UNIVERSITY OF TEXAS AT EL PASO

College of Education- Department of Teacher Education

Title of Course: BED 5331 – Foundations of Bilingualism & Teaching Emergent Bilinguals (Online) **Section:** 01 **CRN** 25106	**Instructor Information:**
Semester: Spring 2026- 801 (8 Weeks-January 20 to March 16)	**Name:** Dr. María Teresa (Mayte) de la Piedra **Email:** mdelapiedra@utep.edu **Online office hours:** Tuesdays from 3:00-5:00 pm MST On Zoom and **by appointment only** https://utep-edu.zoom.us/j/9500792770 Meeting ID: 950 079 2770
Day/Time: Asynchronous online course. Asynchronous online classes are at your own time, but you must follow deadlines published in your course schedule (below) and on Blackboard.	
Credits: 3	

COURSE DESCRIPTION (UTEP Catalogue)

Focus on the discourse of diverse paradigms in Bilingual/ESL Education. Includes discussion of current pedagogical, theoretical, historical, legislative, and other issues in the field. Identification of program models in Bilingual/ESL Education, including their philosophical foundations, instructional frameworks, and the planning and design of program evaluation.

COURSE OBJECTIVES

The course addresses the social, historical, political, legal, cognitive, and various educational aspects of bilingual education, bilingualism, and the education of bilingual learners and its influence on teacher approaches, as well as on the design and implementation of bilingual/bicultural curriculum. The objectives of this course are:

- To understand language and discourse diversity in various social and educational contexts
- The importance of addressing the unique needs of culturally and linguistically diverse student populations
- The history of bilingual education and education of English and second language learners in the United States
- The history and influence of teaching and learning other languages throughout the United States and throughout the world
- The sociopolitical nature of bilingual education and the implications in policy formation, teacher attitudes and pedagogical development, and the teaching-learning of English and second language learners

- Local, state and federal laws and policy regarding the education of emergent bilinguals and what guides curriculum and teaching approaches
- Pedagogy, approaches, and innovations in working with culturally and linguistically diverse student populations
- Second language acquisition theory and the nature of language
- The role of culture, context and identity in language and literacy teaching and learning
- Bilingual education programs, design, and curriculum
- Teaching content – Materials, methods and assessment in working with emergent bilinguals

These learning objectives and outcomes will be achieved through dialogue, debate and writing exercises, as outlined below in the assignments and projects portion of this syllabus. Each student will be responsible for having read the materials and be prepared to engage in discussion and dialogue with other class members.

STUDENT LEARNING OUTCOMES & HOW THEY WILL THEY BE ASSESSED

By the end of the term:

Learning Outcome	**Assessment**
Students will *recall*, *analyze*, and *apply* their understanding of bilingualism in classroom, curriculum, and individual student teaching and learning contexts	Online discussion; module response
Students will *recall* and *analyze* their understanding of the history of bilingualism and bilingual education in the U.S. and throughout the world and *evaluate* how the *application* of such knowledge can relay the power and importance of language, multilingualism, and its global reach	Online discussion; module response
Students will *compare* and *contrast* the early and later development of bilingualism in individuals	Online discussion; module response
Students will *evaluate* the various theories of bilingualism and cognition and *relate* these understandings to their *application* to teaching, learning, and curriculum development	Online discussion; module response
Students will *apply* their understandings of curriculum, materials, pedagogical, and programmatic issues in bilingual education to addressing the current schooling of emergent bilinguals	Final paper
Students will *review* and *analyze* the various points made on the effectiveness of bilingual education and *evaluate* different positions and perspectives	Online discussion; module response
Students will *review* and *analyze* the political controversy inherent in language, bilingualism, and bilingual education in U.S. schools and society, which will include issues of identity, ideology, and empowerment	Online discussion; module response
Students will *evaluate*, *analyze*, and *synthesize* their understandings of bilingualism, bilingual education, and pertinent issues related to learning	Final paper

English as a second language, and *create* solutions to organize equitable classrooms for emergent bilingual students.	

REQUIRED TEXT(S)/READING(S)/SOURCES OF INFORMATION

- Baker, C. & Wright, W. E. (2021). *Foundations of Bilingual Education and Bilingualism*, *7th Edition*. Multilingual Matters.
- Additional research articles will be posted on BlackBoard in "Course Readings".

