

**Enseñar y Empoderar a los Estudiantes Aprendices del Inglés en las Escuelas
Secundarias y Preparatorias
Teaching and Empowering English Learners in Secondary Schools
BED 4317 | Spring 2026**

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Office hours: Wed 12:00-2:00pm by Zoom, and by appointment

Text: Remind (class code @XXXXX)

COURSE INFORMATION: BED 4317-002 [CRN 23283]

Wednesdays, 9:00-11:50am, face-to-face in Educ 302¹ with online components, 3 credit hours

COURSE DESCRIPTION

This course focuses on identification of principles, challenges, and issues facing English language learners (or emergent bilingual students) in the social, cultural, academic, and personal contexts of secondary schooling. Particular emphasis will be placed on various theoretical and pedagogical approaches to effectively teach content and academic language. Field experience working with English language learners is required.

We focus on translanguaging pedagogy and culturally and linguistically sustaining instruction as core approaches to teaching content and language to emergent bilingual youth, in particular, in the US-Mexico borderland context. At its core, this course is about advancing educational equity and excellence through the ways we use and teach language in schools.

| COURSE OVERVIEW | | |
|-----------------|---|------------------------------|
| Week + date | Topic | Location |
| Week 1 Jan 21 | Introduction | Educ 302 |
| Week 2 Jan 28 | Who are emergent bilingual students? | Bowie HS + online activities |
| Week 3 Feb 4 | Introduction to translanguaging pedagogy | Educ 302 |
| Week 4 Feb 11 | Language | Educ 302 |
| Week 5 Feb 18 | Language learning and teaching | Educ 302 |
| Week 6 Feb 25 | Program models | Online activities |
| Week 7 Mar 4 | Language education policy | Educ 302 |
| Week 8 Mar 11 | Assessment | Online activities |
| Week 9 Mar 25 | CLSI: Unit planning | Educ 302 |
| Week 10 Apr 1 | CLSI: Design cycle planning | Educ 302 |
| Week 11 Apr 8 | CLSI to teach oracy skills in content areas | Educ 302 |
| Week 12 Apr 15 | CLSI to teach reading skills in content areas | Educ 302 |
| Week 13 Apr 22 | CLSI to teach writing skills in content areas | Online activities |
| Week 14 Apr 29 | Transcaring: Advocating for CLSI | Educ 302 |
| Week 15 May 6 | CLSI Showcase | Educ 302 |

¹ Except sessions when we will meet at Bowie High School and/or complete online activities, see dates in course calendar.

**DRIVING
QUESTION
FOR THE
COURSE**

How can we make education more effective and equitable for English learners by ensuring they have access to academic content in language(s) they understand, to English language development, and to schooling in which their whole social and linguistic identities are valued?

ALIGNMENT WITH THE UTEP EDGE FRAMEWORK

This course aligns with the UTEP Edge, a holistic, asset-based student success framework that aims to develop Edge Advantages through high-impact experiences, or Edge experiences. Through community engagement (one of these high-impact practices) learning and working (20 hours) with emergent bilingual students at Guillen Middle School and/or Bowie High School (El Paso ISD) you will have the opportunity to connect theoretical perspectives from the course to practice. Specifically, you will tutor an emergent bilingual student (or small group of students) and will have the opportunity to teach two activities designed to provide you with practice using translanguaging strategies to teach content and develop students' language proficiency. In your work and involvement at the schools you will also gain a deeper understanding of the schools' community contexts. In collaboration with the UTEP Center for Community Engagement (CCE) we will use the virtual platform called the CUE, where you will document your hours and reflections about what you do at the schools.

COURSE LEARNING OBJECTIVES

You will be able to

- 1) Identify the sociocultural characteristics and diversity of emergent bilingual (EB) students and describe diversity within the group;
- 2) Use asset-based approaches (e.g., a translanguaging stance) to identifying emergent bilingual students, their languages/languageing, and bilingualism;
- 3) Identify, describe, and use a translanguaging stance to plan instruction;
- 4) Use linguistic terminology (e.g., the subsystems of language and terms in second language acquisition theory) to talk about language and language learning/teaching;
- 5) Describe the role and importance of primary language in second language development;
- 6) Identify and use translanguaging and transcaring strategies to support EBs' content learning, language learning, and overall well-being;
- 7) Identify and use advocacy strategies to ensure educational equity for EBs;
- 8) Use knowledge of the history of education for emergent bilingual students in the United States and in Texas, including landmark court cases and other policy, to ensure educational equity for ELs;
- 9) Identify key characteristics of bilingual/dual-language/ESL program models and distinguish them from each other;
- 10) Use knowledge of the research on the effectiveness of bilingual instruction and translanguaging to design and advocate for effective instruction for EBs;

