

Academic English in the Content Areas

15:253:510 / Spring 2013

Online

3 credits

Instructor	Christelle Palpacuer Lee
Email	Christelle.palpacuer-lee@gse.rutgers.edu
Phone	732-932-7496 – 006
Office Hours & Location	Online: Wednesdays 10am-11am on eCollege. In person, by appointment (usually on Th. 1-4pm). Please email at least 2 days ahead.) GSE, 10 Seminary Place, Room 006
Mode of instruction	Online

General Course Description

This course provides students with a working understanding of the concept of “academic English” and how it can be taught across the grade levels and content areas. The course will provide students with the foundation for analyzing the language and content demands of academic English in mainstream and ESL classroom, as well as an understanding of research on how English Language Learners (ELLs) can best be taught academic English. As students work to examine the forms and functions of academic English, in the context of academic subject areas that span K-12 education, they will identify strategies for scaffolding instruction in multiple grades and subjects.

The course will also focus on developing graduate-level academic writing and presentational skills. Throughout the course, participants will be given many opportunities to reflect upon and develop their personal theory of teaching Academic English, which they will use as a foundation for their practice as they teach or encounter ESL and bilingual students to foster the success of *all* students.

The course is essentially hands-on and collaborative. By the end of the semester, students will have produced a series of lesson plans and segments, along with pedagogical items that they can readily use in their classrooms. Because of the highly collaborative nature of the course, students will also be able to exchange materials with each other, and thus expand their repertoires of practice and their teaching resources.

Learning Goals

The goals of this course are (1) to demonstrate an understanding of the diversity of English language learners; (2) to understand what academic English is and how to teach it; (3) to develop strategies to teach Academic English in the two most important contexts for ESL teachers: in sheltered instruction, and in co-teaching situations; (3) to develop significant knowledge of research in education, intersections with systemic issues, research-to-practice issues, and future challenges in areas that affect the education of ELLs; (4) to hone knowledge, skills and dispositions to help ELLs increase Academic English proficiency, content-area knowledge, and to become fully participating members of their classrooms and schools; and (5) to practice professional collaboration and lesson planning.

This course meets the following New Jersey Professional Teaching Standards:¹

- 1) Standard 1: Subject matter knowledge;
- 2) Standard 2: Human growth and development;
- 3) Standard 3: diverse learners;
- 4) Standard 4: instructional planning and strategies;
- 5) Standard 5: Assessment
- 6) Standard 6: Learning Environment
- 7) Standard 7: Special needs
- 8) Standard 8: Communication
- 9) Standard 9: Collaboration and partnerships

Class Materials and requirements

(1) Required textbook:

Freeman, Y. and Freeman, D. (2009). *Academic Language for English Language Learners and struggling readers: How to help students succeed across content areas*. Portsmouth, NH: Heinemann. ISBN-13: 978-0-325-01136-3

PLEASE PURCHASE THE LATEST EDITION OF THE TEXTBOOK IN ORDER TO BE ON THE SAME PAGE AS THE INSTRUCTOR.

Echevarria, J., Vogt, M. E., and Deborah Short. (2013). *Making content comprehensible for English Learners: The SIOP Model*. Pearson: New York. ISBN: 978-0-13-268972.

(2) Suggested texts:

Celce-Murcia, M. and Diane Larsen-Freeman. (1999). *The Grammar Book : an ESL / EFL Teacher's Course*. Heinle & Heinle (International Thomson Publishing, Inc.).

Perrin, R. (2007). *Pocket Guide to APA Style*. Boston, MA: Houghton-Mifflin. ISBN-10: 0547201931

Note on getting textbooks: The required and suggested texts are available from any commercial bookstores on-line, new or second-hand. In addition, this texts are also available for rent, at a lesser cost and sometimes in electronic format, from eCampus.com and others. Please check these websites before purchasing. You will have 2 or 3 weeks after the course begins to get the textbooks.

(3) Standards Documents

NJCCS (New Jersey Core Curriculum Standards) <http://www.state.nj.us/education/cccs/>

TESOL standards (Teaching English for Speakers of Other Languages) <http://www.tesol.org/advance-the-field/standards>

WIDA standards (World Class Instructional Design and Assessment) <http://www.wida.us/standards/eld.aspx>

(3) Access to eCollege

In this course, we will be using eCollege as a learning environment for this class. Students will therefore need to have access to the eCollege course management system and to the shell associated with this course. Please make sure you are familiar with eCollege and operational by the

¹ <http://www.state.nj.us/education/profdev/profstand/standards.pdf>

beginning of the semester. There will be no training on how to use eCollege in this course. It is your responsibility to check the assignment deadlines and to submit your work in a timely manner. Your instructor is not responsible for technical issues related to eCollege. Please contact the eCollege helpdesk if you are having troubleshooting issues. **Email:** help@ecollege.rutgers.edu. **Phone:** 877-778-8437 (24 hours a day, 7 days a week, 365 days a year).

