

**BED 4340: Principles of Bilingual/ESL Education**  
**CRN 31217**

**Summer I 2016**

**June 6 – June 30**

**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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**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:**

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

- *LPAC Decision-Making Process for the Texas Assessment Program*. Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division.  
[http://www.tea.state.tx.us/index3.aspx?id=3300&menu\\_id3=793#lpac-manual](http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793#lpac-manual)
- An Educator Guide to TELPAS  
<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) **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, 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.*

SLOs: <i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
<b>1.1</b> 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 <b>1.2</b> Explain and present procedures (e.g., Language Proficiency Assessment Committee) for	a. Chapters 1 & 3 Quiz b. TExES Manual c. 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 d. Analysis, Evaluation, Application via small group discussion and activity on the following:

<p>the identification, assessment, and instructional placement of English Language Learners.</p> <p><b>1.3</b> Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.</p> <p><b>1.4</b> Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</p> <p><b>1.5</b> Analyzes the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.</p>	<p><b><i>LPAC Decision-Making Process for the Texas Assessment Program.</i></b> Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division. <a href="http://www.tea.state.tx.us/index3.aspx?id=3300&amp;menu_id3=793#lpac-manual">http://www.tea.state.tx.us/index3.aspx?id=3300&amp;menu_id3=793#lpac-manual</a></p> <p><b><i>Chapter 89: Adaptations for Special Populations</i></b> Subchapter BB: Commissioner’s Rules Concerning State Plan for Educating Limited English Proficient Students. <a href="http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html">http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html</a></p>
<p><b>1.7</b> Distinguishes models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus.</p> <p><b>1.8</b> Analyzes various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.</p>	<p>a. Chapter 4 Quiz b. TExES Manual c. 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</p>

**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).*

<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p><b>1.6</b> Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.</p> <p><b>2.1</b> Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2.</p> <p><b>2.2</b> Demonstrates knowledge of major language components (phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.</p>	<p>a. Chapter 2 Quiz b. TExES Manual c. 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</p>

<p><b>2.3</b> Demonstrates knowledge of stages of first and second-language development and theories/models of first and second language development (e.g., behaviorist, cognitive), and understands the instructional implications of these stages and theories/models.</p> <p><b>2.4</b> Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 and L2.</p> <p><b>2.5</b> Explains the interrelatedness and interdependence of first and second language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).</p> <p><b>2.6</b> Analyzes and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.</p> <p><b>2.7</b> Identifies and explains cognitive, linguistic, social, and affective factors affecting second language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/ community environment, literacy background) and uses this knowledge to promote students' language development in L2.</p>	
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**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.*

<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p><b>3.2.</b> Identifies types of formal and informal literacy assessments in L 1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.</p> <p><b>3.3.</b> Discuss the state educator certification standards in reading/language arts; understands distinctive elements in the application of the standards for English and for L1, and applies this knowledge to promote bilingual students' literacy development in L1.</p> <p><b>3.5.</b> 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</p>	<p>a. Chapter 5 &amp; 10 Quiz</p> <p>b. TExES Manual</p> <p>c. 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</p>

<p>phonemic awareness, decoding skills, comprehension strategies).</p> <p><b>3.7.</b> Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children's literature in L1 and L2).</p>	<p>d. Chapter 7,8, &amp; 10 Quiz</p> <p>e. TExES Manual</p> <p>f. Discussion Evaluation: <b>English Language Proficiency Standards (ELPS)</b>  <a href="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</a></p> <p><b>An Educator Guide to TELPAS</b>  <b>Educator Guide to TELPAS Grades K–12</b>  <a href="http://www.tea.state.tx.us/student.assessment/ell/telpas/#general">http://www.tea.state.tx.us/student.assessment/ell/telpas/#general</a></p>
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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.*

<p>SLOs: <i>By the end of course, the student will be able to:</i></p> <p><b>4.1</b> 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.</p> <p><b>4.2</b> Creates authentic and purposeful learning activities and experiences in both L 1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS).</p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p> <p>a. Chapter 9 Quiz</p> <p>b. TExES Manual</p> <p>c. 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</p> <p>d. <b>Discussion Evaluation: English Language Proficiency Standards (ELPS)</b>  <a href="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</a></p>
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**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/)

<http://www.tea.state.tx.us/student.assessment/ell/telpas/#general>

e. Chapter 6 Quiz  
f. TExES Manual  
g. 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

h. Chapter 11 Quiz  
i. TExES Manual  
j. 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

**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**

290 – 261 = A (Excellent)  
260 – 232 = B (Good)  
231 – 203 = C (Average)  
202 – 174 = D (Below Average)  
173 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 to class late, not attending class, and/or not participating in discussions in a high quality manner. 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).

