BED 4340 * Principles of Bilingual/ESL Education

Spring 2014 CRN 23590
ONLINE

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COURSE INFORMATION
BED 4340 * Principles of Bilingual/ESL Education
3 Credit Hours

COURSE DESCRIPTION
Principles of Bilingual/ESL Education **(3-1)**
Emphasis is on the theory and practice of Bilingual Education and English as a Second Language. Focus on identification of program models in Bilingual/ESL education, including their historical, legislative, and philosophical foundations, as well as instructional frameworks for various programs. An additional focus is on the implementation of bilingual instruction with U.S. – Mexico border populations.
Prerequisite: *Admission to Teacher Education*
*Course is prerequisite to other BED courses on all Education degree plans.

COURSE PURPOSE
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 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 Bilingual/ELL schooling.

COLLEGE'S CONCEPTUAL THEME
This course aligns with the University and College of Education's mission and vision in addressing the preparation of educators/future teachers with a special emphasis and support for student learning and development within linguistically and culturally diverse border region settings. It provides students opportunities to apply bilingual/ELL education knowledge as they develop and/or deliver presentations and teaching activities that are aligned to the State standards.

COURSE OBJECTIVE: *To develop a solid foundation in the following areas:*
- History of Bilingual Education in the United States and in Texas, 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 English language learners
- Politics of Bilingualism, including landmark court cases
- Identification Sociocultural characteristics of ELLs
- Federal and State Policy, including NCLB

- Bilingual/Dual/ESL Program Models
- First and second language acquisition and research;Role of L1 in L2 learning;
- Oral language, reading, and writing to ELLs
- The role of culture in academic achievement
- Models of teaching and working with English language learners and Sheltered Instruction; Comprehensible Input;
- State Assessments for Bilingual/ELL students
- **Texas Teaching Standards, Domains, and Competencies** for Bilingual Education and English as a Second Language; EC-06 and 4-8.

REQUIRED TEXTS: Yes, you do need both books for the course.

1) **Wright, W.E. (2010**) Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice. Caslon: Philadelphia. Please purchase either the hard back text book or the on line version.

E-text	Print
ISBN-10 1-934000-03-5	ISBN-10 1-934000-01-9
ISBN-13 978-1-934000-03-8	ISBN-13 978-1-934000-01-4

UTEP BOOKSTORE   *OR*

http://caslonpublishing.com/publication/foundations-teaching-english-language-learners/

2) **TExES Study Manuals:** Depending on your degree plan, you will need either Bilingual **EC06 #192 or** Bilingual **4-8 #112. (In the UTEP Bookstore). Special Education Majors choose the best fit for you and yes we use the manual for assignments.**

3) **Online: Texas Education Agency:**
   - *LPAC Decision-Making Process for the Texas Assessment Program.* Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division.http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793#lpac-manual
   - An Educator Guide to TELPAS Educator Guide to TELPAS Grades K–12 http://www.tea.state.tx.us/student.assessment/ell/telpas/#general
   - *Chapter 89: Adaptations for Special Populations* 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
   - *English Language Proficiency Standards* (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
   - *Texas Essential Knowledge and Skills* (TEKS) for your grade and/or subject, http://www.tea.state.tx.us/index2.aspx?id=6148

CLASSROOM POLICIES

- All students are expected to be prepared and check **Black Board on a daily basis** for emails and to post assignments, discussions, blogs, quizzes/tests etc. You will be dropped for failure to log in and/or participate or random posting of assignments. I answer all emails first thing in the morning, throughout the day and no later than 9 PM every evening. Emails in the course are expected to be professional with a greeting and with a polite good bye. Do not email me in CAPS as I will not respond. The way you email is equivalent to the way you speak to someone in class. Please be polite at all times in this course and all others that you take on line – it really does go a long way! **You are also responsible for dropping the course if you choose to do so, and not the instructor.**

