

BED 5340 [32610] * Dual Language Bilingual Education Capstone

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Office Hours – By Appointment

Course Information

**BED 5340 [32610] Dual Language Bilingual Education
Capstone**

Prerequisites: BED 5335; BED 5336; BED 5339

3 Credit Hours - Online

Course Description

This course is the culminating course leading to a Certificate in Dual Language Bilingual Education (DLBE). It provides students the opportunity to synthesize and apply core content knowledge gained throughout their DLBE course of study: BED 5335 DLBE; BED 5336 Biliteracy; and BED 5339 Academic Language in Dual Language Settings. This is presented through a two-part electronic portfolio: (1) A Literature Review of DLBE; and (2) A Capstone Project.

Course Purpose/Objectives

This course is designed to provide opportunities for students to demonstrate their learning experiences from their DLBE Certificate coursework, apply it through a capstone project in DLBE and ultimately, be better prepared to lead and support schools, teachers, parents, or other educators working in DLBE. Collectively, this comprises the ePortfolio .

Course Format

This course is conducted fully online. There are no in-person/campus-based class meetings, and it is not required to be online at any specific time. The course runs on a Monday to Sunday schedule. Coursework throughout the week, however, is due on specific days/times. All assignments will be posted on BlackBoard.

Special Note: Artificial Intelligence (AI)

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is not allowed for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated



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materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

Standards of Academic Integrity: 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. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion [making plans to cheat with another], 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.

This course applies Safe Assign. Please read the information provided in the link below to avoid any type of plagiarism situation.

https://help.blackboard.com/SafeAssign/Student/Avoid_Plagiarism

UTEP Helpdesk for Technical Assistance: For technical problems with the online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 pm. at (915)747-4357.

UTEP Library: <https://www.utep.edu/library/> You can access a wide range of resources, including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

The University Writing Center (UWC): <http://uwc.utep.edu> Library Building, Rm.227; phone: (915)747-5112 . Provides online and walk-in services, consultations to all UTEP students at no cost. Check the website for more 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 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

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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 **E-Mail: cass@utep.edu** .

Course Assignments

1	Introductions - FlipGrid 05/13/2024	5 points
2	Literature Review of DLBE (paper) 06/03/2024	25 points
	Safe Assign Used https://help.blackboard.com/SafeAssign/Student/Avoid_Plagiarism	
3	Topic Identification/Approval for your DLBE Capstone Study/Project 06/04/24	5 points
4	Research Plan: Process of Systematic Inquiry for your Case Study Project 06/23/24	15 points
5	Capstone Case Study Project: Paper 07/14/24	25 points
	Safe Assign Used https://help.blackboard.com/SafeAssign/Student/Avoid_Plagiarism	
6	Capstone Case Study Project: Video Presentation 08/16/24	25 points
		TOTAL 100

Schedule of Assignments

[1] Introduction to be posted on Flipgrid by 05/13/2024 5 points

Welcome to your Dual Language Bilingual Education Capstone!!

Take 5 minutes to introduce yourself to us.

Your background: Where you teach, how long, school/district, grade, subject area ...

1. Your Capstone is the culminating that provides the opportunity for you to demonstrate your knowledge gained throughout your program/courses *and*

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2. *apply* this in a research project/case study you propose to be conducted in a dual language bilingual education setting/context.
3. What ideas might you have about what you may want to do?
4. What 1 question do you have about this DLBE Capstone Course?

[2] Literature Review on Dual Language Bilingual Education 06/03/2024

25 points

Bilingual education has evolved throughout the decades in the United States. Dual language is a bilingual education (DLBE) program initially developed to support the schooling of emergent bilingual students. High quality DLBE aims to support emergent bilingual children to continue language and academic development in their primary language while learning through both languages across the curriculum throughout their schooling .

ASSIGNMENT: DLBE Literature Review 06/03/2024

***Organize* and develop a comprehensive literature review of DLBE. In your discussion *define* DLBE and *explain* its evolution across time through a historical, political and educational perspective.**

- Demographic trends of emergent bilingual students in your district, state and across the United States and the implications for DLBE
- Goals of the various approaches and program models of DLBE
- Language ideologies/orientations, critical consciousness and their role/impact on DLBE
- Biliteracy and translanguaging and how they represent a different ideology and approach in teaching and learning.
- Role of leadership in DLBE implementation at the school level and district level-large scale
- DLBE curriculum, professional development, instruction, knowledge of cross linguistic pedagogies and assessment practices that facilitate learning and the development of bilingualism, biculturalism, and biliteracy.

