

BED 4340: Principles of Bilingual/ESL Education (Online)
CRN 36273
Summer 2020
June 8th – July 31st

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Course Information

BED 4340 - Principles of Bilingual/ESL Education
3 Credit Hours
Location: Blackboard Learning Platform
Days and Times: 8 weeks, Online

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

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

Prerequisite: *Admission to Teacher Education*

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

Course Purpose

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

College's Conceptual Theme

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

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

- Who English language learners are and the role of lived experiences on their schooling
- History of Bilingual Education in the United States and in Texas, and its impact on current legislation in Texas, as well as nationally;
- Philosophies underlying the concept of Bilingual Education and ESL Instruction
- Legal foundations of Bilingual Education and teaching English language learners
- Politics of Bilingualism, including landmark court cases
- Identification Sociocultural characteristics of ELLs

- Federal and State Policy, including NCLB
- Bilingual/Dual/ESL Program Models
- First and second language acquisition and research; Role of L1 in L2 learning;
- Oral language, reading, and writing to ELLs
- The role of culture in academic achievement
- Models of teaching and working with English language learners and Sheltered Instruction; Comprehensible Input;
- State Assessments for Bilingual/ELL students
- Texas Teaching Standards, Domains, and Competencies for Bilingual Education and English as a Second Language; EC-06 and 4-8.

Required Text(s)/Sources of Information:

- 1) Wright, W.E. (2019) *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Caslon: Philadelphia. 3rd 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 or Resource:** Because of the importance of this exam, it is vital that you begin preparing for it as soon as you begin our program. That is why you should purchase a study manual to become acquainted with the format of the exam and the expectations for it.
- 3) **Online: Texas Education Agency:**
 - *LPAC Decision-Making Process for the Texas Assessment Program*. Procedural Manual for the 2019-2020 school year prepared by the Texas Education Agency, Student Assessment Division. https://tea.texas.gov/sites/default/files/2019-2020%20LPAC%20Decision%20Making%20Guide_%2010.24.19.pdf
 - An Educator Guide to TELPAS
<https://tea.texas.gov/student-assessment/testing/telpas/telpas-resources>
 - *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>
 - *Texas Essential Knowledge and Skills* (TEKS) for your grade and/or subject, <https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>

University Policy on Academic Integrity

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

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

Expectations of You, as a Future Educator

As a future educator, it is expected that you perform and practice your developing craft in the most ethical, respectful, and professional manner. Following these expectations, and the subsequent actions, is often reflected in how you perform in your present coursework and the quality you invest in your own education. As such, all students are expected to be prepared for class, to “be present” in class by focusing on the task at hand and giving your attention to me and others, while not constantly checking your mobile device (face-to-face or online). Part of being a student at UTEP means you should also check your UTEP emails for communication, keep track of your performance in class through Blackboard, and being cognizant of who you want to become as an educator. Reading 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 even have the beginning of what you need to begin to know? And if you want to get certified as a teacher, you will be tested on this content you read and study in your courses. So, read, read, read!
- ***Participate.*** In order to get the most out of this course, and to really get a sense of what you know, understand, and are learning, your participation – which includes questions, debates, discussions, and reflecting (even in your own mind) – is vital. As such, you are expected to participate actively in Blackboard, and contribute to get the most from this learning experience.
- ***Be responsible.*** As a future educator, how would you want your students to perform? What types of behaviors would you want them to exhibit? Develop habits and practices as a student that you can be proud of as an educator, and that you would want your students to learn from you. And no late work will be accepted. No excuses. No exceptions.
- ***Quality AND Quantity: Be Proud of Your Work.*** As prospective educators, you will hold the future and lives of students in your hands. For example, if you are responsible for teaching a student how to read, you better know how to teach a student how to read. As such, work hard. Go above and beyond. Produce high quality work. If you were a parent, would you want the teacher who always turned in work late as a college student, always had excuses about their poor performance, and barely passed their classes, but still graduated? Or would you want your child to have the teacher who was responsible, on-time, organized, had good grades, and did high quality work? As such, all students are

expected to be prepared, be responsible, be organized, and to do good work. Do good work well.

