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E-mail: rreyes9@utep.edu; and e-mail through Blackboard
Phone: (915) 747-8817

Credit Hours: 3

*No course pre-requisites

Course Description
This course provides participants with the foundations and knowledge base necessary for understanding, analyzing, critiquing, and applying gained knowledge on the historical, political, legal, social, cognitive, global, and pedagogical aspects of Bilingual Education, Bilingualism, and Second Language Education. Theories and concepts in Bilingualism, Bilingual Education and Second Language Education will be reviewed and discussed in terms of their application and effectiveness in social and academic settings. There will be a strong focus on caring for bilingual and second language learners with the goal of promoting and supporting their academic success with the use of native language support and encouraging bilingual development.

Course Objectives
The course addresses the social, historical, political, legal, cognitive, and various educational aspects of bilingual education, bilingualism, and the education of second language learners and its influence on teacher approaches and the design and implementation of bilingual/bicultural curriculum. The objectives of this course and what occurs within it are:

- To understand Language and discourse diversity in various social and educational contexts
- The importance of addressing the unique needs of culturally and linguistically diverse student populations
- The history of bilingual education and education of English and second language learners in the United States
- The history and influence of teaching and learning other languages throughout the United States and throughout the world
The sociopolitical nature of bilingual education and the implications in policy formation, teacher attitudes and pedagogical development, and the teaching-learning of English and second language learners

- Local, state and federal laws and policy regarding the education of English language learners and what guides curriculum and teaching approaches
- Pedagogy, approaches, and innovations in working with culturally and linguistically diverse student populations
- Second language acquisition theory and the nature of language
- The role of culture, context and identity in language and literacy teaching and learning
- Bilingual education programs, design, and curriculum
- Teaching content – Materials, methods and assessment in working with English language learners

These learning objectives and outcomes will be achieved through dialogue, debate and writing exercises in and outside of class, as outlined below in the assignments and projects portion of this syllabus. Each student will be responsible for coming to class having read the materials and prepared to engage in discussion and dialogue with other class members.

## Student Learning Outcomes & How They Will They Be Assessed

In terms of learning outcomes for this course, by the end of the term:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Students will recall, analyze, and apply their understanding of bilingualism in classroom, curriculum, and individual student teaching and learning contexts</td>
<td>Weekly Innovations Applications Writings; Final Presentation: Innovations Synopsis</td>
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<tr>
<td>Students will recall and analyze their understanding of the history of bilingualism and bilingual education in the U.S. and throughout the world and evaluate how the application of such knowledge can relay the power and importance of language, multilingualism, and its global reach</td>
<td>Weekly Innovations Applications Writings; Final Presentation: Innovations Synopsis</td>
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<tr>
<td>Students will compare and contrast the early and later development of bilingualism in individuals</td>
<td>Weekly Innovations Applications Writings; Final Presentation: Innovations Synopsis</td>
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<tr>
<td>Students will evaluate the various theories of bilingualism and cognition and relate these understandings to their application to teaching, learning, and curriculum development</td>
<td>Weekly Innovations Applications Writings; Final Presentation: Innovations Synopsis</td>
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<tr>
<td>Students will review, evaluate, and analyze the various types of bilingual education, and apply their understandings of curriculum, materials, pedagogical, and programmatic in bilingual</td>
<td>Weekly Innovations Applications Writings; Final Presentation: Innovations Synopsis</td>
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education to *problem-solving* approaches to addressing the current underperformance and inequitable schooling of language minority students and English language learners

Students will *review* and *analyze* the various points made on the effectiveness of bilingual education and *evaluate* different positions and perspectives

Students will *review* and *analyze* the political controversy inherent in language, bilingualism, and bilingual education in U.S. schools and society, which will include issues of identity, ideology, and empowerment

Students will *evaluate*, *analyze*, and *apply* their understandings of current research on bilingualism, bilingual education, and working with English language learners to the challenges of being an effective teacher of such student populations

Students will *recall* and *analyze* current research on working with particular English learning student populations, such as migrants, Navajo, and Mexicans girls, and *evaluate*, *compare* and *contrast* such students populations to others

Students will *evaluate*, *analyze*, and *synthesize* their understandings of bilingualism, bilingual education, and pertinent issues related to learning English as a second language, and *create* ideas and solutions to addressing the academic underperformance of English learners in U.S. schools

<table>
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<tr>
<th>Required Text(s)/Reading(s)/Sources of Information</th>
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<tr>
<td>• Various readings, provided in PDF form by the instructor</td>
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<tr>
<th>Class Policies</th>
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**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 the 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.

