

***BED 4317: Teaching and Empowering English Language Learners in
Secondary Schools
CRN 13850
Fall 2024
August 26th – December 5th***

Instructor: Reynaldo Reyes III, Ph.D. **Virtual Office:** By regular email
In-Person Office Hours: Location: COE, 801-C; Wednesdays, 11:30am – 1:00pm & Thursdays,
3:00-4:00pm
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Course Information

BED 4317 – Teaching and Empowering English Language Learners in Secondary Schools
3 Credit Hours
Location: Education Building, Rm. 307 and Blackboard online learning platform
Days and Times: Thursdays, 12:00pm-2:50pm

Course Description:

This course discusses the principles, challenges and issues facing English Language Learners in the social, cultural, academic, and personal contexts of secondary schools. Particular emphasis will be placed on various theoretical and pedagogical approaches to effectively teaching content and academic language.

Prerequisite: *Admission to Teacher Education*

Course Objectives and Student Learning Outcomes

Student learning outcomes will be evaluated with the assignments described below. At the conclusion of this course, the student should be able:

- To build a strong philosophical foundation to guide pedagogy that reflects and enacts high expectations of ELs/emergent bilinguals, immigrants, refugee, and marginalized student populations
- To develop a strong ethic of caring for ELs/emergent bilinguals, immigrants, refugee, and marginalized student populations
- To go beyond good teaching methods and develop a humanizing and empowering pedagogy for ELs/emergent bilinguals, immigrants, refugee, and marginalized student populations
- To learn the various ideas, concepts, and methods of sheltered instruction and other approaches to teach language and content in the mainstream and ESL classroom
- To learn and understand the various linguistic, sociocultural, academic, and personal complexities involved in the school experiences of ELs/emergent bilinguals, immigrants, refugees, and marginalized student populations

Topics to be Covered

- Who English language learners are and the role of lived experiences on their schooling
- History of Bilingual Education and teaching English learners in the United States
- Philosophies underlying the concepts of Bilingual Education and ESL Instruction
- Legal foundations of Bilingual Education and teaching English language learners

- Politics of Multilingualism
- Sociocultural factors in the education of emergent bilinguals/English learners
- Federal and State Policy
- Bilingual/Dual/ESL Program Models
- First and second language acquisition and research; Role of L1 in L2 learning
- Oral language, reading, and writing by ELLs
- Role of culture in academic achievement
- Models of teaching and working with English language learners and Sheltered Instruction; Comprehensible Input; Translanguaging
- State Assessments for Bilingual/EL students
- Texas Teaching Standards, Domains, and Competencies for Bilingual Education and English as a Second Language

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.

Required Text(s)/Sources of Information:

- 1) **Wright, W.E. (2019) *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Caslon: Philadelphia. 3rd Edition.**

This text can be purchased at the UTEP BOOKSTORE or directly from Brookes Publishing (<https://brookespublishing.com/caslon/>), Amazon, or other textbook sellers.

University Policy on Academic Integrity

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 their 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 graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

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.

Expectations of You, as a Future Educator

As a future educator, it is expected that you perform and practice your developing craft in the most ethical, respectful, and professional manner. Following these expectations, and the subsequent actions, is often reflected in how you perform in your present coursework and the

quality you invest in your own education. As such, all students are expected to be prepared for class, to “be present” in class by focusing on the task at hand and giving your attention to me and others, while not constantly checking your mobile device (face-to-face or online). Part of being a student at UTEP means you should also check your UTEP emails for communication, keep track of your performance in class through Blackboard, and being cognizant of who you want to become as an educator. Reading the assignments is essential to meaningful participation. Students are responsible for working with their groups. All students are required to maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

