

***BED 4317: Teaching and Empowering English Language Learners in
Secondary Schools
(Hybrid)
CRN 35944
Summer 2021
June 7th – July 30th***

Instructor: Reynaldo Reyes III, Ph.D. **Virtual Office:** By Blackboard or regular email
Office Hours: Daily; will respond to email within 24 hours
E-mail: rreyes9@utep.edu **Phone:** 747-8817

Course Information

BED 4317 – Teaching and Empowering English Language Learners in Secondary Schools
3 Credit Hours
Location: (Hybrid) Education Building, Rm. 307 and Blackboard online learning platform
Days and Times: (Hybrid) Tuesdays, 1:30-4:20pm and Online, 8 weeks

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 Caslon Publishing, 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 in Blackboard, 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 and activity in Discussion Board forums, through written responses 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. End-of-Class Quiz d. Chapter Responses through small group discussion e. Virtual Field Experience Reflection

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> <ul style="list-style-type: none">c. End-of-Class Quizd. Chapter Responses through small group discussione. Virtual Field Experience Reflection
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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. End-of-Class Quiz</p> <p>d. Chapter Responses through small group discussion</p> <p>e. Virtual Field Experience Reflection</p> <p>f. Chapter 7,8, & 10 Quiz</p> <p>g. 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"> h. End-of-Class Quiz i. Chapter Responses through small group discussion j. Virtual Field Experience Reflection
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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. End-of-Class Quiz d. Chapter Responses through small group discussion e. Chapter 6 Quiz f. Small group discussions, with informal evaluations of student learning based on a pre-determined expectations for student participation and expression of understanding

<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>and application of content and materials</p> <ul style="list-style-type: none">g. End-of-Class Quizh. Chapter Responses through small group discussioni. Virtual Field Experience Reflection <ul style="list-style-type: none">j. Chapter 11 Quizk. In-class, 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 materialsl. End-of-Class Quizm. Chapter Responses through small group discussionn. Virtual Field Experience Reflection
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Course Requirements and Points Scale

340 – 306 = A (Excellent)
305 – 272 = B (Good)
271 – 238 = C (Average)
237 – 204 = D (Below Average)
203 and below = F (Fail)

1. **Preparation/Attendance/Participation**: As a hybrid, 8-week summer course, you are expected to be actively involved in the various assigned activities in-person and on Blackboard to meet the weekly learning objectives. All students are responsible for meeting on the designated in-person meeting times and logging onto class and demonstrating their presence. This will be determined by a) your presence in class, b) indication by Blackboard that you have logged on, and c) your ability to complete assignments and tasks according to deadlines.

2. **Reading Quiz [80 points, 8 quizzes x 10pts. each]**: You will take a quiz based on the assigned reading(s) 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(s) 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 contextualizing Key Terms on the Discussion Board. The Reading Quizzes will help build your foundation on the topics presented by reading important content and getting exposed to information. That's where it all begins...reading. **You will not be allowed to make up any missed quizzes. No exceptions.** ***You must take the Reading Quiz by Tuesday, 1:30pm, of every week.**

3. **End-of-Class Quiz [80 points, 8 quizzes x 10pts. each]**: This quiz is based on the **Guiding Questions** you will find at the beginning of each chapter. You will see the Guiding Questions that you will be quizzed on at the week's tasks description on Blackboard. Some quizzes will be 2 questions (5pts. per question), and some may be 5 questions (2pts. each question). To prepare for this quiz, you MUST, at a minimum, be able to answer all aspects of the Guiding Questions. **You will not be allowed to make up any missed quizzes. No exceptions.** ***You must take this End-of-Class quiz by Friday, 11:59pm, of every week.**

4. **Key Terms Discussion [80 points, 8 postings x 10pts. each set]**:
Description: This Discussion Board activity requires you to **discuss** all Key Terms for each chapter of the course textbook. There are two parts to this week task: 1) Your original post, and 2) Your response to a class member's context sentences of their original posts. Your **original postings** (Key Term definitions with Context Sentences) must be posted by **Thursday, 11:59pm of Each Week** (at the very latest; **if you do not post your first post by this time, you will automatically lose 1 point**). This will give some time for others to respond to group members the rest of the week. Your responses to a group member is due by **Sunday, 11:59pm.** *NOTE: If you find that some or most of your group members have not posted by this time, **you will be allowed to respond to a member of another group for that time (so you can complete the task in a timely manner).** Your assigned groups can be found on the Home Page of the course.

