

BED 5331 – Foundations of Bilingualism & Teaching Emergent Bilinguals (Online)

CRN: 27345

Spring 2024 (January 16 – March 4)

College of Education, Teacher Education

The University of Texas at El Paso

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***No course pre-requisites**

Course Information

BED 5331 – Foundations of Bilingualism & Teaching Emergent Bilinguals

3 Credit Hours

Location: Online Blackboard

Days and Times: Online

Course Description

This course provides participants with the foundations and knowledge base necessary for understanding, analyzing, and critiquing 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 learn:

- About bilingualism and the nature of becoming bilingual
- About 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 and approaches 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, as outlined below in the assignments and projects portion of this syllabus. Each student will be responsible for being 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:

Learning Outcome	Assessment
Students will <i>recall, analyze, and apply</i> their understanding of bilingualism in classroom, curriculum, and individual student teaching and learning contexts	Module Responses; Evaluated Discussion Content and Activity; Final Paper
Students will <i>recall and analyze</i> their understanding of the history of bilingualism and bilingual education in the U.S. and throughout the world and <i>evaluate</i> how the <i>application</i> of such knowledge can relay the power and importance of language, multilingualism, and its global reach	Module Responses; Evaluated Discussion Content and Activity; Final Paper
Students will <i>compare and contrast</i> the early and later development of bilingualism in individuals	Module Responses; Evaluated Discussion Content and Activity; Final Paper
Students will <i>evaluate</i> the various theories of bilingualism and cognition and <i>relate</i> these understandings to their <i>application</i> to teaching, learning, and curriculum development	Module Responses; Evaluated Discussion Content and Activity; Final Paper

Students will <i>review, evaluate, and analyze</i> the various types of bilingual education, and <i>apply</i> their understandings of curriculum, materials, pedagogical, and programmatic in bilingual education to <i>problem-solving</i> approaches to addressing the current underperformance and inequitable schooling of language minority students and English language learners	Module Responses; Evaluated Discussion Content and Activity; Final Paper
Students will <i>review</i> and <i>analyze</i> the various points made on the effectiveness of bilingual education and <i>evaluate</i> different positions and perspectives	Module Responses; Evaluated Discussion Content and Activity; Final Paper
Students will <i>review</i> and <i>analyze</i> 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	Module Responses; Evaluated Discussion Content and Activity; Final Paper
Students will <i>evaluate, analyze, and apply</i> 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	Module Responses; Evaluated Discussion Content and Activity; Final Paper
Students will <i>recall</i> and <i>analyze</i> current research on working with particular English learning student populations, such as migrants, Navajo, and Mexican girls, and <i>evaluate, compare</i> and <i>contrast</i> such students populations to others	Module Responses; Evaluated Discussion Content and Activity; Final Paper
Students will <i>evaluate, analyze, and synthesize</i> their understandings of bilingualism, bilingual education, and pertinent issues related to learning English as a second language, and <i>create</i> ideas and solutions to addressing the academic underperformance of English learners in U.S. schools	Module Responses; Evaluated Discussion Content and Activity; Final Paper

Required Text(s)/Reading(s)/Sources of Information

- Baker, C. & Wright, W. E. (2017/2021). *Foundations of Bilingual Education and Bilingualism*, 6th or 7th Edition. Multilingual Matters.
- Various readings, provided in PDF by the instructor

Class Policies

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.

Attendance Policy

This is a 7-week graduate-level course. If you have not logged on to the course **by the first day of the first week**, you may be dropped from the course.

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 on-line assignments are due on the date/day specified by the instructor in the syllabus and on Blackboard (unless otherwise stated in the particular assignment directions). All deadline times are Mountain Time. **There will be no points given for late work.** I will not accept late work followed by an e-mail from you telling me that you did not know what time it was, or your work would not attach, etc. You will need to become familiar with deadlines, and to practice doing attachments in Blackboard. That's part of the necessary requirements for being able to make it through this course successfully.

Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. Reading instructions is your responsibility and you should not assume different due dates or times, unless otherwise notified by the instructor.

