

BED 4340 CRN 24697: Principles of Bilingual/ESL Education
CRN
Spring 2016
Saturday 8:00am – 10:50am
Hybrid Course (partially on line)

Instructor: Dr. E M Aguilar **Office:** On line
Office Hours: On line M-F 11-12 A M; or by appointment, or via e-mail (quickest response is through my utep email below)
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Course Information

BED 4340 - Principles of Bilingual/ESL Education
3 Credit Hours
Location: EDU 311
Days and Times: Saturday, 8:00pm – 10:50am

Course Description: Principles of Bilingual/ESL Education (3 credit hours)

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 Learning Objective: *To develop understandings and the ability to apply these understandings as developing and future educators in the following:*

- 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 Text(s)/Sources of Information/Materials:

- 1) **Wright, W.E. (2010)** Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice. Caslon: Philadelphia.

eText
*ISBN-10 1-934000-03-5
*ISBN-13 978-1-934000-03-8

Print
*ISBN-10 1-934000-01-9
*ISBN-13 978-1-934000-01-4

This text can be purchases at the UTEP BOOKSTORE **OR**

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

- 2) **TE_xES Study Manuals:** Depending on your degree plan, you will need either Bilingual Green Manual Bilingual EC-06 #192 or Bilingual 4-8 #112. (In the UTEP Bookstore)

- 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)
<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>

4. Please bring markers and assigned snacks on the days required. This will be discussed on the first day of class.

University Policy on Academic Integrity

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, 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.

Expectation of You, as a Future Educator

As a future educator, it is expected that you perform and practice your developing craft in the most ethical, respectful, and professional manner. Following these expectations, and the subsequent actions, is often reflected in how you perform in your present coursework and the quality you invest in your own education. As such, all students are expected to be prepared and check their course online, emails through Black Board, assignments, etc. on a daily basis. Reading the assignments is essential to meaningful participation. Students are responsible for working with their groups. All students are required to maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

Classroom Policies

- ***Be prepared.*** That means reading your textbook and all assigned readings carefully, closely, and critically. Reading is the beginning of the journey toward understanding. If you do not read, you have no knowledge base. You have no foundation. How can you know something, if you do not ever have the beginning of what you need to begin to know? And if you want to get certified as a teacher, you will be tested on this content you read and study in your courses. So, read, read, read!
- ***Participate.*** In order to get the most out of this course, and to really get a sense of what you know, understand, and are learning, your participation – which includes questions, debates, discussions, and reflecting (even in your own mind) – is vital. As such, you are expected to participate in Blackboard, contribute to threaded discussions, contribute to your groups during class, etc.
- ***Be responsible.*** As a future educator, how would you want your students to perform? What types of behaviors would you want them to exhibit? Develop habits and practices as a student that you can be proud of as an educator, and that you would want your students to learn from you. **Check Blackboard daily for announcements, e-mails, etc. And no late work will be accepted. No excuses. No exceptions.**
- ***Quality AND Quantity: Be Proud of Your Work.*** As prospective educators, you will hold the future and lives of students in your hands. For example, if you are responsible for teaching a student how to read, you better know how to teach a student how to read. As such, work hard. Go above and beyond. Produce high quality work. If you were a parent, would you want the teacher who always turned in work late as a college student,

always had excuses about their poor performance, and barely passed their classes, but still graduated? Or would you want your child to have the teacher who was responsible, on-time, organized, had good grades, and did high quality work? As such, 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. Do good work. Do good work well.

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. Use the following link as your resource: <http://owl.english.purdue.edu/owl/resource/560/01/>

- **Attendance.** Due to the nature of this course and amount of material to be covered, attendance is mandatory; punctuality is expected. If you anticipate missing a class meeting, it is advised that you take the course at another time.
- **Cell phones and texting.** Turn off cellphones while in class. **No texting during class!** It is rude, disrespectful, and unprofessional. You will be asked to leave the class if you are caught texting during the class, during group discussions, or the like. Laptops may be used to take notes but not to access Internet sites not linked to the course, or to Facebook, or the like.

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

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

COMPETENCY 001

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

SLOs: <i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
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	a. Chapters 1 & 3 Discussion b. Chapter 1 & 3 Assignment c. TExES Manual (EC-06, Competencies 1.1-1.5); (4-8, Competencies 1.1-1.5) d. In-class, small group discussions, with informal evaluations of student learning based on a pre-