Learning Objective: *To define, discuss, and contextualize the Key Terms *through evidence of how you think about the concepts and ideas within each one from what you and your group member write in the context sentences.* How will you do this? By doing the following:

- 1) Find and go to your assigned Group # discussion thread and begin to post each Key Term by clicking “Reply” to that post. Each group will have their own Key Term discussions of all Key Terms, taking place within your assigned group.
- 2) Begin to post Key Terms within your designated group, one post at a time for EACH Key Term (DO NOT put all Key Terms within one post). **Number** EACH Key Term that you provide in each post. NOTE: This indicates to me that you provided all Key Terms from the chapter. So I must see each Key Term numbered;
- 3) After writing the Key Term with the number, then provide the following **within that one post for that Key Term** with the corresponding letters below (again, all of the following should be in one post for that one Key Term):
 - a) **a definition, quote, or sentence from the textbook** that you feel helps you to begin to understand the Key Term best. The definition should come from within the chapter itself. The definition or sentence can be verbatim from the textbook. Put what you cite or quote in quotation marks. **Provide in parenthesis at the end of this textbook definition or sentence the page number where you got it from.**
 - b) Next, with one space in-between, write **3-5 context sentences** (at the most) that best *contextualize* or *illustrate/situate* EACH Key Term and are relevant to and align with each term somehow. When you contextualize, such as an example of “guided reading,” the sentence(s) can be based on a personal experience that you or family member had, something you observed in a classroom or school recently or from the past, something you read somewhere else, a discussion with a peer or professor, or maybe a movie scene or song lyrics that the Key Term reminds you of. For example, for a key term like “Guided Reading,” you can write in detail about your own experience with this teaching approach when you were in school. To *illustrate/situate* a Key Term like “Lau Remedies,” which is based on a Supreme Court decision, (so something a little more technical), you can write in narrative form how a recently-arrived immigrant student who speaks no English is benefitting from a teacher who follows the Lau Guidelines because the school has an ESL program that uses teaching approaches that makes the content more comprehensible by using modified content in the textbooks and a lot of visuals.

Basically, what does the Key Term remind you of? What might the Key Term look like through an illustration/situation that you describe? The most important thing is that these sentences are **ORIGINAL and FROM YOU** (not the textbook) and reflects some sense that you understand the essence of each Key Term, in your own words. I DO NOT want to read “textbook language” in these context sentences, or something you found on a website. And it **MUST NOT** repeat what is already in what you quoted from the textbook. The context sentences must illustrate or provide an example of the Key Term.

- c) Then, after posting all of your Key Term original posts with definitions and context sentences, respond to a group member’s posts. For each Key Term posted by a group member (choose a different group member each week to respond to for each Key Term Discussion), respond to EACH one of that group member’s Key Terms posts by checking that they accurately used the Key Term **within their context sentence**

for it and that it best reflects the meaning of the Key Term. Use the following sentence to guide your thinking for EACH one: ***Does your group member's Key Term Context Sentence accurately reflect the meaning of the Key Term?*** Do the following in response to your group member:

- a. First, after reading the context sentence by your group member, you will decide whether it does or does not reflect some understanding of the Key Term.
- b. Next, identify a sentence in your group member's context sentence that you will target as the "data" that you will be analyzing and responding to by copying it from their posting.
- c. Write the Key Term, and then paste that copied portion of their context sentence within parenthesis and paste it right BEFORE the critique you will write.
- d. Then, after determining if your group member's sentence does or does not adequately reflect an understanding of the Key Term, **write a 2-3 sentence reply explaining WHY that sentence or portion of their sentence does or does not reflect an understanding.** (e.g. If it does not, you would write something like, "This context sentence does not accurately reflect the meaning of *additive bilingualism* because additive bilingualism is... Their context sentence does not mention/talk about/address..." followed by your analysis of that specific content from their context sentence that does not reflect an understanding. If it does reflect an adequate understanding of the Key Term, **write a 2-3 sentence reply explaining WHY that sentence does so using similar phrasing.**
- e. ***The most important element of this critique is you MUST tell me WHY and/or HOW what you critique in their work "is" or "is not" or "does" or "does not" and be VERY SPECIFIC as to WHY or HOW by targeting particular ideas, content, or concepts in their work.** Do not simply write, "Your context sentence shows your understanding." And that's it. Tell me how their work does this. And if it doesn't, tell me why it doesn't and what their work is missing based on your understanding of the Key Term concept.

3) Do the same thing that you just read for EACH Key Term post and response.

4) *See the "Exemplar Key Terms Discussion Post" on the Home Page of the course on Blackboard to get an idea of my expectations for this course activity.

5) NOTE: **If you post only your Key Terms and do not respond to all of a group member's posts, the highest score you can earn is a "7", and then points will be deducted from the "7" based on the quality of your Key Terms post.**

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

5. **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. (**Week 1, June 7-June 13; In-person Tuesday, June 8**) – **Who Are English Learners?** (*First Week of Class*), TExES Competencies 1.1 - 1.5

-Connections to students – “Understanding their Lives” and Your Role as an Educator

***Tasks to Complete:**

- Read: Wright, Chapter 1
- Video & Reflection: *Immersion film* & Setting the Tone for Learning, Thinking, & Becoming in the Course
- Reading Quiz #1**, by Tuesday, June 8, 1:30pm (online)
- End-of-class Quiz #1**, by Friday, June 11, 11:59pm (online)
- Key Terms Discussion #1**, First posts due by: Thursday, June 10 11:59pm; Responses to group member due by: Sunday, June 13, 11:59pm (online)
- Topics Discussion (in-person)
- Video Analysis & application of teaching competencies (in-person)

