

**Principles of Bilingual/ESL Education: BED 4340
Spring 2020**

Dr. Brenda Oriana Aranda

BED 4340 [CRN 29422]
Meets Tues 9:00-11:50am
EDUC 307

Office hours: F2F Tues 12:00-1:00pm,
online Mon 9:00-11:00am, and by appointment

3 credit hours

COURSE DESCRIPTION

This course is an introduction to education for emergent bilingual students (or English learners/ELs, students who are proficient in a language other than English and are learning English in school). It focuses on the theory and practice of both bilingual education and English as a second language instruction. Included are linguistic concepts; theories of language learning; program models in bilingual/ESL education; their historical, legislative, and philosophical foundations; issues in content and language assessment for ELs; instructional strategies for teaching ELs; and, in particular, instruction for bilingual US-Mexico border populations. ***At its core, this course is about advancing educational equity and social justice in the ways we use and teach language in schools.***

COURSE OVERVIEW

WEEK	TOPIC	ASSIGNMENTS DUE
1	Introduction to the course and each other	
2	Who are English learners/emergent bilinguals?	Wright (2019) Ch1 Online getting-to-know-you survey Photovoice discussion via BB
3	Language	Short pre-course writing assignment Group work on Photovoice presentation
4	Language learning and teaching	Wright (2019) Ch2 Wright (2019) Ch3
5	Translanguaging, effective instruction, and advocacy	Wright (2019) Ch11 García et al. (2017) SLP letter of commitment Translanguaging strategy description
6	Language education policy for ELs	Wright (2019) Ch4 Photovoice presentation
7	Program models for ELs	Wright (2019) Ch5

		“I am learning inglés: A dual-language comic”
8	Assessment	Wright (2019) Ch6 TELPAS Guide Ch1
9	Listening and speaking	Wright (2019) Ch7
10	Reading	Wright (2019) Ch8 Chapter 89 PSA2 presentation
11	Writing	Wright (2019) Ch9 ELPS
12	Content-area instruction for ELs	Wright (2019) Ch10 TEKS Grade 1
13	Review and connections	PSA2 Summative quiz (Weeks 1-7)
14	Group work	SLP reflective essay and log Summative quiz (Weeks 8-12)
15	Final presentations	Final presentation Revised PSA

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 English learners (ELs) 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 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:

- The sociocultural characteristics and diversity of ELs;
- Asset-based approaches to identifying ELs, their languages/languageing, and bilingualism;
- The subsystems of language and terminology for talking about language;
- Language acquisition and the role of L1 in L2 learning;
- Philosophies underlying the concept of bilingual education and ESL instruction;
- History of EL and 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;
- Legal foundations of bilingual education and teaching English language learners, including federal and state policy;
- Bilingual/dual-language/ESL program models;
- Assessment of language proficiency and appropriate assessment of ELs' content knowledge;
- Teaching oral language, reading, and writing with ELs;
- Approaches to content-area instruction for ELs (e.g., sheltered instruction, comprehensible input);
- Texas state English Language Proficiency Standards (ELPS);
- Texas teaching standards, domains, and competencies for bilingual education and English as a second language.

REQUIRED COURSE 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**.]

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 <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>.
- 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 content area(s) and grade levels, available at <http://tea.texas.gov/curriculum/teks/>.

TEExES exam preparation materials: You are required to access some materials that will acquaint you with the TEExES certification exams. At a minimum, you must access the materials available for free through TEA and the [Pearson test prep](#) website:

- TEA: [https://tea.texas.gov/Texas Educators/Certification/Educator Testing/Test Registration and Preparation](https://tea.texas.gov/Texas_Educators/Certification/Educator_Testing/Test_Registration_and_Preparation)
- Pearson for ESL Supplemental (154): http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX154_PrepMaterials.html
- Pearson for Bilingual Supplemental (164): http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX164_PrepMaterials.html

Additional readings are listed in the course schedule (below) and will be available on Blackboard (BB).

ASSIGNMENTS

Participation and attendance

(9% of grade)

[75 points, 15 sessions at 5 points each] Your success in this course depends upon your active participation, which includes the following:

- Being present for the full class session in each of the 15 weeks we meet, including arriving on time and staying until the end¹.
- Reading thoroughly the required reading for each class session before that session and demonstrating your understanding of it throughout each class session.
- Thinking carefully about the reading and coming prepared with questions, reflections, and connections between the reading and with other material in this or other courses.
- Verbal participation in each class session, including the contribution of your ideas/questions/reflections as well as verbal engagement with others' ideas/questions/reflections—this counts in both small-group and large-group activities.
- Extensive non-verbal engagement in each class session, including demonstrating active listening, thoughtful engagement, and growth across each discussion.

