**BED 5335 * DUAL LANGUAGE EDUCATION* 28453**  
Spring 2017 * January 18 – May 4 * HYBRID

**Faculty:** Dr. Elena Izquierdo  
ielena@utep.edu  
(915) 747-7595  
Office: EDUC 611  
Office Hours: W Online 8 p.m. – 9 p.m.  
And/or W by appointment

**Graduate Course Information**  
BED 5335 Dual Language Education  
3 Credit Hours * Hybrid *  
W 5:50 p.m. – 8:20 p.m. EDUC 312 and online  
(Schedule on page 4)

**Course Description:** Research foundations and program principles for dual language education; introduction to biliteracy as it applies to dual language education; theoretical frameworks and research foundations for dual language education are connected to practical application. A survey of successful dual language education programs will be conducted.

**Course Purpose**  
This course is designed to prepare graduate students with the foundational knowledge (history) of dual language education; conceptual understandings of the goals of dual language; interrelated components for the development and sustainability of dual language programs; and the research and evaluation of Dual Language Education. A Survey of successful Dual Language Education Models across the country will be conducted.

In addition, students will develop, expand, and enrich their knowledge in understanding the instructional shifts in dual language needed to support the educational success of English language learners and the development of all students for our global economy.

**Course Objectives:** To identify, explain, and evaluate Dual Language Education and its components by applying theoretical and pedagogical knowledge in the underlying concepts, goals, and development of Dual Language Education to include critical areas in the development of dual language:

- Two Way and One Way Program Models
- Language Distribution and Assignment; Instructional Schedules
- Biliteracy; Interrelatedness to and from L1/L2
- Cultural Competence
- Parent/Community Involvement in Dual Language
- Planning for Sustainability
Required Texts


A tool to help dual language programs with planning and ongoing implementation. Grounded in evidence from research and best practices, the guiding principles address program issues in seven strands: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources.

Other Required Readings - Posted


Izquierdo, E. (2011). One supana time...Children don’t know that they know, but they know! *Soleado: Promising Practices from the Field*, 4, 1-11.


CLASSROOM POLICIES
- All students are expected to be prepared and check BlackBoard on a daily basis for emails and to post assignments, discussions, etc.
- Participation in discussions, group activities, and evaluations is required on time.
- No late work will be accepted. Pay close attention to OPEN and CLOSED dates.
- All writing in discussions, reading responses, and other assignments must be well thought out and appropriate for each topic that is discussed. All writing needs to be organized, clear, grammatical, and must follow APA format. Use the following link to APA as your resource: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
- Students are responsible for working with their groups and maintaining a high level of professionalism and respect for one another as we engage in discussions and group work. Your group work will be evaluated.
• **Participation:** All students are expected to be prepared and to be active participants and check their emails, assignments, discussions and blogs on a regular basis. Reading the assignments is essential for meaningful participation. Students are responsible for working with their groups. Group work is mandatory, and provides a forum for discussion that cannot be duplicated. No excuses for incomplete or late assignments will be accepted. All students are required to be prepared for each class session and maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

• **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 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. For further information, please refer to http://sa.utep.edu/osccr/academic-integrity/

• **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 Center for Accommodations and Support Services (CASS). Students who have been designated as needing this service must reactivate their standing with CASS 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. The Center for Accommodations and Support Services can be reached at Web: http://sa.utep.edu/cass/ Phone: (915) 747-5148 voice or FAX: (915) 747-8712 E-Mail: cass@utep.edu

• **GRADING SCALE:** Points will be based on discussions, blogs, assignments, quizzes, and the final project. All work is required to be turned in on time. Please do not wait until the last minute to submit work in the event there are technology issues. In addition, your classmates cannot respond thoughtfully to your blogs/discussions if you post at the last minute.
The following are the assignments and point value for each one in the course, for a total of 100 points:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>1. 1 Introduction: Creating a Community of Learners</td>
<td>4</td>
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<tr>
<td>2. 8 Discussions (3 pts each)</td>
<td>24</td>
</tr>
<tr>
<td>3. 3 Blogs (3 pts each)</td>
<td>9</td>
</tr>
<tr>
<td>4. 1 Group presentation and power point of a National Model</td>
<td>5</td>
</tr>
<tr>
<td>5. Peer evaluation for National Model power point and presentation</td>
<td>2</td>
</tr>
<tr>
<td>6. 2 Reading Responses (4 pts each)</td>
<td>8</td>
</tr>
<tr>
<td>7. 7 Responses to Guiding Principles (2 pts each)</td>
<td>14</td>
</tr>
<tr>
<td>8. 4 Project Assignment Responses (3 pts each)</td>
<td>12</td>
</tr>
<tr>
<td>9. 1 Final project</td>
<td>20</td>
</tr>
<tr>
<td>10. Peer evaluations for final project</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

A 90-100  
B 80-89  
C 70-79  
D 60-69  
F Below 60

All assignments are due by 11:30 p.m. MST.

