"Una de las tareas del educador o la educadora progresista, a través del análisis político, serio y correcto, es descubrir las posibilidades –cualesquiera que sean los obstáculos— para la esperanza, sin la cual poco podemos hacer porque difícilmente luchamos" (Freire, 2002, *La pedagogía de la esperanza, p. 9).*

Instructor: María Teresa (Mayte) de la Piedra, Ph.D.
Office: College of Education, Rm. 805
Office Hours
>   *Online:* Anytime in "Helping each other," located in "Discussions" in BlackBoard (BB)
>   *Email*: Email is the best way to contact me. I will answer emails within 48 hours of receiving them. Please include "TED 6300" in your subject line.
>   *By phone*: **By appointment only**. Please, make an appointment with me via email a few days earlier.
>   *Face-to-face*: **By appointment only**. In room 805, Tuesdays, 3:30-5:30pm and 8:20-9:00pm.

E-mail: mdelapiedra@utep.edu
Phone: (915) 747-5527
Credit Hours: 3
Hybrid: 50-85% online, 16 weeks (August 27-December 7, 2018)
Face-to Face meetings: **Tuesdays from 5:30-8:20 pm**, Room 100

ONLINE PREPARATION

This is a hybrid course; we will meet both online and face-to-face. To succeed in this course, you are expected to invest **at least 12 hours each week** to study the course content and complete the assignments. Please read the syllabus carefully, understand what you need to do, and plan your week accordingly.

COURSE DESCRIPTION

The field of bilingual education has historically drawn on second language acquisition concepts and theories. For instance, bilingual education teachers are trained in second language acquisition and the success of bilingual education programs is measured in terms of students' acquisition of the second language. However, the field is changing. For a few years, language and literacy researchers have become increasingly interested in a bi-/multilingualism, and the

field has turned. Researchers are today interrogating concepts such as "first" and "second" language and "native speaker" and "English Language Learner." In this context, it is vitally important to grasp, interrogate, and reconsider the underlying theories that have informed our field.

This course is meant to prepare researchers in language and literacy education. In this course, you will explore theories of first and second language acquisition and development. Through learning activities and dialogue, you will be able to articulate a theoretical position to carry out your own research. You will become familiar with current research, with an eye to the historical and contemporary theoretical underpinnings of these research endeavors.

STUDENT LEARNING OUTCOMES

By the end of the class, students will be able:

1. To explore and identify main trends of research in Bilingual Education/ESL during the last 5 years;
2. To discuss and apply a range of theoretical perspectives on language acquisition and development;
3. To critically interpret language and literacy research;
4. To apply theoretical concepts to explain data collected during this semester or a previous semester.

REQUIRED TEXTBOOKS

1. VanPatten, B., & Williams, J. (2014). *Theories in second language acquisition: An introduction*: Routledge.
2. Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of L2 development*. New York: Oxford University Press.
3. García, O., & LiWei. (2014). *Translanguaging: Language, bilingualism and education*. London: Palgrave Macmillan.
4. Wright, W., Boun, S. and García, O. *The Handbook of Bilingual and Multilingual Education.* Oxford, UK: Wiley-Blackwell.

*** Additional course materials will be posted on Blackboard:

Angelova, M., Gunawardena, D. & Volk, D. (2006). Peer Teaching and Learning: Co-constructing Language in a Dual Language First Grade *Language and Education 20* (3), 173-190.

Cenoz, J. & Gorter, D. (2017). Minority languages and sustainable translanguaging: Threat or opportunity? *Journal of Multilingual and Multicultural Development, 38*(10), 901-912.

Garza, A. & Langman, J. (2014). Translanguaging in a Latin@ Bilingual Community: Negotiations and Mediations in a Dual-Language Classroom. *Association of Mexican-American Educators (AMAE) 8* (1), 37-49.

Jaspers, J. (2018). The transformative limits of translanguaging. *Language & Communication, 58*, 1-10.

