Teaching and Empowering English Learners in Secondary Schools
BED 4317 | Spring 2021

Instructor: Dr. Vanessa Espitia Mendoza
Email: vespitiamendoza@utep.edu
Office hours: Weds. 5-6:30, and by appointment, email will respond within 48 hours
Text: Remind (class code @BED4317E)

COURSE INFORMATION
BED 4317-002 [CRN 28087]
3 credit hours, online

A NOTE ON LEARNING DURING COVID-19
I am glad you are here. These are extra stressful times, and we will acknowledge this in our work together. Why? Because stress interferes with learning. In contrast, wellness makes learning possible. Whenever our goal is learning, we must prioritize well-being. In this class, your well-being is my top priority. We will intentionally focus on building a supportive learning community, helping each other navigate the additional stress of the pandemic, and approaching each other with compassion, humanity, and flexibility. Please do not be afraid to share what is going on for you—I will work with you to find ways to navigate these challenges and still experience the joy and accomplishment of learning in this course.

COURSE DESCRIPTION
This course is an introduction to teaching emergent bilingual students (or English learners/ELs, students who are proficient in a language other than English and are learning English in school) in secondary schools. It focuses on the theory and practice of both bilingual education and English as a second language instruction. Included are linguistic concepts; theories of language learning; program models in bilingual/ESL education; their historical, legislative, and philosophical foundations; issues in content and language assessment for ELs; instructional strategies for teaching ELs; and, in particular, instruction for bilingual US-Mexico border populations. ***At its core, this course is about advancing educational equity and social justice in the ways we use and teach language in schools.***

DRIVING QUESTION FOR THE COURSE

How can we make education more equitable for English learners by ensuring they have access to content in language(s) they understand, to English language development, and to schooling in which their whole social and linguistic identities are valued?

COURSE LEARNING OBJECTIVES

You will be able to

1) Identify the sociocultural characteristics and diversity of ELs and describe diversity within the group;

2) Use an asset-based approaches to identifying ELs, their languages/languaging, and bilingualism;

3) Identify language-as-problem and language-as-resource orientations and use resource orientations to plan instruction;

4) Use linguistic terminology (e.g., the subsystems of language and terms in second language acquisition theory) to talk about language and language learning/teaching;

5) Describe the role of primary language in second language development;

6) Identify and use translanguaging and transcaring strategies to support ELs' content learning, language learning, and overall well-being;

7) Identify and use advocacy strategies to ensure educational equity for ELs;

8) Use knowledge of the history of EL and bilingual education in the United States and in Texas, including landmark court cases and other policy, to ensure educational equity for ELs;

9) Identify key characteristics of bilingual/dual-language/ESL program models and distinguish them from each other;

10) Use knowledge of the research on the effectiveness of bilingual instruction and translanguaging/primary language support to design and advocate for effective instruction for ELs;

11) Identify common problems of validity in assessment of ELs' content knowledge and ways to more effectively assess ELs' content knowledge and language proficiency through multiple measures and alternative, authentic assessments;

12) Plan for content-area instruction using strategies for teaching English reading, writing, speaking, and listening skills in the content areas; and using knowledge of Texas state English Language Proficiency Standards (ELPS), Texas state content standards (TEKS), and content and language objectives;

13) Identify ways that the COVID-19 pandemic is affecting your own learning as a preservice teacher, and ways that you, in your future work as a teacher, will provide for the needs of your English learners during and after a major disruption in their learning.

REQUIRED COURSE MATERIALS

Wright, W.E. (2019). 3rd Edition. *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Caslon: Philadelphia. [Purchase the hard copy or e-book, be sure that you have the **third edition**. Please be in touch with me if you have any difficulty accessing the text.]

Subscription to the Teaching Channel (www.teachingchannel.com): The College of Education will provide you with access to an institutional subscription to use with assignments in this class. You DO NOT NEED TO PURCHASE this. Look for a "get started" email from the Teaching Channel (probably from help@teachingchannel.com). Activate your subscription through that email.

