

BED 4340: Principles of Bilingual/ESL Education
CRN 21754
Spring 2015 (January 20 – May 7)
Tuesdays, 9:00am – 11:50am

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Course Information

BED 4340 - Principles of Bilingual/ESL Education
3 Credit Hours
Location: EDU 201
Days and Times: Tuesdays, 9:00am – 11:50am

Course Description: Principles of Bilingual/ESL Education (3 credit hours)

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

Prerequisite: *Admission to Teacher Education*

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

Course Purpose

This course is designed to prepare future educators with the foundational knowledge (history), conceptual understandings (philosophy), and current mandates and program model information (law and pedagogy) regarding the education of English language learners (ELLs) in the United States, and specifically in the state of Texas. All educators – general education; elementary; middle school; secondary; literacy education; special education; gifted education; bilingual education; ESL education; Counselors and Administrators – share the responsibility for Bilingual/ELL schooling.

College's Conceptual Theme

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

Course Learning Objective: *To develop understandings and the ability to apply these understandings as developing and future educators in the following:*

- History of Bilingual Education in the United States and in Texas, and its impact on current legislation in Texas, as well as nationally;
- Philosophies underlying the concept of Bilingual Education and ESL Instruction
- Legal foundations of Bilingual Education and teaching English language learners
- Politics of Bilingualism, including landmark court cases
- Identification Sociocultural characteristics of ELLs

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

Required Text(s)/Sources of Information:

- 1) **Wright, W.E. (2010)** Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice. Caslon: Philadelphia.

eText
*ISBN-10 1-934000-03-5
*ISBN-13 978-1-934000-03-8

Print
*ISBN-10 1-934000-01-9
*ISBN-13 978-1-934000-01-4

This text can be purchased at the UTEP BOOKSTORE **OR**

<http://caslonpublishing.com/publication/foundations-teaching-english-language-learners/>

- 2) **TEExES Study Manuals:** Depending on your degree plan, you will need either Bilingual Green Manual Bilingual **EC-06 #192** or Bilingual **4-8 #112**. **(In the UTEP Bookstore)**

- 3) **Online: Texas Education Agency:**

- *LPAC Decision-Making Process for the Texas Assessment Program*. Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division.
http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793#lpac-manual
- An Educator Guide to TELPAS
<http://www.tea.state.tx.us/student.assessment/ell/telpas/#general>
- *Chapter 89: Adaptations for Special Populations* Subchapter BB: Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students.
<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
- *English Language Proficiency Standards* (ELPS)
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>
- *Texas Essential Knowledge and Skills* (TEKS) for your grade and/or subject,
<http://www.tea.state.tx.us/index2.aspx?id=6148>

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.

Expectation 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 and check their course online, emails through Black Board, assignments, etc. on a daily basis. 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 in Blackboard, contribute to threaded discussions, contribute to your groups during class, etc.
- ***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. Check Blackboard daily for announcements, e-mails, etc. And 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 and check Black Board on a daily basis for emails and to post assignments, discussions, blogs, quizzes/tests etc. Do good work. Do good work well.

All responses in discussions, blogs, reflections, and writing assignments must be well thought out and appropriate for each topic that is discussed. All writing needs to be organized, clear, grammatical, and must include correct forms for citations and references. Use the following link as your resource:
<http://owl.english.purdue.edu/owl/resource/560/01/>

- **Attendance.** Due to the nature of this course and amount of material to be covered, attendance is mandatory; punctuality is expected. If you anticipate missing a class meeting, it is advised that you take the course at another time.
- **Cell phones and texting.** Turn off cellphones while in class. **No texting during class!** It is rude, disrespectful, and unprofessional. You will be asked to leave the class if you are caught texting during the class, during group discussions, or the like. Laptops may be used to take notes but not to access Internet sites not linked to the course, or to Facebook, or the like.

Standards Assessed: Bilingual Standards II-VI

- 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
- The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language
- The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy

These standards are addressed through various competencies that future educators are expected to have within particular domains. The following competencies will be addressed and evaluated.

