

## Academic English in the Content Areas

15:253:510:90 Spring 2014

Online

Instructor: Christelle Palpacuer Lee	Christelle.palpacuer-lee@gse.rutgers.edu
Phone Number 848 932 0796	10 Seminary Pl Rm 221
Office Hours: online Wednesdays 10am-11am and by appointment	Prerequisites or other limitations: none
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

### Learning goals

At the end of this course, you will be able to:

- demonstrate an understanding of the diversity of English language learners;
- understand what academic English is and how to teach it;
- develop instructional strategies to teach Academic English in the two most important contexts for ESL teachers: in sheltered instruction, and in co-teaching situations;
- demonstrate 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;
- 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;
- practice professional collaboration and lesson planning; and
- use online learning and teaching tools

### Course catalogue description

This course is taking a hands-on approach to the issue of Academic Language in the Content Areas. Ultimately, I would like you to become problem-solvers, advocates, and experts on this topic. You would be able to support English Language Learners (ELLs) by educating your peers and colleagues on the topic of Academic English in U.S. schools.

This course provides you 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 you 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 can best be taught academic English. As you work to examine the forms and functions of academic English, in the context of academic subject areas that span K-12 education, you 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, you will be given many opportunities to reflect upon and develop your personal theory of teaching Academic English, which you will use as a foundation for your practice as you 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, you will have produced a series of lesson plans and segments, along with pedagogical items that they can readily use in your classrooms. Because of the highly collaborative nature of the course, you will also be able to exchange materials with each other, and thus expand your repertoires of practice and your teaching resources.

Academic English in the Content Areas is a very complex but exciting topic. It is actually critical that educators understand Academic Language and the stakes, issues, and strategies it involves. I am very eager to get the conversation started with this class, and I look forward to meeting you online in the discussions. I already know some of you from in-person classes at the GSE, so for those I do not yet know, welcome and see you soon!

## **Class materials:**

### **Required Textbooks**

- 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
- Echevarria, J., Vogt, M. E., and Short, D. (2013). *Making content comprehensible for English Learners: The SIOP® model*. Pearson: New York. ISBN: 0-13-268972-3, 978-0-13-268972-4, 0-13-298309-5, 978-0-13-298309-9

### **Suggested Texts**

- Celce-Murcia, M. and Larsen-Freeman, D. (1999). *The Grammar Book: An ESL / EFL Teacher's Course*. Heinle & Heinle (International Thomson Publishing, Inc.).
- Perrin, R. (2009). *Pocket Guide to APA Style*. Boston, MA: Houghton-Mifflin. ISBN-10: 0547201931

### **Standards Documents**

- [New Jersey Core Curriculum Standards \(NJCCS\)](#) OR the core standards for your state. (Note: Selecting this link will open a new window with content that is outside

*Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

- [Teaching English for Speakers of Other Languages \(TESOL\) standards](#) (Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)
- [World Class Instructional Design and Assessment \(WIDA\) standards](#) (Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)

## Course Plan

This course is built around four units. Each unit contains three to eight lessons. At the end of each unit, you will be asked to submit a project or an assignment for evaluation. Over the course of the semester, you will 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 weekly assignments.

### **Unit 1: Introductions**

- Lesson 1: Introduction and 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 local district / school.

### **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 contents and outline a lesson plan.

### **Unit 3: Sheltered Instruction and the SIOP® Model**

- Lesson 1: Lesson Preparations
- Lesson 2: Building Background
- Lesson 3: Comprehensible Input
- Lesson 4: Strategies
- Lesson 5: Interaction
- Lesson 6: Practice and Application
- Lesson 7: Lesson Delivery

- Lesson 8: Review and Assessment
- Unit 3 project: Develop a lesson plan for sheltered instruction and record a 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.

### Major assignments

This course is built around four units. Each unit contains three to eight lessons. At the end of each unit, you will be asked to submit a project or an assignment for evaluation. Over the course of the semester, you will 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 weekly assignments.

## **Unit 1: Introductions**

- Lesson 1: Introduction and 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 local district / school.

