



BED 4340 * Principles of Bilingual/ESL Education

CRN: 11704

Fall 2016

Wednesdays, 12:00-2:50 (Hybrid: 50% in classroom; 50% Online)

Room: EDUC 305

INSTRUCTOR INFORMATION:

Milagros M. Seda, Ed. D.
Education Building, Rm. 310-D

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Office Hours, room 310D: Tuesdays 11:00 am -11:45; 1:30 pm -3:15 pm

Online: Thursdays 10:30 am -12 noon; 1:30-3:30; Fridays 5-7 pm

Hybrid Schedule: See Hybrid Schedule of Topics in this syllabus

UTEP DROP POLICY

“At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline. A grade of “F” received due to disciplinary action imposed by the University (i.e. by the office of the Dean of Students) overrides a grade of “W” received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account” (UTEP 2014-2015 catalog).

COURSE INFORMATION

BED 4340 * Principles of Bilingual/ESL Education

3 Credit Hours

COURSE DESCRIPTION

Principles of Bilingual/ESL Education (3-1)

Emphasis is on the theory and practice of Bilingual Education and English as a Second Language. Focus on identification of program models in Bilingual/ESL education, including their historical, legislative, and philosophical foundations, as well as instructional frameworks for various programs. An additional focus is on the implementation of bilingual instruction with U.S. – Mexico border populations.

Prerequisite: *Admission to Teacher Education*

***Course is prerequisite to other BED courses on all Education degree plans.**

***This course is delivered as Hybrid through the Blackboard Learn System.**

COURSE PURPOSE

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 Bilingual/ELL schooling.

COLLEGE'S CONCEPTUAL THEME

This course aligns with the University and College of Education's mission and vision in addressing the preparation of educators/future teachers with a special emphasis and support for student learning and development within linguistically and culturally diverse border region settings. It provides students opportunities to apply bilingual/ELL education knowledge as they develop and/or deliver presentations and teaching activities that are aligned to the State standards.

COURSE OBJECTIVES: To develop a solid foundation in the following areas:

- History of Bilingual Education in the United States and in Texas, 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
- Politics of Bilingualism, including landmark court cases
- Identify sociocultural characteristics of ELLs
- Federal and State Policy, including NCLB
- Bilingual/Dual/ESL Program Models
- First and second language acquisition and research; Role of L1 in L2 learning;
- Oral language, reading, and writing to ELLs
- The role of culture in academic achievement
- Models of teaching and working with English language learners and Sheltered Instruction; Comprehensible Input;
- State Assessments for Bilingual/ELL students
- Texas Teaching Standards, Domains, and Competencies for Bilingual Education and English as a Second Language; EC-06 and 4-8.

REQUIRED TEXTS:

- 1) **Wright, W.E. (2015).** 2nd Edition. Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice. Caslon: Philadelphia.

(In the UTEP Bookstore OR <http://caslonpublishing.com/publication/foundations-teaching-English-language-learners/>).

Bilingual Generalist exams no longer exists, as of Aug. 2015. These have been replaced by Core Subjects EC-6 (291) and Core Subjects 4-8 (211). All teachers seeking bilingual certification will need to take either one of these tests, PPR, and the Bilingual Supplement (164) and the BTLTP.

2) Online: Texas Education Agency:

- *LPAC Decision-Making Process for the Texas Assessment Program*. Procedural Manual for the 2012-2013 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
- An Educator Guide to TELPAS
Educator Guide to TELPAS Grades K–12
<http://www.tea.state.tx.us/student.assessment/ell/telpas/#general>
- *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>
- *English Language Proficiency Standards (ELPS)*
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>
- *Texas Essential Knowledge and Skills (TEKS)* for your grade and/or subject,
<http://www.tea.state.tx.us/index2.aspx?id=6148>

GENERAL CRITERIA

Criteria for Discussions:

1. Maintain contact with peers and professor
2. Engage in interactive responses that are well thought out and appropriate for each topic that is discussed. Respond to question and to at least one other peer.
3. Keep up with the timelines for discussions.

