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 2024

Instructor: Dr. Katherine S. Mortimer
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Email: ksmortimer@utep.edu
Office hours: Wed 12:30-2:30pm by Zoom, and by appointment
Text: Remind (class code @xxxxxxx)

COURSE INFORMATION: BED 4317-002 [CRN 24191]
Wednesdays 9:00-11:50am, face-to-face in Educ 307\(^1\) with online components, 3 credit hours

COURSE DESCRIPTION
This course is an introduction to teaching emergent bilingual students (or English learners/ELs, students who are proficient in a language other than English and are learning English in school) in secondary schools. We focus on translanguaging pedagogy and culturally and linguistically sustaining pedagogy as core approaches to teaching content and language to emergent bilingual youth, in particular, in the US-Mexico borderland context. \textit{At its core, this course is about advancing educational equity through the ways we use and teach language in schools.}

DRIVING QUESTION FOR THE COURSE
How can we make education more 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?

COURSE OVERVIEW
<table>
<thead>
<tr>
<th>Week + date</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Jan 17</td>
<td>Introduction</td>
<td>Educ 307</td>
</tr>
<tr>
<td>Week 2 Jan 24</td>
<td>Who are emergent bilingual students?</td>
<td>Guillen MS + online activities</td>
</tr>
<tr>
<td>Week 3 Jan 31</td>
<td>Introduction to translanguaging pedagogy</td>
<td>Educ 307</td>
</tr>
<tr>
<td>Week 4 Feb 7</td>
<td>Language</td>
<td>Educ 307</td>
</tr>
<tr>
<td>Week 5 Feb 14</td>
<td>Language learning and teaching</td>
<td>Educ 307</td>
</tr>
<tr>
<td>Week 6 Feb 21</td>
<td>Language education policy</td>
<td>Educ 307</td>
</tr>
<tr>
<td>Week 7 Feb 28</td>
<td>Program models</td>
<td>Educ 307</td>
</tr>
<tr>
<td>Week 8 Mar 6</td>
<td>Intercession tutoring</td>
<td>Guillen MS + online activities</td>
</tr>
<tr>
<td>Week 9 Mar 20</td>
<td>Assessment</td>
<td>Guillen MS + online activities</td>
</tr>
<tr>
<td>Week 10 Mar 27</td>
<td>CLSI in content areas</td>
<td>Educ 307</td>
</tr>
<tr>
<td>Week 11 Apr 3</td>
<td>CLSI to teach speaking skills in content areas</td>
<td>Educ 307</td>
</tr>
<tr>
<td>Week 12 Apr 10</td>
<td>CLSI to teach reading skills in content areas</td>
<td>Educ 307</td>
</tr>
<tr>
<td>Week 13 Apr 17</td>
<td>CLSI to teach writing skills in content areas</td>
<td>Educ 307</td>
</tr>
<tr>
<td>Week 14 Apr 24</td>
<td>Transcaring: Advocating for CLSI</td>
<td>Educ 307</td>
</tr>
<tr>
<td>Week 15 May 1</td>
<td>CLSI Showcase</td>
<td>Educ 307</td>
</tr>
</tbody>
</table>

\(^1\) Except 3 sessions when we will meet at Guillen Middle School, see dates in course calendar.
COURSE LEARNING OBJECTIVES

You will be able to

1) Identify the sociocultural characteristics and diversity of emergent bilingual students and describe diversity within the group;
2) Use an asset-based approaches to identifying emergent bilingual students, their languages/languaging, and bilingualism;
3) Identify language-as-problem and language-as-resource orientations and use resource orientations 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 of primary language in second language development;
6) Identify and use translanguaging and transcarrying strategies to support ELs’ content learning, language learning, and overall well-being;
7) Identify and use advocacy strategies to ensure educational equity for ELs;
8) Use knowledge of the history of EL and bilingual education 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 ELs;
11) Identify common problems of validity in assessment of ELs’ content knowledge and ways to more effectively assess ELs’ content knowledge and language proficiency through multiple measures and alternative, authentic assessments;
12) Begin planning for culturally and linguistically sustaining instruction using strategies 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 objectives.

COURSE MATERIALS


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).

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 family work: 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. Familias will be made up of classmates who specialize in different content areas.

Content-area group work: You will also be assigned to a content-area group in which all members specialize in the same (or similar) content area. You will work with this content-area group for Weeks 14-15.

Engagement with weekly readings in discussions/activities 10 points each, 34% 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. In face-to-face discussions and activities you are expected to participate actively. 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. In online discussions and activities you are expected to contribute 1 initial post and respond to at least 1 classmate’s post (in some small-group discussions/activities you will be expected to respond to all groupmates’ posts).