Johnson, E. J. (2011). Peerlingual Education: A Socioeducational Reaction to Structured English Immersion. *Journal of Latinos and Education 10* (2), 127-145

MacSwan, J. (2017). A Multilingual Perspective on Translanguaging. *American Educational Research Journal, 54*(1), 167-201.

Razfar, A. (2012). ¡Vamos a Jugar Counters! Learning Mathematics Through Funds of Knowledge, Play, and the Third Space. *Bilingual Research Journal 35*(1):53-75

Sánchez, M.T., García, O. & Solorza, C. (2018) Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal, 41* (1) 37-51.

Subero, D., Llopart, M., Siqués, C. & Esteban-Guitart, M. (@017). The mediation of teaching and learning processes through identity artefacts. A Vygotskian perspective. *Oxford Review of Education 44* (2) 156-170.

Walqui, A. Scaffolding Instruction for English Language Learners: A Conceptual Framework. *The International Journal of Bilingual Education and Bilingualism 9* (2), 159-180.

GRADING & EVALUATION

Grading Scale

A: 91-100%
B: 81-90%
C: 71-80%
D: 61-70%

An "A" means work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and will communicate its points clearly and effectively. It will also demonstrate engagement with, insights into, and original interpretation of course material.

A "B" means work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of "A" work, particularly written work that demonstrates less significant insight into the material, frequent grammatical errors, and/or organizational inconsistencies.

A "C" for written work signifies that one or more aspects of the assignment were omitted, that assignment specifics were not attended to, and/or poorly constructed, unsupported, or inconsistent arguments characterize the work. Work with multiple spelling, grammatical and editing errors also falls into this category.
Below a C is failing a graduate course or a graduate assignment.

Late Assignments

Late assignments will NOT be accepted. It is important for students to stay on track and submit assignments on time. If you anticipate your assignment will be late due to unusual circumstances, **please contact me to discuss your situation prior to the due date of the assignment**. Adjustments may be made at that time. You may be asked to provide supportive documents, such as doctor's notes. Without prior notice, late assignments will NOT receive any credit.

ASSIGNMENTS			

Assignment	Points	Due date	Where?
Identifying and Mapping Research Trends	20 points	11/10	Discussions
Teaching part of a face-to-face session	10 points	Select the date	R 100
Online Reading Responses and/or Activities	21 points, 7x3	Each online class	Discussions
Online Feedback to Peers	14 points, 7x2	Each online class	Discussions
Final Research Paper and Presentation	35 points	12/04, 12/11	Assignments
Total	100 points		

Identifying and mapping research trends in the field: 20 points (individually or in-pairs)

The first assignment you will embark on will be to look through the abstracts of recent articles (published in the last 5 years) in **one** of the following main journals: *Bilingual Research Journal, International Journal of Bilingual Education and Bilingualism, TESOL Quarterly, Applied Linguistics, Linguistics and Education*. By reading abstracts of all articles published in one of these journals, you will identify **5 main research areas**. You will find more, but I ask you to prioritize 5, according to what you find more prevalent or significant. You will write a short paragraph (250-300 words) per research area, summarizing what these areas cover, what kinds of studies have been conducted in the area (purpose and research question), the theoretical frameworks used, and what kinds of methodologies tend to be selected. You (and your partner)

will present your findings to the whole class, providing examples of studies in each area (one per area). During one class session, collectively the group will come up with a compilation of these research trends.

Teaching part of a face-to-face session (10 points)

Students (individually or in pairs) will select one face-to-face session and will organize one hour of the session. Students will study the materials and prepare one of the following:

1) Organize a discussion about the topic of the day, including at least 2 discussion questions and one activity that will encourage students to apply the theories and constructs learned during that class.

2) Video or audio record a language learning activity (it may be your own classroom) and bring it to class. Organize an analysis session where students use the theories and constructs learned in class that evening.