Educational research shows that our deepest and most meaningful learning happens in interaction with other people. In your future work as an educator, you will need to design your teaching so that students participate meaningfully, as I design my teaching of this course with the objective that you participate meaningfully. In this component of your grade you will pay attention to your participation, striving for the above, and reflecting on your experience as a participating learner so that it informs your work as a teacher.

Your participation/attendance grade will be based on both my tracking and yours. At the end of each class session I will ask you to complete an exit slip where you reflect on and evaluate your participation and describe one primary contribution you made that day. Your grade will be based, in part, on these self-assessment submissions. Failure to submit a self-assessment will result in a score of 1 (out of 5) for that day. Categories of contributions will include:

¹ See attendance policies in policies and procedures section.

- Peer support: Instances where you supported a classmate in understanding content or managing socioemotional aspects of their learning
- Questioning: Asking a probing question in class
- Critical insight: Contributing to class discussion where you comment on the implications of a topic for teaching or for equity and social justice.
- Skillshare: Contributing a specific skill that you have to someone’s work in the class (e.g., if you are good with video editing and you teach someone how to edit their video project)
- Connecting (course or life): Making a connection between today’s topic and another session’s topics (course connection) or making a connection between today’s topic and your life experience

<i>Weekly reading quizzes (WRQs) (individual)</i>	(15% of grade)
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[130 points, 13 quizzes at 10 points each] **All assigned readings are required, essential, and MUST be done before each class session.** Before or at the beginning of each class session you will demonstrate your understanding of that week’s readings by completing a quiz at the beginning of class based on the readings for the day. The quizzes are created to see if you’ve done the assigned reading for the day, and 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). **You will not be allowed to make up any missed quizzes or BB discussions.**

WRQ1 which is given in Week 2 will be worth 5 points. You will receive the other 5 points for the **short pre-course writing assignment** (see the question on BB) due to BB in Week 2.

<i>Scenario solutions (SS) (group)</i>	(9% of grade)
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[75 points, 15 SSs at 5 points each] This activity will be done at the end of each class session in small groups. In the 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 ESL Education Supplemental (154) certification exam and the Bilingual Education Supplemental (164) certification exam** (which cover similar content). 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 day’s class session.** You will not be allowed to use your textbooks, study manuals, or notes—only your brains, so you must read, study, pay attention in class, and get the most from our discussions and interactions during that class session. You will receive credit for the correct answer, the quality of your rationales, and the connections you make to that day’s class session. **You will not be allowed to make up any missed scenario solutions.**

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 the guidelines for doing your group scenario solution:

- I. Study the question. Study the answers.
- II. Highlight, underline, and use any other strategies in determining key terms, phrases, or clues in each question.
- III. Write rough notes on your own paper that reflect your thinking.
- IV. 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.
- V. As a group, you will turn in that one sheet with the question, responses, and rationale provided.
- VI. We will then discuss the question and answers as a whole class.

<i>Photovoice project: Your life as a lingual student (group)</i>	(6% of grade)
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[50 points total: BB discussion at 20 points, final presentation at 30 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 in a small group 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. For Week 2 you will take photos that speak to questions about what you wish your professors (college) knew about you (but that they don't), especially about language in your life. Before class you will share 3 photos and explain them via a BB conversation and respond to your groupmates' contributions [20 points]. In class you will discuss additional aspects of the photos in your small groups and compose narrative captions. Between Week 2 and Week 6 your group will select a final set of photos with captions and organize them into a presentation that tells other people (classmates, professors, the university, policy makers) about you and your experiences with language in learning in Week 6. Your group will present this in class [30 points]. You will return to your photovoice presentation when you compose your final presentation in Week 15. Additional details and guidelines will be provided in class.