Classroom Policies

- ***Be prepared.*** That means reading your textbook and all assigned readings carefully, closely, and critically. Reading is the beginning of the journey toward understanding. If you do not read, you have no knowledge base. You have no foundation. How can you know something, if you do not even have the beginning of what you need to begin to know? And if you want to get certified as a teacher, you will be tested on this content you read and study in your courses. So, read, read, read!
- ***Participate.*** In order to get the most out of this course, and to really get a sense of what you know, understand, and are learning, your participation – which includes questions, debates, discussions, and reflecting (even in your own mind) – is vital. As such, you are expected to participate actively and contribute to get the most from this learning experience.
- ***Be responsible.*** As a future educator, how would you want your students to perform? What types of behaviors would you want them to exhibit? Develop habits and practices as a student that you can be proud of as an educator, and that you would want your students to learn from you. As such, no late work will be accepted. No excuses. No exceptions.
- ***Quality AND Quantity: Be Proud of Your Work.*** As prospective educators, you will hold the future and lives of students in your hands. For example, if you are responsible for teaching a student how to read, you better know how to teach a student how to read. As such, work hard. Go above and beyond. Produce high quality work. If you were a parent, would you want the teacher who always turned in work late as a college student, always had excuses about their poor performance, and barely passed their classes, but still graduated? Or would you want your child to have the teacher who was responsible, on-time, organized, had good grades, and did high quality work? As such, all students are expected to be prepared, be responsible, be organized, and to do good work. Do good work well.
- ***Attendance.*** Your successful completion to tasks and quality of work submitted is your presence in this course.

Texas State Board of Education (SBEC) Standards Assessed: Bilingual Standards II-III, ESL Standards I, III, IV, V and VI

Bilingual Standards

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

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

ESL Standards

- The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language
- The ESL teacher understands the processes of first- and second-language acquisition and uses
- The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL curriculum and instruction
- The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture
- The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction

These standards are addressed through various competencies that future educators (all levels, K-12) are expected to have within particular domains. The following competencies will be addressed and evaluated.

TEKS Link (ELPS): <https://tea.texas.gov/academics/instructional-materials/textbooks/breakout-englishelps.pdf>

BED/ESL Student Learning Outcomes based on SBEC Standards

<i>BED SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>ESL SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
<p>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>Explain and present procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners.</p> <p>Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education</p>	<p>Apply knowledge of theories, concepts, and research related to language learning to support students’ language development in English.</p> <p>Apply knowledge of theories, concepts, and research related to language learning to support students’ language development in English</p> <p>Demonstrate knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture</p>	<p>a. Chapters 1 & 3 Quiz</p> <p>b. Small group discussions, with informal evaluations of student learning based on a pre-determined expectations for student participation and expression of understanding and application of content and materials</p> <p>c. Analysis, Evaluation, Application via small group discussion based on content and ideas under study</p> <p>d. End-of-Class Quiz</p> <p>e. Chapter Responses through small group discussion</p>

<p>and bilingualism are perceived throughout the world.</p> <p>Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</p> <p>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>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>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>		<ul style="list-style-type: none"> a. Chapter 4 Quiz b. Small group discussions, with informal evaluations of student learning based on a pre-determined expectations for student participation and expression of understanding and application of content and materials c. Analysis, Evaluation, Application via small group discussion based on content and ideas under study d. End-of-Class Quiz

BED/ESL Student Learning Outcomes based on SBEC Standards

<p><i>BED SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i></p>	<p><i>ESL SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p>Understands convergent research related to bilingual education (e.g., best instructional practices as</p>	<p>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials</p>	<ul style="list-style-type: none"> a. Chapter 2 Quiz b. Small group discussions, with informal evaluations of student learning based on a pre-

<p>determined by student achievement) and applies convergent research when making instructional decisions.</p> <p>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.</p> <p>Demonstrates knowledge of major language components (phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>Analyzes and uses effective, developmentally appropriate methodologies and strategies for</p>	<p>determined expectations for student participation and expression of understanding and application of content and materials</p> <p>c. Analysis, Evaluation, Application via small group discussion based on content and ideas under study</p> <p>d. End-of-Class Quiz</p>
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<p>teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.</p> <p>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.</p>		
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BED/ESL Student Learning Outcomes based on SBEC Standards