3) Search for one study that draws from the theory and ideas discussed during the class session. Present main findings of this study and discuss how the researchers used the theory in their research. Generate one discussion question that motivates students to learn the content of the session.

*** Students should consult with the professor about session plan.

Online Reading Responses (21 points, 7x3 points)

Students will write an essay answering questions posted by the professor. The questions have the purpose of generating a synthesis of the weekly readings. In your response, if relevant, make connections across texts. Develop your response to the question(s) by providing specific examples from the readings (short quotes and paraphrases of key ideas). Be selective in the details you include. You have limited space, so your language choices must be concise and clear. Make sure that your presentation of the author's ideas is correct. However, be critical of the readings. For example, be sure to point out any weaknesses or areas of disagreement. Substantiate your claims, and be explicit about what you are basing them on (other readings, your personal experience, observations).

No title is necessary. Don't include the assigned references. Only include a reference list if you cite additional references.

Please, see rubric below and calendar. All reading responses will be done during the online sessions.

Rubric for Evaluating Reading Response

	OUSTANDING (3 PTS)	MEETS STANDARD (2PTS)	DOES NOT MEET STANDARD (0-1PTS)
Ideas	Post responds to all questions. Points in the post are well supported & grounded in the readings & other materials assigned for the week.	Post responds to all questions. Post makes connections to the readings & other materials assigned for the week.	Post does not respond to all questions. Points in the post are well supported & grounded in the readings & other materials assigned for the week.
Length	Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing	Writing is clear, concise and coherent.	Writing is clear and understandable.	Post is difficult to read.

Online Feedback to Peers (14 points: 7 x 2 points)

Each online class, students will provide feedback to **at least three peers** on the Blackboard discussion board. Please write at least **150 words for each required reply**. Please, reply to peers that have not received a reply yet. That way, everyone will engage in the discussion.

The replies should be authentic and engaging, showing that you have read your peer's response and you have reflected on it. Include any areas of disagreement; this is part of the dialogue we will participate in. engage in debate but do so by supporting your claims with the assigned readings, your personal experience, and/or observations. Include questions that arise from reading your peer's responses.

In your replies, please use the **main ideas covered by the assigned readings and follow the rubric** in order to obtain full credit.

Rubric for Weekly Feedback to Peers

	OUSTANDING (2 PTS)	MEETS STANDARD (1.5)	DOES NOT MEET STANDARD (0-1)
Ideas	Points in the feedback post are well developed and grounded in the readings & other materials assigned for the week. Demonstrates knowledge of the material covered. Thoughtful, relevant suggestions and/or questions.	Feedback post makes connections to the readings & other materials assigned for the week. Relevant suggestions and/or questions.	Points in the feedback post are not well, supported or grounded in the readings & other materials assigned for the week.
Length	Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing	Writing is clear, concise and coherent.	Writing is clear and understandable.	Post is difficult to read.

Final Research Paper (35% of your grade)

Option 1: Case Study of a Language Learner (5000-6000 words)
The purpose of this assignment is for students to gain experience in researching language acquisition/ development. You will recruit a language learner drawing on your personal contacts. There are two requirements for the participant. First, the learner's proficiency must be at either beginning or intermediate level. Learners at a more advanced proficiency level will likely exhibit growth at a subtler level, which may be difficult to document in ten weeks. Second, the learner must a) consent to participate in this learning experience, b) agree that the case study will not be disseminated publicly, and c) understand that you are not yet an expert. She/he must also agree to donate the time to participate. The paper is the culmination of your work throughout the semester. It will be written in APA style. 5% of your grade for this assignment comes from your presentation.

Note that this case study is not research insofar as it does not meet the federal definition of research with human participants, which crucially involves a systematic investigation to contribute to _generalizable_ knowledge. Case studies for educational purposes are excluded from the definition of research, and no IRB approval is required. **<u>You may not present the information gathered through this case study in a conference nor may you publish it without IRB approval.</u>**
For this assignment, you will write up a cohesive account of the case study. The content includes a) introduction, b) theoretical framework, c) methodology, d) findings, e) discussion and conclusion. It will be written in APA style. You will be provided with examples of published case studies.

