Principles of Bilingual/ESL Education: BED 4340
Spring 2019

Dr. Katherine Mortimer   BED 4340-003 [CRN 21423]
ksmortimer@utep.edu   Meets Wed 12:00-2:50pm
Office Educ 811   EDUC 411 and 307 (see schedule)
Office hours Mon 2-5, Tues 12-3, and by appointment   3 credit hours

COURSE DESCRIPTION

This course is an introduction to education for emergent bilingual students (or English learners, ELs, students who are proficient in a language other than English and are learning English in school). It focuses on the theory and practice of both bilingual education and English as a second language instruction. Included are linguistic concepts; theories of language learning; program models in bilingual/ESL education; their historical, legislative, and philosophical foundations; issues in content and language assessment for ELs; instructional strategies for ELs; and, in particular, instruction for bilingual US-Mexico border populations. ***At its core, this course is about advancing social justice and educational equity in the ways we use and teach language in schools.***

COURSE OVERVIEW

WEEK	TOPIC	ASSIGNMENTS DUE
1	Introduction to the course and each other [Meet in Room 307, move to Room 411]	
2	Who are English learners/emergent bilinguals? [Room 307]	Short pre-course writing assignment Wright (2015) Ch1 Online getting-to-know-you survey Photovoice Week 2
3	Language [Room 411]	Wright (2015) Ch2 Menken (2013), Part I (pp438-548) Photovoice Week 3
4	Language learning and teaching [Room 411]	Wright (2015) Ch3 Menken (2013), Part II (pp448-456) Photovoice Week 4
5	Primary language support, effective instruction and advocacy [Room 411]	Wright (2015) Ch11 Menken (2013), Part III (pp456-468) SLP letter of commitment PLS strategy description
6	Language education policy for ELs [Room 411]	Wright (2015) Ch4 Photovoice presentation
7	Program models for ELs [Room 411]	Wright (2015) Ch5 "I am learning inglés: A dual-language comic"
8	Assessment [Room 411]	Wright (2015) Ch6 TELPAS Guide Ch1

9	Listening and speaking [Room 411]	Wright (2015) Ch7 PSA presentation
10	Reading [Room 411]	Wright (2015) Ch8 Chapter 89
11	Writing [Room 307]	Wright (2015) Ch9 ELPS
12	Content-area instruction for ELs [Room 411]	Wright (2015) Ch10 TEKS Grade 8
13	Review and connections **[Possible visit to Irvin HS—if not, Room 411]**	PBL Reading García et al. (2012) Sheltered-instruction lesson plan Summative quiz (Weeks 1-7)
14	Group work [Room 411]	SLP reflective essay and log Summative quiz (Weeks 8-12)
15	Final presentations [Room 411]	Final presentation Revised PSA

PREREQUISITE

Admission to Teacher Education is required before taking this course, and this course is required before taking other BED courses on all education degree plans.

PURPOSE OF THE COURSE

This course is designed to prepare future educators with the foundational knowledge (history), conceptual understandings (philosophy), and current mandates and program model information (law and pedagogy) regarding the education of English language learners (ELLs) in the United States, and specifically in the state of Texas. All educators—general education, elementary, middle school, secondary, literacy education, special education, gifted education, bilingual education, ESL education, counselors, and administrators—share the responsibility for the schooling of bilingual students.

COURSE ALIGNMENT WITH COLLEGE MISSION AND VISION

This course aligns with the University's and College of Education's mission and vision in addressing the preparation of educators with a special emphasis on and support for student learning and development within linguistically and culturally diverse border region settings. It provides students with opportunities to apply knowledge of bilingual/EL education as they develop and deliver presentations and teaching activities that are aligned to the state standards for educators. In line with the College of Education's Roadmap to the Future (2017) the course prepares students to address and advocate for diverse learners by understanding how linguistic issues are part of social justice.

COURSE LEARNING OBJECTIVES

The objective of this course is for students to develop understanding of the following topics and the ability to begin applying this understanding in all areas of teaching:

- History of EL and bilingual education in the United States and in Texas, including landmark court cases, and its impact on current legislation in Texas, as well as nationally;
- Philosophies underlying the concept of bilingual education and ESL instruction;
- Legal foundations of bilingual education and teaching English language learners, including federal and state policy;
- The sociocultural characteristics and diversity of ELs;
- Asset-based approaches to identifying ELs, their languages/languaging, and bilingualism;
- Bilingual/dual-language/ESL program models;
- The subsystems of language and terminology for talking about language;
- Language acquisition and the role of L1 in L2 learning;
- Teaching oral language, reading, and writing with ELs;
- Approaches to content-area instruction for ELs (e.g., sheltered instruction, comprehensible input);
- Assessment of language proficiency and appropriate assessment of ELs' content knowledge;
- Texas teaching standards, domains, and competencies for bilingual education and English as a second language.