<i>BED SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>ESL SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
<p>Identifies types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.</p> <p>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>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,</p>	<p>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials</p> <p>Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students' English language proficiency.</p> <p>Modify planning procedures for effective, developmentally appropriate ESL instruction</p> <p>Engage students in critical-thinking processes</p>	<p>a. Chapter 5 & 10 Quiz</p> <p>b. Small group discussions, with informal evaluations of student learning based on a pre-determined expectations for student participation and expression of understanding and application of content and materials</p> <p>c. Analysis, Evaluation, Application via small group discussion based on content and ideas under study</p> <p>d. End-of-Class Quiz</p> <p>e. Chapter 7,8, & 10 Quiz</p> <p>f. Small group discussions, with informal evaluations of student learning based on a pre-determined expectations for student participation and expression of understanding</p>

<p>decoding skills, comprehension strategies).</p> <p>Knows how to promote students' biliteracy (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>and application of content and materials</p> <p>g. Analysis, Evaluation, Application via small group discussion based on content and ideas under study</p> <p>h. End-of-Class Quiz</p>
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BED/ESL Student Learning Outcomes based on SBEC Standards

<i>SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>ESL SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
<p>Explain 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>Creates authentic and purposeful learning activities and experiences in both L 1 and L2 that promote students' development of cognitive-academic language proficiency</p>	<p>Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students' English language proficiency.</p> <p>Integrate technological tools and resources into the instructional process</p> <p>Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency)</p> <p>Use ongoing assessments to plan and adjust instruction that addresses</p>	<p>a. Chapter 9 Quiz</p> <p>b. Small group discussions, with informal evaluations of student learning based on a pre-determined expectations for student participation and expression of understanding and application of content and materials</p> <p>c. Analysis, Evaluation, Application via small group discussion based on content and ideas under study</p> <p>d. End-of-Class Quiz</p> <p>e. Chapter 6 Quiz</p> <p>f. Small group discussions, with informal evaluations of student</p>

<p>and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS).</p> <p>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>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>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>individual student needs and enables ESL students to achieve learning goals</p>	<p>learning based on a pre-determined expectations for student participation and expression of understanding and application of content and materials</p> <p>g. Analysis, Evaluation, Application via small group discussion based on content and ideas under study</p> <p>h. End-of-Class Quiz</p> <p>i. Chapter 11 Quiz</p> <p>j. Small group discussions, with informal evaluations of student learning based on a pre-determined expectations for student participation and expression of understanding and application of content and materials</p> <p>k. Analysis, Evaluation, Application via small group discussion based on content and ideas under study</p> <p>l. End-of-Class Quiz</p>
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Course Requirements and Points Scale

420 – 378 = A (Excellent)
377 – 336 = B (Good)
335 – 294 = C (Average)
293 – 252 = D (Below Average)
251 and below = F (Fail)

1. **Attendance/Participation**: As a future educator, it is vital that you attend class, arrive on time, and participate. It is a minimum expectation and part of your professional development.

You will not “earn” a grade or points for attendance or participation, but your final grade will be impacted for arriving late to class, not attending class, and/or not participating in discussions in a high quality manner. Additionally, the more you participate in class, the easier it will be for me to remember you. And that can have an impact on your final grade. For example, if you are 1 point away from an “A”, and you actively participated in class almost daily, you will have earned that point to “bump” you into the “A” range.

All students are responsible for attending and participating in class regularly and on time, which includes on-line attendance and participation (if applicable). Engagement in classroom discussion and presentations and activities are essential to your learning and professional development in this course. Class activities will include participation in whole class and small group discussions, and respectfully and insightfully responding to and engaging in discussion with the instructor and other students. This includes not texting or using your phone while I or others are speaking, presenting, and the like in class. When you are present, truly “be present.”

