

***BED 4317: Teaching and Empowering English Language Learners in
Secondary Schools
CRN 24751
Spring 2023
January 17th – May 2nd***

Instructor: Reynaldo Reyes III, Ph.D. **Virtual Office:** By regular email
In-Person Office Hours: Tuesdays, 11:00am – 12:00pm; Thursdays, 12:00 – 1:00pm
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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: Tuesdays, 12:00-2:50pm

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.

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 and bilingualism are perceived throughout the world.</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>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 determined by student achievement) and applies</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-determined expectations for student participation and expression of understanding

<p>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 teaching English as a Second Language (ESL) and for</p>		<p>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>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, decoding skills, comprehension strategies).</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 and application of content and materials</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>		<ul style="list-style-type: none"> g. Analysis, Evaluation, Application via small group discussion based on content and ideas under study h. End-of-Class Quiz
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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 and content-area concepts and skills as defined in the state</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 individual student needs and enables ESL students to achieve learning goals</p>	<ul style="list-style-type: none"> a. Chapter 9 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 e. Chapter 6 Quiz f. Small group discussions, with informal evaluations of student learning based on a pre-determined expectations for

<p>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>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

470 – 423 = A (Excellent)
422 – 376 = B (Good)
375 – 329 = C (Average)
328 – 282 = D (Below Average)
281 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 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. Virtual Field Experience Observation Documentation [10 Observation Documentations x 5 points each = 50 points]

As part of earning field experience observations hours prior to Student Teaching/Internship, you will be required to view videos of teaching and learning on The Teaching Channel (teachingchannel.com) website and submit documentation that you have completed the daily observation. You will need to subscribe to the Teaching Channel site.

You will then view 1 hour of video each week (until you have completed all hours), for a total of **10 hours** of video for the course. Here is what you need to submit **for each Observation Documentation:**

- a. View any video(s) on the Teaching Channel each designated week, for approximately 1 hour of viewing or so. Just be sure that in the end you have a minimum of 10 hours total to enter in the College of Education observation log. This can be any video or combination of videos, as long as the combined time of viewing adds up to approximately one (1) hour or so per designated week. *NOTE: **You are not allowed to watch the same video for these 10 hours. You must watch a different video or group of videos each observation.**
- b. Document your video viewing/observations by providing the following information on a Word document and submitting it each day at the link “Observation Documentation”:
 - a. Create your documentation on a 1-page Word Document (Double space, 12-point font, Times New Roman)
 - b. For each hour’s observation documentation, provide the following information (number each item below accordingly):
 - 1) Title of video(s) viewed
 - 2) Length of time for each video. Add up the time from each video and provide the total time. Remember, the total time must add up to around one (1) hour.
 - 3) Finally, because this is official documentation that involves your adherence to official College of Education and State of Texas policy on professional teacher preparation, you **MUST** submit a Statement of Certification with each observation log. **You WILL NOT receive credit for the observation if this statement is not included with the log.** Type the following in quotes at the end of your document (for EACH observation log you submit):

“I, (your name and student ID here), certify that I have observed teaching and learning dynamics on The Teaching Channel website for a minimum of one (1) hour on this date of (date of observation(s) here), having met all requirements for this assignment as outlined by Dr. Reyes, with the understanding that the College of Education requires, per the Texas Administrative Code of the Texas Education Agency, that such observations be documented and reported as partial fulfillment of the minimum thirty (30) hours of field experience required prior to Student Teaching and as part of my professional educator training and preparation.”

- c. Submit at the assignment link “Observation Documentation” on the designated week on Blackboard.
- d. **NOTE:** When you do the video observations, you also must complete the **College of Education Observation Log**, which you will find on the Home Page of the course on Blackboard. You will submit this by the last day of class. When you fill in the information, write “N/A” for “School” at the top; Write the time you started and ended watching the video for “Time In” and “Time Out”; Write three (3) very short, bulleted descriptions of what you observed in the video (it does not have to include everything that you viewed, but just the activities you would like to highlight); put “Dr. Reyes” for Cooperating Teacher and my email (rreyes9@utep.edu); for “Mode of Observation” put “video-based”.