- Participation in discussions, blogs, and group activities is required on time. **Late work will be accepted but points will be deducted. In addition, do not use the last week of the course to post your missing assignments as they will not be graded. **Please note and understand: This course is very intense and demands a lot of your time. You are expected to read and read again. The expectations are high so please know this as you begin. I am here to help but you must also do your part. I also highly recommend forming study groups to help one another with concepts that are harder to grasp. These have proven VERY useful in my courses. You must also have Internet access at all times as you will not be excused from the course/coursework because you leave town or your computer crashed.**

- All responses in discussions, blogs, reflections, and writing assignments must be well thought out and appropriate for each topic that is discussed. All writing needs to be organized, clear, grammatical, and must include correct forms for citations and references. ALWAYS use your best English and remember this is a college course and not a chat room or social media blog. Use scholarly and professional language at all times. Use the following link as your resource: http://owl.english.purdue.edu/owl/resource/560/01/. If you are asked to rewrite an assignment do not take this personally. I expect you to write as future professionals would in the classroom.

- Students are responsible for working with their classmates and maintaining a high level of professionalism and respect for one another as we engage in discussions and group work.

- **Quizzes:** All quizzes are 20 multiple choice questions and **timed for 50 minutes.** All content is taken from your readings. You need to **read and study** your chapters. Test items require understanding of the content and critical thinking. There are **no make ups for quizzes.** Pay attention to the due dates. Please note and understand that it is Teacher Education policy not to release any part of a quiz. A complete review will be provided for you well before your final exam which consists of 100 questions which come from your quizzes.

- *Let's Talk:* **A DISCUSSION BOARD RESOURCE** will be open at the beginning of each chapter for us to use to ask/answer any questions on anything that you are reading from that specific chapter **ONLY**. This is available if you need it for you all to interact with one another. Class participation is crucial in this course at all times! Negative comments and remarks that are more complaints than questions about the chapters will be removed by the instructor.

- **Assigned Court Cases:** You will select a court case that significantly impacted bilingual education in the past. You must post a power point to the appropriate thread when the assignment is due. You will also post professional comments to at least two of your classmates' court cases as well.

Academic Dishonesty:

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, 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. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and 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://www.utep.edu/dos/acadintg.htm for further information.

Students with Disabilities:

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. 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 problem with testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the instructor by the end of the third week of class if you wish to request accommodation. 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 Web: http://www.utep.edu/dsso/ Phone: (915) 747-5148 voice or TTY FAX: (915) 747-8712 E-Mail: dss@utep.edu

Domain I Bilingual Education

Standards Assessed: Bilingual Standards II-VI:

- The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
- The bilingual education teacher knows the process of first and second language acquisition and development.
- The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.
- The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.
- The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 andL2.

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.

SLOs: *By the end of course, the student will be able to:*	*To evaluate these outcomes, the faculty will use the following assessment procedures:*

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
 	
1.2 Explain and present procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners.
 	
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.
1.4 Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
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.
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.
	a. Quiz 1 Chapters 1 & 3
	b. Let's Talk Discussion Boards Chapters 1 & 3
	c. ☼1 TExES Manual (EC-06, pgs.11-17; 4-8,pgs.23-80)
	   ▲BLOG 1
	   ▲BLOG 2
	   ■ Discussion 1
	d. Presentation on Court Cases
	e. QUIZ 2 Chapter 89 & LPAC
	f. Let's Talk Discussion Board Chapter 89 & LPAC
	
	Chapter 89: *Adaptations for Special Populations* 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
	
	LPAC Decision-Making Process for the Texas Assessment Program. Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division.
	http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793#lpac-manual

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. **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.	a. Quiz 3 Chapter 4 b. Let's Talk Discussion Board Chapter 4 c. ☼ 2 TExES Manual (EC-06, pgs.16-17;4-8, pgs.35-40) ▲BLOG 3

Competency 002

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

SLOs: *By the end of course, the student will be able to:*	*To evaluate these outcomes, the faculty will use the following assessment procedures:*

2.1 Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge ofthese concepts to support students' language development in L1 and L2.
 	
 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.
 	
