

BED 4340 002 Principles of Bilingual/ESL Education

CRN: 14694

Fall 2023 (Face-to-Face)

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Course meeting time/place: Tuesdays (9AM-11:50AM); COE Room 305 (see syllabus for days we meet at Hart and Douglass Elementary Schools)

Student Hours: 10AM-2PM on Wednesdays (in-person or virtual; Sign up sheet in Blackboard)

***PLEASE NOTE: "This course will be taught as bilingual" (as noted in the official UTEP Schedule) and is designed for those students seeking "Elementary with Bilingual Certification" and students who "opt in" from other certification areas. ALL ASSIGNMENTS WILL BE COMPLETED IN SPANISH!

COURSE DESCRIPTION (3 credit hours)

This course is an introduction to education for emergent bilingual students, specifically ELs (English 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 emergent bilinguals (previously talked about as English Language Learners, ELLs) 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

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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/ESL 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) working with an emergent bilingual in a dual language school in EPISD 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 emergent bilinguals, 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 ELs;
- Approaches to content-area instruction for emergent bilinguals (e.g., sheltered instruction, comprehensible input);
- Assessment of language proficiency and appropriate assessment of emergent bilinguals' 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*: 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 Bilinguals). How do these labels position multilingual students? You will also be asked to historicize your own experiences with language(s) during your K-12 schooling processes.

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- *Interrogate power*: 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 project (SLP).

POLICIES AND PROCEDURES

LANGUAGE POLICY OF OUR CLASS

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. *All written work (and videos you upload) should be completed in Spanish.* This does not mean that you write it in English and plug it in to Google Translate! 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. At the same time I encourage you to take risks and use Spanish as much as you can throughout the semester.

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

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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!)
- COVID-19 Information
- 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

Schwarzer, D., Petrón, M., & Larrotta (eds.). (2021). *Bilingualism and bilingual education: Conceptos fundamentales*. Peter Lang. (Will need by week 3)

***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/>

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- *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](#)
- [Texas Essential Knowledge and Skills \(TEKS\)](#)

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](#)
- [CUNY-NYSIEB: New York state initiative on emergent bilinguals](#)

ATTENDANCE/LATE ARRIVAL POLICY

Attendance and being on time are required for all class sessions at UTEP and on days we meet at Hart and Douglass Elementary Schools. This class is discussion-based and class time will be devoted to co-constructing our understanding of the assigned materials. Success in the class directly correlates with on-time attendance, preparation of the weekly materials, and serious and thoughtful engagement with your classmates.

- Each student is permitted 2 unexcused absences. Each subsequent absence will result in the loss of 50 points. If you are absent during the days we meet at Hart and Douglass Elementary Schools it is your responsibility to contact your mentor teacher and make up the hours.
- After 9:30AM you will be considered absent on that particular day. Please do your best to get to class on time and to Hart and Douglass on the days we meet there.

LATE WORK POLICY

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. Late work will be accepted and will be graded as follows:

- Within 1 day of due date: 75% credit
- Within 1 week of due date: 50% credit
- After 1 week of due date: no credit

TECHNOLOGY REQUIREMENTS

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

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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](#)

[Laptop/hot spot checkout through UTEP Technology Services](#)

NETIQUETTE

- o Always consider audience in discussions. Remember that members of the class and the instructor will be reading any postings.
- o Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.
- o 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).

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. If you do not, you are at risk of receiving an "F " for the course.

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 ones' 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. See this useful site for more information: [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 unique 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

Community Interaction with weekly materials (140 points, 7 interactions at 20 points each)

Community interactions with course materials are multimodal opportunities (Classroom participation/engagement, written responses and producing materials in class) that will allow you to interact with the week's materials inside the classroom, your classmates and myself. The community interactions with course materials will have the following format:

1. There will be a prompt (or prompts) that will guide the community interaction with course materials. This prompt could take the form of a question, a statement, a quote/some quotes from the materials, etc. This prompt will be given to students in class and time will be provided to engage with your classmates.
2. As Nieto & Bode (2018) emphasize, multicultural education is a "process," and these experiences should be viewed as such. Hence, the process (and what you produce) of the learning in conjunction with the materials is a key element of these community interactions. Uncertainty is welcome in these community

interactions and the expectation is that we will co-construct knowledge together!

3. More specifics will be given along with the prompt(s). Think of community interactions as your active participation in the course! You can't participate if you don't attend!

RUBRIC

Reflective Digital Journal (RDJ) (140 points, 7 entries at 20 points each)

Throughout the trajectory of the semester (starting on week 2) students will document their reactions, connections, and critical questions around the materials from the course. During the semester you will write 7 entries about class materials for that week and your Service Learning experience (when applicable). Prompts will be based on the week's materials and you will have 24 hours to respond to the prompt(s) after class. You should come to class having read/listened to/viewed the materials for that week, engage with your classmates around those same materials through our community interactions (see below for more information), reflect upon the materials after class, and finally write up your RDJ.

