

**BED 4340: Principles of Bilingual/ESL Education (Online)**  
**CRN 28092**  
**Spring 2021**  
**January 19<sup>th</sup> – May 6<sup>th</sup>**

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**Course Information**

BED 4340 - Principles of Bilingual/ESL Education  
3 Credit Hours  
Location: Online  
Days and Times: Online, January 19<sup>th</sup> – May 6<sup>th</sup>

**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. 3<sup>rd</sup> 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](http://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](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.** Show your presence in this course by logging on when needed to make high-quality, significant contributions.

**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**

BED SLOs: <i>By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	ESL SLOs: <i>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>
Analyze and summarize the historical background of bilingual education in the United States, including pertinent federal and	Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English.	a. Chapters 1 & 3 Quiz b. informal evaluations of student learning based on a pre-determined expectations for

<p>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>Demonstrate knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture</p>	<p>student participation and expression of understanding and application of content and materials</p> <ul style="list-style-type: none"> <li>c. Discussion Board forums, including peer assessment</li> <li>d. End-of-Class Quiz</li> <li>e. Virtual Field Observations Analysis Documentation</li> <li>f. Final Exam</li> </ul>
<p>Distinguishes models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus.</p> <p>Analyzes various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate</p>		<ul style="list-style-type: none"> <li>a. Chapter 4 Quiz</li> <li>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</li> <li>c. Discussion Board forums, including peer assessment</li> <li>d. End-of-Class Quiz</li> <li>e. Virtual Field Observations Analysis Documentation</li> <li>f. Final Exam</li> </ul>

instructional strategies and materials in relation to specific program models.		
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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 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,</p>	<p>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials</p>	<ul style="list-style-type: none"> <li>a. Chapter 2 Quiz</li> <li>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</li> <li>c. Discussion Board forums, including peer assessment</li> <li>d. End-of-Class Quiz</li> <li>e. Virtual Field Observations Analysis Documentation</li> <li>f. Final Exam</li> </ul>

<p>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 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</p>	<p>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials</p> <p>Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students' English language proficiency.</p>	<ol style="list-style-type: none"> <li>a. Chapter 5 &amp; 10 Quiz</li> <li>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</li> <li>c. Discussion Board forums, including peer assessment</li> <li>d. End-of-Class Quiz</li> <li>e. Virtual Field Observations Analysis Documentation</li> </ol>

<p>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>Modify planning procedures for effective, developmentally appropriate ESL instruction</p> <p>Engage students in critical-thinking processes</p>	<p>f. Final Exam</p> <p>g. Chapter 7,8, &amp; 10 Quiz</p> <p>h. 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>i. Discussion Board forums, including peer assessment</p> <p>j. End-of-Class Quiz</p> <p>k. Virtual Field Observations Analysis Documentation</p> <p>l. Final Exam</p>
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**BED/ESL Student Learning Outcomes based on SBEC Standards**

<p>SLOs: <i>By the end of course, the student will, at a minimum, have introductory knowledge to:</i></p>	<p>ESL SLOs: <i>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>Explain how to assess bilingual students' development of</p>	<p>Create lessons that demonstrate the integration of listening, speaking,</p>	<p>a. Chapter 9 Quiz</p>

<p>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 levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs.</p>	<p>reading, and writing to develop ESL students' English language proficiency.</p> <p>Integrate technological tools and resources into the instructional process</p> <p>Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency)</p> <p>Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals</p>	<ul style="list-style-type: none"> <li>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</li> <li>c. Discussion Board forums, including peer assessment</li> <li>d. End-of-Class Quiz</li> <li>e. Virtual Field Observations Analysis Documentation</li> <li>f. Final Exam</li>   <li>g. Chapter 6 Quiz</li> <li>h. 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> <li>i. Discussion Board forums, including peer assessment</li> <li>j. End-of-Class Quiz</li> <li>k. Virtual Field Observations Analysis Documentation</li> <li>l. Final Exam</li>   <li>m. Chapter 11 Quiz</li> <li>n. 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> <li>o. Discussion Board forums, including peer assessment</li> <li>p. End-of-Class Quiz</li> <li>q. Virtual Field Observations Analysis Documentation</li> <li>r. Final Exam</li> </ul>
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## **Course Requirements and Points Scale**

660 – 594 = A (Excellent)  
593 – 528 = B (Good)  
527 – 462 = C (Average)  
461 – 396 = D (Below Average)  
395 and below = F (Fail)

### **1. Preparation/Attendance/Participation**

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.

