BED 4340: Principles of Bilingual/ESL Education  
CRN 31084  
Summer I 2019  
June 10 – July 5  
Monday - Friday, 11:40am – 1:50pm, College of Education, Rm. 307

**Instructor:** Reynaldo Reyes III, Ph.D.  
**Office:** Education, Rm. 801-C  
**Office Hours:** Monday - Thursday 11:00am – 11:30am, or On-line, or by appointment  
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**Phone:** 747-8817

**Course Information**  
BED 4340 - Principles of Bilingual/ESL Education  
3 Credit Hours  
Location: EDU Rm. 307  
Days and Times: Mondays - Fridays, 11:40am – 1:50pm

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

**Prerequisite:** Admission to Teacher Education  
*Course is prerequisite to other BED courses on all Education degree plans.*

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

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

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

**Required Text(s)/Sources of Information:**


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. That is why you should purchase a study manual to become acquainted with the format of the exam and the expectations for it.

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

4) **Sticky notes/Post-it 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,
close, 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, you need to address this with me.

- **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.*

<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>
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</thead>
<tbody>
<tr>
<td>1.1 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>
<td>a. Chapters 1 &amp; 3 Quiz, Scenario Solutions Quiz, End-of-class quiz</td>
</tr>
<tr>
<td>1.2 Explain and present procedures (e.g., Language Proficiency Assessment Committee) for</td>
<td>b. In-class, small group discussions, with informal evaluations of student learning based on a predetermined expectations for student participation and expression of understanding and application of content and materials</td>
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<td></td>
<td>c. Analysis, Evaluation, Application via small group discussion and activity on the following:</td>
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the identification, assessment, and instructional placement of English Language Learners.

1.3 Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.

1.4 Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.

1.5 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.

1.7 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.

1.8 Analyzes various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.


*Chapter 89: Adaptations for Special Populations*


http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.htm

**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 (LI) and second language (L2).

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

1.6 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.

2.1 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.

2.2 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.

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

a. Chapter 2 Quiz, Scenario Solutions Quiz, End-of-class quiz

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

<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>
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</thead>
<tbody>
<tr>
<td><strong>3.2.</strong> 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.</td>
<td>a. Chapter 5 &amp; 10 Quiz, Scenario Solutions Quiz, End-of-class quiz</td>
</tr>
<tr>
<td><strong>3.3.</strong> 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.</td>
<td>b. In-class, small group discussions, with informal evaluations of student learning based on pre-determined expectations for student participation and expression of understanding and application of content and materials</td>
</tr>
<tr>
<td><strong>3.5.</strong> 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</td>
<td></td>
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Competency 004

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

<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>
</table>
| 4.1 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. | a. Chapter 9 Quiz, Scenario Solutions Quiz, End-of-class quiz  
b. In-class, small group discussions, with informal evaluations of student learning based on a pre-determined expectations for student participation and expression of understanding and application of content and materials  
c. Discussion Evaluation: English Language Proficiency Standards (ELPS) [link]  
   http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 |
| 4.2 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). | |
| 4.3 | 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. |
| 4.4 | 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. |
| 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)

| a. | Chapter 6 Quiz, Scenario Solutions Quiz, End-of-class quiz |
| b. | In-class, small group discussions, with informal evaluations of student learning based on a predetermined expectations for student participation and expression of understanding and application of content and materials |

| a. | Chapter 11 Quiz, Scenario Solutions Quiz, End-of-class quiz |
| b. | In-class, small group discussions, with informal evaluations of student learning based on a predetermined expectations for student participation and expression of understanding and application of content and materials |
PLEASE TURN OFF YOUR CELL PHONES WHILE IN CLASS
(unless instructed to do so as part of a learning activity)!

NO TEXTING OR SOCIAL MEDIA ACTIVITY 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

280 – 252 = A (Excellent)
251 – 224 = B (Good)
223 – 196 = C (Average)
195 – 168 = D (Below Average)
167 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/Being Present: As a future educator, it is vital that you attend class, arrive on time, participate, and “be present”. Because of the current distractions we have with mobile devices, “being present” is a new struggle for learners. When you are “present” in my class (or any class, for that matter), you are not just physically present, but you are attuned to what is happening around you and before you in a learning task, without always feeling like you need to attend to the disruption of a bing, zing, or text. Engagement without disruption is critical for your learning. Attending class and being present are minimum expectations 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 to class late, not attending class, not participating in discussions in a high quality manner, and not “being present.” Additionally, the more you participate in class, the easier it will be for me to remember you. And that can have an impact on your final grade. For example, if you are 1 point away from an “A”, and you actively participated in class almost daily, you will have earned that point to “bump” you into the “A” range.

