

**BED 4340: Principles of Bilingual/ESL Education**  
**CRN 27281**  
**Spring 2018**  
**January 16<sup>th</sup> – May 3<sup>rd</sup>**  
**Wednesday, 1:30pm – 4:20pm, College of Education, Rm. 307**

**Instructor:** Reynaldo Reyes III, Ph.D. **Office:** Education, Rm. 801-C  
**Office Hours:** Tuesdays, 12:00 – 3:00pm, Thursdays, 12:00pm – 3:00pm, or via email, or by appointment  
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**Course Information**

BED 4340 - Principles of Bilingual/ESL Education  
3 Credit Hours  
Location: EDU Rm. 307  
Days and Times: Wednesday, 1:30pm – 4:20pm

**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 and beyond. 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. (2015)** *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Caslon: Philadelphia. 2<sup>nd</sup> Edition.

This text can be purchased at the UTEP BOOKSTORE or directly from Caslon Publishing, Amazon, or other textbook sellers.

- 2) **ANY TExES Certification Exam Study Manuals:** Because of the importance of this exam, it is vital that you begin preparing for it as soon as you begin our program. Purchasing a study manual will help you to become acquainted with the content and format of the exam.
- 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](http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793#lpac-manual)
  - An Educator Guide to TELPAS  
[Educator Guide to TELPAS Grades K–12](http://www.tea.state.tx.us/student.assessment/ell/telpas/#general)  
<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>

- 4) **Sticky notes**

**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, you need to address this with me.
- **Cell phones and texting.** Turn off cellphones while in class (unless instructed to use them as part of 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>
<b>1.1</b> 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 <b>1.2</b> Explain and present procedures (e.g., Language Proficiency Assessment Committee) for	a. Chapters 1 & 3 Quiz b. 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 materials c. Analysis, Evaluation, Application via small group discussion and activity on the following:

<p>the identification, assessment, and instructional placement of English Language Learners.</p> <p><b>1.3</b> 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><b>1.4</b> Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</p> <p><b>1.5</b> 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><b><i>LPAC Decision-Making Process for the Texas Assessment Program.</i></b> Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division. <a href="http://www.tea.state.tx.us/index3.aspx?id=3300&amp;menu_id3=793#lpac-manual">http://www.tea.state.tx.us/index3.aspx?id=3300&amp;menu_id3=793#lpac-manual</a></p> <p><b><i>Chapter 89: Adaptations for Special Populations</i></b> Subchapter BB: Commissioner’s Rules Concerning State Plan for Educating Limited English Proficient Students. <a href="http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html">http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html</a></p>
<p><b>1.7</b> 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><b>1.8</b> 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</p> <p>b. 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 materials</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><b>1.6</b> 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><b>2.1</b> 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><b>2.2</b> 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>a. Chapter 2 Quiz</p> <p>b. 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 materials</p>

<p><b>2.3</b> 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><b>2.4</b> 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><b>2.5</b> 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><b>2.6</b> 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><b>2.7</b> 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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**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>SLOs: <i>By the end of course, the student will be able to:</i></p> <p><b>3.2.</b> 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><b>3.3.</b> 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><b>3.5.</b> 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</p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p> <p>a. Chapter 5 &amp; 10 Quiz</p> <p>b. 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 materials</p>
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<p>phonemic awareness, decoding skills, comprehension strategies).</p> <p><b>3.7.</b> 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>a. Chapter 7,8, &amp; 10 Quiz</p> <p>b. Discussion Evaluation: <b>English Language Proficiency Standards (ELPS)</b> <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4">http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</a></p> <p><b>An Educator Guide to TELPAS</b> <b>Educator Guide to TELPAS Grades K–12</b> <a href="http://www.tea.state.tx.us/student.assessment/ell/telpas/#general">http://www.tea.state.tx.us/student.assessment/ell/telpas/#general</a></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><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p><b>4.1</b> 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><b>4.2</b> Creates authentic and purposeful learning activities and experiences in both L 1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS).</p> <p><b>4.3</b> Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use</p>	<p>a. Chapter 9 Quiz</p> <p>b. 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 materials</p> <p>c. <b>Discussion Evaluation: English Language Proficiency Standards (ELPS)</b></p> <p>d. <b>An Educator Guide to TELPAS</b> <a href="http://www.tea.state.tx.us/student.assessment/ell/telpas/#general">Educator Guide to TELPAS Grades K–12</a> <a href="http://www.tea.state.tx.us/student.assessment/ell/telpas/#general">http://www.tea.state.tx.us/student.assessment/ell/telpas/#general</a></p>

