

BED 4340: Principles of Bilingual/ESL Education (Online)
CRN 28068
Wintermester 2021
January 4th – January 15th

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Course Information

BED 4340 - Principles of Bilingual/ESL Education
3 Credit Hours
Location: Online
Days and Times: Online, January 4th – January 15th

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:*

- Who English language learners are and the role of lived experiences on their schooling
- 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. (2019)** *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Caslon: Philadelphia. 3rd Edition.

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

- 2) Subscription to the Teaching Channel (go to www.teachingchannel.com); This is a course requirement, and needed in order to complete several assignments.

Recommended Texts/Sources of Information:

- 3) **ANY TExES Certification Exam Study Manuals or Resource:** Because of the importance of this exam, it is vital that you begin preparing for it as soon as you begin our program. That is why you should purchase a study manual to become acquainted with the format of the exam and the expectations for it.

- 4) **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
[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>

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 your work, to me, and to others. 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 and attention to the assignments is essential for meaningful participation. Students are responsible for working with their groups, when applicable. All students are required to maintain a high level of professionalism and respect for one another.

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 or of something, if you do not ever 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 own students to learn from you. Do your work and turn it in when it is due.

- ***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 need to 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, is a great thinker, 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.*** Due to the nature of this course and amount of material to be covered, attendance is mandatory online daily. If you anticipate missing a class meeting, it is advised that you take the course at another time.

**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

<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>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>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>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. 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. Discussion Board forums, through written responses based on content and ideas under study</p> <p>d. End-of-Class Quiz</p> <p>e. Observation Reflection</p> <p>f. Final Exam</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</p>		<p>a. Chapter 4 Quiz</p> <p>b. 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>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>		<p>d. Observation Reflection</p> <p>e. Final Exam</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>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>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</p>	<p>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials</p>	<p>a. Chapter 2 Quiz</p> <p>b. 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. Observation Reflection</p> <p>e. Final Exam</p>

<p>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 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

<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>Identifies types of formal and informal literacy assessments in L 1 and uses appropriate assessments on an ongoing basis</p>	<p>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials</p>	<p>a. Chapter 5 & 10 Quiz b. informal evaluations of student learning based on a pre-determined expectations for</p>

<p>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>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>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>student participation and expression of understanding and application of content and materials</p> <p>c. End-of-Class Quiz</p> <p>d. Observation Reflection</p> <p>e. Final Exam</p> <p>f. Chapter 7,8, & 10 Quiz</p> <p>g. 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>h. End-of-Class Quiz</p> <p>i. Observation Reflection</p> <p>j. Final Exam</p>
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BED/ESL Student Learning Outcomes based on SBEC Standards

<i>SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>ESL SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
<p>Explain how to assess bilingual students' development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.</p> <p>Creates authentic and purposeful learning activities and experiences in both L 1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS).</p> <p>Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students' cognitive and linguistic development.</p> <p>Identifies various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive-academic language and content-area knowledge and skills in L2.</p> <p>Differentiates content-area instruction based on student needs and language proficiency</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>	<p>a. Chapter 9 Quiz</p> <p>b. 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. Observation Reflection</p> <p>e. Final Exam</p> <p>f. Chapter 6 Quiz</p> <p>g. 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>h. End-of-Class Quiz</p> <p>i. Observation Reflection</p> <p>j. Final Exam</p> <p>k. Chapter 11 Quiz</p> <p>l. 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>m. End-of-Class Quiz</p> <p>n. Observation Reflection</p> <p>o. Final Exam</p>

levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs.		
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Course Requirements and Points Scale

600 – 540 = A (Excellent)
539 – 480 = B (Good)
479 – 420 = C (Average)
419 – 360 = D (Below Average)
359 and below = F (Fail)

1. Preparation/Attendance/Participation

A Wintermester course takes place within a very short period of time, with a great deal of daily teaching-learning activity and outcomes expected within a block of time each day. There is a lot to learn, quickly. All students are responsible for logging onto class daily. This will be determined by a) indication by Blackboard that you have logged on, and b) your ability to complete assignments for the day and participate in Discussion Board.

(Points procedure on not attending class)

*For Wintermester, you are not allowed to miss ANY class sessions. If you do miss a class session, no matter the reason, you will automatically be dropped from the course. If you anticipate missing a class session, you need to withdraw from the course on the first day of class.