(Points procedure on not attending or participating in class)

***After one missed class, for every class session that you miss, 5 points will be subtracted from your points total for the course.**

(Points procedure on arriving late to class)

***After the first time, for every class session that you arrive late to class (within 10 minutes after the start of class) or do not participate in the designated timeframe, 3 points will be subtracted from your points total.**

2. **Reading Quiz** [110 points, 11 quizzes x 10pts. each]

You will take a quiz on Blackboard based on the assigned readings for the week. You need to take the quiz prior to the start of class. The quiz will close every Thursday at 12:00noon (the start of class). So you can take it anytime it opens from Sunday, 11:59pm – Thursday, 12:00noon (the start of class).

You may not use your textbook while taking the quiz. *NOTE: *This is based on an Honor System, and it may actually be more detrimental to your score if you try to find answers in the textbook, since the quizzes are timed.*

The quizzes are created to test what you remember from the reading. That is, they will simply see if you’ve done the assigned reading for the week. That is why you will take the Reading Quiz before the start of class. Hopefully, this ensures that you have read for the week. They are not

created to test your conceptual UNDERSTANDING of the material you read. The conceptual understandings will be developed through further discussion of the readings and Key Terms in class. The Reading Quizzes are designed to ensure that you begin to develop your knowledge foundation on the topics presented by reading important content and getting exposed to information. That's where it all begins...reading. Unless it is a Blackboard, technical, or Internet connectivity issue, you will not be allowed to make up any missed quizzes. (Please communicate with me immediately if you do encounter problems taking the quiz. Blackboard does indicate to me whether you were able to respond to quiz questions or not). **No exceptions.**

3. End-of-Class Quiz [110 points, 11 quizzes x 10pts. each]

This quiz is based on the *Guiding Questions* you will find at the beginning of each chapter and will also be taken on Blackboard. You will take the quiz after each class session. It will open at 3:00pm (after class) every Thursday and close on Saturday, 11:59pm.

The best way to prepare for this quiz is to study based on the content in the Guiding Questions.

***Please note completion deadlines on Blackboard.**

4. Service-Learning Observation Hours: You are required to tutor/mentor a student who is an English language learner for a minimum of ten (10) hours as part of your observation hours requirement prior to student-teaching. You are welcome to do more tutoring/mentoring beyond this minimum, if you so desire. You will be required to get signatures from your collaborating teacher at the school site you choose as evidence of your tutoring/mentoring.

You will not be given a grade for these hours, but credited observation hours.

Materials needed to begin the process of finding a school site and communicating with principals and teachers will be provided in class (letters of understanding, signature sheets, etc.).

**NOTE: This service-learning component of the course is an opportunity to build your pedagogical and professional skills and knowledge. If there is any indication from the teachers and/or principals who are overseeing your work that you are engaged in any unprofessional behavior (e.g. texting while you should be tutoring/mentoring, arriving at your school dressed unprofessionally, etc.) you will fail this assignment. On the other hand, if you feel uncomfortable in the classroom or school setting during this experience, please let me know immediately. We will address it and make any necessary changes to ensure that you are in a positive and professional environment while you complete this assignment.*

IMPORTANT: Reach Chapter 11 of the textbook *BEFORE* you begin your tutoring/mentoring hours.

5. Key Takeaways Tutoring/Mentoring Reflection Paper [100 points]:

Reflecting on your tutoring/mentoring observation hours is essential to your professional development. You will be required to write five (5) key takeaways from this experience by detailing for EACH takeaway a) **what** approach and/or thinking you used based on what you learned in the course on teaching English learners, b) **how** you applied that approach and/or thinking, c) **why** you applied that approach, and d) the **outcome** of this particular experience from the key takeaway.

Use this opportunity to 1) help you begin to understand the more complex, interpersonal levels of what is covered in the textbook from working with a student who is an English language learner, 2) to experience, document, and make connections through analysis with the ideas, concepts, and/or pedagogy you study in this course.