 2.3 Demonstrates knowledge of stages of first and second-language development and theories/models of first and secondlanguage development (e.g., behaviorist, cognitive), andunderstands the instructional implications of these stages and theories/models.
 	
 2.4 Applies knowledge of linguistic concepts and theories/models of language acquisition toselect and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 and L2.
 	
 2.5 Explains the interrelatedness and interdependence of first and second languageacquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).
 	
 2.6 Analyzes and uses effective, developmentally appropriate methodologies and strategies forteaching English as a Second Language (ESL) and for supporting ESL development across allareas of the curriculum.
 2.7 Identifies and explains cognitive, linguistic, social, and affective factors affecting second languageacquisition (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.
	a. Quiz 4 Chapter 2
	 b. Let's Talk Discussion Board Chapter 2
	 c. ☼ 3 TExES Manual (EC-06, pgs.17-27;4-8, pgs.41-56)
	   ■ Discussion 2
	   ▲BLOG 4

Competency 003	
The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in **Ll** and the development and assessment of biliteracy.	
SLOs: *By the end of course, the student will be able to:*	*To evaluate these outcomes, the faculty will use the following assessment procedures:*
3.2. Identifies types of formal and informal literacy assessments in L 1 and uses appropriateassessments on an ongoing basis to help plan effective literacy instruction in L1. **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 Ll, and applies this knowledge to promote bilingual students' literacy development in Ll.	a. Quiz 9 Chapter 10 b. Let's Talk Discussion Board Chapter 10 c. ☼7 TExES Manual (EC-06,pgs.20, 26-27;4-8,pgs. 49-50; 64-67) ▲BLOG 10 d. Text Activity 1
3.5. Discuss how to help students transfer literacy competency from Ll to L2 by using students'prior literacy knowledge in Ll to facilitate their acquisition of L2 literacy, including usingexplicit instruction to help students make connections between Ll and L2 (e.g., in phonemicawareness, decoding skills, comprehension strategies).	a. Quiz 10 Chapter 5 b. Let's Talk Discussion Board Chapter 5 c. ☼8 TExES Manual (EC-06,pgs. 23-24; 4-8, pgs. 70-80) d. Text Activity 2
3.7. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in Ll while developing students' literacy in L2, by using ongoing assessment and monitoring ofstudents' level of proficiency in oral and written language and reading to plan appropriate literacyinstruction in Ll and L2, by including authentic children's literature in Ll and L2).	a. Quiz 6 Chapter 7 & 8 b. Let's Talk Discussion Board Chapters 7 & 8 c. ☼5 TExES Manual (EC-06, pgs. 25-28; 4-8, pgs. 67-80) ▲BLOG 6 **English Language Proficiency Standards (ELPS)** http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 **An Educator Guide to TELPAS** Educator Guide to TELPAS Grades K–12 http://www.tea.state.tx.us/student.assessment/ell/telpas/#general

Competency 004
The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in **LI** and **L2** and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

SLOs: *By the end of course, the student will be able to:*	To evaluate these outcomes, the faculty will use the following assessment procedures:

4.1 Explains how to assess bilingual students' development of cognitive-academic languageproficiency and content-area concepts and skills in both L1 and L2 and to use the results of theseassessments to make appropriate instructional decisions in L1 and L2 in all content areas.
 	
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).
4.3 Knows strategies for integrating language arts skills in L1 and L2 into all content areas andhow to use content-area instruction in L1 and L2 to promote students' cognitive and linguisticdevelopment.
	a. Quiz 7 Chapter 9
	b. Let's Talk Discussion Board Chapter 9
	c. ☼6 TExES Manual (EC-06, pgs.28-31;4-8, pgs. 72-80)
	   ▲ BLOG 7
	   ▲ BLOG 8
	
	English Language Proficiency Standards (ELPS)
	http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
	
	An Educator Guide to TELPAS
	Educator Guide to TELPAS Grades K–12
	http://www.tea.state.tx.us/student.assessment/ell/telpas/#general