COURSE REQUIREMENTS, SCHEDULE, AND GRADE PERCENTAGE DISTRIBUTION

*Notes on submitting work, engaging in discussions, and access to PDFs and video and audio material:

- Everything will be done through Weekly activity links on the Blackboard course page, beginning in the left-hand column in the Course Content section through the "Learning Modules" link, where you will find access to discussion board links, where to submit your assignments, articles, and links to video and/or audio files.
- Submit your Module Responses through the Modules link, where you will find "Week # Assignment".
- Submit your discussion postings through the Learning Modules link, where you will find a "Week #__ Discussion _#_" link to your discussion group for the week, and questions/prompts for your discussion.
- Module responses and final paper assignments should be in a Word document (Times New Roman font, 12-point, double spaced).
- You can write any work in Spanish or English.

Points and Grading Scale:
280 - 252 = A Excellent quality of work
251 - 224 = B Above average work
223 - 196 = C Average work
195 - 168 = D Below average work
167 and below = F (fail the course, must take course again)

1) Discussion Board Participation [120 points = 12 Discussions x 10 points each]
To help you think about the readings and to facilitate our online discussions, you will participate in **12 online discussions**. It is important that you participate in online discussions and debates based on the weekly readings, videos, or podcasts in an in-depth, analytical, and critical manner. That is; to achieve the most from this course, you must carefully engage in dialogue to develop a discourse on the theory and pedagogy that emerges. Your Discussion Board participation shows me what and how you are thinking about the readings and the topics presented.

The following provides some guidance on crafting your discussions. There will be two (2) Discussion Board discussions each week, unless stated otherwise. One will be due at the end of the day on Wednesday and the other at the end of the day on Saturday.

*NOTE: In order to achieve the highest score possible for each discussion post, I will need to see the following for each discussion type:

Instructions for Posting and Discussion Activity
First, you must begin the discussion by responding to the questions and prompts and establish your initial analysis (**initial Discussion Board post)** based on the connections you make between what you read, study, view, listen to, and internalize. Then, you will have a discussion with your peers. As such, here are the guidelines for each discussion:

1. Make "connections" between what you have read, view, and listen to for the week.
2. Specify and highlight any topic, concept, theory, idea, and/or pedagogical approach that you derive from the readings and what you view and/or listen to and contextualize in your response and analysis. For example, if you bring up the topic of identity, do something to make it stand out, like bold and/or italicize it. I want to see that you are bringing up and referring to the ideas you study in the course.
3. Write an **initial Discussion Board post** responding to a question or a prompt that I posted in the discussion board (s) of the Weekly Module **(100-150 words)**. Initial Discussion Board posts must be well-developed, carefully constructed and concise, written in professional language, that synthesize students' learning from the readings, videos, and other resources with reflective insights and make application(s) to current or future practice. Within your initial posting of each discussion of the week, you **must** provide a minimum of one (1) quote from any of the readings from the week to support your thinking. **NOTE:** Do not let the quote stand on its own. Contextualize and use it with your own words "around" the quote (before and/or after).
   Students should include thoughtful, open-ended questions with initial posts to deepen their dialog with peers. Please make sure to write down the major arguments of the readings when responding to the question or prompt. I will evaluate what you have learned from the week's readings, so make sure you demonstrate learning in your initial post. Please write your post clearly, edit, and spell check your work before posting it on the discussion board. **Do not wait to post on the last day** that your contributions to the discussion posting are due. **This will prevent you from earning the full 10 points.**
4. You must respond a minimum of two (2) times to at least one (1) peer with whom you are having a discussion. If you are having a discussion with various individuals from the course, that's fine. Just be sure that you have responded the minimum of two (2) times to one person, so I can see that you are engaging in discussion and exchange of ideas. Please write **100-150 words for each required reply**. *Respond and engage in discussion that is substantive, and goes beyond simply stating, "I like what you said", "I agree", "That's great!" Tell me why you "like" what they said, or why you agree. In writing your replies, you must use **explicitly ideas and concepts covered by the assigned readings**. I will also evaluate your learning about the week's theme when I read your replies to your peers' work. Responses to peers' posts should be robust, and well-developed, and aim to make further connections to, and applications of key concepts from the weekly module's content.