(Steps and Rubric) For **EACH Key Takeaway**, do the following:

- 1) First, you will number EACH Key Takeaway (1-5).
- 2) Provide some context to the takeaway. In parenthesis and bolded, write “Context”. Briefly describe the situation with the English learner. What subject? What classroom or setting? How many students? What was the teaching-learning dynamic? What were they struggling with? What was the learning objective? What was the linguistic struggle? You don’t have to address all of these questions, but ones that are applicable. Just give a sense of what was going on at that moment. (**15pts.**, 3pts. each)
- 3) Then name **WHAT** approach or thinking you used to address the situation or problem the student was having. In parenthesis and bolded, write “What”. Simply, **just name it**. For example, did you use Sheltered Instruction? Did you use Native Language Support or Translanguaging? You don’t have to describe it yet. (That’s the next step) *NOTE: Each of your five (5) must be different from each other. They can’t all be, for example, Sheltered Instruction. (**5pts.**, 1pt. each)
- 4) Then, describe concretely **HOW** you did what you named. In parenthesis and bolded, write “How”. Describe the steps you took or process behind what you did. This will be a little more detailed and in-depth. (**20pts.**, 4pts. each)
- 5) Next, tell me **WHY** you chose that approach or way of thinking. In parenthesis and bolded, write “Why”. This will be your analysis. *You will “unpack” the meaning or significance of your pedagogical choices at this point.* Based on what you’ve studied in the course, give a rationale using ideas from the reading to support your choice of approach or thinking. (**35pts.**, 7pts. each)
- 6) To support your analysis, provide a brief quote from the textbook (1-2 sentences long). That quote should support and/or connect with the analysis you’ve provided. Provide the page number of the quote. And don’t let the quote stand alone. Provide some of YOUR writing and thinking “around” the quote (before or after). (**10pts.**, 2 pts each)
- 7) Finally, what was the **OUTCOME** of this particular Key Takeaway? In parenthesis and bolded, write “Outcome”. This part needs to address what you **AND** the student experienced. What happened at the end? Did you observe the student learning? Was there a breakthrough? Did they still struggle? How did you feel about the approach you used? Did you have an important realization about your approach and/or thinking at that moment? (**15pts.**, 3pts each)
- 8) Font should be Times New Roman, 12-point; double-space
- 9) You may submit your paper ANY TIME during the semester once you are done with your 10 hours of tutoring/mentoring service. A submission link will be available on Blackboard where you will submit it.
- 10) You must turn in your official COE log sheet at the time you turn in your paper. I will not grade your paper unless I have your log sheet. There will be a link on Blackboard where you can submit the Observation Log.
- 11) Submit your paper as a Word document attachment (NOT a PDF).
- 12) The last day to submit your paper will be indicated in the Course Schedule below.

***NO LATE PAPERS WILL BE ACCEPTED.**

***How will you be graded?** Holistically, based on points assigned to each section (per rubric above). If you are missing or do not address any of what is outlined here, points will be taken away. You are graded on quality of work.

6. **The MENTE Project**: To be discussed at a later date.

7. **Final Exam** [100 points]

The Final Exam will be an exam with the following question types: True/False and multiple choice. Many of the questions will be scenarios and problem-solving questions that ask you to utilize the knowledge and skills you have acquired from the course textbook, and the activities in which you engaged daily during this course.

You will only be allowed to use your brain for the final exam. No notes, textbook, or help from your buddies! There are 50 questions (2 points each). You will have 60 minutes to complete the exam.

Once you complete the exam, then that's all. Congratulations! You have completed the course!

Course Schedule/ Topics/ Readings/ Due Dates

1. (**August 29th**) – Topic: *Understanding the Lives of Students and Your Role as a Thinker & Educator*
 - Introductions & Setting the Tone for Learning, Thinking, & Becoming in the Course
 - Video: *Immersion*
2. (**September 5th**) - Topic: *Who Are English Learners?*, [TEExES Competencies 1.1 - 1.5]
 - Read: **Wright, Chapter 1**
 - Reading Quiz #1
 - Key Terms Discussion
 - Topics Activity & Analysis
 - End-of-class Quiz #1
3. (**September 12th**) – *Language*, [TEExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6]
 - Read: **Wright, Chapter 2**
 - Reading Quiz #2
 - Key Terms Discussion
 - Topics Activity & Analysis
 - End-of-class Quiz #2
4. (**September 19th**) – Topic: *Language Learning & Teaching*, [TEExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6]
 - Read: **Wright, Chapter 3**
 - Reading Quiz #3
 - Key Terms Discussion
 - Topics Activity & Analysis
 - End-of-class Quiz #3