Course Plan

This course is built around four units. Each unit contains three to four lessons. At the end of each unit, students will be asked to submit a project or an assignment for evaluation. Over the course of the semester, you will therefore submit four projects/ assignments that will each count 15% of the final grade. The remaining 40% of your grade will be obtained through class participation and the completion of weekly assignments.

Unit 1: Introductions

Lesson 1: greetings

Lesson 2: What is academic language?

Lesson 3: Who are the learners of Academic English?

Unit 1 project: *Create a presentation about the demographics of a New Jersey district.*

Unit 2: Academic Language

Lesson 1: What is the distinction between academic language and conversational language?

Lesson 2: What is academic register?

Lesson 3: How do we teach the language component?

Lesson 4: How can we use textbooks for teaching the language component?

Unit 2 project: *Write a 5-page analysis of a text and its content and outline a lesson plan.*

Unit 3: Sheltered Instruction and the SIOP Model

Lesson 1: What is the SIOP model?

Lesson 2: How can we develop academic vocabulary and background knowledge?

Lesson 3: How can we focus on strategies and interactions?

Lesson 4: How can we use the SIOP Model for lesson delivery?

Unit 3 project: *Develop a lesson plan for sheltered instruction and videotape 5mn of lesson.*

Unit 4: Strategies for co-teaching

Lesson 1: How can we promote Academic Language in the Social Sciences?

Lesson 2: How can we promote Academic Language in Maths?

Lesson 3: How can we promote Academic Language in Sciences?

Unit 4 project: *Develop a lesson plan and strategies for co-teaching a content course.*

Assignments

- 1. Unit 1 project: Understanding who are Academic English learners (15% of final grade).** You will conduct a three-phase research project about a New Jersey district or school. You should take advantage of your field placement to collect information and start talking to ESL teachers in your school.

Phase 1: School-level demographics typically report only broad categories of students – Asian, Hispanic, White, Black, and Native American. Create a more detailed demographic profile of your school / district that includes information on each student's country of origin, ethnicity or ethnicities, language or languages spoken, and level of English proficiency. Create a visual presentation of your findings using PowerPoint, Prezi, Explain Everything or any other software we can share on VoiceThread.

Phase 2: Discuss briefly the implications of these findings for the school's /district's instructional programs. After reading over Freeman and Freeman (ch.1), which of the demographic trends listed best fits your school / district situation? You can voice over these comments onto your visual or add them on.

Phase 3: Interview an ESL teacher to find out about the diversity of ESL learners in the class. Review the classification sections in Freeman and Freeman (ch.1) and ask the teacher if any of her students fall into these categories. Then, with her permission, interview two or three ESL students (if permitted, no audio recording, just notes) using the Questions in your textbook (2pp. 21-22). Draft a portrait of these 2 or 3 students following the chapter's example. Add these findings to your presentation. Upload your presentation to VoiceThread.

- 2. Unit 2 project: Understanding and Analyzing Academic Language (15% of final grade).** You will write a 5-page paper (max. 1500 words including references) analyzing the features of academic English in a text. This text can be extracted from one of the textbooks we have worked with in this unit or from your own collection. You will then describe the students' strengths and challenges, and recommend ways of scaffolding instruction around that text, using clear examples. You will submit this paper to eCollege drop box and we will share your lesson segments and suggestions.

Phase 1: Choose a language arts or content text appropriate for a grade that you hope to teach;

Phase 2: Analyze in detail the academic features of the text using Freeman and Freeman. For grammar, refer to a grammar book and analyze how this language feature is presented. Then reflect on the ways you would present it to your students.

Phase 3: Explain the strengths and challenges that you imagine your students will bring to this text and describe the scaffolds and strategies you will use when teaching the text. Imagine you are writing for a principal or a colleague who has asked you to recommend best practices for teaching this grade-specific material.

- 3. Unit 3 project: Understanding the SIOP Model for sheltered instruction (15% of final grade).** You will submit a lesson plan for a sheltered ESL class that focuses on Academic English, and follows the SIOP Model. In addition, you will provide a 5mn video of yourself teaching a section of this lesson plan.

