



## **BLED 405: Academic and Language Support Using Sheltered Instruction**

COURSE SYLLABUS: SPRING 2026

### **INSTRUCTOR INFORMATION**

**Instructor:** Dr. Laura Slay

**Office Location:** Online

**Office Hours:** Virtual on Tuesday 9:30 am – 12:30 pm & Wednesday 1:00 – 4:00 pm and by appointment

**Office Phone:** 903.886.5537

**University Email Address:** [Laura.Slay@etamu.edu](mailto:Laura.Slay@etamu.edu)

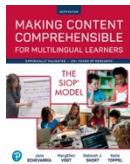
**Preferred Form of Communication:** email

**Communication Response Time:** 24-48 hours (Monday-Friday)

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

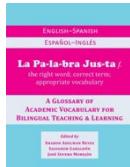


Echevarría, J., Vogt, M., & Short, D. (2016). *Making content comprehensible for elementary English learners: The SIOP model* (6th ed.). Allyn & Bacon ISBN- 13: 9780137878857



Vogt, M., & Echevarría, J. (2008). *99 ideas and activities for teaching English learners with the SIOP model*. Pearson Education. 2nd edition ISBN-13: 9780135889671

The syllabus/schedule are subject to change.



Reyes, S. A., Gabaldón, S., & Morejón, J. S. (2014). *La palabra justa: An English-Spanish / Español-Inglés glossary of academic vocabulary for bilingual teaching & learning*. Diversity Learning K12.

Software Required:

Optional Texts and/or Materials: Laptop/Computer/Technology

#### Course Description

**BLED 405:** This course focuses on the use of sheltered instruction to support emergent bilingual learners as they simultaneously learn the English language and academic content. Students are introduced to the Sheltered Instruction Observational Protocol (SIOP) model, a research-based framework, for planning and implementing lessons in the content areas. Course includes engagement of students in the process of designing lessons that incorporate the eight components of sheltered instruction.

#### Student Learning Outcomes:

The student will:

1. Demonstrate understanding and application of the SIOP model.
2. Research and explore language assessments for Emergent Bilingual Learners in different content areas creating different ways to assess
3. Plan and teach a lesson for Emergent Bilingual Learners addressing both language and content objectives
4. Gain an understanding of language assessment instruments
5. Demonstrate knowledge of instructional strategies for supporting language and content learning

#### Course Objectives:

This course is designed to prepare educators for designing instruction for Emergent Bilingual and English learners at all levels targeting specific techniques for supporting language and academic content learning. Candidates learn to assess leaner demands and understand the roles played by instructors of second language learners. The purpose of this course is to:

- Use appropriate processes and teaching practices
- Apply knowledge about Emergent Bilingual Learners
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment

The *syllabus/schedule* are subject to change.

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint

### Instructional Methods

#### How the Course is organized

On each “Unit” page, there are links to supplementary readings and handouts for class activities. Students should save these.

**Complete instructions for all written assignments are included in the online unit scheduled for when the assignment is due.** Find each Assignment link by clicking on the appropriate “Unit” link on the left navigation bar which will then reveal the Assignment link below it. The online instructions provide step by step directions for how to accomplish the assignments and other resources such as rubrics. Please review these instructions and all associated documents carefully before beginning your assignments.

### Student Responsibilities or Tips for Success in the Course

Students should regularly log on to the course website, check for online instructor feedback and email the professor if they don’t understand something.

When students log on to the course, they should check to see if there are any announcements. I may also post here such things as changes in the schedule when assignments are due or provide further clarifications for specific assignments.

## GRADING

**Final grades** in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

**Total points** corresponding to the final letter grades

A = 900- 1000 Points

B = 800- 899 Points

C = 700- 799 Points

D = 600- 699 Points

F = 599 & < Points

*The syllabus/schedule are subject to change.*

\*\*It is very important to me that you earn the grade you want in this class—without stressing unnecessarily all semester. One way I try to work with you throughout the semester is to offer extra credit for introducing yourself to the class, taking surveys to give me feedback on the course, and attending and reflecting on events related to Latinx and bilingual/ESL education.

\*\*\*Because of this, unless your final grade is only one point between two letter grades (for instance, an 89 or 79)

**Weights of the assessments in the calculation of the final letter grade.**

<b>Discussion Boards</b>	<b>25%</b>
<b>Journal Entries</b>	<b>25%</b>
<b>Quizzes</b>	<b>25%</b>
<b>Transfer &amp; Transition Project</b>	<b>25%</b>
<b>TOTAL</b>	<b>100%</b>

**1. Journal Entries 15%**

Each student will prepare a journal entry for Modules 1,2, and 3. The journal entry will reflect the student's knowledge, application and evaluation of the reading and video assignments. In order to assess students, this assignment is being used in lieu of a quiz. The student should carefully address the questions in the module and should incorporate knowledge of assigned readings, videos and module lectures. If desired, the student may add outside resources. This will be done in Spanish.