All students are responsible for attending and participating in class regularly and on time, which includes on-line attendance and participation (if applicable). Engagement in classroom discussion, in presentations and activities, actively participating in Blackboard discussions (if applicable), 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, and respectfully and insightfully responding to and engaging in discussion with the instructor and other students (face-to-face or on Blackboard, if applicable).

(Please procedure on not attending or participating in class)
*For every day class session that you miss class (after your “free day”, 10 points will be subtracted from your points total for the course. Because life happens, you may miss one
class session without penalty. So, that means you can make up the quiz/zes missed on that day. But you need to make me aware of your situation.

(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, 5 points will be subtracted from your points total.*

2. **Daily Reading Quiz** [100 points, 10 quizzes x 10pts. each]: You will take a quiz almost every day of the course based on the assigned readings for the day from the Wright textbook (except for the content from the manuals). *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 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, UNLESS you had to attend to an urgent situation AND you have communicated this with me. If you do not communicate with me regarding your situation, you will not be able to make up the quiz/zes. 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 your “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. 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, b) fill-in-the-blank, or c) 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. (Monday, June 10) – **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 and assignments
   - Video: Immersion film & class activity & discussion based on video

2. (Tuesday, June 11) – **Who Are English Learners?** TExES Competencies covered 1.1 - 1.5
   - Read: Wright, Chapter 1
   - Discussion/Activity
   - Scenario Solutions #1
   - Reading Quiz #1

3. (Wednesday, June 12) - **Who Are English Learners?** (continued) TExES Competencies covered 1.1 - 1.5
   - Read: Wright, Chapter 1
   - Discussion/Activity
   - End-of-Class Quiz #1

4. (Thursday, June 13) – **Language**, TExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6
   - Read: Wright, Chapter 2
   - Scenario Solutions #2
   - Reading Quiz #2

5. (Friday, June 14) – **Language**, (continued) TExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6
   - Read: Wright, Chapter 2
   - Discussion/Activity
   - End-of-class Quiz #2

6. (Monday, June 17) – **Language Learning & Teaching**, TExES Competencies (EC-6) 2.1 - 2.7
   - Read: Wright, Chapter 3
   - Discussion/Activity
   - Scenario Solutions Quiz #3
   - Reading Quiz #3

7. (Tuesday, June 18) – **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

8. (Wednesday, June 19) – **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
9. *(Thursday, June 20)* – **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**

10. *(Friday, June 21)* – **Program Models for ELLs (continued)**, TExES Competencies (EC-6) 1.7 – 1.8 & (4-8) 1.7 – 1.10
- Read: Wright, Chapter 5
- Discussion/Activity
- **End-of-class Quiz #5**

11. *(Monday, June 24)* – **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**

12. *(Tuesday, June 25)* – **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**

13. *(Wednesday, June 26)* **Listening & Speaking**, TExES Competencies 4.1 – 4.3
- Read: Wright, Chapter 7
- Discussion/Activity
- **Scenario Solutions Quiz #6**
- **Reading Quiz #7**

14. *(Thursday, June 27)* – **Reading & Writing**, TExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7
- Read: Wright, Chapter 8 & 9
- Discussion/Activity
- **Scenario Solutions Quiz #7**
- **Reading Quiz #8 (Quiz just one Ch. 8)**
- **End-of-class Quiz #7 (Quiz just on Ch. 8)**

15. *(Friday, June 28)* - **Content-Area Instruction for ELLs**, TExES Competencies 4.4 – 4.5
- Read: Wright, Chapter 10
- Discussion/Activity
- **Scenario Solutions Quiz #8**
- **Reading Quiz #9**
- **End-of-class Quiz #8**
16. *(Monday, July 1)* – **ONLINE CLASS**
   - Instructions for this class session, which will still be held 11:40am-1:50pm, will be provided on Blackboard.

17. *(Tuesday, July 2)* – **ONLINE CLASS**
   - Instructions for this class session, which will still be held 11:40am-1:50pm, will be provided on Blackboard.

18. *(Wednesday, July 3)* – **ONLINE CLASS**
   - Instructions for this class session, which will still be held 11:40am-1:50pm, will be provided on Blackboard.

19. *(Thursday, July 4)* – **Holiday, NO CLASS**

20. *(Friday, July 5)* - **Primary Language Support**, TExES Competencies (EC-6) 3.3 – 3.7 & (4-8) 2.7, 3.4 – 3.5
   - 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 #10**
   - **End-of-class Quiz #9**

21. *(Monday, July 8)* – **Final Exam**
   Time: 1:00pm – 3:45pm
   Location: College of Education, Rm. 307

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**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.*