

BED 4340: Principles of Bilingual/ESL Education
CRN 28786
Spring 2019
January 24th – May 9th
Thursday, 9:00am – 11:50am, College of Education, Rm. 307

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Office Hours: Wednesdays, 12:00 – 4:00pm, Thursdays, 12:00pm – 1:00pm, or via email, or by appointment

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Course Information

BED 4340 - Principles of Bilingual/ESL Education

3 Credit Hours

Location: EDU Rm. 307

Days and Times: Thursday, 9:00am – 11:50am

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

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

Prerequisite: *Admission to Teacher Education*

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

Course Purpose

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

College's Conceptual Theme

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

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

- History of Bilingual and ESL 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, with, and by 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

Required Text(s)/Sources of Information:

- 1) **Wright, W.E. (2015)** *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Caslon: Philadelphia. 2nd Edition.

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

- 2) **ANY TExES Certification Exam Study Manuals:** Because of the importance of this exam, it is vital that you begin preparing for it as soon as you begin our program. Purchasing a study manual will help you to become acquainted with the content and format of the exam.

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

- *LPAC Decision-Making Process for the Texas Assessment Program*. Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division.
http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793#lpac-manual
- An Educator Guide to TELPAS
[Educator Guide to TELPAS Grades K–12](http://www.tea.state.tx.us/student.assessment/ell/telpas/#general)
<http://www.tea.state.tx.us/student.assessment/ell/telpas/#general>
- *Chapter 89: Adaptations for Special Populations* Subchapter BB: Commissioner’s Rules Concerning State Plan for Educating Limited English Proficient Students.
<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
- *English Language Proficiency Standards* (ELPS)
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>
- *Texas Essential Knowledge and Skills* (TEKS) for your grade and/or subject,
<http://www.tea.state.tx.us/index2.aspx?id=6148>

- 4) **Post-it Notes (“Sticky notes”)**

University Policy on Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Expectation of You, as a Future Educator

As a future educator, it is expected that you perform and practice your developing craft in the most ethical, respectful, and professional manner. Following these expectations, and the subsequent actions, is often reflected in how you perform in your present coursework and the quality you invest in your own education. As such, all students are expected to be prepared and check their course online, emails through Black Board, assignments, etc. on a daily basis. Reading the assignments is essential to meaningful participation. Students are responsible for working with their groups. All students are required to maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

Classroom Policies

- ***Be prepared.*** That means reading your textbook and all assigned readings carefully, closely, and critically. Reading is the beginning of the journey toward understanding. If you do not read, you have no knowledge base. You have no foundation. How can you know something, if you do not 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 in Blackboard, when appropriate, contribute to your groups during class, etc.
- ***Be responsible.*** As a future educator, how would you want your students to perform? What types of behaviors would you want them to exhibit? Develop habits and practices as a student that you can be proud of as an educator, and that you would want your students to learn from you. And no late work will be accepted. No excuses. No exceptions.
- ***Quality AND Quantity: Be Proud of Your Work.*** As prospective educators, you will hold the future and lives of students in your hands. For example, if you are responsible for teaching a student how to read, you better know how to teach a student how to read. As such, work hard. Go above and beyond. Produce high quality work. If you were a parent, would you want the teacher who always turned in work late as a college student, always had excuses about their poor performance, and barely passed their classes, but still graduated? Or would you want your child to have the teacher who was responsible, on-time, organized, had good grades, and did high quality work? As such, all students are expected to be prepared, be responsible, be organized, and to do good work. Do good work well.

- **Attendance.** Attendance is mandatory; punctuality is expected. You have one (1) free day to miss in this course – no questions asked (see below in Assignments section). Please communicate with me if a life situation prevents you from attending class. I understand that life happens. But communicating with me lets me know that you are concerned about your well-being in this course. If I don't hear from you, you will not be given an opportunity to make up any missed quizzes.
- **Cell phones and texting.** Turn off your cellphone/mobile device while in class (unless instructed to use it for an activity, or you are reading your textbook from it). No texting during class. It is rude, disrespectful, and unprofessional. You will be asked to leave the class if you are caught texting during the class, during group discussions, or the like. Laptops may be used to take notes but not to access Internet sites not linked to the course, or to Facebook, or the like.