Option 2: Manuscript documenting and analyzing research findings
<u>If you choose this option, you need to provide proof of IRB approval</u>. If you have already collected data in another course and you would like to analyze your data using the theories and concepts learned in this course, you may select this option. However, it is required that your data and research project is related to language learning and bilingual education in some way. Please, discuss your idea before deciding for this option.

The purpose of the final paper is for students to elaborate on their own stance regarding language acquisition/ development. Students will make connections between their theories and concepts and their personal research projects. Students will draw on the multiple learning experiences during class—assigned readings and conversations, and their personal experiences. In addition to these, find additional articles, books and resources to complement your work. They can be references you already have.

For this assignment, you will write up a cohesive manuscript to submit for review in a peer-reviewed journal in the field of bilingual education or a related field. The structure of the manuscript includes a) introduction and short literature review (3 pages), b) theoretical framework (3 pages), c) methodology (1 paragraph), d) findings (8-10 pages), e) discussion and conclusion (2-3 pages) The paper should be 5000-6000 words long and is the culmination of your work throughout the semester. It will be written in APA style. 5% of your grade for this assignment comes from your presentation.

INCLUSIVENESS, EQUITY, NETIQUETTE & DISCUSSION EXPECTATIONS

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 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 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.

 "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).

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

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, 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.

Copyright and Fair Use
The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Students with Disabilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the 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. You may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

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

WEEKLY SCHEDULE

Week 1 (8/28) Face-to-Face (R 100)	Introduction

Introduction to the course; organize course activities and collaboration

No readings

Week 2 (9/4) Face-to-Face (R 100)	Foundational issues; early theories in SLA

Readings
Chs. 1, 2, 3, 4 in VanPatten & Williams (Eds.)

Week 3 (9/11) Face-to-Face (R 100)	Skills acquisition; connectionism; cognition and processing, mind as computer, neurobiology and SLA

Readings
Chs. 5, 6, 7, 8 in VanPatten & Williams (Eds.)

Assignment:
Presentation of TESOL Quarterly Research Trends by selected student(s) (preliminary findings)

Week 4 (9/18) Online	Language processing, development, Interaction Hypothesis model, Complexity Theory.

Readings

Ch. 9, 10, 12, 13 in VanPatten & Williams (Eds.)

Assignments
- Post your **reading reflection** on Blackboard by Tuesday
- Provide feedback to 3 peers' reading reflections by Thursday

Week 5 (9/25) Online	SCT: Foundational Issues

Sociocultural Theory of Language Learning: Foundations

Readings

Chs. 1, 2 and 3 in Lantolf & Thorne

Assignments
- Post your **reading reflection** on Blackboard by Tuesday
- Provide feedback to 3 peers' reading reflections by Thursday

Week 6 (10/2) online	SCT: Symbolic Mediation

Readings
Chs. 4-5 in Lantolf & Thorne

Subero, D., Llopart, M., Siqués, C. & Esteban-Guitart, M. (2017). The mediation of teaching and learning processes through identity artefacts. A Vygotskian perspective. *Oxford Review of Education 44* (2) 156-170.

Angelova, M., Gunawardena, D. & Volk, D. (2006). Peer Teaching and Learning: Co-constructing Language in a Dual Language First Grade *Language and Education 20* (3), 173-190.

Assignments

- **Create a new thread on Blackboard** to generate a discussion with your peers. Please, **post one question** about the readings for this week. Today your reflection will be generating a good discussion question (Tuesday).
- **Respond to two questions** generated by your peers, using the content of all readings. (Thursday).