REQUIRED COURSE MATERIALS

Wright, W.E. (2015). 2ⁿᵈ Edition. *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Caslon: Philadelphia. [Purchase the hard copy or e-book, be sure that you have the second edition.]

You will need to access (and know where to access!) the following standards and assessment materials from the Texas Education Agency:

- LPAC Decision-Making Resources available at http://tea.texas.gov/student.assessment/ell/lpac/
- *Educator Guide to TELPAS Grades K-12* (2011) available at http://tea.texas.gov/student.assessment/ell/telpas/.
- Chapter 89: Adaptations for Special Populations Subchapter BB: Commissioner's Rules Concerning State Plan for Educating English Language Learners available at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html.
- English Language Proficiency Standards (ELPS) available at http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.
- Texas Essential Knowledge and Skills (TEKS) for your content area(s) and grade levels of interest, available at http://tea.texas.gov/curriculum/teks/.

TExES exam preparation materials: You are required to access some materials that will acquaint you with the TExES certification exams. At a minimum, you must access the materials available for free through TEA and the Pearson test prep website:

- TEA: https://tea.texas.gov/Texas_Educators/Certification/Educator_Testing/Test_Registration_and_Preparation/

- Pearson for ESL Supplemental (154): http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX154_PrepMaterials.html
- Pearson for Bilingual Supplemental (164): http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX164_PrepMaterials.html

Additional readings are listed in the course schedule (below) and will be available on Blackboard (BB).

ASSIGNMENTS

Participation and attendance   (9% of grade)

[75 points, 15 sessions at 5 points each] Your success in this course depends upon your active participation, which includes the following:

- Being present for the full class session in each of the 15 weeks we meet, including arriving on time and staying until the end[1].
- Reading thoroughly the required reading for each class session before that session and demonstrating your preparation throughout each class session.
- Thinking carefully about the reading and coming prepared with questions, reflections, and connections between the reading and with other material in this or other courses.
- Extensive verbal participation in each class session, including the contribution of your ideas/questions/reflections as well as verbal engagement with others' ideas/questions/reflections.
- Extensive non-verbal participation in each class session, including demonstrating active listening, thoughtful engagement, and growth across each discussion.

Educational research shows that our deepest and most meaningful learning happens in interaction with other people. In your future work as an educator, you will need to design your teaching so that students participate meaningfully, as I design my teaching of this course with the objective that you participate meaningfully. In this component of your grade you will pay attention to your participation, striving for the above, and reflecting on your experience as a participating learner so that it informs your work as a teacher.

Weekly reading quizzes (WRQs) and reading Flipgrids   (16% of grade)

[130 points, 13 quizzes at 10 points each] **All assigned readings are required, essential, and MUST be done before each class session.** Before or at the beginning of each class session you will demonstrate your understanding of that week's readings by either (1) Responding to a Flipgrid conversation about a major idea in the reading, or (2) Taking a quiz at the beginning of class based on the readings for the day (I will specify each week whether we will do a Flipgrid or a quiz). The quizzes and Flipgrid conversations are created to see if you've done the assigned reading for the day, and they will focus on the **key terms and guiding questions** appearing at the beginning of each chapter (and occasionally important terms appearing in the chapter but

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[1] See attendance policies in policies and procedures section.

not listed at the beginning). These activities are designed to ensure that you read before class and that you come to class with some preliminary knowledge of the concepts that will be discussed that day. **You will not be allowed to make up any missed quizzes or Flipgrids.**

WRQ1 which is given in Week 2 will be worth 5 points. You will receive the other 5 points for the **short pre-course writing assignment** (see the question on BB) due to BB in Week 2.

Scenario solutions (SS)   (9% of grade)

[75 points, 15 SSs at 5 points each] This activity will be done at the end of each class session in small groups (same as your photovoice groups). In the activity, you are presented with a scenario, one question about that scenario, and four multiple choice answers. **Questions are similar to those appearing on the TExES ESL Education Supplemental (154) certification exam** (which are also similar to the Bilingual Education Supplemental 164 exam)**.** I strongly recommend browsing the "TExES/Scenario solutions resources" folder on BB as a way of being prepared for the scenario solutions. As a group, you will discuss, debate, dialogue, and problem-solve to determine the best answer to your question. Then you will choose the answer as a group, but you will also need to give a well-thought out rationale for choosing the answer you did, and then a rationale for each answer you did not choose. That is, your group will need to construct responses telling me WHY you chose the answer you did as a group and WHY you believe it is the answer, and then tell me WHY you DID NOT choose the other answers and WHY you believe they ARE NOT the answers. You are also required to **connect your rationales to concepts from that day's class session**. You will not be allowed to use your textbooks, study manuals, or notes—only your brains, so you must read, study, pay attention in class, and get the most from our discussions and interactions during that class session. You will receive credit for the correct answer, the quality of your rationales, and the connections you make to that day's class session. **You will not be allowed to make up any missed scenario solutions.**

