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Fall 2021

### EDRD 340: Academic Language/Literacy Development in the Content Areas at the Secondary Level (Fall 2021)

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**Academic Language/Literacy Development in the Content Areas at the Secondary Level**

EDRD 340: 3 credits

School of Teacher Education, University of Northern Colorado

TERM: Fall 2021

INSTRUCTOR:

Heather McGilvray

Office:

Telephone:

Email: [heather.mcgilvray@unco.edu](mailto:heather.mcgilvray@unco.edu) but Canvas communication preferred

Zoom Office Hours: Availability is T/Th 12:00-1:00 PM, other times are available if needed.

Please email me with three appointment times (in Mountain Standard Time) when you can meet, and I will respond with the time that works for me with a Zoom link.

Required material: The central textbook from which most chapters will be read is an Open

Educational Resource text: <https://textbooks.opensuny.org/steps-to-success/>

WIDA 2020. *Promote equity of multilingual learners; Teach language and content together.*

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

All readings/viewings are provided without additional cost in Canvas.

A. COURSE DESCRIPTION: Focuses on language/literacy development of all learners, including culturally and linguistically diverse learners in the academic context. Examines theories, concepts, and research to guide and inform instructional decisions. Covers effective strategies and appropriate materials for all students' language/literacy development with particular attention to the CLD population.

B. PREREQUISITES: Acceptance into the PTEP program.

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:

This course is a required component of UNC's secondary education program and provides a foundation and application of theories related to language/literacy learning of human beings. It is designed to strengthen teacher candidates' instructional strategies for working with struggling readers/writers and students with all levels of language acquisition for the WIDA standards.

D. PROFESSIONAL STANDARDS MET:

The professional standards met within this class include the following:

International Literacy Association Standards Middle/High School Classroom Teachers, Colorado Teacher Quality Standards, Colorado CLD Standards (8.22), and Colorado ELL Standards.

E. COURSE GOALS AND OBJECTIVES:

Goals: The course goals are to investigate literacy through the following essential questions:

- How can learners continue to acquire natural human language in an academic context?
- How are culture and communication connected across disciplines in English?

- How does the historical context and language learning of the past influence our choices in the present for the future?

**Objectives:** The essential questioning in the goals are achieved through the following course objectives. (The chart below lists the course objectives under the organizing standards for Middle and High School Classroom Teachers from the International Literacy Association, Colorado state professional standards, and the evidence for performance.)

Objectives	Colorado Standards	Teacher Quality	CLD (8.22)	ELL (5.14)	Materials and evidence for outcomes
1.) Foundational Knowledge: Demonstrates knowledge of adolescent literacy and language development for English L1 and L2 learners.	I III	1b 2a-d 3a-f 4b,c,d 5a,d	5.13 5.14		+Readings/Viewings, activities and Packback discussion 1,2 +Academic Genre Deconstructions +3-2-1 on Foundations +Final Project
2.) Curriculum and Instruction: Applies foundational knowledge to select resources, to develop reading comprehension, vocabulary, and thinking; to improve writing; and, to improve the four domains of human language (speaking, listening, reading, and writing) and para-linguistic semiotics with particular emphasis on English in a multilingual world.	I III	1b 2a-d 3a-f 4b,c,d 5a,d	5.14 5.15		+Academic Genre Deconstructions +Readings/Viewings, activities, and Packback discussions 4 +Final Project
3.) Assessment and Evaluation: Knows basics of psycho-metric testing such as reliability and validity; evaluates assessments for instructional purposes including strengths/weaknesses, and for potential learner growth.	I III	1c 3a,d	5.14 5.15		+Academic Genre Deconstructions +Readings/Viewings, Activities, and Packback discussion 3, 4 +Final Project
4.) Diversity and Equity: Examines their own culture and beliefs and appreciates the cultures and languages of other people to draw on the assets of diversity.	I II IV	2a,b,d 3a,b,d, e 4b 5d	5.12 5.14		+Academic Genre Deconstructions +Readings/Viewings and Packback discussion 1-5 +Final Project
5.) Learners and Literacy Environment: Applies knowledge of learner development and learning differences to create a literacy-rich environment that employs routines and a variety of groupings.	I II	1b 2a-d 3a-f 4b,c,d 5a,d	5.14		+Academic Genre Deconstructions +Readings/Viewings and Packback discussion 2, 4 +Final Project
6.) Professional Learning and Leadership: Reflects upon learning to improve professional knowledge and enhance literacy learning; Demonstrates lifelong learning disposition though positive attitude for reading and writing; Advocates	I IV V VI		5.14		+Academic Genre Deconstructions +Packback discussions 1-4 +Activities +Final 3-2-1

for formal education and the communities that schools are situated within.				
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F. COURSE CONTENT: Please see Calendar and Checklist of items in each module.