- **Attendance.** Your successful completion to tasks and quality of work submitted is your presence in this course.

**Texas State Board of Education (SBEC) Standards Assessed: Bilingual Standards II-III,
ESL Standards I, III, IV, V and VI**

Bilingual Standards

- The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism
- The bilingual education teacher knows the process of first and second language acquisition and development

ESL Standards

- The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language
- The ESL teacher understands the processes of first- and second-language acquisition and uses
- The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL curriculum and instruction
- The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture
- The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction

These standards are addressed through various competencies that future educators (all levels, K-12) are expected to have within particular domains. The following competencies will be addressed and evaluated.

BED/ESL Student Learning Outcomes based on SBEC Standards

BED SLOs: <i>By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	ESL SLOs: <i>By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
Analyze and summarize the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education, and the effects of demographic changes on bilingual education	Apply knowledge of theories, concepts, and research related to language learning to support students’ language development in English. Apply knowledge of theories, concepts, and research related to language learning to support students’ language development in English	a. Chapters 1 & 3 Quiz b. 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
Explain and present procedures (e.g., Language Proficiency	Demonstrate knowledge of factors that may affect students in order to	c. Analysis, Evaluation, Application via small group discussion and activity in

<p>Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners.</p> <p>Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.</p> <p>Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</p> <p>Analyzes the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.</p>	<p>facilitate their learning of academic content, language, and culture</p>	<p>Discussion Board forums, through written responses based on content and ideas under study</p> <ul style="list-style-type: none"> d. End-of-Class Quiz e. Chapter Responses f. Virtual Field Experience Reflection
<p>Distinguishes models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus.</p> <p>Analyzes various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.</p>		<ul style="list-style-type: none"> a. Chapter 4 Quiz b. 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. End-of-Class Quiz d. Chapter Responses e. Virtual Field Experience Reflection

BED/ESL Student Learning Outcomes based on SBEC Standards

<i>BED SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>ESL SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
<p>Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.</p> <p>Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2.</p> <p>Demonstrates knowledge of major language components (phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.</p> <p>Demonstrates knowledge of stages of first and second-language development and theories/models of first and second language development (e.g., behaviorist, cognitive), and understands the instructional implications of these stages and theories/models.</p> <p>Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 and L2.</p> <p>Explains the interrelatedness and interdependence of first and</p>	<p>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials</p>	<p>a. Chapter 2 Quiz</p> <p>b. 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>c. End-of-Class Quiz</p> <p>d. Chapter Responses</p> <p>e. Virtual Field Experience Reflection</p>

<p>second language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).</p> <p>Analyzes and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.</p> <p>Identifies and explains cognitive, linguistic, social, and affective factors affecting second language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/ community environment, literacy background) and uses this knowledge to promote students' language development in L2.</p>		
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BED/ESL Student Learning Outcomes based on SBEC Standards

<i>BED SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>ESL SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i>	<i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i>
<p>Identifies types of formal and informal literacy assessments in L 1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.</p> <p>Discuss the state educator certification standards in reading/language arts; understands distinctive elements in the application of the standards for English and for LI, and applies this knowledge to promote bilingual students' literacy development in L1.</p>	<p>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials</p> <p>Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students' English language proficiency.</p> <p>Modify planning procedures for effective, developmentally appropriate ESL instruction</p> <p>Engage students in critical-thinking processes</p>	<ul style="list-style-type: none"> a. Chapter 5 & 10 Quiz b. 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. End-of-Class Quiz d. Chapter Responses e. Virtual Field Experience Reflection

<p>Discuss how to help students transfer literacy competency from L1 to L2 by using students' prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).</p> <p>Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children's literature in L1 and L2).</p>		<ul style="list-style-type: none"> f. Chapter 7,8, & 10 Quiz g. 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. End-of-Class Quiz i. Chapter Responses j. Virtual Field Experience Reflection
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BED/ESL Student Learning Outcomes based on SBEC Standards

