

BED 4340 Principles of Bilingual/ESL Education (Online)

CRN: 24193

SPRING 2024

January 16 – May 10, 2024

Instructor: Brenda Oriana Aranda Ph.D.

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Office Hours: Scheduled virtual meetings (Zoom) or email (responds within 48 hours)

Class time/place: ONLINE

COURSE DESCRIPTION (3 credit hours)

This course is an introduction to education for emergent bilingual students, specifically learners who are proficient in a language other than English and are learning English in school. This course focuses on the theory and practice of bilingual education and of the instruction of English as a second language. Included are the identification of program models in bilingual/ESL education; their historical, legislative, and philosophical foundations; instructional frameworks for various programs; and, in particular, the implementation of bilingual instruction with US-Mexico border populations. ***At its core, this course is about advancing social justice and educational equity in the ways we use and teach language in schools.***

PREREQUISITE

Admission to Teacher Education is required before taking this course, and this course is required before taking other BED courses on all education degree plans.

PURPOSE OF THE COURSE

This course is designed to prepare future educators with the foundational knowledge (history), conceptual understandings (philosophy), and current mandates and program model information (law and pedagogy) regarding the education of EBs in the United States and, specifically, in the state of Texas. All educators—general education, elementary, middle school, secondary, literacy education, special education, gifted education, bilingual education, ESL education, counselors, and administrators—share the responsibility for the schooling of bilingual students.

COURSE ALIGNMENT WITH COLLEGE MISSION AND VISION

This course aligns with the University's and College of Education's mission and vision in addressing the preparation of educators with a special emphasis on and support for student learning and development within linguistically and culturally diverse border region settings. It provides students with opportunities to apply knowledge of bilingual/EL education as they

develop and deliver presentations and teaching activities that are aligned to the state standards for educators. In line with the College of Education's Roadmap to the Future (2017), the course prepares students to address and advocate for diverse learners by understanding how linguistic issues are part of social justice.

COURSE ALIGNMENT WITH UTEP EDGE

This course aligns with [UTEP EDGE](#): a holistic assets-based student success framework that "aims to develop these practices through high-impact experiences, or EDGE experiences." Through a service-learning project (one of these high-impact practices), you will be working with an emergent bilingual in the region, and you will have opportunities to connect theoretical perspectives from the course to practice.

COURSE LEARNING OBJECTIVES

The objective of this course is for students to develop understanding of the following topics and the ability to begin applying this understanding in all areas of teaching.

- History of bilingual education in the United States and in Texas, including landmark court cases and its impact on current legislation in Texas, as well as nationally;
- Philosophies underlying the concept of bilingual education and ESL Instruction;
- Legal foundations of bilingual education and teaching Emergent Bilinguals, including federal and state policy;
- Asset-based approaches to identifying EBs, their languages/languageing, and bilingualism;
- Bilingual/dual-language/ESL program models;
- The subsystems of language and terminology for talking about language;
- Language acquisition and the role of L1 in L2 learning;
- Teaching oral language, reading, and writing with EBs;
- Approaches to content-area instruction for EBs (e.g., sheltered instruction, comprehensible input);
- Assessment of language proficiency and appropriate assessment of EBs' content knowledge;
- Texas teaching standards, domains, and competencies for bilingual education and English as a second language; EC-6 and 4-8.

CENTERING PRACTICES FOR THE COURSE

- **Historicize:** the identities and experiences of multilingual students in the US by critically examining historical processes and moments that talk(ed) about these same students as LEP (Limited-English proficient), ELs (English Learner), EBs (Emergent Bilingual), ABLE (Active Bilingual Learners/Users of English). How do these labels position multilingual students?

- **Interrogate:** language policies, historical events, theoretical perspectives, and practices that impact emergent bilinguals and their communities. Who decides? Whose bi/multilingualism has value?
- **Praxis:** Engage in critical individual and collective reflection about the course materials and interaction with the materials alongside aiming to move that reflection into practice as part of the service-learning experience.