<i>Service learning project (SLP) (individual)</i>	(28% of grade)
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[240 points] As an opportunity to build your pedagogical and professional skills and knowledge and to integrate and apply what we discuss in class to a real-life teaching situation, you will tutor an elementary student who is an English learner for a minimum of 15 hours over at least 5 visits. 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 assignment is divided into two parts as follows:

Face-to-face work with student (as evidenced via letter of commitment [40 points] and 2-part log sheet [50 points]). You will make arrangements to tutor an elementary EL student. These arrangements can be made through a school of your choice or through an opportunity presented by the instructor. Additional details about these arrangements and expectations will be provided in class.² **PLEASE BEGIN MAKING THESE ARRANGEMENTS IMMEDIATELY.** You will document your arrangements through the letter of commitment and you will document your actual tutoring work with a 2-part log sheet to record evidence of each tutoring session:

Letter of Commitment: Using the letter provided on BB you will get signatures and contact information of the principal/teacher/supervisor in charge at the location where you will tutor. The signed letter is due (that is, your arrangements must be made by) Week 5. If signatures are missing or the letter is more than 1 week late, you will lose all 40 points. **However, the completed letter MUST be submitted. If I do not receive a completed letter of commitment, you will not receive credit for the SLP assignment.**

Log Sheet Part 1: You will use this to record date, time, and brief handwritten notes about each tutoring session, and to get the classroom teacher's or other supervisor's signature as evidence of each session.

Log Sheet Part 2: You will use this part to write more complete notes in a short summary that covers what happened in the session and ****which concepts, terms, and ideas from class are connected to what happened.** You will submit your completed log sheet with the reflective paper in Week 15. Your letter of commitment will be due in Week 5. Both items **MUST BE SUBMITTED IN PDF FORMAT** only. No other format will be accepted.

Reflective essay [100 points]. Developing your awareness and skills as a reflective practitioner is essential preparation for teaching. Reflection means thinking about what happened (what you did, what others did), how it compares to your objectives, 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 work is for you to reflect on your SLP work and connect it to the concepts, terms, and ideas we have covered in class. The reflection is divided into two parts distributed over the duration of your SLP. It should

² The commitment between you and the school/principal/teacher/student is a professional one. If there is any indication from the teacher/principal/supervisor that your engagement is anything less than professional (e.g., that you are texting/using your phone while tutoring, that you dress unprofessionally, that you arrive late or do not show without communication), you will fail this assignment. On the other hand, if you feel uncomfortable in the classroom or school setting during this experience, please let me know immediately. We will address the situation to ensure that you are in a positive and professional environment while you do this assignment.

be about 1,000 words long and **must connect at least 20 key terms to your SLP work**. Additional guidelines and grading rubric for this paper will be provided in class.

<i>Public service announcement (PSA) (group)</i>	(22% of grade)
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[200 points, 2 PSAs at 100 points each] Misinformation about bilingual education and English learners abounds. Talk about both is never “JUST” about language, but instead always also intertwined with race, cultural difference, immigration, fairness, and inclusion/exclusion. Because people inside and outside schools make highly consequential decisions about bilingual education and ELLs, what they—teachers, administrators, parents, civic leaders, everyday voters, and policymakers—think and know about both is very important. And you, as a 21st century educator and member of our US-Mexico borderland community, have a special advantage and responsibility to do what you can to educate others. The purpose of these assignments is for you to develop your knowledge about a set of key topics in the course through **applying it, analyzing it, and evaluating it** and then packaging it and presenting it in clear, effective and engaging ways that others can easily understand.

PSA (Public Service Announcement) infographic/video. Together with a small group of your choice, You will create 2 different public service announcements (PSAs) in electronic formats for different audiences using the information that we cover in this class. Your PSAs will take the format of ONE infographic and ONE short video (maximum of 60 seconds). Each of the PSAs will focus on a different key topic (assigned by the instructor) and will be due at a different point in the semester: PSA1 in Week 10 and PSA2 in Week 13. Your PSAs must clearly demonstrate **at least one of three higher-order learning goals from Bloom’s Taxonomy (applying, analyzing, evaluating)**. You will present the PSA in class the day it is due and receive peer feedback, which you should use to revise one of the PSAs for the course final presentation. PSAs must be submitted to BB for grading in video or PDF format. No other formats will be accepted (e.g., .jpg or .pptx). PLEASE DO NOT SUBMIT A LINK. **The file name must INCLUDE FIRST NAMES of all group members as well as the PSA group number (e.g., PSA1.Group5.CarlaTimLuisa.pdf)**. Additional details and grading rubric will be provided in class.

Video editing and infographic tools: You are encouraged to learn new tools/software that will help you do make informative products that you can use in your teaching. Some resources are listed on BB, but you are welcome to use any tool or software you choose. UTEP Academic Technologies offers workshops on iMovie, one easy to use video editing software possibility. Find workshop dates at <http://admin.utep.edu/Default.aspx?tabid=74112>.

Participating in your group: Group work is most valuable when all members contribute evenly. I will ask that you evaluate the participation of yourself and your groupmates and these evaluations will factor into your grades for the PSAs.