*\*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.

### **2. Reading Quiz [110 points, 11 quizzes x 10pts. each]**

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

The quizzes are created to test what you remember from the reading. That is, they will simply see if you've done the assigned reading for the week. That is why you will take the Reading Quiz on Tuesdays, early in the week. Hopefully, this ensures that you have read for the week. They are not created to test your conceptual UNDERSTANDING of the material you read. The conceptual understandings will be developed through further discussion of the readings and Key Terms on the Discussion Board. 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.

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

### **3. End-of-Class Quiz [110 points, 11 quizzes x 10pts. each]**

This quiz is based on the *Guiding Questions* you will find at the beginning of each chapter. The best way to prepare for this quiz is to study based on the content in the Guiding Questions.

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

#### 4. **Key Terms Discussion** [130 points, 13 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.

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**IMPORTANT:** Your first/original posting of the Key Terms Discussion must be posted by **9pm on Tuesday every week** (at the very latest). This will give some time for your group members to respond to your work (see below). \***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.

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**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) Write the Key Term with the number, and then provide the following **within that one post for that Key Term** with the corresponding letters below (again, all of the following should be in one post for that one Key Term):
  - a) **a definition, quote, or sentence from the textbook** that you feel helps you to begin to understand the Key Term best. The definition 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 **3-5 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. And it **MUST NOT repeat what is already in what you quoted from the textbook**. The context sentences must illustrate or provide an example of the Key Term.
  - c) After all this, post/submit that numbered Key Term with its textbook definition/textbook sentence, and your original context 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?*** Do the following in response to your group member:

- 1) First, after reading the context sentence by your group member, you will decide whether it does or does not reflect some understanding of the Key Term.
  - 2) Next, identify a sentence or phrase in your group member's context sentence that you will target as the "data" that you will be analyzing and responding to by copying it from their posting.
  - 3) Write the Key Term, and then paste that copied portion of their context sentence within parenthesis and paste it right BEFORE the critique you will write.
  - 4) Then, after determining if your group member's sentence does or does not adequately reflect an understanding of the Key Term, **write a 2-3 sentence reply explaining WHY that sentence or portion of their sentence does or does not reflect an understanding.** (e.g. If it does not, you would write something like, "This context sentence does not accurately reflect the meaning of *additive bilingualism* because additive bilingualism is...." followed by your analysis of that specific content from their context sentence that does not reflect an understanding. If it does reflect an adequate understanding of the Key Term, **write a 2-3 sentence reply explaining WHY that sentence does so.**
  - 5) **\*The most important element of this critique is you MUST tell me WHY and/or HOW what you critique in their work "is" or "is not" or "does" or "does not" and be VERY SPECIFIC as to WHY or HOW.**
- e) 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. **And do the same thing for EACH Key Term.**
- f) \*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.
- g) NOTE: If you post only your Key Terms and do not respond to all of a group member's posts, the highest score you can earn is an "8", and then points will be deducted from the "8" based on the quality of your Key Terms post.

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

## **5. Topics Discussion** [140 points, 14 discussions x 10pts. each]

These discussions will be based on the Discussion Questions you find at the end of each chapter of the textbook. There will be times when those Discussion Questions will be modified in your thread, so be sure to address the question as you see in the course on Blackboard. You will go to your Discussion Group #, and there you will find the questions or prompts to which you will need to respond.

**\*Learning Objective:** To examine and apply the ideas and content under study in response to the situations, scenarios, and prompts in an exchange with other members of the learning community in the course.