Criteria for Written Assignments:

1. Write in an organized, clear, and concise manner and demonstrate depth of thought through analysis and synthesis of the information.
2. Demonstrate appropriate research skills, where applicable, that include:
 - a. correct form for citations
 - b. providing references as directed in the modules
 - c. limiting responses taken verbatim from resources to those that are correctly cited (Note: Any work that is used as your own without attributing to author constitutes plagiarism and is subject to sanctions by the university.)
3. Submit written responses within the parameters of the posted deadlines.
4. Prepare written assignments according to the directions posted for each module.
5. Use the following link as your resource:
<http://owl.english.purdue.edu/owl/resource/560/01/>

COURSE POLICIES

- Students will complete all assignments by the due date posted. Late assignments will be assigned reduced points. Assignments that are labeled “missing” by the Blackboard system **will not** be accepted without the instructor’s prior written approval.
- All discussion areas/written assignment links will be closed permanently after assignment deadlines, and any further entries will be ignored and will NOT count towards your grade.

- Maintain copies of all work submitted.
- If by the end of the first month of the semester, a student has not submitted any work, the student will be dropped from this course.
- The Instructor will be available through the blackboard email link and during posted office hours.

Class Participation within Hybrid Format:

- **Hybrid Delivery:** This class is delivered as Hybrid, which is 50% online and 50% face to face in the classroom. The Blackboard Learn system only supports the use of either Mozilla Firefox or Google Chrome. **IMPORTANT:** If you get a pop-up blocker, you must click on “allow” to avoid problems when taking quizzes. Being familiar with the Blackboard Learn is essential for doing well in this class. You will post all of your assignments and discussions to the Blackboard Learn system. Furthermore all of your quizzes/tests will be online. If you are not familiar with the Blackboard Learn system, then you will need to go to the ATLAS LAB at UTEP.

E-mail Policy:

- The instructor will answer e-mails Monday through Friday within 48 hours of receiving them.
- It is recommended that you check your UTEP Blackboard course and discussion area at least three times a week at minimum to keep up.

Technical Requirements and Assistance (Hardware/Software):

- **ATLAS Lab:** Please review both the Getting Started and the Technical Requirements links on the left side navigation within the course. Students who are not familiar with the online format for the Blackboard program may obtain assistance from the **ATLAS Lab** located in the Undergraduate Learning Center (UGLC), Room 202. Their hours of operation are Monday thru Thursday, 7:00 AM – 11:00 PM and Friday 7:00 AM – 3:00 PM and 4:00 PM – 10:00 PM. Contact information is etap@utep.edu, (915) 747-7875.
- **UTEP email ID:** You must have a UTEP email ID and a password before you can access Blackboard. UTEP automatically generates an email ID for you when you are entered into the system. If you do not have your ID or do not remember the ID or password, email (helpdesk@utep.edu) or call the Help Desk at (915) 747-5257.
- **Other assistance:** Email or Contact the Help Desk (915-747-5257) located in the UTEP library, Room 300, if you need further assistance with the Blackboard Learn system. Their hours of operation are Monday thru Friday 7:00 AM – 8:00 PM; Saturday, 9:00 AM thru 1:00 PM; Sunday, 12:00 PM thru 4:00 PM.

Time Management:

The rule of thumb for time planning for a course is approximately three (3) hours for every credit hour taken. This is a standard figure recommended across the board by American universities. For a 3 credit course, course you should expect to spend: 3 hours of class time + 9 hours of study and prep time = 12 hours per week.

Copyright Notice:

Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

Classroom Policies

- **Responses:** All responses in discussions, blogs, reflections, and writing assignments must be well thought out and appropriate for each topic that is discussed. All writing needs to be organized, clear, grammatically correct, and must include correct forms for citations and references.
- **Group Participation:** Students are responsible for working with their groups and maintaining a high level of professionalism and respect for one another as we engage in discussions and group work.
- **Quizzes:** All quizzes will be taken online on Blackboard. Each quiz consists of 20 multiple choice questions and *timed for 45 minutes*. You are required to take quizzes within the schedule posted on the Blackboard assessment link. You must adhere to the open/close dates for quiz windows. Pay attention to the due dates. Tests will NOT reopen. There are **no make-ups for quizzes. NO MAKE-UP TESTS WILL BE GIVEN WITHOUT MEDICAL PROOF (HARDCOPY) OF ILLNESS.**
- **Read and Study.** All content is taken from your readings. You need to *read and study* your chapters. Test items require critical thinking and understanding of the content. In order to do well on each quiz, you must read critically. Reading, studying, highlighting, and outlining or taking notes will be most helpful to you. Reading the assigned pages once or skimming through them will not promote *conceptual understanding* of the text.
- **Pretest/Posttest:** All students in BED 4340 are required to take a 2 hour online timed *pretest* at the beginning of the semester and a 2 hour posttest during finals week.
- **Due Dates:** Pay attention to the **due dates for the online tests/quizzes**. No excuses for missing the window for taking these tests/quizzes will be accepted. There will be **NO MAKE-UPS. Technology issues will not be excused.** It is strongly recommended that you not wait until the last available day to take the test. It is your responsibility to go to or find a compatible computer if one is not personally available. UTEP has several compatible computer labs at your disposal.
- **Assigned Court Cases:** You will be assigned to a group and a court case. You will have 15 minutes to present your court case in class and an additional 5-10 minutes to interact with the class regarding the content of your court case. All of your planning, discussions, and meetings will be done in the group discussion board that has been created for each of the groups. In addition you will prepare a two page summary of the court case and post to the Discussion link that has been created. This allows the rest of the class to access the link and retain a copy that can be printed and brought to class when groups present their court case. The due date for each group court case presentation is listed on the Calendar that is included in this syllabus. The group that is designated as Group 8 or Group 9 will present a court case other than those that are scheduled to be presented.

Additional Course Expectations, Requirements, and Etiquette

- **Arrive on time:** Arriving on time for each class meeting and remaining in class for its duration is required. Plan accordingly. Attendance is taken beginning the first day of class.
- **Absences:** Absence from a class meeting means missed work. You should seek out a class peer about any missed work. It is ***your responsibility*** to obtain the information covered during any missed class from a student class member as soon as possible so you may be prepared for the next class meeting. If absent, assignments are nonetheless, to be turned in on time via a classmate or

by turning it in at an earlier date. Any in-class assignments done while you are absent from class cannot be made-up.

- **Participation:** Classroom discussion and participation in presentations and activities are essential to learning from this course. Class activities will include participation in whole class and small group discussions, respectfully and insightfully engaging in discussions with the instructor and other students.
- **Electronics:** Cell phones must be set to ‘mute’! You may use Laptops in class only to access the Blackboard Learn system or additional resources online to enhance the group work or activity being done in the class.

GRADING SUMMARY

BED 4340

Assignment	Points
Pre-Test (Pretest score not included in grade calculations) 5 pts. for completing the test	5
Quizzes #1 through #5 (5x10 pts.)	50
Discussions (8 x 5pts.)	40
Court case summaries (7x 10pts)	70
Summary of Chapter 3	10
Summary of Chapter 11	10
Class presentations (10 pts. per person in each groups)	10
One page commentary	5
Multiple choice Post-test (100x1pt)	100
Total	300

**Note: You must complete all of the assignments for this class.
Missing assignments/assessments affect the overall final grade.**

Point Scale:	300-270	269-240	239- 210	209-180	179 and below
Percentages:	100-90% (A)	89-80% (B)	79-70 (C)	69-60% (D)	59% (F)

Grading, Conduct, and Ethics

You are preparing to be professional educators. In the education institution there is no room to be late on submitting documents or missing posted deadlines. But life happens. Therefore, the following are the consequences of neglecting to submit assignments or submitting assignments late.

Missing Assignments. Do not miss submitting assignments. For the first assignment that you miss, you will receive a zero (0). If you miss submitting an assignment for the second time, you will receive a zero (0) and a letter grade deduction on your final grade. If you miss submitting 3 or more assignments you will be dropped from the course or receive an F for your final grade.

Late assignments. Do not be late in submitting assignments. You have two (2) opportunities to be late with 50% point deduction. The 3rd time you are late the assignment will not be counted. The 4th time you are late you will receive a letter grade deduction on your final grade.