You will need to access (and know where to access!) the following standards and assessment materials from the Texas Education Agency:
- *Educator Guide to TELPAS Grades K-12* (2011) available at http://tea.texas.gov/student.assessment/ell/telpas/.
- Chapter 89: Adaptations for Special Populations Subchapter BB: Commissioner's Rules Concerning State Plan for Educating English Language Learners available at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html.
- English Language Proficiency Standards (ELPS) available at http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.
- Texas Essential Knowledge and Skills (TEKS) for your content area(s) and grade levels, available at http://tea.texas.gov/curriculum/teks/.

TExES exam preparation materials: You are required to access some materials that will acquaint you with the TExES certification exams. At a minimum, you must access the materials available for free through TEA and the Pearson test prep website:
- TEA: https://tea.texas.gov/Texas_Educators/Certification/Educator_Testing/Test_Registration_and_Preparation
- Pearson test prep: http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html
- Pearson for ESL Supplemental (154): http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX154_PrepMaterials.html
- Pearson for Bilingual Supplemental (164): http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX164_PrepMaterials.html

Additional readings are listed in the course schedule (below) and will be available on Blackboard.

POLICIES AND PROCEDURES
Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

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You will need to have or have access to a computer/laptop and internet connection. You will need to download or update the following software: Microsoft Office, Flipgrid, and Blackboard. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the Help Desk as they are trained specifically in assisting with technological needs of students.

Attendance Policy
Because this is an online course, attendance is determined by class participation online. Participation is determined by completion of the following activities:
- Reading/viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the Discussion Boards
- Completing all module activities (assignments, quizzes, etc.)
- Completing all assignments

Language policy for this course
This course is designed to develop your knowledge of and appreciation for bilingualism in your future students, in yourselves, and in our community. You are encouraged to use and develop your own biliteracy skills in this course. You may submit any formal assignment in English, Spanish, or both. For discussions and other group work, including whole-class, the most important criterion is that everyone has an opportunity to understand and to be understood— thus, any discussion group may use any variet(ies) of Spanish, English, both, or any other language, as long as the members of the group agree.

Academic citations
Please provide APA-style in-text and bibliographic citations for all your written work. Help with APA style academic citations is available on our BB site.

Late Work Policy
No late work will be accepted. Assignments are posted ahead of time to give you enough time to plan and prepare. Know the expectations and deadlines for each assignment. Familiarize yourself with the syllabus to help you meet all the deadlines. However, if you are having stressful times, please contact me and we will see how to work through it.

What to do if you feel overwhelmed
I want you to be here—in our class and present in our learning community. If you are not present and actively participating in our regular class activities, I will contact you to see if you are okay. If you notice that one of your family group members is not present or actively participating, please reach out to them and to me to let me know. If you find yourself overwhelmed, DO NOT BE ALONE WITH IT. Please let your family group members know and please let me know. We will work out solutions together.

- Always consider audience in discussions. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Information posted on these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

Inclusiveness and equity

Learning happens only when we feel respected as a whole human being. My top priority in our course is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our course is important for the sake of your learning in our class *and* for the sake of your future students' learning, so that you know how to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair, Dr. Alyse Hachey, 915-747-7573 or ahachey@utep.edu, and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

Extra credit

Occasionally there will be special events that you are encouraged to attend. You may receive extra credit for attending and writing a short reflection (150-200 words) about what you learned and how it applies to your work as a teacher. Submit on BB under extra credit opportunities.

Food insecurity, mental health, and access to support services

Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to wellness that interfere with our learning, especially right now. I want you to be aware of a variety of support services on campus that can help you navigate these challenges and obstacles. **The UTEP Food Pantry** is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for

students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at https://www.utep.edu/student-affairs/foodpantry/. The office of **Counseling and Psychological Services** offers FREE mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at https://www.utep.edu/student-affairs/counsel/resources/services-students.html. Additional support services and resources are listed at https://www.utep.edu/student-affairs/resources/index.html.

If you are facing an obstacle to your learning, I encourage you to check out these resources or let me know and I will help you find the supports you need. YOU ARE NOT ALONE.

Different abilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at http://www.utep.edu/dsso/, (915) 747-5148 (voice or TTY), or dss@utep.edu.

Academic integrity

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. 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. Refer to http://sa.utep.edu/osccr/academic-integrity/ for further information.