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Specifications for the Literature Review:**

- 8-10 pages
- APA format must be followed
- 12 pt. font, Times Roman
- One-inch margins
- Abstract will not be required
- APA Reference Page
- A minimum of 8 sources to support the information
- Citations and references must follow APA format

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**Remember to adhere to the rubric posted for grading your paper.
Additional resources follow below.**

[3] Identification/Approval of Case Study Topic by 06/04/24 5 points



Your topic/proposal will need to be *approved before you begin any work.*

A capstone project is a research assignment that differs from other types of final papers because it has a *practical real-life application*. Capstone projects can identify or review a certain issue or problem, specific to your interests or experience, and allow you to conduct research to evaluate and resolve the identified issue. A capstone project assesses the knowledge you have acquired during your course of study and how critical thinking skills are applied.

Search for a topic that interests you. Think about your experience, both educational and professional. Has there been a problem or issue that you noticed and wanted to better understand and/or solve? This capstone project provides the opportunity to do this.

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Research existing literature on the topic. If your topic is too narrow, you may not find enough academic literature to support your research.

[4] Research Plan: Process of Systematic Inquiry by 06/23/24 15 points

Research is the systematic process of collecting and analyzing information to increase our understanding of the phenomenon under study. (Leedy & Ormond 2010)

Develop and post your tentative research plan with detailed steps for conducting your Capstone Case Study. Use the following list as a guide and include a timeline with all project steps documented.

1. Define the **project purpose**.
2. Identify individual **objectives**.
3. Select a research **method**.
4. Recruit **participants** and allocate tasks.
5. Create a realistic **timeline**.
6. Determine how to **present your results**

[5] Capstone Case Study Project: Paper 07/14/24 25 points

Your Capstone Case Study Project Paper will follow a specific structure:

- **Introduction:** Introduce topic/issue and connect it to your academic knowledge/experience. Discuss why this research is significant. Include any formulated research questions will guide the investigation. State what you want to achieve in this project.
- **Literature Review:** A review of the existing literature specific to your topic/issue. You will search for academic sources (articles, books, and studies) connected to your topic/issue. Sources can contain pertinent findings, discuss well-examined methodologies, present new ideas, and confirm or refute findings.

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- **Methodology:** In this section of the project, you will talk about how your research is to be conducted: a systematic process, the plan to gather data (observations, interviews), who are the participants.
- **List the materials/tools** to be used in conducting the research (questionnaires, online tests, and other media created for this project).
- **Process:** Write about the process of conducting the actual research, discussing all the major elements of the procedure. What were the participants asked to perform? How were the results collected?
- **Results:** A significant part of your project where you show the results of the conducted research. Refrain from making any assumptions or conclusions here—state the results without interpretation. You can use graphs, tables, and images to illustrate findings.
- **Discussion:** Analyze the revealed results—be critical and attentive. What does previous academic literature tell you about this study? Does it contradict or align with your findings? Think about the importance and implications of your results. Introduce some questions for future research and encourage additional investigation. Share recommendations.
- **Conclusion:** Include a conclusion in addition to the discussion. Restate all major information from the study here, presenting it concisely. Do not propose any new ideas or data in this part.

Specifications for the Capstone Project Research Paper

- 8-10 pages
- APA format must be followed
- 12 pt. font, Times Roman
- One-inch margins
- Abstract will not be required
- APA Title Page
- APA Reference Page
- A minimum of 5 sources to support the information
- Citations and references must follow APA format

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[6] Capstone Case Study Project: *Video Presentation* by 08/16/24 25 points

Present your project! Give it a title. **12-15 Minute Video POST ON BLACKBOARD**

- **You must be seen throughout your presentation** - visual presence!
- Provide an overview of your project so we understand what you did.
- Present Identification of problem(s); Literature Review; Method of Data Collection; Analysis of key issue(s); Observations/Recommendations
- Use visuals showing some of your data/analysis.
- Finish with what you learned in this project.
- **Do Not Read.** Present it!

Video Presentation Well-developed; clear sound; images creative/supportive; grammatical; APA citations/References.

Remember to adhere to the rubric posted on Blackboard for grading your paper.