RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

Academic English in the Content Areas
15:253:510:90 Spring 2015
Online

Instructor: Christelle Palpacuer Lee	Christelle.palpacuer-lee@gse.rutgers.edu
Phone Number 848 932 0796	10 Seminary Place -- Rm 221
Office Hours: online Wednesdays 10am-11am and by appointment	Prerequisites or other limitations: none
Mode of Instruction: ___ Lecture __ _ Seminar ___ Hybrid _ X __ Online ___ Other	Permission required: _x_ No __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!

<u>Class materials:</u>

Required Textbooks

- 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.)*

Grading

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%

The course is divided into fourteen weekly sessions. Due dates for assignments and discussions are stated in d
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.

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. 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

Unit 1: Introduction			
Week 1: - Introduction to course and online learning. Getting to know each other.			
Dates	**Activity**	**Points**	**Due Date**
Jan 20-23	Discussion: 2 truths and a lie	10	Jan 20-23
	Reading: Check the Course shell		

Unit 2: Academic Language			
Week 2: - What is Academic Language? 1/2			
Dates	**Activity**	**Points**	**Due Date**
Jan 24– Jan 31	Video: Academic English	NA	
	Discussion: Response to video	20	Jan 30
Week 3: – What is Academic Language? 2/2			
Dates	**Activity**	**Points**	**Due Date**
Feb 1– Feb 6	Readings: Cummins (2000)	NA	
	Discussion: Find example	30	Feb 6
Week 4: How does language interact with learning? 1/2			
Dates	**Activity**	**Points**	**Due Date**
Feb 7– Feb 13	Readings: Gibbons (1998; 2003)	NA	
	Discussion: Create task	30	Feb. 11
	Dscussion: Respond to a student	10	Feb. 13
Week 5: How does language interact with learning? 2/2			
Dates	**Activity**	**Points**	**Due Date**
Feb 14– Feb 20	Readings: Videos of teachers and Common Core	NA	
	Discussion: The Common Core and you	10	Feb 20

Unit 3: Academic Language in the Content Areas			
Week 6: How can I support ELLs in the Sciences? 1/2			
Dates	**Activity**	**Points**	**Due Date**
Feb 21–Feb 27	Readings: The Jigsaw + Example	NA	Feb 23
	Readings: Dong (2002) and Gibbons (2003)		Feb 23
	Readings: 1 reading from list		Feb 25
	Discussion: Collaborative Writing	50	Feb 27
	Feedback		March 1
Week 7: How can I support ELLs in the Sciences? 2/2			
Dates	**Activity**	**Points**	**Due Date**
Feb 28–Mar 6	Readings: Video + Lesson plan	NA	Mar 2
	Discussion: Answer questions about the video	20	Mar 4
	Discussion: Scaffold science lesson	30	Mar 6
Weeks 8: How can I support ELLs in Math? 1/2			
Dates	**Activity**	**Points**	**Due Date**
Mar 6–Mar 13	Readings: Coggins et. al (2007) + Kersaint (2009)	NA	Mar 9
	Readings: video		Mar 9
	Readings: 1 reading from list		Mar 9
	Discussions: Collaborative Writing	50	Mar 13

March 13-22 Spring Recess (Sat-Sun for Rutgers)			

Week 9: How can I support ELLs in Math? 2/2

Dates	Activity	Points	Due Date
March 13– March 27	Readings: Lesson plan + PARCC sample	NA	Mar 23
	Discussion: scaffold a PARCC task	50	Mar 27

Week 10: STOP and THINK

Dates	Activity	Points	Due Date
Mar 28– Apr 3	Discussion: Reflect on your experiences teaching math and sciences to ELLs.	30	Apr 3

Unit 4: The SIOP® Model and Sheltered Instruction

Week 11: How can I design effective lesson plans for ELLs in the content areas?

Dates	Activity	Points	Due Date
Apr 4– April 10	Readings: Echeverria and Voigt, Ch.1 + videos	NA	Apr 8
	Discussion: Share thoughts about the SIOP® Model	50	Apr 10

Week 12: How can I design effective lesson plans for ELLs in the content areas?

Dates	Activity	Points	Due Date
Apr 11- Apr 17	Readings: Lesson Design – Building Background + Strategies + Lesson Introduction in Echeverria et.al.	NA	Apr 15
	Discussion: Discuss a SIOP® lesson plan using the SIOP® rating form.	50	Apr 17
	Individual work: Start planning your own SIOP® lesson plan. You can discuss in Chat Room with each other	NA	ongoing

Week 13: How can I design effective lesson plans for ELLs in the content areas?

Dates	Activity	Points	Due Date
Apr 18– April 24	Readings: Lesson Delivery – Comprehensible Input + Interaction + Lesson Delivery in Echeverria et. al. + videos	NA	Apr 22
	Discussion: Watch video of beginning SIOP® lesson. Discuss potential difficulties with the lesson you are designing.	50	Apr 24
	Individual work: Continue planning your SIOP® lesson plan. You can discuss in Chat Room with each other	NA	ongoing

Week 14: How can I design effective lesson plans for ELLs in the content areas?			
Dates	Activity	Points	Due Date
Apr 25- May 4	Readings: Lesson Assessment	NA	Apr 27
	Task/Discussion: Upload your first draft of a SIOP® lesson to the Discussion		Apr 27
	Activity/Discussion: Peer assessment of lesson plans. Complete rating form and write Discussion of a peer's lesson.	50	May 1
	Discussion: Debrief the SIOP® lesson plan design process	20	May 4

Week 15: Have we met our objectives?			
Dates	Activity	Points	Due Date
May 5 – May 8	Summary	NA	May 5
	Discussion: Have we met our objectives? What is the highlight of this class? What can you bring back to your classroom?	50	May 8

Revised SIOP® Lesson Plans are due by MAY, 15 at 23:59pm on eCollege