**Philosophy of Teaching & Learning**

I believe that one of the best ways that one can learn is through dialogue. This dialogue can take on the form of reflection (written, mentally, verbally), interaction with text (whether in written form, the “text of the world,” or verbal text), or subconscious dialogue that may be triggered by an epiphanous event in an interaction (with others persons, with text, with the self). In order for a student to actively learn, they must engage in dialogue at various levels in its various forms. That being said, in order for true teaching and learning to occur in this course, your active participation is required in the small group, whole class, or one-on-one interactions that you may have with others in class. Part of this dialogue may come in the form of my questioning and/or prodding you to think beyond the surface and superficial of what you see and how you see it. Other dialogue will come from your questions and comments that will prompt others to participate and contribute. In order to participate effectively in dialogue about particular concepts, ideas or issues in multicultural education and culturally responsive pedagogy, you must have read, engaged in, and internalized the readings of the course. You will then be and become a more informed, analytical and critical participant in such dialogue. In short, be prepared to dialogue by reading the “word” and the “world” (Freire & Macedo, 1987) of all that encompasses this course.

**Deadline Policy**

All assignments are due on the date/day specified by the instructor. You will submit your work in Blackboard (unless otherwise stated in the particular assignment directions). All deadline times are Mountain Time. **There will be no points given for late work.**

**Course Requirements, Schedule, and Grade Percentage Distribution**

**Points and Grading Scale:**

- 360 - 324 = A Excellent quality of work
- 323 - 288 = B Above average work
- 287 - 252 = C Average work
251 - 216 = D  Below average work (not acceptable for graduate-level work)

215 and below = F (fail the course, must take course again)

1) **Innovations Applications Writings:** [260 points – 26 responses x 10 points each]

Each week you will be responsible for writing about how the particular ideas you read about each week can be applied to solve or address particular issues in the education of English learners, immigrant students, migrants, emerging bilinguals, and/or students of low socioeconomic status. This will require you to carefully read, review, analyze, think critically about, and apply the knowledge you accumulate throughout the course to engage in a problem-solving mode, building on knowledge and skills from this course, past courses, and life experiences (personal and professional). You will do this by addressing the Template Questions provided below.

Each response is 1 page for EACH reading. That means if you have two (2) readings to do for the week, you will have two (2) 1-page Writings to submit, based on the readings, and in response to the Template Questions. Provide your Writings in a Word document (Times New Roman font, 12-point, 1.5-spaced). The following questions and prompts will all be used as your template for each week’s Writings. You should address the following for EACH reading (this represents 1 set of responses):

**Template Questions**

1. Provide a 1/3 page summary of what the reading was about. This should read like an abstract. *NOTE: Your summary MUST accurately reflect what the reading was about. If I suspect that you have not read, which will be reflected in a weak summary, I will automatically subtract 5 points from the 10 points of that Writing.

2. In the next 1/3 of a page, cite a “powerful idea” from the readings by paraphrasing that powerful idea in 1 SENTENCE. *Note: If it is a 1-sentence quote from the reading, you are welcome to provide that quote representing the powerful idea. **Underline and bold** this powerful idea that you just paraphrased or quoted. And in the remainder of this 1/3 page discuss WHY this idea is so powerful. Analyze this idea. Dissect it. Take it apart. Demonstrate to me in your writing that you are thinking profoundly about this powerful idea.

3. In the remaining 1/3 page, apply what you learned from this reading in the real world (locally or globally) by utilizing and molding the idea/s from the reading into an innovation to address a particular problem and/or issue in the world of education.

Each set of responses based on each reading should only be a maximum of 1 page. No more. No less.

Each set of responses will be graded based on 10 points. I will send your paper back with a score and comments. Most comments will address what you can do to improve your work, but I
will also point out the stronger aspects of your work with highlighted yellow. Read and use these comments to improve your work. If I see that the quality of your work remains the same, your scores will remain the same.

I want to see substance. I want to see quality. Not fluff that is aimed at taking up space on the page. That’s why you only get to use one page to express your thinking. I need to see that you make the most of your use of space on a page when it comes to expressing your thinking through your writing.

*Since this is the first time giving this type of assignment, I will provide an Exemplar after the first week of responses.

In grading your Innovations Applications Writings, I will be using the following question to guide how we will assign you a grade/score for weekly participation: Does the student respond fully, insightfully, and analytically when addressing these questions and prompts based on the readings for the week? This question, then, should be a guide for you when answering the Innovations Applications Writings questions so that you may write to your fullest potential as a graduate student.

As such, you will be given a number score that reflects the quality of your Innovations Applications Writings on a scale from 1 – 10 (sent to you privately each week via the Gradebook). The score key below indicates what each score represents in your Innovations Applications Writings. You should use these scores to gauge how well you are doing with the Innovations Applications Writings and determine what you need to do to improve on them.

*Guidelines and Instructions for Innovations Applications Writings*

- Indicate each question/section of the 3 sections with numbers – 1, 2, & 3.

