



**Dixie State College of Utah  
 Department of Education  
 Syllabus Summer 2012  
 ELED 4440 ()  
 Integrating Language and Content/ESL (3 credits)  
 May  
 9:00-11:30am (Monday-Friday) Room**

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 <p style="font-size: small; margin-top: 10px;"> <b>D-Diversity</b>  <b>E-Effective Pedagogy</b>  <b>S-Subject Matter</b>  <b>E-Environment</b>  <b>R-Reflective</b>  <b>T-Teaching Dispositions</b> </p> 	<p style="text-align: center;"><b>Program Philosophy</b></p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p>
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**D.E.S.E.R.T. Model Principles**

**D-Diversity (DM1):** Teacher candidates understand that diversity differences (e.g., race, gender, ethnicity, culture, exceptionalities, sexual and/or religious differences) affect learning and provide culturally responsive curricula and teaching that meets the needs of all students. (TEAC QP1.2, Q. 1.3; Multicultural Perspectives, INTASC 2, 3, 9)

**E-Effective Pedagogy (DM2):** Teacher candidates can create effective and meaningful instruction and assessments for all students based on required subject matter knowledge, state content standards, curriculum goals, and use of technology and implements instruction they have designed to effectively teach students and assess whether students can demonstrate the intended outcomes. (TEAC QP1.2, Technology; INTASC 4, 6, 7, 8)

**S-Subject Matter (DM3):** Teacher candidates demonstrate a strong knowledge of the subject matter(s) they will teach and facilitate the acquisition of that subject matter knowledge in their students through appropriate instruction. (TEAC QP1.1; INTASC 1, 6, 7)

**E-Environment (DM4):** Teacher candidates create physically and emotionally safe classroom environments that encourage active learning, self-motivation, and cooperative interaction among students. (TEAC QP1.2, 1.3; INTASC 2, 5, 6, 8)

**R-Reflective (DM5):** Teacher candidates are active learners and reflective practitioners, individually and with their colleagues in order to improve their professionalism as teachers and their collegiality. (TEAC QP1.3, Learning to Learn; INTASC 9, 10)

**T-Teaching Dispositions (DM6):** Teacher candidates foster caring and professional relationships with students that focus on acceptance and attention to their educational needs, and foster relationships with colleagues, families, and the community at large to support student success. (TEAC QP1.2, 1.3, Multicultural Perspectives; INTASC 2-8)

## General Policies

**Disability Statement** : Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services. Those students needing academic accommodations are required to apply for services at the DRC during the first two weeks of the semester.

**Academic Honesty** : As stated in the DSC Student Handbook; “Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)” including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

**DSC E-MAIL** : Important class and college information will be sent to your D-mail account. This information includes your DSC bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned an e-mail account. If you don't know your user name and password, go to <http://dmail.dixie.edu> for complete instructions. You will be held responsible for information sent to your D-mail, so please check it often.

**Disruptive Behavior** : DSC disruptive behavior policy states, “Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student’s behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses.”

**Non-student in the classroom and other designated study areas**: In order to fulfill the assigned responsibilities of the instructors and the institution, college personnel are deemed to have the right and the authority to control the learning environment, to perform their duties, and to maintain the classroom for optimal learning. In support of existing policy of DSC, it is expected that only bona fide students defined and classified by the DSC catalog (Policy 5.16), will attend classes, unless specific prior permission for guests has been obtained from the instructor.

Infants, children, and adolescents are not allowed at DSC except in certain areas and under certain circumstances. College facilities and classrooms are not designed for children, and their presence may disrupt students and teachers. In the event of an emergency where prior approval cannot be obtained 24 hours in advance, the student shall request permission to bring children to class prior to the beginning of class. The decision of the instructor regarding non-students in the classroom is final. (DSC Policy 5-23.7- 23.7.8.)