*IMPORTANT: Since you will have A LOT to do each day, I suggest you pace yourself. Set personal goals and deadlines for yourself. You will need to post your Discussion Board work in a timely manner to ensure your group members have time to respond. I suggest posting your Discussion work by 6pm (at the latest) each day. That way you give time to your group members to respond. If you do it earlier, that's great. But post by 6pm each day.

2. Daily Reading Quiz [100 points, 10 quizzes x 10pts. each]

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

The quizzes are created to test what you remember from the reading. That is, they will simply see if you've done the assigned reading for the 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 and Key Terms on the Discussion Board. 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 because you will actually be dropped from the course if you miss a day of class. No exceptions.

3. **End-of-Class Quiz** [100 points, 10 quizzes x 10pts. each]

This quiz is based on the **Guiding Questions** you will find at the beginning of each chapter. You will also see the Guiding Questions that you will be quizzed on at the day's Learning Module 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, find and study the content that help you answer all aspects of the Guiding Questions.

4. **Key Terms Discussion** [100 points, 10 postings x 10pts. each set]

This Discussion Board activity requires you to briefly explore and discuss all Key Terms for each chapter of the course textbook.

IMPORTANT: Your first/original posting of the Key Terms Discussion must be posted by **5pm daily** (at the very latest). This will give some time for your group members to respond to your work (see below). **If you post past 5pm, you will automatically be deducted 1 point from your 10 point total.** ***NOTE:** If you find that some or most of your group members have not posted by this time, and you have already responded to the same group member the day before, you can then go back to that same group member and respond to their work.

Learning Objective: *To define, discuss, and contextualize EACH Key Term - through evidence of your thinking about that term - provided in the list of Key Terms at the beginning of each chapter. How will you do this? By doing the following:

- 1) Create a discussion thread for your group using your Group # as the subject of that thread to indicate to which thread group members go. 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. NOTE: This indicates to me that you provided all Key Terms from the chapter. So I must see each Key Term numbered 3) With your numbered Key Term, 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 can come from the Glossary, or sentence from within the chapter itself. The definition or sentence can be verbatim from the textbook. Put what cite or quote in quotation marks. **Indicate at the end of this textbook definition or sentence the page number within parenthesis where you got it from.**
 - b) Next, with one space in-between, write 1-3 **context sentences** (at the most) that best contextualize EACH Key Term and are relevant to each term somehow. The sentence(s) can be based on a personal experience that you or family member had, something you read somewhere else, a discussion with a peer or professor, maybe a movie scene or song lyrics that the Key Term reminds you of, or something of the like. The most important thing is that this sentence(s) is **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" for these context sentences, or something you found on a website.

- c) After all this, post/submit that numbered Key Term with its textbook definition/textbook sentence, and your original sentence(s) you just provided with it.
- d) Then, after another space in-between, for each Key Term posted by a group member (you only have to choose one group member to respond to each Key Term Discussion), **respond to EACH one of that group member's context sentences** by checking that they **accurately used the Key Term within a context that 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?* If a sentence does not accurately reflect an adequate understanding of the Key Term, then **write a 1-3 sentence reply explaining WHY that sentence does not**. (e.g. You would write something like, "This context sentence does not accurately reflect the meaning of *additive bilingualism* because additive bilingualism is..."). If it does reflect an adequate understanding of the Key Term, **write a 1-3 sentence reply explaining WHY that sentence does so. The most important element of this critique is you MUST tell me WHY and/or HOW what you critique "is" or "is not" or "does" or "does not" and be VERY SPECIFIC as to WHY or HOW.**
- 3) Next, start another Key Term post within your group thread for another Key Term, and then another post for another Key Term, and so on. (*NOTE: There are a lot of Key Terms in Chapter 1. So expect a lot of activity the first day).
- 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.

***This Discussion Board forum for the Key Terms Discussion will be available for engagement from 12:00midnight until 11:59pm of that day.**

5. Guiding Questions Discussion [100 points, 10 discussions x 10pts. each]

This discussion is based on the Guiding Questions you find at the beginning of each chapter of the textbook. NOTE: Respond to the questions as they are written on Blackboard (they may differ slightly from how they are written in the textbook). Or you may not need to respond to all questions provided in the chapter.

IMPORTANT: Your first/original posting of the Guiding Questions Discussion must be posted by **5pm daily** (at the very latest). This will give some time for your group members to respond to your work (see below). **If you post past 5pm, you will automatically be deducted 1 point from your 10 point total.** *NOTE: If you find that some or most of your group members have not posted by this time, and you have already responded to the same group member the day before, you can then go back to that same group member and respond to their work.