RUBRIC

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 will be uploaded to BB.

On-line Activities

[100 points, 5 on-line activities at 20 points each]

Students will be required to participate in on-line activities during the weeks where our class meets at Hart and Douglass Elementary Schools. You will engage with your classmates through a Blackboard Discussion forum, Flipgrid, etc.. The topic will consist of the materials for that specific week. In your post and your replies to your classmates, make sure you refer to the materials of that week and of previous readings. *Please refer to the Netiquette section of this syllabus when participating in these on-line activities.*

RUBRIC

Service Learning Project (SLP) : working with emergent bilingual students

[300 points: Tutoring Log at 100 points, 2 assignments at 50 points each, Reflective essay at 100 points]

Overview

In this project that involves both service and learning, you will work with emergent bilingual students for a minimum of 15 hours over the course of the semester at Hart and Douglass Elementary Schools. These hours will count toward your 30 hour pre-residency field experience requirements for the state¹).

Throughout this project, you will develop effective teaching practices through designing and implementing creative, student-focused activities. A description of best practices is included in the *MAT – Miner Assessment Tool*. Throughout this project, we will make explicit connections to this rubric. This will help you begin to recognize and practice instruction techniques that support your learner academically, linguistically, and socially.

What are the objectives of this assignment?

The goals of the assignment are for you to:

- (1) build pedagogical and professional skills and knowledge through applying what we discuss in class to a real-life teaching situation,
- (2) serve the needs of Emergent bilingual students in our community, and
- (3) develop professional relationships with Hart and Douglass Elementary Schools in El Paso ISD

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

What will you do?

This project is divided into 3 parts:

¹ Per state code TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience (FBE) prior to clinical student teaching or internship.

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15+ hours of tutoring logged [100 points total]: You will submit evidence of each tutoring session along with a brief reflection using the log sheet provided, with signatures from your mentor teacher at Hart or Douglass. All hours must be completed, logged, and verified by the last week of classes.

2 activity plans + reflections [50 points each; 100 points total]: 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(s), implement them with the student(s), and write a reflection 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 your SLP experience, 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.

***More details will be shared in class!

Point Scale

730-657= A (Excellent)

656-584 = B (Good)

588-517 = C (Average)

516 or below = D (Failing grade)

Summary of components of course grade

Assignment	Points each	How many	Total Points
Reflective Digital Journal (RDJ)	20	7	140
Photovoice Project			50
<i>Flipgrid 1</i>	25	1	
<i>Flipgrid 2</i>	25	1	
On-line Activities	20	5	100
Community Interactions	20	7	140
Service Learning Project (SLP)			300
<i>Log</i>	100	1	
<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			730

COURSE CALENDAR

- All materials (besides chapters from assigned text) found in Blackboard!
- Please follow the order that the materials are placed below! They are in that order for a particular reason!
- Bring all materials to class with your necessary notes, highlights, questions, etc.!

WEEK	KEY TOPICS	MATERIALS (readings, videos, etc.) to be covered	ASSESSMENTS: What do I need to do
Week 1 08/29	Introductions; syllabus, centering practices; SLP; our experiences with language, intersectionality	Read: <i>"Colonizing Wild Tongues"</i> (2017) In class: <i>TX Language policy updates (emergent bilingual)</i>	Complete <u>EPISD: Volunteer Application</u> Turn in "background information" notecard Get familiar with our Blackboard Shell Community Interaction #1 (in class)
Week 2 09/05	Language What is translinguaging? Critical biliteracy Temas, textos, and translinguaging	<i>Video: What is translinguaging?</i> <i>Video: Mike Mena (translinguaging)</i> <i>Read: Centering the voices and experiences of bilingual Latinx students (2020)</i>	RDJ #1 (due 09/06 by 11:59PM) Community Interaction #2 (in class)
Week 3 09/12 ***Meet at Hart and Douglass	Historical perspectives language ideologies raciolinguistic ideologies	<i>Podcast: "American Boarding School Haunts many"</i> <i>Podcast: "The Burial of Mr. Spanish"</i> <i>Video: "A lifetime without Spanish"</i> <i>Read: Textbook Chapter 2: "Retrospective ideological work: Leveraging Latino/o/x bilingual teacher educators' personal narratives"</i>	On-line Activity #1

