

College of Education, Teacher Education
University of Texas at El Paso

BED 4340 008 Principles of Bilingual/ESL Education (Hybrid)

CRN: 27233

Spring 2023

Instructor: Dan Heiman, Ph.D.

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Office: 806 (College of Education)

Course meeting time/place: Mondays (1:30PM-4:20PM); COE Room 305

Student Hours: 9AM-1PM on Tuesdays (in-person or virtual; Zoom link/sign up 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."

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 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

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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 the region 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 Bilingual). 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.
- **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 experience.

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. 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. 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 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

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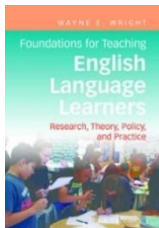
your learning, I encourage you to check out these resources or let me know and I will be happy to help you find the supports you need. You are not alone.

STUDENT RESOURCES

UTEP provides a variety of student services and support:

- [UTEP Resources](#): [Go here for complete list of resources \(great!\)](#)
- [Free COVID 19 Testing at UTEP](#)
- [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). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. (3rd ed.). Caslon: Philadelphia. [Purchase the hard copy or e-book, be sure that you have the third edition.]

***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 (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/>.

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 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 POLICY

Because this is a hybrid course, attendance is determined by class participation in-class and through Blackboard. Participation is determined by completion of the following activities:

- o Reading/Viewing all course materials to ensure understanding of assignment requirements
- o Engaging in discussion with your peers in F2F classes and in on-line formats
- o Completing all assignments on the assigned dates

*****It is your responsibility to make arrangements with one of your classmates if you are ill so that you can connect to the F2F course and participate via Zoom! You are required to let me know the day before class if you are going to attend via Zoom. Please keep in mind that the delivery of the material is designed for a F2F context.**

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 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.

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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).

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
- Within 2 weeks of due date: 25% credit
- After 2 weeks of due date: no credit

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.

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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 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

[Reflective Digital Journal \(RDJ\) \(160 points, 8 entries at 20 points each\)](#)

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 8 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. RDJs will only take place after F2F classes.

[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 can be found in Bb under Syllabus & Course Content, Assignments, Photovoice Project. You can also find them under Week 5 and Week 6.

Discussions

[80 points, 4 discussions at 20 points each]

For this hybrid course, students will be required to participate in discussions during the weeks where the class is designated as “on-line.”. You will engage in a discussion with your classmates through a Bb Discussion forum or Flipgrid, etc.. The discussions will be open all week. The topic will consist of the materials for that specific week. More specific information will be provided about the discussion during those weeks that class will be held “on-line.”

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.*

RUBRIC

Community Interaction with weekly materials (160 points, 8 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::

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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, critical 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). Community interactions will only be carried out during F2F learning.

RUBRIC

Service Learning Project (SLP) : tutoring 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 tutor an emergent bilingual student for a minimum of 10 hours over the course of the semester. These hours will count toward your 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 – Minor 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 an Emergent bilingual in our community, and
- (3) develop professional relationships with one of the school districts in the [Paso del Norte Partnership for Educational Research](#) (PDNPER).

This assignment is designed to help you understand the more complex, interpersonal, human dimensions of what is covered in the textbook/readings 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 stuff in class to real life teaching).

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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What will you do?

This project is divided into 3 parts:

10+ 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 a supervising teacher. For the purposes of this assignment, these hours can be completed in person or virtually (e.g., through Zoom/Google Meet), though most districts/teachers can only provide in-person opportunities. All hours must be completed, logged, and verified by Week 15.

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 10+ 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. These activities and reflections will be due in Weeks 9 and 14.

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 virtual 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.

How will you match with a student for tutoring?

You will select a PDNPER school district (Clint ISD, Tornillo ISD, Anthony ISD, or San Elizario ISD) based on information we provide to you about their needs and offerings. To select a district you will complete an online request form due Week 2 indicating your preferences. We aim to serve each district equally and may ask you to serve in your second choice if needed—**submitting your request form early** will increase your chances of serving in your preferred location. You will then be asked to contact the district and attend their tutoring orientation, where they will tell you about their procedures for background check and human resources clearance. From there, the district tutoring contact will match you with a campus contact, who will then match you with an English learner student. It is your responsibility to maintain regular contact with your district and campus contacts. Be proactive. This assignment is done individually and graded individually.

***SEE GUIDELINES IN BB!

Point Scale

750-675= A (Excellent)

674-600 = B (Good)

599-521 = C (Average)

520 or below = D (Failing grade)

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Summary of components of course grade

Assignment	Points each	How many	Total Points
Reflective Digital Journal (RDJ)	20	8	160
Photovoice Project			50
<i>Flipgrid 1</i>	25	1	
<i>Flipgrid 2</i>	25	1	
Discussion Boards	20	4	80
Community Interactions	20	8	160
Service Learning Project			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			750

COURSE CALENDAR (Take note of F2F and On-line classes)

All materials (besides Wright chapters) found in Blackboard!

Please follow the order that the materials are placed below!