**Plagiarism**: When developing your assignments, make sure that you reference the source(s).

DSC Policy 33.5.1.4 Maintain academic ethics and honesty; to this end, prohibited activities include, but are not limited to, the following: 33.5.1.4.1 Cheating, which includes, but is not limited to, copying from another student's test papers, or plagiarism.

**Cell Phones and Text Messaging**: Cell phones must be turned off or on vibrate during class sessions. If you do need to answer the calls, please do so with respect and courtesy to your fellow students and the instructor. No text message during class.

**Disposition Concern Form :** This is for faculty, clinical supervisors, mentor teachers and staff in reporting disposition concerns about students. All completed forms will be placed in the student’s file. Repeat offenses will advance to the next level of severity. The form will be used in the following levels of severity:

1. Instructor/Mentor Teacher/Clinical Supervisor Warning
2. Departmental Warning and Meeting with Department Chair
3. Panel Committee Warning with Possible Dismissal from the Program

Please note that any infraction determined to be significantly harmful to children, peers, or the DSC program could result in immediate dismissal.

**Student Resources:**

Tutoring	Writing Center	Testing Center	Computer Center	Library
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<p>Tutoring services are provided for all registered DSC students and is available for all subjects. Located at the Browning Learning Center.  <a href="http://dsc.dixie.edu/tutoring/index.htm">http://dsc.dixie.edu/tutoring/index.htm</a></p>	<p>The writing center is in the Browning Learning Center. The online writing center can be accessed at  <a href="http://dsc.dixie.edu/owl/">http://dsc.dixie.edu/owl/</a></p>	<p>The hours are posted online at  <a href="http://new.dixie.edu/testing/index.php">http://new.dixie.edu/testing/index.php</a></p>	<p>The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Smith’s Computer Lab</p>	<p>Online help for the Browning Library can be accessed at:  <a href="http://new.dixie.edu/library/index.php">http://new.dixie.edu/library/index.php</a>             Liason: Ms. Linda Jones</p>
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**Important Dates to Remember:**

## Class Policies

1. **Attendance is mandatory.** This is NOT a lecture-based class, which makes your input and participation valuable and essential to your learning outcomes and that of your classmates. Acceptable excused absences require a doctor's note. Please notify (via email) or see the instructor regarding other absences. If you do need to be absent, find a "buddy" and make sure that you receive handouts and notes from that buddy. Participation is required by **ALL** students during class. Your participation demonstrates the level of comprehension you acquired. Remember if you don't verbalize you don't internalize!
2. **All assignments** must be completed **ON TIME and submitted at the end of class in hard copy.** **LATE** assignments are not accepted.
3. **All assignments** are due on the date indicated in the tentative schedule. If there are any changes it will be notified by the instructor in advance.
4. Do not attempt to print your assignments at the last minute. **ALL assignments** are due at the end of class, not when you are done printing.
5. **You are required to come prepared and ready to learn.** The instructor will not allow tardiness, laziness, and belligerent attitudes during the semester.
6. Students are required to follow the **syllabus and the tentative schedule** for assignments and due dates, etc. If there are any changes, you will be notified in advance by the instructor.
7. **Computing devices** in the classroom are only allowed if the student is utilizing for the sole purpose of learning for the specific class. If the instructor feels that a student is engaged in an unrelated activity (e.g. working on an assignment for another class, Facebook, etc.) she/he will be asked to put the device away.
8. **Course Grading** Points will be awarded for each class assignments, professional presentation that reflects the maturity and experience of the student in neatness, organization, accuracy, and relevance. **In other words, your assignments should not have misspellings, grammar errors, etc. Make sure that the content of the assignment is relevant to the level of a student attending higher education. If you are going to teach young children to be literate, you should be able to demonstrate your competency in your written work.** The table below shows the correlation between letter grades and point percentages.