- 11) Identify common problems of validity in assessment of EBs' content knowledge and ways to more effectively assess EBs' content knowledge and language proficiency through multiple measures, and authentic, translanguaging assessments;
- 12) Begin planning for culturally and linguistically sustaining instruction using a translanguaging stance and design for teaching English reading, writing, speaking, and listening skills in the content areas; and using knowledge of Texas state English Language Proficiency Standards (ELPS), Texas state content standards (TEKS), and content and language (both general linguistic performance and language-specific performance) objectives.

REQUIRED READINGS

García, O., Johnson, S.I., & Seltzer, K. (2017). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Philadelphia: Caslon. [E-book is accessible through UTEP Library.]

Wright, W.E. (2019). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice (Third edition)*. Philadelphia: Caslon. [E-book is accessible through UTEP Library. If you prefer to purchase a hard copy, please be sure that it is the third edition.]

Mercuri, S. & Musanti, S. (2021). *La Enseñanza en el Aula Bilingüe: Content, Language, and Biliteracy*. Philadelphia: Caslon. [E-book is accessible through UTEP Library].

Schwarzer, D., Petró, M., & Larrotta, C. (2021). *Bilingualism and Bilingual Education: Conceptos Fundamentales*. New York: Peter Lang. [E-book is accessible through UTEP Library].

Subscription to [240 Tutoring](#) teacher certification exam preparation platform. If you do not already have an account, please use the discount code provided on Blackboard (BB).

Standards for your content area (Texas Essential Knowledge and Skills or TEKS) and for English Language Proficiency (ELPS). Links available on BB.

Additional readings listed in the course calendar will be available on BB.

ASSIGNMENTS

Learning in interaction: Educational research shows that our deepest and most meaningful learning happens in interaction with other people. This course is designed so that most of the work requires you to interact with others—a small group, the whole class, an individual K-12 student. Even the work you do as an individual will prepare you for interactive work through reading and reflection on your learning.

Interdisciplinary small group work en familias: You will be assigned to an interdisciplinary small group for the semester—we will call them familias in this class. As in real families, individuals do

well when the whole family does well. In your small group family, you will invest in each other and care for each other, and I will ask you to look out for each other in this group. Families will be made up of classmates who specialize in different content areas.

Content-area PLC group work: You will also be assigned to a content-area group (or Professional Learning Community—PLC) in which all members specialize in the same (or similar) content area. You will work with this content-area group for Weeks 9-15.

Assignment rubrics can be found at the end of this document.

Engagement with weekly readings in discussions/activities **32% of grade**

Each week readings will guide our interactions in class and online. In discussions and activities in class and online you will be asked to engage with the content in the readings, to apply it, analyze it, evaluate it, and critically reflect on it in interaction with classmates and me. The objective is to deepen your understanding of the content and practice applying core concepts to classroom practice. Readings should be completed by Wednesday each week.

For **IN PERSON CLASS SESSIONS**, you are expected to attend every session, arriving on time and participating actively (5 = attendance and on-time arrival, 3 = attendance and late arrival, 0 = absence). This means answering questions orally in both whole-class and small group formats, demonstrating active listening practices (e.g., looking at speaker, nodding, etc.), and responding to classmates' contributions by referring specifically to something they said. I ask that you communicate with me in advance about any absences. If you miss three or more in person sessions I will ask that you drop the class.

In **ONLINE DISCUSSIONS** and activities you will contribute 1 initial post by Wednesday and respond to at least 1 classmate's post by Sunday. Use of AI is not permitted in online discussions (see AI policy below). Every original post must refer explicitly to specific parts of the readings for that week using details to support claims and illustrate points.

Weekly engagement will include 6 **POP QUIZZES** that will be given at the beginning of class and cannot be made up. The purpose of these quizzes is to support you in doing the assigned readings for each class session and taking ownership of your cumulative learning across the semester. Quizzes will include questions on the assigned readings for that day as well as key concepts already covered and built upon over the course of the semester.