Participating in your group: Each person's contributions to the group SS dialogue are important. I will observe group discussions for evidence of participation from all group members, and I will periodically ask all group members to rate each other's participation. If you find that someone is consistently participating less than others in the group, I ask that you let me know by email, and I will then check with all group members.

Following are the guidelines for doing your group scenario solution:
   a) Study the question. Study the answers.
   b) Highlight, underline, and use any other strategies in determining key terms, phrases, or clues in each question.
   c) Write rough notes on your own paper that reflect your thinking.
   d) Then, as a group, you will draft your final thoughts and rationale for each of the responses, especially the correct response. There will be designated spaces next to each response for you to draft each thought and rationale.
   e) As a group, you will turn in that one sheet with the question, responses, and rationale provided.
   f) We will then discuss the question and answers as a whole class.

Photovoice project: Your life as a lingual student	(6% of grade)

[50 points total: 3 Flipgrids at 10 points each, final presentation at 20 points] The first order of business for any teacher must be knowing their students: listening to their voices and learning who they are. In this first assignment of our class, I am asking you to talk to me—and others—about who you are. Specifically, because our class focuses on language in education, I am asking you to tell us about your life as a lingual student—as a student who uses language in learning. You will do this using a process called "photovoice" where you take photos, narrate them, and organize them into a story that you feel tells us about YOU and about language in your learning life—and that you can use to influence policy and educational decisions that affect you. During Weeks 2-4 you will take photos that speak to a question about what you wish your teachers (high school) or professors (college) knew about you (but that they don't). Before class you will share two photos and explain them via a Flipgrid conversation [10 points each]. You will also respond to your groupmates' contributions. In class you will discuss additional aspects of the photos in your small groups and compose narrative captions. Between Weeks 4-6 your group will select a final set of photos with captions and organize them into a presentation that tells other people (classmates, professors, the university, policy makers) about you and your experiences with language in learning. Your group will present this in class in Week 6 [20 points]. You will return to your photovoice presentation when you compose your final presentation in Week 15. Additional details and guidelines will be provided in class.

Service learning project (SLP)	(23% of grade)

[190 points] As an opportunity to build your pedagogical and professional skills and knowledge and to integrate and apply what we discuss in class to a real-life teaching situation, you will tutor a secondary (middle or high school) student who is an English learner for a minimum of 15 hours over at least 5 visits. This assignment is designed to help you understand the more complex, interpersonal, human dimensions of what is covered in the textbook by working directly with an EL student, and to develop your ability to use reflection and analysis to make connections between pedagogical concepts and your own practices and experiences (connecting stuff in class to real life). This assignment is divided into two parts as follows:

Face-to-face work with student (as evidenced via letter of commitment [40 points] and 2-part log sheet [50 points]). You will make arrangements to tutor a middle or high school EL student. These arrangements can be made through a school of your choice or through an opportunity presented by the instructor. Additional details about these arrangements and expectations will be provided in class.[2] **PLEASE BEGIN MAKING THESE ARRANGEMENTS IMMEDIATELY.** You will document your arrangements through the letter of commitment

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[2] The commitment between you and the school/principal/teacher/student is a professional one. If there is any indication from the teacher/principal/supervisor that your engagement is anything less than professional (e.g., that you are texting/using your phone while tutoring, that you dress unprofessionally, that you arrive late or do not show without communication), you will fail this assignment. On the other hand, if you feel uncomfortable in the classroom or school setting during this experience, please let me know immediately. We will address the situation to ensure that you are in a positive and professional environment while you do this assignment.

and you will document your actual tutoring work with a 2-part log sheet to record evidence of each tutoring session:

Letter of Commitment: Using the letter provided on BB you will get signatures and contact information of the principal/teacher/supervisor in charge at the location where you will tutor. The signed letter is due (that is, your arrangements must be made by) Week 5. If signatures are missing or the letter is more than 1 week late, you will lose all 10 points. **However, the completed letter MUST be submitted. If I do not receive a completed letter of commitment, you will not receive credit for the SLP assignment.**

Log Sheet Part 1: You will use this to record date, time, and brief handwritten notes about each tutoring session, and to get the classroom teacher's or other supervisor's signature as evidence of each session.