Course Learning Competencies & Outcomes

*This course addresses learning standards through both Bilingual and ESL Teacher Domains and Competencies, along with some content essential for General Education students to learn so they may be effective teachers of English language learners in their classrooms. As part of the learning continuum in a foundations course, all students will, at a minimum, be introduced to and explore the content aligned with the following competencies via multiple assessments, discussion, learning tasks, and reflection. There will be learning experiences in this course that will also engage students in exercises to more deeply develop concepts and pedagogies explored and taught.

	<i>Bilingual Education Competencies</i>	<i>ESL Education Competencies</i>
1	The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.	The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
2	The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).	The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.
3	The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.	The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
4	The beginning Bilingual Education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.	The ESL teacher understands how to promote students' literacy development in English.

5		The ESL teacher understands how to promote students' literacy development in English.
6		The ESL teacher understands how to promote students' content-area learning, academic-language development and achievement across the curriculum.
7		The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.
8		The ESL teacher understands the foundations of ESL education and types of ESL programs.
9		The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.
		The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Content based on and related to both bilingual and ESL competencies will be assessed formally and informally in the course with the following:

- Quizzes based on course readings
- Group quizzes that assess the student's ability to analyze content and determine a rationale for thinking, teaching and learning scenarios, and theory
- End-of-class session quizzes based on guiding questions that frame student learning outcomes for each class session and the projects and activities therein
- Written reflections on course content that prompts students to connect present and past course content, its application to the real world, and relevance to the development and learning as a professional educator

PLEASE TURN OFF YOUR CELL PHONES WHILE IN CLASS
(unless instructed to do so as part of a learning activity)!

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

Course Requirements and Points Scale

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

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

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

You will not “earn” a grade or points for attendance or participation, but your final grade will be impacted for arriving late to class, not attending class, and/or not participating in discussions in a high quality manner. Additionally, the more you participate in class, the easier it will be for me to remember you. And that can have an impact on your final grade. For example, if you are 1 point away from an “A”, and you actively participated in class almost daily, you will have earned that point to “bump” you into the “A” range. Because life happens, you have a “free day” where you can miss one (1) day of class.

All students are responsible for attending and participating in class regularly and on time, which includes on-line attendance and participation (if applicable). Engagement in classroom discussion and presentations and activities are essential to your learning and professional development in this course. Class activities will include participation in whole class and small group discussions, and respectfully and insightfully responding to and engaging in discussion with the instructor and other students.

(Points procedure on not attending or participating in class)

***For every class session that you miss class, 5 points will be subtracted from your points total for the course.**

(Points procedure on arriving late to class)

***For every class session that you arrive late to class (within 5 minutes after the start of class) or do not participate in the designated timeframe, 2 points will be subtracted from your points total.**

2. **Reading Quiz** [110 points, 11 quizzes x 10pts. each]: You will take a quiz every day of the course based on the assigned readings for the day from the Wright textbook (except for the first day of class). *NOTE: You will have exactly 10 minutes to take the quiz at the beginning of class. The quizzes are created to test what you remember from the reading. That is, they will

simply see if you've done the assigned reading for the day. They are not created to test your conceptual UNDERSTANDING of the material you read. The conceptual understandings will be developed through further discussion of the readings in class and through small and large group activities. The Reading quizzes are designed to ensure that you begin to develop your knowledge foundation on the topics presented by reading important content and getting exposed to information. That's where it all begins...reading. You will not be allowed to make up any missed quizzes. **No exceptions.**

3. **Scenario Solutions Quiz**: [90 points, 9 quizzes x 10pts. each]: On designated days (see Course Schedule), this quiz will be given in the middle of each class session, and will be done in a small group. The quiz will consist of one question, with four multiple choice answers. As a group, you will discuss, debate, dialogue, and problem-solve to determine the best answer to your question. Then you will choose the answer as a group, but you will also need to give a well-thought out rationale for choosing the answer you did, and then a rationale for each answer you did not choose. That is, your group will need to construct responses telling me WHY you chose the answer you did as a group and WHY you believe it is the answer, and then tell me WHY you DID NOT choose the other answers and WHY you believe they ARE NOT the answers. Each group will then present their questions and answers, and their rationale for their chosen right answer, and the rationale for why they did not choose the other answers. You will not be allowed to use your textbooks, study manuals, or notes – only your brains. So you must read, study, pay attention in class, and get the most from our discussions and interactions in class.

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

- I. Come around and randomly ask individuals to explain to me what your group is doing, which may include providing a rationale for a response, to explain a question, etc.