Photovoice project **40 points, 8% of grade**

The first order of business for any teacher must be knowing their students: listening to their voices and learning who they are in order to shape instruction to draw on their strengths. In this first assignment, you will teach me and each other about who you are and what are your assets in learning. You will do this in your small group family using a process called **photovoice—a method for learning about people's experiences in order to create positive change**—where you take photos, narrate and discuss them, and contribute them to a collaborative whole-class presentation that tells us about you and that you can use to influence policy and educational decisions that affect you. In this project you will engage in two online BB discussions during Weeks 2 and 3, in-class discussion in Week 3, and together with your small

family group, you will contribute one slide to the collaborative whole-class presentation in Week 4. Additional details provided in class.

Service learning project: Tutoring emergent bilingual students **75 points, 15% of grade**

In this project that involves both service and learning, you will tutor an emergent bilingual student or students for 15 hours over the course of the semester (these hours will count toward your field experience requirements for state certification). We will partner with Bowie High School and/or Guillen Middle School for this project.

The goals of the assignment are for you to

- (1) build your pedagogical and professional skills and knowledge and to integrate and apply what we discuss in class to a real-life teaching situation,
- (2) serve the needs of emergent bilingual students in our community, and
- (3) strengthen your understanding of your role in society as an engaged citizen and to build the knowledge and competencies that will enable you to be socially a responsible and participating community leader.

You will record evidence of each tutoring session along with a brief reflection and verification using the UTEP CUE system. Your log and reflections will be evaluated on completion of the required hours (15+ at 5 points per hour) and quality of your reflections and connections to key course topics. Additional details provided in class.

CLSI planning and practice **155 points, 27% of grade**

A core focus of our course is how to provide culturally and linguistically sustaining instruction (CLSI) for emergent bilingual students in content-area classrooms. This set of assignments includes the following:

- CLSI unit plan (done in content-area group)
- CLSI design cycle plan (done in content-area group)
- CLSI activity plan (done individually)
- CLSI showcase demonstration and plan of one activity (done in content-area group)

The first three components will be designed to work together. We will conclude our course with a showcase of culturally and linguistically sustaining activities as a way of sharing with each other a variety of tools that you can use in your future teaching contexts. Together with your content-area group, you will prepare one activity (from among those already prepared as CLSI activities by the individuals in your group) for demonstration during the CLSI Showcase on our final day of class in Week 15 (you will also submit your plan that day as well). Your demonstration will be evaluated on its use of CLSI components and the group's dynamic leadership of the activity. Additional details provided in class.

Entrevista Familiar **50 points, 10% of grade**

This assignment is designed so that you draw on one of your assets (your family/community) to expand your learning (which is a core principle of CLSI). You will do the following:

- Interview a family member (or member of your personal community) about an experience in which they (as a K-12 student) saw themselves in the school curriculum. You will transcribe the interview and write a brief introduction about it. Due Week 5.

- Write a CLSI activity description based on what your interviewee shared that could be used in your content-area classroom. Due Week 8.
- Write a reflection on your learning over the course of the semester in relation to the course learning objectives and how you see that showing up in the interview and CLSI activity that you described or designed. Due Week 15.

Additional details provided in class.

Certification exam preparation (240 Tutoring) 45 points, 9% of grade

240 Tutoring is the test prep platform that the College of Education uses to support you preparing for many of your TExES state teacher certification exams. In this class we will use it to support your learning of the course concepts and to support you being prepared to take one of the two language education supplemental exams, your choice of either the ESL Supplemental (154) exam or the Bilingual Education Supplemental (164) exam (they cover very similar material). As secondary and all-levels candidates, you are not required to take either exam, but having ESL Supplemental or Bilingual Education Supplemental certification is a significant advantage on the job market. Districts are eager to hire secondary teachers with ESL or bilingual certification. Some districts even require ESL certification for some positions. And in fact, the state now offers [fee waivers for the bilingual certification exams](#) (and certification application) to incentivize more teachers to become bilingually certified and to fill the need for more bilingual teachers. Our course is designed to prepare you to serve emergent bilingual students, and as you master the content of our course you will also be mastering the knowledge tested on both supplemental exams. By the end of our course, I want you to feel confident that you can serve English learners well and confident that you could pass either supplemental exam if you want to take it (and I encourage you to do it!).

