

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 11/11/2016

1b. Department/Division: Modern & Classical Lang, Lit & Cultures

1c. Contact Person

Name: Francis Bailey

Email: francis.bailey@uky.edu

Phone: 859-257-7025

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year ¹ Fall 2017

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: TSL 515

2c. Full Title: English Language Development in the Content Classroom

2d. Transcript Title: English Language Dev. in Content CR

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is designed to engage class participants in the study of learning and teaching of ESL students in the PreK – 12 content classroom. The course is structured around two foundational knowledge bases for the field of ESL teaching: 1) the role of language and culture in school curriculum and classroom learning; 2) the challenges that content classes – math, science, and humanities – pose for English learners. The goal of the course is to prepare content teachers to effectively teach English learners both language and subject matter.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 5 - 10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: The course will be an option for graduate students in the TESL MA program. In addition, the course would be of interest to College of Education English Majors.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

TSL 515: English Language Development in the Content Classroom

Updated 11-11-2016

3 Graduate Credits

Fall 2017 Semester

Instructor:

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University of Kentucky

Modern and Classical Languages,
Literatures and Cultures

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Office Hours: TBA

Course Information:

Classroom: TBA

Time: TBA

Day: TBA

Bulletin Course Description:

This course is designed to engage class participants in the study of learning and teaching of ESL students in the K – 12 content classroom. The course is structured around two foundational knowledge bases for the field of ESL teaching: 1) the role of language and culture in school curriculum and classroom learning; 2) the challenges that content classes – math, science, and humanities – pose for English learners. The goal of the course is to prepare content teachers to effectively teach English learners both language and subject matter.

Course Overview

In our public schools, many English Learners (EL) struggle to develop their language skills, while at the same time, master new subject matter knowledge. Nor is this phenomenon limited to education in the United States. Around the world, students are being educated through languages that are not their first or home languages (e.g. South Africa, Singapore, Canada, Haiti, Cote d'Ivoire, Sri Lanka). Teachers (and school systems) need to develop the knowledge and skills necessary to effectively teach and support this growing population of students.

This course is designed to explore two foundational knowledge bases for the field of ESL teaching: school curriculum and language/culture. In order to be truly effective teachers of English language learners, teachers must have a deep understanding of the linguistic, literacy and cultural dimensions of learning in a school setting. It is essential that teachers develop the ability to actively inquire into the backgrounds of their students in order to adapt school curriculum and instruction to benefit these students.

School texts and writing tasks present significant challenges to English language learners. Educators working with these students must become adept at analyzing texts for the linguistic,

cultural and world knowledge required to learn from school based reading and writing tasks. Course participants will study a genre approach to school texts and tasks and study a variety of scaffolding techniques to support literacy and content development in English.

The course is centered around a thematic curriculum project that is designed in small, collaborative learning groups. The groups plan curricula appropriate for the K – 12 educational context in which the goal is the development of learners’ English language and subject matter knowledge.

Course participants will also explore “standards-based” education by aligning their curriculum work with various standards, including *WIDA* and *Common Core* and they will critically reflect on how these standards affect English language learners.

Essential Questions: The essential questions that will guide this course are three-fold:

- 1: What are the challenges – linguistic, pedagogical and cultural – that second language learners encounter in learning academic content in classrooms?
- 2: What particular challenges do academic language and tasks pose for English language learners?
- 3: How can language teachers design curriculum and classroom practices to simultaneously develop language, literacy and content knowledge for English learners?

Reading List and Resources

The following texts should be purchased for this course:

- Haynes, Judie & Debbie Zacarian. (2010). *Teaching English Language Learners Across the Content Areas*. Alexandria, Virginia: ASCD.
- Fitzgerald, J. & Graves, M. (2003). *Scaffolding Reading Experiences for English-language Learners*. Norwood, MA: Christopher Gordon Publishers.
- Wiggins, G. and J. McTighe (2005) Understanding by Design. Expanded 2nd Edition. Alexandria, VA: ASCD.