Language policy for this course

This course is designed to develop your knowledge of and appreciation for bilingualism in your future students, in yourselves, and in our community. You are encouraged to use and develop your own biliteracy skills in this course. *You may submit any assignment in English and/or in Spanish.* For discussion and other group work, including whole-class, the most important criterion is that everyone has an opportunity to understand and to be understood—thus, any discussion group may use any variety(ies) of Spanish, English, both, or any other language, as long as the members of the group agree.

POLICIES AND PROCEDURES

Inclusiveness and equity

Learning happens only when we feel respected as a whole human being. My top priority is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course *and* for the sake of your future students' learning so that you know how to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you show respect for each other, as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair, Dr. Alyse Hachey, 915-747-7573 or ahachey@utep.edu, and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

Food insecurity, mental health, and access to support services

Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to wellness that interfere with our learning. I want you to be aware of a variety of

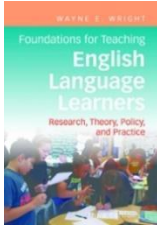
support services on campus that can help you navigate these challenges and obstacles. **The UTEP Food Pantry** is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at <https://www.utep.edu/student-affairs/foodpantry/>. The office of **Counseling and Psychological Services** offers mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at <https://www.utep.edu/student-affairs/counsel/resources/services-students.html>. Additional support services and resources are listed at <https://www.utep.edu/student-affairs/resources/index.html>. If you are facing an obstacle to your learning, I encourage you to check out these resources or let me know and I will be happy to help you find the supports you need. You are not alone.

STUDENT RESOURCES

UTEP provides a variety of student services and support:

- [UTEP Resources](#): Go here for complete list of resources (great!)
- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

REQUIRED MATERIALS



Wright, W.E. (2019). 3rd Edition. *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Caslon: Philadelphia. [Purchase the hard copy or e-book, be sure that you have the third edition.]

** This book will be used again in EDBE 4343, so hold on to it.

** Other required readings, videos, etc. will be found on Blackboard

You will need to access (and know where to access!) the following standards and assessment materials from the Texas Education Agency:

- LPAC Decision-Making Resources available at <http://tea.texas.gov/student.assessment/ell/lpac/>
- *Educator Guide to TELPAS Grades K-12* (2011) available at <http://tea.texas.gov/student.assessment/ell/telpas/>.
- Chapter 89: Adaptations for Special Populations Subchapter BB: Commissioner's Rules Concerning State Plan for Educating English Language Learners available at <https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-89>
- English Language Proficiency Standards (ELPS) available at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.
- Texas Essential Knowledge and Skills (TEKS) for your grade(s) and/or content area(s) of interest, available at <http://tea.texas.gov/curriculum/teks/>.

TEXES exam preparation materials: You are required to access some materials that will acquaint you with the TExES certification exams. At a minimum, you must access the materials available for free through the ETS website: <http://www.tx.nesinc.com>

Other key resources we will access:

- Intercultural Development Research Association: [IDRA](http://www.idra.org)

ATTENDANCE POLICY

Because this is an online course, attendance is determined by **class participation online**. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussions with your peers on the Discussion Boards
- Completing all module activities (assignments, quizzes, etc.)

TECHNOLOGY REQUIREMENTS AND SUPPORT

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have or have access to a computer/laptop and internet connection. You will need to download or update the following software: Microsoft Office, Flipgrid, and Blackboard. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk as they are trained specifically in assisting with technological needs of students](#).

ETCH (Education Technology Collaboration Hub) lab; open to ALL UTEP STUDENTS

The College of Education has a technology lab where students can use computers and other technologies to support and enhance their learning.

This technology area includes an open lab with 25 computers, printing solutions, 3 collaboration hubs (individual rooms equipped with a big monitor screen and collaboration tools to connect from smart devices to monitor- service for students only) and a podcast studio. Students can work or recharge their devices in this area, as well as engage in research in groups by reserving the collaboration hubs. Assistance is available for video and voice recording in the studio.