<p><i>SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i></p>	<p><i>ESL SLOs: By the end of course, the student will, at a minimum, have introductory knowledge to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p>Explain 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>Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students' English language proficiency.</p> <p>Integrate technological tools and resources into the instructional process</p>	<ul style="list-style-type: none"> a. Chapter 9 Quiz b. 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. End-of-Class Quiz

<p>Creates authentic and purposeful learning activities and experiences in both L 1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS).</p> <p>Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students' cognitive and linguistic development.</p> <p>Identifies various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive-academic language and content-area knowledge and skills in L2.</p> <p>Differentiates content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs.</p>	<p>Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency)</p> <p>Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals</p>	<ul style="list-style-type: none"> d. Chapter Responses e. Chapter 6 Quiz f. 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 g. End-of-Class Quiz h. Chapter Responses i. Virtual Field Experience Reflection j. Chapter 11 Quiz k. 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 l. End-of-Class Quiz m. Chapter Responses n. Virtual Field Experience Reflection
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Course Requirements and Points Scale

520 – 468 = A (Excellent)
467 – 416 = B (Good)
415 – 364 = C (Average)
363 – 312 = D (Below Average)
311 and below = F (Fail)

1. **Preparation/Attendance/Participation**: As an online, 8-week summer course, you are expected to be actively involved in the various assigned activities on Blackboard to meet the weekly learning objectives. All students are responsible for logging into class and demonstrating their presence. This will be determined by a) indication by Blackboard that you have logged on, and b) your ability to complete assignments and tasks according to deadlines.
2. **Reading Quiz [80 points, 8 quizzes x 10pts. each]**: You will take a quiz based on the assigned reading(s) for the week. You may not use your textbook while taking the quiz. *NOTE: This is based on an Honor System, and it may actually be more detrimental to your score if you try to find answers in the textbook, since the quizzes are timed. The quizzes are created to test what you remember from the reading. That is, they will simply see if you've done the assigned reading for the 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 and Key Terms on the Discussion Board. The Reading Quizzes will help build your 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. **End-of-Class Quiz [80 points, 8 quizzes x 10pts. each]**: This quiz is based on the *Guiding Questions* you will find at the beginning of each chapter. You will see the Guiding Questions that you will be quizzed on at the week's tasks description on Blackboard. Some quizzes will be 2 questions (5pts. per question), and some may be 5 questions (2pts. each question). To prepare for this quiz, you MUST, at a minimum, be able to answer all aspects of the Guiding Questions. You will not be allowed to make up any missed quizzes (unless it is an emergency or situation that prevented you from participating; but you MUST inform me of your situation in order for me to consider allowing you to make up the quiz). No exceptions.
4. **Key Terms Discussion [80 points, 8 postings x 10pts. each set]**:
Description: This Discussion Board activity requires you to discuss all Key Terms for each chapter of the course textbook. Your original postings (Key Term definitions with Context Sentences) must be posted by Tuesday, 11:59pm of Each Week (at the very latest), with your responses to group members due by Wednesday, 11:59pm. This will give some time for your group members to respond to your work during the day on Wednesday (see below). If you post your FIRST posts with all the Key Terms past Tuesday, 11:59pm, you will automatically be deducted 2 points from your 10 point total. *NOTE: If you find that some or most of your group members have not posted by this time, you will be allowed to respond to a member of another group for that time. Your assigned groups can be found on the Home Page of the course.

Learning Objective: *To define, discuss, and contextualize EACH Key Term provided in the list of Key Terms at the beginning of each chapter.