<i>Final presentation (group)</i>	(11% of grade)
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In this culminating assignment you will connect the whole semester’s course content, your photovoice project, your service learning, your sheltered instruction lesson plan, and your PSA; it will be done in your PSA groups. As a group, you will revise and refine your PSA, identify and articulate connections with broader course content, your sheltered instruction lesson plan, your photovoice project, and with your SLP experience, and present it to the class through a

PechaKucha style presentation (<http://www.pechakucha.org/>) (20 slides for 20 seconds each) on the final day of class. **The most important part of the presentation will be the connections that you draw between the course content (key terms, concepts), your photovoice project, your SLP experiences, your sheltered instruction lesson plan, and the PSA content.** You must submit to BB both the final presentation Powerpoint .pptx file AND the video file (if you revised a video PSA). Additional details and grading rubric will be provided in class. These presentations will be given on the last day of class in Week 15.

Summary of components of the course grade

Assignment	Points each	How many	Total points	% of grade
Weekly performance				33%
Participation and attendance	5	15	75	
Weekly reading quizzes/BB discussions	10	13	130	
Scenario solutions	5	15	75	
Photovoice project	50	1	50	6%
Service learning project				28%
Letter of commitment	40	1	40	
Log sheet (Parts 1 and 2)	50	1	50	
Reflection	100	1	100	
Public service announcement	100	1	200	22%
Final presentation	100	1	100	11%
			820	100%

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

POLICIES AND PROCEDURES

Inclusiveness and equity

Learning happens only when we feel respected as a whole human being. My top priority in our classroom 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 shows respect for each other as well.

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 FREE 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.

Attendance

I want you to be here—this policy is designed to encourage that. Under normal conditions, for every class session you miss, you will lose participation points (5), WRQ points (10), and SS points (5), so please be in class. If you are late, you lose 2 participation points, and because WRQs are usually given in the first 10 minutes of class, you will lose any points associated with any parts of the quiz you are unable to finish. You will not be permitted to make up any of these points, and your weekly performance in class amounts to 34% of your grade. **If you miss 3 or more class sessions, you will automatically be withdrawn from the course.** If you have an emergency, contact me as soon as possible and please provide documentation.

I keep a strict attendance policy because your presence in class is critical to your learning, to your peers' learning, and to the development of our learning community. I also recognize that

major obstacles to attendance happen (e.g., childcare emergencies, extra-long wait times at the international bridge), and I encourage you to let me know when they do so that we can consider possibilities that will help you attend class anyway. Email me right away with **EMERGENCY** in the subject line so that we can figure out an alternative together.

Assignment submission

All assignments except weekly reading quizzes and scenarios must be submitted through BB by their respective deadlines. **They are due at the beginning of class. The only formats accepted will be .pdf and Word .doc.**

Extra credit

Occasionally there will be special events that you are encouraged to attend. You may receive extra credit for attending and writing a short reflection (150-200 words) about what you learned and how it applies to your work as a teacher. Submit on BB under course content.

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.

Electronic devices in class

Everyone's engagement with each other in class discussion is of the highest importance. Do not use any electronic device in class in such a way that it may give someone the impression that you are not listening to them. ***The burden is on YOU to demonstrate your engagement with others, not on others to decide whether you are engaged with them or not.*** To let me know you have read this, please email me a photo of a cute baby animal before the second week of class (but do not use this as your need to know question for the game in class :).

- No device should make noise.
- Using your phone under the table or in your lap is prohibited.
- Phones, laptops, tablets may be used only to access course reading or to take notes (and it must be clear to all around you that those are the activities you are engaged in) and when explicitly allowed for small-group in class activities that require them.
- Close your laptop partway or put your tablet facedown to demonstrate your attention.
- If you have an emergency that requires your attention on your phone, tell me.
- If it appears that you are not engaged with others because of a device, I will call you out and may ask you to leave the room. Be prepared for that.

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 formal assignment in English 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 variet(ies) of Spanish, English, both, or any other language, as long as the members of the group agree.

Changes to the syllabus

I strive to respond in my teaching to the sometimes-shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, our needs for growth. Some changes may be made to the syllabus along the way. You will always be notified—or asked to participate in the decision to make changes—and, for significant changes, the updated syllabus will be made available on Blackboard.

Different abilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at <http://www.utep.edu/dsso/>, (915) 747-5148 (voice or TTY), or dss@utep.edu.