I will ask that you choose one of the two exams to pursue, either ESL (154) or Bilingual Education (164), and that you view the instructional content and take one of the available quizzes for each of the topics in the units for that exam on 240 Tutoring. You will demonstrate your accomplishment by submitting a transcript from the platform in Week 7 (15 points) and in Week 15 (30 points).

Summary of components of the course grade

| Assignment | Points each | How many | Total points | % of grade |
|----------------------------|-------------|----------|--------------|------------|
| Weekly engagement | | | | 32% |
| In person attendance | 5 | 12 | 60 | |
| Pop quizzes | 10 | 6 | 60 | |
| Online discussions | 10 | 4 | 40 | |
| Photovoice project | 40 | 1 | 40 | 8% |
| SLP Tutoring | 5 | 15 | 75 | 15% |
| CLSI planning and practice | | | | 25% |
| CLSI unit plan | 25 | 1 | 25 | |
| CLSI design cycle plan | 25 | 1 | 25 | |
| CLSI activity plan | 50 | 1 | 50 | |
| CLSI showcase demo | 25 | 1 | 25 | |

| | | | | |
|--------------------------------|----|---|-----|------|
| Entrevista familiar | 50 | 1 | 50 | 10% |
| Certification exam preparation | 45 | 1 | 45 | 9% |
| | | | 495 | 100% |

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

POLICIES AND PROCEDURES

Inclusiveness and equity

Learning happens only when we feel respected as a whole human being. My top priority in our course is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our course is important for the sake of your learning in our class *and* for the sake of your future students' learning, so that you know how to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair, Dr. Alyse Hachey, 915-747-7573 or ahachey@utep.edu, and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

Póliza lingüística para el curso/Language policy for the course

Nuestro curso se enseñará de forma bilingüe. Las lecturas y los materiales se ofrecerán tanto en inglés como en español; se invitará a realizar tareas en español, inglés o ambos; y se utilizarán ambos idiomas en la instrucción y se invitarán ambos en la interacción en clase. Ambos idiomas siempre serán opciones, no obligatorios, y se te animará a utilizar y desarrollar tu bilingüismo académico y tu biliteracidad a lo largo del curso. Crearemos un espacio bilingüe inclusivo y libre de juicios. Los estudiantes con todos los niveles de competencia en español son bienvenidos y serán acomodados. Hay una gran demanda de maestros certificados en áreas de contenido de secundaria, preparatoria y todos los niveles que también puedan enseñar de forma bilingüe y/o en español, y un objetivo de este curso es ser un espacio donde puedas desarrollar tu sentimiento de estar preparade para enseñar de forma bilingüe en el futuro.

Our course will be taught bilingually. Readings and materials will be offered in both English and Spanish; assignments will be invited in Spanish, English, or both; and both languages will be used in instruction and invited in all class interaction. Both languages will always be options, not required, and you will be encouraged to use and develop your academic bilingualism and biliteracy throughout the course. Our course will be an inclusive and judgement-free bilingual space. Students with all proficiency levels in Spanish are welcome and will be accommodated. Demand is high for teachers certified in middle, high school, and all-levels content areas who can also teach bilingually and/or in Spanish, and a goal of this course is to be a space where you can grow your sense of preparedness to teach bilingually in the future.

Restricted use of generative AI

Generative AI (artificial intelligence) tools like Chat GPT, Gemini, CoPilot, NotebookLM are widely available and have much potential to both help and hurt learning—both your own in this course and your students' in your future classroom. To be a well-prepared teacher, you need to think carefully and deeply about what these tools—as they are currently designed—are good for and what they are harmful for. We will do some thinking and discussing about this in class, and I have selected the following policy for this course:

Responsible Artificial Intelligence (AI) Usage:

Responsible use of AI means using AI in ways that foster the achievement of learning outcomes. Generative AI should advance what students should know, be able to do, and the attitudes they should develop as a result of a learning experience. While generative AI tools can offer inspiration and new possibilities, they *should not* be utilized as unacknowledged substitutes for content created by students in Teacher Education Department courses. It is already a violation of UTEP's Standards of Academic Integrity for students to represent work they did not do as their own, and work generated by an AI tool that is not credited to that tool or in line with instructor approved course directions falls under this policy. It is important to note use of generative AI **does not** replace student judgement and critical thinking; as a result, even when properly disclosed as AI generated, students are held responsible for the accuracy of all content within their submitted coursework.

