

BED 5331 – Survey of Issues in Bilingual & Second Language Education (On-line)

CRN: 34247

Summer II 2015 (June 29 – August 16)

College of Education, Teacher Education

University of Texas at El Paso

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Credit Hours: 3

***No course pre-requisites**

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 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 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
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
Students will <i>compare and contrast</i> the early and later development of bilingualism in individuals	Module Responses; Evaluated Discussion
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,	Module Responses; Evaluated Discussion

learning, and curriculum development	
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
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
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
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
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
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

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

- Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism*, 5th Edition. Multilingual Matters.
- Various readings, provided in PDF form 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.

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 Moodle (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 know the deadline time, and you need to practice doing attachments in Moodle. 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 work 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 Moodle course page**, where you will find access to discussion board links, where to submit your assignments, articles, and links to video and audio files.
- Submit your Module Responses through the Modules link, where you then find the "Assignment" link to submit each "Module Response #".
- 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 a prompt for your discussion.

Points and Grading Scale:

180 - 162 = A Excellent quality of work

161 - 144 = B Above average work

143 - 126 = C Average work

125 - 108 = D Below average work (not acceptable for graduate-level work, but will still pass course)

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

1) Discussion Board Participation [70 points = 7 Week Modules Discussions x 10 points each]

It is EXTREMELY important that you participate in on-line discussions and debates based on the weekly readings, videos, and news story 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.

For each 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.

Learning Objectives for Discussions: 1) To co-construct understanding of particular ideas, concepts, or topics highlighted by each student, based on the inter-weaving of the readings, videos, and/or radio reports; 2) to engage in discussion and dialogue with colleagues.

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 establish your initial observations and analysis based on the connections you make between what you view, observe, read, study, and internalize. As such, here are the guidelines for your discussion activity:

1. First, make “connections” between what you have read for the week and the video provided in the Module Week:
 - a. Be sure to specify any particular topic, concept, theory, idea, and/or pedagogical approach that you contextualize from the film and/or recording and discuss as part of your analysis by 1) naming any and every topic, etc. that you discuss, and 2) providing a particular quote from any of the readings reflecting the essence of the what you have named as your topic(s) in your discussion.
 - b. What are the “connections” you are making between your chosen topic, etc. from the readings and the part of the video or news story that you want to analyze? These “connections” reflect your ability to analyze and go “beyond the surface” of what is already obvious. What are you trying to reveal through your analysis?
 - c. As you make a “connection” through your discussion and analysis, what does this “connection” mean to you as a current and/or future educator, or someone interested in bilingualism, bilingual education, the education of English learners, policy, curriculum, and the like?
 - d. How can the final understanding and learning based on this “connection” you made between the reading(s) and the video or radio report help you to more effectively address the needs of your English language learners?

Respond and engage in discussion that is *substantive*, and goes beyond simply stating, “I like what you said”, “I agree”, “That’s great!” You must cite a particular idea or thought from what your colleague posted and base your discussion on that. What do you have to say about that idea? Or other ideas that are co-constructed?

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 week of discussion board activity. 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 below a “7”. When you receive a high score (8-10 points), it means you have fulfilled, for the most part, the criteria needed to earn those points. When you earn high points, it means you are doing your job.

(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 specific to the reading for the week in at least one post and/or response to another student within the discussion board
- b) (quality and quantity of content within writing) student wrote at least one in-depth and analytical post in response to the guiding questions on “making connections” between the literature and the what they viewed in the video or listened to in the new story
- 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 provided a post on the first day of the Module week (Monday), and did not post the entirety of their work in the hours or minutes before the posting deadline (Friday, 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.*
- f) student posted by the Friday, 11:59pm deadline

(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 at least one in-depth and analytical post in response to the guiding questions on “making connections” between the literature and the what they viewed in the video or listened to in the radio report
- 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 Friday, 11:59pm deadline

(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 guiding questions on “making connections” between the literature and what they viewed in the video or listened to in the news story, 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 the Friday, 11:59pm 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 the Friday, 11:59pm 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 the Friday, 11:59pm deadline

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

no response posted by the weekly deadline; OR student did not compile their discussion postings and post them as an attachment with the week’s discussion thread

*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 Moodle Being Out

If you find that Moodle is “out” or you are unable to log in to Moodle at the time that you are trying to post your work, you **MUST CONTACT THE 24/7 MOODLE SUPPORT TO REPORT THE ISSUE AND E-MAIL ME** (through regular e-mail) **IMMEDIATELY WITH YOUR CASE TICKET NUMBER AND 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. I will then check with the Technology staff at UTEP to determine when Moodle was out. If you e-mail me indicating that Moodle is out, but you do not send me your work as an attachment, you will not receive credit for your work.