Academic integrity

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating; plagiarism; collusion; **looking at a peer's quiz while you are taking yours**; the submission for credit of any work or materials that are not attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to <http://sa.utep.edu/osccr/academic-integrity/> for further information.

COURSE SCHEDULE

Week 1 Introduction to the course and topics

Jan 21

In-class

- Introductions the course and topics covered
- Discussion of syllabus, assignments, grading, policies
- Introduction to photovoice project

Week 2 Who are English learners/emergent bilinguals?

Jan 28

Read³

- Wright (2019) Chapter 1

In class

- Quiz 1
- Scenario solution 1
- Details of Service Learning Project (SLP)
- Photovoice discussion

Due

- Photovoice Part I: *I wish my teachers/professors knew...* See guidelines provided in class and on BB.
- Complete online "Getting to know you" survey (link on BB)

***Week 3 Language**

Feb 4

Outside the classroom

- Group work on Photovoice presentation

Due

- Submit short pre-course writing assignment (see instructions on BB)

Week 4 Language learning and teaching

Feb 11

Read

- Wright (2019) Chapter 2
- Wright (2019) Chapter 3

³ Readings are listed on the day they will be discussed in class. Come to class for that date having already read those readings.

Week 5 Translanguaging, effective instruction, and advocacy for English learners

Feb 18

Read

- Wright (2019) Chapter 11
- García, Johnson & Seltzer (2017), *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning* (on BB)

In class

- Quiz 4
- Share your assigned translanguaging strategy in small groups
- Scenario solution 4

Due

- Letter of commitment for SLP (submit to BB)
- Bring a prepared description of your assigned translanguaging strategy to class

Week 6 Language and education policy for ELs

Feb 25

Read

- Wright (2019) Chapter 4
- (Recommended, but not required: “Best Practices for Serving English Language Learners and Their Families” report by Teaching Tolerance. [BB])

In class

- Quiz 5
- Scenario solution 5
- Present photovoice presentation

Due

- Photovoice presentation due (submit to BB, see instructions for file name and format, p6)

Week 7 Program models for ELs

Mar 3

Read

- Wright (2019) Chapter 5
- “I am learning inglés: A dual-language comic” (link on BB)

In class

- Quiz 6
- Scenario solution 6
- Details of PSA1 assignment

Week 8 Assessment

Mar 10

Read

- Wright (2019) Chapter 6
- *Educator Guide to TELPAS Grades K-12* (2019), ***Ch1 (pp. 1-3)*** (on BB) and be prepared to answer questions about the information in Ch1, such as, What does the TELPAS assess? Who administers it? What is the relationship between TELPAS and ELPS? What is the relationship between ELPS and content-area TEKS? How are TELPAS scores used?

In class

- Quiz 7
- Mid-term evaluation and peer evaluation of group participation
- Scenario solution 7

Week 9

March 17 ENJOY YOUR SPRING BREAK

Week 10 Listening and speaking

Mar 24 **Read**

- Wright (2019) Chapter 7

In class

- Quiz 8
- Scenario solution 8
- Present PSA1 for peer feedback and challenging questions

Due

- PSA1 due (submit to BB, see instructions for file name and format)

Week 11 Reading

Mar 31 **Read**

- Wright (2019) Chapter 8
- Skim Chapter 89 at <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html> and be prepared to answer: What is Chapter 89 (in your own words)? What is an LPAC (Language Proficiency Assessment Committee) and what does it do?

In class

- Quiz 9
- Scenario solution 9
- Details of PSA2 assignment

Week 12 Writing

Apr 7 **Read**

- Wright (2019) Chapter 9

- Skim English Language Proficiency Standards (ELPS) and be prepared to answer: What are the ELPS (in your own words)? What do we use them for?
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

In class

- Quiz 10
- Scenario solution 10
- Quiz 11
- Scenario solution 11

Week 13 Content-area instruction for ELs

Apr 14

Read

- Wright (2019) Chapter 10
- Skim the TEKS <http://tea.texas.gov/curriculum/teks/> for Grade 1 and be prepared to answer: What are the major sections and subsections (How are they divided up/organized)? Select one specific standard (e.g., (b)(2)(A)) and think back to Week 3. Which subsystems of language do you need to understand as a teacher in order to be able to help your students reach this standard?