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 topromote students' development of cognitive-academic language and content-area knowledge andskills in L2.	a. Quiz 5 Chapter 6 b. Let's Talk Discussion Board Chapter 6 c. ☼4 TExES Manual (EC-06, pgs.29-30; 4-8, pgs.72-80) ▲ BLOG 5
4.5 Differentiates content-area instruction based on student needs and languageproficiency levels in L2 and how to select and use a variety of strategies and resources, includingtechnology, to meet students' needs.	a. Quiz 8 Chapter 11 b. Let's Talk Discussion Board Chapter 11 ▲ BLOG 9

GradingScale

☼ TExES Summaries	8 x 1 point	8
BLOGS	10 x 1 point	10
Discussions	2 x 2 points	4
Court Case Presentation	1 x 5 points	5
PEER Evaluations	1 x 2 points	2
Text Activities	2 x 3 points	6
APA Research Paper	1 x 5 points	5
Quizzes	10 x 4 points	40
Final		20
TOTAL:		100
Extra Credit	Critique - 5 points added to your final exam BED TExES Review- 5 points added to final exam	

==Check Discussion Board for specifics as well:==
Week of January 21st Introductions * Syllabus Review *

==**Take your pre test the first few days of the course. It is extremely important to do so and the score does NOT count against you. I will monitor this daily and send daily reminders till it is done – very important! Do this first please!**==

Who Are English Language Learners?
==Wright: Chapter 1==
Let's Talk: Discussion Board Chapter 1

☼**1 TExES Manual (EC-06, pgs11-17; 4-8, pgs. 23-80)**

www.youtube.com/watch?v=Ty3n07UaFUU

■ **==Discussion 1 Blackboard==** **Discuss in designated area**

Consider the different labels that have been used to describe students who are not yet proficient in English. Which ones have you heard used in your school or program? Which do you prefer? Why?

Week of January 26th   *Language and Education Policy for ELLs*
==Wright: Chapter 3==
Let's Talk: Discussion Board Chapter 3

Speaking in Tongues
& Language Learning for the 21st Century

2:00SPEAKING IN TONGUES
SPEAKING IN **TONGUES** Broadcast Premiere: August 2, 2010 (PBS Plus) (please check local listings) Producers: **Marcia Jarmel** / Ken Schneider Genre

6:27"Speaking in Tongues" Chronicle Chat
Following the screening of "**Speaking** in **Tongues**" at the San Francisco International Film Festival in May 2009, Jill Tucker of the SF Chronicle **...** by PatchWorksProds

Language Learning for the 21st Century
http://www.youtube.com/watch?v=A2pfTyuW3rA&playnext=1&list=PL9A90995DE681AA72

▲**==BLOG 1==**: **Speaking in Tongues**

& Language Learning for the 21st Century
▲**BLOG 2:**   Topic Pending

Week of February 2nd   *Language and Education Policy for ELLs*
Online Quiz 1 Chapters 1 & 3
**For all quizzes I will email you when they open and when they close!

Research Court Cases – Check Discussion Board for specifics and sample (due next week).

Week of February 9th   *Language and Education Policy for ELLs in Texas*
Online Quiz 2 Chapter 89 & LPAC

Chapter 89: Adaptations for Special Populations 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

LPAC Decision-Making Process for the Texas Assessment Program. Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division.
http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793#lpac-manual

Let's Talk: Discussion Board Chapter 89 and LPAC

Court Case Presentation Posted
PEER Evaluations

Week of February 16th   *Program Models for ELLs*
Wright: Chapter 4
Let's Talk: Discussion Board Chapter 4

Online Quiz 3 Chapter 4

☼ **2 TExES Manual (EC-06, pgs. 16-17; 4-8, pgs. 35-40)**

Academic Effectiveness of Bilingual Education Models 1-2
http://www.youtube.com/watch?v=ZNS4Z9i1O4E

▲**BLOG 3: Effective programs for ELLs in school**
Which programs does your school (or the school you are most familiar with) offer for ELLs? Do you feel these programs are appropriate

and effective? Why or why not?