(Points procedure on not attending or participating in class)

**\*For every day class session that you miss class, 10 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, 5 points will be subtracted from your points total.**

2. **Daily Reading Quiz [90 points, 9 quizzes x 10pts. each]**: You will take a quiz every day of the course in the first two weeks of the course based on the assigned readings for the day from the Wright textbook (except for the content from the manuals). 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. **No exceptions.**

**3. Service-Learning** [*\*Your grade for this Service-Learning is built into your Reflection Paper below. For every missed or late day of teaching/mentoring, you will have an automatic letter grade dropped (10 points) on your paper!*]: You are required to tutor/mentor a student at Beall Elementary School as part of your service-learning requirement. But don't think of this as a "requirement", but an "experience" and "commitment" to a child.

This field experience with your student will be more than just tutoring or mentoring. You will work with your student, an English language learner, to learn how to use their language, culture, and identity to learn strategies, skills, and ways of thinking that they can carry with them as they move forward in their educational career to become better learners, thinkers, and problem-solvers. \*Details, discussion, planning and preparation of these ideas to apply in interactions with your student will occur the week prior.

This service-learning component of the course will take place beginning Monday, June 20 - Wednesday, June 29, during the designated class time.

**4. Teaching/Mentoring Reflection & Connections Paper** [100 points]:

Reflecting on your teaching/mentoring field component is very important. Use this opportunity to reflect and "make connections" between what you've studied and what you've experienced with your Beall Elementary student(s) 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 understand the application of 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 the Reflection Paper, do the following:

- 1) put your name, and only your name at the top of the page
- 2) write two (2)-pages (you will automatically LOSE 1 point for anything more or less than 2 pages. So be concise in what you write.)
- 3) font should be Times New Roman, 12-point; double-spaced
- 4) Address the following questions when writing/reflecting:
  - a. In general, what happened in your interactions with your student? (1 paragraph; This should be no more than 1/3 of a page).
  - b. Cite and discuss three (3) ways in which your teaching/mentoring connected with what you studied in the textbook. (1 paragraph for EACH discussion)
    - i. 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.
    - ii. 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, then followed with a (WHY?) to show that you are further analyzing your thinking to address "why" your assessment of "how" demonstrates this thought (an automatic 5 points for EACH will be deducted if you do not bold and underline or indicated with WHY?) .  
\*NOTE: These "how" and "why" parts are VERY important, and carry the most weight in your paper. It is your analysis, and is evidence of

your thinking on how you connect your experience to what you've studied in the course and how you understand these connections.

1. Here is an example of the type of thinking, as reflected in your writing, I will be look for in this part of your paper – My student struggled with the idea of using his first language to learn the English concepts I was trying to teach him. I noticed he hesitated a lot. He did one time tell me that his teacher does not like it when he speaks Spanish in class. So his hesitation may be due to his experience in a classroom environment that promotes subtractive bilingualism (p. 76), taking away from his home language and replacing it with English only, and creating a culture of fear of using his first language, Spanish. This also would contribute to raising his effective filter (p. 121), the social–emotional aspect of language learning. (WHY?) Since a subtractive bilingual approach takes away from one's language and identity, this may influence how a student feels about themselves in the classroom and the value of what they contribute. I addressed this by demonstrating how his first language can be used to understand what he is learning conceptually, while he can still learn English. After experiencing this type of learning, he felt confident that his first language can be used as a resource, rather than a detriment, to his overall learning.
- c. (In your last paragraph) Overall, what did you learn from this experience that you believe will make you a better teacher of English language learners? And WHY do you believe this new understanding will make you a better teacher?
- 5) Submit your paper in the “Reflection Paper” link of Blackboard.
  - 6) **DUE**: *Thursday, June 30, by the start of class.*

**\*How will you be graded?** Holistically. You can earn an “A” (90 – 100 points) for the paper 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 an average score of 70-80 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 50-60 points.