For academic writing, APA is the style most commonly used by scholars in education. Unless otherwise specified in this syllabus, all papers for this class should be double-spaced in 12 pt. Times or a similar font, have one inch margins, and follow APA style when citations and references are included. You can access guidelines on the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>

## Grading Criteria

<b>A</b>	<b>95-100%</b>	<b>B-</b>	<b>80-82%</b>	<b>D+</b>	<b>67-69%</b>
<b>A-</b>	<b>90-94</b>	<b>C+</b>	<b>77-79</b>	<b>D</b>	<b>64-66</b>
<b>B+</b>	<b>87-89</b>	<b>C</b>	<b>74-76</b>	<b>D-</b>	<b>60-63</b>
<b>B</b>	<b>83-86</b>	<b>C-</b>	<b>70-73</b>	<b>F</b>	<b>below 59</b>

**Each semester, you must maintain a 3.0 GPA. No D's are accepted; you will need to retake the class if you have a D.**

### Course Philosophy

We know the world first from within ourselves. We must work to recognize and, if necessary, disable the filters that influence how we know the world and construct our knowledge. Learning happens within a process of open-minded observation and active engagement with others, with texts, and with ideas. Thoughtful analysis and reflection of such engagement, in light of our own self-awareness, will help us to collaboratively construct new knowledge.

### Course Description

Immediately before student teaching, teacher candidates will utilize previously developed methodologies to meet the needs of ESL students in their respective classrooms. The course is designed to integrate the concepts and skills learned in previous ESL endorsement coursework into student teaching experience. This course will provide techniques and strategies (SIOP) to accommodate ESL and mainstream students according to the contextual factor of the classroom and the school. The course partially fills the requirement for ESL endorsement.

### Course Objectives

1. Gain subject matter knowledge and development of planning, implementation, and assessments based on the contextual factor of the classroom and the school.
2. Develop a pedagogical knowledge to alter subject matter curriculum to include L2 modified experiences that address both the language and conceptual needs of ESL students and the contextual factor of the classroom.
3. Demonstrate understanding of Sheltered Instruction Observational Protocol (SIOP) Model in organization and presentation of lesson plan that reflect the contextual factor of the classroom.

### Required Course Materials:

Making Content Comprehensible for English Learners-The SIOP Model 3<sup>rd</sup> Edition (2008) Echevarria, Vogt, & Short

## Assignments () Subject to change

All assignments in this class are academic papers, therefore, all papers submitted in this class are double spaced with a Times New Roman or Arial in 12 font unless otherwise noted by the instructor. All papers all require your thorough thinking. The instructor expects to see ideas which are fully developed and well thought out that is developed from your life experiences, readings, classes, and conversations with your colleagues. The instructor also expects to read responses/contents that represent works of a student in higher education.

### First Week - Review

Set up an appointment with your classroom teacher/mentor to get a general idea on what you will be teaching during your student teaching/internships. Also, receive information on the contextual factors of school and classroom if you already do not have them. If you already do, be sure to update information.

I. Review the content from entire ESL endorsement classes from the program. After the review is done, there will be an in class “mid-term” of the concepts. (100pts)

II. Class Activities – students will read each chapter at home and be prepared to discuss the chapter in class.

- The students will review the components/features of SIOP that they have learned in the past semesters.
- Review a lesson plan you’ve taught before with a partner. Receive verbal feedback.
- The students will be introduced to the new components/features of SIOP.
- Using the same lesson plan from above, add the new components/features.
- Discuss with two different partners for feedback on your newly added components/features.
- **Assignment #1:** Write 1) a self-reflection, and 2) an action plan of the lesson plan. Discuss, but not limited to: what lacked most, how it will be revised/implemented, and why. Also reflect on the verbal feedbacks you received from your partners (all three partners – be specific) and provide action plan. The instructor is NOT looking for a minimum reflection, but a serious reflection that will help you to take one step further in planning and developing a SIOP lesson plan. (20points) 3-5 pages, double-spaced.
- When eight components and 30 features are all introduced, there will be a **take home final** exam in a SIOP scenario style. (100pts)

### Second/Third Weeks – Writing a lesson plan

You will begin to determine/write your unit/lesson plan for student teaching. Find a partner who will be teaching in the same grade level as you. For the remainder of the three-week session, you will work with the same person to assist each other to plan for student teaching. If you know exactly what units/areas you will be teaching, focus on those. If you are not sure, come up with a plan of developing a lesson plan that you feel can be used during student teaching period.