You must post your Module Responses as a Word Document, first and foremost, and then as text within the text box. *I will not accept your Module Response if it is not attached as a Word Document with your posting.*

Course Requirements and Grade Percentage Distribution

***Notes on submitting work, engaging in discussions, and access to PDFs and video and audio material:**

- **Everything will be done through Weekly activity links on the Blackboard course page, beginning in the left-hand column in the Course Content section through the "Learning Modules" link**, where you will find access to discussion board links, where to submit your assignments, articles, and links to video and/or audio files.
- Submit your Module Responses through the Modules link, where you will find "Week # Assignment".
- Submit your discussion postings through the Learning Modules link, where you will find a "Week #__ Discussion #_" link to your discussion group for the week, and questions/prompts for your discussion.

Points and Grading Scale:

280 - 252 = A Excellent quality of work
251 - 224 = B Above average work
223 - 196 = C Average work
195 - 168 = D Below average work
167 and below = F (fail the course, must take course again)

1) **Discussion Board Participation** [120 points = 12 Discussions x 10 points each]

It is EXTREMELY important that you participate in on-line discussions and debates based on the weekly readings, videos, podcasts, or news stories in an in-depth, analytical, and critical manner. That is, in order to achieve the most from this course, you must carefully engage in dialogue to develop a discourse on the theory and pedagogy that emerges. Your Discussion Board participation shows me what and how you are thinking about the readings and the topics presented. Following provides some guidance on crafting your discussions.

With the goal of changing up topics within the course of a week (and not having just one discussion that drags on and on), there will be two (2) Discussion Board postings each week. One will be due at the end of the day on Wednesday and the other at the end of the day on Saturday. For the week's discussion, with whom you discuss is actually up to you. But, at the very least, I would like for you to have a discussion with at least one different person from the class EACH WEEK. You are welcome to discuss with 2-3 different people each week, but just be sure that you have a discussion with a different person each week. *NOTE: In order to achieve the highest score possible for each discussion post, I will need to see the following for EACH discussion type:

Instructions for Posting and Discussion Activity

I want the discussions on the readings and the videos to be just that – **discussion**. But first you have to begin discussion by responding to the questions and prompts, and establish your initial observations and analysis based on the connections you make between what you read, study, view, listen to, and internalize. As such, here are the guidelines for each discussion:

1. Make “connections” between what you have read, view, and listen to for the week.
2. Specify and highlight any particular topic, concept, theory, idea, and/or pedagogical approach that you derive from the readings and what you view and/or listen to and contextualize in your response and analysis. For example, if you bring up the topic of *identity*, do something to make it stand out, like **bold** and/or *italicize* it. I want to see that you are bringing up and referring to the ideas you study in the course.
3. Your discussion board postings do not have to be very extensive or in-depth. I want this discussion to resemble in-class or casual academic dialogue as much as possible. That means your initial post can be a few sentences long, while a response may be 10 sentences long, and then another response 2-3 sentences long within that same discussion with an individual. I've seen great, substantive posts that have been only 2-3 sentences each, with important points made in those 2-3 sentences. Don't be too concerned about your postings being so in-depth or even that “academic,” with this goal of making the exchange of ideas, questions, and argument more discussion-like (as opposed to an academic paper).
4. Within your initial posting of **each discussion** of the week, you **MUST** provide a minimum of one (1) quote from any of the readings from the week to support your thinking. NOTE: Do not let the quote stand on its own. Contextualize and use it with your own words “around” the quote (before and/or after).

5. You MUST respond a minimum of two (2) times to at least one (1) peer with whom you are having a discussion. If you are having a discussion with various individuals from the course, that's fine. Just be sure that you have responded the minimum of two (2) times to one person so I can see that you are actually engaging in discussion and exchange of ideas.
6. Do not wait to post on the last day that your contributions to the discussion posting are due. This will prevent you from earning the full 10 points.

*Respond and engage in discussion that is *substantive*, and goes beyond simply stating, "I like what you said", "I agree", "That's great!" Tell me WHY you "like" what they said, or WHY you agree.