This is a HYBRID course which has at least 50% of coursework online. The following are the dates for Face to Face (F2F) meetings.

F2F meetings at UTEP in EDU 312:

FEB 1  
FEB 15  
MARCH 1  
MARCH 29  
APRIL 12  
APRIL 26  
MAY 3  
MAY 10

In between and during those dates, we are online on Black Board (BB).
January 18th
Video Clips on BlackBoard(BB) and
Creating a Community of Learners
Introductions and Personal Views of
Dual Language Schooling

In 1-3 power point presentation slides that must include one picture of yourself and a voice over of 2-3 minutes only, introduce yourself to the class. In your presentation, talk about yourself, what you understand about dual language education. View the 4 short video clips on BB. What connections can you make between what you understand about Dual Language Education and the videos that you watched in this introduction?

Included below are web links that guide you in the development of Voice Over. This can be done for any power point. For more information about how to include narrative in presentations, use the following resources:

<table>
<thead>
<tr>
<th>Office Version</th>
<th>Microsoft Link</th>
<th>Video Tutorial</th>
</tr>
</thead>
</table>
Go to WEBLINKS tab to link to the video and additional information.

Speaking in Tongues, PATCHWORKS FILMS
http://speakingintonguesfilm.info/

“In the 21st century, is knowing only English enough? Think critically about bilingualism, in terms of employment opportunities, family connections, and personal development, but also in terms of new ways of thinking and being in the world, i.e. through developing a global consciousness.” (Schneider & Jarmel, 2009).

D1: Speaking in Tongues, PATCHWORKS FILMS

CLASS DISCUSSION

D1: “There is no country that has more linguistic assets. But we seem to take pride in being monolingual and we even try to amend our constitutions to make sure that we remain monolingual when the rest of the world under globalization is learning second and third languages while we are essentially shooting our own feet. It is a national question. What does it mean to be an educated person in America today?”

Dr. Ling-chi Wang (Scholar & Activist) 1/25 – 1/29

D1: Speaking in Tongues

Opens

1/25 – 1/29

Module 1

POINTS: 3
**D2: Speaking in Tongues, PATCHWORKS FILMS**

**ASSIGNED GROUPS 1-4**

D2: “U.S. businesses eagerly seek bilingual workers. The Department of Defense Spends millions to teach strategic languages. Yet voters have Passed English Only” laws in 31 states.” Research and list the 31 states and respond to the statement above.

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**Blog**

**Speaking in Tongues, PATCHWORKS FILMS**

**B1:** What do you learn from this film about Julian, Jason, Kelly and Durrell? Draw upon specific examples/statements from the film to support your response.

**B2:** What new insights or information did you gain from this film? Did anything in the film surprise you? If so, what was it?

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**MODULE 2  A CRITICAL REVIEW OF DUAL LANGUAGE EDUCATION: Part 2**

**Feb. 1 F2F Face to Face (EDUC 312)**


**Chapter 1: Reasons to Consider Dual Language Programs** - What reasons would you use to consider Dual Language Programs?


*A Look Inside Dual-Language Classrooms*


*The United States of Language* [http://vimeo.com/15905582](http://vimeo.com/15905582)

If you were an administrator, how would you support DL in your school? What participation/roles would each partnership (administrators, teachers, parents and students) have in your bilingual education?
Chapter 2: Beginnings - What commonalities and differences does Dual Language (DL) have with the original models of bilingual schooling?


**What programs are used in your school district for English learners? Describe their effectiveness.**

Chapter 3: Defining Dual Language Education – What is Dual Language? What are the non-negotiables?