Log Sheet Part 2: You will use this part to write more complete notes in a short summary that covers what happened in the session and ****which concepts, terms, and ideas from class are connected to what happened**. You will submit your completed log sheet with the reflective paper in Week 15. Your letter of commitment will be due in Week 5. Both items **MUST BE SUBMITTED IN PDF FORMAT** only. No other format will be accepted.

Reflective essay [100 points]. Developing your awareness and skills as a reflective practitioner is essential preparation for teaching. Reflection means thinking about what happened (what you did, what others did), how it compares to your objectives, how it relates to theory and your knowledge (in this case to our course content), and how you might change something in the future. The objective of this essay is for you to reflect on your SLP work and connect it to the concepts, terms, and ideas we have covered in class. It should be about 1,000 words long, and **must connect at least 20 key terms to your SLP work.** Additional guidelines and grading rubric for this paper will be provided in class. It is due in Week 14.

Public service announcements (PSAs)   **(12% of grade)**

[100 points] Misinformation about bilingual education and English learners abounds. Talk about both is never "JUST" about language, but instead always also intertwined with race, cultural difference, immigration, fairness, and inclusion/exclusion. Because people inside and outside schools make highly consequential decisions about bilingual education and ELLs, what they— teachers, administrators, parents, civic leaders, everyday voters, and policymakers—think and know about both is very important. And you, as a 21st century educator and member of our US-Mexico borderland community, have a special advantage and responsibility to do what you can to educate others. The purpose of these assignments is for you to develop your knowledge about a set of key topics in the course through **applying it, analyzing it, and evaluating it** and then packaging it and presenting it in clear, effective and engaging ways that others can easily understand.

PSA (Public Service Announcement) infographic/video. You will create one public service announcement (PSA) in an electronic format using the information that we cover in this class. Your PSA will take the format of either an infographic or a short video (maximum of 60 seconds) and it will be due in Week 9. Your PSA must clearly demonstrate **at least one of three higher-**

order learning goals from Bloom's Taxonomy (applying, analyzing, evaluating). You will present the PSA in class the day it is due and receive peer feedback, which you should use to revise it for the course final presentation. PSAs must be submitted to BB for grading in video or PDF format. No other formats will be accepted (e.g., .jpg or .pptx). PLEASE DO NOT SUBMIT A LINK. **The file name must INCLUDE FIRST NAMES of all group members as well as the PSA group number (e.g., PSA1.Group5.CarlaTimLuisa.pdf)**. Additional details and grading rubric will be provided in class.

Video editing and infographic tools: You are encouraged to learn new tools/software that will help you do make informative products that you can use in your teaching. Some resources are listed on BB, but you are welcome to use any tool or software you choose. UTEP Academic Technologies offers workshops on iMovie, one easy to use video editing software possibility. Find workshop dates at http://admin.utep.edu/Default.aspx?tabid=74112.

Participating in your group: Group work is most valuable when all members contribute evenly. I will ask that you evaluate the participation of yourself and your groupmates and these evaluations will factor into your grades for the PSA and the sheltered instruction lesson plan (done in the same groups).

Sheltered instruction lesson plan	(12% of grade)

[100 points] The core focus of the course is how we can provide ELs with a more just and equitable education by addressing both their needs for language instruction and their needs for content instruction when we teach. All of the core concepts we cover in the course are reflected in the idea and practice of sheltered instruction—which is also the focus of Week 12. Together with your PSA small group, you will design and submit a complete sheltered instruction lesson plan, due in Week 13. Additional details and guidelines will be provided in class.

Final presentation	(12% of grade)

In this culminating assignment you will connect the whole semester's course content, your photovoice project, your service learning, your sheltered instruction lesson plan, and your PSAs; it will be done in your PSA groups. As a group, you will revise and refine your PSA, identify and articulate connections with broader course content, your sheltered instruction lesson plan, your photovoice project, and with your SLP experience, and present it to the class through a PechaKucha style presentation (http://www.pechakucha.org/) (20 slides for 20 seconds each) on the final day of class. **The most important part of the presentation will be the connections that you draw between the course content (key terms, concepts), your photovoice project, your SLP experiences, and the PSA content.** You must submit to BB both the final presentation Powerpoint .pptx file AND the video file (if you revised a video PSA). Additional details and grading rubric will be provided in class. These presentations will be given on the last day of class in Week 15.