**Standards Assessed: Bilingual Standards II-VI:
Domain I Bilingual Education**

TEKS for English Language Arts and Reading (grades 2-8--TEKS 110.13; 110.14; 110.15; 110.16;110.18; 110.19; 110.20 <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>)

- The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism. **TEKS (b 1-30)**
- The bilingual education teacher knows the process of first and second language acquisition and development. **TEKS (b 1-30)**
- The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language. **TEKS (b 1-30)**
- The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy. **TEKS (b 1-30)**
- The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2. **TEKS (b 1-30)**

<p>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.</p>	
<p><i>SLOs: By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p>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</p> <p>1.2 Explain and present procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners.</p> <p>1.3 Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.</p> <p>1.4 Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</p>	<p>a. Quiz 1 Chapters 1 & 4</p> <p>b. #1: TExES Manual (EC-06,pgs. 11-17; 4th-8th, pgs. 23-80)</p> <p>c. Discussion Board Chapter 1</p> <p>d. Presentation on Court Cases</p> <p>e. Quiz 2 Chapter 89 & LPAC</p> <p>f. Text activity</p> <p>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</p> <p>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.</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>http://www.tea.state.tx.us/index3.aspx?id=3300&menuid3=793#lpac-manual</p> <ul style="list-style-type: none"> a. Quiz 3 Chapter 5 b. #2: TExES Manual (EC-06,pags. 16-17; 4th-8th, pgs. 35-40) c. PowerPoint: BED Models d. Text activity
<p>Competency 002</p> <p>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 (L1) and second language (L2).</p>	
<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>

2.1 Understands basic linguistic concepts in L1 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.

2.2 Demonstrates knowledge of major language components (phonetics, phonology, morphology, syntactic features, semantics, and pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.

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.

a. Quiz 4 Chapter 2

b. #3: TExES Manual (EC-06, pgs. 17-27; 4th – 8th pgs. 41-56)

c. Text activity

Competency 003

The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in **L1** and the development and

assessment of biliteracy.	
SLOs: <i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
<p>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.</p> <p>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 L1, and applies this knowledge to promote bilingual students' literacy development in L1.</p> <p>3.5. Discuss how to help students transfer literacy competency from L1 to L2 by using students' prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).</p> <p>3.7 Knows how to promote students' bi-literacy (e.g., by maintaining students' literacy in L1 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 L1 and L2, by including authentic children's literature in L1 and L2).</p>	<p>a. Quiz 9 Chapter 11</p> <p>b. #7: TExES Manual (EC-06, pgs. 20, 26-27; 4th-8th, pgs. 49-50, 64-67)</p> <p>c. Text Activity</p> <p>a. Quiz 10 Chapter 6</p> <p>b. #8: TExES Manual (EC-06, pgs. 23-24; 4th-8th, pgs. 70-80)</p> <p>c. Text activity</p> <p>a. Quiz 6 Chapter 8&9</p> <p>b. #5: TExES Manual (EC-06, pgs. 25-28; 4th-8th, pgs. 67-80)</p> <p>c. Text activity</p> <p>English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>An Educator Guide to TELPAS Educator Guide to TELPAS Grades K-12 http://www.tea.state.tx.us/student.assessment/ell/telpas/#general</p>

Competency 004	
The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.	
SLOs: <i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
<p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>a. Quiz 7 Chapter 10</p> <p>b. #6: TExES Manual (EC-06, pgs. 28-31; 4th-8th, pgs. 72-80)</p> <p>c. Discussion Board Chapter 10</p> <p>d. Text activity</p> <p>English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>An Educator Guide to TELPAS Educator Guide to TELPAS Grades K-12 http://www.tea.state.tx.us/student.assessment/ell/telpas/#general</p> <p>a. Quiz 5 Chapter 6</p> <p>b. Discussion Board Chapter 6</p> <p>c. #4 TExES Manual (EC-06, pgs. 29-30; 4th-8th, pgs. 72-80)</p> <p>d. Text activity</p> <p>a. Quiz 8 Chapter 1</p> <p>b. Text activity</p>