**What is Dual Language Education? Address one of the points made in this chapter.**

Chapter 4: Unique Qualities of Dual Language Education

*Immersion* [http://vimeo.com/16107154_Speaking in Tongues, PATCHWORKS FILMS](http://vimeo.com/16107154_Speaking in Tongues, PATCHWORKS FILMS)


**What type of qualities do teachers and staff require in a Dual language program?**

Chapter 5: Astounding Effectiveness - The North Carolina Story – An Interview

Chapter 6: More Dual Language Research Findings from Thomas and Collier - The GAP and the GRAPH

*English Language Learners* [http://vimeo.com/15712118](http://vimeo.com/15712118)

Myths & Realities for English Language Learners [http://speakingintonguesfilm.info/myths-realities-for-english-language-learners/](http://speakingintonguesfilm.info/myths-realities-for-english-language-learners/)
Integration and Immersion [http://vimeo.com/15911616](http://vimeo.com/15911616)

Is informing parents of their options important for Dual Language? What happened to the parent in the video? Is this happening in your school district?

Blog

How long does it take to close the gap when schooling is only in English compared to schooling in the student's primary language and English? What does the graph tell us about DL? Address this question as if you were speaking to one of the five listed below. Make your case for Bilingual Education.

1. Superintendent
2. Principal
3. Teacher
4. Parents
5. Teacher Preparation Programs

Chapter 7: The Beauty of Dual Language

[http://vimeo.com/15700340](http://vimeo.com/15700340) 3rd Grade Science


Based on all that you have read and learned, discuss the benefits of dual language education.
MODULE 3  THE NATIONAL DUAL LANGUAGE CONSORTIUM
A National Perspective of Dual Language Education

Feb. 15 F2F Face to Face (EDUC 312)
Group Assignments for National Model Research & Presentations Work with Assigned Groups. In your groups, you will meet in the discussion area provided. Everyone must be in the discussion and collaborate equally. As a group you will research your assigned national model and develop a power point with voiceover in which you will present to the class.

READING RESPONSE 1: Read and study the information provided to you by the National Dual Language Consortium. And complete the Reading Response.

Types of Dual Language Programs; Features of Dual Language Programs; Dual Language in Middle and High School; What is NOT Dual Language

National Models
Group 1 Oyster Bilingual School
Group 2 Coral Way
Group 3 Amigos
Group 4 Francis Scott Key

March 1 F2F Face to Face (EDUC 312)

GROUP PROJECT EVALUATIONS

March 8 F2F Face to Face (EDUC 312)

MODULE 4  THE TENETS (Must haves) OF DUAL LANGUAGE
Final Project: Selection/Approval of DI Program to Research

Selection/Approval of Final Individual Project – Post in blog

RS 1 – 7: Read and study to respond:
RS 1 – 7: Read and study to respond:
The Guiding Principles


1. Summarize Strand 1 on Assessment and Accountability. Discuss what types of data are important to collect and how assessment should be used throughout the program.
2. List all of the principles in this Strand 2 - Curriculum. Select one of the principles that is mostly new to you and discuss how you might plan to address and achieve its objective.


4. Discuss high quality staff and professional development as presented in Strand 4 - Staff Quality and Professional Development

5. Discuss how you would address all aspects of the program working together to achieve the goals of additive bilingualism, biliteracy, and cross-cultural competence, while meeting grade-level academic expectations.

6. Discuss the role of parents here in Strand 6 – Family and Community. How does it compare to the traditional mindset of parent involvement.

7. What types of activities could you plan for and/or conduct to ensure that the principles in the 7th strand are accomplished successfully?

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**March 29 F2F Face to Face (EDUC 312)**

**MODULE 5**

*Dual Language Research and Project*

Biliteracy and its development; Transfer and Teaching for Transfer; What is it? What transfers? What does it depend on? What is the difference between *Simultaneous* and *Successive* Biliteracy Development?

**R2**

Opens 3/29-4/5

*In Module 5*

POINTS: 4
PROJECT ASSIGNMENTS

During your research for your individual DL project, be sure to collect information regarding the following topic assignments below. Be sure to include these components as part of your project description and analysis.

PA 1 - PROJECT PROGRAM DESCRIPTION: PROGRAM MODEL

90/10, 50/50; 1Way/2Way; 1 Teacher or 2 Teacher Model

PA 2 - LANGUAGE ASSIGNMENT AND DISTRIBUTION

PA 3 - DAILY/WEEKLY SCHEDULES – COUNTING MINUTES

BILITERACY

PA 4 - EVALUATION TOOLS/ASSESSMENTS IN L1/L2:

WHO ARE WE REPORTING TO?