**2. Discussion Board 15%**

The discussion board assignments will be done as a group. A project will be assigned and the groups will work together to complete their project. The project will be posted as a group. Within 3 days following the due date, each individual student will comment on the work of at least two other groups, using the criteria provided in the module. (Group work will be for 75 points, comments will be for 25 points) The discussion boards will be done in Spanish.

**3. Quizzes 20%**

Each module will have one vocabulary quiz. The vocabulary you are to study is provided in the module. From the list provided, you will be given ten words to use in an educational context. All quizzes are essays. You will be given one question over a topic related to the module. You will be asked to perform a writing task in Spanish that is typical of what is required of a bilingual teacher. You may not use any outside materials during the quizzes. Online student authentication may be required of you (see below)

**4. Project Platform Teaching 25%**

Each student will submit a video/presentation. The presentation/video will consist of individual student choosing one resource that they found useful on lead4ward. The student will then teach how the resources is accessed this will consists a step-by-step tutorial. The tutorial will require screenshots/screencast. The student will also discuss the benefits of the resource when planning, how it helps make input more comprehensible, and how it will benefit students. This work will be done in Spanish. Note: that you will choose one resource that lead4forward offers you. If you decide to make a video, please try to limit you video between 3 to 5 minutes.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

*The syllabus/schedule are subject to change.*

## Interaction with Instructor Statement

# COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

Classes will be held every other Tuesday for 8 synchronous meetings from 5:30 – 7:30 pm. See the course schedule for exact dates. Classes will meet in a Hyflex format at the East Texas A&M-Dallas location, Room \_\_\_\_\_. HyFlex classes are hybrid which combines face-to-face and online meetings. When you are unable to come to class in person, please log into Zoom Meeting <https://tamuc.zoom.us/j/8561023611> to join the class.

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).  
<http://www.tamuc.edu/admissions/registrar/generallInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

The *syllabus/schedule* are subject to change.

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

**AI Policy**

ETAMU AI use policy as of May 25, 2023:

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty  
13.99.99.R0.10 Graduate Student Academic Dishonesty

**AI Use in this Course**

Artificial Intelligence (AI) has become increasingly pervasive in education in the last couple of years. It provides numerous benefits and can serve almost as a critical friend who can challenge your thinking and help foster creativity and new ideas. However, it is all too easy to rely on AI to generate content and "complete" assignments quickly and easily. Consistent with East Texas A&M University's policy on AI use, using AI to generate content for course assignments without instructor permission is considered academic dishonesty. The following graphic provides potential levels of AI use in education with requirements for AI disclosure. In this course, it is expected that all online discussions are completed with no AI use. In the D2L course shell, it will be explicitly noted what assignments, if any, allow for AI use and at what level. If a student

*The syllabus/schedule are subject to change.*

in this course is suspected of using generative AI in a manner that violates the course policy for AI use, this will be considered cheating and an [Undergraduate Student Academic Dishonesty Form](#) will be submitted to the Provost Office for review. Students using AI to generate assignments may receive a failing grade on an assignment and/or in the course.

## Can I Use AI on this Assignment? Generative AI Acceptable Use Scale

*Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code,etc)  
This includes, but is not limited to, Large Language Models/LLMs such as ChatGPT, Google Bard,etc, Image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)*

	Level of AI Use	Full Description	Disclosure Requirements
<b>0</b>	<b>NO AI Use</b>	This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
<b>1</b>	<b>AI-Assisted Idea Generation and Structuring</b>	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
<b>2</b>	<b>AI-Assisted Editing</b>	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
<b>3</b>	<b>AI for Specified Task Completion</b>	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
<b>4</b>	<b>Full AI Use with Human Oversight</b>	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcbaugh  
[Link to Original Work](#)



Creative Commons Licensed BY (attribution) NC (Non Commercial) SA (Share Alike)  
To remix this for your use case, you may make an editable copy, using this [TEMPLATE LINK](#).  
Please maintain CC licensing and all attributions in all duplications, references, or remixing.

## Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

The syllabus/schedule are subject to change.

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **East Texas A&M University Supports Students' Mental Health**

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.etamu.edu/counseling-center](http://www.etamu.edu/counseling-center)

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

*The syllabus/schedule are subject to change.*



The *syllabus/schedule are subject to change.*

## COURSE OUTLINE / CALENDAR

Date	Topics	Reading	Assignments
1-13-26	Syllabus & Introductions Introducing SIOP		
1-27-26			
2-10-26			
1-24-26			
<b>Spring Break</b>	<b>March 9 – 13, 2026</b>		
3-17-26			
3-31-26			
4-14-26			
4-28-26			
<b>Finals Week</b>	<b>May 4 – 8, 2026</b>		

The *syllabus/schedule* are subject to change.