ETCH Hours of Operation and Technology Support as follows:

Monday – Thursday 8:00 am – 6:00 pm

Friday 8:00 am – 4:30 pm

Located in Education building: Rooms 206 and 208

ETIQUETTE & NETIQUETTE

- Always consider audience in discussions during class and online. Remember that members of the class and the instructor will be reading any online Blackboard postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings or comments will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. On Blackboard discussions, post only what anyone would comfortably state in a F2F situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Information posted on these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

COURSE COMMUNICATION

Here are the ways we can keep the communication channels open:

- Office Hours: I will have virtual (Zoom) office hours for your questions and comments about the course. You can request a virtual meeting, and I will send you a Zoom link.
- Email: **UTEP e-mail is the best way to contact me.** I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student e-mail account and please include the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

LATE WORK POLICY

Because all activities and assignments are designed to contribute to your learning each week, **they cannot be made up after their due date has passed.** Assignments are posted on Blackboard ahead of time and are included in this syllabus to give you enough time to plan and prepare. Know the expectations and deadlines for each assignment. Familiarize yourself with the syllabus to help you meet all the deadlines. *Please reach out to your professor if you feel you will not meet a deadline due to unforeseen circumstances.*

DROP POLICY

To drop this class, please contact the [Registrar's Office](#) to initiate the drop process. If you cannot complete this course, please contact me.

According to UTEP Catalog, "At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline." See Policies and Regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide a 24-hour advance notice via email.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities. This allows for equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#).

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

OTHER KEY INFORMATION FOR COURSE

Academic citations

Please provide APA-style in-text and bibliographic citations for all your written work. Help with APA style academic citations is available on our Bb site and through this useful site:

[Purdue OWL \(on-line writing lab\)](#)

Changes to the syllabus

I strive to respond in my teaching to the shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, and needs for growth. Some changes may be made to the syllabus along the way. I will always notify you or ask you to participate in the decision to make changes. If there are significant changes, the updated syllabus will be made available on Blackboard.

COURSE ASSIGNMENTS AND GRADING

Weekly reading quizzes (WRQs)

[140 points, 14 quizzes at 10 points each]

All assigned readings are required, essential, and MUST be completed every week. You will take a quiz *for each of the chapters* and other readings assigned each week. You can find your weekly quizzes in each weekly module on Bb. The quizzes are due every **Thursday before 11:59 p.m., but you can take them at any time during the week.**

The quizzes are created to help you develop awareness of how well and in-depth you are reading. They will focus on the **key terms and guiding questions** appearing at the beginning of each chapter (and occasionally important terms appearing in the chapter but not listed at the beginning), any additional readings, and videos. **You will not be allowed to make up any missed quizzes, so please make sure you take your quizzes in the timeframe provided.**

Scenario Solutions (SS)

(50 points, 10 SS 5 points each)

In this activity, you are presented with a scenario, one question about that scenario, and four multiple choice answers. **Questions are similar to those appearing on the TExES Bilingual Education Supplemental (164) certification exam.** I strongly recommend browsing the “TExES/Scenario solutions resources” folder on Bb as a way of being prepared for the scenario solutions. As a group, you will discuss, debate, dialogue, and problem-solve to determine the

best answer to your question. Then you will choose the answer as a group, but **you will also need to give a well-thought-out rationale for choosing the answer you did, and then a rationale for each answer you did not choose.** That is, your group will need to construct responses telling me WHY you chose the answer you did as a group and WHY you believe it is the answer, and then tell me WHY you DID NOT choose the other answers and WHY you believe they ARE NOT the answers. You are also required to **connect your rationales to concepts from that week.** You will receive credit for the correct answer, the quality of your rationales, and the connections you make to that week's content. **You will not be allowed to make up any missed scenario solutions.**

You will be assigned to a group to work on this activity. You will submit this assignment as a group. Scenario solutions are due every **Sunday before 11:59 p.m., but you can submit them at any time during the week.** Check Bb modules for exact due dates. *You will receive 3 points for turning in the assignment completed and with rationale for every answer. You will receive 1 additional point if your answer is correct. The last point will be based on how you connect the SS scenario to the Miner Assessment Tool – MAT. (Total: 5 points for every SS)*

Participating in your group: Each person's contributions to the group SS dialogue are important. I will observe group discussions for evidence of participation from all group members, and I will periodically ask all group members to rate each other's participation. If you find that someone is consistently participating less than others in the group, I ask that you let me know by email, and I will then check with all group members.