Week 7 (10/9)	**SCT: Internalization, guided participation,**
Face-to-Face	**apprenticeship**

Readings

Chs. 6-7 in Lantolf & Thorne

Johnson, E. J. (2011). Peerlingual Education: A Socioeducational Reaction to Structured English Immersion. *Journal of Latinos and Education 10* (2), 127-145

Garza, A. & Langman, J. (2014). Translanguaging in a Latin@ Bilingual Community: Negotiations and Mediations in a Dual-Language Classroom. *Association of Mexican-American Educators* (AMAE) *8* (1), 37-49.

Assignments

Presentation of Research Trends in *Linguistics and Education* by selected student(s) (preliminary findings)

Week 8 (10/16)	**SCT: Activity Theory, CHAT**
online	

Readings

Chs. 8-9 in Lantolf & Thorne

Razfar, A. (2012). ¡Vamos a Jugar Counters! Learning Mathematics Through Funds of Knowledge, Play, and the Third Space. *Bilingual Research Journal 35*(1):53-75

Assignments

- Post your **reading reflection** on Blackboard by Tuesday
- Provide feedback to 3 peers' reading reflections by Thursday

| Week 9 (10/23) | SCT: ZPD, |
| Face-to-Face | pedagogy |

Readings

Chs. 10, 11, 12 in Lantolf & Thorne

Walqui, A. Scaffolding Instruction for English Language Learners: A Conceptual Framework. *The International Journal of Bilingual Education and Bilingualism 9* (2), 159-180.

Assignments

Presentation of Research Trends in *International Journal of Bilingual Education and Bilingualism* by selected student(s) (preliminary findings)

| Week 10 (10/30) | Languaging and |
| online | trans-languaging |

Readings

Ch. 1, 2, 3, 4 in García & Li Wei

Sánchez, M.T., García, O. & Solorza, C. (2018) Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal, 41* (1) 37-51.

Assignment

- Post your **reading reflection** on Blackboard by Tuesday
- Provide feedback to 3 peers' reading reflections by Thursday

| Week 11 (11/6) | Translanguaging |
| Face-to-Face | & pedagogy; critiques |

Readings:

Ch. 5, 6, 7, and conclusion in García & Li Wei

Cenoz, J. & Gorter, D. (2017). Minority languages and sustainable translanguaging: Threat or opportunity? *Journal of Multilingual and Multicultural Development, 38*(10), 901-912.

Jaspers, J. (2018). The transformative limits of translanguaging. *Language & Communication, 58*, 1-10.

MacSwan, J. (2017). A Multilingual Perspective on Translanguaging. *American Educational Research Journal, 54*(1), 167-201.

Assignments

Presentation of Research Trends in *Bilingual Research Journal by* selected student(s) (preliminary findings)

DUE on 11/10: Student written reports on Research Trends

Week 12 (11/13) online	Identifying and mapping research trends in the field

Readings:

Student written reports on Research Trends in *TESOL Quarterly, Bilingual Research Journal, International Journal of Bilingual Education and Bilingualism, Linguistics and Education*.

Assignments

Propose **5 hot topics** and **identify gaps** in the literature (Tuesday).

Collective document building on Google Docs: Survey of recent research presented in recognized peer-reviewed outlets. (Thursday).

Week 13 (11/20) online	Online Multimodal Presentation of two chapters of the book

Reading

Wright, W., Boun, S. and García, O. Introduction: Key Concepts and Issues in Bilingual and Multilingual Education.

Two selected chapters from the handbook.

Assignments

- Post your 5-7 minute multimodal presentation of two chapters (alert the professor about which chapters) on Blackboard by Tuesday
- Provide feedback to all peers' multimodal presentations by Thursday

Week 14 (11/27) Face-to-Face	Workshop: Final paper working session

No readings assigned for this session. **Bring your final paper draft**.

Week 15 (12/4)	Final paper presentation
Face-to-Face	

Presentations of final papers options A or B. Students and faculty provide feedback to improve your final papers.

Week 16 (12/11)	Final paper due
online	