References Used to Support This Course:

- Bailey, F., B. Burkett and D. Freeman (2008). The mediating role of language in teaching and learning: A classroom perspective. In Spolsky and Hult (eds.), *Handbook of Educational Linguistics*. Blackwell Publishing Ltd.
- Bailey, F. & K. Pransky. (2005). “Are ‘Other People’s Children’ constructivist learners too? *Theory into Practice*. Vol. 44, No.1.
- Chamot, A. U., O’Malley, J. M. (1994). *The CALLA Handbook. Implementing the Cognitive Academic Language Learning Approach*. NY: Addison Wesley.

- Cohen, E. (1994). *Designing Groupwork: Strategies for the Heterogeneous Classroom*. NY: Teachers College Press.
- Echevarria, J., M. Vogt, and D. Short (2003). *Making Content Comprehensible for English Language Learners: The SIOP model*. Pearson, Allyn & Bacon.
- Faltis, C.J. (2001). *Joinfostering: Teaching and Learning in Multilingual Classrooms*. NY: Merrill Prentice Hall.
- Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press.
- Pransky, K. (2008). *Beneath the surface: The hidden realities of teaching culturally and linguistically diverse young learners*. Heinemann.

Student Learning Outcomes

Course participants are able to:

1. identify core challenges – linguistic, cultural and pedagogical - that language learners face in the content classroom;
2. create language and subject matter objectives for content lessons;
3. use a wide range of instructional strategies with their language learners in order to promote language and content development;
4. analyze the language used and learned in their classes, including written instructional materials, oral classroom discourse, assessment materials and direct communication with students;
5. develop curriculum drawing upon both *WIDA* and *Common Core* standards and evaluate student learning of the curriculum.

Module Overview

Module I: Sheltered Instruction & Curriculum Planning: This first module focuses on two educational perspectives relevant to the education of English learners in U.S. public schools: 1) the challenges English language learners face in learning language and subject matter content simultaneously; 2) core ideas in curriculum design, using an approach known as *Understanding by Design* (Wiggins & McTighe, 2005), with particular emphasis on setting language and content objectives. The importance of teachers “thinking linguistically” about educational issues in curriculum, instruction and materials is explored.

Module II: Reading to Learn in English: This second module is organized around the teaching approach, *Sheltered Instruction*, designed to support the academic and language development of EL’s. The role of reading in sheltered instruction courses will be explored, and a variety of ways of scaffolding reading and writing tasks will be studied. The theme of “thinking linguistically” will be continued with the development of course participants abilities to analyze course texts in terms of the linguistic, world and cultural knowledge required to comprehend them. Small groups will be formed to support this on-going project.

Module III: Learning to Write Academic English: The primary focus of the final module is on the curriculum and instruction of academic writing for EL’s. A genre or functional approach to language is introduced, and connected to academic writing tasks and implications for writing instruction. A process approach to writing is also explored. The theme of “thinking

linguistically” is continued with the focus on the analysis of writing tasks required of EL’s in subject matter classes. The curriculum project is due on the final day of class.

Course Requirements & Assessments

1. Learning Journal: Students post short writing assignments online to explore issues raised in course readings and discussion.

2. Participation: The course is organized around a group task and class attendance and participation are essential. A key element of participation in this course is the ability to work cooperatively with peers in the curriculum project. Students are expected to provide feedback to peers on their curriculum project.

3. Curriculum Project: Students will develop thematic "sheltered" curriculum units. The curriculum project will be presented on the last two days of the course and should represent an overview of the completed curriculum unit: essential questions, language and content objectives, selected student texts to be used in the curriculum, outline of flow of lessons, an assessment plan and curriculum rationale.

Curriculum Design Committee: The curriculum project has both a group task and individual assignments. The following section specifies the group tasks:

- a. Map out, in broad-strokes, a thematic curriculum project of three-four weeks in length. The project should be centered on:
 - subject matter content and English language development;
 - essential questions that you want your students to explore;
 - analysis of learning context, including learners;
 - the needs and interests of the English language learners for whom the curriculum is being designed.
- b. A curriculum map should be used to outline the major objectives, concepts, activities, materials, assessments and participant-produced products and outcomes of the project. There is no requirement concerning length of the project other than it be appropriate for the context that each small group selects and able to be realistically developed (as outlined here) over the course of the semester.
- c. Decide which standards of *WIDA* and *Common Core* are integral to the project and link these to the content and activities in the curriculum project map.
- d. Provide a brief explanation of how your curriculum project will provide support for English learners so that they are able to make progress toward developing academic and linguistic competence. Use the curriculum concepts developed in the course to justify the curriculum.
- e. Design an assessment that provides information to the classroom teacher, students (and their families) about their progress toward meeting the unit standards, goals and objectives. The assessment should also provide you with feedback about how to plan

