I. Prefix & Number: EDSP 415-0M1
II. Title: Second Language Pedagogy for Students in Inclusive Classrooms
III. Semester: Fall 2008
IV. Instructor: Lidia Sedano
V. Office Location: CEB 111
VI. Office Hours: By appointment
VII. Telephone/email: 895-1122 lozanol1@unlv.nevada.edu
VIII. Prerequisite Course(s): EDU 203, ESP 421, ICG 462

IX. COURSE DESCRIPTION:
Introduction to English as a second language (ESL) methods, strategies, and instruction, including topics for teaching and accommodating English language learners (ELLs) with and without special needs in inclusive classrooms.

COURSE OVERVIEW:
An examination of student variability in inclusive classrooms will set the tone for this course. Students will become familiar with learning and behavioral characteristics of students with and without identified disabilities and how these characteristics impact second language acquisition. An overview of effective models for second language instruction including Total Physical Response, Natural Approach, Audiolingual Method, Communicative Language Teaching, and Direct Method, to name a few, will be examined. Students will learn about and practice using several strategies for language and literacy development that incorporate scaffolding and sheltering techniques for students at beginning, intermediate, and advanced levels of English language proficiency. Student will become familiar with when and how to adapt second language methods for students who have cognitive, language, and/or perceptual disabilities. Two research-based programs, the Sheltered Interview Observation Protocol (SIOP) and the Cognitive Academic Language Learning Approach (CALLA), will be examined and demonstrated.

Council for Exceptional Children Program Standards (2001) Addressed in this Course:
Common Core 3 Individual Learning Differences
Common Core 5 Learning Environments and Social Interactions
Common Core 6 Communication
Common Core 9 Professional and Ethical Practice
Indiv. Gen. Curr. 6 Communication

TESOL/NCATE Program Standards (2003) Addressed in the Course:
Domain 1 Language
Domain 2 Culture
Domain 3 Planning, Implementing, and Managing Instruction
Domain 4 Assessment
Domain 5 Professionalism
X. GENERAL COURSE OBJECTIVES:

Knowledge

The TESL preservice teacher will:

1. Explain the difference types of second language programs offered from kindergarten through 12 grades (NCATE 3.a., CC3K5).
2. Describe the different classroom management systems employed by the different second language programs (NCATE 3.a., CC5K8).
3. Describe the cognitive theories of bilingualism related to second language pedagogy (NCATE 1.a., 1.b., CC3K3, CC6K2, CC6K3).
4. Differentiate between BICS and CALP and explain how these influence second language pedagogy (NCATE 1.a., 1.b., 2.b.).
5. Identify the organizational structures and multiple dimensions of classroom language learning and instruction for inclusive classrooms with ELLs with and without disabilities (NCATE 1.b., CC3K5).
6. Describe instructional strategies for ELLs with language and learning difficulties (NCATE 1.a., CC3K5, IC6K1).
7. Compare the features shared by sheltered and effective instruction for ELLs with and without special needs (CC3K5, IC6K2).
8. Describe research-based models for English as a second language acquisition, such as Sheltered Instruction Observation Protocol (SIOP) and Cognitive Academic Language Learning Acquisition (CALLA) (NCATE 1.a., 1.b., 3.b, 4.a., 4.b.).
9. Identify characteristics of students at each level of oral language proficiency (NCATE 3.b., 4.a., 4.b., CC6K1, CC6K3).
10. Describe characteristics related to language difference versus language disability (NCATE 2.b., 4.a., 4.b.)
11. Identify technology resources for use with English language learners in inclusive classrooms (NCATE 3.c., 4.b., 4.c.).
12. Be able to articulate the linguistic and academic needs of ELLs with and without disabilities (NCATE 3.a., 3.b., CC6S1, CC6S2).