Score Key & Criteria for Achieving a Certain Score for Discussion Board Participation

*You can potentially earn an OVERALL, holistic, maximum score of 10 points, for each discussion. If your posting(s) fall within the parameters of the criteria indicated below, you most likely will achieve that score. For your Discussion Board score, you will receive comments and feedback on your discussion contributions when you score a "7" or below. When you receive a high score (8-10 points), it means you have met the criteria needed to earn those points. When you earn high points, it means you are doing your job and doing it well.

(9-10 points) *Excellent Analysis and Discussion of Content and Activity* (overall excellent use and analysis of the readings for that week and connections between literature and video or radio report)

- a) Student provided a minimum of one (1) reference per initial posting based on the reading(s) for the week
- b) (quality and quantity of content within writing) student wrote in-depth and analytical posts in response to the questions or prompts, while attempting to make connections between the literature and what they viewed in the video or listened to in the news story or podcast
- c) student responded to other posts within the discussion board, engaging in actual discussion on particular points made by others, building on and/or reacting to the ideas of others
- d) (quality of writing itself) writing is *excellent*, with few, if any, mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding
- e) student contributed to the discussions throughout the days leading up to the deadline, and did not post the entirety of their work in the hours or minutes before the posting deadline (Saturday, 11:59pm), giving the impression that they are only fulfilling the "quantity" aspect of their work, and not the thoughtful, "quality" aspect of their work and this activity; *NOTE: *If you do not engage in some thoughtful discussion by posting throughout the week prior to the deadline, there is no chance of achieving a score of 9 or 10 points. I need to see an exchange of ideas between you and others in the course, not just responses to what others have posted with no evidence of further discussion, or posting 10 superficial responses to everyone in your group on the day that the discussion forum closes.*

(8 points) *Good Analysis and Discussion of Content and Activity* (overall good use and analysis of reading literature and connections between literature and video or new story)

- a) (use of reading literature) Student **did not** provide a reference to the reading(s)

- b) (quality and quantity of content within writing) student wrote in-depth and analytical posts in response to the questions or prompts, while attempting to make connections between the literature and what they viewed in the video or listened to in the news story or podcast
- c) (quality of writing itself) writing is *good*, with few mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding
- d) student posted by the posted deadlines

(7 points) *Average Analysis and Discussion of Content and Activity*

- a) (use of reading literature and “connections” through analysis) Student **did not** provide a reference to the reading
- b) (quality and quantity of content within writing) student attempted to write at least one in-depth and analytical post in response to the questions on “making connections” between the literature and what they viewed in the video or listened to in the news story or podcast, but it was simply participation and presence on the discussion board, and little thought or depth was apparent in the posting(s)
- c) (quality of writing itself) writing is *fair*, with a number of mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding
- d) student posted by posted deadline

(5-6 points) *Poor Analysis and Discussion of Content and Activity*

- a) (use of reading literature and “connections” through analysis) Student **did not** provide a reference to the reading,
- b) (quality and quantity of content within writing) student wrote at least one post and/or response to another student’s post within the discussion board, but it was simply participation and presence on the discussion board, and little thought or depth was apparent in the posting(s)
- c) (quality of writing itself) writing is *poor*, with many mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding
- d) student posted by posted deadline

(1-4 points) *Very Poor Analysis and Discussion of Content and Activity*

- a) (use of reading literature and “connections” through analysis) Student **did not** provide a reference to the reading
- b) (quality and quantity of content within writing) student wrote at least one post and/or response to another student’s post within the discussion board, but it was simply participation and presence on the discussion board, and little thought or depth was apparent in their work
- c) (quality of writing itself) writing is *very poor*, with many mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding, and obviously was rushed and done simply to post something, anything, on the threaded discussion
- d) student posted by posted deadline

(0 points) *No Postings, No Discussion Board Activity*

-No response posted by posted deadline

*Note: I will participate from time to time in your weekly discussions, but ideally I would like to see how you “co-construct” knowledge and understanding with your classmates/colleagues. My participation in your discussions, of course, does not mean that I will be able to respond to

everyone's postings and thoughts. I will respond to postings as often as possible. Some week's there may be more participation on my part, while other weeks there may be little to no activity/participation on my part.