## **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 contents and outline a lesson plan.

## **Unit 3: Sheltered Instruction and the SIOP® Model**

- Lesson 1: Lesson Preparations
- Lesson 2: Building Background
- Lesson 3: Comprehensible Input
- Lesson 4: Strategies
- Lesson 5: Interaction
- Lesson 6: Practice and Application

- Lesson 7: Lesson Delivery
- Lesson 8: Review and Assessment
- Unit 3 project: Develop a lesson plan for sheltered instruction and record a 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.

### Grading

<b>Grade</b>	<b>Percent</b>
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%

The course is divided into fourteen weekly sessions. Due dates for assignments and discussions are stated in Monday, the first day of the beginning of each weekly session.

Day 1	Wednesday
Day 2	Thursday
Day 3	Friday
Day 4	Saturday
Day 5	Sunday
Day 6	Monday
Day 7	Tuesday

All assignments are due at 11:59 PM on the due date posted.

### **Other policies**

### **Technical Assistance**

In this course, we will be using LearningStudio as a learning environment for this class. Students will therefore need to have access to the LearningStudio course management system and to the shell associated with this course. Please make sure you are familiar with LearningStudio and operational by the beginning of the semester. There will be no training on how to use

LearningStudio in this course, but a student orientation tutorial is available from the LearningStudio course list.

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 LearningStudio. Please contact the LearningStudio helpdesk if you are having troubleshooting issues.

Email: [help@ecollege.rutgers.edu](mailto:help@ecollege.rutgers.edu). Phone: 877-778-8437 (24 hours a day, 7 days a week, 365 days a year).

## **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 more information, read [the Academic Integrity Policy and the Student Code of Conduct at the Rutgers Academic Integrity site](#).

## **NetID Policy**

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. [Rutgers NetID details and how to set up 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 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.

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](#). *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
- [User Guidelines and Netiquette by Professor Rinaldi, Florida Atlantic University](#). *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*
- [Online netiquette.com links](#). *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

"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 (cross reference a [chat acronyms](#) website *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*)).

## Accommodations for Disabilities

Please Note: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and [provide documentation](#). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete [the Registration form on the ODS web site](#).

**Academic integrity: Make sure that you provide proper citations for all materials that you use in your lesson and unit plans.**

## **Tentative course calendar**

The week will begin on Wednesday (Day 1) and end on Tuesday (Day 7). In the lessons, the Day is referenced; refer to this course calendar for specific dates.

There will be THREE OPTIONAL in person meetings offered this semester.

- (1) The first in-person orientation meeting will take place on Tuesday, Jan. 21 from 1pm to 3pm at the GSE, Room 211.
- (2) The second in-person orientation meeting will take place on Monday, February 10 from 11am to noon, at the GSE, Room 211.
- (3) The third in-person orientation meeting will take place on Monday, April 14 from 2pm to 3pm, at the GSE, Room 211.

These meetings are not classes. Your classes are fully online. However, it is sometimes important to discuss some aspects of the class in person. For instance, the first meeting will be an orientation session that aims at helping you getting familiar with the platform and the course. In other words, on Tuesday, Jan. 21, I will be presenting the course, the syllabus, the curriculum, the calendar, and eCollege. Our second and third meetings aim at touching base and assessing your progression. They occur right before the unit assignment is due so that you know where you are headed.

These meetings are optional. I understand that the main advantage of taking an online class is to avoid coming to campus. For those of you who are taking an online class for the first time, you might want to have some opportunities to interact face-to-face with your instructor. Others may want the opportunity to get familiar with the platform before the semester starts. I will do my best to make these sessions available to those who can't attend (maybe through video if I can) but I invite you to consider joining me on those three dates.



## Unit 1: Introductions

### Week 1: U1 Lesson 1 - Introduction to course and online learning. Getting to know each

Dates	Activity	Points	Du
<b>IN PERSON ORIENTATION MEETING</b> Tues. Jan. 21 from 1-3pm GSE, Room 211  Jan 22–28	Discussion: 2 truths and a lie	10	Jan
	Discussion: Vita trading	10	Jan

### Week 2: U1 Lesson 2 - What is Academic Language?

Dates	Activity	Points	Du
Jan 29–Feb 4	Video: Academic English	NA	Jan
	Journal: Response to video	10	Fe
	Assignment: Webliography	5	Fe
	Journal: Evaluating webliography	5	Fe