How will you do this task? 1) First, someone in your group will need to Create a discussion thread for your group using your Group # as the subject of that thread to indicate to which thread group members go (Anybody from the group can start the thread on Monday morning). Each group will have their own Key Term discussions of all Key Terms, taking place within your assigned group; 2) Begin to post Key Terms, one post at a time for EACH Key Term (not all Key Terms within one post). **Number** EACH Key Term that you provide. NOTE: This indicates to me that you provided all Key Terms from the chapter. So I must see each Key Term numbered; 3) With your numbered Key Term, provide the following **within that one post for that Key Term** with the corresponding letters below (again, all of the following should be in one post for that one Key Term):

- a) **a definition, quote, or sentence from the textbook** that you feel helps you to begin to understand the Key Term best. The definition can come from the Glossary, or sentence from within the chapter itself. The definition or sentence can be verbatim from the textbook. **Indicate at the end of this textbook definition or sentence the page number where you got it from.**
 - b) Write 2-3 **context sentences** (at the most) that best contextualize EACH Key Term. The sentence(s) can be based on a personal experience, something you read, a discussion with a peer or professor, and the like. The most important thing is that this sentence(s) is **ORIGINAL and FROM YOU** (not the textbook) and reflects some sense that you understand the essence of each Key Term, in your own words.
 - c) After all this, post/submit that numbered Key Term with its textbook definition/textbook sentence, and your original sentence(s) you just provided with it.
 - d) Then for each Key Term posted by a group member (you only have to choose one group member to respond to each Key Term Discussion each week), **respond to each one of that group member’s context sentences** by checking that they **accurately used the Key Term within a context that best reflects the meaning of the Key Term**. If a sentence does not accurately reflect an adequate understanding of the Key Term, then **write a 1-3 sentence reply explaining WHY that sentence does not**. (e.g. You would write something like, “This context sentence does not accurately reflect the meaning of *additive bilingualism* because additive bilingualism is...”). If it does reflect an adequate understanding of the Key Term, **write a 1-3 sentence reply explaining WHY that sentence does so. The most important element of this critique is you MUST tell me WHY or HOW something is or is not.**
- 4) Next, start another Key Term thread within your group thread for another Key Term, and then another thread for another Key Term, and so on. (*NOTE: There are a lot of Key Terms in Chapter 1. So expect a lot of activity the first day).

*Below is an Exemplar by a past student of what a Key Term post might look like, and what I will be looking for in your work:

Exemplar (what you might post)	What I am looking for
<p>1. Affective Filter</p> <p>A) Factors such as fear, anxiety, shyness, and lack of motivation that can block comprehensible input and thus prevent second language acquisition. (Pg.327)</p>	<p>1. Here is the numbered Key Term</p> <p>A) You begin just with a more technical, textbook description or definition of the Key Term. Don’t forget the page number.</p>

<p>B) I remember this past semester having a student who was very low in her English proficiency. I had two ELL's in one of my pullout groups and one had no problem answering questions while the other never wanted to contribute to the conversations. Instead of asking questions in general, I started asking her specifically to answer the questions. She would tell me her English is not good and she felt embarrassed to speak. I would tell her to read the questions in English and answer to me out loud in Spanish. Once she started feeling more comfortable with the group(lowering the affective filter), I saw her performance go up and she was progressing a whole lot better with the group.</p> <p>C) (Response to this Group Member's Context Sentence) Your context sentence reflect Affective Filter because you talk about the emotions involved in the student's learning, which can be negatively affected by being embarrassed to speak. The goal is to lower a student's Affective Filter.</p>	<p>B) Notice how the context sentence is related to a personal experience with teaching. The description of the situation is very brief, but detailed enough to understand what is going on. Notice how the example of English learner's experience directly relates to what Affective Filter is (the Key Term). This student even provided how <i>the lowering of the Affective Filter</i> is the goal for teachers in working with English learners.</p>
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4. **Guiding Questions Discussion [80 points, 8 discussions x 10pts. each]:**

This is the second discussion board activity for the week. It is based on the Guiding Questions you find at the beginning of each chapter of the textbook.