<p>content-area instruction in L1 and L2 to promote students' cognitive and linguistic development.</p> <p><b>4.4</b> 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><b>4.5</b> 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>	<ul style="list-style-type: none"><li>a. Chapter 6 Quiz</li><li>b. 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 materials</li></ul> <ul style="list-style-type: none"><li>a. Chapter 11 Quiz</li><li>b. 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 materials</li></ul>
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**PLEASE TURN OFF YOUR CELL PHONES WHILE IN CLASS**  
**(unless instructed to do so as part of a learning activity)!**

**NO TEXTING OR FACEBOOKING WHILE WE ARE CONDUCTING CLASS.**  
**It is extremely unprofessional and is unbecoming of a future educator.**  
**You are welcome to text or use your phone during class break.**

### **Course Requirements and Points Scale**

390 – 351 = A (Excellent)  
350 – 312 = B (Good)  
311 – 273 = C (Average)  
272 – 234 = D (Below Average)  
233 and below = F (Fail)

\*NOTE: All quiz scores and grades will be posted on Blackboard. Check there to see a record of your academic performance in class.

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.

(Points procedure on not attending or participating in class)

**\*For every class session 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 class session that you arrive late to class (within 5 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 every day of the course based on the assigned readings for the day from the Wright textbook (except for the first day of class). \*NOTE: You will have exactly 10 minutes to take the quiz at the beginning of class. 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 and through small and large group activities. 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. You will not be allowed to make up any missed quizzes. **No exceptions.**

3. **Scenario Solutions Quiz**: [90 points, 9 quizzes x 10pts. each]: On designated days (see Course Schedule), this quiz will be given in the middle 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:

- 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.

How your quiz will be scored – If you get the correct answer AND you demonstrate good “thinking,” as evidenced by the rationale provided for each response, everyone in your group will get either a score of “8” “9” or “10”. A score of “10” will ONLY be provided IF there is HIGH QUALITY evidence that you and your group actually “thought” about the various elements of each response, and why or why not that response adequately addresses the question. Even with a “correct answer,” but a poorly-written rationale, you may not earn all 10 points. If you do not get the answer correct, depending on the **QUALITY** of your reasons and rationale, you can earn **up to** “7” 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 arriving at the right answer.

You will have 15 minutes to read, study, discuss, and provide an answer for the Scenario Solutions quiz. Then we will discuss the question immediately after turning them in.

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 see your score on Blackboard in the Gradebook

4. **End-of-Class Quiz [90 points, 9 quizzes X 10 points each]:** At the end of designated class sessions (see Course Schedule), you will be given a quiz that will assess you on how much you paid attention in class, the quality of your engagement in class, and how you have internalized and attempted to understand the material studied and discussed for the day. **HINT:** *Be sure to study the Key Vocabulary and Guiding Questions that you will find at the beginning of each chapter.* This quiz will either be a) multiple-choice, or b) oral, for which you will meet with me briefly in the hallway outside the classroom where I will ask you one question based on one of the guiding questions for the chapter studied that day. While you wait to take the oral quiz, you will be given time to study and prepare for the quiz. When there is an oral quiz, you will be called upon to take the quiz as you leave the class. You will not be allowed to re-enter the classroom until all students have been assessed, but you will be allowed to go home after the quiz.