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

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 6)* – **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. *(Tuesday, June 7)* – **Who Are English Learners?** TExES Competencies 1.1 - 1.5
  - Read: Wright, Chapter 1
  - Discussion/Activity
  - Reading Quiz #1**
  
3. *(Wednesday, June 8)* – **Language**, TExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6
  - Read: Wright, Chapter 2
  - Review previous material
  - Discussion/Activity
  - Reading Quiz #2**
  
4. *(Thursday, June 9)* - **Language Learning & Teaching**, TExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6
  - Read: Wright, Chapter 3
  - Review previous material
  - Discussion/Activity
  - Reading Quiz #3**
  
5. *(Friday, June 10)* - **Language & Education Policy for ELLs**, TExES Competencies 1.1 - 1.5
  - Read: Wright, Chapter 4
  - Review previous material
  - Discussion/Activity
  - Reading Quiz #4**
  
6. *(Monday, June 13)* – **Program Models for ELLs**, TExES Competencies (EC-6) 1.7 – 1.8 & (4-8) 1.7 – 1.10
  - Read: Wright, Chapter 5
  - Review previous material
  - Discussion/Activity
  - Reading Quiz #5**

7. (*Tuesday, June 14*) – **Assessment & Listening & Speaking**, 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, Chapters 6 & 7 (one quiz on BOTH chapters)

-Review previous material

-Discussion/Activity

**-Reading Quiz #6**

8. (*Wednesday, June 15*) – **Reading & Writing**, TExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7

-Read: Wright, Chapters 8 & 9 (one quiz on BOTH chapters)

-Review previous material

-Discussion/Activity

**Reading Quiz #7**

9. (*Thursday, June 16*) – **Content-Area Instruction for ELLs**, TExES Competencies 4.4 – 4.5

-Read: Wright, Chapters 10

-Review previous material

-Discussion/Activity

**-Reading Quiz #8**

10. (*Friday, June 17*) – **Primary Language Support**, TExES Competencies (EC-6) 3.3 – 3.7 & (4-8) 2.7, 3.4 – 3.5

-Read: Wright, Chapter 11

-Review previous material, and Final Exam Review & Study Session

-Discussion/Activity

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

-Course evaluations

**-Reading Quiz #9**

11. (*Monday, June 20*) – **Field Experience/Service Learning**

-Location: Beall Elementary

-Time: 12:00 – 1:30pm

12. (*Tuesday, June 21*) - **Field Experience/Service Learning**

-Location: Beall Elementary

-Time: 12:00 – 1:30pm

13. (*Wednesday, June 22*) - **Field Experience/Service Learning**

-Location: Beall Elementary

-Time: 12:00 – 1:30pm

14. (*Thursday, June 23*) - **Field Experience/Service Learning**

-Location: Beall Elementary

-Time: 12:00 – 1:30pm

15. (*Friday, June 24*) - **Field Experience/Service Learning**

-Location: Beall Elementary

-Time: 12:00 – 1:30pm

16. (*Monday, June 27*) - **Field Experience/Service Learning**

-Location: Beall Elementary

-Time: 12:00 – 1:30pm

17. (*Tuesday, June 28*) - **Field Experience/Service Learning**

-Location: Beall Elementary

-Time: 12:00 – 1:30pm

18. (*Wednesday, June 29*) - **Field Experience/Service Learning (Day of Presentations/Performances)**

-Location: Beall Elementary

-Time: 12:00 – 1:30pm

19. (*Thursday, June 30*)

-**DUE**: Reflection Paper

-Submit paper on Blackboard

20. (*Friday, July 1*) – **Final Exam**

Time: 1:00pm – 3:45pm

Location: College of Education, Rm. 307

**Students with Disabilities**

*If you have or suspect a disability and need accommodations you should contact Disabled Student Services Office (DSSO) at 747-5148 or at [dss@utep.edu](mailto:dss@utep.edu) or go by Room 106 Union East Building. If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services.*

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