COMPETENCY 001

The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

SLOs: <i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
1.1 Analyze and summarize the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education, and the effects of demographic changes on bilingual education 1.2 Explain and present procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners.	a. Chapters 1 & 3 Quiz b. Scenario Solutions Quiz c. TExES Manual (EC-06, Competencies 1.1-1.5); (4-8, Competencies 1.1-1.5) d. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials

<p>1.3 Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.</p> <p>1.4 Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</p> <p>1.5 Analyzes the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.</p>	<p>e. Scenario Solutions Quiz f. Service-Learning Reflection Papers g. End-of-Session Thought Evidence h. Final Exam i. Discussion on the following: <i>LPAC Decision-Making Process for the Texas Assessment Program.</i> Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division. http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793#lpac-manual</p> <p><i>Chapter 89: Adaptations for Special Populations</i> Subchapter BB: Commissioner’s Rules Concerning State Plan for Educating Limited English Proficient Students. http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html</p>
<p>1.7 Distinguishes models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus.</p> <p>1.8 Analyzes various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.</p>	<p>a. Chapter 4 Quiz b. TExES Manual (EC-06pgs.16-17;4-8 pgs.35-40) c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials d. Scenario Solutions Quiz e. Service-Learning Reflection Papers f. End-of-Session Thought Evidence g. Final Exam</p>

Competency 002

The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).

<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p>1.6 Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.</p> <p>2.1 Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2.</p>	<p>a. Chapter 2 Quiz b. TExES Manual(EC-06, Competencies 1.6, 2.1-2.7); (4-8, Competencies, 2.1-2.6) c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials d. Service-Learning Reflection Papers</p>

<p>2.2 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>2.3 Demonstrates knowledge of stages of first and second-language development and theories/models of first and second language development (e.g., behaviorist, cognitive), and understands the instructional implications of these stages and theories/models.</p> <p>2.4 Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 and L2.</p> <p>2.5 Explains the interrelatedness and interdependence of first and second language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).</p> <p>2.6 Analyzes and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.</p> <p>2.7 Identifies and explains cognitive, linguistic, social, and affective factors affecting second language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/ community environment, literacy background) and uses this knowledge to promote students' language development in L2.</p>	<p>e. Scenario Solutions Quiz</p> <p>f. End-of-Session Thought Evidence</p> <p>g. Final Exam</p>
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Competency 003

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

<p><i>SLOs: By the end of course, the student will be able to:</i></p> <p>3.2. Identifies types of formal and informal literacy assessments in L 1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.</p> <p>3.3. Discuss the state educator certification standards in reading/language arts; understands distinctive elements in the application of the standards for English and for L1, and applies this knowledge to promote bilingual students' literacy development in L1.</p> <p>3.5. Discuss how to help students transfer literacy</p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p> <p>a. Chapter 5 & 10 Quiz</p> <p>b. TExES Manual(EC-06 pgs. 23-24); (4-8 pgs 70-80)</p> <p>c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</p> <p>d. Service-Learning Reflection Papers</p>
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<p>competency from L1 to L2 by using students' prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).</p> <p>3.7. Knows how to promote students' 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>e. End-of-Session Thought Evidence f. Final Exam</p> <p>a. Chapter 7,8, & 10 Quiz b. TExES Manual [EC-06 pgs. 25-28]; [4-8 pgs. 67-80] c. Discussion: English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 d. Service-Learning Reflection Papers e. Scenario Solutions Quiz f. End-of-Session Thought Evidence g. Final Exam</p> <p style="text-align: center;">An Educator Guide to TELPAS Educator Guide to TELPAS Grades K–12 http://www.tea.state.tx.us/student.assessment/ell/telpas/#general</p>
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Competency 004

The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

<p>SLOs: <i>By the end of course, the student will be able to:</i></p> <p>4.1 Explains how to assess bilingual students' development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.</p> <p>4.2 Creates authentic and purposeful learning activities and experiences in both L 1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and</p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p> <p>a. Chapter 9 Quiz b. TExES Manual(EC-06 pgs.28-31);(4-8 pgs. 72-80) c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials d. Discussion: English Language Proficiency Standards (ELPS)</p>
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the statewide curriculum (TEKS).

4.3 Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students' cognitive and linguistic development.

4.4 Identifies various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive-academic language and content-area knowledge and skills in L2.

4.5 Differentiates content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

- e. Service-Learning Reflection Papers
- f. Scenario Solutions Quiz
- g. End-of-Session Thought Evidence
- h. Final Exam

An Educator Guide to TELPAS

[Educator Guide to TELPAS Grades K–12](http://www.tea.state.tx.us/student.assessment/ell/telpas/#general)

<http://www.tea.state.tx.us/student.assessment/ell/telpas/#general>

- a. Chapter 6 Quiz
- b. TExES Manual (EC-06 pgs.29-30; 4-8 pgs.72-80)
- c. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials
- d. Service-Learning Reflection Papers
- e. Scenario Solutions Quiz
- f. End-of-Session Thought Evidence
- g. Final Exam