How your quiz will be scored – If you get the correct answer AND you demonstrate good “thinking,” as evidenced by the rationale provided for each response, everyone in your group will get either a score of “8” “9” or “10”. A score of “10” will ONLY be provided IF there is HIGH QUALITY evidence that you and your group actually “thought” about the various elements of each response, and why or why not that response adequately addresses the question. Even with a “correct answer,” but a poorly-written rationale, you may not earn all 10 points. If you do not get the answer correct, depending on the **QUALITY** of your reasons and rationale, you can earn **up to “7”** points. But these points are not guaranteed. You may earn as low as 0 points, depending on the quality of your work. So, it is in your group's best interest to do your best in arriving at the right answer.

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

Following are the guidelines for doing your group quiz:

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

- f) We will then discuss the question and answers as a whole class
- g) You will see your score on Blackboard in the Gradebook

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

5. **Final Exam [100 points]:** The Final Exam will be an exam with the following question types: True/False and multiple choice. Many of the questions will be scenarios and problem-solving questions that ask you to utilize the knowledge and skills you have acquired from the course textbook, various multimedia resources, and the activities in which you engaged daily during this course.

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

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

Course Schedule/ Topics/ Readings/ Due Dates

1. (January 24) – **Who are you now, and what can you become as an educator?** (*First Day of Class*)

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

2. (January 31) – **Who Are English Learners?** TExES Competencies covered 1.1 - 1.5

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

3. (February 7) – **Language**, TExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6

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

4. (*February 14*) – **Language Learning & Teaching**, TExES Competencies (EC-6) 2.1 - 2.7
-Read: Wright, Chapter 3
-Discussion/Activity
-Scenario Solutions Quiz #3
-Reading Quiz #3

5. (*February 21*) – **Language Learning & Teaching, (continued)** TExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6
-Read: Wright, Chapter 3
-Discussion/Activity
-End-of-class Quiz #3

6. (*February 28*) – **Language & Education Policy for ELLs**, TExES Competencies 1.1 - 1.5
-Read: Wright, Chapter 4
-Discussion/Activity
-End-of-class Quiz #4
-Reading Quiz #4

7. (*March 7*) – **Program Models for ELLs**, TExES Competencies (EC-6) 1.7 – 1.8 & (4-8) 1.7 – 1.10
-Read: Wright, Chapter 5
-Discussion/Activity
-Scenario Solutions Quiz #4
-Reading Quiz #5
-End-of-class Quiz #5

8. (*March 14*) – **Assessment**, TExES Competencies (EC-6) 3.1 – 3.2, 16.1 – 16.4, (4-8) 3.1 – 3.7 & 4.1 – 4.5); TExES Competencies 4.1 – 4.3
-Read: Wright, Chapter 6
-Discussion/Activity
-Scenario Solutions Quiz #5
-Reading Quiz #6

9. (*March 21*) – SPRING BREAK (No Class)

10. (*March 28*) – **Assessment** (continued), TExES Competencies (EC-6) 3.1 – 3.2, 16.1 – 16.4, (4-8) 3.1 – 3.7 & 4.1 – 4.5); TExES Competencies 4.1 – 4.3
-Read: Wright, Chapter 6
-Discussion/Activity
-End-of-class Quiz #6

11. (*April 4*) – No Class (AERA Conference)

12. (*April 11*) - **Listening & Speaking**, TExES Competencies 4.1 – 4.3
-Read: Wright, Chapter 7
-Discussion/Activity
-Scenario Solutions Quiz #6
-Reading Quiz #7

13. (April 18) - **Reading**, TExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7

-Read: Wright, Chapter 8

-Discussion/Activity

-Scenario Solutions Quiz #7

-Reading Quiz #8

14. (April 25) – **Writing**, TExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7

-Read: Wright, Chapter 9

-Discussion/Activity

-End-of-class Quiz #7

-Reading Quiz #9

15. (May 2) - **Content-Area Instruction for ELLs**, TExES Competencies 4.4 – 4.5

-Read: Wright, Chapter 10

-Discussion/Activity

-Scenario Solutions Quiz #8

-Reading Quiz #10

-End-of-class Quiz #8

16. (May 9) – **Primary Language Support, Effective Instruction & Advocacy**, TExES Competencies (EC-6) 3.3 – 3.7 & (4-8) 2.7, 3.4 – 3.5

-Read: Wright, Chapter 11

-Discussion/Activity

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

-Scenario Solutions Quiz #9

-Reading Quiz #11

-End-of-class Quiz #9

17. **Final Exam (Last Day of Class)**

-Final Exam (Day and Time to be determined)

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.