Note on Blackboard Being Out

If you find that Blackboard is "out" or you are unable to log in to Blackboard at the time that you are trying to post your work, you **MUST E-MAIL ME** (through regular e-mail) **IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK** (if a Module Assignment), or an e-mail indicating that you are trying to post more discussion, but you cannot because of the outage. When you do this I will know that you have completed the work in a timely manner and you will receive full credit for your work, even though it was not posted on the discussion thread or submitted as an assignment. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you e-mail me indicating that Blackboard is out, but you do not send me your work as an attachment, you will not receive credit for your work.

2) Module Responses [60 points – 6 responses x 10 points each]

This assignment is designed to ensure that you not only read the material, but that you have read it well and that you are "wrestling" with the ideas based on your basic understandings of the material you have read. For each Module you will be responsible for addressing specific questions related to the readings by providing written responses in a Word document. You will find these questions through the Learning Modules link. Choose just one (1) of the questions you see there to answer. Submit your response to the question according to the assigned module at the time. You will have one Module Response each week (except the last week of the course).

In grading your Module Responses and participation, I will be using the following questions to guide how I will assign you a grade/score for weekly participation:

- *Does the student respond fully, insightfully, and analytically when addressing the question based on the readings for the week?*
- *Does the student's response indicate that she/he has read the material and attempted, through their writing and forum discussion, to understand the material with questions, points of analysis, and/or insightful comments and thought?*

These questions, then, should be a guide for you when answering the Module Response questions so that you may write to your fullest potential as a graduate student and current or future educator of marginalized, culturally, and/or linguistically diverse students.

When reading your response, I will especially be looking for specific references to the readings. But I do not want to read just a direct quote that "stands alone" with no connection made to your analysis, or used to support your ideas. Nor am I looking for general and vague responses that simply regurgitate what is asked in the question. I need to read that you've actually thought about the topics.

As such, you will be given a number score that reflects the quality of your Module Response 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 Module Responses. You should use these scores to gauge how well you are doing with the Module Responses and determine what you need to do to improve on them.

Guidelines and Instructions for Module Responses

- When addressing the Module Response questions, you must go beyond simply regurgitating information. You must provide an in-depth look at the issue presented in the question in regards to the reading. You must write in a way that reflects that you actually carefully read the assignment 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.
- **Copy and paste the question you choose to answer in your Word document at the top of the page, and then put your response under the question. Bold the question.** You can put the question in 10-point font, with single-spacing. You may put the spacing of your response at 1.5 (not double nor single-space). The question itself does not count toward your page total.
- **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 that is reflected in the depth of your analysis that explores ideas and concepts highlighted from the reading according to the question being asked. That being said, a one-sentence response will not cut it for a question. I need to see more, where your writing reflects that you have actually “wrestled” with the ideas in the reading. Typically, depending on the question, you should expect to write approximately 1-2 pages, 1½ spaced, to answer the question for each module. For each Module Response, DO NOT submit more than two (2) pages to answer the question (if you go slightly over the 2 pages, that’s fine. But not much more than a few sentences). *NOTE: **If you are able to answer the question in less than 2 pages, and your work is of good quality, that’s fine.** Again, be succinct and to the point.
- In order to earn a score of 8, 9 or 10 in your Module Response, you MUST make SPECIFIC reference to the authors and their ideas from the reading within the response to question. If this does not occur, you will automatically have one point deducted for the particular question that did not reference the reading pertaining to that question. Cite a minimum of one (1) quote or paraphrasing from the reading(s) per question, but no more than two (2) quotes. And don’t put very long quotes (3-4 lines at the most). I am most interested in YOUR WORDS and ideas.
- Submit your Module Responses in the Assignments section of the Learning Module. There will be just one link there with a title of Module Response #.

- Provide your work as a 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.
- Module Responses are due on Sundays, 11:59pm (unless specified otherwise). You will not be able to turn in your work after the posted deadline, and not receive credit for that work not turned in.
- You will receive your graded responses with comments within 5 days of submitting your work. If you do not receive a grade in the Gradebook, along with some comments if warranted, please notify me.