*** Please approach the Discussion Board interactions with the idea that we are communicating to expand our knowledge of current research and best teaching practices for understanding the language and literacy development, strengths and needs of bilingual children.

Score Key & Criteria for Achieving a Certain Score for Discussion Board Participation

*You can potentially earn an OVERALL, holistic, maximum score of 10 points, for each discussion. If your postings fall within the parameters of the criteria indicated below, you most likely will achieve that score.

For your Discussion Board score, you will receive comments and feedback on your discussion contributions when you score a "7" or below. When you receive a high score (8-10 points), it means you have met the criteria needed to earn those points. When you earn high points, it means you are doing your job and doing it well.

(9-10 points) ***Excellent Analysis and Discussion of Content and Activity*** (overall excellent use and analysis of the readings for that week and connections between literature and video or radio report)
a) Student provided a minimum of one (1) reference per initial posting based on the reading(s) for the week
b) (quality and quantity of content within writing) student wrote in-depth and analytical posts in response to the questions or prompts, while attempting to make connections between the literature and what they viewed in the video or listened to in the news story or podcast
c) student responded to other posts within the discussion board, engaging in actual discussion on particular points made by others, building on and/or reacting to the ideas of others
d) (quality of writing itself) writing is excellent, with few, if any, mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding
e) student contributed to the discussions throughout the days leading up to the deadline, and did not post the entirety of their work in the hours or minutes before the posting deadline, giving the impression that they are only fulfilling the "quantity" aspect of their work, and not the thoughtful, "quality" aspect of their work and this activity.
***NOTE:** If you do not engage in some thoughtful discussion by posting throughout the week prior to the deadline, there is no chance of achieving a score of 9 or 10 points. I need to see an exchange of ideas between you and others in the course, not just responses to what others have posted with no evidence of further discussion or posting 10 superficial responses to everyone in your group on the day that the discussion forum closes.

(8 points) ***Good Analysis and Discussion of Content and Activity*** (overall good use and analysis of reading literature and connections between literature and video or new story)
a) (use of reading literature) Student did not provide a reference to the reading(s) that is clearly connected to their posting.
b) (quality and quantity of content within writing) student wrote in-depth and analytical posts in response to the questions or prompts, while attempting to make connections between the literature and what they viewed in the video or listened to in the news story or podcast
c) (quality of writing itself) writing is good, with few mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding
d) student posted by the posted deadlines

(7 points) ***Average Analysis and Discussion of Content and Activity***

a) (use of reading literature and "connections" through analysis) Student did not provide a reference to the reading
b) (quality and quantity of content within writing) student attempted to write at least one in-depth and analytical post in response to the questions on "making connections" between the literature and what they viewed in the video or listened to in the news story or podcast, but it was simply participation and presence on the discussion board, and little thought or depth was apparent in the posting(s)
c) (quality of writing itself) writing is fair, with a number of mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding
d) student posted by posted deadline

(5-6 points) ***Poor Analysis and Discussion of Content and Activity***
a) (use of reading literature and "connections" through analysis) Student did not provide a reference to the reading,
b) (quality and quantity of content within writing) student wrote at least one post and/or response to another student's post within the discussion board, but it was simply participation and presence on the discussion board, and little thought or depth was apparent in the posting(s)
c) (quality of writing itself) writing is poor, with many mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding
d) student posted by posted deadline

(1-4 points) ***Very Poor Analysis and Discussion of Content and Activity***
a) (use of reading literature and "connections" through analysis) Student did not provide a reference to the reading
b) (quality and quantity of content within writing) student wrote at least one post and/or response to another student's post within the discussion board, but it was simply participation and presence on the discussion board, and little thought or depth was apparent in their work
c) (quality of writing itself) writing is very poor, with many mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding, and obviously was rushed and done simply to post something, anything, on the threaded discussion
d) student posted by posted deadline

(0 points) No Postings, No Discussion Board Activity -No response posted by posted deadline

2) Module Responses [60 points – 6 responses x 10 points each]

This assignment is designed to ensure that you not only read the material, but that you have read it well and that you are "wrestling" with the ideas based on your basic understanding of the material you have read. For each Module you will be responsible for addressing specific questions related to the readings by providing written responses in a Word document. You will find these questions through the Learning Modules link. Choose just one (1) of the questions you see there to answer. Submit your response to the question according to the assigned module at the time. You will have one Module Response each week (see course calendar for exceptions). In grading your Module Responses and participation, I will be using the following questions to guide how I will assign you a grade/score for weekly participation:

- Does the student respond fully, insightfully, and analytically when addressing the question based on the readings for the week?