<p>Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners.</p> <p>1.3 Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.</p> <p>1.4 Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</p> <p>1.5 Analyzes the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.</p>	<p>determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</p> <p>e. End-of-Session Thought Evidence</p> <p>f. Final Exam</p> <p>g. Discussion on the following: <i>LPAC Decision-Making Process for the Texas Assessment Program.</i> Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division. http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id=793#lpac-manual</p> <p><i>Chapter 89: Adaptations for Special Populations</i> Subchapter BB: Commissioner’s Rules Concerning State Plan for Educating Limited English Proficient Students. http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html</p>
<p>1.7 Distinguishes models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus.</p> <p>1.8 Analyzes various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.</p>	<p>a. Chapter 4 Assignment</p> <p>b. TExES Manual (EC-06pgs.16-17;4-8 pgs.35-40)</p> <p>c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</p> <p>d. End-of-Session Thought Evidence</p> <p>e. Final Exam</p>

Competency 002

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

<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p>1.6 Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.</p> <p>2.1 Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2.</p>	<p>a. Chapter 2 Assignment</p> <p>b. TExES Manual(EC-06, Competencies 1.6, 2.1-2.7); (4-8, Competencies, 2.1-2.6)</p> <p>c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</p> <p>d. End-of-Session Thought Evidence</p>

<p>2.2 Demonstrates knowledge of major language components (phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.</p> <p>2.3 Demonstrates knowledge of stages of first and second-language development and theories/models of first and second language development (e.g., behaviorist, cognitive), and understands the instructional implications of these stages and theories/models.</p> <p>2.4 Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 and L2.</p> <p>2.5 Explains the interrelatedness and interdependence of first and second language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).</p> <p>2.6 Analyzes and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.</p> <p>2.7 Identifies and explains cognitive, linguistic, social, and affective factors affecting second language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/ community environment, literacy background) and uses this knowledge to promote students' language development in L2.</p>	<p>e. Final Exam</p>
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Competency 003

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

<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p>3.2. Identifies types of formal and informal literacy assessments in L 1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.</p> <p>3.3. Discuss the state educator certification standards in reading/language arts; understands distinctive elements in the application of the standards for English and for L1, and applies this knowledge to promote bilingual students' literacy development in L1.</p> <p>3.5. Discuss how to help students transfer literacy</p>	<p>a. Chapter 5 & 10 Assignment</p> <p>b. TExES Manual(EC-06 pgs. 23-24); (4-8 pgs 70-80)</p> <p>c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</p> <p>d. End-of-Session Thought Evidence</p>

<p>competency from L1 to L2 by using students' prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).</p> <p>3.7. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children's literature in L1 and L2).</p>	<p>e. Final Exam</p> <p>a. Chapter 7, 8, & 10 Assignment</p> <p>b. TExES Manual [EC-06 pgs. 25-28]; [4-8 pgs. 67-80]</p> <p>c. Discussion: English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>d. End-of-Session Thought Evidence</p> <p>e. Final Exam</p> <p>An Educator Guide to TELPAS Educator Guide to TELPAS Grades K–12 http://www.tea.state.tx.us/student.assessment/ell/telpas/#general</p>
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Competency 004

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

<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p>4.1 Explains how to assess bilingual students' development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.</p> <p>4.2 Creates authentic and purposeful learning activities and experiences in both L 1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS).</p> <p>4.3 Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use</p>	<p>a. Chapter 9 Assignment</p> <p>b. TExES Manual(EC-06 pgs.28-31);(4-8 pgs. 72-80)</p> <p>c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</p> <p>d. Discussion: English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>e. End-of-Session Thought Evidence</p>

content-area instruction in L1 and L2 to promote students' cognitive and linguistic development.
4.4 Identifies various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive-academic language and content-area knowledge and skills in L2.

4.5 Differentiates content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs.

f. Final Exam

An Educator Guide to TELPAS

[Educator Guide to TELPAS Grades K–12](http://www.tea.state.tx.us/student.assessment/ell/telpas/#general)

<http://www.tea.state.tx.us/student.assessment/ell/telpas/#general>

a. Chapter 6 Assignment

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

c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials

d. End-of-Session Thought Evidence

e. Final Exam

f. Chapter 11 Assignment

g. TExES Manual (EC-06 pgs.30-31; 4-8 pgs.72-80)

h. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials

i. End-of-Session Thought Evidence

j. Final Exam

PLEASE TURN OFF YOUR CELL PHONES WHILE IN CLASS!
NO TEXTING WHILE IN CLASS!

Course Requirements and Points Scale

90-100 = A (Excellent)
80-89 = B (Good)
75-79 = C (Average)
70-74 = D (Below Average)
Below 70 points = F (Fail)

Breakdown of points to be earned: 15 Discussion Boards at 4 points each=60 points
Quizzes and Midterm =10 points
APA Paper =10 points
Final Exam =20 points
=100 points possible

1. **Attendance/Participation**: As a future educator, it is vital that you attend class, arrive on time, and participate in a productive, reflective, and professional manner. It is a minimum expectation and part of your professional development.