In class

- Quiz 12 (Summative quiz on readings for Weeks 1-7)
- Present PSA2 for peer feedback and challenging questions
- Details of final presentation
- Scenario solutions 12 & 13

Due

PSA2 due (submit to BB, see instructions for file name and format, p6)

Week 14 Review and connections

Apr 21

In class

- Quiz 13 (Summative quiz on readings for Weeks 8-12)
- Group work on final presentation
- Scenario solutions 14 and 15

Due

- SLP reflective essay and log sheet (Parts 1 and 2) (submit to BB)

Week 15 FINAL PRESENTATIONS

Apr 28

In-class

- Final presentations using PechaKucha format
- Course evaluation supplement and peer evaluation of group participation

Due

- Final presentation (submit .pptx or video file to BB)
- Revised PSA (submit video or PDF file to BB)

ALIGNMENT OF THIS COURSE WITH TEXAS STATE STANDARDS FOR EDUCATORS

This course is aligned with two sets of Texas state educator standards focused on the use and instruction of language in schools: the bilingual education standards and the ESL standards.

Texas Bilingual Educator 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.

Texas ESL Educator Standards

- I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
- III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
- IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language and culture.
- VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.
- VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

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.

BE 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.

ESL COMPETENCY 008

The ESL teacher understands the foundations of ESL education and types of ESL programs.

SLOs: <i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
<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 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>	<ul style="list-style-type: none"> • Chapters 1 & 3 Quiz • Scenario Solutions • TExES Manual (Competencies 1.1-1.5) • 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 • Service-Learning Reflective Essays • PSA project • Final presentation • Discussion on the following: <i>LPAC Decision-Making Process for the Texas Assessment Program</i>. Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division. http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793#lpac-manual <p><i>Chapter 89: Adaptations for Special Populations</i> Subchapter BB: Commissioner’s Rules Concerning State Plan for Educating Limited English Proficient Students. 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>	<ul style="list-style-type: none"> • Chapter 4 Quiz • TExES Manual (EC-06pgs.16-17;4-8 pgs.35-40) • 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 • Scenario Solutions • PSA project • Service-Learning Reflective essays • Final presentations

BE 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).

ESL COMPETENCY 002

The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

ESL COMPETENCY 001

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

ESL COMPETENCY 007

The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

<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>1.6 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 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</p>	<ul style="list-style-type: none"> • Chapter 2 Quiz • TExES Manual (Competencies 1.6, 2.1-2.7) • 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 • PSA project • Service-Learning Reflective Essays • Scenario Solutions • Final presentation

<p>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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BE 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.

ESL COMPETENCY 005

The ESL teacher understands how to promote students' literacy development in English.

ESL COMPETENCY 004

The ESL teacher understands how to promote students' communicative language development in English.

ESL COMPETENCY 004

The ESL teacher understands how to promote students' communicative language development in English.

<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 LI, and applies this knowledge to promote bilingual students' literacy development in LI.</p> <p>3.5. Discuss how to help students transfer literacy competency from LI to L2 by using students' prior literacy knowledge in LI to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between LI 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 LI 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 LI</p>	<ul style="list-style-type: none"> • Chapter 5 & 10 Quiz • TExES Manual • 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 • PSA project • Service-Learning Reflective Essays • Final presentation • Chapter 7,8, & 10 Quiz • TExES Manual • Discussion: English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 • Service-Learning Reflective Essays • PSA project • Scenario Solutions • Final presentation <p>An Educator's Guide to TELPAS</p>

<p>and L2, by including authentic children's literature in L1 and L2).</p>	<p>Educator Guide to TELPAS Grades K–12 http://www.tea.state.tx.us/student.assessment/ell/telpas/#general</p>
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BE 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.

ESL COMPETENCY 006

The ESL teacher understands how to promote students' content-area learning, academic-language development and achievement across the curriculum.

ESL COMPETENCY 003

The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

<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 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</p>	<ul style="list-style-type: none"> • Chapter 9 Quiz • TExES Manual • 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 • Discussion: English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 • Service-Learning Reflective Essays • PSA project • Scenario Solutions • Sheltered instruction lesson plan • Final presentation <p>An Educator's Guide to TELPAS Educator Guide to TELPAS Grades K–12 http://www.tea.state.tx.us/student.assessment/ell/telpas/#general</p> <ul style="list-style-type: none"> • Chapter 6 Quiz • TExES Manual • In-class, small group discussions, with informal evaluations of student learning based on a pre-

<p>resources, including technology, to meet students' needs.</p>	<p>determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</p> <ul style="list-style-type: none"> • Service-Learning Reflective Essays • Scenario Solutions • PSA project • Final presentations • Chapter 11 Quiz • TExES Manual • 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 • PSA project • Service-Learning Reflective Essays • Scenario Solutions • Final Presentation
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