• Does the student's response indicate that she/he has read the material and attempted, through their writing and forum discussion, to understand the material with questions, points of analysis, and/or insightful comments and thought?

These questions, then, should be a guide for you when answering the Module Response questions so that you may write to your fullest potential as a graduate student and current or future educator of marginalized, culturally, and/or linguistically diverse students. When reading your response, I will especially be looking for specific references to the readings. But I do not want to read just a direct quote that "stands alone" with no connection made to your analysis or used to support your ideas. Nor am I looking for general and vague responses that simply regurgitate what is asked in the question. I need to read that you've thought about the topics. As such, you will be given a score that reflects the quality of your Module Response on a scale from 1 – 10 (sent to you privately each week via the Gradebook). The score key below 10 indicates what each score represents in your Module Responses. You should use these scores to gauge how well you are doing with the Module Responses and determine what you need to do to improve them.

Guidelines and Instructions for Module Responses

• When addressing the Module Response questions, you must go beyond simply regurgitating information. You must provide an in-depth look at the issue presented in the question in regard to the reading. You must write in a way that reflects that you carefully read the assignment for the week and have put some thought, beyond just personal experience, into your ideas that relate to the question and the overall reading for the week.

• Copy and paste the question you choose to answer in your Word document at the top of the page and then put your response under the question. Bold the question. You can put the question in 10-point font, with single-spacing. **The assignment should be 450 to 500 words**. The question itself does not count toward your word count.

• Keep your responses succinct and to-the-point. What you write should be substantive and not be written with excessive "filler" simply to make it look like you've written something substantive. More than anything, I will be looking for quality in your responses that is reflected in the depth of your analysis that explores ideas and concepts highlighted from the reading according to the question being asked. That being said, a one-sentence response will not cut it for a question. I need to see more, where your writing reflects that you have "wrestled" with the ideas in the reading. For each Module Response, do not submit more than 500 words to answer the question (if you go slightly over, that's fine. But not much more than a few sentences).

• In order to earn a score of 8, 9 or 10 in your Module Response, you must make reference to the authors and their ideas from the reading within the response to question. If this does not occur, you will automatically have one point deducted for the question that did not reference the reading pertaining to that question. Cite a minimum of one (1) quote or paraphrasing from the reading(s) per question, but no more than two (2) quotes. And don't put very long quotes (3-4 lines at the most). I am most interested in your words and ideas.

• Submit your Module Responses in the Assignments section of the Learning Module. There will be just one link there with the title of Module Response #.

• Provide your work as a Word document attachment. ***Note: You will not receive credit for your work if you do not provide it as an attachment in a Word document.**

• Module Responses are due on Sundays, 11:59pm (unless specified otherwise). You will not be able to turn in your work after the posted deadline and you will not receive credit for that work not turned in.

• You will receive your graded responses with comments within 5 days of submitting your work. If you do not receive a grade in the Gradebook, along with some comments if warranted, please notify me.

****About the Feedback and Score:** Please note that you will receive more detailed comments for your work earlier in the course. If you receive few comments or little feedback, it simply means that you are writing well and succinctly and presenting adequate analysis of ideas. These comments and feedback should act as a guide to help you improve future work. If you continue to make the same mistakes repeatedly, apparently my comments addressing the same issue have not been effective. As such, either you are not reading and using my comments to improve your work, or you need additional guidance on how to improve your work. If the latter is the case, then let me know by e-mailing me, and I will provide you with further individual assistance either through a zoom meeting during office hours or via e-mail. Future work returned to you will have fewer comments and mostly consist of a score, which you can interpret based on the score key.