For this discussion activity, you MUST follow the protocol for engagement and contributions outlined here in order to receive full credit. You will be evaluated based on having done the following:

1. Go to your assigned Discussion Group in the Topics Discussion link. Within your group, you will find different threads, each with its own discussion question.
2. **(First Post)** Your first post in the thread is the most important, and sets the tone for the brief exchange of ideas between you and your group member. The first post must contain the following:
  - a. **(Response to All Parts of the Question)** Begin by addressing all parts of the question in a concise manner. Copy and paste EACH part of the question and put in parenthesis BEFORE your response to that question. Be concise. No “fluff language.” Get to the point in answering the question. A response to each question or sub-question should be no more than 3-5 sentences, unless specified otherwise in the question itself. Guiding Question: *Did you answer the question?*
  - b. **(Using the Text to Support)** Your first post MUST use ideas from the textbook to support your ideas, just like you would in a research paper. For every response to a question, you MUST provide a quote from the textbook, along with the page number in parenthesis after the quote. You may be asked specifically in the question to provide a certain number of ideas to quote/cite from the text. Expect that you will need to cite the textbook to support your thinking for every Topics Discussion question. Guiding Question: *Did you support your response?*
  - c. **(Personal Example/Illustration)** Your first post must also provide a brief personal or professional example (2-3 sentences), either that you experienced yourself or know of someone who experienced it, that illustrates a particular idea or group of ideas in your response and “connects” with what you have written up to that point in your first post. This personal example/illustration must be in your own words, and not in “textbook language.” Guiding Question: *Did you provide a real-world example or illustration that connects with your response and analysis?*
3. **(Second Post)** This is your Critique Response to a Group Member. After posting your first post, you MUST respond to a group member’s first post. Your response MUST do and contain the following:
  - a. Choose a particular part of your group member’s response that you will critique. Remember, a critique does not mean that you are going to be “negative.” You just need to find something that you will give your thoughts and opinion on. This means you will either “agree” or “disagree” with something written by your group member. Copy and paste that part of their response and put in parenthesis before the critique and analysis that you write on what you just copied and pasted from your group member’s posting. Begin your critique by stating, “I agree with what you said here because…” or “I disagree with what you said here because…” and then finish your critique in 2-3 sentences after that first “agree” or “disagree” statement.
  - b. Whether you agree or disagree, you will then base your critique on what you are studying in the course at that time. Copy and paste a quote from the textbook to put in your critique with that page number in parenthesis. Use that quote to support your argument.

4. **(Third Post)** This is your Rebuttal. Finally, like in all discussions or debates (after reading the critique response made by one of you group members), present a rebuttal or clarification of your ideas that were critiqued. If the critique was a “disagree”, then read and respond to this disagreement, and stating what you agree or disagree with in their critique of your work. If it was an “agree”, then provide a rebuttal that simply affirms the main ideas in your initial response by stating, “As I stated before, my response demonstrated that.....”
5. In the end, I will need to see **a minimum of three (3) posts from you** in response to EACH discussion question.

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

**6. (Virtual) Field Observations Analysis Documentation [70 points = 7 observations x 10 points each]**

You will be required to view videos of teaching and learning dynamics on The Teaching Channel ([www.teachingchannel.com](http://www.teachingchannel.com)) website. These will function as field observations that you are required to have prior to Student Teaching (per Texas State Teacher Certification Requirements).

**You must view a minimum of 90 minutes of video for each Observation Log/Document** you submit, **for a total of 10 hours** of video observed for the course. \*NOTE: You may view fewer than 90 minutes for one observation, but that means you will view more for other observations. **You just need to make sure that your observation viewing totals 10 hours.** Here are the steps and requirements for each Field Observations Analysis Documentation that you will submit:

- a. View any video or combination of videos for each Field Observations Analysis Documentation you will write, **as long as the combined time of your daily viewing adds up to around 90 minutes.** \*NOTE: **You will need to subscribe to the Teaching Channel site.** \*NOTE: **You are not allowed to watch the same video for these 10 hours. You must watch a different video or group of videos for each Observation Log/Documentation submitted.**
- b. Document your video viewing/observations by providing the following information on a Word document and submitting it each day at the link “Field Observations Analysis Documentation”:
  - a. Create your Field Observations Analysis Documentation on a 1-2 page Word Document (1.5 space, 12-point font, Times New Roman)
  - b. For each Field Observations Analysis Documentation, provide the following information (number each item below accordingly):
    - 1) Title of video(s)
    - 2) Length of time for each video. Add up the time from each video and provide the total time. Remember, the total time must add up to at least one (1.5) hours.
    - 3) For EACH day’s observation, from the sum of the one or multiple videos you viewed, **briefly write five (5) “key takeaways” in bullet form** (big or important ideas related to teaching or learning) from the video or group of videos. Each “takeaway” should note and describe a) a teaching approach or strategy you observed, followed by b) analysis of that approach or strategy **by writing of its importance or significance.** If one takeaway, for example,

involves *Cooperative Learning*, you will describe how *Cooperative Learning* was done in the video, and then in 2-3 sentences the importance/significance of that approach for teaching and learning. You can phrase the importance/significance by stating it as, “This is important for me to know as a future educator because...” This may ensure that you specifically address the importance/significance of what you observe.

4) Next, **for just ONE of your Key Takeaways**, choose a short quote from the textbook to make a connection between that Takeaway you observed and what you are studying in the course at that time. It may support your thinking and analysis on the effectiveness and impact of that teaching approach/idea, in particular as it relates to teaching English language learners like Moises. The quote should be no longer than 1-2 sentences. Put it in quotation marks and provide the page number at the end of the quote (use APA format and style; See Purdue OWL APA on Google for help).

5) After the quote, discuss HOW or WHY the content/ideas from that quote connects with or to that particular Takeaway.

(\*See Exemplar on the Homepage of the course under “Exemplars” to see exactly as it needs to be done).

6) 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 “Field Observations Analysis Documentation” on the designated day on Blackboard.

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

## **7. Final Exam [100 points]**

The Final Exam will be an exam with the following question types: True/False and multiple choice. Many of the questions will be scenarios and problem-solving questions that ask you to utilize the knowledge and skills you have acquired from the course textbook, and the activities in which you engaged daily during this course.

You will only be allowed to use your brain for the final exam. No notes, textbook, or help from your buddies! There are 50 questions (2 points each). You will have 90 minutes to complete the exam.

Once you complete the exam, then that's all. Congratulations! You have completed the course!

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

1. **(Week 1, 1/19 - 1/24)** – Topic: *Understanding the Lives of Students and Your Role as a Thinker & Educator*
  - Introductions & Setting the Tone for Learning, Thinking, & Becoming in the Course
  - Video: Immersion film
  - Topics Discussion #1 (on Immersion)
  - Field Observations Analysis Documentation #1
2. **(Week 2, 1/25 - 1/31)** - Topic: *Who Are English Learners?*, [TEExES Competencies 1.1 - 1.5]
  - Read: Wright, Chapter 1**
  - Reading Quiz #1*
  - Key Terms Discussion #1 (Wright, Chapter 1, terms 1-11 in left column on first page of chapter; beginning with “additive bilingualism” and ending with “language majority student”)
  - Topics Discussion #2
3. **(Week 3, 2/1 - 2/7)** – Topic: *Who Are English Learners?* (continued), [TEExES Competencies 1.1 - 1.5]
  - Read: Wright, Chapter 1** (continued)
  - Key Terms Discussion #2 (Wright, Chapter 1 continued; terms 12-22 in left column on first page of chapter, beginning with “language minority student” and ending with “superdiversity”)
  - Topics Discussion #3
  - End-of-class Quiz #1*
  - Field Observations Analysis Documentation #2
4. **(Week 4, 2/8 - 2/14)** - *Language*, [TEExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6]
  - Read: Wright, Chapter 2**
  - Reading Quiz #2*
  - Key Terms Discussion #3
  - Topics Discussion #4
  - End-of-class Quiz #2*
5. **(Week 5, 2/15 - 2/21)** – Topic: *Language Learning & Teaching*, [TEExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6]
  - Read: Wright, Chapter 3**
  - Reading Quiz #3*
  - Key Terms Discussion #4
  - Topics Discussion #5
  - End-of-class Quiz #3*
  - Field Observations Analysis Documentation #3