All students are responsible for attending and participating in class regularly and on time, which includes on-line attendance and participation. Engagement in classroom discussion, in presentations and activities, and actively participating in Blackboard discussions is expected. Class activities will include participation in whole class and small group discussions, engaging in the Scenario Solutions Quizzes, and respectfully and insightfully responding to and engaging in discussion with the instructor and other students (face-to-face or on Blackboard).

(Points procedure on not attending class)

*You are allowed to miss 1 day of class. **For every day that you miss class thereafter, 10 points will be subtracted from your points total for the course.**

(Points procedure on arriving late to class)

***For every time that you arrive late to class (after 15 minutes), 5 points will be subtracted from your points total.**

***NOTE:** *If you miss 3 days or more of class, you will automatically be WITHDRAWN from my course.*

2. **Discussion Board Assignments**

You will be expected **Reading Reflection Journals (RRs) (Weekly)**

Students will engage with assigned readings in this journal. Students will also engage with the issues presented in those readings. A reflection is *not a summary*, but a deep consideration of the concepts presented in the readings. In your journals and class discussions, please focus on academic language and literacy and the way you will teach it

across the curriculum. We are all language teachers even though we may specialize in a specific content area. Keep this in mind throughout the course.

Procedure

Do your readings on time. Plan ahead so you have time to read, take notes and reflect on the ideas. Recall that **I will not accept summaries** of the readings.

Reflect on the readings. Again, a reflection is a deep consideration of the ideas presented by various authors.

In each reflection your goal is to relate the ideas/ concepts to your own experience, including, for example, to your classroom, to your students, to our border community or to ELLs in general. The goal is not to say *what* the reading is about. Rather, you want to address questions such as *how? Why? What does it mean for me? What does it mean for my students?*

Write your reflection as a Word document and post it to our Discussion Board by the deadline.

As you post your reflection, make sure that you post to at least one of your colleague's reflections every time. Be polite in all discussions and comments to one another. As future teachers, professionalism goes a long way!

****All weekly reflections go to the Discussion Board, on the appropriate thread.**

Writing expectations

- Go to the Discussion Board in the Course and find the appropriate forum for your assignment. Hit reply to the last person who commented and add your comments. When commenting to someone else, please address the name of the person you are commenting to. It helps us to know which comments go to whom.
- Times New Roman font (12 point)
- Double spaced
- One inch margins
- One and a half to two pages of text, minimum.
- Write in an informal, conversational style. **Please always use your best English and if using Spanglish or other forms of English do so appropriately. In addition, do not use text acronyms in your writing as this is a college course and not a social media chat room.**

ALL Weekly Discussion Boards are due every Saturday by midnight (unless noted on the Discussion Board). Please do not email the assignment to me- it has to be posted to the appropriate thread on the Discussion Board for full credit. During the semester there may be a need for two discussions to be due in one week. Always log in daily, just to make sure you are current in the class. It only takes a few minutes to open up the class on line and see what is new, if anything!

3. In Class Assignments

You will be expected to participate in, in class assignments and discussions. A tentative schedule will be posted on line so you will be aware of when activities are coming up and when group presentations will occur.

4. APA Reflection Paper

At the end of the course, you will be required to write a 3-5 page paper based on what the social, historical, political, legal, cognitive, and various educational aspects of bilingual education, bilingualism, and the education of second language learners and its influence

on teacher approaches and the design and implementation of bilingual/bicultural curriculum **would look like in your classroom.**

The 3-5 pages should be all discussion and you must add a cover page and reference page to the paper which will make the finished product between 6-8 pages depending on how much effort you have put into this project. Support your paper with the various themes and concepts that we have learned about in class. Feel free to cite the textbook, other readings, websites visited, and anything else that we have covered in this class. That is, you should make **connections** between what you observe and what you have learned from the course up to that point on bilingual, ESL or any other aspects of language and/or 2nd language teaching and learning. **Please do not turn in an overview of the textbook or of language acquisition theory as this is your personal connection of the course to your personal classroom.**

Paper requirements: Twelve-point font, Times New Roman font, double-spaced. Please sure to cite the reading(s)/ chapters/ videos to which you are referring in your paper. Lastly, please use APA 6th edition style for this paper and note that all late papers will have points deducted from your grade. A cover sheet, body, and reference page are required of this paper. An Abstract is optional as it is not a research paper per say. You may find more information on APA papers at: www.apastyle.org.

This Reflection Paper is due on or before Thursday, May 12, 2016, at midnight, by email with attachment to emsalas@utep.edu.

******No late papers will be accepted after the due date unless it is an emergency! I must have them by this date in order to grade and have final grades ready for you so please make the deadline! Please do not wait until the last few days of the course to write this paper. Begin writing this paper during the last two weeks of the semester, if possible.***

Finals Week – Post your last Discussion to the Course Forum, attend class to take your final exam and post the Course Evaluation to the appropriate link.

