Instructor: Reynaldo Reyes III, Ph.D.
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E-mail: rreyes9@utep.edu
Phone: (915) 747-8817

Prerequisites: none; *This course is a prerequisite to all BED courses for all Education degree plans.

Credits: 3

Course Description:
This course provides a historical, legal and philosophical foundation of Bilingual and English as a Second Language Education in the United States, which will include, but not limited to, the following:

- History of Bilingual Education teaching English language learners in the United States
- Philosophies underlying the concept of Bilingual Education and learning English as a Second Language
- Legal foundations of Bilingual Education and teaching English language learners
- Politics of Bilingualism, Bilingual Education, and the Education of English Language Learners in the U.S.
- Landmark Court Cases
- Federal and State Policy, including No Child Left Behind
- Program Models
- Current theories of First and Second Language Acquisition
- The role of culture in academic achievement
- Models of teaching and working with English language learners

Course Purpose:
The purpose of this course is to equip students in their preparation as future educators with the foundational knowledge, information, and conceptual understandings of the history, philosophy, law and pedagogy involving the education of English language learners in the United States.

Required Software and E-mail:

1. 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.
2. 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)
3. 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](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

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.

University Policy on Academic Integrity

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

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

**Required Text(s)/Sources of Information:**
- (P) – These are readings provided in PDF form. They will be noted on a Unit Lesson as a (P) and available on the course website. The readings are listed below:
  - Texas Education Agency (TEA) *English Language Proficiency Standards (ELPS)*

*There are no additional readings beyond what is provided above.

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### LEARNING OBJECTIVES & STUDENT LEARNING OUTCOMES (SLOs)

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<tr>
<th>By the end of the course, the student will:</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Understand the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education, and the effects of demographic changes on bilingual education.</strong></td>
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<td>2</td>
<td><strong>Understand procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners.</strong></td>
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<td>3</td>
<td><strong>Demonstrate an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.</strong></td>
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<td>4</td>
<td><strong>Understand the importance of creating an additive educational program that</strong></td>
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<td>5. Use knowledge of the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.</td>
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<td>6. Understand convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.</td>
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<td>7. Know models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus.</td>
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<td>8. Use knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.</td>
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<td>9. Know how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).</td>
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<td>10. Know how to create a learning environment that addresses bilingual students' affective, linguistic, and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).</td>
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<td>11. Understand basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2.</td>
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<td>12. Demonstrate knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to</td>
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<td><strong>address students' language development needs in L1 and L2.</strong></td>
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<td><strong>13</strong></td>
<td><em>Demonstrate knowledge of stages of first and second language development and theories/models of first and second language development (e.g., behaviorist, cognitive), and understands the instructional implications of these stages and theories/models.</em></td>
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<td><strong>14</strong></td>
<td><em>Apply knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 and L2.</em></td>
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<td><strong>15</strong></td>
<td><em>Know and use effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.</em></td>
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<td><strong>16</strong></td>
<td><em>Understand cognitive, linguistic, social, and affective factors affecting second language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/community environment, literacy background) and uses this knowledge to promote students' language development in L2.</em></td>
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<td><strong>17</strong></td>
<td><em>Knows how to assess bilingual students' development of cognitive academic language proficiency and content area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.</em></td>
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**ACTIVITIES & ASSESSMENTS**

*To evaluate these student learning outcomes, I will use the following activities and assessment procedures, which will assess the students on various levels of learning, including Recall/Knowledge, Understanding, Analysis, Application, Synthesis, Problem-Solving, Critical Thinking:*

- Lesson Responses (Recall/Knowledge, Understanding, Analysis, Application, Synthesis, Problem-Solving)
- Practical Applications Paper (Recall/Knowledge, Understanding, Analysis, Application, Synthesis, Problem-Solving)
- Video Workshop Responses (Recall/Knowledge, Understanding)
- Final Examination (Recall/Knowledge, Understanding, Analysis, Application, Synthesis, Problem-Solving, and/or Critical Thinking)
Points & Grading Scale
329 - 365pts. = A (Excellent quality of work)
292 - 328pts. = B (Good quality of work)
256 - 291pts. = C (Average quality of work)
219 – 255pts. = D (Below average quality of work)
218pts and below = F (Fail)