Following are suggested guidelines for doing your group scenario solution:

- Study the question. Study the answers.
- Highlight, underline, and use any other strategies in determining key terms, phrases, or clues in each question.
- Write rough notes on your own paper that reflect your thinking.
- Then, as a group, you will draft your final thoughts and rationale for each of the responses, especially the correct response. There will be designated spaces next to each response for you to draft each thought and rationale.
- As a group, you will turn in that one sheet with the question, responses, and rationale provided.

Photovoice project: Your life as a lingual student

[50 points: Flipgrid 1 at 25 points; Flipgrid 2 at 25 points]

The first order of business for any teacher must be knowing their students: listening to their voices and learning who they are. In this first assignment of our class, I am asking you to talk to me—and others—about who you are. Specifically, because our class focuses on language in education, I am asking you to tell us about your life as a lingual student—as a student who uses

language in learning. You will do this using a process called “photovoice” where you take photos, narrate them, and organize them into a story that you feel tells us about YOU and about language in your learning life—and that you can use to influence policy and educational decisions that affect you.

You will take photos that speak to a question about what it is like to be you, using language in learning. You will share a small selection of these photos with your classmates, where you will discuss the photos together, identify themes, and develop narrative captions for the photos. You will be graded on submission of the photos and the commentary on your classmates’ photos that you provide on Flipgrid. Your submission will be in the form of two Flipgrid videos and replies to your classmates’ videos.

Additional details and guidelines can be found in Bb under Syllabus & Course Content, Assignments, Photovoice Project. You can also find them under Week 1 and Week 5.

Discussions

[140 points, 14 discussions at 10 points each]

For this online course, students will be required to participate in discussions. You will engage in a discussion with your classmates through a Bb Discussion forum or Flipgrid. The discussions will be open all week. The topic will consist of the content you read for that specific week. Your initial post of **200 words** will be worth **6 points - due every Friday by 11:59 p.m.** You will reply to **two** of your classmates. Each reply of **100 words** will be worth **2 points each – due every Sunday at 11:59 p.m.**

In your post and your replies, make sure you refer to the readings of that week and of previous readings. Demonstrate that you know the content for that week. You don’t need to be experts in the topic, but you do need to be familiar with it. *Please refer to the Netiquette section of this syllabus when participating in the discussion boards*

Please refer to the Etiquette section of this syllabus when participating in the discussion.

Service Learning Project (SLP) Tutoring

[305 points: Tutoring Log at 105 points, 2 assignments at 50 points each, reflective essay at 100 points]

For this project that involves both service and learning, you will tutor an English learner student for a minimum of 15 hours over the course of the semester. These hours will also count toward your field experience requirements.

The goals of the assignment are for you to:

- (1) build pedagogical and professional skills and knowledge and to integrate and apply what we discuss in class to a real-life teaching situation, and
- (2) serve the needs of an English learner in our community—in particular to be an additional teaching support in their lives.

This assignment is designed to help you understand the more complex, interpersonal, human dimensions of what is covered in the textbook by working directly with an EL student, and to develop your ability to use reflection and analysis to make connections between pedagogical concepts and your own practices and experiences (connecting stuff in class to real life).

This project is divided into 3 parts:

15+ hours of tutoring logged [3.5 points per hour plus 3.5 points for each reflection; 105 points total]: You will submit evidence of each tutoring session along with a brief reflection verified by both your classroom teacher and by me. You are expected to complete these hours in person.

2 activity designs + reflections [50 points each]: In most of your tutoring hours, you will focus on needs and activities as identified by the classroom teacher. However, within the 15+ hours, you are also required to design 2 specific activities to do with your student, implement them with the student, and then write a reflection (on the log) about how they went and how you would improve them.