- You will plan and develop a lesson plan with the eight components and thirty features that reflect the contextual factors of your classroom.

- You will write a draft, score each other’s lesson plan, rewrite the lesson plan, and submit the final copies (**the drafts will be included in the final submission**).
- You will be using class time to accomplish writing the lesson plans. Bring your laptops to class if you have one.
- The instructor will meet with every group throughout the session. Through these interactions, the instructor hopes to facilitate better understanding of SIOP and classroom teaching.
- **Assignments #2-#4 are due at the last day (Jan. 30<sup>th</sup>, 2012) of the three week session:**
- **Assignment #2 (10pts)** Towards the beginning of the third week (see tentative schedule) - find a different partner from the person you’ve been working with. You and the new partner will **score** each other’s lesson plan that include all components of SIOP (use SIOP sheet-After you score each other’s lesson plans, you and your partner must discuss the lessons in person one-on-one) – think as if you were a SIOP coach. Remember to discuss about content/language objectives, formative/summative assessments, analyses/syntheses of assessments, etc. in details.
- **Assignment #3 (10pts)** After your verbal meeting, type up the suggestions, advice, or any comments you provided to each other.
- **Submit: your lesson plan (draft and final) and the written comment from your partner, and the SIOP sheet you were scored with.**
- **Assignment #4: (part 1 – 20pts; part 2 – 40 points)**

**Part 1** Write a self-reflection on the lesson plan you shared with your partner. You are requested to self-reflect on all aspects of your lesson plans, including feedbacks you received from your partner.

**Part 2** In addition to the self-reflection, include:

- your strengths/weaknesses in developing SIOP lesson plans (specific components/features)
- your action plan on how to maintain your strengths a strong part of your planning and if weak, how you plan to improve it
- your expectations/what you’d like to accomplish (of yourself in general) during student teaching
- your action plan to your expectations/what you’d like to accomplish.

**Tentative Schedule** (Subject to change)

**Course Schedule**




<b>Jan. 9 (Mon)</b>	<b>Return finals, review</b>	<b>Information from Mrs. Colebank Info on orientation from Ms. Challis</b>
10	<b>Syllabus, review</b>	
11	<b>Mid-term</b>	<b>Computer lab or laptops Submit papers for Mrs. Colebank to the instructor</b>
12	<b>Review of SIOP/new</b>	
13	<b>Review old SIOP lesson plan w/a partner</b>	<b>Total of 3 partners needed for Assignment #1</b>
<b>16 (Mon) - holiday</b>	<b>No class</b>	
17	<b>Start working on Assignment #1</b>	
18	<b>Finish Assignment #1</b>	
19	<b>Begin writing lesson plan for student teaching</b>	<b>Find a partner to work on lesson plan</b>
20	<b>Continue to write lesson plan</b>	<b>Assignment #1 at beginning of class</b>
		<b>Hand out take home final exam</b>
23	<b>Continue to write lesson plan</b>	<b>Final exam</b>
		<b>Begin meetings with pairs</b>
24	<b>Start to work on Assignment #2</b>	<b>Continue with meeting</b>
25	<b>Continue to work on Assignment #2 &amp; #3</b>	<b>Continue with meeting</b>
26	<b>Finish Assignment #4</b>	
27	<b>Student Teaching Orientation</b>	<b>No class 4-5pm in room #124</b>
30	<b>Last day of session</b>	<b>Assignments #2- #4 No class, submission and reflection</b>