Course Schedule/ Topics/ Readings/Competencies/Due Dates

WEEK:

1. (January 23rd) - **First Day of Class**

Introductions/Syllabus Review/Class Overview

-Discussion: *Why are you here? Why do you want to become a teacher? What will you do?*

-Introduction to course; discussion of syllabus, assignments and project

-Go to Discussion Board for Week 1 to post your first assignment- **My Bio and Road to Teaching**

2. – (January 30th) **Who Are English Learners?**

-Read: Wright, **Chapter 1**; TExES Manual, Competencies 1.1 - 1.5 (in both manuals); TEKS: n/a

-Discussion: on *Immersion* and “Making Connections with Students”

-Go to Discussion Board for Week 2 Discussion (on Wright, **Chapter 1**)

3. – (February 6th) **Second Language Learning & Teaching**

- Read: Wright, **Chapter 2**; TExES Manual, Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6 (in both manuals); TEKS: n/a
- Discussion
- Go to Discussion Board for Week 3 (on Wright, Chapter 2)

4. – (February 13th) **Primary Language Support**

- Read: Wright, **Chapter 10**; TExES Manual, Competencies (EC-6) 3.3 – 3.7 & (4-8) 2.7, 3.4 – 3.5; TEKS: n/a
- Discussion & In-Class Activity**
- Go to Discussion Board for Week 4(on Wright, Chapter 10)

5. (February 20th) - **Assessment**

- Read: Wright, **Chapter 5**; TExES Manual, Competencies (EC-6) 3.1 – 3.2, 16.1 – 16.4, (4-8) 3.1 – 3.7 & 4.1 – 4.5)
- Discussion
- Go to Discussion Board Week 5 (on Wright, Chapter 5)

6. (February 27th) – **Listening & Speaking**

- Read: Wright, **Chapter 6**; TExES Manual, Competencies 4.1 – 4.3 (in both manuals); TEKS: Grades K-5, 110.11(Grade K: 21 – 23), 110.12 (Grade 1: 27 -29), 110.13 (Grade 2: 28 – 30)– 110.16
- Discussion
- Go to Discussion Board Week 6 (on Wright, Chapter 6)

7. (March 5th) – **Reading**

- Read: Wright, **Chapter 7**, TExES Manual, Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7; TEKS: Grades K-5, 110.11 – 110.16
- Discussion & In-Class Activity**
- Go to Discussion Board Week 7 (on Wright, Chapter 7)

SPRING BREAK March 7-11

8. (March 19th) – **Writing**

- Read: Wright, **Chapter 8**, TExES Manual, Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7; TEKS: 110.11 – 110.16, Grades K-5
- Discussion
- Go to Discussion Board Week 8 (on Wright, Chapter 8)

9. (March 26th) – **Content-Area Instruction for ELLs**

- Read: Wright, **Chapter 9**, TExES Manual, Competencies 4.4 – 4.5 (in both manuals); Bloom’s Taxonomy of Levels of Thinking (in both manuals)
- Go to Discussion Board Week 9 (on Wright, Chapter 9)

10. (April 2nd) – **Language & Education Policy for ELLs**

- Read: Wright, **Chapter 3**; TExES Manual, Competencies 1.1 - 1.5 (in both manuals); TEKS: n/a
- (on Wright, Chapter 3)
- In Class Activity**
- Go to Discussion Board Week 10

11. (April 9th) - **Program Models for ELLs**

- Read: Wright, **Chapter 4**; TExES Manual, Competencies (EC-6) 1.7 – 1.8 & (4-8) 1.7 – 1.10; TEKS: n/a
- Discussion
- (on Wright, Chapter 4)
- Go to Discussion Board Week 11

12. (April 16th) – **Technology**

- Read: Wright, **Chapter 11**, TExES Manual, Competencies 4.4 – 4.5 (in both manuals); Bloom’s Taxonomy of Levels of Thinking (in both manuals); TEKS: 126.7, Grades 3-5
- Discussion - (on Wright, Chapter 11)
- Go to Discussion Board Week 12

13. (April 23rd) – “**Bringing Everything Together**”

- reviewing, applying, practicing, and internalizing the various ideas, concepts, and foundational knowledge studied in the course
- Review Posted – Go to Discussion Board Week 13

14. (April 30th) – **Review/Study Groups/APA Paper coming due (by May 12th to my email)**

- Go to Discussion Board Week 14 for information

15. (May 7th) – **Final Exam in class**

- Go to Discussion Board Week 15 for end of semester information
- Same classroom, same time

Students with Disabilities

If you have or suspect a disability and need accommodations you should contact Disabled Student Services Office (DSSO) at 747-5148 or at dss@utep.edu or go by Room 106 Union East Building. If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services.

***Please note that this syllabus is subject to changes and/or adjustments.**