BED 4340: Principles of Bilingual/ESL Education (Hybrid)
CRN 30791
Summer II 2014 (July 7 – August 1)
Monday - Friday, 2:00pm – 4:10pm

Instructor: Reynaldo Reyes III, Ph.D.  Office: Education, Rm. 801-C
Office Hours: (face-to-face) Tuesdays & Thursdays, 1:00pm – 2:00pm, Tuesdays & Thursdays, 4:15pm – 5:00pm, or by appointment; (on-line) by appointment via chat
E-mail: rreyes9@utep.edu  Phone: 747-8817

Course Information
BED 4340 - Principles of Bilingual/ESL Education
3 Credit Hours
Location: EDU 312
Days and Times: Monday - Friday, 2:00pm – 4:10pm

Course Description: Principles of Bilingual/ESL Education (3 credit hours)
Emphasis is on the theory and practice of Bilingual Education and English as a Second Language. Focus on identification of program models in Bilingual/ESL education, including their historical, legislative, and philosophical foundations, as well as instructional frameworks for various programs. An additional focus is on the implementation of bilingual instruction with U.S. – Mexico border populations.
Prerequisite: Admission to Teacher Education
*Course is prerequisite to other BED courses on all Education degree plans.

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

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

Course Learning Objective: To develop understandings and the ability to apply these understandings as developing and future educators in the following:
- History of Bilingual Education in the United States and in Texas, and its impact on current legislation in Texas, as well as nationally;
- Philosophies underlying the concept of Bilingual Education and ESL Instruction
- Legal foundations of Bilingual Education and teaching English language learners
- Politics of Bilingualism, including landmark court cases
- Identification Sociocultural characteristics of ELLs
• Federal and State Policy, including NCLB
• Bilingual/Dual/ESL Program Models
• First and second language acquisition and research; Role of L1 in L2 learning;
• Oral language, reading, and writing to ELLs
• The role of culture in academic achievement
• Models of teaching and working with English language learners and Sheltered Instruction; Comprehensible Input;
• State Assessments for Bilingual/ELL students
• Texas Teaching Standards, Domains, and Competencies for Bilingual Education and English as a Second Language; EC-06 and 4-8.

Required Text(s)/Sources of Information:


<table>
<thead>
<tr>
<th>eText</th>
<th>Print</th>
</tr>
</thead>
</table>

This text can be purchased at the UTEP BOOKSTORE OR http://caslonpublishing.com/publication/foundations-teaching-english-language-learners/

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

3) Online: Texas Education Agency:
   - English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
   - Texas Essential Knowledge and Skills (TEKS) for your grade and/or subject, http://www.tea.state.tx.us/index2.aspx?id=6148

University Policy on Academic Integrity
The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.
Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

**Expectation of You, as a Future Educator**
As a future educator, it is expected that you perform and practice your developing craft in the most ethical, respectful, and professional manner. Following these expectations, and the subsequent actions, is often reflected in how you perform in your present coursework and the quality you invest in your own education. As such, all students are expected to be prepared and check their course online, emails through Blackboard, 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 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, contribute to threaded discussions, contribute to your groups during class, etc.

- **Be responsible.** As a future educator, how would you want your students to perform? What types of behaviors would you want them to exhibit? Develop habits and practices as a student that you can be proud of as an educator, and that you would want your students to learn from you. Check Blackboard daily for announcements, e-mails, etc. And no late work will be accepted. No excuses. No exceptions.

- **Quality AND Quantity: Be Proud of Your Work.** As prospective educators, you will hold the future and lives of students in your hands. For example, if you are responsible for teaching a student how to read, you better know how to teach a student how to read. As such, work hard. Go above and beyond. Produce high quality work. If you were a parent, would you want the teacher who always turned in work late as a college student, always had excuses about their poor performance, and barely passed their classes, but still graduated? Or would you want your child to have the teacher who was responsible, on-time, organized, had good grades, and did high quality work? AS such, all students
are expected to be prepared and check Black Board on a daily basis for emails and to post assignments, discussions, blogs, quizzes/tests etc. Do good work. Do good work well.

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

- **Attendance.** Due to the nature of this course and amount of material to be covered, attendance is mandatory; punctuality is expected. If you anticipate missing a class meeting, it is advised that you take the course at another time.