Reflective essay [100 points]. Developing your awareness and skills as a reflective practitioner is essential preparation for teaching. Reflection means thinking about what happened during tutoring, how it compares to your objectives as an educator, how it relates to theory and your knowledge (in this case, to our course content), and how you might change something in the future. The objective of this essay is for you to reflect on your tutoring experience and connect them to the concepts, terms, and ideas covered in this course. It should be about 1,000 words long and **must connect at least 10 key terms from the course.**

This assignment is done individually and graded individually.

Additional guidelines for this paper can be found on Bb under Syllabus & Course Content, Assignments, and Service Learning Project.

Point Scale

685 - 617 = A (Excellent)

616 - 548 = B (Good)

547 - 479 = C (Average)

478 or below = D (Failing grade)

Summary of components of course grade

Assignment	Points each	How many	Total Points
Weekly Reading Quizzes (WRQ)	10	14	140
Scenario Solutions (SS)	5	10	50
Photovoice Project			50
<i>Flipgrid 1</i>	25	1	
<i>Flipgrid 2</i>	25	1	
Discussion Boards	10	14	140
Service Learning Project			
<i>Log</i>	105	1	305
<i>Activity 1 (Activity Plan & Reflection)</i>	50	1	
<i>Activity 2 (Activity Plan & Reflection)</i>	50	1	
<i>Reflective Essay</i>	100	1	
Total Points:			685

COURSE CALENDAR

MODULE	TOPIC	ACTIVITIES (due by the end of the week)	ASSESSMENTS (due by the end of the week)
Week 1 (Starts 1/16/24)	Introduction; syllabus, centering practices; service-learning; our experiences with language, intersectionality	Read: Syllabus; Miner Assessment Tool (MAT) "Colonizing Wild Tongues" "Juntxs with the comunidad" TX Language policy updates (emergent bilingual)	WRQ on syllabus content

		Assignment: Photovoice – Part 1	
Week 2 (Starts 1/22/24)	Historical perspectives; language ideologies	Read: Iyengar (2014); read half, other half on week 3 Listen to: Podcast: “American Boarding School Haunts Many” StoryCorps Podcast: “The Burial of Mr. Spanish” Watch Video: <i>A lifetime without Spanish</i> Discussion: Discussion Board	WRQ on readings/podcasts, videos
Week 3 (Starts 1/29/24)	Language Policy	Read: Wright (2019) Chapter 4 Iyengar (2014); other half of article Creating a more Bilingual Texas (2021) Discussion: Discussion Board	WRQ on readings/podcasts, videos Scenario Solution 1
Week 4 (Starts 2/05/24)	Primary language support, effective instruction, and advocacy What is translanguaging?	Read: Chapter 11 (Wright); entire chapter Video: What is translanguaging? Discussion: Discussion Board Assignment: SLP -Activity 1	WRQ on readings/podcasts, videos Scenario Solution 2
Week 5 (Starts 2/12/24)	Who are emergent bilinguals? Problematizing how they are talked about in language policy	Read: Wright (2019) chapter 1 (pgs.1-11) <i>“Critical perspective on the educational labeling of multilingual students in the US”</i> <i>“Positioning teachers, positioning learners: Why we should stop using the term English Learners”</i>	WRQ on readings/podcasts, videos Scenario Solution 3