In this course, ***Students may use generative AI tools in designated coursework only.*** For specific assignments where it is explicitly written in the directions, you are invited to use AI tools to help prepare for assignment (e.g., to help with brainstorming, finding high quality resources to answer questions, find materials to use, etc.). For these identified assignments, you may also use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix grammar/improve readability). When submitting this work, you **must** clearly identify any writing, text, illustrations or media generated by AI. Any parts of assignments generated by AI should appear in a different colored font, and the relationship between those sections and your contributions should be discussed in a footnote or appendix (depending on assignment directions) that accompanies the course work submission. You **may not** turn in an entire assignment that is AI generated. And, you **must** properly cite when using generative AI in *any stage* of coursework development, even if only to generate ideas, rather than usable text or illustrations. How to cite: GEN AI tool(version). Date of query (year/month/day). "Text of your query" URL.

However, it is only where permission is granted in the assignment directions that you may use generative AI tools. This means that if the directions do not explicitly say you can use generative AI in the creation of your course work, then you may not use it. In this course, generative AI use will be restricted to specific assignments where its role is clearly defined and aligns with the course's learning outcomes; these assignments will be clearly marked. Unauthorized use of generative AI outside of stated course directions will be considered an act of scholastic dishonesty and is subject to consequences per UTEP's standards of academic integrity.

You will be asked to sign a Responsible AI Usage Agreement at the beginning of the course.

Restrooms

In addition to the restrooms on classroom floors, single-stall restrooms are available on the 6th and 8th floors.

Support services available to you

Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to wellness that interfere with our learning. I want you to be aware of a variety of support services—both personal and academic—on campus that can help you navigate these challenges and obstacles.

- [University Writing Center](#) (provides assistance with writing style, formatting, writing tutoring)
- [Counseling and Psychological Services](#) (provides many mental health supports free of charge)
- [UTEP Food Pantry](#) (provides non-perishable food items, Mon-Fri, 10am-2pm)

And a good first stop is the Division of Student Affairs' [UTEP Miner Support](#) page. If you are facing an obstacle to your learning, I encourage you to check out these resources or let me know and I will help you find the supports you need. YOU ARE NOT ALONE.

Academic citations

Please provide APA-style in-text AND reference list citations whenever referencing others' work in ALL your written assignments. See the [Purdue Online Writing Lab APA Style Guide](#) for guidance (link also on BB).

Changes to the syllabus

I strive to respond in my teaching to the sometimes-shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, our needs for growth. Some changes may be made to the syllabus along the way. You will always be notified—or asked to participate in the decision to make changes—and, for significant changes, the updated syllabus will be made available on BB. All versions have a version number in the header with the form year, month, day (e.g., 260120, for 2026 January 20).

Students with disabilities/different abilities and accommodations

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide

them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the [Center for Accommodations and Support Services](#) at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Standards of academic integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

EDUCATOR STANDARDS ADDRESSED IN THIS COURSE

This course addresses two sets of standards for beginning educators, the [Bilingual Education supplemental certificate standards](#) and the [English as a Second Language supplemental certificate standards](#). Both of these describe the knowledge and skills you need in order to support emergent bilingual students in your class so that they can learn content as well as develop their language proficiency (in English, in academic language, and often in Spanish). This table shows you how the two sets of standards address the same things (with a few minor differences).