FINAL DUAL LANGUAGE PROJECT POSED

All Projects will be posted for your review/evaluation.

Due 5/3 POINTS: 2

May 10 Final
**INTRODUCTIONS RUBRIC**

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<tr>
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<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The assignment presents a good introduction of yourself; it provides what Dual Language Education is to you, and an experience you have had with Dual Language Education.</td>
<td>The assignment presents some information about yourself; about what Dual Language Education is to you and an experience you have had with Dual Language Education.</td>
<td>The assignment presents no or limited information about yourself; it does not provide what Dual Language Education is to you or an experience you have had with Dual Language Education.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Language is appropriate for an academic course. <strong>The student talks in the presentation and does not read the power point.</strong></td>
<td>Language is somewhat appropriate for an academic course. <strong>The student mostly reads the power point in the presentation.</strong></td>
<td>Language is not appropriate for an academic course. <strong>The student only reads the power point in the presentation.</strong></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Clear and organized and has required length.</td>
<td>Not well organized and is somewhat the required length.</td>
<td>Not organized and is not clear. Does not meet the required length.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>The assignment is appealing and attractive. Effort and time is reflected in the work.</td>
<td>The assignment is somewhat appealing. Some effort is reflected in the work.</td>
<td>The assignment is not appealing. Effort is not reflected in the work.</td>
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**Assigned Group Discussions**

Online discussions help students engage in informative and reflective discussions, clarify understandings, and learn from each other. Before engaging in discussion, make sure to read carefully the readings and make highlights and notes on questions, ideas, concerns, and critiques. Then answer the questions or follow the directions posted in your discussion board. **You are required to respond to a minimum of 2 classmates for each assigned discussion.**
## DISCUSSION RUBRIC

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<tr>
<td><strong>Analysis / Interpretation</strong></td>
<td>Postings are not summaries. Postings reflect understanding, insight, and reflection about the topic. The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.</td>
<td>Postings provide some insight, understanding and reflective thought about the topic. Some messages do analysis or interpretation well, but a significant number do not. This might be because the analysis was not done well or because it was not attempted (that is, was simply opinion).</td>
<td>Postings are summaries. Postings show no evidence of insight, understanding or reflective thought about the topic. Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.</td>
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<tr>
<td><strong>Writing Skill</strong></td>
<td>Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar. Writing style can still be conversational rather than formal.</td>
<td>Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.</td>
<td>Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Messages contribute to ongoing conversations, as replies to questions or comments, or as new questions or comments. Student does not start a topic or pose a question and then abandon it. Student replies to a minimum of 2 classmates.</td>
<td>Some messages contribute to ongoing conversations, but others are disconnected. Student tries to further the class discussion but is not successful a significant number of times. Or, student posts messages that are off the topic and do not contribute substantively. Student replies to 1 classmate.</td>
<td>Messages are unconnected with what others are saying, as if there is no conversation. No replies to other messages. Student never answers someone else's question. When student asks a question, there's no acknowledgment to any responses. Student does not reply to anyone.</td>
</tr>
<tr>
<td><strong>APA Format</strong></td>
<td>Follows APA format</td>
<td>Follows some APA format</td>
<td>No APA format</td>
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<td>Postings reflect understanding, insight, and reflection about the topic. The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.</td>
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<tbody>
<tr>
<td>Responds to a minimum of two classmates.</td>
<td>Responds to at least one classmate.</td>
<td>Does not post responses to any classmates</td>
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</tbody>
</table>
## NATIONAL MODELS POWERPOINT RUBRIC