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		<p><i>“Centering Black Students in Language Education”</i></p> <p>Discussion: Discussion Board Assignment: Photovoice-Part 2</p>	
Week 6 (Starts 2/19/24)	Language learning and teaching	<p>Read: Wright (2019) Chapter 3, pg. 50-61</p> <p>Garcia et al. (2017) Discussion: Discussion Board</p>	<p>WRQ on readings/podcasts, videos</p> <p>Scenario Solution 4</p>
Week 7 (Starts 2/26/24)	Emergent bilinguals – Centering their voices and identities	<p>Read: Academia Cuauhtli (website, video, and reading)</p> <p>En comunidad: Centering the voices and experiences of bilingual Latinx students</p> <p>Watch/Revisit Video: <i>Immersion</i> Discussion: Discussion Board Assignment: SLP - Activity 2</p>	<p>WRQ on readings/podcasts, videos</p> <p>Scenario Solution 5</p>
Week 8 (Starts 3/04/24)	ESL/Bilingual Program models	<p>Read: Wright (2019) Chapter 5</p> <p>Listen to: Podcast: Nice White Parents (Episode 1)</p> <p>Watch Video: <i>Dual Language Learners: Developing Literacy</i> Discussion: Discussion Board</p>	<p>WRQ on readings/podcasts, videos</p> <p>Scenario Solution 6</p>
Week 9 (Starts 3/18/24)	Content Area Instruction; thematic units/teaching	<p>Read: Chapter 10 (Wright,2019) (whole chapter)</p> <p>Skim the TEKS http://tea.texas.gov/curriculum/teks/</p> <p>Skim ELPS: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>Discussion: Discussion Board</p>	<p>WRQ on readings/podcasts, videos</p>

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Week 10 (Starts 3/25/24)	Reading processes of emergent bilinguals	Read: “The Reading process for emergent bilinguals” (Ch. 3 in Rooted in strength, 2021) Discussion: Discussion Board	WRQ on readings/podcasts, videos Scenario Solution 7
Week 11 (Starts 4/01/24)	Listening and Speaking	Read: Wright (2019) Chapter 7 – stop on pg. 186 Watch Video: <i>Talk Moves: Developing Communication Skills</i> Discussion: Discussion Board	WRQ on readings/podcasts, videos Scenario Solution 8
Week 12 (Starts 4/08/24)	Reading and Writing	Read: Wright (2019) Chapter 7 – stop on pg. 186 Watch Video: <i>Talk Moves: Developing Communication Skills</i> Discussion: Discussion Board	WRQ on readings/podcasts, videos Scenario Solution 9
Week 13 (Starts 4/15/24)	Responsive Assessment and adaptations	Read: Wright (2019) Chapter 6 Discussion: Discussion Board	WRQ on readings/podcasts, videos
Week 14 (Starts 4/22/24)	Review and connections	Read: Review course content Watch Video: <i>Supporting ELLs Through Project-Based Learning</i> Discussion: Discussion Board	WRQ on course content
Week 15 - Finals (Starts 4/29/24)	Reflection: Course and SLP	Assignment: Work on SLP: Log, Essay SLP Log due - 5/05/24 SLP Reflective Essay - 5/05/24 Discussion: Discussion Board	SLP Log due SLP Reflective Essay due

Texas Bilingual Education Standards

[Standards II-IV are the focus of the course.]

- I. [The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).] [This

standard is not a focus of this class, though students in the class are encouraged to use their biliteracy in all aspects of the course.]

- II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
- III. The bilingual education teacher knows the process of first and second language acquisition and development.
- IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.
- V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.
- VI. The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

These standards are addressed through various competencies that future educators are expected to have within particular domains. The following competencies will be addressed and evaluated.

COMPETENCY 001

The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p>1.1 Analyze and summarize the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education, and the effects of demographic changes on bilingual education</p> <p>1.2 Explain and present procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners.</p> <p>1.3 Demonstrates an awareness of global issues and perspectives related to</p>	<ul style="list-style-type: none"> a. Chapters 1 & 3 Quiz b. Scenario Solutions c. TExES Manual (EC-06, Competencies 1.1-1.5); (4-8, Competencies 1.1-1.5) d. Small group discussions with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials e. Service Learning Project - Reflective Essay f. Discussion on the following: <i>LPAC Decision-Making Process for the Texas Assessment Program. Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division.</i>

<p>bilingual education, including how bilingual education and bilingualism are perceived throughout the world.</p> <p>1.4 Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</p> <p>1.5 Analyzes the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.</p>	<p>http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793#lpac-manual</p> <p><i>Chapter 89: Adaptations for Special Populations</i> Subchapter BB: Commissioner’s Rules Concerning State Plan for Educating Limited English Proficient Students.</p> <p>http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html</p>
<p>1.7 Distinguishes models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus.</p> <p>1.8 Analyzes various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.</p>	<p>a. Chapter 4 Quiz</p> <p>b. TExES Manual (EC-06pgs.16-17;4-8 pgs.35-40)</p> <p>c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</p> <p>d. Scenario Solutions</p> <p>e. Service Learning Project - Reflective Essay</p>

Competency 002

The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).