- **Cell phones and texting.** Turn off cellphones while in class. **No texting during class!** It is rude, disrespectful, and unprofessional. You will be asked to leave the class if you are caught texting during the class, during group discussions, or the like. Laptops may be used to take notes but not to access Internet sites not linked to the course, or to Facebook, or the like.

**Standards Assessed: Bilingual Standards II-VI**

- The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism
- The bilingual education teacher knows the process of first and second language acquisition and development
- The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language
- The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy

These standards are addressed through various competencies that future educators are expected to have within particular domains. The following competencies will be addressed and evaluated.
**COMPETENCY 001**

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

SLOs: By the end of course, the student will be able to:

<table>
<thead>
<tr>
<th>SLO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>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.</td>
</tr>
<tr>
<td>1.2</td>
<td>Explain and present procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners.</td>
</tr>
<tr>
<td>1.3</td>
<td>Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.</td>
</tr>
<tr>
<td>1.4</td>
<td>Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</td>
</tr>
<tr>
<td>1.5</td>
<td>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.</td>
</tr>
<tr>
<td>1.7</td>
<td>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.</td>
</tr>
<tr>
<td>1.8</td>
<td>Analyzes various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate</td>
</tr>
</tbody>
</table>

To evaluate these outcomes, the faculty will use the following assessment procedures:

<table>
<thead>
<tr>
<th>Assessment Procedure</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Chapt. 1 &amp; 3 Quiz</td>
</tr>
<tr>
<td>1.2</td>
<td>Scenario Solutions Quiz</td>
</tr>
<tr>
<td>1.3</td>
<td>TExES Manual (EC-06, Competencies 1.1-1.5); (4-8, Competencies 1.1-1.5)</td>
</tr>
<tr>
<td>1.4</td>
<td>Threaded discussions on Blackboard asking students to evaluate, analyze, and apply knowledge and understandings</td>
</tr>
<tr>
<td>1.7</td>
<td>TExES Quiz</td>
</tr>
<tr>
<td>1.8</td>
<td>Threaded discussions on Blackboard asking students to evaluate, analyze, and apply knowledge and understandings</td>
</tr>
<tr>
<td>1.9</td>
<td>In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</td>
</tr>
<tr>
<td>1.11</td>
<td>Chapter 4 Quiz</td>
</tr>
<tr>
<td>1.12</td>
<td>TExES Manual (EC-06pgs.16-17;4-8 pgs.35-40)</td>
</tr>
<tr>
<td>1.13</td>
<td>Threaded discussions on Blackboard asking students to evaluate, analyze, and apply knowledge and understandings</td>
</tr>
<tr>
<td>1.14</td>
<td>In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</td>
</tr>
<tr>
<td>1.15</td>
<td>Final Exam</td>
</tr>
<tr>
<td>1.17</td>
<td>Chapter 4 Quiz</td>
</tr>
<tr>
<td>1.18</td>
<td>TExES Manual (EC-06pgs.16-17;4-8 pgs.35-40)</td>
</tr>
<tr>
<td>1.19</td>
<td>Threaded discussions on Blackboard asking students to evaluate, analyze, and apply knowledge and understandings</td>
</tr>
<tr>
<td>1.20</td>
<td>In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials</td>
</tr>
</tbody>
</table>


Instructional strategies and materials in relation to specific program models.  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>application of content and materials</strong></td>
<td></td>
</tr>
<tr>
<td>o. Scenario Solutions Quiz</td>
<td></td>
</tr>
<tr>
<td>p. Service-Learning Reflection Papers</td>
<td></td>
</tr>
<tr>
<td>q. Thought Evidence</td>
<td></td>
</tr>
<tr>
<td>r. Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

### Competency 002

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

<table>
<thead>
<tr>
<th>SLOs: By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.6</strong> 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.</td>
<td>a. Chapter 2 Quiz</td>
</tr>
<tr>
<td><strong>2.1</strong> 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.</td>
<td>b. TExES Manual(EC-06, Competencies 1.6, 2.1-2.7); (4-8, Competencies, 2.1-2.6)</td>
</tr>
<tr>
<td><strong>2.2</strong> 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.</td>
<td>c. Threaded discussions on Blackboard asking students to evaluate, analyze, and apply knowledge and understandings</td>
</tr>
<tr>
<td><strong>2.3</strong> 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.</td>
<td>d. In-class, small group discussions, with informal evaluations of student learning based on a predetermined rubric outlining expectations for student participation and expression of understanding and application of content and materials</td>
</tr>
<tr>
<td><strong>2.4</strong> 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.</td>
<td>e. Service-Learning Reflection Papers</td>
</tr>
<tr>
<td><strong>2.5</strong> 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).</td>
<td>f. Scenario Solutions Quiz</td>
</tr>
<tr>
<td><strong>2.6</strong> 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.</td>
<td>g. Thought Evidence</td>
</tr>
<tr>
<td><strong>2.7</strong> Identifies and explains cognitive, linguistic, social,</td>
<td>h. Final Exam</td>
</tr>
</tbody>
</table>
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.