IMPORTANT: Your original posting (Key Term definitions with Context Sentences) of the Guiding Questions Discussion must be posted by **Thursday, 11:59pm of Each Week** (at the very latest), with your responses to group members due by **Friday, 11:59pm**. This will give some time for your group members to respond to your work during the day on Friday (see below). If you post past Thursday, 11:59pm, you will automatically be deducted 2 points from your 10 point total. *NOTE: If you find that some or most of your group members have not posted by this time, you will be allowed to respond to a member of another group for that time. Your assigned groups can be found on the Home Page of the course.

Learning Objective: *To find and discuss the multiple ideas and content that address the Guiding Questions as a small group and via peer response.

How will you do this task? For this discussion, you must do the following:

1. The group leader begins a forum with their Group Number, and then types in the Guiding Question to be discussed within that particular forum. NOTE: Each discussion will take place in a different thread for EACH Guiding Question within your group forum. That is, start a new thread within your Group forum for its own Guiding Question.
2. Next, each group member "chimes in" with "pieces of the puzzle" in that thread for attempting to answer the Guiding Question. How will this be done?

- a. Within a post in response to each Guiding Question, each group member must **provide a direct quote or good sentence from the chapter(s)** that they feel best contributes to answering the Guiding Question. Provide the page number of where that information was found in the textbook. After the direct quote or good sentence within that same post, **write 2-3 sentences explaining WHY that direct quote or good sentence from the textbook does a good job of answering the Guiding Question.** And here's the "twist". **No one in your group can put the same direct quote or good sentence from the textbook** to answer the Guiding Question. Everyone in the group has to put something different. So that means you have to read what a group member puts first to determine what you can put that is different. That means you will need to keep looking for something different to contribute to the "puzzle pieces" of answering each Guiding Question.
 - b. ***What was just described above must be done for EACH Guiding Question for the day.**
 - c. ***NOTE:** It is in your best interest to try to address all aspects of the Guiding Questions. Your Guiding Questions Quiz is based on this discussion activity. So it should help you prepare for that quiz. And if you feel that at the end of your discussion that more needs to be added, then please go ahead and submit more. It will benefit you and your group.
3. Finally, go on to the next Guiding Question and do the same thing again.

*Below is an Exemplar by a past student of a Guiding Question Discussion Board post:

Exemplar (what you might post)	What I am looking for
<p>RE: 2. What is the difference between English as a second language and sheltered instruction?</p> <p>" The focus of ESL is teaching English; the focus of sheltered instruction is teaching academic content." (Pg. 99)</p> <p>This quote is in the most simplest form, the way that these two differ from each other. It is important to recognize that these are different, and can actually be used in conjunction with one another. English as a second language focuses on what is being taught to increase English proficiency, and what the outcomes of having this proficiency entails. Although sheltered instruction still requires knowing the English skills of the students, it focuses more on being able to teach the content, but in a simpler way that is comprehensible to the student. Therefore the end result is not so much to better their English, but to better their content knowledge, which in turn still might better their English, but that is not the main intent.</p>	<p>*Here is the Guiding Question being addressed.</p> <p>*This is the quote from chapter that the student felt best addressed the Guiding Question.</p> <p>*Notice how the student quickly jumps into the point they want to make about how this quote helps to answer the Guiding Question. They also elaborate in their own words their understanding on the difference between ESL and sheltered instruction – not just WHAT they are, but HOW they function.</p>

5. **Chapter Responses [80 points, 8 response X 10 points each]:**

These chapter responses are based on the Discussion Questions at the end of each chapter of the textbook, but will sometimes be modified according to certain expectations I will have, and which you will see on Blackboard for each Chapter Response assignment. So please do the following for each Chapter Response:

- a. **Copy and paste the question before your response** in 10pt., Times New Roman font, singled-spaced (just the question in 10-point font, not your response)
- b. Each response should be written in no more than about one-and-a-half (1.5) pages, 1.5 spacing, (3 pages total for both responses combined). If you use less space for one question, and more for another, that's fine. As long as the total submission does not exceed 3 pages. But make the most of your 3 pages to answer each question. No "fluff" language, like, "In my opinion..." or "I firmly believe...". Just get to the point you want to make in answering the question.
 - i. Your Chapter Responses will be scored holistically, and will be based on your ability to 1) answer all of the question(s), 2) address the WHY and/or HOW of each question (your ability to provide a rationale, reason, and/or analysis), 3) the quality of your writing and ability to articulate your ideas to answer the question(s), and, 4) submitting your work in a timely manner (you will not receive credit for work not done)
- c. You **MUST** type your work on a Word document and upload/attach in the assignment section.
- d. ***NOTE:** Be sure to answer the questions as you see them on Blackboard (not the Discussion Questions at the end of the chapter in the textbook). I have added to or modified some of the questions, which you will see in the instructions there each week for this assignment.

*There will be an Exemplar of a Chapter Response on the Homepage of the course.

6. **Field Experience, Application & Reflection to Improve the Schooling Experience for English Learners: [20 points]:**

This experience will ask you to observe, analyze, and imagine yourself in the schooling experience of an English learner named Moises in a short film, titled *Immersion*, and apply what you have learned in this course to 1) reflect your understanding of the sociocultural influences in his personal and educational experiences, 2) determine what pedagogy, programs, and practices might work to help him achieve his desires to be a successful student, and 3) engage in observation and analysis of the many nuances that can negatively and positively determine an English learner's ability to do well in school. This field experience will begin with viewing the film on the first day of the class, with a quick reflection. In your application of the ideas, pedagogy, and understandings of the content studied in the course, you are asked to place yourself in and look at Moises' experience in his school. You are even encouraged to write some of your context sentences in your Discussion Board post based on the film *Immersion* and Moises' experience. The course will end with viewing the film again and writing a reflection that asks for application of the concepts, pedagogy, and ideas learned in the course. *Prompt and guidelines to be provided on Blackboard on the last day of the course.

7. **Final Exam [100 points]:** The Final Exam will be an exam with the following question types: True/False and multiple choice. Many of the questions will be scenarios and problem-

solving questions that ask you to utilize the knowledge and skills you have acquired from the course textbook, and the activities in which you engaged daily during this course.

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

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

Course Schedule/ Topics/ Readings/ Due Dates

1. **(Week 1, June 8-June 14) – Who Are English Learners? (First Week of Class)**, TExES Competencies 1.1 - 1.5

-Connections to students – “Understanding their Lives” and Your Role as an Educator

*Tasks to Complete:

-Video & Reflection: *Immersion film* & Setting the Tone for Learning, Thinking, & Becoming in the Course

-Read: Wright, Chapter 1

-*Key Terms Discussion #1*, DUE: Wednesday, June 10, 11:59pm

-*Guiding Questions Discussion #1*, DUE: Friday, June 12, 11:59pm

-**Reading Quiz #1**, by Tuesday, June 9, 11:59pm

-**End-of-class Quiz #1**, by Friday, June 12, 11:59pm

-**Chapter Responses #1**, DUE: Sunday, June 14, 11:59pm

2. **(Week 2, June 15-June 21) – Language**, TExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6

*Tasks to Complete:

-Read: Wright, Chapter 2

-*Key Terms Discussion #2*, DUE: Wednesday, June 17, 11:59pm

-*Guiding Questions Discussion #2*, DUE: Friday, June 19, 11:59pm

-**Reading Quiz #2**, by Tuesday, June 16, 11:59pm

-**End-of-class Quiz #2**, by Friday, June 19, 11:59pm

-**Chapter Responses #2**, DUE: Sunday, June 21, 11:59pm

3. **(Week 3, June 22-June 28) – Language Learning & Teaching**, TExES Competencies (EC-6) 2.1 - 2.7 & (4-8) 2.1 – 2.6 & 1.6

*Tasks to Complete:

-Read: Wright, Chapter 3

-*Key Terms Discussion #3*, DUE: Wednesday, June 24, 11:59pm

-*Guiding Questions Discussion #3*, DUE: Friday, June 26, 11:59pm

-**Reading Quiz #3**, by Tuesday, June 23, 11:59pm

-**End-of-class Quiz #3**, by Friday, June 26, 11:59pm

-**Chapter Responses #3**, DUE: Sunday, June 28, 11:59pm

4. **(Week 4, June 29-July 5) - Language & Education Policy for ELLs**, TExES Competencies 1.1 - 1.5