Guidelines for Presenting the Court Cases

The following is a guide to presenting the court case to which you have been assigned:

1. Each group must write a two page summary of their court case.
 - a. The rest of the class that is not in that group will write individual summaries of each court case that is not their assigned court case.
2. You can present your court case in the form of a drama skit, movie, puppet show, news report, musical presentation, debate, court case, power point presentation, etc.
3. The presentation should be between 20 and 30 minutes. Be sure to divide the time equally between members of the group.
4. I created a link on the Blackboard Learn system for you to post the summary of each of your court cases. This allows students to have a copy of your summary to view on their computer or to bring their own copy to the classroom on the day that is scheduled for each of your court case presentations.
 - a. Be sure to list the names of all students who participated in the preparation of the court case.
 - b. Remember to include APA citations page (<http://owl.english.purdue.edu/owl/resource/560/01/>)
5. I also created a link for you to post a description of the presentation you will do. The details for this are found on the Discussion link titled Group 1- Class pres.; Group 2- Class pres. Etc.

Note: Please remember to be culturally sensitive, professional and responsible when presenting your court cases. You may use humor, dramatic effects, and the like to relay your portrayal of the court case, but be sure that it is done in a tactful manner. Consult with me if you have any questions or concerns about this.

Questions to guide your research that you MUST answer in your presentation:

1. What was the history and background of the court case?
2. What were the events that led to the case?
3. Who were the people/parties involved and how did they get involved in such a case?
4. What were the arguments for both sides of the case? Please provide clear, succinct details.
5. What was the outcome of the case?
6. How did the outcome impact law and/or policy on the education of culturally and/or linguistically diverse student populations?
7. What is *your* interpretation of the law that was created due the outcome of the case? (You *must* provide this interpretation at the end of you presentation).

Making a Successful Court Case Presentation:

- **Digital video presentation.** Make sure that your video will work on the computer in the classroom *before* the day of your presentation. Or put your video in a format (DVD or the Internet to access) to easily access and open the day of your presentation.
 - **Be Ready.** Be sure to have *all* of your props ready.
 - **PowerPoint Presentations.** *Do not* read directly from the Power Point slides. Use the slides as GUIDES to what you will be saying. That is, you may *refer* to the content on the slides, but you must elaborate in your own words on the ideas presented on the slides. You must include at least one graphic in each slide.
 - **Note Cards.** *Do not read directly* from your notecards. Instead, use them as points of reference on which you will elaborate *in your own words*.
 - **Equal Roles.** Be sure that everyone in your group has an equal role in the preparation of the court case presentations and the presentation itself.
 - **Other forms:** Be sure that the other presentation form you have chosen clearly and accurately depicts the court case that is being presented
- Assessment Rubric for Discussion Board (See specific details for Discussion Rubric on page 16)**

Criteria 5 pts.	Excellent	Average	Needs Improvement
Response to question 3 pts.	Responds accurately to the question(s) that are posed	Responses are mostly accurate to the question(s) that are posed	No Response or does not accurately respond to the question(s) that are posed.
Response to at least one other peer 2 pts.	Response to peer is well thought out and well-articulated	Response to peer is somewhat well thought out or somewhat well-articulated.	Response is not well thought out and not well-articulated

Assessment Rubric for Summaries of the Court Cases

Criteria 10 pts.	Excellent Followed directions. Contains two or more pages Writing is clear and well thought out.	Average Mostly followed directions. Contains less than two pages. Writing is mostly clear, concise, and well-articulated.	Needs Improvement Did not follow directions. Contains less than one page. Writing is not clear, concise and/or is not well articulated.
Number of pages			
Formatting			
Mechanics (grammar, spelling, punctuation)			
Quality, depth, complexity of ideas			
APA style			

Assessment Rubric for Group Presentation of the Court Cases

Criteria 10 pts.	Excellent Fully demonstrated	Average Somewhat demonstrated	Needs Improvement Not demonstrated/or not applicable to presentation form used
Everyone had an equal role			
Interaction with audience			
Elaboration and explanation			
Culturally sensitive, professional and responsible in addressing language minority groups			
Addressed all seven questions See page 12 of syllabus			
The skit, movie, debate, etc. showed examples of the court case.			
The skit, movie, debate, etc. was informative.			
The skit, movie, debate, etc. was appropriate for the court case.			