Competency 003
The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.

SLOs: By the end of course, the student will be able to:

3.2. Identifies types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.

3.3. Discuss the state educator certification standards in reading/language arts; understands distinctive elements in the application of the standards for English and for L1, and applies this knowledge to promote bilingual students' literacy development in L1.

3.5. 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).

3.7. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children's literature in L1 and L2).

To evaluate these outcomes, the faculty will use the following assessment procedures:

a. Chapter 5 & 10 Quiz
b. TExES Manual (EC-06 pgs. 23-24); (4-8 pgs 70-80)
c. Threaded discussions on Blackboard asking students to evaluate, analyze, and apply knowledge and understandings
d. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials
e. Service-Learning Reflection Papers
f. Thought Evidence
g. Final Exam
h. Chapter 7, 8, & 10 Quiz
i. TExES Manual [EC-06 pgs. 25-28]; [4-8 pgs. 67-80]
j. Discussion: English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
k. Service-Learning Reflection Papers
l. Scenario Solutions Quiz
m. Thought Evidence
n. Final Exam
Competency 004

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

SLOs: By the end of course, the student will be able to:

<table>
<thead>
<tr>
<th>SLO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Explains how to assess bilingual students' development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.</td>
</tr>
<tr>
<td>4.2</td>
<td>Creates authentic and purposeful learning activities and experiences in both L1 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).</td>
</tr>
<tr>
<td>4.3</td>
<td>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.</td>
</tr>
<tr>
<td>4.4</td>
<td>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'</td>
</tr>
</tbody>
</table>

To evaluate these outcomes, the faculty will use the following assessment procedures:

a. Chapter 9 Quiz  

b. TExES Manual(EC-06 pgs.28-31);(4-8 pgs. 72-80)  

c. Threaded discussions on Blackboard asking students to evaluate, analyze, and apply knowledge and understandings  

d. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials  

e. Discussion: English Language Proficiency Standards (ELPS)  
   http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4  

f. Service-Learning Reflection Papers  

g. Scenario Solutions Quiz  

h. Thought Evidence  

i. Final Exam
development of cognitive-academic language and content-area knowledge and skills in L2.

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

**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)

j. Chapter 6 Quiz  
k. TExES Manual (EC-06 pgs.29-30; 4-8 pgs.72-80)  
l. Threaded discussions on Blackboard asking students to evaluate, analyze, and apply knowledge and understandings  
m. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials  
n. Service-Learning Reflection Papers  
o. Scenario Solutions Quiz  
p. Thought Evidence  
q. Final Exam  

r. Chapter 11 Quiz  
s. TExES Manual (EC-06 pgs.30-31; 4-8 pgs.72-80)  
t. Threaded discussions on Blackboard asking students to evaluate, analyze, and apply knowledge and understandings  
u. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials  
v. Service-Learning Reflection Papers  
w. Scenario Solutions Quiz  
x. Thought Evidence  
y. Final Exam
PLEASE TURN OFF YOUR CELL PHONES WHILE IN CLASS!
NO TEXTING WHILE IN CLASS!

Course Requirements and Points Scale

410 – 369 = A (Excellent)
368 – 328 = B (Good)
327 – 287 = C (Average)
286 – 246 = D (Below Average)
Below 246 points = F (Fail)

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

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

(Points procedure on not attending or participating in class, which includes Blackboard discussions since this is a hybrid course)
*For every day or Blackboard session that you miss class, 5 points will be subtracted from your points total for the course.