2) Module Responses [110 points – 11 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. Submit your responses to the questions there according to the assigned module at the time. You have one Module Response due in the first week, and thereafter 2 responses each week, and no responses due in the last week of class.

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 questions 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 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. Not just 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.
- 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. That being said, a one-sentence response will not cut it. 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 ½ - 1 page, double-spaced, per question for each module.
- 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 EACH response to EACH question.
- Submit your Module Responses in the Assignments section of the course, and submit it based on the Module #. There will be just one link there with a title of Module Response #.
- **Copy and paste each of the questions I have provided in your Word document, and then put your response under each question. Number and bold each question.**
- 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. 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.

****About the Feedback and Score:** Please note that you will receive more detailed comments for your work earlier in the course, if warranted. 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 our comments addressing the same issue have not been effective. As such, either you are not reading and using our 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.

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

9 = *very good posting*; 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

8 = *good posting*; 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

7 = *average posting*; 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)

5 - 6 = *below average posting*; 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

1 - 4 = *very poor quality posting*; 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

BED 5331 Summer II Course Schedule, Activities & Deadlines

Learning Modules

Week 1

“Immersion”

- To Do: View Film, “Immersion”
- To Do: Discussion based on film and readings

Module 1 – Definition of Bilingualism & the History of Bilingual Education

- To Do: Read Baker, Chapters 1 & 9
- To Do: Post on the Discussion Board based on the reading(s)

- DUE: Week 1 Discussion Board Postings by Friday, July 3, 11:59pm
- DUE: Module Response 1 by Sunday, July 5, 11:59pm

Week 2

Module 2 – Measuring Bilingualism

- To Do: Read Baker, Chapter 2; PDF, Reyes; PDF, Soltero-Gonzalez

Module 3 – Development of Bilingualism

- To Do: Read Baker, Chapters 5 & 6; PDF, MacSwan & Pray

- DUE: Week 2 Discussion Board Posting by Friday, July 10, 11:59pm
- DUE: Module Response 2 & Module Response 3 by Sunday, July 12, 11:59pm

Week 3

Module 4 – Bilingualism & Cognition

- To Do: Read Baker, Chapters 7 & 8; PDF, Haritos

Module 5 – Bilingual Education Programs & Teaching Bilingually

- To Do: Read Baker, Chapters 10 & 11

- DUE: Week 3 Discussion Board Posting by Friday, July 17, 11:59pm
- DUE: Module Response 4 & Module Response 5 by Sunday, July 19, 11:59pm

Week 4

Module 6 – Effectiveness of Bilingual Education

- To Do: Read Baker, Chapters 12; PDF, Gómez, Freeman & Freeman

Module 7 – *Effective Schools & Classrooms for Bilingual Students*

- To Do: Read Baker, Chapter 13; PDF, Ramos; PDF, Cheung & Slavin; PDF, Twyman et al;
- DUE: Week 4 Discussion Board Posting by Friday, July 24, 11:59pm
- DUE: Module Response 6 & Module Response 7 by Sunday, July 26, 11:59pm

Week 5

Module 8 – *Literacy, Biliteracy & Multiliteracies*

- To Do: Read Baker, Chapter 14

Module 9 – *Assessment, Testing & Special Needs of Bilinguals*

- To Do: Read Baker, Chapter 15; PDF, Brown
- DUE: Week 5 Discussion Board Posting by Friday, July 31, 11:59pm
- DUE: Module Response 8 & Module Response 9 by Sunday, August 2, 11:59pm

Week 6

Module 10 – *Politics, Ideology & Identity in Bilingualism & Bilingual Education*

- To Do: Read Baker, Chapters 17 & 18; PDF, Cline & Necochea; PDF, DeCapua & Wintergerst

Module 11 – *Endangered Languages, Languages in Society, & Bilingualism in the Modern World*

- To Do: Read Baker, Chapters, 3, 4, & 19
- DUE: Week 6 Discussion Board Posting by Friday, August 7, 11:59pm
- DUE: Module Response 10 & Module Response 11 by Sunday, August 9, 11:59pm

Week 7

Module 12 – *Diverse Bilinguals & Teaching Them in Different Contexts*

- To Do: Read PDF, Garza & Crawford; PDF, Green; PDF, Dyc; PDF, Pappamihel

Module 13 – *Teachers & Teacher Education*

- To Do: Read PDFs, Johannessen & Bustamante-López; Faltis et al.
- DUE: Week 7 Discussion Board Posting by Friday, August 14, 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.