****About the Feedback and Score:** Please note that you will receive more detailed comments for your work earlier in the course, if warranted. *NOTE: If you receive few comments or little feedback, it simply means that you are writing well and succinctly, and presenting adequate analysis of ideas. These comments and feedback should act as a guide to help you improve future work. If you continue to make the same mistakes over and over again, apparently my comments addressing the same issue have not been effective. As such, either you are not reading and using my comments to improve your work, or you need additional guidance on *how* to improve your work. If the latter is the case, then let me know by e-mailing me, and I will provide you further, individual assistance either through a chat or via e-mail. Future work returned to you will have fewer comments and mostly consist of a score, which you can interpret based on the score key.

****NOTE ON MY YELLOW HIGHLIGHTING** in your returned/scored work: When you see something highlighted in your paper, with a “track functions” comment in the right-hand margin, that simply means that I have noted something to myself about what you said or how you said it. It is a way for me to keep track of your thinking and writing process as I grade. No action needs to be taken on your part from that highlighted portion of your work, unless otherwise specified.

Score Key & Criteria for Achieving a Certain Score for Module Responses

10 = *excellent, near perfect response*; cited a minimum of one specific reference to the readings for every question and sub-question, which included page numbers, with quotes and/or paraphrases of ideas from the readings; 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; posting 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; the paper did not exceed the required page-limit, with attention to being succinct and clear in presentation of ideas and analysis of those ideas based on the concepts studied

9 = *very good response*; although did cite and/or reference the readings in some parts of the posting, there was not a minimum of one specific reference to the readings for every question and sub-question of the Module Responses; or may have provided a reference for every question and/or sub-question, but posting was lacking in some quality that prevents it from earning a score of 10; attempted to address every question and sub-question, but lacked in addressing some

specifics related to the details of what each question was asking; mostly well thought-out writing, with a good ability to analyze, although a number of places in the posting 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; the paper did not exceed the required page-limit, with attention to being succinct and clear in presentation of ideas and analysis of those ideas based on the concepts studied

8 = *good response*; wrote well, in-depth and analytically in some places; only specifically cited the readings once in all responses; addressed most of the specifics of the questions; writing was well-done, but needed some improvement in grammar, spelling, sentence structure, and levels of analysis; tended to be more rhetorical in wording, and not as substantive and succinct as needed

7 = *average response*; attempted to write well, in-depth and analytically in some places in the posting, but overall the writing lacked in quality and depth; only specifically cited/referenced the reading(s) one time in the entire posting; vaguely addressed the specifics of each question and sub-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); was mostly rhetorical in wording, and not as substantive and succinct as needed in analysis; used too many quotes from the readings

5 - 6 = *below average response*; 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 and sub-question; no specific references to the readings; needs work in ability to analyze the material in the reading in exploring the ideas, concepts, theory from the readings; was almost entirely rhetorical in wording, and not as substantive and succinct as needed in analysis

1 - 4 = *very poor quality response*; little attention to details, the questions and sub-questions, and writing needed a great deal of improvement; very superficial responses; no specific reference to the readings

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

3) Final Reflection Paper: [100 points]

You will write a 3–4 page reflection paper (not including the References page) that asks you to reflect on the integration and application of what you’ve learned in the course in your pedagogy, work with English learners, and what course learning objectives you’ve met and how. Specific instructions will be provided 2-3 weeks before the due date.