Score Key & Criteria for Achieving a Certain Score for Module Responses

10 = excellent, near perfect response; cited a minimum of one specific reference to the readings for every question and sub-question, which included page numbers, with quotes and/or paraphrases of ideas from the readings; wrote in a highly analytical and in-depth manner that reflects the student thought about the material "beyond the surface" and not just in a superficial way; addressed every question and sub-question carefully and closely; posting was easy to read, with no trouble understanding what and how it was written; excellent mechanics in writing, with few, if any, spelling, grammatical, punctuation errors; the paper did not exceed the required page-limit, with attention to being succinct and clear in presentation of ideas and analysis of those ideas based on the concepts studied.

9 = very good response; although did cite and/or reference the readings in some parts of the posting, there was not a minimum of one specific reference to the readings for every question and sub-question of the Module Responses; or may have provided a reference for every question and/or sub-question, but posting was lacking in some quality that prevents it from earning a score of 10; attempted to address every question and sub-question, but lacked in addressing some specifics related to the details of what each question was asking; mostly well though-out writing, with a good ability to analyze, although a number of places in the posting did not go "beyond the surface" and were superficial and/or vague; overall, well-written, but some awkward writing in places, with some spelling, grammatical, and/or punctuation errors; the paper did not exceed the required page-limit, with attention to being succinct and clear in presentation of ideas and analysis of those ideas based on the concepts studied.

8 = good response; wrote well, in-depth and analytically in some places; only specifically cited the readings once in all responses; addressed most of the specifics of the questions; writing was well-done, but needed some improvement in grammar, spelling, sentence structure, and levels of analysis; tended to be more rhetorical in wording, and not as substantive and succinct as needed.

7 = average response; attempted to write well, in-depth and analytically in some places in the posting, but overall the writing lacked in quality and depth; only specifically cited/referenced the reading(s) one time in the entire posting; vaguely addressed the specifics of each question and sub-

question; overall the writing was mostly comprehensible, but writing was confusing to read at times, with some spelling, grammatical and/or punctuation errors (little attention to the details in writing quality); was mostly rhetorical in wording, and not as substantive and succinct as needed in analysis; used too many quotes from the readings.

5 - 6 = below average response; wrote superficially, and did not attempt to go "beyond the surface" and in-depth in the writing, especially as their thoughts relate to the reading(s); little to no attention in addressing the specifics of each question and sub-question; no specific references to the readings; needs work in ability to analyze the material in the reading in exploring the ideas, concepts, theory from the readings; was almost entirely rhetorical in wording, and not as substantive and succinct as needed in analysis.

1 - 4 = very poor-quality response; little attention to details, the questions and sub-questions, and writing needed a great deal of improvement; very superficial responses; no specific reference to the readings 0 = no response given; or did not post by the stated deadline.

3) Final Reflection Paper: [100 points]

You will write a 3–4-page double-spaced reflection paper (not including the References page) that asks you to reflect on the integration and application of what you've learned in the course in your pedagogy, your work with emergent bilinguals/English learners, and what course learning objectives you've met and how.
*The format and presentation of this paper will not be in the traditional format. You will present your Final Reflection Paper in bullet form (3 bullets total), each bullet with a specific question or prompt you should address. Here are the questions to address for each bullet:

1. What idea, concept, or theory from this course changed your approach(es) to teaching emergent bilinguals/English learners the most? Name that idea/concept/theory (and underline it in your paper upon first mention). Concretely and specifically discuss how that idea/concept/theory changed your approach to teaching emergent bilinguals/English learners. Be specific and concrete when discussing the how and/or why. Remember my suggestions for providing analysis. (Cite at least two (2) sources for this bullet.)
2. Think about how you teach academic language to your students, especially your emergent bilinguals/English learners. Provide a specific, recent example in your teaching of how you taught academic language across several days through different instructional activities and discuss its effectiveness. If your experience was not successful at first, discuss how your approach evolved over the course of teaching academic language through these activities and what you learned about the intricacies of teaching academic language. After this experience, has your view and approach to teaching your emergent bilingual students academic language changed? If so, how? Be specific and concrete when discussing the how and/or why. Remember my suggestions for providing analysis. (Cite at least two (2) sources for this bullet.)
3. Small group instruction can be an essential component in addressing the needs of struggling students, especially for emergent bilingual/English learners, in their literacy and English development. How have you used small-group instruction (especially most recently) to address the needs of struggling students, especially struggling emergent bilinguals/English learners? Provide a specific example of how you used small-group instruction in this manner. After this experience, especially considering what you have

learned and reflected on from this course and in your work with emergent bilinguals/English learners, how has your view and application of small group work evolved? Be specific and concrete when discussing the how and/or why. Remember my suggestions for providing analysis. (Cite at least two (2) sources for this bullet.)