Your engagement will be evaluated as follows:
- Direct address of prompt (15%)
- Explicit reference to readings (20%)
- Critical analysis and connections among readings and across course (50%)
- Generation further discussion (15%)

Photovoice project 50 points, 10% 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 3.

You will receive full credit for BB discussions for sharing and narrating your photos and responding to all groupmates. You will receive credit for your group slide by clearly identifying assets and issues, giving specific examples, showing cohesion, including all group members’ voices and photos, and offering a specific recommendation for positive change based on the assets and issues presented. Additional details provided in class.

**Service learning project: Tutoring emergent bilingual students** 125 points, 25% of grade

In this project that involves both service and learning, you will tutor an emergent bilingual student 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 a local middle school so that all students in our class will provide tutoring in the same school.

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, and

(2) serve the needs of emergent bilingual students in our community.

Requirements:

- **15+ hours of tutoring logged (5 points per hour, 75 points total):** You will record evidence of each tutoring session along with a brief reflection and verification using the UTEP CUE system.

- **2 activity plans + reflections (25 points each; 50 points total):** I will ask you to plan 2 specific activities (i.e., mini-lessons) to do with your student(s), implement them as part of your 15 hours, and then write a reflection about how it went and how you would improve it.

Your log and reflections will be evaluated on completion of the required hours and quality of your reflections and connections to key course topics. Your activity plans will be evaluated on demonstration of understanding of translanguaging strategies (Activity 1) and teaching the 4 language skills (Activity 2). Additional details provided in class.

**Certification exam preparation (240 Tutoring)** 75 points, 15% 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 the ESL Supplemental (154) exam. As secondary and all-levels candidates, you are not required to take the ESL Supplemental exam, but having ESL Supplemental certification is a significant advantage on the job market. Districts are eager to hire secondary teachers with ESL certification, and
some districts even require it. 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 the ESL Supplemental exam. 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 the ESL Supplemental exam if you want to take it (and I encourage you to do it!). I will ask that you view the instructional content and take half of the available quizzes for each of the 3 units for the ESL Supplemental exam. You will demonstrate your accomplishment by submitting a transcript from the platform in Week 6 and in Week 14.

**CLSI Showcase demonstration**

25 points, 5% 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. 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 SLP activities) for demonstration during the CLSI Showcase on our final day of class in Week 15. 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.

**Final self-assessment reflection**

50 points, 10% of grade

In this final culminating assignment for the course, you will reflect on and assess your own learning over the semester and what you will do in the future as a result of that learning. Reflecting is a process of asking yourself—and writing about—three questions: What? So what? And now what?

That is,

- **What happened?** What did you do, what did others do, what did you learn and how do you know you learned it?
- **So what?** Why is what happened and what you learned important? In what ways? How is what happened significant for your preparation as a teacher?
- **Now what?** Having learned what you described above, now what will you do in the future? What steps will you take to learn more? What steps will you take as a teacher?

I will ask you to use this process to assess the extent to which you have achieved the course learning objectives listed above in this syllabus. Additional details provided in class.

**Summary of components of the course grade**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points each</th>
<th>How many</th>
<th>Total points</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly engagement</td>
<td></td>
<td></td>
<td></td>
<td>34%</td>
</tr>
<tr>
<td>Discussions/activities</td>
<td>10</td>
<td>14</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>2</td>
<td>15</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Photovoice project</td>
<td>50</td>
<td>1</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Service learning tutoring</td>
<td></td>
<td></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>2 activities + reflections</td>
<td>25</td>
<td>2</td>
<td>50</td>
<td></td>
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<tr>
<td>15 hours tutoring logged</td>
<td>5</td>
<td>15</td>
<td>75</td>
<td></td>
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</table>
**Grading Scale**

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

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**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.

**Restrooms**

In addition to the restrooms on classroom floors, single-stall, gender-neutral 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 Student Helpful Resources](#) 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).

**Language policy for this course**

This course is designed to develop your knowledge of and appreciation for bilingualism in your future students, in yourselves, and in our community. You are encouraged to use and develop your own biliteracy skills in this course. You may submit any written assignment in English, Spanish, or any combination of the two. For discussions and other group work, including whole-class, the most important criterion is that everyone has an opportunity to understand and to be understood—thus, contributions to any discussion—whole-class or small group—are welcome in Spanish or English or both, or any other language. The members of the group are asked to use our collective linguistic repertoires to attend to and facilitate everyone’s understanding. Translanguaging is always welcome!

**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., 240115, for 2024 January 15).

**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.

**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.