<table>
<thead>
<tr>
<th>Exceptional 5</th>
<th>Good 4</th>
<th>Acceptable 3</th>
<th>Unacceptable 2-0</th>
</tr>
</thead>
</table>
| • Informative and original responses which demonstrate a high level of understanding.  
  • Skillfully uses specific examples and quotations  
  • Shows evidence of critical thinking by demonstrating insight and reflection.  
  • Convention perfect response shows a superior ability to communicate information.  
  • Ample connections are made between the National Models and the readings  
  • Follows APA format and includes references | • Demonstrates significant understanding of what was read by using specific examples and to support description of model  
  Points are well written and demonstrate comprehension and effectively communicate information; very clear to understand the type of model it is  
  • Some connections are made between the National Models and the readings  
  • Follows some APA format and includes some references  
  • Voice over is used  
  • CONTENT IS PRESENTED TO THE AUDIENCE AND NOT READ. | • Response shows evidence of thought and effort to communicate is largely successful.  
  Response may suffer from minor omission or error.  
  • There is a tendency to summarize rather than comment on events and their significance.  
  • Examples and quotes are roughly attempted.  
  • Few connections are made between the National Models and the readings  
  • Includes APA format but does not include references or includes references but does not include APA format.  
  • CONTENT IS MOSTLY READ. | • Tendency to write unclear summaries with little attempt to use examples or quotes to support your ideas.  
  • Work is characterized by difficulty communicating information, feelings and opinions, or just copied from a website.  
  • Connections are not made between the National Models and the readings  
  • Does not follow APA format at all.  
  • Does not include references  
  • Voice over is not used  
  • CONTENT IS ONLY READ. |

- Voice over is used
- CONTENT IS PRESENTED TO THE AUDIENCE AND NOT READ.
**Reading Responses**

These responses are intentionally assigned at various word counts to provide you the opportunities and practice to write succinctly. The writing, however, is always academic writing, and follows APA format for citations and references (e.g., in in-text citations and references). You will submit these in the BOX provided in BB. **DO NOT ATTACH AS A WORD FILE.**

**READING RESPONSE RUBRIC**

<table>
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<tr>
<td><strong>Content</strong></td>
<td>Addresses main points in assignment and ideas and concepts presented in the readings and/or videos.</td>
<td>Addresses some main points in assignment and ideas and concepts presented in the readings and/or videos.</td>
<td>No reference to any assignment and ideas and concepts presented in the readings and/or videos.</td>
</tr>
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<td><strong>Organization</strong></td>
<td>Ideas are well-organized</td>
<td>Ideas are organized</td>
<td>Ideas are not thought out</td>
</tr>
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<td><strong>Analysis / Interpretation</strong></td>
<td>The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.</td>
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</tbody>
</table>
Responses to Guiding Principle Strands

These responses are intentionally assigned to help you understand the Guiding Principles in Dual Language. The writing, however, is always academic writing, and follows APA format for citations and references (e.g., in in-text citations and references). You will submit these in the BOX provided in BB. **DO NOT ATTACH AS A WORD FILE.**

### Responses to Guiding Principles Rubric

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<td>Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost.</td>
</tr>
<tr>
<td><strong>APA Format</strong></td>
<td>Follows APA format in in-text citations and references</td>
<td>Follows some APA format in in-text citations and references</td>
<td>No APA format in in-text citations and references</td>
</tr>
</tbody>
</table>
**Project Assignments**

These responses are intentional research and analyze Dual Language Education. The writing is always academic writing and follows APA format for citations and references. These project assignments will inform the research on your selected Dual Language Program and will help prepare the Final Project.