RUBRICS

| Online discussions | | | |
|--|---|---|--|
| Criterion | Needs improvement | Satisfactory | Exemplary |
| Knowledge of readings 50% | <p>Post does not address one or more of the questions in the prompt or may address the prompt only very generally and indirectly. Answers may not cite readings or refer to them only very generally, showing only superficial knowledge of the readings. May not use references/citations at all. May use informal writing conventions, and/or may sound like AI voice.</p> <p>[0-79%]</p> | <p>Post addresses all questions within the prompt and refers to readings. Answers may be more general and references to readings may accurately cite aspects of the readings but lack some specificity or details. Cites readings but may not have all aspects of APA style correct. Generally uses formal writing conventions. Sounds like a human voice.</p> <p>[80-89%]</p> | <p>Post directly and explicitly addresses the prompt and all questions within the prompt. Post refers to specific parts of the readings with details to support claims and to illustrate points. Uses APA style references to cite readings. Uses formal writing conventions (e.g., appropriate capitalization, spelling, etc.) and sounds like a human (non-AI) voice.</p> <p>[90-100%]</p> |
| Application and critical analysis 30% | <p>Post does not apply key concepts from readings/course to a practical context or does not do so accurately. For example, application may show lack of understanding of a key concept. May not say how the concept guides or informs practice or make connections across readings/course. May not mention educational equity.</p> <p>[0-79%]</p> | <p>Post applies key concepts from readings/course to a practical context. Application, while accurate, may be more general and need additional details. Says how the concepts guides or informs practice or makes connections across readings or parts of the course though additional details may be needed. Comments on educational equity, though connection may be general.</p> <p>[80-89%]</p> | <p>Post clearly and thoughtfully applies key concepts from readings/course to a practical context (e.g., to one given in the prompt or readings or to the writer’s experience in the service learning tutoring). Says explicitly how the concept guides or informs what to do in practice or reveals something about students, teaching, or learning. Makes connections across readings and/or across parts of the course (e.g., to another week or to an assignment). Comments on how educational equity can be advanced in relation to this and how students’ cultural and linguistic assets can be affirmed and sustained in relation to this topic.</p> <p>[90-100%]</p> |
| Responses to peers 20% | <p>Response may be absent or superficial, not responding to a specific point or addressing any kind of complexity or nuance or question. May sound like AI voice.</p> <p>[0-79%]</p> | <p>Responds to at least 1 peer, thoughtfully, responding to a specific point. May push the peer’s thinking forward only very slightly or not address much complexity, nuance or ask a question. Sounds like a human voice.</p> | <p>Responds to at least 1 peer, thoughtfully and in-depth, responding to a specific point and pushing peer’s thinking forward by identifying some kind of complexity or nuance or asking a question. Sounds like a human (non-AI) voice.</p> <p>[90-100%]</p> |

| | | |
|--|----------|--|
| | [80-89%] | |
|--|----------|--|

Photovoice discussions

| Criterion | Needs improvement | Satisfactory |
|---|--|--|
| Post addressing the prompt 50% | Post may not include enough photos. Explanations may be insufficient. Photos may be taken from the internet. [0-79%] | Post includes 2-3 photos with explanations that each say what is going on in the photo and how it shows what you wish teachers/professors knew about you/your languages but usually don't. Photos are original. [80-100%] |
| Responses to groupmates 50% | Responses may not clearly refer to something specific in the original post, or may not identify assets and issues. Responses to some groupmates may be missing. [0-79%] | Responses to groupmates show careful attention to the original post, referring to something specific in the post, and clearly identify aspects of what poster shared as assets and issues. [80-100%] |

Photovoice familia slide

| Criterion | Needs improvement | Satisfactory |
|--------------------------|---|---|
| Photos 50% | Includes fewer than 4 photos or a group member may not be represented among them. A photo may not be original. [0-79%] | Includes 4-6 original photos, at least 1 from each group member. [80-100%] |
| Narration 50% | Audio narration may be missing or does not clearly explain 1 theme, 1 asset, and/or 1 issue. [0-79%] | Audio narration is included on the slide and clearly explains at least 1 theme, 1 asset, and 1 issue that emerged in group discussions. [80-89%] |

Service learning project log and reflections

| Criterion | Needs improvement | Satisfactory |
|--------------------------------|--|---|
| Hours completed 50% | Log and/or CUE record show evidence of fewer than 20 hours of tutoring completed. [0-79%] | Log and CUE record show evidence of at least 20 hours of tutoring completed. [80-100%] |

| | | |
|--|--|---|
| <p>Depth and complexity of reflections 50%</p> | <p>Some tutoring sessions may not have complete reflections and/or answers to some questions may be missing. Key concepts from the course may not be sufficiently identified and discussed. Next steps may be missing or superficial.</p> <p>[0-79%]</p> | <p>Reflections include answers to every question. Answers include many details. For each entry, at least 2 key concepts from the course are explicitly named, defined, and an explanation given for how the concept applies to the day's tutoring work. Long-term and short-term next steps are identified and linked to what you learned during that day's tutoring.</p> <p>[80-89%]</p> |
|--|--|---|