6. **(Week 6, 2/22 – 2/28)** - Topic: *Language & Education Policy for ELLs*, [TEExES Competencies 1.1 - 1.5]  
-Read: **Wright, Chapter 4**  
-Reading Quiz #4  
-Key Terms Discussion #5  
-Topics Discussion #6  
-End-of-class Quiz #4
  
7. **(Week 7, 3/1 – 3/7)** – Topic: *Instructional Models & Programs*, [TEExES Competencies (EC-6) 1.7 – 1.8 & (4-8) 1.7 – 1.10]  
-Read: **Wright, Chapter 5**  
-Reading Quiz #5  
-Key Terms Discussion #6  
-Topics Discussion #7  
-End-of-class Quiz #5  
-Field Observations Analysis Documentation #4
  
8. **(Week 8, 3/8 – 3/14)** – 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**  
-Reading Quiz #6  
-Key Terms Discussion #7 (Wright, Chapter 6; terms 1-11 in left column on first page of chapter, beginning with “accommodations” and ending with “multiple measures”)  
-Topics Discussion #8
  
9. **(Week 9, 3/15 -3/21)** – **Spring Break**  
-NOTE: Grading of Week 8 material will be done in Week 10, upon return from Spring Break
  
10. **(Week 10, 3/22 – 3/28)** - Topic: *Assessment* (continued) [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** (continued)  
-Key Terms Discussion #8 (Wright, Chapter 6 continued; terms 12-22 in left column on first page of chapter, beginning with “next-generation assessments” and ending with “value-added measures”)  
-Topics Discussion #9  
-End-of-class Quiz #6
  
11. **(Week 11, 3/29 – 4/4)** Topic: *Listening & Speaking*, [TEExES Competencies 4.1 – 4.3]  
-Read: **Wright, Chapter 7**  
-Reading Quiz #7  
-Key Terms Discussion #9  
-Topics Discussion #10  
-End-of-class Quiz #7  
-Field Observations Analysis Documentation #5

12. (**Week 12, 4/5 – 4/11**) – Topic: *Reading*, [TEExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7]  
-Read: **Wright, Chapter 8**  
-Reading Quiz #8  
-Key Terms Discussion #10  
-Topics Discussion #11  
-End-of-class Quiz #8
13. (**Week 13, 4/12 – 4/18**) - Topic: *Writing* [TEExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7]  
-Read: **Wright, Chapter 9**  
-Reading Quiz #9  
-Key Terms Discussion #11  
-Topics Discussion #12  
-End-of-class Quiz #9  
-Field Observations Analysis Documentation #6
14. (**Week 14, 4/19 – 4/25**) – Topic: *Content-Area Instruction for ELLs & Primary Language Support, Effective Instruction & Advocacy* [TEExES Competencies 4.4 – 4.5; TEExES Competencies (EC-6) 3.3 – 3.7 & (4-8) 2.7, 3.4 – 3.5]  
-Read: **Wright, Chapter 10**  
-Reading Quiz #10  
-Key Terms Discussion #12  
-Topics Discussion #13  
-End-of-class Quiz #10
15. (**Week 15, 4/26 – 5/2**) - *Primary Language Support, Effective Instruction & Advocacy* [TEExES Competencies 4.4 – 4.5; TEExES Competencies (EC-6) 3.3 – 3.7 & (4-8) 2.7, 3.4 – 3.5]  
-Read: **Wright, Chapter 11**  
-Reading Quiz #11  
-Key Terms Discussion #13  
-Topics Discussion #14  
-End-of-class Quiz #11  
-Field Observations Analysis Documentation #7
16. (**Week 16, 5/3 – 5/10**) – *Review & Final Exam*  
-Small group reviews on Discussion Board (this is just an opportunity to review and study as a group; no grade)  
-**Final Exam** (1.5 hours); Must be completed by Monday, May 10, 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](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.