BED 5331, Spring 2024 (7 Weeks)

Course Schedule, Activities & Deadlines

Learning Modules

Week 1 – (January 16 – January 21)

Module 1 – *Definition of Bilingualism, History of Bilingual Education, and The ESL Identity*

- To Do: View & briefly discuss Film, “Immersion”
- To Do: Read Baker, Chapters 1 & 9; PDF, Flores et al
- To Do: Post on the Discussion Board based on film & reading(s)

- DUE: Discussion Board 1 Postings by Thursday, January 18, 11:59pm
- DUE: Discussion Board 2 Postings by Saturday, January 20, 11:59pm
- DUE: Module Response 1 by Sunday, January 21, 11:59pm

Week 2 – (January 22 – January 28)

Module 2 – *Measuring Bilingualism, Value of Bilingualism, & Ideology*

- To Do: Read Baker, Chapters 2, 17 and/or 18; PDF, de Jong
- To Do: Post on the Discussion Board based on the reading(s)

- DUE: Discussion Board 3 Postings by Wednesday, January 24, 11:59pm
- DUE: Discussion Board 4 Postings by Saturday, January 27, 11:59pm
- DUE: Module Response 2 by Sunday, January 28, 11:59pm

Week 3 – (January 29 – February 4)

Module 3 – *Development of Bilingualism*

- To Do: Read Baker, Chapters 5 & 6; PDF, Reyes; PDF, Soltero-Gonzalez
- To Do: Post on the Discussion Board based on the reading(s)

- DUE: Discussion Board 5 Postings by Wednesday, January 31, 11:59pm
- DUE: Discussion Board 6 Postings by Saturday, February 3, 11:59pm
- DUE: Module Response 3 by Sunday, February 4, 11:59pm

Week 4 – (February 5 – February 11)

Module 4 – *Bilingualism & Cognition*

- To Do: Read Baker, Chapters 7 & 8; PDF, Haritos
- To Do: Post on the Discussion Board based on the reading(s)

- DUE: Discussion Board 7 Postings by Wednesday, February 7, 11:59pm
- DUE: Discussion Board 8 Postings by Saturday, February 10, 11:59pm
- DUE: Module Response 4 by Sunday, February 11, 11:59pm

Week 5 – (February 12 – February 18)

Module 5 – Bilingual Education Programs & Teaching Bilingually

- To Do: Read Baker, Chapters 10 & 11; PDF, Olsen
- To Do: Post on the Discussion Board based on the reading(s)

- DUE: Discussion Board 9 Postings by Wednesday, February 14, 11:59pm
- DUE: Discussion Board 10 Postings by Saturday, February 17, 11:59pm
- DUE: Module Response 5 by Sunday, February 18, 11:59pm

Week 6 – (February 19 – February 25)

Module 6 – Effectiveness of Bilingual Education & the State of Languages

- To Do: Read Baker, Chapters 3, 4 & 12
- To Do: Post on the Discussion Board based on the reading(s)

- DUE: Discussion Board 11 Postings by Wednesday, February 21, 11:59pm
- DUE: Discussion Board 12 Postings by Saturday, February 24, 11:59pm
- DUE: Module Response 6 by Sunday, February 25, 11:59pm

Week 7 – (February 26 – March 3)

Module 7 – Effective Schools & Classrooms for Bilingual Students

- To Do: Read Baker, Chapter 13 & 14; PDF, Przymus
- To Do: Use this week to work on Final Reflection Paper
- To Do: Discussion Board, informal and reflecting on takeaways from the course
- **DUE: Final Reflection Paper by Sunday, March 3, 11:59pm**

General Information & Guidelines

Writing Resources – Refer to the following website for any assistance with your writing or questions regarding APA format.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Word of Caution about E-Communicating

At this point in the course, it is also important to share a word of caution, so we can become wiser about interpersonal distance learning communications. As you can see, when communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communication are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written or drawn carries the message. Often excitement can be misinterpreted as anger or an insult. It is important that we all keep this in mind as we communicate electronically.

Words in print may seem harmless but could emotionally injure a distant learner.

IMPORTANT: Avoid the use of caps in your electronic messages as wording in caps comes across as shouting.

Adding Body Language to Your Messages:

More information on Netiquette can be found at: www.albion.com/netiquette

Required Software and E-mail

Adobe® Reader® is free software that allows everyone from business professionals to home users to easily and reliably view, print, and search PDF files using a variety of platforms and devices.

Microsoft Office® - This product is available at the [UTEP Bookstore](#) for about \$15.00 (if the instructor cannot open the document, then it cannot be graded)

E-mail account: If you don't have a UTEP e-mail account, GET ONE

IMMEDIATELY.