5. **Key Takeaways Paper** [100 points]

You will write a 2-3 page analysis based on your observations of teaching and ideas on teaching-learning that you viewed on Teaching Channel. Follow the instructions for this exactly as outlined here (See *Exemplar: Key Takeaways Paper* on the Homepage of the course). Do the following for the Key Takeaways Paper EXACTLY as outlined here:

1. Type on a Word document (1.5 spacing, 12-point Times New Roman font)
2. At the top of the page provide titles of the videos you will be referring to in the paper. Just put in parenthesis, each separated by a semicolon)
3. Then, from the sum of one or multiple videos you viewed briefly write five (5) “key takeaways” (big or important ideas related to teaching or learning) **in bullet form** from a video or group of videos. Each “takeaway” should note and briefly describe a) a teaching approach or strategy you observed in a video, and what you experienced and learned from MENTE, followed by b) analysis of that approach/strategy and experience by writing of its importance or significance. If one takeaway, for example, involves *Cooperative Learning*, you will describe how *Cooperative Learning* was done that you observed in the video, and then in 3-4 sentences the importance/significance of that approach for teaching and learning. **Phrase the importance/significance by stating it as, “This is important for me to know as a future educator because....” followed by analysis of how or why the details of what you observed is important or significant for student learning and your teaching.** This phrase will ensure that you specifically address the importance/significance of what you observe.
4. Next, **for EACH Key Takeaway**, choose a short quote from the textbook to make a connection between that Takeaway you observed and what you studied in the course. But don’t just “throw” the quote in there to “stand alone.” Contextualize it with your own writing before and/or after the quote. The quote (and what you write around it) should support your thinking and analysis on the effectiveness and impact of that teaching approach/idea, in particular as it relates to teaching English language learners. The quote should be no longer than 1-2 sentences. Put it in quotation marks and provide the page number at the end of the quote (use APA format and style; See Purdue OWL APA on Google for help).
5. **After the quote**, in 2-3 sentences discuss HOW and/or WHY the content/ideas from that quote “connects” with or supports that particular Takeaway. (*See Exemplar on the Homepage of the course under “Exemplars” to see exactly how a Key Takeaway analysis needs to be done). Provide a substantive, final concluding analysis that makes such connections.
6. Submit at the assignment link “Key Takeaways Paper” at the designated week on Blackboard.

This is how **each Key Takeaway** should be written (see Exemplar on Blackboard):

- I. Brief description of what was observed
- II. “This is important...” sentence, with 2-3 sentences of analysis, telling me WHY it is important (something of substance that goes beyond just the “I can use this in my teaching”-type of language)
- III. Quote from textbook that is surrounded by own wording; the quote should NOT stand alone without any context
- IV. “Connecting” analysis between ideas in the quote and what was observed

***Please note submission deadlines on Blackboard.**

6. ***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. The best way to prepare for this quiz is to study based on the content in the Guiding Questions. You will have until the end of the day that we have class to complete this quiz in each designated week that this quiz is to be taken.

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

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 90 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. **(January 17th)** – 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. **(January 24th)** - Topic: *Who Are English Learners?*, [TEExES Competencies 1.1 - 1.5]
-Read: **Wright, Chapter 1**
-Reading Quiz #1
-Key Terms Discussion (Wright, Chapter 1, terms 1-11 in left column on first page of chapter; beginning with “additive bilingualism” and ending with “language majority student”)
-Topics Activity & Analysis
-DUE: Observation Documentation #1
3. **(January 31st)** – Topic: *Who Are English Learners? (continued)*, [TEExES Competencies 1.1 - 1.5]
-Read: **Wright, Chapter 1** (continued)
-Key Terms Discussion (Wright, Chapter 1 continued; terms 12-22 in right column on first page of chapter, beginning with “language minority student” and ending with “superdiversity”)
-End-of-class Quiz #1
-Topics Activity & Analysis
-DUE: Observation Documentation #2
4. **(February 7th)** - *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
-DUE: Observation Documentation #3
5. **(February 14th)** – 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
-DUE: Observation Documentation #4
6. **(February 21st)** - 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
-DUE: Observation Documentation #5

7. **(February 28th)** – Topic: *Instructional Models & Programs*, [TExES 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
-DUE: Observation Documentation #6
8. **(March 7th)** – Topic: *Assessment*, [TExES 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
-DUE: Observation Documentation #7
9. **(March 14th)** – **Spring Break (no class)**
10. **(March 21st)** – Topic: *Assessment (continued)* [TExES 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
-DUE: Observation Documentation #8
11. **(March 28th)** – Topic: *Listening & Speaking*, [TExES Competencies 4.1 – 4.3]
-Read: **Wright, Chapter 7**
-Reading Quiz #7
-Key Terms Discussion
-Topics Activity & Analysis
-End-of-class Quiz #7
-DUE: Observation Documentation #9
12. **(April 4th)** – Topic: *Reading*, [TExES 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
-DUE: Observation Documentation #10

13. (**April 11th**) – 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
14. (**April 18th**) – 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
15. (**April 25th**) – (**Last Day of Class**) *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
-Checklist Reflection & Discussion: *Deeper Learning Competencies and Empowerment*
-**DUE**: Key Takeaways Paper
16. (**May 2nd**) – *Wrap-up & Toward Final Exam (online)*
-Final Exam (1.5 hours); Must be completed by Tuesday, May 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.