5. (**September 26th**) - Topic: *Language & Education Policy for ELLs*, [TEExES Competencies 1.1 - 1.5]

-Read: **Wright, Chapter 4**

-Reading Quiz #4

-Key Terms Discussion

-Topics Activity & Analysis

-End-of-class Quiz #4

6. (**October 3rd**) – Topic: *Instructional Models & Programs*, [TEExES Competencies (EC-6) 1.7 – 1.8 & (4-8) 1.7 – 1.10]

-Read: **Wright, Chapter 5**

-Reading Quiz #5

-Key Terms Discussion

-Topics Activity & Analysis

-End-of-class Quiz #5

7. (**October 10th**) – Topic: *Assessment*, [TEExES Competencies (EC-6) 3.1 – 3.2, 16.1 – 16.4, (4-8) 3.1 – 3.7 & 4.1 – 4.5)]

-Read: **Wright, Chapter 6**

-Reading Quiz #6

-Key Terms Discussion (Wright, Chapter 6; terms 1-11 in left column on first page of chapter, beginning with “accommodations” and ending with “multiple measures”)

-Topics Activity & Analysis

8. (**October 17th**) – Topic: *Assessment (continued)* [TEExES Competencies (EC-6) 3.1 – 3.2, 16.1 – 16.4, (4-8) 3.1 – 3.7 & 4.1 – 4.5)]

-Read: **Wright, Chapter 6** (continued)

-Key Terms Discussion (Wright, Chapter 6 continued; terms 12-22 in left column on first page of chapter, beginning with “next-generation assessments” and ending with “value-added measures”)

-Topics Activity & Analysis

-End-of-class Quiz #6

9. (**October 24th**) – Topic: *Listening & Speaking*, [TEExES Competencies 4.1 – 4.3]

-Read: **Wright, Chapter 7**

-Reading Quiz #7

-Key Terms Discussion

-Topics Activity & Analysis

-End-of-class Quiz #7

10. (**October 31st**) – Topic: *Reading*, [TEExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7]

-Read: **Wright, Chapter 8**

-Reading Quiz #8

-Key Terms Discussion

-Topics Activity & Analysis

-End-of-class Quiz #8

11. (November 7th) – Topic: *Writing* [TExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7]

-Read: **Wright, Chapter 9**

-Reading Quiz #9

-Key Terms Discussion

-Topics Activity & Analysis

-End-of-class Quiz #9

12. (November 14th) – Topic: *Content-Area Instruction for ELLs* [TExES Competencies 4.4 – 4.5]

-Read: **Wright, Chapter 10**

-Reading Quiz #10

-Key Terms Discussion

-Topics Activity & Analysis

-End-of-class Quiz #10

13. (November 21st) – *Primary Language Support, Effective Instruction & Advocacy* [TExES Competencies 4.4 – 4.5; TExES Competencies (EC-6) 3.3 – 3.7 & (4-8) 2.7, 3.4 – 3.5]

-Read: **Wright, Chapter 11**

-Reading Quiz #11

-Key Terms Discussion

-Topics Activity & Analysis

-End-of-class Quiz #11

14. (November 28th) – **NO CLASS, Thanksgiving Holiday Week**

-(December 1st) - **DUE**: Key Takeaways Paper, by 11:59pm

15. (December 5th) – **(Last Day of Class) Wrap-up & Exit Interview**

-Final Exam - Must be completed by Monday, December 9th, 11:59pm

Students with Disabilities

If you have or suspect a disability and need accommodations you should contact Disabled Student Services Office (DSSO) at 747-5148 or at dss@utep.edu or go by Room 106 Union East Building. 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 106. 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.

*Please note that this syllabus is subject to changes and/or adjustments.