"In sheltered content classes, English learners participate in a content course where teachers

deliver grade-level objectives through modified instruction that that makes the information comprehensible to the students while promoting the students' academic English development." (Echeverria et. El., p. 15).

Phase 1: Select a topic appropriate for a grade that you hope to teach (see Echeverria for ideas).

Phase 2: Prepare a lesson plan that follows the SIOP Model. Make sure you integrate Lesson Preparation, Building Background, Strategies and Materials.

Phase 3: Make a 5mn video of yourself (or you and your group members) delivering a selection of your lesson. You will post these videos and they will be discussed in class.

- 4. Unit 4 project: Developing strategies for co-teaching Academic English and contents.** You will design a lesson plan for co-teaching in one content area (social sciences, maths, or sciences). You will select a topic, various texts and materials, analyze the features of academic English in a text and develop instructional strategies for co-teaching this unit (including activities, homework, etc.). You will submit this lesson to eCollege drop box, and we will share your units and suggestions.

Phase 1: Choose a topic in one content-area, appropriate for a grade that you hope to teach; select the instructional material you will want to use in this unit.

Phase 2: Analyze in detail the academic features of one of the chosen texts using Freeman and Freeman, or following this useful example:

(<https://sites.google.com/site/eringrueterctelleportfolio/analysis-of-academic-language>). For grammar, refer to a grammar book and analyze how this language feature is presented. Then reflect on the ways you would present it to your students.

Phase 2: Describe the strategies you would implement in this lesson.

Phase 3: Detail 4 teaching moments in your lesson. You need to include the title of the activity, the language and content goals, the procedures for teacher and students, a justification of your use of this strategy, and the materials required. (include these materials).

Phase 4: Choose 2 teaching moments and videotape yourself teaching them.

Participation (40 % of final grade)

A significant portion of our learning activities will take place online. Your participation to these activities is essential to your personal learning experience, and to the learning trajectory of our class community.

I expect students to log in TWICE A WEEK to complete their online work. Most of our class work will take place in two phases: (1) students complete the assignments by Wednesday of each week (log 1); (2) students respond to each other and reflect on each other's submission by Friday of each week (log 2). As your instructor, I will also be logging in at least twice a week to check everyone's progress, insert comments and suggestions, assess your participation and your work, chat, respond to questions, etc. Usually, we will NOT meet online at specific times for a synchronous discussion. Most of this class is asynchronous, which means that we do not all need to be in front of our computer at the same time, on the same day. While this format allows us some flexibility in the organization of our work, you should remember that most work is due on Wednesday of each week, while the second part of your work will be due by the following Friday.

I would like to underline that a substandard behavior in terms of participation might cause problems in terms of your class performance and your final grade. Remember: your participation is worth 40% of your grade in this online course.

The format of an online course may be new to some of you, and you may want to know what my expectations are regarding participation. I am looking for you to post thoughtful, well reasoned expressions of your thinking about Academic English and to respond to your classmates' ideas in the same way. I will usually ask you to respond to two or three of your classmates in a threaded discussion or in a VoiceThread entry. In most instances, you will be asked to work in small groups, and sometimes individually. Our discussions will most likely be class-wide and asynchronous.

Obviously, how well you do this will impact your class participation grade. Here is a breakdown of what makes for a good grade in class participation based on your responses to class and group discussions. You will want to be in the "Good" column for most of your communications each week.

CATEGORY	GOOD	AVERAGE	POOR	NO CREDIT
Topic Entry	Responds to the topic's by the due date.	Responding to the instructor's topic within a day of the due date /	Responding to instructor's topic more than 24 hours after due date /	Not responding to the topic.
Quality Entry	Student's reflection adds to the discussion and points out issues and strategies useful to group. Original work, insightful.	Student's reflection adds moderately to the discussion. Not all comments are substantiated with reasoning or source citation. 1 elements of response is missing	Students' reflection does not add to the discussion. Student does not substantiate comments with reasoning or source citation. several elements of response missing	Not responding to the topic.
Peer response	Responding to the requested number of peer postings within 2 days.	Responding to the requested number of peer postings within three days - OR - not responding to enough of your peers' postings.	Entering your peer responses just before the discussion thread closes - OR - ONLY responding to 1 peer	Responding to none of the peers.
Final response	Responding to all peers who have posted a response to you.	Responding to 3/4 of the peers who have posted a response to you.	Responding to 1/2 of the peers who have posted a response to you.	Responding to NONE of the peers who have posted a response to you
Quality responses	Student comments that add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any comments made with reasoning or even source citation.	Student comments that add moderately to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made with reasoning or even source citation.	Student comments that do not add to the discussion. Student does not substantiate any comments made with reasoning or even source citation. Posting is simple: "I agree" or "Yes" or "No"	Student does not participate at all in the threaded discussion.