Guidelines for Format

*How your paper will be graded:

Points will be deducted if the following are not done in the paper, with amount being determined based on the number of times such issues are not addressed throughout the paper (out of 100pts.):

• Cite a minimum of 6 sources total. Your sources should be cited within the paper and then listed in your References section. If you do not have a minimum of 6 sources cited and used effectively within your paper, you will automatically lose 10 points.

• Use ideas from quotes effectively. And do not let quotes stand on their own without your own wording before or after the quote. An automatic five (5) points will be deducted, even just for one instance of letting quotes stand on their own.

• 3-4 pages, double-spaced, 12-point, Times New Roman font, 1-inch margins (if you go into 5 pages, that's fine. But no more than a paragraph)

• Use APA (American Psychological Association) style for citation and references correctly throughout the paper and within the references page. See "OWL Purdue" with a Google search for other information on APA format.

• The paper should be well-organized, well-written, following the instructions for the format, with few grammatical, spelling, and/or wording errors

• The paper should have depth.

COURSE POLICIES

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 feel able 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, assets, 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 show 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 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.

Language use: This course is part of our Bilingual Education program. Following recent theoretical developments in the field of Bilingual Education, I encourage you to use your diverse languages and varieties in the course. Many faculty and students at UTEP are bilingual, and we translanguage. I encourage you to use your entire linguistic/semiotic repertoire for learning. Since I am bilingual in Spanish and English, you may turn in your assignments in English or Spanish. If you would like to use another language to write your assignments, please, contact me and we will make it work.

"Netiquette" is the term used to describe the courteous and civil exchange of electronic communications, and will be the guide and expectations of this course. Distance separation between members of this course community does not provide any member the right to be impolite or discourteous to any other member (including the instructor). Members (students and instructor) are expected to desist from personal attacks when disagreeing with others or critiquing their work ("flaming"), and should use emoticons and acronyms to convey emotions. "Capitalized" or "bolded" text imply shouting and will be avoided. Members will "support, not divide", "critique, not criticize", "question ideas, not people", "provide scholarly information, not personal opinions", "think critically and creatively", and "communicate assertively while respecting personal boundaries" (Parra & Bovard, 2009).

Attendance and punctuality: This is an **intensive 8-week course**. Participation in each one of the week's modules/assignments is required. Non-participation is considered an absence. **Absences exceeding 1 class meeting may result in a loss of 5 points of your final grade**. With 2 absences, in other words, with lack of participation in the online activities scheduled for 2 weeks, **the professor reserves the right to drop a student from the class**. Please, notify me if you have an emergency. Arrange your schedules so you are prepared to engage in the course fully.

Preparation and Participation: Students are expected to complete all the readings, interpret them, discuss them with their peers, and use them to develop professionally. You are expected to actively participate in discussions and activities. The class is a 3-credit course. I recommend that students plan to spend between 6-9 hours. However, this may vary from week to week. I would like you to take ownership of your own learning. That means that you are responsible for coming to (online or face-to-face) class prepared to explore points and questions with colleagues. Students will benefit from revisiting texts after group discussions. This class will be conducted in primarily a seminar style, even if the classes are online. The expression of diverse viewpoints as well as requests for clarification and elaboration among classmates should be cordial and respectful.

Assignments:

Late assignments will NOT be accepted in this course. The assignments in this class require planning. Plan now the time you need to complete the assignments to meet established

deadlines. Turn in all assignments through Blackboard. Use New Times Roman p 12 and APA style in your written assignments.

Incomplete:

A grade of incomplete will not be given for this course unless there are extenuating circumstances. Please talk to the professor ASAP if such a situation arises. In any case, incompletes will be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis, which genuinely precludes successful completion of the course.