- When addressing the Innovations Applications Writings questions, you must go beyond simply regurgitating information. Your writing, although concise and to-the-point with not much space considering the page limit, must provide an in-depth look at the issues, ideas, or concepts presented through the readings. You must write in a way that reflects that you actually carefully read the readings for the week and have put some thought, beyond just personal experience, into your ideas that relate to the question and the overall reading for the week.

- As such, keep your responses succinct and to-the-point. What you write should be substantive and not be written with excessive “filler” simply to make it look like you’ve written something substantive. More than anything, I will be looking for QUALITY in your responses. I need to see that your writing reflects that you have actually “wrestled” with the ideas in the reading(s).

- In order to earn a score of 8, 9 or 10 in your Innovations Applications Writings, you MUST show evidence of higher-level thinking and deep analysis of the ideas you have read.
• Submit your Innovations Applications Writings each week on Blackboard, which can be accessed through the Assignments link in the left-hand column of the page.

• Provide your work – each responses to each reading - as ONE Word document attachment. *Note: You WILL NOT receive credit for your work if you do not provide it as an attachment in a Word document.

• Innovations Applications Writings are due each Monday, by class time at 5:30pm.
  You will not be able to turn in your work after the posted deadline. As such, you will not receive credit for that work not turned in.

• You will receive your graded responses with comments within 72 hours of submitting your work. If you do not receive a grade in the Gradebook, along with some comments if warranted, please notify me.

Score Key & Criteria for Achieving a Certain Score for Innovations Applications Writings

10 = excellent, near perfect response; addressed all aspects of the template questions; where appropriate, wrote in a highly analytical and in-depth manner that reflects the student thought about the material “beyond the surface” and not just in a superficial way; addressed every question and sub-question carefully and closely; writing was easy to read, with no trouble understanding what and how it was written; excellent mechanics in writing, with few, if any, spelling, grammatical, punctuation errors

9 = very good response; may have addressed all aspects of the Template Questions, but response was lacking in some quality that prevents it from earning a score of 10; attempted to address every question, but lacked in addressing some specifics related to the details of what each question was asking; mostly well though-out writing, with a good ability to analyze, although a number of places in the response did not go “beyond the surface” and were superficial and/or vague; overall, well-written, but some awkward writing in places, with some spelling, grammatical, and/or punctuation errors

8 = good response; may have addressed all aspects of the Template Questions, but response was lacking in some quality that prevents it from earning a score of 9; attempted to write well, in-depth and analytically in some places in the response, but overall the writing lacked in quality and depth; vaguely addressed the specifics of each question; overall the writing was mostly comprehensible, but writing was confusing to read at times, with some spelling, grammatical and/or punctuation errors (little attention to the details in writing quality)

7 = average response; addressed only some aspects of the Template Questions, but response was lacking in some quality that prevents it from earning a score of 8; attempted to write well, in-depth and analytically in some places in the response, but overall the writing lacked in quality and depth; vaguely addressed the specifics of each question; overall the writing was mostly comprehensible, but writing was confusing to read at times, with some spelling, grammatical and/or punctuation errors (little attention to the details in writing quality)

5 - 6 = below average response; did not address most aspects of Template Questions; wrote superficially, and did not attempt to go “beyond the surface” and in-depth in the writing, especially as their thoughts relate to the reading(s); little to no attention in addressing the
specifics of each question; needs work in ability to analyze the material in the reading in exploring the ideas, concepts, theory from the readings

1 - 4 = very poor quality response; little attention to details, the questions, and writing needed a great deal of improvement; did not address almost all aspects of Template Questions; very superficial responses; no specific reference to the readings

0 = no response given; or did not post by the stated deadline


In the last weeks of the course, you will present to the class, using Power Point or Prezi, three (3) ways that the innovations you wrote about during the course can contribute to the success of the student populations discussed in this course, and how they address specific current problems in the education of English learners, emergent bilinguals, immigrant, migrant, and similar student populations. You will need to do the following:

a. Outline/discuss three (3) major problems in the education of English learners, emergent bilinguals, immigrant, migrant, and similar student populations. Cite research literature for EACH problem you outline, minimum 6 sources, 2 for each problem. Automatic 10 points deducted if 6 sources not cited. (30 points)

b. Evaluate, synthesize, and analyze the various innovations you wrote about throughout the semester, and present three (3) solutions that substantively address those problems. You MUST discuss HOW your solutions would address the problems you outlined. This requires analysis of the problems you outlined, and carefully understanding how your solutions will directly impact that issue and the students involved. DO NOT simply copy and paste your work from the semester. I need to see a synthesis of your work, bringing together ideas to form 3 that are innovative solutions. (60 points)

c. Provide “further questions/issues to consider.” What are your conclusions about the current problems in education, and the approaches we currently take and have taken? Where have we gone wrong in our current approaches? Where do we go from here? (10 points)

d. Limit your presentation to 10 minutes. If you go over 10 minutes, you will be deducted 3 points for EACH minute that you go over. That means you MUST practice and adequately prepare your presentation. NO EXCEPTIONS. *Points will deducted from overall total score if you do not meet the time restriction.