**PROJECT ASSIGNMENTS RUBRIC**

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Addresses main points and ideas in assignment. Reflects an understanding on Dual Language Education.</td>
<td>Addresses main points and ideas in assignment. Reflects some understandings on Dual Language Education.</td>
<td>No reference to any main points and ideas in assignment. Does not reflect an understanding on Dual Language Education.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Ideas are well-organized</td>
<td>Ideas are organized</td>
<td>Ideas are not thought out</td>
</tr>
<tr>
<td><strong>Analysis / Interpretation</strong></td>
<td>The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.</td>
<td>Some messages do analysis or interpretation well, but a significant number do not. This might be because the analysis was not done well or because it was not attempted (that is, was simply opinion).</td>
<td>Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.</td>
</tr>
<tr>
<td><strong>Writing Skill</strong></td>
<td>Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, and correct grammar.</td>
<td>Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.</td>
<td>Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost.</td>
</tr>
<tr>
<td><strong>APA Format</strong></td>
<td>Follows APA format in in-text citations and references</td>
<td>Follows some APA format in in-text citations and references</td>
<td>No APA format in in-text citations and references</td>
</tr>
</tbody>
</table>
### FINAL PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Exceptional 20-18</th>
<th>Good 17-14</th>
<th>Acceptable 13-8</th>
<th>Unacceptable 7-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Informative and original responses which demonstrate a high level of understanding and analysis</td>
<td>• Demonstrates significant understanding of what was researched</td>
<td>• Response shows evidence of thought and effort</td>
<td>• Tendency to write unclear summaries with little attempt to use examples;</td>
</tr>
<tr>
<td>• Skillfully uses specific examples and quotations to make points;</td>
<td>• Used specific examples to support description of model</td>
<td>• Tendency to summarize rather than comment/analyze data and their significance.</td>
<td>Work is characterized by difficulty communicating information, feelings and opinions,</td>
</tr>
<tr>
<td>• Shows evidence of critical thinking by demonstrating insight and reflection.</td>
<td>• Points are well written and demonstrate comprehension and effectively communicates information and its analysis; very clear to understand the type of model it is</td>
<td>• *Too much narrative on slides</td>
<td>• Just copied from a website.</td>
</tr>
<tr>
<td>• Shows a superior ability to communicate information.</td>
<td>• Clear to understand the critical analysis being made on any/all of model</td>
<td>• Follows some APA format in citations and references</td>
<td>• No analysis; merely descriptive</td>
</tr>
<tr>
<td>• Ample Connections are made between the Model and the readings on the National Models</td>
<td>• Some connections are made between the Model and the readings on the National Models</td>
<td>• The presentation is more than 15 slides or less than 10 slides excluding the title page and reference page.</td>
<td>• Follows no APA format</td>
</tr>
<tr>
<td>• APA format followed in citations and references.</td>
<td>• Mostly follows APA format in citations and references</td>
<td>• Voice over is not well used</td>
<td>• The presentation is more than 15 slides or less than 10 slides, excluding the title page and reference page.</td>
</tr>
<tr>
<td>• The presentation is 15 slides, excluding the title page and reference page.</td>
<td>• The presentation is more than 15 slides or less than 10 slides, excluding the title page and reference page.</td>
<td>• CONTENT IS PRESENTED TO THE AUDIENCE AND SOMewhat READ.</td>
<td>• Voice over is not used</td>
</tr>
<tr>
<td>• Voice over is used</td>
<td>• Voice over is used</td>
<td>• CONTENT IS PRESENTED TO THE AUDIENCE AND NOT READ.</td>
<td>• CONTENT IS READ TO THE AUDIENCE</td>
</tr>
<tr>
<td>• CONTENT IS PRESENTED TO THE AUDIENCE AND NOT READ.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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:*

<table>
<thead>
<tr>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
</table>
| a. **Speaking in Tongues - Film**  
b. ▲BLOG  
■ Discussion Questions: |
| Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.  
Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.  
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.  
Understands convergent research related to Dual Language education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions within the context of Dual Language Education. |
| 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 within the context of Dual Language Education.  
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 and within the context of Dual Language Education. |
| a. **Text Chapter**  
b. ■ Discussion Question |
**BED 5335 DUAL LANGUAGE EDUCATION**  
**SUMMER 2016 - 7 Week Online Course**

**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 (LI) and second language (L2).

<table>
<thead>
<tr>
<th>SLOs: By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 within the context of Dual Language Education for Spanish language learners.</td>
<td>a. Chapter</td>
</tr>
<tr>
<td>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.</td>
<td>■ Black Board Discussion</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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) within the context of Dual Language Education for Spanish language learners.</td>
<td></td>
</tr>
<tr>
<td>Analyzes and uses effective, developmentally appropriate methodologies and strategies for teaching English Language Learners and for supporting ELD development across all areas of the curriculum within the context of Dual Language Education for Spanish language learners.</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>SLOs: <strong>By the end of course, the student will be able to:</strong></th>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
</table>
| 3.2. Identifies types of formal and informal literacy assessments in L1/L2 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1/L2 within the context of Dual Language Education. | a. Chapter  
  b. Black Board Discussion Questions  
  c. Text Research Activity |
| 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) within the context of Dual Language Education. | a. Chapter  
  b. BLOGS |
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.

<table>
<thead>
<tr>
<th>SLOs: By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
</table>
| 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 within the context of Dual Language Education. | a. Chapter  
b. ▲ BLOG |
| Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students' cognitive and linguistic development. | a. Chapter  
b. ▲ BLOG |
| 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. | a. Chapter  
b. ▲ BLOG |
| 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. | |