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<p>Week 4 09/19</p>	<p>Subtractive Schooling</p> <p>Cariño</p> <p>More Translanguaging</p>	<p>Read: <i>Textbook Chapter 1: "Subtractive schooling and authentic cariño: Translanguaging in the bilingual and dual language classroom"</i></p> <p>Videos (in class): <u>CUNY-NYSIEB:New York state initiative on emergent bilinguals</u></p>	<p>Photovoice: Part 1 Due 09/22</p> <p>(responses to 2 classmates due 09/29)</p> <p>RDJ #2 (due 09/20 by 11:59PM)</p> <p>Community interaction #3 (in class)</p>
<p>Week 5 09/26</p> <p>***Meet at Hart and Douglass</p>	<p>Who are emergent bilinguals?</p> <p>Problematizing how they are talked about in language policy</p> <p>Maestras Transfronterizas</p>	<p>Read: <i>"Positioning teachers, positioning learners:" Why we should stop using the term English Learners"</i> (2018)</p> <p>Read: <i>Textbook Chapter 3: "Maestras tranfronterizas"</i></p>	<p>On-line Activity #2</p>
<p>Week 6 10/03 (ON-LINE class)</p>	<p>Identity</p> <p>Linguistic funds of Knowledge</p>	<p>Video: <i>Immersion</i></p> <p>Read: <i>Textbook Chapter 4: "Funds of linguistic knowledge en prácticas transnacionales to promote biliteracy development"</i></p> <p>Video: Academia Cuauhtli</p>	<p>Photovoice: Part 2 due 10/07 (responses to 2 classmates due 10/14)</p> <p>RDJ #3 (due 10/04 by 11:59PM)</p>
<p>Week 7 10/10</p>	<p>Language Policy at the national/Texas levels</p> <p>Important Court Cases for emergent bilinguals</p>	<p>Video: <i>Lemon Grove Incident</i></p> <p>Read: <i>Creating a more Bilingual Texas (2021): (Appendices A & B (pp.24-28) first, then pp. 1-14)</i></p>	<p>RDJ #4 (Due 10/11 by 11:59PM)</p> <p>Community interaction # 4 (in class)</p>
<p>Week 8 10/17</p> <p>***Meet at Hart and Douglass</p>	<p>Goals of Dual Language Bilingual Education (DLBE) programs</p>	<p>Read: <i>Bilingualism, biliteracy, biculturalism, and critical consciousness for all</i> (2019)</p> <p>Discuss: SLP Activity 1</p>	<p>On-line Activity #3</p>

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	Critical consciousness in DLBE		
Week 9 10/24	Content Area Instruction; thematic units/teaching	<p>Video: <i>Spirit of Chicano Park: Author and Illustrator interview</i></p> <p>Read: <i>Content Area Instruction (Wright, 2019)</i></p> <p>Skim the TEKS: http://tea.texas.gov/curriculum/teks/</p> <p>Skim: <u>ELPS (English Language Proficiency Standards)</u></p>	<p>RDJ #5 (Due 10/25 by 11:59PM)</p> <p>Community interaction # 5 (in class)</p>
Week 10 10/31 ***Meet at Hart and Douglass	Reading processes of emergent bilinguals (workshop SLP Activity 1)	<p>Video: "<i>Open Court Phonics Los Angeles Unified School District</i>"</p> <p>Read: "<i>The Reading process for emergent bilinguals</i>" (ch. 3 in <i>Rooted in strength, 2021</i>)</p>	On-line Activity #4
Week 11 11/07	Parent involvement Parent Engagement Power and Privilege	<p>Read: <i>Chapter 9: "Parent roles in hybrid parent engagement"</i></p> <p>Podcast: <i>Nice White Parents (Episode #1)</i></p> <p>Review: Final Reflective Essay</p>	<p>RDJ #6 (Due 11/08 by 11:59PM)</p> <p>Community interaction # 6 (in class)</p> <p>SLP Activity 1 due on 11/07</p>
Week 12 11/14 ***Meet at Hart and Douglass	Writing	<p>Read: "<i>Cuentos del Corazon</i>" (2017)</p> <p>Read: "<i>Picturebook creators as translingual writing mentors</i>" (2021)</p> <p>Discuss: SLP Activity 2</p>	On-line Activity #5
Week 13 11/21 (No Class)		Catch your breath and catch up!	Work on your SLP Activity #2 and start planning final "reflective essay"

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Week 14 11/28	Responsive Assessment and adaptations for emergent bilinguals	Read: <i>"How do I assess a student's English?"</i> (2007) Read: <i>"Translanguaging and responsive assessment adaptations"</i> (2018)	RDJ #7 (due 11/29 by 11:59PM) Community interaction #7 (in class) Extra-credit opportunities made available 11/28
Week 15 12/05	Reflections on Course and Feedback	No new materials Complete: <i>SLP survey and professor evaluation in class</i>	SLP: Activity 2 due on 12/05 Extra-credit due on 12/08 SLP Log due on 12/08 Reflective Essay due on 12/08

Texas Bilingual Education Standards

Standards covered in Course

References

- Ascenzi-Moreno, L. (2018). Translanguaging and responsive assessment adaptations: Emergent bilingual readers through the lens of possibility. *Language Arts*, 95(6), 355-369.
- Barbian, E., González, G. C., & Mejía, P. (2017). A brief look at the history of bilingual education in the United States. In E. Barbian, G. C. González, & P. Mejía (eds.), *Rethinking Bilingual Education* (pp. xvi-xvii). Rethinking Schools.
- Bear, C. (Host). (2008, May 12). American Indian boarding school haunts many. *NPR Morning Edition*.
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