- h. Chapter 11 Quiz
- i. TExES Manual (EC-06 pgs.30-31; 4-8 pgs.72-80)
- j. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials
- k. Service-Learning Reflection Papers
- l. Scenario Solutions Quiz
- m. End-of-Session Thought Evidence
- n. Final Exam

***PLEASE TURN OFF YOUR CELL PHONES WHILE IN CLASS!
NO TEXTING WHILE IN CLASS!***

Course Requirements and Points Scale

495 – 446 = A (Excellent)
445 – 396 = B (Good)
395 – 347 = C (Average)
346 – 297 = D (Below Average)
Below 296 points = F (Fail)

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

All students are responsible for attending and participating in class regularly and on time, which includes on-line attendance and participation. Engagement in classroom discussion, in presentations and activities, actively participating in Blackboard discussions, and the time you spend with your assigned student for tutoring/mentoring are essential to your learning and professional development in this course. Class activities will include participation in whole class and small group discussions, engaging in the Scenario Solutions Quizzes, and respectfully and insightfully responding to and engaging in discussion with the instructor and other students (face-to-face or on Blackboard).

(Points procedure on not attending class)

***For every day that you miss class, 10 points will be subtracted from your points total for the course.**

(Points procedure on arriving late to class)

***For every time that you arrive late to class, 5 points will be subtracted from your points total.**

2. **Daily Quiz on Readings** [110 points, 11 quizzes x 10pts. each]: You will take a quiz every day of the course based on the readings for the day. 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 day. 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 in class, through small and large group activities, and in the Scenario Solutions Quizzes. The Daily 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. You will not be allowed to make up any missed quizzes. **No exceptions.**

3. **Scenario Solutions Quiz**: [110 points, 11 quizzes x 10pts. each]: This quiz will be given at the end of each class session, and will be done in a small group. The quiz will consist of one question, with four multiple choice answers. As a group, you will discuss, debate, dialogue,

and problem-solve to determine the best answer to your question. Then you will choose the answer as a group, but you will also need to give a well-thought out rationale for choosing the answer you did, and then a rationale for each answer you did not choose. That is, your group will need to construct responses telling me WHY you chose the answer you did as a group and WHY you believe it is the answer, and then tell me WHY you DID NOT choose the other answers and WHY you believe they ARE NOT the answers. Each group will then present their questions and answers, and their rationale for their chosen right answer, and the rationale for why they did not choose the other answers. You will not be allowed to use your textbooks, study manuals, or notes – only your brains. So you must read, study, pay attention in class, and get the most from our discussions and interactions in class.

*Note: In order to ensure that each member of the group is participating, I will do two things:

- I. Come around and randomly ask individuals to explain to me what your group is doing, which may include providing a rationale for a response, to explain a question, etc.
- II. Ask all group members to e-mail me after class on Blackboard to inform me that a certain group member or members are not participating; then I will speak with that individual in private to discuss the situation.

How your quiz will be scored – If you get the correct answer, everyone in your group will get a perfect score of “10”. If you do not get the answer correct, depending on the **QUALITY** of your reasons and rationale, you can earn **up to and ONLY** “5” points. But these points are not guaranteed. You may earn as low as 0 points, depending on the quality of your work. So, it is in your group’s best interest to do your best in thinking deeply about and/or arriving at the right answer.

You will have exactly 20 minutes to complete each Scenario Solutions Quiz (this will be timed by your professor). After all papers are handed in, three (3) minutes will be used to discuss the quiz.

Following are the guidelines for doing your group quiz:

- a) Study the question. Study the answers.
- b) Highlight, underline, and use any other strategies in determining key terms, phrases, or clues in each question
- c) Write rough notes on your own paper that reflect your thinking
- d) Then, as a group, you will draft your final thoughts and rationale for each of the responses, especially the correct response. There will be designated spaces next to each response for you to draft each thought and rationale
- e) As a group, you will turn in that one sheet with the question, responses, and rationale provided
- f) We will then discuss the question and answers as a whole class
- g) You will get your score on the quiz the next class session

4. **Service-Learning** [75 points, 15 hours X 5 points each hour]: You are required to tutor/mentor a student who is an English language learner as part of your service-learning requirement. You are welcome to do more tutoring/mentoring beyond this minimum, if you so desire. *You will earn five (5) points for each session by tutoring/ mentoring in a *substantive and meaningful manner*. 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 be assessed qualitatively on this experience through your *Reflection Paper*. ***NOTE: You ONLY will receive this grade if you turn in evidence of your service-learning at the time the paper is due, which will be shown**

with your Signature Logs. If you do not provide these Signature Logs, I will not grade your paper.