<b>Module/Unit/Week</b>
1.Introductions & Expectations
2.Language & Ethics
3.Theoretical Foundations—Behaviorism & Cognitivism
4.Theoretical Foundations--Sociocultural
5.The Cultural Context of Schooling
6.Increasing Linguistic Diversity in Schools
7.WIDA: World-class Instructional Design and Assessment
8.WIDA: Narrate
9.WIDA: Inform
10.WIDA: Explain
11.WIDA: Argue
12.SIOP: Sheltered Instruction Observation Protocol
13.Scaffolding Content
14.Teaching Content with Closer Attention to Language
15.Final Project
16.Conclusion

G: COURSE REQUIREMENTS:

Course Texts

The central textbook from which most chapters will be read is an Open Educational Resource text: <https://textbooks.opensuny.org/steps-to-success/>

WIDA 2020. *Promote equity of multilingual learners; Teach language and content together.* <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

All readings/viewings are provided without additional cost in Canvas, but Packback requires payment for access to the discussion forum.

Learning Opportunities/Activities & Course Requirements: The deadline for all assignments is Sunday at 11:59 p.m. A one-week grace period is given in Canvas. If you have things that come up please talk to me so we can work out a solution.

**1) General Classroom and Online Activity (25%)**

- a) Information to meet standards and state requirements for preparing teachers will be completed in class and/or in Canvas. Small activities (such as an introduction at the beginning of class, surveys, quizzes, 3-2-1s, etc.) fall into this catch all area of the course grade. A heuristic grading approach that balances quality and quantity of work is employed for points in this area. A 10-point or 5-point scale may be described as follows: excellent (10/10 or 5/5), good (9/10, 8/10 or 4/5), fair (7/10), passing (6/10 or 3/5), failing (all lower scores). Or, a 2-point scale may be used: complete (2), incomplete (1), not submitted (0).
- b) In Canvas Module 1, participants submit their annotated and initialed Syllabus.

**2) Classroom/Online Participation and Discussion (30%)**

- a) Classroom participation and discussion will be a large portion of this class. Please come to class prepared.
- b) This grade will be determined by the following: Attendance 10%, Participation 10%, Professionalism 10%
- c) During classes when we do not meet in person discussion questions may be posted in Canvas details will be in the modules.

**3) WIDA's Academic Genres Deconstructions (Annotations) (25%)**

- a) The Colorado State Standards for English Language Development are the same as the World-class Instructional Design and Assessment (WIDA) standards. Using the 2020 WIDA standards covered in the course, students will deconstruct texts related to their content areas and if working in small groups this encourages the trend in academia for transdisciplinary work: Consider creating a group focused on a theme.
- b) See 4P Assignment Description in appendix

**4) Final Project—SIOP Lesson including a Genre Deconstruction (20%)**

- a) The Final Project will require the participant to synthesize all aspects of learning from the course into a lesson/unit on the course's modified SIOP template. One of the deconstructions provided at mid-term may be used in the final lesson.
- b) Participants may propose an alternative final project such as a Discourse Analysis study as discussed in Chapter 14 of the *Steps to Success* online textbook read within the first few modules. Please email the instructor if you wish to complete an alternative project.
- c) Students from CLD, English, and Mathematics who have already taken the TESL course are provided the opportunity to complete additional responses in Packback in place of the final. Please email the instructor if you wish to complete an alternative "additional responses option".
- d) See 4P Assignment Description in appendix

**Grading:**

<i>Assignment Categories</i>	<i>%</i>	<i>Course final grade*</i>			
General Classroom and Online Activity	25		+		-
Classroom Discussion and Participation	30	A		≥ 93	90
WIDA's Academic Genre Deconstructions	25	B	89	86-83	80
Final Project-SIOP Lesson	20	C	79	76-73	70

		D	69	66-63	60
TOTAL	100	F		≤ 59	

\*Grades based on university scale and Canvas default

#### H. POLICIES:

**APA Conventions for Writing:** American Psychological Association (APA) tends to be the standard style for professional education journals; therefore, students are expected to use their page layout when typing up text. The page layout is as follows: *Times New Roman 12 pt. font, double-spaced, one-inch margins on all sides with title/name in the header upper left-hand corner and a page number in the upper right-hand corner of the page.* For all assignments, it is expected that students use the writing conventions outlined in the 6<sup>th</sup> edition of the APA style manual with attention paid to Chapters 3 (*Writing Clearly and Concisely*) and 4 (*The Mechanics of Style*). If applicable, citations should be in APA or American Anthropological Style. Free tutoring for writing is available through the UNC Writing Center at telephone number (970) 351-2056.

**Electronic and other etiquette:** When writing emails and other documents in Canvas, please remain civil and err toward a formal register in writing: A university course and affiliated electronic communication channels are not an informal social network like Facebook or Twitter.

**Federal Policies for Financial Aid to University Students:** According to federal guidance policies, one credit hour is equivalent to 750 minutes of actual time, or 12.5 hours (so 3 credits = 2250m or 37.5 hours). In addition, for each hour of in-class time, students are expected to dedicate two additional hours outside of class for completion of assigned work and preparation for class. Thus, a student should enter the habit of timing exactly how much clock minutes actually go into completing work for a class to provide appropriate feedback to the instructor. In a mixed face-to-face (i.e., hybrid) or online class, the number of hours online should be equivalent to those that would be spent in a traditional face-to-face lecture style class.

**Assessment Statement:** The instructor may collect data in this course that will be used to assess student progress toward program learning goals and objectives. Individual student performance information will be kept confidential; however, this data may be disseminated in an aggregate form to professional groups and through research publications. If you do not wish your performance in this class to be included in research about students' performance (beyond the accreditation process), please inform your instructor in writing of this intent.

#### **University Syllabi Statements (for inclusion as of August 2020)**

Please read the University Syllabi Statements:

[https://www.unco.edu/center-enhancement-teaching-learning/syllabus\\_statements.aspx](https://www.unco.edu/center-enhancement-teaching-learning/syllabus_statements.aspx)

All the statements—Disability Resources, Title IX, Academic Integrity, Attendance, COVID-19, Equity and Inclusion, Food Insecurity and Basic Needs, and Land Acknowledgement—apply to this course.

Appendices follow....

### WIDA’s Academic Genres Deconstructed (25%)

**PURPOSE:** Colorado utilizes WIDA’s standards for English Language Development. This assignment is designed to familiarize students with the genre categorization of WIDA—narration, information, explanation, and argument—and locate a written text relevant to their content area from each of these language genre families. With the selected text, students will demonstrate their understanding of the genre’s discourse and language features.

**PROCESS:** Students may choose to work in pairs, or in a small group of three people. Students must select their pair or triad by creating a group within the “people” section of Canvas. Students may only work with the same person twice over the four deconstructions to encourage transdisciplinary communication. (Only one member of the group needs to submit the assignment. No groups are allowed without registering them in the “people” function of Canvas.) After reading the WIDA materials, students work with their groups to locate a text that falls within the WIDA genre—Narrate, Inform, Explain, Argue. The four are covered in that order. Students then work together to analyze the text for Discourse and Language features (see p. 33 of WIDA 2020). An example of a deconstruction for each genre in a three-column format is shown in the WIDA text following the annotation key, or WIDA Legend. The WIDA Legend symbols need to be employed or if marking by hand, the chart below shows alternatives for the legend.

WIDA Legend	Alternatives in hand-marked text
Connectors, sequence words (in <b>bold</b> )	Wavy underline
Nouns and noun groups (in <b>red</b> )	Underline in <b>red</b> colored-pencil or ink
Verbs and verb groups (in <b>green</b> )	Underline in <b>green</b> colored-pencil or ink
Prepositional and adverbial phrases (in <b>blue</b> )	Underline in <b>blue</b> colored-pencil or ink
Cohesive devices (circles and arrows within the text)	Circles and arrows within the text
Objective/evaluative language (words or phrases) (in <i>italics</i> )	Place asterisk or star beside
Clauses ( <i>underlined and italics</i> )	Single underline
Sentences (highlighted)	<b>Yellow highlighter</b>

Additional features that the student/group views as important to language/content development may also be marked and the additional legend feature included in the list. If students are uncertain about the “parts of speech” of English, the four basic sentence structures of English (simple, compound, complex, compound-complex), and some of the other linguistics terms, it is expected that they expand their knowledge base by discussing ideas with a group mate and/or referencing the WIDA glossary (pp. 251-255), a writer’s handbook, youtube videos, etc.

**PRODUCT:** The deconstructions of the four WIDA 2020 academic genres which may be integrated into the final project for the class.

**PERFORMANCE CRITERIA & GRADING:** The deconstruction exercises will be evaluated according to criteria that fall under the following three categories.

1. A cover sheet with these elements (similar to what is seen in WIDA 2020)

- Annotated Content Sample title followed by names of student(s) who involved in the annotation
- Target Grade Cluster 6-8 or 9-12
- WIDA ELD Standard number followed by discipline
- Target WIDA genre
- Context: Discuss where the text for deconstruction was found. Provide an APA citation or information on who authored it. Discuss how you or your group approached this annotation exercise. What aspects of this exercise did you find easy and/or difficult?
- Language Expectations (review section on Language Expectations, Functions, and Features of WIDA 2020)
  - Begins with “Multilingual learner will...”
  - Identifies applicable Interpretive and/or Expressive Language Function(s)
- Language Functions and Sample Language Features
  - List language functions and highlight them (similar to WIDA 2020)
    - Appendix B of may be of some use for more ideas
    - CDE content area standards may also help in gathering language
  - Provide bullets of those features shown in the your (group’s) deconstruction
  - List in parenthesis or sub-bullets like in the models for the Grade Clusters the language from your (group’s) deconstruction

2. Annotated Language Sample

- WIDA Legend for marking corresponds with Sample Language Features listed on the cover sheet
- Additional annotation marks have legend at the bottom or top of page

3. Appropriate and aligned

- The annotation exercise is appropriate to the discipline and genre
- The language expectations, functions, features, and annotations are arguably correct and align well

**Grading.** Below is a chart of the numeric and descriptive indicators of the assessment:

10	Criteria fully met; extremely well done
9-8	Criteria mostly met; elements lacking or not fully developed; and/or deadline is missed*
7	Not all criteria present, elements lacking and/or not fully developed
6	Criteria missing and/or extremely underdeveloped



5	Most criteria are missing; failed to employ the WIDA annotation system or sloppily completed
4-0	Poorly constructed without regard to criteria, or not submitted within a week of the deadline

\*If a deadline is missed, a full score cannot be earned. The grade then depends upon the degree of tardiness of the submission in connection with the quality of work.

### **Final Project—SIOP Lesson with a WIDA Genre Deconstruction (20%)**

**PURPOSE:** This assignment requires students to consider all they have learned this semester to design or redesign a unit of instruction to be effective for English Language Learners and students who struggle with reading or writing. The lesson in the content area (1) has the necessary elements of SIOP, (2) integrates content and language to meet ELLs’ needs, and (3) has deconstructed/annotated a short text related to the topic of the lesson. **Note:** If a student would like to propose an alternative project that meets the requirements of 2 & 3, the student is welcome to do so by no later than the 3<sup>rd</sup> Module. Please email the instructor with the ideas. CLD, English, and Mathematics students who have completed the TESL class may choose to increase participation to Packback. Please email the instructor early in the semester for this option.

**PROCESS:** Students will choose a topic to teach or revisit a lesson they have designed for another class and rework the information to fill out the SIOP template below. (If you have never made a lesson plan for a class, please contact the instructor for increased support on this assignment.) The lesson sequence should be presented in a simple outline format. The student should then go through the lesson and identify (with the outline’s number/letter system) where each of the SIOP elements happen within the lesson. Thus, the “SIOP FEATURES” 6-boxes on the Template are to self-check whether all elements from this ELL lesson design format have been met. Students must integrate a WIDA Annotation of one of the four WIDA Genres—Narrate, Argue, Inform, Explain—into the lesson. Students may recycle one of the annotations from the mid-term exercises; be certain to redistribute information from those deconstruction cover sheets onto the SIOP Lesson template. Finally, students will write a short introduction to their lesson/unit plan for the instructor to better understand their pedagogical thinking for this assignment and how the lesson draws on the NSFLEP 5Cs of Communication, Cultures, Connections, Comparisons, and Communities (see S2S, Chapter 13-World Languages). No other lesson format will be accepted including other variants of SIOP lesson plans.

**PRODUCT:** A complete lesson or small unit plan with closer attention to language.

**PERFORMANCE CRITERIA & GRADING:** The lesson (or small unit) plan will be assessed using the below criteria.

1. A 2/3-page to no more than 2-page Introduction (the cover page) discussing
  - what lessons would have come before this SIOP lesson to lead into it,
  - clarifies anything that is not evident on the outline from a pedagogical perspective (e.g., how something is “meaningful” or “adaptation of content”),
  - reflects upon what you learned from this lesson design or redesign,
  - comments on the 5Cs of World Languages in relation to the lesson
  - and states any troubles you had designing this lesson.
2. Lesson Plan on the SIOP Template
  - Basic information for the lesson/unit stated at the top of the SIOP Template
  - At least one (1) Colorado standard is stated for your content area;
    - Include the WIDA standard (Colorado uses the WIDA standards; ELD- SI, LA, MA, SC, SS)
  - Essential Vocabulary includes language from the annotated deconstruction

- Materials needed for the instruction of the lesson/unit are listed
  - Additional supports for sub-groups of learners should be marked with asterisk
- Sequence of the lesson is outlined using numbers and letters
- Outline is cross-checked with SIOP Features to complete the large box
  - Logically, it makes more sense to outline the lesson and then check to see if it has the SIOP Features though SIOP lessons traditionally place this box first.
  - The lesson or unit may be several days long to reach all the features. Be sure to note Day 1, Day 2, etc.
    - If not able to meet all Features, discuss this in the Introduction
- Lesson outline is logical so that transitions between activities are smooth; time is built in to allow for the teacher to move easily from one activity to the next.
- Lesson utilizes an Annotated text according to the WIDA genres and language functions and features.
- Lesson/Unit aligns with the content objectives and language objectives

### 3. WIDA Genre Annotated Text

- Text is annotated according to WIDA's Legend
  - Text may be recycled from early in the semester, or be a new selection
- Text is well-integrated into the lesson
- Deconstruction elements (e.g., vocabulary, language functions) present in the upper portions of the SIOP Lesson

### 4. Professionalism

- Submission demonstrates thoughtfulness, time spent, and attention to detail
- Any additional resources for use in the lesson are attached following the Annotated Text

Grading. Below is a chart of the numeric and descriptive indicators of the assessment:

10	Criteria fully met; extremely well done
9-8	Criteria mostly met; elements lacking or not fully developed; and/or deadline is missed*
7	Not all criteria present, elements lacking and/or not fully developed
6	Criteria missing and/or extremely underdeveloped
5	Most criteria are missing; failed to employ the given template or sloppily completed
4-0	Poorly constructed without regard to criteria, or not submitted within a week of the deadline

\*If a deadline is missed, a full score cannot be earned. The grade then depends upon the degree of tardiness of the submission in connection with the quality of work.

**The instructor reserves the right to award points to the tenths place (e.g., 8.5). Students may also be asked to resubmit a final project that fails to demonstrate understanding of the course materials.**

\*\*\*SEE BELOW FOR TEMPLATE\*\*\*



**SIOP & WIDA Lesson Plan**  
(Adapted from Echevarria, Vogt, & Short)

<b>Teacher:</b>		<b>Date:</b>	
<b>Unit/Theme:</b>		<b>Grade &amp; Discipline:</b>	
<b>WIDA &amp; Disciplinary Standards</b>			

**Content Objectives** (start with a Language Function; see example on p. 30 of WIDA):

<b>Language Objectives*</b>	<i>Lower-level ELL</i>	<i>Higher-level ELL</i>
Discourse		
Sentence		
Word/Phrase		

\*Use WIDA page 33 and Grade-level clusters to assist

<b>Technical Vocabulary</b> (includes words/phrases from annotation)	<b>Materials for Whole Group</b> (added support for ELLs mark with*)

<b>SIOP FEATURES</b> (Reflection on Lesson Sequence)				
<b>Preparation</b>		<b>Scaffolding</b>		<b>Grouping</b>
Adaptation of content		Modeling		Whole class
Links to background		Guided practice		Small group
Links to past learning		Independent practice		Partners
Strategies incorporated		Comprehensible input		Independent
<b>Integration of Domains</b>		<b>Application</b>		<b>Assessment(s)</b>
Reading		Hands-on		Individual
Writing		Meaningful		Group
Listening		Linked to objectives		Written
Speaking		Promotes engagement		Oral

**Lesson Sequence** (in outline form): In the boxes above, list the outline location for feature.

EDRD 340

1) DAY 1:

**NOTE: This syllabus and Course Outline Table is subject to change. Any changes will be announced in class.**

If you believe that you need accommodations in this class, please contact the Disability Support Services (970) 351-2289 ([www.unco.edu/dss/](http://www.unco.edu/dss/)) by the end of *this* week to ensure that accommodations are implemented in a timely manner.