Performance Skills

The TESL preservice teacher will:

1. Develop ESL lesson plans for content area subjects, including health, physical education, art, music, and drama (NCATE 3.a., CC5S13, CC6S1, CC6S2).
2. Team teach an integrated ESL lesson that incorporates a variety of techniques used in the major models of ESL instruction (NCATE 3.a., CC5S13, CC6S1, CC6S2).
3. Match instructional techniques with ELLs’ oral language proficiency levels (NCATE 3.b., CC5S13, CC6S1, CC6S2).
4. Stimulate both a SIP and an IEP meeting for an English language learner with a disability (NCATE 3.b., 4.a., 4.b., CC5S13, CC6S1, CC6S2).
5. Apply the 5 guiding principles for effective instruction and the scaffolding strategies with ELLs in inclusive classrooms (NCATE 3.a., CC5S13, CC6S1, CC6S2).
6. Explore and critique software programs and computer resources for ELLs with and without disabilities (NCATE 3.c., 4.c.).
7. Become skilled in the use of accommodation strategies for ELLs with special needs (NCATE 3.a., 3.b., CC6S1, CC6S2).

Dispositions

The TESL preservice teacher will be able to:

1. Reflect on one’s practices to improve instruction for second language students with and without disabilities (NCATE 5.a., 5.c., CC9S11, CC9S12).
2. Reflect on one’s beliefs and values affecting instruction of ELLs with and without disabilities (CC9K1, CC9S6).
3. Pursue second language knowledge by reading professional journals and publications (NCATE 5.a. CC9S11, CC9S12).
4. Reflect on biases and practices that impact appropriate and inappropriate special education referrals relative to second language learners (CC9K2)
5. Apply effective teaching techniques as a result of self-reflection and self-evaluation (NCATE 3.a., 3.b., 4.b., CC3K4, CC3K5)

Outcomes
The TESL preservice teacher will be able to:
1. Interact with and participate in ESL program planning with teachers and administrators (NCATE 3.a., CC5S1).
2. Plan effective instruction for ELLs with and without disabilities (NCATE 3.a., CC5K7).
3. Integrate and utilize technology in the instruction of ESL students (NCATE 3.c., CC5K7).
4. Support and participate in efforts to improve the ESL profession by being an advocate for licensing and certification (NCATE 5.a., 5.c., CC9S11, CC9S12).
5. Participate in local, state, and national professional organizations whose mission is the improvement of the teaching of English as a second language (NCATE 5.a., 5.c., CC9S11, CC9S12).

XI. REQUIRED TEXT:

XII. COURSE REQUIREMENTS:
1) Participation (50 points)
   This portion of your grade is based on attendance and in-class participation. It is important that you are in class, on time, and for the entire time. There will be several group activities in which your team will be counting on your participation. On occasion, in-class activities will be collected as a means of formative evaluation, that is, to check your level of understanding and to determine if you are keeping up with the readings.

2) Individual SIOP Lesson Plan (50 points) **CRITICAL COURSE LEARNING
   Each student will develop a content area lesson plan which incorporates all components of a well developed SIOP lesson for use in the inclusive general education classroom.

   The SIOP lesson plan will include each of the following components:
   Preparation
   Building Background
   Comprehensible Input
   Strategies
   Interaction
   Practice/Application
   Lesson Delivery
   Review/Assessment

   Objectives:
   Students will demonstrate their understanding of the SIOP Model of Sheltered Instruction by developing a comprehensive SIOP lesson plan.

   Procedures:
   1) Create a lesson plan that is appropriate for the level in which you teach. This could be a lesson plan from the Internet or one that you have created and used. This is Draft 1.

   2) Use the SIOP protocol on pages 58-59 (in Echevarria Text) to evaluate Draft 1 of your lesson plan. Print out this protocol and write your evaluation comments on the protocol. The protocol will provide a framework for helping you to improve upon your lesson plan as well as make you accountable for
including all components of the SIOP Model. Revise your lesson plan according to your ratings and comments.

(Your lesson plan should be fairly descriptive so that both you and the instructor can identify and rate all eight components [and subcomponents] using the SIOP protocol.)

3) Now, revise your lesson to address the weaknesses noted in your previous evaluation. This is draft 2. Draft 2 of your lesson plan should be the final draft. Make sure the lesson follows the required lesson plan format, reads clearly, is edited for content, grammar, mechanics, and spelling.

4) Print the two-page SIOP protocol, brief form on pages 58-59 (in Echevarria Text). Rate the final draft of your SIOP lesson plan.

5) Write a one page description of your class and the students in your class. What type of classroom do you work in? What grade levels? How many students? Ratio of male-female? How many ELLs? What stage of L2? Other kids with disabilities? Other relevant information?