*Tasks to Complete:

-Read: Wright, Chapter 4

-*Key Terms Discussion #4*, DUE: Wednesday, July 1, 11:59pm

-*Guiding Questions Discussion #4*, DUE: Friday, July 3, 11:59pm

- Reading Quiz #4**, by Tuesday, June 30, 11:59pm
- End-of-class Quiz #4**, by Friday, July 3, 11:59pm
- Chapter Responses #4**, DUE: Sunday, July 5, 11:59pm

5. **(Week 5, July 6-July 12)** – **Instructional Models & Programs**, TExES Competencies (EC-6) 1.7 – 1.8 & (4-8) 1.7 – 1.10

*Tasks to Complete:

- Read: Wright, Chapter 5
- Key Terms Discussion #5*, DUE: Wednesday, July 8, 11:59pm
- Guiding Questions Discussion #5*, DUE: Friday, July 10, 11:59pm
- Reading Quiz #5**, by Tuesday, July 7, 11:59pm
- End-of-class Quiz #5**, by Friday, July 10, 11:59pm
- Chapter Responses #5**, DUE: Sunday, July 12, 11:59pm

6. **(Week 6, July 13-July 19)** – **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

*Tasks to Complete:

- Read: Wright, Chapters 6 & 7
- Key Terms Discussion #6*, DUE: Wednesday, July 15, 11:59pm
- Guiding Questions Discussion #6*, DUE: Friday, July 17, 11:59pm
- Reading Quiz #6** (one quiz on BOTH chapters), by Tuesday, July 14, 11:59pm
- End-of-class Quiz #6** (one quiz on BOTH chapters), by Friday, July 17, 11:59pm
- Chapter Responses #6** (on BOTH chapters), DUE: Sunday, July 19, 11:59pm

7. **(Week 7, July 20-July 26)** – **Reading & Writing**, TExES Competencies (EC-6) 11.1 – 11.13, 14.1 – 14.3 & (4-8) 3.6 – 3.7

*Tasks to Complete:

- Read: Wright, Chapters 8 & 9
- Key Terms Discussion #7*, DUE: Wednesday, July 22, 11:59pm
- Guiding Questions Discussion #7*, DUE: Friday, July 24, 11:59pm
- Reading Quiz #7** (one quiz on BOTH chapters), by Tuesday, July 21, 11:59pm
- End-of-class Quiz #7** (one quiz on BOTH chapters), by Friday, July 24, 11:59pm
- Chapter Responses #7** (on BOTH chapters), DUE: Sunday, July 26, 11:59pm

8. **(Week 8, July 27- July 31)** – **Content-Area Instruction for ELLs; Primary Language Support, Effective Instruction & Advocacy**, TExES Competencies 4.4 – 4.5; TExES Competencies (EC-6) 3.3 – 3.7 & (4-8) 2.7, 3.4 – 3.5

*Tasks to Complete:

- Video and Thinking Review & Re-visit: Immersion Film & Activity – Using new knowledge to apply, analyze, and create solutions (virtual field experience)
- Read: Wright, Chapter 10 & 11
- Key Terms Discussion Board #8*, DUE: Wednesday, July 29, 11:59pm
- Guiding Questions Discussion #8*, DUE: Friday, July 31, 11:59pm
- Reading Quiz #8** (one quiz on BOTH chapters), by Tuesday, July 28, 11:59pm
- End-of-class Quiz #8** (one quiz on BOTH chapters), by Friday, July 31, 11:59pm
- Chapter Responses #8** (on BOTH chapters), DUE: Friday, July 31, 11:59pm
- Virtual Field Experience Reflection: *Improving School for Moises*

9. **(by Monday, August 3)** – **Final Exam**

- Final Exam** (1.5 hours)

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.