

BED 5340 [18661]

Dual Language Education: A Capstone Course

Underlying Knowledge, Skills, Abilities, and Dispositions

Critical to Growing and Sustaining Dual Language Bilingual Education

Fall 2022



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EDUC 611

Virtual Office Hours: By appointment , *as needed.*

Course Information: BED 5340 [18661] **ONLINE 3 Credit Hours**

Prerequisites: BED 5335; BED 5336; BED 5339 (B or better)

Course Description: BED 5340 - Capstone Course for Dual Language Bilingual Education

The capstone course requires the student to integrate and apply all content knowledge gained throughout the coursework leading to a Certificate in DLBE: BED 5335 DLBE; BED 5336 Biliteracy; and BED 5339 Academic Language in Dual Language Settings. This is presented through a two-part electronic portfolio.

Part 1 *What does the research says?* A 10-page [Literature Review](#) of DLBE to include: History; Critical Consciousness; Components of DLBE; Program Models; Knowledge and understanding of the research and goals of DLBE in K-12 and biliteracy development. All writing must follow APA format. Use references/citations following APA guidelines. Resource at: <http://owl.english.purdue.edu/owl/resource/560/01/>

Part 2 A DLBE Project focusing on any of the following: (1) an evaluation of a specific component of a DLBE program; DLBE curriculum; DLBE school; DLBE districtwide. A student documents their learning by integrating their experiences through the coursework, observations, field experiences, and reflections aligned to the program objectives. For example, in a field experience component the student demonstrate how dual language is implemented in real-world settings and correlate practices of DLBE education with the theories and methods studied in their coursework. The student will present the electronic portfolio at the end of the semester as part of the capstone course.

Course Purpose/Objectives

This course is designed to provide opportunities for students to develop a foundational knowledge of DLBE and demonstrate their learning experiences from their DLBE Certificate program and ultimately be better prepared to lead and support schools, teachers, parents, or other educators working in DLBE. (1) a literature review; and (2) Project: field

experience/observations of a DLBE program; and reflective practices. Collectively, this develops the ePortfolio which documents the following:

- Demonstrates learning and knowledge in research, goals, models of DLBE;
- Demonstrates learning and knowledge in biliteracy development;
- Demonstrates learning and knowledge in planning for the DLBE lesson/classroom;
- Demonstrates learning and knowledge in delivering instruction/assessment in DLBE settings;
- Demonstrates learning and knowledge in promoting classroom/school environment sociocultural competence and critical consciousness; and
- Demonstrate ability to professionally present the capstone ePortfolio.

PLAN: At any time, please feel free to request an individually meeting on ZOOM.

- Aug. 25th 5:30 p.m. MST Zoom Meeting: *What is a Capstone Course in DLBE? Readings; Guiding Principles*
- Sept. 25th Literature Review of Dual Language Bilingual Education (10 Pages; 5-7 sources); APA format
- Sept. 30th 5:30 p.m. MST Zoom Meeting: Brainstorm DLBE Project – Topic, Direction
- Journal Entry 1 Oct. 10th: Topic; Data Gathering Ideas
- Journal Entry 2 Oct. 24th Field Experience/Observations; Data gathering and other information to begin to organize and document; and reflective practices of your field experience/observations.
- Journal Entry 3 Nov. 30th Eportfolio organization and assembling
- Dec. 8th 5:30 p.m. MST Zoom Meeting: Presentation of DLBE ePortfolio and Project

Text: Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding Principles for Dual Language Education* (3rd ed.). Washington, DC: Center for Applied Linguistics

[Guiding Principles for Dual Language Education, 3rd Edition](#)

Readings:

Cervantes-Soon, C. G., Dorner, L., Palmer, D., Heiman, D., Schwerdtfeger, R., & Choi, J. (2017). Combating Inequalities in Two-Way Language Immersion Programs: Toward Critical Consciousness in Bilingual Education Spaces. *Review of Research in Education*, 41(1), 403–427. <https://doi.org/10.3102/0091732X17690120>

Olivos, E.M (2021) Silencing bicultural parental voices through educational satisfaction: What do we need to know? *Theory Into Practice*, 60:1, 72-82, DOI: 10.1080/00405841.2020.1829378