Week of February 23rd *Second Language Learning and Teaching*
Wright: Chapter 2
Let's Talk: Discussion Board Chapter 2

☼3 TExES Manual (EC-06, pgs.17-27; 4-8, pgs.41-56)

Talking Twin Babies - *PART 2* - OFFICIAL VIDEO - YouTube
www.youtube.com/watch?v=_JmA2ClUvUY2 min - Feb 14, 2011 -
Twin baby boys have a conversation *part 2*.

▲BLOG 4: Talking Twins

Week of March 2nd *Second Language Learning and Teaching*
Online Quiz 4 Chapter 2

■ Discussion 2 Black Board

Go back to the situations at the beginning of this chapter. For each one, discuss what misunderstanding the teacher may have, and discuss how an understanding of language and SLA can help these teachers pinpoint the issues and address them in an appropriate manner. What other examples have you run across where misunderstandings about language and SLA led to problems?

Spring Break March 10th-14th – Enjoy!

Week of March 16th *Listening and Speaking*
Wright: Chapter 6
Let's Talk: Discussion Board Chapter 6

Online Quiz 5 Chapter 6

☼4 TExES Manual (EC-06, pgs.29-30; 4-8, pgs.72-80)

Learning English pronunciation
▲BLOG 5: Oral language development

If you have learned (or tried to learn) a second language, what struggles did you have with oral language development?
What did you find helpful in improving your listening and speaking abilities?

Week of March 23rd   *Reading; Writing;*
Wright: Chapters 7 & 8
Let's Talk: Discussion Board Chapter 7 & 8

Online Quiz 6 Chapter 7 & 8

☼**5 TExES Manual (EC-06, pgs. 25-28; 4-8, pgs. 67-80)**

English Language Proficiency Standards (ELPS)
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

▲**BLOG 6:** **Challenges of Language Learning**

If you have learned (or tried to learn) a second language, what challenges did you face in learning to read in that language?
What role do you feel your native language played in your development of your reading ability in that language? Relate your experience to the challenges ELLs face in learning to read English.

Week of March 30th   **Content-Area Instruction for ELLS**
Wright: Chapters 9
Let's Talk: Discussion Board Chapter 9

☼ **6TExES Manual (EC-06, pgs.28-31; 4-8, pgs. 72-80)**
English Language Proficiency Standards (ELPS)
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

▲**BLOG 7: What are some of the challenges content-area instruction and textbooks pose to ELLs? If English is not your first language, describe some of your experiences with the challenges you faced in learning academic content and using Content-Area Instruction for ELLS.**

Week of April 6th   **Content-Area Instruction for ELLS**
Wright: Chapter 9
Let's Talk: Discussion Board Chapter 9

Online Quiz 7 Chapter 9

▲**BLOG 8**

ELL/ESL Struggles and Strategies
http://www.youtube.com/watch?NR=1&v=-bWU238PymM

Week of April 13th   ***Technology***
Wright: Chapters11
Let's Talk: Discussion Board Chapter 11

Online Quiz 8 Chapter 11

**ESL Computer | ELL Computer | ESL Computer Lessons
Imagine** English for Second Language Learners
http://www.youtube.com/watch?v=HznzMledgTo&NR=1

2:33 Imagine Learning - Comprehension Strategies

▲BLOG 9   Technology used in schools for ELLs

Describe any uses of technology you have observed or experienced in schools. Explain why you feel these uses were poor or effective.Describe other uses of technology that are not discussed in this chapter but that hold great promise in helping ELLs learn English and academic content.

Week of April 20th   ***Primary Language Support***
Wright: Chapters 10
Let's Talk: Discussion Board Chapter 10

Online Quiz 9 Chapter 10

☼**7 TExES Manual (EC-06, pgs.20, 26-27; 4-8, pgs. 49-50, 64-67)**

▲BLOG 10 ELL Students - Barred from Speaking Their Language in Schools

The press has reported cases of principals or teachers who outlaw any use of ELL students' languages in the classroom or school. Describe any instances you may have heard about or seen personally. Why is this mistake? What do these educators misunderstand about the role native languages can play

in helping ELLs learn English and academic content through English?