### Week 3: U1 Lesson 3 - Who are the learners of Academic English?

Dates	Activity	Points	Du
<b>IN PERSON MEETING</b>	Readings: Freeman & Freeman, Chapter 1	NA	Fe

<b>MON. FEB. 10 11am- Noon GSE Room 211</b>	Journal: Labels	10	Fe
	Assignment: Interview	50	Fe
<b>Feb 5–Feb 11</b>	Unit 1 project assigned	150	Fe
<b>Unit 2: Academic Language</b>			
<b>Week 4: U2 Lesson 1 - What is the distinction between academic language and conversational language?</b>			
Dates	Activity	Points	Du
<b>Feb 12–Feb 18</b>	Readings: Freeman & Freeman, Ch 2; Video lecture	NA	Fe
	Discussion: Analyze language	30	Fe
<b>Week 5: U2 Lesson 2 - What is Academic register?</b>			
Dates	Activity	Points	Du
<b>Feb 19–Feb 25</b>	Readings: Freeman & Freeman, Chapter 3; Video lecture	NA	Fe
	Journal: Academic register	10	Fe
	Journal: Data collection and analysis	20	Fe
	Unit 1 project due	150	Fe
<b>Week 6: U2 Lesson 3 - What are the linguistic dimensions of academic language?</b>			
Dates	Activity	Points	Du
<b>Feb 26–Mar 4</b>	Readings: Freeman and Freeman, Chapter 4, pp. 92-101 on genres.	NA	Fe
	Journal: Genre text analysis	10	M
	Journal: Grammar	10	M
	Discussion: Analyze English grammar	30	M
<b>Week 7: U2 Lesson 4 - The academic language of textbooks</b>			
Dates	Activity	Points	Du

Mar 5–Mar 11	Readings: Freeman and Freeman, Chapter 4	NA	M
	Discussion: Analyzing textbooks	10	M
	Unit 2 project assigned	150	M
<b>Unit 3: Sheltered instruction and the SIOP® Model</b>			
<b>Weeks 8-11: U3 - SIOP® Lessons 1-8</b>			
Dates	Activity	Points	Du
<b>IN PERSON MEETING</b> <b>MON. APRIL 14 2-3pm. GSE, Room 221</b>	Readings: Echevarria Chapters 2, 3, 4, 5, 6, 7, 8, 9; videos	NA	Ap
	Discussions: Questions for each SIOP® Lesson	8 @ 10 each (80 total)	Ap
	Unit 2 project due	150	M
	Unit 3 project assigned	150	Ap
Mar 12–Apr 15			
<i>March 15-23 Spring Recess (Sat-Sun)</i>			
<b>Unit 4: Strategies for Co-Teaching</b>			
<b>Week 12: Unit 4 Presentations</b>			
Dates	Activity	Points	Du
Apr 16–Apr 22	Prepare presentations for Unit 4	NA	Ap
<b>Week 13: U4 Lesson 1 - How can we promote academic language in the social sciences?</b>			
Dates	Activity	Points	Du
Apr 23–Apr 29	Readings: Ashugar & Schlepergrell (2005)	NA	Ap
	VoiceThread: Group 1 presentation	150	Ap
	Groups 2 & 3: Write 5 comments about Group 1 presentation in VT	NA	Ap
	Unit 3 project due	150	Ap
<b>Week 14: U1 Lesson 2 - How can we promote academic language in maths?</b>			
Dates	Activity	Points	Du

<b>Apr 30–May 6</b>	Readings: Coggins, Kravin, Coates & Carrill (2007) Kersaint et. al. (2009)	NA	Ap
	VoiceThread: Group 2 presentation	150	M
	Groups 1 & 3: Write 5 comments about Group 3 presentation in VT	NA	M
<b>Week 15: U4 Lesson 3 - How can we promote academic language in Sciences?</b>			
Dates	Activity	Points	Du
<b>May 7–13</b>	Readings: Dong (2002) and Gibbons (2003)	NA	M
	VoiceThread: Group 3 presentation	150	M
	Groups 1 & 2: Write 5 comments about Group 3 presentation in VT	NA	M