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) or arrive at your school dressed unprofessionally, 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.*

5. Tutoring/Mentoring Reflection Paper [100 points]: Reflecting on your tutoring/mentoring is very important. You will be required to write about what you did, how you did it, why you did it, and what you learned from the experience with your student. 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.

For each Reflection, do the following:

- 1) put your name, and only your name at the top of the page
- 2) write a minimum of three (3) pages, and maximum five (5) pages (you will automatically **LOSE 5 points** for anything less than 3 pages, or anything more than 5 pages. So be concise in what you write. Don't write things just for the sake of writing them or taking up space. Your ideas and words need to mean something.)
- 3) font should be Times New Roman, 12-point; double-space (**5 points** deducted if not followed)
- 4) Start your paper by providing a general discussion of what happened with your student. Address the following questions in this discussion:
 - a. What did your student struggle with the most throughout your sessions/interactions? How do you know this? What is your evidence? *Your evidence will be a detailed description, based on your interactions with your student, of what your student did not understand, needed help with, etc. You must have this evidence. (**10 points**)
- 5) For the bulk of your paper, you are going to have to address three key questions: 1) WHAT you did when addressing your student's struggles, 2) HOW you did it, and 3) WHY you did what you did with your student to address the particular language and/or academic struggles your student had. So address the following questions and prompts:
 - a. **WHAT** resources, ideas, and/or problem-solving approaches did you use to address your student's struggles or issues with language and/or academics? Provide a detailed description as your evidence. You must refer to five (5) ideas and/or approaches you studied in the textbook, followed by the page number of where you found this idea, approach, etc. in the textbook. Provide the name of the idea and/or approach; **bold and underline each**. (**10 points**)
 - b. **HOW** did you use the resources, ideas, and/or problem-solving approaches to address the problems or issues your student had? This is a process question.

What steps or process did you take in applying and practicing the ideas, resources, or approaches mentioned above. You may discuss the “how” immediately after mentioning what ideas, etc. you used. Indicate your “how” discussions in *italics*. Be specific, with details, but succinct. **(20 points)**

- c. **WHY** did you choose such approaches? **WHY** do you believe the approaches you used with your student were effective? **WHY** do you think, if applicable, some approaches or ideas were not effective? This part of your paper is analysis of your ideas and teaching. For each place within your paper where you address any of these “**WHY**” questions above, indicate so with the following bolded and underlined symbol within parenthesis BEFORE your “why” sentence(s), sequentially numbering them: **(WY1)**, **(WY2)**, **(WY3)**, etc. You must provide five (5) “**WHY**” points of analysis within your paper. If what you indicate in your paper does not seem to address the “**WHY**” aspect of your thinking, then points will be deducted. In order to ensure that you are addressing this level of thinking, simply ask yourself – *Does this say “WHY” I did what I did?* This is evidence that you are “thinking” about your experiences, and relating it to what you are studying in the course. *If you reference something from your textbook for a “why” discussion point, which I encourage you to use ONLY to SUPPORT your thinking, not BE your thinking, then indicate so with the textbook page number. You do not need to quote directly from the book. Paraphrasing will be ok. **(50 points)**

- 6) You may submit your paper ANY TIME during the semester once you are done with your 15 hours of tutoring/mentoring service.
- 7) You must turn in your log sheet at the time you turn in your paper. I will not grade your paper unless I have your log sheet.
- 8) Submit your paper as a Word document attachment in the “Assignments” link of Blackboard. I will return it to you on Blackboard approximately 2-3 weeks later, with feedback and a score.
- 9) **DUE: April 14. *NO LATE PAPERS WILL BE ACCEPTED.**

***How will you be graded?** Holistically. 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. **Final Exam [100 points]:** The Final Exam will be an exam with the following question types: True/False, 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, the TExES study manual, the service-learning project, and the various activities in which you engaged daily in class.

You will only be allowed to use your brain for the final exam. No notes, textbook, or help from your buddies!

Once you complete the exam, you can go home. You have completed the course!

