

Academic English in the Content Areas
15:253:510:90 and 15:253:510:91 Spring 2016
Online

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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

- Zweirs, J. (2014). *Building Academic Language* (2nd ed.). San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-74485-7. The textbook is shared with ESL Secondary Methods. It is for sale on Amazon (\$18 new and \$14 used, as of 01/05/2016).
- Short, D. & Echevarria, J., (2015). *Developing Academic Language with the SIOP Model*. Pearson: New York. ISBN-10: 0137085249, ISBN-13 978-0137085248. The textbook is for sale on Amazon (\$42 new and \$38 used, as of 11/16/2015).

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.)

Major Assignments

There are two milestone assignments for this class. Participation and weekly work represents a large part of your final grade.

Milestone Assignment 1: Analysis of Academic Language (30% of final grade, due March, 14)

The goal of this assignment is to support your analysis of academic language, so that you can, in turn, promote academic language use in your classrooms.

Select a text (audio, video, print, conversation) and analyze the role of language, and in particular, the features of academic language in the text.

Use Zwiers, ch. 1-4 and at least 1 research article (from Doc. Sharing, or the Zwiers' chapter bibliographies) to analyze the role of language, and its relationship to academic language, in the text you have selected.

Outline one activity to help cultivate academic language acquisition. Use Zwiers (ch.3 & 5 for ideas).

Your analysis should include the following sections:

1. **Context of the segment**

In this section, you provide the information necessary for your reader to contextualize the text you have selected.

Where is this text from? What kind of text is it (first person narrative, fiction, non-fiction, poetry, etc.)? Why was this text produced?

2. **Description of the segment**

This is a short section that states what is so interesting about the text you have selected. If your text is a conversation, please insert the transcription in this section.

What is this text specifically about?

3. **Analysis of the use of English and Academic English**

This section contains your analysis of the language used in the text. Specifically, you should focus on academic language. This is your most important section and you should spend more time on performing the analysis. Use Zwiers, ch. 4 for your analysis, as well as 1 additional academic source from DocSharing or from Zwiers' bibliography.

What are the features of academic grammar in this text? (Subordinate clauses, passive voice, nominalization, clarity, meaning, vocabulary, modals, qualifiers, metaphors, etc.). What do these features related to the language of the content areas?

4. **Activity to support the development of academic English**

This section builds on your analysis and outlines one activity that could support the development of your students' academic language, and help them interact with this text.

Use chapters 3 and 5 for ideas. Design the activity, include the student worksheets and answer keys.

What activities can help students engage with this text? (think alouds, personification, whole-class discussion, role plays, panel, poster presentations, jigsaw, Think Pair Share, etc.)

<i>Rubric Milestone Assignment 1 / 20 pts (turned into /100)</i>				
Category/Quality	Does not meet expectations – 1 pt	Shows progress towards goals – 2 pts	Meets expectations – 3 pts	Exceeds expectations – 4 points
Text	Text selected is not appropriate, Context and Description missing or unrelated/inaccurate.	Appropriate text selected. Context or Description of the segment is missing.	Appropriate text selected. Interesting use of the text. Context + description of the segment are organized as an introduction.	Original text selected. Unique use of the text. Context + description are inviting.
Organization	There is little sense that the writing is organized.	Some details are not in a logical or expected order. Included information on the required topics.	Required organization generally respected.	Information is presented with the required organization.
Sources	No additional source added to the analysis	Additional source is not related to topic or not a peer-reviewed journal article.	Additional source is peer-reviewed from academic journal. It serves the analysis, but tends to repeat it.	Additional source is a peer-reviewed academic paper. Adds to the analysis and sheds additional light on the topic.
Analysis	There is a seemingly random collection of information.	There is a need for more supporting information, better organization, and better analysis of the language in the text.	Events and stories are connected to the topic. Analysis successfully outlines connections between events and self.	Connections between stories, events, and self are clear. These connections are made reported in unusual and creative ways.
Applications	There is no classroom activity.	Classroom activity is incomplete or does not match the analysis.	Classroom activity is designed to support the analysis.	Classroom activity is original. It furthers and challenges the analysis.

**Milestone Assignment 2: SIOP® Model Lesson for Sheltered Instruction
(30% of final grade, due May. 8)**

You will submit a lesson plan for a sheltered ESL class that focuses on Academic English and follows the SIOP® Model. Your lesson plan will focus on one content area (mathematics, 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 lesson (including activities, homework, etc.) You will use the SIOP® lesson plan template to advance academic language proficiency. Note, however, that there are no videos associated with this lesson plan.

You will, therefore, be assessed on the planning/design of your lesson, not on your performance (lesson preparation, building background, strategies, practice & application, and the planning side of interaction). The SIOP® rubric (only the SIOP® categories listed above) will be used to assess your lesson plan. (see textbook p. 127)

Participation

(40% of final grade, weekly)

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. Each activity will be worth 5-10% of your final grade; this will be indicated in the instructions for the assignment.

The weekly assignments are usually due on Sundays. Some assignments require you log in at least twice, posting on Sunday, and then responding on Wednesdays.

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 Sunday of each week.

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 one or two of your classmates in a threaded discussion entry. In most instances, you will be asked to work 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.