2. (**Week 2, June 14-June 20; In-person Tuesday, June 15**) – **Language**, TExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6

***Tasks to Complete:**

- Read: Wright, Chapter 2
- Reading Quiz #2**, by Tuesday, June 15, 1:30pm
- End-of-class Quiz #2**, by Friday, June 18, 11:59pm
- Key Terms Discussion #2**, First posts due by: Thursday, June 17, 11:59pm; Responses to group member due by: Sunday, June 20, 11:59pm
- Topics Discussion (in-person)
- Video Analysis & application of teaching competencies (in-person)

3. (**Week 3, June 21-June 27; In-person Tuesday, June 22**) – **Language Learning & Teaching**, TExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6

***Tasks to Complete:**

- Read: Wright, Chapter 3
- Reading Quiz #3**, by Tuesday, June 22, 1:30pm
- End-of-class Quiz #3**, by Friday, June 25, 11:59pm
- Key Terms Discussion #3**, First posts due by: Thursday, June 24, 11:59pm; Responses to group member due by: Sunday, June 27, 11:59pm
- Topics Discussion (in-person)
- Video Analysis & application of teaching competencies (in-person)

4. (**Week 4, June 28-July 4; In-person Tuesday, June 29**) - **Language & Education Policy for ELLs**, TExES Competencies 1.1 - 1.5

*Tasks to Complete:

- Read: Wright, Chapter 4
- Reading Quiz #4**, by Tuesday, June 29, 1:30pm
- End-of-class Quiz #4**, by Friday, July 2, 11:59pm
- Key Terms Discussion #4**, First posts due by: Thursday, July 1, 11:59pm; Responses to group member due by: Sunday, July 4, 11:59pm
- Topics Discussion (in-person)
- Video Analysis & application of teaching competencies (in-person)

5. (**Week 5, July 5-July 11; In-person Tuesday, July 6**) – **Instructional Models & Programs**, TExES Competencies (EC-6) 1.7 – 1.8 & (4-8) 1.7 – 1.10

*Tasks to Complete:

- Read: Wright, Chapter 5
- Reading Quiz #5**, by Tuesday, July 6, 1:30pm
- End-of-class Quiz #5**, by Friday, July 9, 11:59pm
- Key Terms Discussion #5**, First posts due by: Thursday, July 8, 11:59pm; Responses to group member due by: Sunday, July 11, 11:59pm
- Topics Discussion (in-person)
- Video Analysis & application of teaching competencies (in-person)

6. (**Week 6, July 12-July 18; In-person Tuesday, July 13**) – **Assessment & Listening & Speaking**, TExES Competencies (EC-6) 3.1 – 3.2, 16.1 – 16.4, (4-8) 3.1 – 3.7 & 4.1 – 4.5); TExES Competencies 4.1 – 4.3

*Tasks to Complete:

- Read: Wright, Chapters 6 & 7
- Reading Quiz #6** (one quiz on BOTH chapters), by Tuesday, July 13, 1:30pm
- End-of-class Quiz #6** (one quiz on BOTH chapters), by Friday, July 16, 11:59pm
- Key Terms Discussion #6**, DUE: First posts due by: Thursday, July 15, 11:59pm; Responses to group member due by: Sunday, July 18, 11:59pm
- Topics Discussion (in-person)
- Video Analysis & application of teaching competencies (in-person)

7. (**Week 7, July 19-July 25; In-person Tuesday, July 20**) – **Reading & Writing**, TExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7

*Tasks to Complete:

- Read: Wright, Chapters 8 & 9
- Reading Quiz #7** (one quiz on BOTH chapters), by Tuesday, July 20, 1:30pm
- End-of-class Quiz #7** (one quiz on BOTH chapters), by Friday, July 23, 11:59pm
- Key Terms Discussion #7**, First posts due by: Thursday, July 22, 11:59pm; Responses to group member due by: Sunday, July 25, 11:59pm
- Topics Discussion (in-person)
- Video Analysis & application of teaching competencies (in-person)

8. (**Week 8, July 26- July 30; In-person Tuesday, July 27**) – **Content-Area Instruction for ELLs; 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

*Tasks to Complete:

- Read: Wright, Chapter 10 & 11
- Video and Thinking Review & Re-visit: Immersion Film & Activity – Using new knowledge to apply, analyze, and create solutions (virtual field experience)
- Reading Quiz #8** (one quiz on BOTH chapters), by Tuesday, July 27, 1:30pm
- End-of-class Quiz #8** (one quiz on BOTH chapters), by Friday, July 30, 11:59pm
- Key Terms Discussion Board #8**, First posts due by: Thursday, June 10 11:59pm; Responses to group member due by: Sunday, June 13, 11:59pm
- Topics Discussion (in-person)
- Video Analysis & application of teaching competencies (in-person)

9. (**by Monday, August 2**) – **Final Exam**

-**Final Exam** (1.5 hours)

-You can take the Final Exam anytime between Friday, July 30th, 11:59pm – Monday, August 2nd, 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 change and/or adjustments.