Summary of components of the course grade

Assignment	Points each	How many	Total points	% of grade
Weekly performance				**34%**
Participation and attendance	5	15	75	9%
Weekly reading quizzes/Flipgrids	10	13	130	16%
Scenario solutions	5	15	75	9%
Photovoice project	50	1	50	**6%**
Service learning project				**23%**
Letter of commitment	10	1	10	5%
Log sheet (Parts 1 and 2)	50	1	50	6%
Reflective essay	100	1	100	12%
Public service announcement	100	1	100	**12%**
Sheltered instruction lesson plan	100	1	100	**12%**
Final presentation	100	1	100	**12%**
			820	**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 classroom 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 classroom is important for the sake of your learning in our course *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.

Family-friendly/Lactation room and breastfeeding in class
The College of Education Center for Student Success provides a dedicated space for nursing parents to pump or nurse. It is located on the fourth floor in Room 412 and is open Monday-Friday 8am-5pm. Also, breastfeeding is allowed in class. According to Texas law (Health and Safety Code Chapter 165), parents have a "RIGHT TO BREASTFEED: A mother [parent] is entitled to breast-feed her [their] baby in any location in which the mother [parent] is authorized to be."

Food insecurity, mental health, and access to support services
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 on campus that can help you navigate these challenges and obstacles. **The UTEP Food Pantry** is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at https://www.utep.edu/student-affairs/foodpantry/. The office of **Counseling and Psychological Services** offers mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at https://www.utep.edu/student-affairs/counsel/resources/services-students.html. Additional support services and resources are listed at https://www.utep.edu/student-affairs/resources/index.html. If you are facing an obstacle to your learning, I encourage you to check out these resources or let me know and I will be happy to help you find the supports you need. You are not alone.

Attendance
I want you to be here—this policy is designed to encourage that. For every class session you miss, you automatically lose participation points (5), WRQ points (10), and SS points (5), so be in class. If you are late, you lose 2 participation points, and because WRQs are usually given in the first 10 minutes of class, you will lose any points associated with any parts of the quiz you are unable to finish. You will not be permitted to make up any of these points, and your weekly performance in class amounts to 34% of your grade. **If you miss 3 or more class sessions, you will automatically be withdrawn from the course.** If you have an emergency, contact me as soon as possible and please provide documentation.

I keep a strict attendance policy because your presence in class is critical to your learning, to your peers' learning, and to the development of our learning community. I also recognize that major obstacles to attendance happen, and I encourage you to let me know when they do so that we can consider possibilities that will help you attend class anyway. For example, if you face a **childcare emergency** or extraordinary difficulty **crossing the international bridge** to

attend class, email me right away with **EMERGENCY** in the subject line so that we can figure out an alternative together.

Assignment submission
All assignments except weekly reading quizzes, Flipgrids, and scenarios must be submitted through BB by their respective deadlines. **They are due at the beginning of class. The only formats accepted will be .pdf and Word .doc.**

Academic citations
Please provide APA-style in-text and bibliographic citations for all your written work. Help with APA style academic citations is available on our BB site.

Electronic devices in class
Everyone's engagement with each other in class discussion is of the highest importance. Do not use any electronic device in class in such a way that it may give someone the impression that you are not listening to them. ***The burden is on YOU to demonstrate your engagement with others, not on others to decide whether you are engaged with them or not.***
- No device should make noise.
- Texting is absolutely prohibited. Using your phone under the table, in your lap is also prohibited.
- Phones, laptops, tablets may be used only to access course reading or to take notes (and it must be clear to all around you that those are the activities you are engaged in) and when explicitly allowed for small-group in class activities that require them.
- Close your laptop partway or put your tablet facedown to demonstrate your attention.
- If you have an emergency that requires your attention on your phone, tell me and others so we know that's why you're distracted.
- If it appears that you are not engaged with others because of a device, I will call you out. Be prepared for that.

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 formal assignment in English or in Spanish. For discussion and other group work, including whole-class, the most important criterion is that everyone has an opportunity to understand and to be understood—thus, any discussion group may use any variet(ies) of Spanish, English, both, or any other language, as long as the members of the group agree.

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 Blackboard. All versions have a version number in the header with the form year, month, day (e.g., 190109 for 2019, January 09).

Different abilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services 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 condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at http://www.utep.edu/dsso/, (915) 747-5148 (voice or TTY), or dss@utep.edu.

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; **looking at a peer's quiz while you are taking yours;** 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. Refer to http://sa.utep.edu/osccr/academic-integrity/ for further information.

ALIGNMENT OF THIS COURSE WITH TEXAS STATE STANDARDS FOR EDUCATORS

This course is aligned with two sets of Texas state educator standards focused on the use and instruction of language in schools: the bilingual education standards and the ESL standards.