Course Schedule/ Topics/ Readings/Competencies/Due Dates

1. (January 20) - **First Day of Class**

- Video: *Immersion film* & Discussion
- Video: The Best Teachers, and Your Impact on Students
- Discussion: *Why are you here? Why do you want to become a teacher? What will you do?*
- Introduction to course; discussion of syllabus, assignments and projects
- Discussion/Activity/Mini-training (in preparation for tutoring/mentoring English learner students)

2. (January 27) – **Who Are English Learners?**

- Read: Wright, **Chapter 1**; TExES Manual, Competencies 1.1 - 1.5 (in both manuals); TEKS: n/a
- Discussion & In-Class Activity: on *Immersion* and “Making Connections with Students”
- Assessment: **Quiz #1** (on Wright, **Chapter 1**)
- Assessment: **Scenario Solutions Quiz #1**

3. (February 3) – **Second Language Learning & Teaching**

- Read: Wright, **Chapter 2**; TExES Manual, Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6 (in both manuals); TEKS: n/a
- Discussion & In-Class Activity
- Assessment: **Quiz #2** (on Wright, Chapter 2)
- Assessment: **Scenario Solutions Quiz #2**

4. (February 10) – **Primary Language Support**

- Read: Wright, **Chapter 10**; TExES Manual, Competencies (EC-6) 3.3 – 3.7 & (4-8) 2.7, 3.4 – 3.5; TEKS: n/a
- Discussion & In-Class Activity
- Assessment: **Quiz #3** (on Wright, Chapter 10)
- Assessment: **Scenario Solutions Quiz #3**

5. (February 17) – **Assessment**

- Read: Wright, **Chapter 5**; TExES Manual, Competencies (EC-6) 3.1 – 3.2, 16.1 – 16.4, (4-8) 3.1 – 3.7 & 4.1 – 4.5)
- Discussion & In-Class Activity
- Assessment: **Quiz #4** (on Wright, Chapter 5)
- Assessment: **Scenario Solutions Quiz #4**

6. (February 24) – **Listening & Speaking**

- Read: Wright, **Chapter 6**; TExES Manual, Competencies 4.1 – 4.3 (in both manuals); TEKS: Grades K-5, 110.11(Grade K: 21 – 23), 110.12 (Grade 1: 27 -29), 110.13 (Grade 2: 28 – 30)– 110.16
- Discussion & In-Class Activity
- Assessment: **Quiz #5** (on Wright, Chapter 6)
- Assessment: **Scenario Solutions Quiz #5**

7. (March 3) – **Reading**

- Read: Wright, **Chapter 7**, TExES Manual, Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7; TEKS: Grades K-5, 110.11 – 110.16
- Discussion & In-Class Activity
- Assessment: **Quiz #6** (on Wright, Chapter 7)

-Assessment: **Scenario Solutions Quiz #6**

8. (March 17) – **Writing**

-Read: Wright, **Chapter 8**, TExES Manual, Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7; TEKS: 110.11 – 110.16, Grades K-5

-Discussion & In-Class Activity

-Assessment: **Quiz #7** (on Wright, Chapter 8)

-Assessment: **Scenario Solutions Quiz #7**

9. (March 24) – **Content-Area Instruction for ELLs**

-Read: Wright, **Chapter 9**, TExES Manual, Competencies 4.4 – 4.5 (in both manuals); Bloom’s Taxonomy of Levels of Thinking (in both manuals)

-Discussion & In-Class Activity

-Assessment: **Quiz #8** (on Wright, Chapter 9)

-Assessment: **Scenario Solutions Quiz #8**

10. (April 7) – **Language & Education Policy for ELLs**

-Read: Wright, **Chapter 3**, TExES Manual, Competencies 1.1 - 1.5 (in both manuals); TEKS: n/a

-Discussion & In-Class Activity

-Assessment: **Quiz #9** (on Wright, Chapter 3)

-Assessment: **Scenario Solutions Quiz #9**

11. (April 14) - **Program Models for ELLs**

-Read: Wright, **Chapter 4**, TExES Manual, Competencies (EC-6) 1.7 – 1.8 & (4-8) 1.7 – 1.10; TEKS: n/a

-Discussion & In-Class Activity

-Assessment: **Quiz #10** (on Wright, Chapter 4)

-Assessment: **Scenario Solutions Quiz #10**

-**DUE: Tutoring/Mentoring Reflection #3**

12. (April 21) – **Technology**

-Read: Wright, **Chapter 11**, TExES Manual, Competencies 4.4 – 4.5 (in both manuals); Bloom’s Taxonomy of Levels of Thinking (in both manuals); TEKS: 126.7, Grades 3-5

-Discussion & In-Class Activity

-Assessment: **Quiz #11** (on Wright, Chapter 11)

-Assessment: **Scenario Solutions Quiz #11**

13. (April 28) – “**Bringing Everything Together**”

-reviewing, applying, practicing, and internalizing the various ideas, concepts, and foundational knowledge studied in the course

-Preparation for Final Exam

-**DUE: Tutoring/Mentoring Reflection #3**

14. (May 5) – **Final Exam**

-Same classroom, same time

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.