<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
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<p>1.6 Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.</p> <p>2.1 Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2.</p> <p>2.2 Demonstrates knowledge of major language components (phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.</p> <p>2.3 Demonstrates knowledge of stages of first and second-language development and theories/models of first and second language development (e.g., behaviorist, cognitive), and understands the instructional implications of these stages and theories/models.</p> <p>2.4 Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 and L2.</p> <p>2.5 Explains the interrelatedness and interdependence of first and second language acquisition and assists students in making connections between languages (e.g., using</p>	<p>a. Chapter 2 Quiz</p> <p>b. TExES Manual (EC-06, Competencies 1.6, 2.1-2.7); (4-8, Competencies, 2.1-2.6)</p> <p>c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</p> <p>d. Service Learning Project - Reflective Essay</p> <p>e. Scenario Solutions</p>
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<p>cognates, noting similarities and differences).</p> <p>2.6 Analyzes and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.</p> <p>2.7 Identifies and explains cognitive, linguistic, social, and affective factors affecting second language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/ community environment, literacy background) and uses this knowledge to promote students' language development in L2.</p>	
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Competency 003

The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.

<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p>3.2. Identifies types of formal and informal literacy assessments in L 1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.</p> <p>3.3. Discuss the state educator certification standards in reading/language arts; understands distinctive elements in the application of the standards for English and for L1, and applies this knowledge</p>	<p>a. Chapter 5 & 10 Quiz b. TExES Manual (EC-06 pgs. 23-24); (4-8 pgs 70-80) c. Small group discussions with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials d. Service Learning Project - Reflective Essay e. Chapter 7,8, & 10 Quiz</p>

<p>to promote bilingual students' literacy development in L1.</p> <p>3.5. Discuss how to help students transfer literacy competency from L1 to L2 by using students' prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).</p> <p>3.7. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children's literature in L1 and L2).</p>	<p>f. TExES Manual [EC-06 pgs. 25-28]; [4-8 pgs. 67-80]</p> <p>g. Discussion: English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>h. Scenario Solutions</p> <p>An Educator Guide to TELPAS Educator Guide to TELPAS Grades K–12 http://www.tea.state.tx.us/student/assessment/ell/telpas/#general</p>
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Competency 004

The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p>4.1 Explains how to assess bilingual students' development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.</p> <p>4.2 Creates authentic and purposeful learning activities and experiences in</p>	<p>a. Chapter 9 Quiz</p> <p>b. TExES Manual (EC-06 pgs.28-31);(4-8 pgs. 72-80)</p> <p>c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</p> <p>d. Discussion: English Language Proficiency Standards (ELPS)</p>

<p>both L 1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS).</p> <p>4.3 Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students' cognitive and linguistic development.</p> <p>4.4 Identifies various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive-academic language and content-area knowledge and skills in L2.</p> <p>4.5 Differentiates content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs.</p>	<p>http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>e. Service Learning Project - Reflective Essay</p> <p>f. Scenario Solutions</p> <p>An Educator Guide to TELPAS</p> <p>Educator Guide to TELPAS Grades K–12</p> <p>http://www.tea.state.tx.us/student.assessment/ell/telpas/#general</p> <p>g. Chapter 6 Quiz</p> <p>h. TExES Manual (EC-06 pgs.29-30; 4-8 pgs.72-80)</p> <p>i. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</p> <p>j. Service Learning Project - Reflective Essay</p> <p>k. Scenario Solutions</p> <p>l. Chapter 11 Quiz</p> <p>m. TExES Manual (EC-06 pgs.30-31; 4-8 pgs.72-80)</p> <p>n. Small group discussions with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</p> <p>o. Service Learning Project - Reflective Essay</p> <p>p. Scenario Solutions</p>
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