Texas Bilingual Educator Standards

[Standards II-IV are the focus of the course.]

I. [The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).] [This standard is not a focus of this class, though students in the class are encouraged to use their biliteracy in all aspects of the course.]

II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

III. The bilingual education teacher knows the process of first and second language acquisition and development.

IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

V.   The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

VI.   The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

Texas ESL Educator Standards

I.   The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

II.   The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

III.   The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

IV.   The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

V.   The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language and culture.

VI.   The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

VII.   The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

These standards are addressed through various competencies that future educators are expected to have within particular domains. The following competencies will be addressed and evaluated.

BE 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.

ESL COMPETENCY 008
The ESL teacher understands the foundations of ESL education and types of ESL programs.

SLOs: *By the end of course, the student will be able to:*	To evaluate these outcomes, the faculty will use the following assessment procedures:
1.1 Analyze and summarize the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education, and the effects of demographic changes on bilingual education 1.2 Explain and present procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners. 1.3 Demonstrates an awareness of global issues and perspectives related to bilingual education,	a. Chapters 1 & 3 Quiz b. Scenario Solutions c. TExES Manual (Competencies 1.1-1.5) d. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials e. Service-Learning Reflective Essays f. PSA project g. Final presentation h. Discussion on the following:

including how bilingual education and bilingualism are perceived throughout the world. 1.4 Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation. 1.5 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.	*LPAC Decision-Making Process for the Texas Assessment Program*. Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division. http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793#lpac-manual *Chapter 89: Adaptations for Special Populations* Subchapter BB: Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students. http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html
1.7 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. 1.8 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.	a. Chapter 4 Quiz b. TExES Manual (EC-06pgs.16-17;4-8 pgs.35-40) c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials d. Scenario Solutions e. PSA project f. Service-Learning Reflective essays g. Final presentations

BE 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).

ESL COMPETENCY 002
The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

ESL COMPETENCY 001
The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

ESL COMPETENCY 007
The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

SLOs: *By the end of course, the student will be able to:*	*To evaluate these outcomes, the faculty will use the following assessment procedures:*
1.6 Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions. 2.1 Understands basic linguistic concepts in L1 and	a. Chapter 2 Quiz b. TExES Manual (Competencies 1.6, 2.1-2.7) c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding 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.	application of content and materials
2.2 Demonstrates knowledge of major language components (phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.	d. PSA project e. Service-Learning Reflective Essays f. Scenario Solutions g. Final presentation
2.3 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.	
2.4 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.	
2.5 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).	
2.6 Analyzes and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.	
2.7 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 in L2.	

BE COMPETENCY 003
The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in LI and the development and assessment of biliteracy.

ESL COMPETENCY 005
The ESL teacher understands how to promote students' literacy development in English.

ESL COMPETENCY 004
The ESL teacher understands how to promote students' communicative language development in English.

ESL COMPETENCY 004

The ESL teacher understands how to promote students' communicative language development in English.

SLOs: *By the end of course, the student will be able to:*	*To evaluate these outcomes, the faculty will use the following assessment procedures:*
3.2. Identifies types of formal and informal literacy assessments in L 1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1. 3.3. Discuss the state educator certification standards in reading/language arts; understands distinctive elements in the application of the standards for English and for Ll, and applies this knowledge to promote bilingual students' literacy development in Ll. 3.5. Discuss how to help students transfer literacy competency from Ll to L2 by using students' prior literacy knowledge in Ll to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between Ll and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies). 3.7. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in Ll 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 Ll and L2, by including authentic children's literature in Ll and L2).	a. Chapter 5 & 10 Quiz b. TExES Manual c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials d. PSA project e. Service-Learning Reflective Essays f. Final presentation g. Chapter 7,8, & 10 Quiz h. TExES Manual i. Discussion: English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 j. Service-Learning Reflective Essays k. PSA project l. Scenario Solutions m. Final presentation An Educator Guide to TELPAS Educator Guide to TELPAS Grades K–12 http://www.tea.state.tx.us/student.assessment/ell/telpas/#general

BE COMPETENCY 004
The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in Ll and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

ESL COMPETENCY 006
The ESL teacher understands how to promote students' content-area learning, academic-language development and achievement across the curriculum.