Course Grades

Grade	Percent
A	95.00-100.0%
B+	90.00-94.99%
B	85.00-89.99%
C+	80.00-84.99%
C	75.00-79.99%
F	Under 75%

Class Policies

Academic Integrity Policy: The consequences for violating policies of academic integrity and the student code of conduct are serious. I expect that you will comply with standards of academic integrity (that is, all the work you present is your own) in this course. For any and all assignments no copying of any kind is allowed, unless copied text is placed within quotations and appropriately cited. Paraphrased text must be appropriately cited. *The consequences of clear evidence of extensive plagiarism include, but are not limited to, a grade of F for the assignment AND the course.* If you have questions about an assignment or the course content, please seek assistance. You should not turn in the same work in two separate classes. To avoid problems, don't wait until the last minute to begin an assignment.

- For information on the academic integrity policy, please go to:
<http://academicintegrity.rutgers.edu/integrity.shtml#l>
- A multimedia presentation on plagiarism can be found at:
<http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>
- The University Code of Student Conduct can be accessed at:
<http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>

NetID. The NetID policy, which took effect July 1, 2003, requires all students, faculty and staff to have a Rutgers NetID (Network Identifier), or username, on a Rutgers University Computing Services (RUCS)-maintained computer system, and to maintain a current email address in the Rutgers online directory. Follow this link to read the details about the policy and how to set up your NetID:

[Rutgers NetID and Email](#)

Care, Respect and Integrity. These three words apply to the written and verbal exchanges of this class. A respectful attitude is expected for class discussions, on-line postings on Sakai, and interpersonal communication with instructor and colleagues. Our classroom and learning environments are safe and open spaces. Please be respectful of each other and of your instructor.

Electronic devices such as cell phones must be off during class. Laptops permitted during lectures. Emails to instructor and peers should always begin by a greeting, include clear and reasonable questions and/or request, and end with salutations. I make sure to respond to emails within a couple of days (i.e. I do not always respond within the next 10 mn, nor do I check my messages at 3am). In the event I do not respond after that time, a kind email reminder is welcome.

Netiquette. "Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace. Here are links to several sources for generally accepted network etiquette. Please review this material, be familiar with the core principles of netiquette and please follow these guidelines during the term of this course:
[Netiquette Home Page on Albion.com](#); [User Guidelines and Netiquette by Professor Rinaldi, Florida Atlantic University](#); [Online netiquette.com links](#)

"Netiquette" provides some basic guidelines about how to behave in an online format, such as not using all capital letters online because that represents the vocal equivalent of shouting. In addition to these basics, please remember that this is a graduate course where much of the academic work is taking place online. It is not the same as communicating with friends via Facebook or Twitter, nor is it equivalent to sending text messages to friends or colleagues. I expect complete sentences, good English grammar and written compositions that are devoid of spelling and syntax errors. It is especially important in the academic and professional online settings to communicate clearly, concisely and intelligently. This course provides practice in that arena, as well as preparation for future professional development that will include online components. The one exception to this rule will be the chat session

exercise, during which there will be no penalty imposed for misspellings, sentence fragments or for employing commonly used chat acronyms - keyboard shortcuts (cf: [chat acronyms](#) website).

Accommodations for Disabilities: Students requiring accommodations related to disabilities should make sure that they communicate their needs in advance to the instructor in coordination with the Rutgers Office of Disability Services to ensure that they receive appropriate supports.

Syllabus and Assignment due dates

Week	Discussion Topic	Date	Required Readings / Assignments
Unit 1: Introductions			
Lesson 1	Introduction to course and online learning.	January 23	Review Course Home documents and info on eCollege. Respond to ice-breaker/introduction thread.
	Getting to know each others.	January 25	Respond to two other students' entries.
Lesson 2	What is Academic Language?	January 30	View the video of Dr. Robin Scarcella on Reading Rockets: http://www.readingrockets.org/webcasts/3003/?trans=yes Individual work: Answer questions in Journal. Group work: Make a webliography about Academic English. Each group should find 10 web links to pages of interest for Academic English.
		February 1	Individual work: Evaluate three of the Websites other students posted.
Lesson 3	Who are the learners of Academic English?	February 6	Freeman & Freeman, Chapter 1: Understanding who needs academic language. Scarcella (2003). Academic English: A conceptual framework. Answer questions to check understanding of material. Group work 1: Prepare interview of an ELL at Rutgers. Post 10 questions to get to know this learner, and explain how you are in touch with this person.
		February 8	Group work 2: Upload your interview as a podcast (5mn max) as well as a short description (anonymous) of your informant following Freeman & Freeman.
		February 13	Individual work: Respond to one posted interview and respond to 1 other student's response.
Unit 1 Project due February, 22 at 23:59pm in Dropbox			
Unit 2: Academic Language			