(Points procedure on arriving late to class, which includes participating in Blackboard, posting on-time, and contributing high quality work)
*For every face-to-face day or Blackboard session that you arrive late to class or do not participate in the designated timeframe, 3 points will be subtracted from your points total
Blackboard will indicate to me when you are present on-line)

2. Thought Evidence: [80 points, 8 evaluations on your thinking X 10 pts. each]: On Blackboard discussions you will be evaluated on your thinking beyond just simple observation and/or emotional expression but your efforts in presenting well-thought-out postings, high levels of analysis, questions you pose to others to ignite further thinking, answering the questions and prompts presented to you for each discussion thread, making connections between the readings and teacher competencies outlined in the syllabus and the study packets you purchased, and providing evidence that you are doing more than making simple observations but that you are analyzing, evaluating, synthesizing, and critically reflecting on what you are studying and experiencing in the course.

Here is how you will be evaluated for the “thought evidence” you provide in your Discussion Board postings:
10 points = perfect, or near perfect posting(s); all questions and/or prompts addressed; levels of analysis are clearly outstanding, where there is evidence of thinking and making connections beyond surface-level observations; excellent levels of interactions with colleagues in the Discussion Threads; cited research, theory, or ideas from the readings, and analyzed such citations well within the context of their analysis (for example, simply citing a bunch of quotes or paraphrasing WILL NOT earn a high score. I need to see evidence that they are used wisely and analyzed well within the context of the writing).

*Example of Evidence of Deep Thinking (would earn a score of 9 or 10): “Using the native language of an English learner not only taps into the linguistic resource that a student brings into the classroom, but it builds on their previous knowledge of the world. Doing this as a teacher recognizes that English learners do not come into the classroom with “nothing”, but with their own language and culture that can be used to teach them content and language. Their native language can be used to teach them concepts in a language they understand, serving as bridge to teaching them English concepts. One example of an effective use of a student’s native language in teaching them concepts, while also exposing them to complex English is the Preview-Review approach (Wright, Chapter 10, p. 273). This involves previewing the material to be taught in the native language of the student, while presenting the lesson in English, and then reviewing the lesson in the native language of the student again. This approach assures that the student is conceptually understanding what is being taught.”

9 points = excellent posting(s): (Same as description for “10” above, but not quite “clearly outstanding” and lacking a little in quality to justify a score of “10.”)

8 points = good posting(s); good levels of analysis, but not clearly outstanding or excellent; interacted well with colleagues on Discussion Board, by responding thoughtfully to their work; cited some research, theory, or ideas from the readings, but they were not used and analyzed effectively within the context of their writing.

*Example of Evidence of Almost, but Not-so-deep Thinking that Would Earn a Higher Score (would earn a score of 7 or 8): “Using the native language of an English-learner would help them to learn better (Wright, Chapter 10). Their language is useful because they can already understand their language. I would allow my English learners to use their language in my classroom.”

7 points = average posting(s); levels of analysis are lacking in depth, but there is evidence that such analysis is attempted; responded to colleagues, but only superficially; no research, theory, or ideas cited from the readings.

5 - 6 points = below average posting(s); little to no analysis, or attempt thereof; posted some work, but presented with little depth or evidence that an attempt was made to think deeply on any ideas mentioned; interacted with colleagues on Discussion Board, but very superficially; no research, theory, or ideas cited from the readings.

*Example of Evidence of Writing Below Average Work, done superficially, and with little substance (would earn score of 5 or 6): “I would do my best to do everything to help an English learner. They deserve the best education possible. It is not fair that they are falling behind.”

1 – 4 points = posting(s) that needs a lot of work; little to no effort in work posted.
*Example of Evidence of Just Writing Something* (would earn a score of 1 – 5, depending on the level of thinking (or lack thereof) and evidence of lack of effort): “Bilingual education is good.”

3. **Daily Quiz on Readings** [80 points, 8 quizzes x 10pts. each]: You will take a quiz every day of the course based on the readings for the day. The quizzes are created to test what you remember from the reading. That is, they will simply see if you’ve done the assigned reading for the day. They are not created to test your conceptual UNDERSTANDING of the material you read. The conceptual understandings will be developed through further discussion of the readings in class, through small and large group activities, and in the Scenario Solutions Quizzes. The Daily Reading quizzes are designed to ensure that you begin to develop your knowledge foundation on the topics presented by reading important content and getting exposed to information. That’s where it all begins…reading. You will not be allowed to make up any missed quizzes. **No exceptions.**

3. **Scenario Solutions Quiz:** [70 points, 7 quizzes x 10pts. each]: This quiz will be given at the end of each class session, and will be done in a small group. The quiz will consist of one question, with four multiple choice answers. As a group, you will discuss, debate, dialogue, and problem-solve to determine the best answer to your question. Then you will choose the answer as a group, but you will also need to give a well-thought out rationale for choosing the answer you did, and then a rationale for each answer you did not choose. That is, your group will need to construct responses telling me WHY you chose the answer you did as a group and WHY you believe it is the answer, and then tell me WHY you DID NOT choose the other answers and WHY you believe they ARE NOT the answers. Each group will then present their questions and answers, and their rationale for their chosen right answer, and the rationale for why they did not choose the other answers. You will not be allowed to use your textbooks, study manuals, or notes – only your brains. So you must read, study, pay attention in class, and get the most from our discussions and interactions in class.