ESL COMPETENCY 003
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

SLOs: *By the end of course, the student will be able to:*	*To evaluate these outcomes, the faculty will use the following assessment procedures:*
4.1 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. 4.2 Creates authentic and purposeful learning activities and experiences in both L 1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS). 4.3 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. 4.4 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. 4.5 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.	a. Chapter 9 Quiz b. TExES Manual c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials d. Discussion: English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 e. Service-Learning Reflective Essays f. PSA project g. Scenario Solutions h. Sheltered instruction lesson plan i. Final presentation An Educator Guide to TELPAS Educator Guide to TELPAS Grades K–12 http://www.tea.state.tx.us/student.assessment/ell/telpas/#general j. Chapter 6 Quiz k. TExES Manual l. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials m. Service-Learning Reflective Essays n. Scenario Solutions o. PSA project p. Final presentations q. Chapter 11 Quiz r. TExES Manual s. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials t. PSA project u. Service-Learning Reflective Essays v. Scenario Solutions w. Final Presentation

Name	Revised PSA rubric
Description	To be used to grade revised PSA.

Rubric Detail

	Levels of Achievement		
Criteria	**Below expectations**	**Meets expectations**	**Exceeds expectations**
Understanding of topic **Weight** **20.00%**	**50.00 %** Shows incomplete or superficial understanding of the topic	**85.00 %** Shows general understanding of the topic	**100.00 %** Shows in-depth understanding of topic and of relationships with other topics
Clarity of main message **Weight** **20.00%**	**50.00 %** More than 1 message or not enough focus; presented in language audience might not understand	**85.00 %** Main message is presented early, repeated at end; uses language audience would understand	**100.00 %** Main message is presented early, highlighted throughout, and repeated at end; shows extra sensitivity to audience in its use of language
Use of supporting facts/details **Weight** **20.00%**	**50.00 %** Not enough facts or facts are unrelated to topic	**85.00 %** At least 3 facts or details; clearly related to topic	**100.00 %** 3 or more especially strong facts or details; clearly related to topic
Accuracy of supporting facts/details **Weight** **15.00%**	**50.00 %** Fact(s) or detail(s) are inaccurate or do not come from course content	**85.00 %** Facts are accurate and come from course content	**100.00 %** Facts are accurate, come from course content and show effort to go beyond course materials using reputable sources
Engages attention **Weight** **7.00%**	**0.00 %** Lacks visual or audio interest; too crowded or hard to focus on	**60.00 %** Calls and holds audience's attention; appropriate layout	**100.00 %** Calls and holds audience's attention and shows effort at creativity and originality

Criteria	Levels of Achievement		
	Below expectations	Meets expectations	Exceeds expectations
Visual/audio quality **Weight** **6.00%**	**0.00 %** Video/audio/graphics are low quality, inaudible, hard to read; spelling or punctuation mistakes	**60.00 %** Video/audio/graphics are acceptable quality; no spelling or punctuation mistakes	**100.00 %** Video/audio/graphics are especially high quality; no spelling or punctuation mistakes
Video length/infographic images **Weight** **6.00%**	**0.00 %** Video is more than 60 seconds; infographic is more than 1 panel or uses fewer than 4 images	**100.00 %** Video is 60 seconds or less; infographic is 1 panel and uses at least 4 images	**100.00 %** Video is 60 seconds or less; infographic is 1 panel and uses at least 4 images
Fair use **Weight** **6.00%**	**0.00 %** One or more images, sounds are not copyright free OR creators and sources are not identified.	**100.00 %** All stills, text, video, sound, music, voice-overs are copyright free. Student creators and the sources of any non-original multimedia elements are identified in the credits (a last single frame in a video, or in small print on an infographic).	**100.00 %** All stills, text, video, sound, music, voice-overs are copyright free. Student creators and the sources of any non-original multimedia elements are identified in the credits (a last single frame in a video, or in small print on an infographic).

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	Name	Reflective Essay Rubric

Description

Rubric Detail

Criteria	Levels of Achievement		
	Below expectations	**Meets expectations**	**Exceeds expectations**
Content: "What?" section	**0 to 6 points** Gives insufficient detail about the place, people, and/or work.	**7 to 8 points** Gives appropriate amount of detail about the place, people, and work.	**9 to 10 points** Gives appropriate amount of detail about the place, people, and work, and shows insight and careful thought about what is important about all 3.
Content: "So what?" section identifies themes	**0 to 6 points** 3-5 themes of importance are not clearly identified.	**7 to 8 points** Identifies 3-5 themes of importance.	**9 to 10 points** Clearly identifies 3-5 themes of importance.
Content: "So what?" section themes identify connections	**0 to 6 points** Theme do not identify connections clearly or do not identify enough connections.	**7 to 8 points** Each theme identifies connections to class. Some connections may seem superficial or a stretch.	**9 to 10 points** Each theme clearly identifies multiple connections to class. Connections are complex.
Content: "So what?" section connections show understanding	**0 to 8 points** Connections do not clearly demonstrate understanding.	**9 to 13 points** Connections demonstrate understanding of the key terms and concepts.	**14 to 15 points** Connections demonstrate deep understanding of the key terms and concepts.
Content: "So what?" section connections show reflection/higher order thinking	**0 to 8 points** Connections do not clearly show enough effort at reflection, reflection is superficial, or does not clearly show thinking beyond remembering and understanding.	**9 to 13 points** Connections demonstrate good reflection, showing some reflection in different directions and some higher order thinking.	**14 to 15 points** Connections demonstrate deep, high-quality reflection: showing inward, outward, backward, and forward reflection and using higher order thinking (applying, analyzing, evaluating, creating)