RUBRIC for DISCUSSIONS (Specific criteria)

	3	2	1
Analysis / Interpretation	The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.	Some messages do analysis or interpretation well, but a significant number do not. This might be because the analysis was not done well or because it was not attempted (that is, was simply opinion).	Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.
Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar. Writing style can still be conversational rather than formal. The writing does not have to be flawless, but it will be better than average writing.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled.
Participation	Messages contribute to ongoing conversations, as replies to questions or comments, or as new questions or comments. Messages that originate a thread usually generate responses. Student does not start a topic or pose a question and then abandon it.	Some messages contribute to ongoing conversations, but others are disconnected. If the student starts a new thread, sometimes there is follow-up but sometimes there isn't. Student tries to further the class discussion but is not successful a significant number of times. Or, student posts a significant (though still a minority) number of messages that are off-the-cuff and do not contribute substantively.	Messages are unconnected with what others are saying, as if there is no conversation. No replies to other messages. Student never answers someone else's question. When student asks a question, there's no acknowledgment to any responses.

The University of Texas at El Paso Policies:

Accommodations through Disabled Student Services (DSS):

“Students having problems with testing, studying or learning, including those students with handicapping conditions, such as learning disabilities, vision or hearing impairments, or physical disabilities, must see the instructor by the end of the third week of class if accommodations are requested.”

If you feel that you may have a disability requiring accommodations and/or modifications, contact DSSO at 915-747-5148 or email: dss@utep.edu. You also can visit the DSSO website at www.utep.edu/dss or the DSSO office in Room 108 East Union Building.

Academic Dishonesty Statements:

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by the individual. In the classroom and in all other academic activities, 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 the graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

“Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.”

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, and the homepage of The Dean of Students (DOS) at <http://studentaffairs.utep.edu/dos>, may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

Also, the following is a website that gives a brief overview of how to accurately cite sources: <http://www.bedfordstmartins.com/online/citex.html>

Course Schedule Changes:

As course instructor, I reserve the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and class schedule are living documents and can change!



BED 4340 (11704) Course Schedule- Fall 2016

Dates classes meet in classroom and online	Topics, court cases, summaries, Quizzes	Pre/Post Tests And deadlines
August 24	Topic 1: <i>Who Are English Language Learners?(Ch. 1)</i>	Pretest Aug. 22-23
Aug. 31 & Sept. 7	Read Ch. 1 Post response to Discussion #1 Read Ch. 6 Submit two page summary of Ch. 6	See Bb for deadlines
Sept. 14	<i>Topic 2: Language Learning and Teaching (Ch. 3)</i> <i>Topic 3: Program Models for ELLs (Ch. 5)</i>	
Sept. 21 & 28	Post responses to Discussion 2 & 3 Court case summaries Quiz #1	See Bb for deadlines
Oct. 5	<i>Topic 4: Language (Ch. 2)</i> <i>Topic 5: Listening and Speaking (Ch. 7)</i>	
Oct. 12 & 19	Post responses to Discussion 4 & 5 Court case summaries Quiz #2	See Bb for deadlines
Oct. 26	<i>Topic 6: Reading (Ch. 8)</i> <i>Topic 7: Writing (Ch. 9)</i>	
Nov. 2 & 9	Post response to Discussion 6 Court case summaries Quiz 3	See Bb for deadlines
Nov. 16	<i>Topic 8: Content-area Instruction for ELLS (Ch. 10)</i> <i>Topic 9: Primary Language Support (Ch. 11)</i>	
Nov. 23	November 24 and 25 Thanksgiving Holiday	
Nov. 30	Post response to Discussion 7 & 8; Summary Ch. 11 Court case summary Quiz 4 & 5 Submit one page commentary about what you learned I the class	See Bb for deadlines
Dec. 5-9 Finals	Take a 100 item Multiple Choice post-test exam. You will earn 1 point for each question that is answered correctly, for a total of 100 possible points.	Posttest Dec. 5-9