Responsible Artificial Intelligence (AI) Usage:

Responsible use of AI means using AI in ways that foster the achievement of student learning outcomes. In the educational context, Generative AI should be used to advance what students should know, be able to do, and the attitudes they should develop as a result of course learning experiences. While generative AI tools can offer inspiration and new possibilities, they *should not* be utilized as unacknowledged substitutes for content created by students. It is already a violation of UTEP's Standards of Academic Integrity for students to represent work that they did not create 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 are welcome to use generative AI tools in coursework.*** You are invited to use AI tools to help prepare for assignments (e.g., to help with brainstorming, finding high quality resources to answer questions, find materials to use, etc.). You are also welcomed to 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 fix grammar/improve readability). When submitting 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) 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

Email and Blackboard:

Please check your email and Backboard at least three times per week. These are my primary means for providing updates to the class. E-mail is one of the most reliable ways to contact me.

TECHNICAL ASSISTANCE

If you have technical problems with the course, please contact the UTEP Helpdesk:

- M – F 7am-8pm, Saturdays 9am-1pm, Sundays 12-4 pm

- On campus: 915.747.5257
- Off campus: 915.747.4357

If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

UTEP POLICIES

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Special Needs Statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a 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 CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (http://www.utsystem.edu/bor/rules) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with the instructor.

Disclaimer: The instructor reserves the right to **adjust schedules and change topics** in support of student and instructor needs.

Spring 2026 Course Schedule, Activities & Deadlines

Learning Modules

Week 1 – (January 20-25)

Module 1 – Definition of Bilingualism, History of Bilingual Education, and The ESL Identity

- To Do: View & briefly discuss Film, "Immersion"
- To Do: Read Baker, Chapters 1 & 9; PDF, Flores et al
- To Do: Post on the Discussion Board based on film & reading(s)
- DUE: Discussion Board 1 Postings by Wednesday, 11:59pm
- DUE: Discussion Board 2 Postings by Saturday, 11:59pm
- DUE: Module Response 1 by Sunday, 11:59pm

Week 2 – (January 26 – February 1)

Module 2 – Measuring Bilingualism, Value of Bilingualism, & Ideology

- To Do: Read Baker, Chapters 2, 17 and 18; PDF, de Jong
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board 3 Postings by Wednesday, 11:59pm
- DUE: Discussion Board 4 Postings by Saturday, 11:59pm
- DUE: Module Response 2 by Sunday, 11:59pm

Week 3 – (February 2 – February 8)

Module 3 – Development of Bilingualism

- To Do: Read Baker, Chapters 5 & 6; PDF Menken & Sanchez, 2019
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board 5 Postings by Wednesday, 11:59pm
- DUE: Discussion Board 6 Postings by Saturday, 11:59pm
- DUE: Module Response 3 by Sunday, 11:59pm

Week 4 – (February 9 – February 15)

Module 4 – Bilingualism & Cognition

- To Do: Read Baker, Chapters 7 & 8; PDF, Haritos
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board 7 Postings by Wednesday, 11:59pm
- DUE: Discussion Board 8 Postings by Saturday, 11:59pm
- DUE: Module Response 4 by Sunday, 11:59pm

Week 5 – (February 16 – February 22)

Module 5 – Bilingual Education Programs & Teaching Bilingually

- To Do: Read Baker, Chapters 10 & 11; PDF Olsen
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board 9 Postings by Wednesday, 11:59pm

- DUE: Discussion Board 10 Postings by Saturday, 11:59pm
- DUE: Module Response 5 by Sunday, 11:59pm

Week 6 – (February 23 – March 1)
Module 6 – Effectiveness of Bilingual Education & the State of Languages

- To Do: Read Baker, Chapters 3 & 12; PDF Chaparro 2024
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board 11 Postings by Wednesday, 11:59pm
- DUE: Module Response 6 by Sunday, 11:59pm

Week 7 – (March 2 – March 8)
Module 7 – Effective Schools & Classrooms for Bilingual Students

- To Do: Read Baker, Chapter 13; PDF, Haman-Ortiz et al. (2025)
- To Do: Use part of this week to work on Final Reflection Paper
- DUE: Discussion Board 12 Postings by Wednesday, 11:59pm

Week 8 – (March 9-March 13)
o DUE: Final Paper by Friday, March 13, 11:59pm