TEXT ACTIVITY 1 Interview with an ELL Educator about Primary Language Support (Chapter 10, Activity 2)

Week of April 27th   *Assessment*
Wright: Chapter 5
Let's Talk: Discussion Board Chapter 5

Online Quiz 10 Chapter 5

☼**8 TExES Manual (EC-06, pgs. 23-24; 4-8, pgs. 70-80)**

TEXT ACTIVITY 2 *Interview with an ELL Educator about Alternative Assessments (Chapter 5, Activity 3)*

Interview a teacher of ELL students. Ask what alternative authentic assessments he or she uses with the students. Ask whether he or she feels these assessments provide more accurate information about the students' knowledge and skills than the state's test.

Week of May 4th   **APA Research Paper   Due Saturday May 10th by midnight to my UTEP email****

Week of May 11th   **Comprehensive FINAL I will email you before this week and give you specifics on the time that it opens and the time that it closes. Your final exam review will already be posted before this week as well. **Make sure you can see your pre/post test shell for your final exam during this week and notify me ASAP if you do not!**

RUBRICS: (1) DISCUSSIONS; AND (2) TEXT ONLINE ACTIVITIES
Court Case Power Point Rubric

PPT 5 Slides limit	Exceptional 5	Good 4	Acceptable 3	Unacceptable 0-2
Content	Presentation/PPT provides an abundance of material clearly related to the component; points are clearly made and supports the reading development process; varied use of materials	Presentation/PPT provides sufficient information that relates to topic; many good points made but there is an uneven balance and little variation	Presentation/PPT provides a great deal of information that is not clearly connected to the topic	Presentation/PPT provides not clear; information does not support component.

Coherence and Organization	Presentation/PPT provides clearly stated and developed; specific examples are appropriate and clearly developed; flows together well; good transitions; succinct but not choppy; well organized	Presentation/PPT provides most information presented in logical sequence; generally very well organized but better transitions from idea to idea needed	Presentation/PPT provides concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy	Presentation/PPT is choppy and disjointed; does not flow; vague; no apparent logical order of presentation
Creativity	Presentation/PPT provides points made in creative way to maintain audience's attention throughout.	Presentation/PPT provides presented facts with some interesting "twists"; to hold the audience's attention most of the time	Presentation/PPT provides mostly presented facts with little or no imagination	Presentation/PPT is incoherent and could not determine the point of the activity/presentation.

BLOGS RUBRIC

BLOG	Messages contribute to ongoing conversations, OR replies to questions or comments; evidence of reading. **.5 – 1 points**	Messages are off-the-cuff and do not contribute substantively; limited evidence of reading. **0 points**

APA Research/Reflection PAPER

You will be responsible for a reflection paper as assigned in your schedule. The reflection paper should be no less than 500 words; double-spaced pages; 12-point Times Roman font; and 1 inch margins. It must follow APA format 6th edition. http://owl.english.purdue.edu/owl/resource/560/01/). Please ATTACH your paper as a word document to my email it to me at emsalas@utep.edu by the due date.

Rubric

EXCELLENT 4-5	SATISFACTORY 3	UNSATISFACTORY 0-2
Addresses main points in paper	Addresses some main points	No reference to any main point
Evidence of reflection and insight	Evidence of some reflection and/or insight	No evidence of reflection and/or insight
Depth and complexity of ideas supported by pertinent details	Included some supportive details	No supportive detail included
Ideas are well-organized	Ideas are organized	Ideas are not thought out
Address written mechanics	Addresses some written mechanics	Written mechanics not addressed
APA format	Follows some APA format	No APA format

SYLLABUS SUBJECT TO CHANGE AT ANY TIME
READ YOUR UTEP EMAIL EVERY DAY.