6) Write a reflection of your lesson plan. Include the following.
   a) What experience have you had with the SIOP/HQSI lesson plan prior to this assignment?
   b) What do you like about the SIOP lesson plan? Explain.
   c) In general, why is the SIOP lesson considered to be an effective model of sheltered instruction for ELLs?
   d) What do you NOT like about the SIOP lesson plan? Explain.
   e) Are there parts of the SIOP lesson in which you are still uncomfortable? Explain.
   f) Provide a brief rationale for the overall ratings you gave to your final lesson plan.
   g) Briefly describe how you would adapt your lesson for the one or two ELLs in your class who are at a NEP stage of L2 (stages 1-2)? If you already addressed NEP students and appropriate adaptations in the lesson preparation section of your lesson plan, cut and paste your answer here. If you did not address this population, think of it as a hypothetical question and answer it now.
   h) How, if any, will you use the SIOP lesson plan in your own teaching after this class?
   i) Comments? Questions?
   j) you will be expected to present to the class (10-15 minutes) on the questions in this point (#6)

3) One Final Exam (50 point)
   One exam will be given during the semester. The exam will include material addressed in class, the text, and assignments. The exams will consist of MC, Matching, T/F and short answer questions.

4) Midterm Reflection (50 points)
   Will consist of a one page reflection on your classroom observations which needs to reflect the following information:
   What you saw?   What age group?
   What issues did you observe? What components of SIOP where utilized?

XIII. MODES OF INSTRUCTION:
A combination of interactive lecture, discussion, and demonstration will be used to assist in developing an understanding of the academic and linguistic needs of ELLs. Students will demonstrate their understanding of planning and implementing effective instructional lessons for ELLs through lesson plan development and demonstrations as well as through their written and verbal critiques of various methods.

XIV. GRADING:

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>One Individually Developed SIOP Lesson Plan</td>
<td>50</td>
</tr>
<tr>
<td>Midterm-Reflection</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
</tbody>
</table>

| Total                              | 200 Possible |


<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>180-200</td>
<td>A</td>
<td>158-138</td>
<td>B+</td>
<td>96-76</td>
<td>C+</td>
<td>34-14</td>
<td>D</td>
</tr>
<tr>
<td>179-159</td>
<td>A-</td>
<td>137-117</td>
<td>B</td>
<td>75-55</td>
<td>C</td>
<td>Below 13</td>
<td>F</td>
</tr>
<tr>
<td>116-96</td>
<td>B-</td>
<td>54-35</td>
<td>C-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XV. COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 15</td>
<td>Introduction &amp; Syllabus Overview Echevarria &amp; Graves; Chapter 1-3 SIOP Components 1-4 (Draft 1 Lesson Plan)</td>
<td></td>
</tr>
<tr>
<td>December 16</td>
<td><strong>Observation: Paradise ES</strong> Echevarria &amp; Graves; Chapter4-5 SIOP Component 5-8 (Draft 2 Lesson Plan)</td>
<td></td>
</tr>
<tr>
<td>December 17</td>
<td><strong>Observation: Paradise ES</strong> Echevarria &amp; Graves; Chapter6 (Reflection of your lesson plan)</td>
<td>Midterm-Reflection paper Due</td>
</tr>
<tr>
<td>December 18</td>
<td>Echevarria &amp; Graves; Chapter 7-8 (Continue finalizing lesson plan) Review for final</td>
<td></td>
</tr>
<tr>
<td>December 19</td>
<td><strong>DUE: Individual SIOP Lesson Plan</strong> Class presentations</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
UNLV and the College of Education Policies:

Learning Enhancement Services
Learning Enhancement Services (LES) houses Disability Services, Tutoring Services, and Learning Strategies. If you have a documented disability that may require assistance, you will need to contact LES for coordination in your academic accommodations. LES is located in the Reynolds Student Services Complex, Suite 137. The phone number is 895-0866 or TDD 702-895-0652. You may also visit our website at http://www.unlv.edu/studentlife/les.

Scholarly Behavior and Academic Integrity
The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://www.unlv.edu/committees/copyright.

Religious Holidays
It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, state, and regional accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.
Recommended Readings:


