GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Office of Education Services (OES)
EDUC 2016.10.22280 EDPD-501-6F1

Teaching English Learners (ELs) with Sheltered Content Instruction (SI)
Three graduate credits Fall 2021
September 28 – November 18
Meeting virtually in Zoom 4:30 – 5:30pm Tuesdays and Thursdays
with online module coursework in Blackboard

Faculty
Name: Eileen B. Lockhart, Ed.D.
Office hours: By appointment
Office location: 8220 Connor Drive, Manassas, VA 20111
Office phone: 804-433-0311 Email address: elockhar@gmu.edu

Prerequisites/Corequisites
None

University Catalog Course Description
This course is designed to examine sheltered instruction and focus on preparing
teachers to teach content effectively to English learners while developing the students’ language ability. The course will emphasize academic literacy, developing academic vocabulary aligned with core content curriculum, reading development and comprehension, ESL methodologies, progress monitoring of students and explicit training on how to co-teach. Examples of instructional tools appropriate for different grade-level divisions and the subjects of science, social studies, math, and language arts will be provided.

Course Overview
This course is designed to examine sheltered instruction and focus on preparing
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Course Delivery Method
This course will be delivered online (76% or more) using a synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available September 28, 2021.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and
This online course is **not self-paced. You will be expected to complete one module every week.** Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Weekly Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

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**Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see: [https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]

**Expectations**

- **Course Week:** Our course will begin on September 28, 2021. Our asynchronous weeks will begin on September 28, 2021 following our synchronous meeting in Zoom and finishes on November 18, 2021.

- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload:**
  Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.

- **Instructor Support:**
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

**Learner Outcomes or Objectives**
This course is designed to enable students to do the following:

- Make instructional decisions about how to apply sheltered instruction strategies into classroom lessons.
- Recognize the difference between a content objective and a language objective in order to
clarify how ELLs are supported academically and linguistically.

- Identify the importance of a standards-based UBD model so that we can compare and contrast the benefits of a lesson before and after following backwards planning.
- Analyze different models of Co-teaching and discuss their potential effectiveness within our own collaborative settings.
- Explore WIDA ELD standards and Can-Do Descriptors and how they support ELs' language development and academic achievement at the same time.
- Implement ELD standards through the use of MPIs into lessons.
- Analyze linguistic & cultural backgrounds to incorporate students' home language usage in the classroom.
- Understand that there are different language demands (language tasks and functions) and therefore multiple opportunities in different content areas to provide regular opportunities to practice and apply new language and content knowledge in English.
- Know a variety of research-based differentiation strategies, reflecting on which strategies would work best with PWCS EL's profiles (EL types, ELP levels, learning styles) and tell why.
- Select instructional strategies to scaffold texts, assignments, & activities for the range of ELs' proficiency levels.
- Understand that collaboration is necessary between content teachers, special educators, and ESOL teachers.
- Analyze information about the service provisions for dually identified students.
- Define and discuss how 'cooperative learning' aligns to the theory of Vygotsky's social interaction and SIOP's component of verbal interaction in order to gain a sense of why cooperative learning is necessary for second language acquisition.
- Extend our understanding of the need to focus on all tiers of vocabulary for ELs and know how to apply our knowledge to authentic text.
- Explore culturally responsive reading strategies and discuss their potential effectiveness with ELs.
- Determine and apply the types of writing (i.e. text types) required for core content areas.
- Use the WIDA writing rubrics to formatively evaluate authentic samples of ELs' writing that are representative of grade-level clusters and text types to determine students' levels of proficiency.
- Categorize supplementary materials in order to support content and language objectives and the four language domains: reading, writing, listening and speaking.

This course is designed for both general educators who want to improve their teaching skills for working with EL students and for ESOL teachers desiring to refresh their knowledge and skills to better meet the needs of the growing EL population in Prince William County Public Schools.

This is a graduate-level course. Please plan on 2-3 hours per week for reading and 2-3 hours per week for written assignments.
Professional Standards
Upon completion of this course, students will have met the following professional standards.

- National Board for Professional Teaching Standards, Core Proposition 2
- TESOL standards 1.b., 2.a., 3.a., b., c., 4.a., 5.a
- WIDA English Language Development Standards
  For a complete description of the WIDA English Language Development Standards, please go to the following website: https://wida.wisc.edu/teach/standards/eld.

Required Textbook:

Optional Textbooks:
- Rojas, V.P. (2013). ELs' Instructional 'Look Fors' protocol: Cultural/responsive classroom indictors. PWCS

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- Assignments and/or Examinations

  Reading - Annotated Bibliographies (20 points, due October 24, 2019): Choose five (5) articles based on topics that interest you from your reading in the course text Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities by Echevarria and Graves. This is a Performance-Based Assessment.

  Lesson Plans Portfolio (30 points; due November 6, 2019): Students create a portfolio of lesson plans designed to address the needs of their students as well as the curriculum objectives for the subject area they are teaching. This is a Performance-Based Assessment.

  The Final Project/Research Paper (40 points due November 19, 2019) is a written paper of about 8-10 pages (double-spaced) on an approved topic (research and practical applications) from course content. The goal is to conduct in-depth research on a topic in
Teaching English Learners (ELs) with Sheltered Content Instruction that you find intriguing and to develop research skills through literature review and case studies. This is a Performance-Based Assessment.

- **Other Requirements**

  Attendance and participation are expected. Missing more than three classes will result in a one-letter-grade penalty for the final grade. This is ten points of the final grade.

  Assignments turned in after the due date will not receive full credit unless acceptable prior arrangements have been made with the instructor. Late assignments will be assessed a 10% penalty for each week they are late.

  All written assignments will adhere to APA documentation format. In-text citations include the author’s last name and the year of publication, plus the page number for any direct quotations. The References page lists all in-text citations alphabetically by author’s last name.

  **Assignments overview:**
  
  - Attendance & Participation: 10 points
  - Annotated Bibliographies: 20 points
  - Lesson Plans Portfolio: 30 points
  - Final Project/Research Paper: 40 points

  Points earned on each project will be added for the total point score.

- **Grading**

  At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GRADING</th>
<th>Grade Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
<td>4.00</td>
<td>Represents mastery of the subject through effort beyond basic requirements</td>
</tr>
<tr>
<td>A</td>
<td>94-99</td>
<td>4.00</td>
<td>Reflects an understanding of and the ability to apply theories and principles at a basic level</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.67</td>
<td>Denotes an unacceptable level of understanding and application of the basic elements of the course</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>C*</td>
<td>70-79</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>F*</td>
<td>&lt;69</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

  See the University Catalog for details: [http://catalog.gmu.edu/policies/academic/grading/](http://catalog.gmu.edu/policies/academic/grading/)

  **Professional Dispositions**

  See [https://cehd.gmu.edu/students/polices-procedures/](https://cehd.gmu.edu/students/polices-procedures/)
# Course Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics and Schedule</th>
<th>Primary Text Readings/Class Discussion</th>
</tr>
</thead>
</table>
| 09/28 | 4:30 - 7:30 PM Live Lecture plus online course work  
    Topic: **Sheltered Instruction & Techniques**  
    **Zoom 4:30 – 5:30 pm**  
    Online Module: Introduction  | Read Chapter 3: Sheltered Instruction in the Content  |
| 09/30 | 4:30 – 7:30 PM Live Lecture plus online course work.  
    Topic: **Sheltered Instruction & Techniques**  
    **Zoom 4:30 – 5:30 pm**  
    Online Module: **Standards Based Planning**  |  
    **Reflect on personal practice:**  
    Indicate which of the features of the SIOP Model of sheltered instruction in Figure 3.2 on pp.52-53 of your class text are not part of your teaching repertoire and which ones you use frequently.  |
| 10/05 | 4:30 - 7:30 PM Live Lecture plus online course work.  
    Topic: **Sheltered Instruction & Techniques**  
    **Zoom 4:30 – 5:30 pm**  
    Online Module: **Standards Based Planning**  |  
    **Reflect on personal practice:**  
    Consider the language development of your students. What is your understanding about content and language objectives? Why are both important?  |
| 10/07 | 4:30 - 7:30 PM Live Lecture plus online course work.  
    Topic: **Co-teaching**  
    **Zoom 4:30 – 5:30 pm**  
    Online Module: **WIDA**  |  
    **Reflect on personal practice:** Watch the video, “Adding Fractions” of an individualized math assessment that also allows for the assessment of language including academic language in math. What does the teacher learn by asking this student questions about fractions?  |
| 10/12 | 4:30 - 7:30 PM Live Lecture plus online course work  
    Topic: **Co-teaching**  
    **Zoom 4:30 – 5:30 pm**  
    Online Module: **WIDA**  |  
    **Prepare for in class discussion on 10/07**  
    Choose one of the scenarios (1, 2, 3 or 4) on p.30 and be prepared to discuss the questions in class.  |
| 10/14 | Online Module: **Differentiation**  
    **Annotated Bibliographies**  
    **Due 10/17**  |  
    **No Zoom Meeting**  
    **Upload assignment to Blackboard**  |
| 10/19 | 4:30 – 7:30 PM online course work  
    No Zoom session  
    Topic: Review  
    Online Module: **Suppl. Materials**  |  
    **NEXT: Lesson Plan Portfolio – Begin work now!**  
    Read Chapter 7: Differentiated Instruction  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Discussions</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/21</td>
<td>4:30 - 7:30 PM Live Lecture plus online course work</td>
<td><strong>Prepare for in class discussion on 11/2</strong></td>
<td>No Zoom Meeting</td>
</tr>
<tr>
<td></td>
<td>Topic: Differentiated Instruction</td>
<td>Read Chapter 5: Promoting Affective and Cultural</td>
<td>Upload Assignment to Blackboard</td>
</tr>
<tr>
<td></td>
<td>Zoom: 4:30 – 5:30 pm</td>
<td>Be prepared to discuss: Connections, think about the following statement</td>
<td></td>
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<tr>
<td></td>
<td>Online Module <strong>EL SWD</strong></td>
<td>made by a teacher: &quot;I tried to learn Spanish in college, but it's just</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>too difficult. I don't know how anyone learns to speak a second language.</td>
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<tr>
<td>10/26</td>
<td>4:30 - 7:30 PM Live Lecture plus online course work</td>
<td>Be prepared to discuss the ramifications for students and teachers if</td>
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<tr>
<td></td>
<td>Topic: <strong>Cooperative Learning</strong></td>
<td>this type of statement is acceptable or be prepared to discuss the</td>
<td></td>
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<tr>
<td></td>
<td>Zoom 4:30 – 5:30 pm</td>
<td>ramifications for students and teachers if this type of statement is</td>
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<tr>
<td></td>
<td>Online Module: <strong>Home Language &amp; Opportunities for Language Practice</strong></td>
<td>unacceptable.</td>
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</tr>
<tr>
<td>10/28</td>
<td>4:30 - 7:30 PM online course work</td>
<td><strong>No Zoom Meeting</strong></td>
<td><strong>Final Research Paper Due</strong></td>
</tr>
<tr>
<td></td>
<td>Topic: <strong>Scaffolding</strong></td>
<td><strong>Reflect on personal practice:</strong></td>
<td><strong>Last day to accept late assignments.</strong></td>
</tr>
<tr>
<td></td>
<td>Online Module: <strong>Scaffolding</strong></td>
<td>Read Chapter 6: Learning Strategies</td>
<td><strong>Upload assignment to Blackboard</strong></td>
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<td></td>
<td><strong>Lesson Plan Portfolio Due 10/31</strong></td>
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<tr>
<td>11/02</td>
<td>4:30 - 7:30 PM Live Lecture plus online course work</td>
<td><strong>Reflect on personal practice:</strong></td>
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<td></td>
<td>Topic: <strong>Academic Vocabulary</strong></td>
<td>Read Chapter 8: Becoming a Reflective Practitioner</td>
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<td></td>
<td>Zoom 4:30 – 5:30 pm</td>
<td>Consider how do you plan to engage in reflection, goal setting, and</td>
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<td></td>
<td>Online Module: Academic Vocabulary</td>
<td>collaboration with others?</td>
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<tr>
<td>11/09</td>
<td>4:30 – 7:30 PM Live Lecture, online course work</td>
<td><strong>No Zoom Meeting</strong></td>
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<td></td>
<td>Zoom: 4:30 – 5:30 pm</td>
<td><strong>Reflect on personal practice:</strong></td>
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<tr>
<td></td>
<td>Topic: <strong>Reading Fundamentals</strong></td>
<td>Read Chapter 6: Learning Strategies</td>
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<td></td>
<td>Online Module: <strong>Reading Comprehension</strong></td>
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<tr>
<td>11/11</td>
<td>4:30 – 7:30 PM Live Lecture, online course work</td>
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<td></td>
<td>Zoom: 4:30 – 5:30 pm</td>
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<tr>
<td></td>
<td>Topic: Reading Strategies and Reading Methods</td>
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<tr>
<td></td>
<td>Online Modules: <strong>Reading Strategies and Reading Methods</strong></td>
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<tr>
<td>11/16</td>
<td>4:30 – 7:30 PM Live Lecture plus online course work</td>
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<td></td>
<td>Topic: Writing</td>
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<td></td>
<td>Online Modules: <strong>Writing Types</strong></td>
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<td></td>
<td><strong>Writing Steps &amp; Progressive Rubrics</strong></td>
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<tr>
<td>11/18</td>
<td><strong>Final Research Paper Due</strong></td>
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</table>
Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

• Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
• Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
• Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
• Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu).
• Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

• Support for submission of assignments to VIA should be directed to VIAhelp@gmu.edu. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/

• Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.
• For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website http://cehd.gmu.edu/.
**Assignment details:**

**Reading - Annotated Bibliographies** (20 points, due October 14, 2021): Choose four (4) articles based on topics that interest you from your reading in the course text *Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities* by Echevarria and Graves. Each Annotated Bibliography should include the article citation in APA style, a one paragraph summary of the content, and a one to two paragraph reflection to personal practice. Each Annotated Bibliography should be a maximum of one-page double spaced. The Annotated Bibliographies should be of good academic quality and integrity and adhere to APA standards. Guidelines and an example of an Annotated Bibliography is provided in class. The entire assignment consisting of four (4) articles should be submitted as one document in Blackboard.

<table>
<thead>
<tr>
<th>Criteria / score</th>
<th>Beginning</th>
<th>Developing (Limited evidence)</th>
<th>Competent (Clear evidence)</th>
<th>Accomplished (Clear, convincing, substantial evidence)</th>
<th>4-5 points</th>
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<tbody>
<tr>
<td>Fully interacts with the topic with discussion and relevant examples.</td>
<td>0-1 point</td>
<td>2 points</td>
<td>3 points</td>
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<td>Evaluates, reflects and connects the topic(s) to personal observations and perspectives with sufficient detail.</td>
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<td>Writes clearly with few stylistic errors.</td>
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<td>Presents accurate, relevant and concise information.</td>
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</table>
Lesson Plans Portfolio (30 points; due October 31, 2021): Students create a portfolio of lesson plans designed to address the needs of their students as well as the curriculum objectives for the subject area they are teaching. The portfolio will include three (3) complete lesson plans that demonstrate an understanding of teaching English Learners with Sheltered Instruction. One of the three lesson plans should focus on differentiation as addressed in class. Each lesson plan should follow the template provided (UbD) and include an introductory rationale (maximum of 1 page double-spaced) that references the course readings to the development of the lesson plan.

<table>
<thead>
<tr>
<th>Criteria/ score</th>
<th>Beginning 0-1 point</th>
<th>Developing (Limited evidence) 2 points</th>
<th>Competent (Clear evidence) 3 points</th>
<th>Accomplished (Clear, convincing, substantial evidence) 4-5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly identifies targeted student population, making reference to their instructional needs</td>
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<tr>
<td>Identifies language and content objectives that are linked to lesson activities</td>
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<tr>
<td>Supports rationale for lesson plan with citations from readings</td>
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<tr>
<td>Incorporates scaffolded, high-quality, teacher-made materials into the lesson plan</td>
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<tr>
<td>Writes clearly with few stylistic errors</td>
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<td></td>
</tr>
<tr>
<td>Presents accurate, relevant and concise information.</td>
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</tbody>
</table>
Final Project/Research Paper (40 points; due November 18, 2021)

The Final Project/Research Paper is a written paper of about 8-10 pages (double-spaced) on an approved topic (research and practical applications) from course content. The documenting and referencing sources must follow APA style. You may select one of the topics we cover in this course that is of your interest. The goal is to conduct in-depth research on a topic in Teaching English Learners (ELs) with Sheltered Content Instruction that you find intriguing and to develop research skills through literature review and case studies.

<table>
<thead>
<tr>
<th>Criteria/score</th>
<th>Emergent 0-1 point</th>
<th>Developing 2 points</th>
<th>Proficient 3 points</th>
<th>Accomplished 4-5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of Analysis</td>
<td>Paper does not address the assignment.</td>
<td>Paper does not address some aspects of the assignment.</td>
<td>Paper fully meets the parameters of the assignment but does not exceed them,</td>
<td>Paper goes beyond the assignment to explore the implications of arguments or evidence in new contexts or in particularly thoughtful, insightful, and/or original ways.</td>
</tr>
<tr>
<td>Grasp of Readings</td>
<td>Paper misrepresents the authors' arguments, evidence, and/or conclusions.</td>
<td>Paper represents the authors' arguments, evidence and conclusions accurately though not sufficiently clearly.</td>
<td>Paper represents the author's arguments, evidence and conclusions accurately</td>
<td>Paper represents the authors' arguments, evidence and conclusions accurately, fairly and eloquently.</td>
</tr>
<tr>
<td>Thesis Paragraph</td>
<td>Thesis paragraph does not have a discernable central argument</td>
<td>Thesis paragraph identifies a central argument that is demonstrable, though not stated sufficiently clearly.</td>
<td>Thesis paragraph clearly Identifies a demonstrable central argument.</td>
<td>Thesis paragraph clearly and eloquently identifies a demonstrable and nuanced central argument.</td>
</tr>
<tr>
<td>Evidence</td>
<td>Evidence used does not clearly support the main argument. Three or less references are included.</td>
<td>Connection between argument and evidence is not clearly articulated in all cases. A minimum of 4 references are included.</td>
<td>Evidence used to support the central point is well chosen, though not particularly rich or detailed. A minimum of six references are included.</td>
<td>Evidence used to support the central point is rich, detailed and well chosen. A minimum of six references are included.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Provides a written reflection</td>
<td>Discusses the research process and connects the topic to personal observations and perspectives with sufficient detail.</td>
<td>Includes analysis of issues in field experience setting with sufficient detail.</td>
<td>Provides synthesis of research with personal observations and perspectives.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Provides a conclusion</td>
<td>Provides a conclusion that logically follows the argument</td>
<td>Articulates a conclusion that communicates and synthesizes the research.</td>
<td>Thoughtfully interprets the research and its significance to the content area.</td>
</tr>
<tr>
<td>Organization</td>
<td>Organization of the paper as a whole is not logical or discernable.</td>
<td>Organization of the paper as a whole can only be discerned with effort.</td>
<td>Organization of paper as a whole is logical and apparent, but transitions between paragraphs are not consistently smooth.</td>
<td>Organization of paper as a whole is logical and quickly apparent.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Paper contains many spelling, grammatical, and/or word usage errors; does not follow standard conventions for citation of sources</td>
<td>Paper contains spelling, grammatical, and/or word usage errors; approaches standard conventions for citation of sources</td>
<td>Paper is organized and neat with few spelling, grammatical, and/or word usage errors; consistent use of standard conventions for citation of sources.</td>
<td>Paper is neat, organized, and professional in presentation; all grammatical and citation conventions followed.</td>
</tr>
</tbody>
</table>