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, various multimedia resources, 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!

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

## **Course Schedule/ Topics/ Readings/ Due Dates**

1. (January 18) – **Who are you now, and what can you become as an educator?** (First Day of Class)

- Connections to students – “Understanding their Lives” and Your Role as an Educator
- Introduction to course; discussion of syllabus, assignments and projects
- Video: *Immersion film* & class activity & discussion based on video

2. (January 25) – **Who Are English Learners?** TExES Competencies covered 1.1 - 1.5

- Read: Wright, Chapter 1
- Discussion/Activity
- Scenario Solutions #1**
- Reading Quiz #1**
- End-of-Class Quiz #1**

3. (February 1) – **Language**, TExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6

- Read: Wright, Chapter 2
- Discussion/Activity
- Scenario Solutions #2**
- Reading Quiz #2**
- End-of-class Quiz #2**

4. (*February 8*) – **Language Learning & Teaching**, TExES Competencies (EC-6) 2.1 - 2.7  
-Read: Wright, Chapter 3  
-Discussion/Activity  
**-Scenario Solutions Quiz #3**  
**-Reading Quiz #3**
5. (*February 15*) – **Language Learning & Teaching, (continued)** TExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6  
-Read: Wright, Chapter 3  
-Discussion/Activity  
**-End-of-class Quiz #3**
6. (*February 22*) – **Language & Education Policy for ELLs**, TExES Competencies 1.1 - 1.5  
-Read: Wright, Chapter 4  
-Discussion/Activity  
**-End-of-class Quiz #4**  
**-Reading Quiz #4**
7. (*March 1*) – **Program Models for ELLs**, TExES Competencies (EC-6) 1.7 – 1.8 & (4-8) 1.7 – 1.10  
-Read: Wright, Chapter 5  
-Discussion/Activity  
**-Scenario Solutions Quiz #4**  
**-Reading Quiz #5**  
**-End-of-class Quiz #5**
8. (*March 8*) – **Assessment**, 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  
-Read: Wright, Chapter 6  
-Discussion/Activity  
**-Scenario Solutions Quiz #5**  
**-Reading Quiz #6**
9. (*March 15*) – SPRING BREAK (No Class)
10. (*March 22*) – **Assessment** (continued), 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  
-Read: Wright, Chapter 6  
-Discussion/Activity  
**-End-of-class Quiz #6**
11. (*March 29*) - **Listening & Speaking**, TExES Competencies 4.1 – 4.3  
-Read: Wright, Chapter 7  
-Discussion/Activity  
**-Scenario Solutions Quiz #6**  
**-Reading Quiz #7**

12. (April 5) - **Reading**, TExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7

-Read: Wright, Chapter 8

-Discussion/Activity

**-Scenario Solutions Quiz #7**

**-Reading Quiz #8**

13. (April 12) – **Writing**, TExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7

-Read: Wright, Chapter 9

-Discussion/Activity

**-End-of-class Quiz #7**

**-Reading Quiz #9**

14. (April 19) - **Content-Area Instruction for ELLs**, TExES Competencies 4.4 – 4.5

-Read: Wright, Chapter 10

-Discussion/Activity

**-Scenario Solutions Quiz #8**

**-Reading Quiz #10**

**-End-of-class Quiz #8**

15. (April 26) – **Primary Language Support, Effective Instruction & Advocacy**, TExES Competencies (EC-6) 3.3 – 3.7 & (4-8) 2.7, 3.4 – 3.5

-Read: Wright, Chapter 11

-Discussion/Activity

-Video and Thinking Review & Re-visit: *Immersion* Film & Activity – Using new knowledge to apply, analyze, and create solutions

**-Scenario Solutions Quiz #9**

**-Reading Quiz #11**

**-End-of-class Quiz #9**

16. (May 3) - **Final Exam (Last Day of Class)**

-Final Exam

**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](mailto: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.