WEEK	KEY TOPICS	MATERIALS (readings, videos, etc.) to be covered	ASSESSMENTS: What do I need to do
Week 1 01/23 F2F	Introductions; syllabus, centering practices; service learning; our experiences with language, intersectionality	Read: <i>"Colonizing Wild Tongues"</i> (2017) Read: <i>"A brief look at the history of bilingual education in the US"</i> (2017) In class: Syllabus; Miner Assessment Tool (MAT) In class: <i>TX Language policy updates (emergent bilingual)</i>	Complete the "Service learning tutoring placement request" ASAP Turn in "background information" notecard Get familiar with our Blackboard Shell
Week 2 01/30 F2F	Historical perspectives; language ideologies; raciolinguistic ideologies	Podcast: <i>"American Boarding School Haunts many"</i> Podcast: <i>"The Burial of Mr. Spanish"</i> Video: <i>"A lifetime without Spanish"</i>	RDJ #1 (due 1/31 by 11:59PM) Community Interaction #1 (in class)

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		Read: <i>"Not mere abstractions"</i> (2014) (up to page 48)	
Week 3 02/06 F2F	Language Policy at the national/Texas levels	Read: Finish: <i>"Not mere abstractions"</i> (2014) Chapter 4 (Wright; pp.69-82) <i>Creating a more Bilingual Texas (2021):</i> Appendices A & B (pp.24-28) first, then pp. 1-14) Video: <i>Lemon Grove Incident</i> (in class)	RDJ #2 (due 02/07 by 11:59PM) Community Interaction #2
Week 4 02/13 F2F	Language What is translanguageing?	Read: Chapter 11 (Wright); entire chapter <i>Video: What is translanguageing?</i> Video: <i>Mike Mena (translanguageing)</i>	Photovoice: Part 1 RDJ #3 (due 02/14 by 11:59PM) Community interaction #3
Week 5 02/20 F2F	Who are emergent bilinguals? Problematizing how they are talked about in language policy Identity	Read: Wright (2019) chapter 1 (pp.1-11) <i>"Critical perspective on the educational labeling of multilingual students in the US"</i> (2021) <i>"Positioning teachers, positioning learners:" Why we should stop using the term English Learners"</i> (2018) <i>"Centering Black Students in Language Education"</i> (2021)	RDJ #4 (due 02/21 by 11:59PM) Community interaction #4
Week 6 02/27 On-line	Language learning and teaching; more translanguageing	Read: Wright Chapter 3 (pp. 50-61) <i>"The Translanguageing Classroom"</i> (parts 1 and 2) (2016)	Photovoice: Part 2 Discussion #1 (Flipgrid)

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		Video (in class): <i>Translanguaging Classroom</i> (CUNY-NYSIEB)	
Week 7 03/06 F2F	Primary language support, effective instruction, equity and advocacy	Video: <i>Immersion</i> Read: <i>Academia Cuauhtli</i> (website, video, and reading) <i>Chapter 1 (En comunidad): Centering the voices and experiences of bilingual Latinx students</i> (2020)	RDJ #5 (Due 03/07 by 11:59PM) Community interaction #5
03/13-03-17	SPRING	BREAK	ENJOY!!!!!! Take a look ahead at what's to come!
Week 8 03/20 F2F	ESL/Bilingual Program models and DLBE gentrification; critical consciousness	Read: Chapter 5 (Wright, whole chapter) <i>Podcast: Nice White Parents</i> (Episode 1) Read: <i>Bilingualism, biliteracy, biculturalism, and critical consciousness for all</i> (2019)	RDJ #6 (due 03/21 by 11:59PM) Community Interaction #6
Week 9 03/27 On-line	Content Area Instruction; thematic units/teaching	Read: Chapter 10 (Wright, 2019) (whole chapter) Video: <i>Spirit of Chicano Park: Author and Illustrator interview</i> Skim the TEKS http://tea.texas.gov/curriculum/teks/ Skim ELPS: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4	Discussion #2 (Padlet) SLP Activity 1 due on 3/31 (at least sections 1-3)
Week 10 04/03 F2F	Reading processes of emergent bilinguals	Video: "Open Court Phonics Los Angeles Unified School District"	RDJ #7 (due 04/04 by 11:59PM) Community interaction #7

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		Read: <i>"The Reading process for emergent bilinguals" (ch. 3 in Rooted in strength, 2021)</i>	
Week 11 04/10 On-line	Listening and Speaking	Podcast: "Word up: 30 million word gap debate" Read: Chapter 7 (Wright, 2019) (stop at p.186)	Discussion #3 (Flipgrid)
Week 12 04/17 on-line	Writing	Read: <i>"Cuentos del Corazon" (2017)</i> <i>"Picturebook creators as translingual writing mentors" (2021)</i>	Discussion #4 (TBA)
Week 13 04/24 F2F	Responsive Assessment and adaptations for emergent bilinguals	Read: <i>"How do I assess a student's English?" (2007)</i> <i>"Translanguaging and responsive assessment adaptations" (2018)</i>	RDJ #8 (due 04/25 by 11:59PM) Community interaction #8
Week 14 05/01 F2F	Reflections on Course and Feedback	No new materials Complete: <i>SLP survey and professor evaluation in class</i>	SLP: Activity 2 due on 05/03 Extra-credit due on 05/03 SLP Log due on 05/08 SLP Reflective Essay due on 05/10

Texas Bilingual Education Standards

[Standards covered in Course](#)

References

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