Learning Objective: *To find and discuss the multiple ideas and content that address the Guiding Questions as a class and contributing member by providing multiple "pieces of the puzzle".

For this discussion, you must do the following:

1. Go to the Guiding Questions Discussion and find each Guiding Question thread. You will reply to EACH Guiding Question for the day by taking the steps below.

2. Begin by **finding and providing a direct quote or good sentence from the chapter(s)** that you feel best contributes to answering the Guiding Question. Provide the page number of where that information was found in the textbook.
3. After the direct quote or good sentence within that same post, **write 1-3 sentences explaining WHY that direct quote or good sentence from the textbook does a good job of answering the Guiding Question.**
4. And here's the "twist". **You are NOT ALLOWED to use the same direct quote or good sentence from the textbook as other members of the class** to answer each Guiding Question. Everyone in the class has to put something different. So that means you have to read what each class member puts first to determine what you can put that is different. That means you will need to keep looking for something different to contribute to the "puzzle pieces" of answering each Guiding Question.
5. What was just described above must be done for EACH Guiding Question for the day.
 - a. *NOTE: It is in your best interest to try to address all aspects of the Guiding Questions. One of your quizzes for the day will be based on this discussion activity. So, if you feel that at the end of your discussion that more needs to be added, then please go ahead and submit more. It will benefit you and your group.
6. Finally, go on to the next Guiding Question and do the same thing again.
7. *See the "Exemplar Guiding Questions" on the Home Page of the course on Blackboard to get an idea of my expectations for this course activity.

6. Virtual Field Experience/Observations & Documentation [40 points = 8 observations x 5 points each]

From Days 1-8 in the course, you will be required to view videos of teaching and learning dynamics on The Teaching Channel (www.teachingchannel.com) and/or on the Edutopia (<https://www.edutopia.org/>) website. You must view a minimum of 1 hour of video each day, for a total of 8 hours of video for the course. You will be credited an additional 2 hours of field experience with the analysis and writing you do in your 2-page Observation Reflection you will submit on Day 10 of the course. Here are the steps and requirements for this task:

- a. View any video(s) each day, for a minimum of 1 hour each day. This can be any video or combination of videos, as long as the combined time of your daily viewing adds up to one (1) hour per day. *NOTE: **You will need to subscribe to the Teaching Channel site.** *NOTE: **You are not allowed to watch the same video for these 8 hours. You must watch a different video or group of videos each day.**
- b. Document your video viewing/observations by providing the following information on a Word document and submitting it each day at the link "Observation Log":
 - a. Create your log on a 1-2 page Word Document (Double space, 12-point font, Times New Roman)
 - b. For each observation log, provide the following information (number each item below accordingly):
 - 1) Website where you viewed each video(s)
 - 2) Title of video(s)
 - 3) Length of time for each video. Add up the time from each video and provide the total time. Remember, the total time must add up to at least one (1) hour.
 - 4) For EACH day's observation, (in bullet form) from the sum of the one or multiple videos you viewed, briefly write five (5) "key takeaways" (big or

important ideas that had an impact on you not just as a human being but as a future educator) from the video or group of videos. If one takeaway, for example, involves a specific teaching strategy, name and describe that teaching strategy and in one 2-3 sentences tell me WHY that takeaway is important to you as a future educator. If a takeaway involves, for example, how an English learner is responding to a teacher, briefly describe that in 2-3 sentences and WHY that takeaway is important to you.

5) Finally, because this is official documentation that involves your adherence to official College of Education and State of Texas policy on professional teacher preparation, you will need to do the following: Type the following in quotes at the end of your document (for EACH observation log you submit):

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

- c. Submit at the assignment link “Observation Log” on the designated day on Blackboard.

7. **Observation Reflection** [60 points]

You will write a 2-page reflection based on your observations of teaching and ideas on teaching-learning that you viewed on Teaching Channel and/or Edutopia. Your reflection will be an application of the ideas you found in your observations that you would use to ensure that a student like Moises receives an equitable and excellent education. Do the following for your Observation Reflection:

1. Type on a Word document (1.5 spacing, 12-point Times New Roman font)
2. Choose five (5) teaching approaches/ideas that you noted from your observations and address how you would use them to improve Moises’ education (present and/or future).
3. Number, name/describe, and underline each teaching approach/idea
4. Use the following sentence frame as part of your analysis on HOW each approach/idea would improve Moises’ education:
 - a. Because this approach (briefly describe here what the approach is and what it does), it will help Moises to (describe/discuss here, more specifically, the ways this approach will impact Moises – For example, will this approach help him to learn the English language better? If so, **how?** Will this approach help him to use his first language (Spanish) to understand concepts in English? If so, **how?** Will this approach inform Moises’ teacher about his progress in math, English, etc.? If so, **how?** _____. These are just examples of how you should think about the approach, depending on what it is and what you saw that it could do, based on what you observed of it.
5. Next, choose a short quote from the textbook to support your thinking and analysis on the effectiveness and impact of each teaching approach/idea. It should be no longer than 1-2

- sentences. Put it in quotation marks and provide the page number at the end of the quote (use APA format and style; See Purdue OWL APA on Google for help).
6. After the quote, discuss how the content/ideas from that quote further support your thinking on the effectiveness of the teaching approach/idea for Moises (How does this quote “connect” with what you wrote on how each approach/idea would improve Moises’ education?) and the broad application goal of ensuring that students like Moises receive and equitable and excellent education.
 7. Submit on Day 10 of the course in Blackboard.

8. **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. **(Monday, January 4)** – Topic: *Who Are English Learners? (First Day of Class)*, [TEXES Competencies 1.1 - 1.5]
 - Introductions
 - To think about: “Understanding the Lives of Students” and Your Role as an Educator
 - Video: *Immersion* film & Setting the Tone for Learning, Thinking, & Becoming in the Course
 - Read: Wright, Chapter 1
 - Key Terms Discussion #1**
 - Guiding Questions Discussion #1**
 - Reading Quiz #1**
 - End-of-class Quiz #1**
 - Field Observation Documentation #1*
2. **(Tuesday, January 5)** – Topic: *Language*, [TEXES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6]
 - Read: Wright, Chapter 2
 - Key Terms Discussion #2**
 - Guiding Questions Discussion #2**
 - Reading Quiz #2**
 - End-of-class Quiz #2**
 - Field Observation Documentation #2*
3. **(Wednesday, January 6)** – Topic: *Language Learning & Teaching*, [TEXES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6]
 - Read: Wright, Chapter 3

-Key Terms Discussion #3

-Guiding Questions Discussion #3

-Reading Quiz #3

-End-of-class Quiz #3

-Field Observation Documentation #3

4. (**Thursday, January 7**) - Topic: *Language & Education Policy for ELLs*, [TEExES Competencies 1.1 - 1.5]

-Read: Wright, Chapter 4

-Key Terms Discussion #4

-Guiding Questions Discussion #4

-Reading Quiz #4

-End-of-class Quiz #4

-Field Observation Documentation #4

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

-Read: Wright, Chapter 5

-Key Terms Discussion #5

-Guiding Questions Discussion #5

-Reading Quiz #5

-End-of-class Quiz #5

-Field Observation Documentation #5

6. (**Monday, January 11**) – Topic: *Assessment*, [TEExES Competencies (EC-6) 3.1 – 3.2, 16.1 – 16.4, (4-8) 3.1 – 3.7 & 4.1 – 4.5]

-Read: Wright, Chapter 6

-Key Terms Discussion #6

-Guiding Questions Discussion #6

-Reading Quiz #6

-End-of-class Quiz #6

-Field Observation Documentation #6

7. (**Tuesday, January 12**) – Topic: *Listening & Speaking*, [TEExES Competencies 4.1 – 4.3]

-Read: Wright, Chapter 7

-Key Terms Discussion #7

-Guiding Questions Discussion #7

-Reading Quiz #7

-End-of-class Quiz #7

-Field Observation Documentation #7

8. (**Wednesday, January 13**) – Topic: *Reading*, [TEExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7]

-Read: Wright, Chapter 8

-Key Terms Discussion #8

-Guiding Questions Discussion #8
-Reading Quiz #8
-End-of-class Quiz #8
-Field Observation Documentation #8

9. (**Thursday, January 14**) – Topic: *Writing* [TExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7]
-Read: Wright, Chapter 9
-Key Terms Discussion #9
-Guiding Questions Discussion #9
-Reading Quiz #9
-End-of-class Quiz #9

10. (**Friday, January 15**) – Topic: *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]
-Read: Wright, Chapter 10 & 11
-Key Terms Discussion #10
-Guiding Questions Discussion #10
-Reading Quiz #10
-End-of-class Quiz #10
-DUE: *Observation Reflection* by 11:59pm

11. (**Saturday, January 16**) – *Final Exam*
-Final Exam (1.5 hours); Must be completed by 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.