Criteria	Levels of Achievement		
	Below expectations	**Meets expectations**	**Exceeds expectations**
Content: "Now what?" section identifies next steps/goals	**0 to 0 points** Fewer than 2 next steps/goals are identified or not identified clearly enough.	**1 to 1 points** At least 2 next steps/goals are identified.	**2 to 2 points** At least 2 next steps/goals are very clearly identified.
Content: "Now what?" section describes next steps/goals	**0 to 2 points** Not enough detail is given in descriptions of next steps/goals.	**3 to 3 points** Next steps/goals are described in sufficient detail.	**4 to 4 points** Next steps/goals are described in excellent detail.
Content: "Now what?" section next steps/goals show reflection	**0 to 2 points** Next steps/goals do not show enough thoughtfulness or reflection.	**3 to 3 points** Next steps/goals show some thoughtfulness and appropriate reflection.	**4 to 4 points** Nest steps/goals show much thoughtfulness and deep, high-quality reflection.
Organization: Headings	**0 to 3 points** Essay does not use the requested headings and subheadings.	**4 to 4 points** Essay is organized using most of the requested headings and subheadings.	**5 to 5 points** Essay is organized using requested headings and subheadings.
Organization: Key terms and concepts	**0 to 3 points** Fewer than 20 terms are used or not bolded and underlined.	**4 to 4 points** Key terms are usually bolded and underlined.	**5 to 5 points** At least 20 key terms are bolded and underlined.
Organization: Paragraph structure	**0 to 3 points** Paragraphs are very short or very long or do not clearly seem to have topic sentences or details.	**4 to 4 points** Paragraphs are generally well-structured.	**5 to 5 points** Paragraphs are well-structured and include topic sentences, details, and appropriate transitions.
Organization: Overall clarity and flow	**0 to 3 points** Essay is organized in a way that makes main points hard to identify or the essay hard to follow.	**4 to 4 points** Essay is organized in a way that generally makes main points clear.	**5 to 5 points** Essay is organized in a way that generally makes main points very clear and easy to follow.

Levels of Achievement

Criteria	Below expectations	Meets expectations	Exceeds expectations
Mechanics	**0 to 6 points** It does not look like the writer used spellcheck or read it through to check punctuation and whether sentences are easy enough to read.	**7 to 8 points** Writing shows attention to general norms of spelling punctuation, and sentence structure.	**9 to 10 points** Writing shows attention to general norms of spelling punctuation, and sentence structure.

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| Name | Final presentation rubric |
| Description | For final presentation slides |

Rubric Detail

Criteria	Levels of Achievement		
	Below expectations	**Meets expectations**	**Exceeds expectations**
Number of connections	**3 Points** Connections are few and do not show enough effort to go beyond PSA-SLP topics.	**4 Points** Sufficient 3-6 connections are made between PSA-SLP-course and some effort to go beyond the PSA-SLP topics is evident.	**5 Points** Connections are especially deep and complex and show significant effort to go several layers beyond the PSA-SLP topics.
Depth of connections	**10 Points** Connections are simple or superficial and do not show effort to apply, analyze, evaluate, or create.	**15 Points** Connections are multilayered and show some effort to apply, analyze, evaluate, or create.	**20 Points** Connections are very multilayered and show much effort to apply, analyze, evaluate, or create.
Delivery	**5 Points** It is not clear that presenters practiced, delivery is overtime/undertime, answers to peer questions do not show knowledge of the topics.	**8 Points** Delivery is smooth and on time, it is clear that the presentation was practiced, and answers to peer questions show knowledge of the topics.	**10 Points** Delivery is exceptionally smooth and polished, it is clear that the presentation was practiced many times, and answers to peer questions show confidence and deep knowledge of the topics.
Format	**0 Points** More/fewer than 20 slides are used, or they do not advance automatically.	**4 Points** 20 slides are used and they advance automatically.	**5 Points** 20 slides are used, they advance automatically, are image-heavy and text-light.

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