be used to indicate information that comes from the text. Posts should also be free of errors to ensure that other students can understand what you are trying to communicate. Please make sure to review your posts to ensure that your writing is clear to others.

2) After responding to the original prompt, respond to a post made by a classmate between **Sunday and Tuesday**. The responses should be one-paragraph long and connect with course readings and assignments. Please make sure to review your responses to ensure that your response is written in your own words connected to course readings, and free of any language that could be offensive to others. Please keep in mind **discussion board posts and responses should teach something to others through the extending of the discussion at hand and a statement summarizing the main points.** Very brief entries that only state “I agree” or “I disagree” without any further explanation will not be sufficient and will not receive credit. Responses that only draw on personal experience and are not connected to the course readings will only receive partial credit.

b. Syllabus Quiz:
   The first week of the semester students will take a syllabus quiz on the course requirements and assignments.

c. Blog/Online meetings:
   Across the semester there will be two online meetings where students will work in groups to discuss topics and assignments. Each blog or online meeting is worth one point.

2. **Teacher Observation**: Students will conduct an observation of a teacher in a class with students who are language learners. Observational notes will be taken to document the use of 1) language and content objectives, 2) connections with students’ background knowledge and prior experiences, and 3) differentiation based on students’ proficiency levels. After observing, students will ask teacher follow-up questions based on the observations. Students will submit a three-page (undergraduates) or four-page (graduate) paper analyzing the points 1-3 above and forming connections with course readings.

3. **Video Analysis**: Students will record two short 8 – 10 minute videos of themselves only (no students) teaching or simulating teaching a lesson utilizing one of the features of the SIOP model. The videos will be shared through Torshtalent. More information will be provided on how to record the video and upload for review.
   a. **Video One**: Comprehensible input
   b. **Video Two**: Learning strategies

4. **SIOP Unit Project**: The goal of the unit is to develop an in-depth understanding of sheltered instruction in one content
area by creating a series of lessons utilizing the features of the SIOP model. The unit will consist of 3 lessons for undergraduate students and five lessons for graduate students. The unit will include an overview of the type of instructional program, home languages of students, grade level and content area. Students will identify one language group as an area of focus and conduct research to understand the language group, community resources, and curricular connections with students’ L1 and cultural knowledge. This assignment will be discussed in a live class meeting via Google Hang or Blackboard collaborate. There will be opportunities for peer assessment and feedback from the instructor prior to completing the unit.

**Grading Policy and Scale**

Assignments must be turned in on the assigned date unless arrangements have been made at least one week prior to the deadline in conference with the professor.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Percent of Grade</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance and Participation</td>
<td>30%</td>
<td>30 points</td>
<td>On-going</td>
</tr>
<tr>
<td>Syllabus quiz</td>
<td></td>
<td>2 points</td>
<td>January 17</td>
</tr>
<tr>
<td>Discussion Board Participation</td>
<td></td>
<td>24 points</td>
<td>weekly</td>
</tr>
<tr>
<td>Blogs/Online Meetings</td>
<td></td>
<td>4 points</td>
<td>on-going</td>
</tr>
<tr>
<td>2. Teacher Observation</td>
<td>20%</td>
<td>20 points</td>
<td>February 7</td>
</tr>
<tr>
<td>3. Video Analysis</td>
<td>20%</td>
<td>20 points</td>
<td>On-going</td>
</tr>
<tr>
<td>Video #1 Comprehensible input</td>
<td></td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Video #2 Instructional Strategies</td>
<td></td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>4. SIOP Unit Project</td>
<td>30%</td>
<td>30 points</td>
<td>Finals week</td>
</tr>
</tbody>
</table>

**Teacher Education Grading Policy**

The Teacher Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and post-bachelor students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+, grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

**Undergraduate Grades:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number of Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92.9</td>
<td>90-92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9</td>
<td>87-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.9-86</td>
<td>83.9-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>77-79</td>
<td>C+</td>
</tr>
</tbody>
</table>
Graduate Grades:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number of Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>73-100</td>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92.9</td>
<td>90-92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9</td>
<td>87-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.9-86</td>
<td>83.9-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>Below 73</td>
<td>Below 73</td>
<td>F</td>
</tr>
</tbody>
</table>

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 date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

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 313-577-3365 (TDD only). 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.

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.
# Tentative Outline of Topics and Assigned Readings

Please note that assigned readings are to be read **prior to class** and changes to the readings and assignments may be made throughout the semester.

<table>
<thead>
<tr>
<th>Week 1 /Module 1</th>
<th>Topic</th>
<th>Reading (done prior to start of the week)</th>
<th>Assignment/Activities Due at the end of the week</th>
</tr>
</thead>
</table>
| January 9 -17   | Course Overview | Welcome Folder Module One | • Syllabus quiz  
• Introduction on Voice Thread |

| Week 2/Module 2: January 17-24 | Bilingual and ESL Teachers | Harper & De Jong Gafney | Discussion board #1 |

| Week 3/Module 3: January 24 - 31 | Sheltered Instruction | Chapter 1 | Discussion board #2 |

| Week 4/Module 4: January 31 –February 7 | Integration of Language and Content | Chapter 2  
Flores’ Blog Post | Discussion board #3  
Teacher Observation Due |

| Week 5/Module 5: February 7 - 14 | Building Background | Chapter 3  
Godley & Escher | Discussion board #4 |

| Week 6/Module 6: February 14 - 21 | Comprehensible Input | Chapter 4 | Discussion board #5  
Video on SIOP feature #1 Due |

| Week 7/Module 7: February 21 - 28 | Instructional Strategies | Chapter 5  
DeNico | Discussion board #6 |

| Week 8/Module 8: February 28 – March 7 | Classroom interaction | Chapter 6 | Discussion board #7  
Video on SIOP feature #2 Due |

| Week 9/Module 9: March 7 - 21 | Practice & Application | Chapter 7  
Chapter 8 | Discussion board #7  
Video on SIOP feature #2 Due |

| Week 10/Module 10: March 21 - 28 | Lesson Delivery and Review | Chapter 9  
Sarroub | Tentative Class Meeting via Google hang or Blackboard Collaborate  
**Wednesday 3/8 @ 5:00 to 5:30**  
• Discussion board #8  
• Discussion board #9  
• Language group draft on voicethread  
• Discussion board #10 |

| Week 11/Module 11: March 28 – April 4 | Differentiated Instruction and Inclusive Classrooms | Chapter 10  
Ngo | |

| Week 12/Module 12: April 4 - 11 | SIOP Protocol | Chapter 11  
Chapter 12 | Discussion board #11 |

| Week 13/Module 13: April 11 - 18 | Relationship between home language and English language learning | Soltero-González | L1 integration draft on voicethread  
Peer review on Unit Project |

| Week 14/Module 14: April 18 - 24 | Putting it all together Reflecting on student learning | Daniel & Conlin  
Baja et al., 2016 | Discussion Board #12 |

| Week 15/Module 15: Finals Week | | | Final Project Due |