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

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

II. Ask all group members to e-mail me after class on Blackboard to inform me that a certain group member or members are not participating; then I will speak with that individual in private to discuss the situation.

How your quiz will be scored – If you get the correct answer, everyone in your group will get a perfect score of “10”. If you do not get the answer correct, depending on the **QUALITY** of your reasons and rationale, you can earn **up to and ONLY** “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 thinking deeply about and/or arriving at the right answer.

You will have exactly **15 minutes** to complete each Scenario Solutions Quiz (this will be timed by your professor). After all papers are handed in, three (3) minutes will be used to discuss the quiz.

Following are the guidelines for doing your group quiz:

a) Study the question. Study the answers.
b) Highlight, underline, and use any other strategies in determining key terms, phrases, or clues in each question

c) Write rough notes on your own paper that reflect your thinking

d) Then, as a group, you will draft your final thoughts and rationale for each of the responses, especially the correct response. There will be designated spaces next to each response for you to draft each thought and rationale

e) As a group, you will turn in that one sheet with the question, responses, and rationale provided

f) We will then discuss the question and answers as a whole class

g) You will get your score on the quiz the next class session

5. Service-Learning [60 points, 6 sessions X 10 points each]: You are required to tutor/mentor a student at La Fe Preparatory School as part of your service-learning requirement. This will take place from July 14 – July 25. Tutoring/mentoring sessions will be for (1.5) hours, 2:00am – 3:30pm on designated days in the course calendar. You are welcome to do more tutoring/mentoring beyond this minimum, if you so desire. *You will earn the ten (10) points for each session by simply being there and tutoring/mentoring. You will be assessed qualitatively on this experience through your Reflections.

You will be provided with training, guidance, and materials as part of your preparation and practice with this experience, from me and/or a La Fe teacher that you may be working with.

6. Tutoring/Mentoring Reflections [20 points, 2 papers X 10 points each]: Reflecting on your tutoring/mentoring is very important. Each week you will be required to write about what you did, how you did it, and what you learned from the experience with your student. Use this opportunity to reflect to 1) help you begin to understand the more complex, interpersonal levels of what is covered in the textbook from working with a student, 2) to experience any ideas, concepts, or pedagogy you study in the textbook, and 3) associate the ideas with the Competencies provided (based on the Texas State teacher competencies for bilingual and general educators).

For each Reflection, do the following:

1) put your name, and only your name at the top of the page

2) write a minimum of one (1) page, and maximum two (2) pages (you will automatically lose 1 point for anything less than 1 page, or anything more than 2 pages. So be concise in what you write.)

3) font should be Times New Roman, 12-point; 1.5 or double-spaced

4) Address the following questions when writing/reflecting:

   a. What happened in your interactions with your student this week? (This should be no more than 1/3 of a page).

   b. What were your struggles? What were your successes? *And not just what your student struggled with, but what YOU struggled with in helping him/her learn, understand, and feel successful or accomplished for that interaction.

   c. Cite and discuss three (3) ways in which your tutoring/mentoring this week connected with what you studied in the textbook. You must cite the term, idea, or method by putting it in **bold** and then the page number (for example, “p. 76”) from where you are citing it. Then when you discuss HOW this connects with
what you did, you must underline that portion of your discussion where you
discuss the “how” of how they are connected.

5) Submit your paper in the “Assignments” link of Blackboard.
6) **DUE: Fridays, 11:59pm**

**How will you be graded?** Holistically. You can earn 9-10 points if you address all the
guidelines above AND provide high quality work (especially in your “connections” portion of
your work, which will carry the most weight for your grade. This carries the most weight
because I am most interested in seeing how you think, and how you are developing your thinking
as an educator). If your work is not of high quality, or just “average” you will most likely earn 7-
8 points. If your work reflects poor effort and low quality of analysis (the “connections” you
make in discussing the “how”) you will most likely earn 5-6 points.