1) Lesson Responses (on Discussion Board): *(120pts – 12 Lessons x 10points each response); (responses, analysis, and discussion of the readings): [Levels of Learning: Recall/Knowledge, Understanding, Analysis]

Everyone is required to answer the Unit Lesson questions presented by the instructor in the Discussion Board for every Lesson. You will be assigned a score based on these responses according to the guidelines and expectations of quantity and quality outlined below in the score key. You are also required to respond to a minimum of one DIFFERENT person for each Lesson within the Discussion Board. Overall, for participation, I want to see that you are participating in some capacity with what is being discussed and debated in the course based on the readings or other media. In grading your Discussion Board Responses and participation, I will be using the following question to guide me in how I will assign you a grade/score for participation: Does the student participate fully, insightfully, and analytically when addressing the topics based on the readings and through responses to others in the Discussion Board? This question, then, should be a guide for you when answering the Lesson questions so that you may write to your fullest potential.

More precisely, I will 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 reading topics, studied the ideas carefully, and show that you know how to contextualize what you’ve read in your writing, analysis, and discussion.

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

Lesson Responses on Discussion Board: Guidelines & Score Key

10pts. = excellent posting; 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; and/or 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; and/or addressed every question and sub-question carefully and closely; and/or student elaborated well on the questions and topics posting was easy to read, with no trouble understanding what and
how it was written; and/or excellent mechanics in writing, with few, if any, spelling, grammatical, punctuation errors

9pts. = 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 Discussion Board Response; and/or the student may have cited and/or referenced the readings, as well as attempted to address every question and sub-question, but lacked in addressing some specifics related to the details of what each question was asking or lacked elaboration, depth, and/or good analytical abilities; and/or mostly well though-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 - 7pts. = average/good posting; wrote well, in-depth and analytically in some places in the posting, but only specifically cited/referenced the reading(s) one time in the entire posting; vaguely addressed the specifics of each question and sub-question; and/or 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)

6 - 5pts. = 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); and/or little to no attention in addressing the specifics of each question and sub-question; and/or 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

4 - 0pts. = very poor quality posting; little attention to details, the questions and sub-questions, and writing needed a great deal of improvement; and/or very superficial responses; no specific reference to the readings

*Note: You should respond and engage in dialogue with a minimum of one DIFFERENT person each week with a MINIMUM of ONE RESPONSE to their posting. Of course, you are encouraged to engage in more dialogue with them beyond one response, which will be recognized and noted in your final grade evaluation. For example, if you end up with a “borderline” grade, such as an 89%, your active participation via discussions with multiple classmates will help to “bump” that grade to a 90%, or an “A.”

*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.

*Rules for Posting & Participating in Weekly Discussions to Earn Credit:
1. Lesson Responses are due by 10pm (Mountain Standard Time) of that designated day for Discussion Board activity. The Discussion Board will be locked precisely at the 10pm deadline, so be sure to post in a timely manner. *Note: **You will not receive credit for late postings.**

2. When addressing the Lesson questions, you must go beyond simply regurgitating information, and provide an in-depth look at the issue presented. 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 that Unit Lesson Response.

3. In order to earn a score of 8, 9 or 10 in your postings, you MUST make SPECIFIC reference to the authors and their ideas within your postings each week. When citing the readings, please be sure to provide the page number from the source that you cited. If you cite from another source, be sure to provide the author name, year of publication, and page number (if quoting directly from the source).

4. In posting your Lesson Responses, go to the Discussion Board link. You will see the different links that read Lesson 1, Lesson 2, etc. Post within each appropriate designated Lesson according to the calendar.