Rubric for participation

Category	Good	Average	Poor	No credit
Topic entry	Responds to the topics 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	Adds to the discussion and points out issues and strategies useful to group. Original work, insightful.	Adds moderately to the discussion. Not all comments are substantiated with reasoning or source citation. One element of response is missing	Adds to the discussion. Comments not substantiated 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	Adds significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Substantiated comments made with reasoning or even source citation.	Adds moderately to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Comments not substantiated with reasoning or even source citation.	Does not add to the discussion. Comments not substantiated: clear reasoning or source citation missing. Posting is simple: "I agree" or "Yes" or "No."	Absence of participation. No response.

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%

Technical Assistance

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/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](#). All our communication will be sent to your Rutgers email address (@rutgers.edu). Please update your email address in the eCollege course shell right away to insure effective communication in this class.

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 19-24	Reading – Zwiers, ch.1 Check the Course shell and syllabus. Update email address		
	Activity -- Examine a lesson in the content areas. Comments, notes, observations, questions. Discussion – What skills and knowledge do you need to develop in order to teach this lesson? (setting goals for yourself in this class).	10	Jan 24

Unit 2: Academic Language

Week 2: - What is Academic Language? 1/2

Dates	Activity	Points	Due Date
Jan 25–Jan 31	Reading -- Video: Academic English	NA	
	Activity: Response to video Discussion: Respond to a peer	20	Jan 31

Week 3: – What is Academic Language? 1/2

Dates	Activity	Points	Due Date
Feb 1–Feb 7	Readings: Zwiers, ch. 2 (Academic Language in the Common Core) Videos of teachers and Common Core.	NA	
	Activity: Analyze the features of academic language in a text. Discussion: The Common Core and you		Feb 7

Week 4: How does language interact with learning? 1/2

Dates	Activity	Points	Due Date
Feb 8–Feb 14	Readings: Zwiers, ch.4	NA	
	Activity: Analyze the features of language, complexity and abstraction. Discussion: What are general academic language expressions that are		Feb. 14

	used across content areas? Can you make a list that could be used by your students?		
Week 5: How does language interact with learning? 2/2			
Dates	Activity	Points	Due Date
Feb 15– Feb 21	Readings: Zwiers ch.3	NA	
	Activity: Modeling – think aloud example Discussion: What motivates students to talk in your class? Why are some students silent? What can you do to engage all your students?		Feb 21
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 22– Feb 28	Readings: Video “Facilitating Academic Discourse” + Zwiers, ch.5	NA	
	Discussion: Answer questions about video Activity: Create two additional activities to make the discussions in the video more effective. Use resources and ideas from Zwiers, ch. 5		Feb 28
Week 7: How can I support ELLs in the Sciences? 2/2			
Dates	Activity	Points	Due Date
Feb 29– Mar 6	Readings: Science story lesson plan + Zwiers, ch. 6	NA	
	Discussion: Answer questions about the lesson plan. Activity: Create 2 small group activities to support academic language development (use Zwiers, ch. 6 for ideas).		Mar 6
Week 8: STOP and THINK			
Dates	Activity	Points	Due Date
Mar 7– 13	Discussion: Reflect on your experiences teaching content (math, sciences, social sciences, language arts) to ELLs.		Mar 13

	Lesson Plan: Select a content area for your final lesson plan.		
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March 14-20 Spring Recess for Rutgers

Milestone assignment 1: Analysis of academic language and its acquisition – Due March, 14
 Select a text (audio, video, print, conversation) and analyze the role of language. Use Zwiers, ch. 1-4 and at least 1 research article from Doc. Sharing or the Zwiers’ chapter bibliographies.
 Outline one activity to help cultivate academic language acquisition. Use Zwiers (ch. 1-4 for ideas).
 Check the example from The Wire.

Weeks 9: How can I support ELLs in Math? 1/2

Dates	Activity	Points	Due Date
Mar 21– Mar 27	Readings: Zwiers, pp. 101-108 + Video Changing Math Education	NA	
	Activity: Complete the making Matchsticks activity (page 3). Discussion: From a student perspective, what was hard, what was useful, what activities would you add? Etc.		Mar 27

Week 10: How can I support ELLs in Math? 2/2

Dates	Activity	Points	Due Date
March 28–April 3	Readings: PARCC sample	NA	
	Activity: Complete one test item of PARCC (Grade 8 Practice test). Create 1 activity for building academic language and content. Use the Matchsticks example for the language of math section.	50	April 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.2 + videos	NA	
	Discussion: Share thoughts about the SIOP® Model Activity: 1p. 37 Cumulative activities towards lesson plan: Select a topic, content and level.		Apr 10 ongoing

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: Echeverria and Voigt, ch.3 + ch.4 Lesson Design – Building Background + Strategies + Lesson Introduction in shell.	NA	
	Discussion: Discuss language objectives of a SIOP® lesson plan		Apr 17
	Cumulative activities towards lesson plan: Write language objectives of your lesson plan. Analyze academic language in selected text (print, video, illustration, etc.) for the lesson. Design 1 activity to build vocabulary.		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: Echeverria and Voigt, ch.5 + ch.6 Lesson Delivery – Comprehensible Input + Interaction + Lesson Delivery in Echeverria et. al. + videos	NA	
	Discussion: Read through the lesson plan presented on pp.87-88. What scaffolds would you add for beginner English speakers?		Apr 24
	Cumulative activities towards lesson plan: Design 1 activity to promote academic oral language through collaborative discussions.	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 plans.	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 4

**Milestone assignment 2: Lesson plan with a focus on academic language in the content areas
Due May 8**

Write a lesson plan with a focus on academic language in the content areas (either math, science, language arts or social science). Your lesson should include language objectives and at least two activities to promote academic language.

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, 8 at 23:59pm on eCollege