*If you are missing or do not address any of what is outlined here, points will be taken away.

6. **Final Exam [100 points]:** The Final Exam will be an exam with the following
question types: True/False, multiple choice, short answer, and essay. Many of the questions will
be scenarios and problem-solving questions that ask you to utilize the knowledge and skills you
have acquired from the course textbook, the TExES study manual, the service-learning project at
La Fe Preparatory School, and the various activities in which you engaged daily.

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

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

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

1. **(Monday, July 7) - First Day of Class – Who Are English Learners?** (face-to-face)
   - Assessment: **Quiz #1** (on Wright, Chapter 1)
   - Read: Wright, Chapter 1; TExES Manual, Competencies 1.1 - 1.5 (in both manuals); TEKS: n/a
   - Discussion: Why are you here? Why do you want to become a teacher? What will you do?
   - Introduction to course; discussion of syllabus, assignments and projects

2. **(Tuesday, July 8) – Second Language Learning & Teaching, Part I** (Blackboard, on-line)
   - Read: Wright, **Chapter 2**; TExES Manual, Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6
     (in both manuals); TEKS: n/a
   - Video: **Immersion film & On-line Discussion**
   - DUE: Blackboard posting
   - Assessment: **Thought Evidence #1**
   - Discussion: on **Immersion** and “Making Connections with Students”
3. (Wednesday, July 9) – Second Language Learning & Teaching, Part II (face-to-face)
   - Read: Wright, Chapter 2; TEExES Manual, Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6 (in both manuals); TEKS: n/a
   - Assessment: Quiz #2 (on Wright, Chapter 2)
   - Assessment: Scenario Solutions Quiz #1
   - Discussion/Activity (in preparation for tutoring/mentoring La Fe students)

4. (Thursday, July 10) – Primary Language Support (Blackboard, on-line)
   - Read: Wright, Chapter 10; TEExES Manual, Competencies (EC-6) 3.3 – 3.7 & (4-8) 2.7, 3.4 – 3.5; TEKS: n/a
   - DUE: Blackboard posting
   - Assessment: Thought Evidence #2

5. (Friday, July 11) – Primary Language Support (face-to-face)
   - Read: Wright, Chapter 10; TEExES Manual, Competencies (EC-6) 3.3 – 3.7 & (4-8) 2.7, 3.4 – 3.5; TEKS: n/a
   - Discussion/Activity (in preparation for tutoring/mentoring La Fe students)
   - Assessment: Quiz #3 (on Wright, Chapter 10)
   - Assessment: Scenario Solutions Quiz #2

6. (Monday, July 14) – Assessment, Part I (Blackboard, on-line)
   - Read: Wright, Chapter 5; TEExES Manual, Competencies (EC-6) 3.1 – 3.2, 16.1 – 16.4, (4-8) 3.1 – 3.7 & 4.1 – 4.5)
   - DUE: Blackboard posting
   - Assessment: Thought Evidence #3
   - La Fe Tutoring/Mentoring (2:00pm – 3:30pm)

7. (Tuesday, July 15) – Assessment, Part II (face-to-face)
   - Read: Wright, Chapter 5; TEExES Manual, Competencies (EC-6) 3.1 – 3.2, 16.1 – 16.4, (4-8) 3.1 – 3.7 & 4.1 – 4.5)
   - Review previous material
   - Discussion/Activity
   - Assessment: Quiz #4 (on Wright, Chapter 5)
   - Assessment: Scenario Solutions Quiz #3

8. (Wednesday, July 16) – Listening & Speaking (Blackboard, on-line)
   - Read: Chapter 6; TEExES Manual, Competencies 4.1 – 4.3 (in both manuals); TEKS: Grades K-5, 110.11(Grade K: 21 – 23), 110.12 (Grade 1: 27 -29), 110.13 (Grade 2: 28 – 30)– 110.16
   - DUE: Blackboard posting
   - Assessment: Thought Evidence #4
   - La Fe Tutoring/Mentoring (2:00pm – 3:30pm)