- further instruction and this information that can be used in reports to administrators.
- f. Design a system of student feedback that will allow you to understand students' experience with the curriculum, teaching, materials and assessments/grading.
 - g. Plan "model" learning activities for ESL students in which they create a product, which displays their knowledge in multiple ways and are actively engaged in learning. The activities should be designed so that English learners are positioned as resources rather than as lacking competence. The activities should take into account what classroom instruction and organization should look like to ensure comprehensible input, interaction, scaffolding, and connection to students' lives.

Individual Curriculum Tasks: As part of the curriculum project, each course participant is required to demonstrate the ability to analyze school texts and academic tasks in the support of English language and subject matter development and create lesson plans aligned with the curriculum unit. .

- * Text Analysis: Select a text appropriate for curriculum and EL's and analyze it using the frames introduced in the course. Modify the curriculum and lesson planning based upon this analysis.
- * Task Analysis: Analyze writing tasks used in the thematic curriculum unit.
- * Rationale: Provide a rationale for thematic curriculum, based upon best practices in *Sheltered Instruction* and the field of TESOL. This report should show evidence of scholarship, using proper citations and list of references.
- * Lesson Planning: Design 5 interconnected lessons that align with curriculum unit.

Final Paper: Advocating for English Learners (Graduate Students Only): Write a final paper in which you advocate for the learning needs of English learners, both in an ESL class and content class.

Evaluation

Graduate Grading:

Participation: Group Work & Course	10%
Learning Journal	10%
Curriculum Project	50%
* <i>Interim work-in-progress Reports (10%)</i>	
* <i>Final Thematic Unit (40%)</i>	
Individual Curriculum Tasks	20%
Final Paper: Advocating for English Learners	10%

Undergraduate Grading:

Participation: Group Work & Course	10%
Learning Journal	10%
Curriculum Project	50%
* <i>Interim work-in-progress Reports(10%)</i>	
* <i>Final Thematic Unit (40%)</i>	
Individual Curriculum Tasks	30%

Note: There is no final exam for this course. The culminating course tasks are the Curriculum Project and Final Paper (graduate students).

Note: Undergraduate midterm grades will be posted according to university calendar.

Graduate Grading Scale

A = 90–100 percent

B = 80–89 percent

C = 70–79 percent

E = below 70 percent

Undergraduate Grading Scale

A = 90–100 percent

B = 80–89 percent

C = 70–79 percent

D = 60 – 69 percent

E = below 60 percent

Professional Educational Standards

Students must demonstrate through courses assignments and projects the ability to meet the following set of interconnected teaching standards.

TESOL Standards

Domain 1: Language & Learning

Standard 1.a. Language as a System:

- Candidates demonstrate a high level of competence in helping ELs as they acquire English language and literacy skills for social, professional and/or academic purposes.

Standard 1.b. Language Acquisition and Development:

- Candidates understand and apply theories and research in language acquisition and content learning to support their ELs' English language and literacy learning and/or content-area achievement.

Domain 2: Culture

Standard 2. Culture as It Affects Student Learning:

- Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction.
- They demonstrate understanding of how cultural groups, cultural processes and individual cultural identities affect language learning and school achievement and use this knowledge to construct learning environments that support ELL's cultural identities, participation in meaningful social communities, language and literacy development, and/or academic area achievement.

- They are able to use this knowledge to inquire into and document a specific cultural context for ESL teaching in terms of institutional structure and norms, curriculum and assessment, teaching “best practices” and the backgrounds and needs of students.

Domain 3: Planning, Implementing, and Managing Instruction

Standard 3.a. Planning for Standards-Based ESL and Content Instruction:

- Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELs.
- They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and/or content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction:

- Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing.
- Candidates are knowledgeable about curricular options and are able to create and use both language and content objectives.
- Candidates support academically oriented ELs access to the core educational curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction:

- Candidates are familiar with a wide range of second language curricular approaches and standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and/or content teaching.