Here's how:

Go to <http://newaccount.utep.edu>.

Create your account (remember that your date of birth is in the form mm/dd/yyyy: two digits for the month, then day, then year).

After you create your account, you must wait 48 hours, then go back to the site and click on "Check on existing account." Enter your UTEP Student ID Number (e.g. 80XXXXXX) and date of birth, and you will get your login name and password.

Please let one of us know if you have any difficulty. You may also call the UTEP HELP desk at 1-915-747-5257.

The HELP desk hours are given below:

M-F 7:00am - 8:00pm (Mountain Time)

SAT 9:00am - 1:00pm (Mountain Time)

SUNDAY CLOSED

Being Successful in an Online Course

On-line learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

Ask questions: If you don't know the answer, someone else will. The ASK-ME area of the discussion board is the forum for asking questions related to content OR any problems you are having. Make sure that you have clearly indicated the subject of your message.

Reach out to others: Offer a fact, article, link or other item that can help others learn something you can share.

Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually be subject to disciplinary action, as well.

Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

Stay focused: Stay on topic to increase the efficiency of your learning.

Students often like to converse socially: To do this, you are strongly encouraged to go to Rosa's Cantina and socialize with your classmates online. While this is not a graded area, please remember I occasionally do drop in and socialize myself.

Take advantage of the resources available to you such as the Digital Library and Smarthinking. (Refer to the Resources area for more information on these tools.)

Time Management

The rule of thumb for time planning for a course is approximately 3 hours for every credit hour taken. This is a standard figure recommended across the board by American universities. So for this course you should expect to spend:

3 hours of class time + 9 hours of study and prep time = 12 hours per week.

Bear in mind that there will be many weeks where you will not need even half of that time, but there will be weeks where you will need the full quota of time. So plan ahead and get caught up on readings in advance in the slow weeks.

Message Guidelines & Etiquette (for postings & e-mail)

In posting messages to the online discussion activities, please follow these guidelines:

Post your initial message as early in the week as possible so people will have time to read and respond to your contribution. Post additional messages throughout the week that are either new contributions or replies to someone else.

Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.

Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect their right to think differently.

Be an active group member, contributing substance and support to group work. The course is designed for collaborative learning, where each person plays an active role in group activities. Shoulder your fair share of responsibilities.

A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:

- **Reflection about meaning:** Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
- **Analysis:** Discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.
- **Elaboration:** Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
- **Application:** Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice.
- **Synthesis:** Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
- **Evaluation:** Assess the accuracy, reasonableness, or quality of ideas.

Notify the course instructor as far in advance as possible of any time exceeding 4 days in which participation will not be possible during an online course, for whatever reason.

Avoid using all caps. IT SEEMS LIKE SHOUTING!

Maintain the privacy of participants, including privacy of comments made during electronic conversation that is to be shared only with those participating in the course.

Abide by Family Educational Rights and Privacy Act rules which find academic information is confidential and forbids disclosure of academic information without the participant's consent.

Use emoticons (smiley) if you wish to convey emotion, especially if you want people to know that you are using humor or joking:

:-) happy, humorous

:-(unhappy

:-O shocked

;-) winking

:-} wry, ironic

Statement of Course Change

The instructor(s) reserves the right to make changes in the syllabus, calendar, and/or course material as deemed necessary. Students will be given plenty of notice of any and all changes.

What Should you Expect from me as the Instructor?

- I will provide you with clear instructions on class expectations.

- I will check my e-mail at least three times per week and will answer back to you as soon as possible (at least within 48 hours).
- I will provide a grade and/or feedback on your performance in a timely manner (typically within 48 hours for on-line discussions, and 72 hours for Module Responses, and within 3 weeks for papers).
- I will keep you informed about your graded progress in the class at all times through the Gradebook. If you have any particular questions regarding your grades, I will address them when you inquire about them.
- I will leave myself open to suggestions about improvement of the class and class related activities.
- I will do all I can to ensure your learning and success in this class.

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.