9. (Thursday, July 17) – Reading (face-to-face)
   - Read: Wright, Chapter 7, TEExES Manual, Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7; TEKS: Grades K-5, 110.11 – 110.16
   - Review previous material
   - Discussion/Activity
   - Assessment: Quiz #5 (on Wright, Chapters 6 & 7)
   - Assessment: Scenario Solutions Quiz #4
10. (Friday, July 18) – **Writing** (Blackboard, on-line)
-Read: Wright, Chapter 8, TEExES Manual, Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7; TEKS: 110.11 – 110.16, Grades K-5
-Blackboard Discussion/Activity
**La Fe Tutoring/Mentoring (2:00pm – 3:30pm)**
-DUE: Reflection Paper #1

11. (Monday, July 21) – **Content-Area Instruction for ELLs** (Blackboard, on-line)
-Read: Wright, Chapter 9, TEExES Manual, Competencies 4.4 – 4.5 (in both manuals); Bloom’s Taxonomy of Levels of Thinking (in both manuals)
-DUE: Blackboard posting
-Assessment: *Thought Evidence #5*
**La Fe Tutoring/Mentoring (2:00pm – 3:30pm)**

12. (Tuesday, July 22) – **Content-Area Instruction for ELLs** (face-to-face)
-Read: Wright, Chapter 9, TEExES Manual, Competencies 4.4 – 4.5 (in both manuals); Bloom’s Taxonomy of Levels of Thinking (in both manuals)
-Review previous material
-Discussion/Activity
-Assessment: *Quiz #6* (on Wright, Chapter 8 & 9)
-Assessment: *Scenario Solutions Quiz #5*

13. (Wednesday, July 23) – **Language & Education Policy for ELLs, Part I** (Blackboard, on-line)
-Read: Wright, Chapter 3; TEExES Manual, Competencies 1.1 - 1.5 (in both manuals); TEKS: n/a
-DUE: Blackboard posting
-Assessment: *Thought Evidence #6*
**La Fe Tutoring/Mentoring (2:00pm – 3:30pm)**

14. (Thursday, July 24) – **Language & Education Policy for ELLs, Part II** (face-to-face)
-Read: Wright, Chapter 3; TEExES Manual, Competencies 1.1 - 1.5 (in both manuals); TEKS: n/a
-Discussion/Activity
-Assessment: *Quiz #7* (on Wright, Chapter 3)
-Assessment: *Scenario Solutions Quiz #6* (15 minutes)

15. (Friday, July 25) – **Technology** (Blackboard, on-line)
-Read: Wright, Chapter 11, TEExES Manual, Competencies 4.4 – 4.5 (in both manuals); Bloom’s Taxonomy of Levels of Thinking (in both manuals); TEKS: 126.7, Grades 3-5
-DUE: Blackboard posting
-DUE: Reflection Paper #2
**La Fe Tutoring/Mentoring (2:00pm – 3:30pm)**

16. (Monday, July 28) – **Program Models for ELLs, Part I** (Blackboard, on-line)
-Read: Wright, Chapter 4; TEExES Manual, Competencies (EC-6) 1.7 – 1.8 & (4-8) 1.7 – 1.10; TEKS: n/a
-DUE: Blackboard posting
-Assessment: *Thought Evidence #7*
17. (Tuesday, July 29) – **Program Models for ELLs, Part II** (face-to-face)
- Read: Wright, Chapter 4; TExES Manual, Competencies (EC-6) 1.7 – 1.8 & (4-8) 1.7 – 1.10; TEKS: n/a
- Assessment: **Quiz #8** (on Wright, Chapter 4)
- Assessment: **Scenario Solutions Quiz #7** (15 minutes)

18. (Wednesday, July 30) – “**Bringing Everything Together**” (Blackboard on-line)
- For these last class sessions, there will be intensive on-line engagement in which we will “bring together” everything experienced and learned in the course. This will include: discussion, chats, and games (maybe even for “extra credit”). This will be a great review and preparation for your Final Exam.
- **DUE**: Blackboard posting
- **Assessment**: **Thought Evidence #8**

19. (Thursday, July 31) – “**Bringing Everything Together**” (Blackboard on-line)
- For these last class sessions, there will be intensive on-line engagement in which we will “bring together” everything experienced and learned in the course. This will include: discussion, chats, and games (maybe even for “extra credit”). This will be a great review and preparation for your Final Exam.
- **available for on-line chat or questions/answers during a designated time in preparation for Final Exam**

20. (Friday, August 1) - **Final Exam**
- 2:00pm – 4:10pm; Location: EDU 312 (location subject to change)

**Students with Disabilities**

*Please note that this syllabus is subject to changes and/or adjustments.*