*Please note that I will be checking vigorously the diversity of responses and dialogue in the Threaded Discussion board.

2) **Practical Applications Paper:** *(100points); [Levels of Learning: Recall/Knowledge, Understanding, Analysis, Application, Synthesis];

For this assessment, students will be expected to synthesize, analyze, and apply the aforementioned Student Learning Outcomes for the course to the practical, everyday world of teaching and working with English language learners.

This is not a traditional paper in the sense of writing an introduction, body, long narrative, and a conclusion. You will be expected to do the following for this paper:

a. First, copy, paste and number each Student Learning Outcome in your paper. This should be easy to do, since you have electronic access to the syllabus for the course. Be sure to **BOLD** each Student Learning Outcome.

b. Under each Student Learning Outcome, provide one or more sentences (either quoted directly or paraphrased) from the readings in the textbook that reflect and support the ideas presented in the Student Learning Outcome. What does this mean? This means you find some theory, teaching approach, program, and/or idea in the textbook that reflects the ideas in each particular SLO. Be sure to provide the page number from where you cited a particular quote. If you cite one of the additional readings, please provide the author and/or title of the reading, along with the page number. *Note: *If you do this well and thoroughly, it will prepare you well for the Final Exam. The more detail and supporting evidence for the SLO you find, the better prepared you will be for the Final Exam.

c. Following your sentences from the readings, type out: **Teaching Application** (in both bold and italicized font).
d. Following that label, discuss how this knowledge from the readings, and based in the student learning outcomes, can be used to make you an effective and powerful teacher of English language learners. Use these questions to guide your thinking on this part of the paper: How can I use this knowledge to make me a more informed, effective, and powerful teacher of English language learners? How would I apply this knowledge in the classroom?

e. Be sure to use Times Roman, 12-point font, double-spaced, 1-inch margins.

f. No cover sheet or references page is necessary (unless you use a source other than the course textbook as a reference)

Your paper will be graded based on whether you following these steps closely and carefully. The following rubric will be used when grading this paper:

1. The student provided each Student Learning Outcome, numbered and bolded (10pts.)

2. The student provide one or more sentences that accurately reflect and support the ideas presented in the Student Learning Outcomes. It is evident that the student considered that the content, knowledge, ideas, and theories in the text support and reflect the content of the SLOs. The student also cited their work by providing the page number from the text and/or any other sources cited. (30pts.)

3. The student provided the label Teaching Application in bold and italicized font. (5pts.)

4. The student discussed, with thought and depth, how this knowledge would make them a more informed, effective and powerful teacher of English language learners. The student then addressed how they would apply this knowledge in the classroom by discussing HOW they would use this in their teaching. (50pts.)

5. The student used Times Roman, 12-point font, and double-spaced their paper with 1-inch margins. (5pts.)

3) Video Workshop Responses: *(45points total – 9 Video Workshops x 5 points each) [Levels of Learning: Recall/Knowledge, Understanding, Analysis, Application];

On designated days throughout the course, you are required to access the MyLabSchool website at www.mylabschool.com to view various videos on teaching and working with culturally and linguistically diverse student populations, answer questions provided on the video, and e-mail them to me for credit. You should view the video at the end of each designated chapter to gain some visual and situational context of the ideas and topics studied.

You will find in the course Calendar the recommended days for viewing the Video Workshop and addressing the questions.

Responses on the Video Workshops are due by Friday, 10pm of each week.

4) Final Examination: *(100 points) [Levels of Learning: Recall/Knowledge, Understanding, Analysis, Application, Synthesis, Problem-Solving, and/or Critical Thinking];

This assessment will be based on all of the readings from the course textbook, and will ask you to recall specific information, apply knowledge to problem-based classroom situations, use
critical thinking skills, synthesize various forms of knowledge, and analyze in-depth various readings and/or other texts.