Domain 4: Assessment

Standard 4.a. Issues of Assessment for English Language Learners:

- Candidates demonstrate understanding of various assessment issues as they affect ELs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment:

- Candidates know and can use a variety of standards-based language proficiency evaluation instruments to show language growth and to inform their instruction.

Standard 4.c. Classroom-Based Assessment for ESL:

- Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

Domain 5: Professionalism

Standard 5.a. ESL Research and History: Candidates demonstrate knowledge of history, research, public policy, and current practices in the field of ESL teaching and apply this knowledge to inform teaching and learning and demonstrate leadership on these issues in their institutions and professional communities;

Standard 5.b. Professional Development, Partnerships, and Advocacy:

- Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELs.

Standard 5.c.: Professional Code of Ethics¹:

- Candidates should strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach. Candidates should believe in the worth and dignity of each human being and in educational opportunities for all.
- Candidates should strive to uphold these ethical responsibilities to students, parents, and the education profession.

International Literacy Association Standards

ILA Standard 1: Foundational Knowledge: 1.1: Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

ILA Standard 2: Curriculum and Instruction Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2.1: Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

ILA Standard 4: Diversity Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

4.1: Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

4.2: Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

4.3: Candidates develop and implement strategies to advocate for equity.

IRA Standard 5: Literate Environment Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

¹ This section has been adapted from the “Professional Code of Ethics for Kentucky School Certified Personnel.”

5.2: Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

5.3: Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

5.4: Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Classroom Behavior Policies

Students should come to class prepared to responsibly participate in class discussions and tasks. There should be no use of electronic devices, except for their pedagogical applications. Students are expected to treat all class participants with respect and courtesy, in whole class and small group settings.

Group Work Policies

Small group work is an integral part of this course design. Students are expected to participate fully and responsibly in their small groups, including attending meetings, collaborating with peers, completing on time their share of the curriculum committee tasks and engaging in reflective tasks on small group learning. Failure to meet these course standards will result in a lower course grade or failure for the course.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Course Policy for Attendance

This course is designed to be highly interactive, with many opportunities for small group work and whole class discussions. **A maximum of two class unexcused absences are allowed.** If you do have to miss a class, you are responsible for 1) notifying the instructor, prior to class; 2) making arrangements to collect course materials; 3) checking in with group mates; 4) posting or turning in any course assignments due that day. The instructor reserves the right to ask students for documentation of Excused Absences. The course follows the university's policies on Excused Absences (see below).

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious

holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Class Schedule

Module I

- Week 1: Introduction to Course Themes & Design
Thematic Units
- Week 2: Curriculum Design Principles
Instructed Second Language Acquisition
- Week 3: Thinking Linguistically in the ESL Classroom
Challenges English Learners Face: Cultural, Linguistic, Academic
- Week 4: Lesson Planning:
 - * Creating content objectives
 - * Creating language objectives
- Week 5: Best Practices for English Learners
Planning for Learning & Assessment
Content-based Instruction

Module II

- Week 6: Introduction to Sheltered Instruction
Reading: Cognitive & Social Theories
Curriculum Design Committees formed
- Week 7: L2 Reading Development
Thinking linguistically about literacy
Text analysis: Language, Culture & World Knowledge
- Week 8: Scaffolding Reading
L2 Reading in the Content Areas
Thematic Units and L2 Development
- Week 9: Scaffolding Reading for Academic Development
Assessment of L2 Reading Development
Advocating for English Learners

Module III

- Week 10: L2 Writing Development
Interlanguage Growth
Error Correction
- Week 11: Sheltered Instruction for Writing
Scaffolding for Academic Writing
Creating Writing Learning Objectives
- Week 12: Genre Approach to Literacy Use
Task-based Learning: Academic Writing
Due: Interim work-in-progress Report
- Week 13: Thinking linguistically about L2 Writing
Writing Task Analysis: Language, Culture & World Knowledge

L2 Writing in the Content Areas

Week 14: Advocating for English Learners

ESL Teacher Roles: Planner, Advocate, Peer Mentor

Students Presentations of Curriculum Unit

Week 15: Language and Content Development

Student Presentations of Curriculum Unit

Due: Curriculum Project: Final Thematic Unit

Due: 1 Week after final class:

Individual Curriculum Tasks

Final (Graduate) Paper: Advocating for English Learners