Lesson 1	What is the distinction between academic language and conversational language?	February 13	Videos (The Wire Project 8) and activity. Individual work 1: Find another examples of the distinction between academic and conversational language and post your analysis in VoiceThread.
		February 15	Individual work: Respond to 2 VoiceThreads and respond to 1 other student's response to you.
Lesson 2	What is Academic register?	February 20	Freeman and Freeman, Chapter 3: Making sense of the academic registers of schooling. Individual work: Answer questions in Journal. Group work: Tape-record 10 mn of a class. Respond to 3 p. 69.
		February 22	Unit 1 Project due February, 22 at 23:59pm in Dropbox
Lesson 3	What is the language of academic texts?	February 27	Freeman and Freeman, Chapter 4, pp. 92-101 on genres. Individual work 1: Find another example of a text that illustrates a specific genre. Post your text and analysis to your Blog.
		March 1	Celce-Murica and Larsen-Freeman (1999), pp. 1-25: Introduction + grammatical metalanguage. Group work: Choose a grammatical issue, write a comparative analysis of this issue, and offer instructional strategies. Post a presentation to VoiceThread.
		March 6 -8	Individual work: Post a response to two presentations of grammatical issues. Respond to a comment made to you/your group.
Lesson 4	How can we use textbooks in class?	March 13	Freeman and Freeman, Chapter 4, pp. 71-78 on textbooks. Pair work: Answer questions 1 and 2 p. 102. Write a review for your textbook in Webliography.
		March 15	Individual work: Respond to two reviews and to two comments.
SPRING BREAK NO CLASS			
March 16-24			
Unit 2 Project due March, 19 at 23:59pm in Dropbox			
Unit 3: Sheltered instruction and the SIOP Model			
Lesson 1	What is the SIOP Model?	March 27	Echeverria et. al.:Ch. 1 Introducing the SIOP Model and Ch. 2 Lesson Preparation Individual work: Answer question 3 P. 23 in Journal. Answer questions 1 and 6 p. 61-62 in Journal.

Lesson 2	How can we develop academic vocabulary and background knowledge?	March 29	Chapter 3 building background knowledge and Chapter 4 Comprehensible Input Individual work: Answer questions 3 and 4 p. 94 in Journal.
Lesson 3	How can we focus on strategies and interactions?	April 3	Chapter 5 Strategies and Chapter 6: Interactions Individual work: Answer questions 4, 5 and 6 p. 141 in Journal.
Lesson 4	How can we use the SIOP Model in the classroom?	April 5	Chapter 7 Practice and Applications and Chapter 8 Lesson Delivery. Individual work: Post a first draft of your SIOP lesson plan. Follow the model from each textbook chapter (The Lesson; Teaching Scenario).
		April 10	Individual work: Write the Discussion (see model in each chapter) section of another student's lesson.
		April 12	Unit 3 project due.
Unit 3 project due April, 12 at 11:59pm in Dropbox			
Unit 4: Strategies for co-teaching			
Lesson 1	How can we promote academic language in the social sciences?	April 17	Ashugar & Schlepergrell (2005) Group 1 presentation: Article + Text analysis + Teaching Scenarii.
Lesson 2	How can we promote academic language in maths?	April 24	Coggins, Kravin, Coates & Carrill (2007) Kersaint et. al. (2009) Group 2 presentation: Articles + Text analysis + Teaching Scenarii. Group 3: Write the Discussion section of Group 1 presentation
Lesson 3	How can we promote academic language in Sciences?	May 1	Dong (2002) and Gibbons (2003) Group 3 presentation: Articles + Text analysis + Teaching Scenarii. Group 1: Write the Discussion section of Group 2 presentation Group 2: Write the Discussion section of Group 3 presentation.
Conclusion			
		May 6	Discussion, conclusions.
Unit 4 project due May, 8 at 11:59pm in Dropbox			