Test questions will include true/false, multiple choice, and/or short answer. There will be 50 test questions. The design of the test questions will resemble test questions you will see in the TExES Teacher Certification Exam. Test questions will especially focus on the Student Learning Outcomes (SLO) for the course and the content in the textbook that reflect the SLOs.

**Course Calendar, Topics & Activities**

(Lesson 1) – *Introduction to Course, Navigating Course Site*
- Set up your personal website information (Instructions provided in link on menu)
- Post something interesting about yourself on the Cactus Café section of the Blackboard Discussion Board that will get someone to ask you a question to learn more

(Lesson 2) - *Teaching English Learners*
- Read: Diaz-Rico, Introduction
- Discussion Questions on Blackboard Discussion Board

(Lesson 3) – *Language Structure and Use*
- Read: Diaz-Rico, Chapter 1
- Discussion Questions on Blackboard Discussion Board
- Video Workshop on MyLabSchool

(Lesson 4) - *First and Second Language Development and Their Relationship to Academic Achievement*
- Read: Diaz-Rico, Chapter 2; *English Language Proficiency Standards (ELPS)*, Texas Education Agency (find as PDF attachment in Course Content section)
- Discussion Questions on Blackboard Discussion Board
- Video Workshop on MyLabSchool

(Lesson 5) - *Assessment of English Learners*
- Read: Diaz-Rico, Chapter 3; (P) “LPAC Decision-Making Process for the Texas Assessment Program”
- Discussion Questions on Blackboard Discussion Board
- Video Workshop on MyLabSchool

(Lesson 6) – *Bilingualism & Bilingual Education*
- Read: (P) “A Global Perspective on Bilingualism and Bilingual Education”
- Discussion Questions on Blackboard Discussion Board

(Lesson 7) - *Programs for English Learners*
- Read: Diaz-Rico, Chapter 4; (P) “Chapter 89: Adaptations for Special Populations – Commissioner’s Rules Concerning State Plan for Educating Limited English Proficient Students”
- Discussion Questions on Blackboard Discussion Board
- Video Workshop on MyLabSchool
(Lesson 8) – *Problem-Solving: Applying Principles for Effective Teaching & Learning*
- View: Short Film “Immersion” (click on link provided in Discussion Board or Course Content section)
- Discussion Questions on Blackboard Discussion Board

(Lesson 9) - *English-Language-Literacy Development and Content Instruction*
- Read: Diaz-Rico, Chapter 5
- Discussion Questions on Blackboard Discussion Board
- Video Workshop on MyLabSchool

(Lesson 10) - *English-Language Development*
- Read: Diaz-Rico, Chapter 6
- Discussion Questions on Blackboard Discussion Board
- Video Workshop on MyLabSchool

(Lesson 11) - *Planning and Implementing SDAIE-Based Content Instruction*
- Read: Diaz-Rico, Chapter 7
- Discussion Questions on Blackboard Discussion Board
- Video Workshop on MyLabSchool

(Lesson 12) - *Culture and Cultural Diversity and Their Relationship to Academic Achievement*
- Read: Diaz-Rico, Chapter 8
- Discussion Questions on Blackboard Discussion Board
- Video Workshop on MyLabSchool
- DUE: Practical Applications Paper

(Lesson 13) - *Culturally Inclusive Instruction*
- Read: Diaz-Rico, Chapter 9
- Discussion Questions on Blackboard Discussion Board
- Video Workshop on MyLabSchool

(Lesson 14) – *Course Review and Final Exam Preparation*
- Question/Answer Review Session via Blackboard Discussion Board

(Final Exam) – *Final Exam*
- Final Exam window provided three (3) days following Course Review and Final Exam Preparation

**Deadline Policy:**

All on-line assignments are due by 10:00 PM (Mountain Time) on the deadline date (unless otherwise stated in the particular assignment directions!!). There will be no points given for late discussion board postings or group responses.
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 due dates or times.

There will be a place on Blackboard for you to submit all papers and assignments.

**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.

**Word of Caution about E-Communicating and Readings Key**

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](http://www.albion.com/netiquette)