You will be graded on the day of your presentation, and comments and score e-mailed to you electronically by the next day. We will have sign-ups for presentations as we get closer to presentation dates.

BED 5331 Fall 2013 Course Schedule, Activities & Deadlines

1) January 27 - “Immersion” & Definition of Bilingualism
   o To Do: Read Baker, Chapter 1
o View Film, “Immersion”
o To Do: Write, discuss, problem-solve, apply based on film and reading

2) **February 3** – *History of Bilingual Education*
o To Do: Read Baker, Chapter 9
o To Do (in class): Write, discuss, think, innovate, apply, problem-solve using history
o **DUE: Innovations Applications Writing** (2) (one of these writings is based on the Baker, Chapter 1 reading)

3) **February 10** – *Measuring Bilingualism*
o To Do: Read Baker, Chapter 2; PDF, Reyes
o To Do (in class): Write, discuss, think, innovate, apply, problem-solve
o **DUE: Innovations Applications Writing** (2)

4) **February 17** – *Development of Bilingualism*
o To Do: Read Baker, Chapters 5 & 6
o To Do (in class): Write, discuss, think, innovate, apply, problem-solve
o **DUE: Innovations Applications Writing** (2)

5) **February 24** – *Bilingualism & Cognition*
o To Do: Read Baker, Chapters 7 & 8
o To Do (in class): Write, discuss, think, innovate, apply, problem-solve
o **DUE: Innovations Applications Writing** (2)

6) **March 3** – *Bilingual Education Programs & Teaching Bilingually*
o To Do: Read Baker, Chapters 10 & 11
o To Do (in class): Write, discuss, think, innovate, apply, problem-solve
o **DUE: Innovations Applications Writing** (2)

7) **March 10** – Spring Break (no class)

8) **March 17** – *Effectiveness of Bilingual Education*
o To Do: Read Baker, Chapter 12; PDF, Gómez, Freeman & Freeman
o To Do (in class): Write, discuss, think, innovate, apply, problem-solve
o **DUE: Innovations Applications Writing** (2)

9) **March 24** – *Effective Schools & Classrooms for Bilingual Students*
o To Do: Read Baker, Chapter 13; PDF, Ramos
o To Do (in class): Write, discuss, think, innovate, apply, problem-solve
o **DUE: Innovations Applications Writing** (2)

10) **March 31** – *Literacy, Biliteracy & Multiliteracies*
o To Do: Read Baker, Chapter 14; PDF, Soltero-Gonzalez
o To Do (in class): Write, discuss, think, innovate, apply, problem-solve
o **DUE: Innovations Applications Writing** (2)
11) April 7 - Assessment, Testing & Special Needs of Bilinguals
   o To Do: Read Baker, Chapter 15; PDF, Brown
   o To Do (in class): Write, discuss, think, innovate, apply, problem-solve
   o **DUE**: Innovations Applications Writing (2)

12) April 14 – Politics, Ideology & Identity in Bilingualism & Bilingual Education
   o To Do: Read Baker, Chapters 17 & 18
   o To Do (in class): Write, discuss, think, innovate, apply, problem-solve
   o **DUE**: Final Presentations (5)
   o **DUE**: Innovations Applications Writing (2)

13) April 21 – Endangered Languages, Languages in Society, & Bilingualism in the Modern World
   o To Do: Read Baker, Chapters 4 & 19
   o To Do (in class): Write, discuss, think, innovate, apply, problem-solve
   o **DUE**: Final Presentations (5)
   o **DUE**: Innovations Applications Writing (2)

14) April 28 – Gender, Diverse Bilinguals & Teaching Them in Different Contexts
   o To Do: Read PDF, Green; PDF, Pappamihiel
   o To Do (in class): Write, discuss, think, innovate, apply, problem-solve
   o **DUE**: Final Presentations (5)
   o **DUE**: Innovations Applications Writing (2)

15) May 5 – Teachers & Teacher Education
   o To Do: Read PDF, Johannessen & Bustamante-López; PDF, Faltis et al.
   o To Do (in class): Write, discuss, think, innovate, apply, problem-solve
   o **DUE**: Final Presentations (5)
   o **DUE**: Innovations Applications Writing (2)

**Students with Disabilities**
As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP needs to be contacted. If you have a condition that may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and [The Disabled Student Services Office](#) at The University of Texas at El Paso.

*Items in this syllabus are subject to change.*