COVID-19 INFORMATION AND ACCOMODATIONS

During this difficult time filled with uncertainty, your health and well-being is very important. I want to support you in ensuring that you remain safe. Please complete the COVID-19 student training.

If you feel you may need accommodations as you deal with COVID-19, please let me know by emailing me at vespitiamendoza@utep.edu. My main focus is to assist and be a resource for you to ensure your overall well-being and the successful completion of this course.

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Even though our course is online, you may plan on going to campus for other reasons (e.g., library, computer or internet access). Prior to any campus visit, you must complete the self-screening (screening.utep.edu). You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDac-tion@utep.edu. For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection.

Student Resources

During this difficult time filled with uncertainty, your health and well-being is very important. I want to support you in ensuring that you remain safe. Please complete the COVID-19 student training.

UTEP provides a variety of student services and support:

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- Military Student Success Center: UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Changes to the syllabus

I strive to respond in my teaching to the sometimes-shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, our needs for growth. Some changes may be made to the syllabus along the way. You will always be notified—or asked to participate in the decision to make changes—and, for significant changes, the updated syllabus will be made available on Blackboard.

COURSE OVERVIEW

WEEK 1 Jan 19 -24	**Introduction to the course and each other**	
	By Thurs Jan 21	1. View the welcome video[1] 2. Introduce yourself in the whole class discussion via Flipgrid, respond to 2 classmates' introductions 3. Complete the getting-to-know-you survey via Google Forms
	By Sat Jan 23	4. Listen to "Remembering His Mexican American Heritage, Rooted in Language—And Under a Tree" and discuss in your small group family. Initial post due Saturday. Reply to your classmates' discussion posts by Sunday.
	By Sun Jan 24	5. Read/view the introduction to the photovoice project 6. Make sure you have access to your textbook
WEEK 2 Jan 25-31	**Who are English learners/emergent bilinguals?**	
	By Wed Jan 27	1. Read Wright (2019) Chapter 1 2. Take weekly reading Quiz 1
	By Fri Jan 29	3. Participate in the photovoice discussion via Flipgrid with your small group family, add notes to photovoice think sheet on OneDrive. Reply to your classmates' discussion posts on Saturday. 4. Participate in whole class discussion on Chapter 1. Initial post due on Friday and replies to classmates due by Saturday.
	By Sun Jan 31	5. Read/view the introduction to the service-learning project (SLP) 6. Complete scenario solution 1 in collaboration with your small group family

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[1] Everything you need for each activity is available under the corresponding week on Blackboard.

WEEK 3 Feb 1-7	Language	
	By Wed Feb 3	1. Read Wright (2019) Chapter 2 2. Take weekly reading quiz 2
	By Fri Feb 5	3. Meet with your small group family to discuss think sheet, photovoice themes, assets, issues and prepare presentation for Week 4. 4. Participate in whole class discussion on Chapter 2. Initial post due on Friday and replies to classmates due on Saturday.
	By Sun Feb 7	5. Read/view introduction to SLP activity 1a on getting to know your student
WEEK 4 Feb 8-14	Language learning and teaching	
	By Wed Feb 10	1. Read Wright (2019) Chapter 3 2. Take weekly reading quiz 3 3. Post your family group's photovoice presentation
	By Fri Feb 12	4. Participate in your small group family discussion on Chapter 3. Initial post due on Friday and replies to classmates due on Saturday. 5. Participate in whole class discussion on photovoice presentations. Discussion replies due by Friday.
	By Sun Feb 14	6. Read/view introduction to SLP activity 1b on language teaching
WEEK 5 Feb 15-21	Translanguaging, effective instruction, and advocacy for English learners	
	By Wed Feb 17	1. Read Wright (2019) Chapter 11 2. Take weekly reading quiz 4
	By Fri Feb 19	3. Participate in your small group family discussion. Initial posts due on Friday and replies to classmates due on Saturday. 4. Read/view introduction to SLP activity 2 on translanguaging
	By Sun Feb 21	5. Submit SLP activities 1a and 1b with reflections 6. Complete scenario solution 2 in collaboration with your small group family

WEEK 6 Feb 22-28	**Language education policy for English learners**	
	By Wed Feb 24	1. Read Wright (2019) Chapter 4 2. Take weekly reading quiz 5
	By Fri Feb 26	3. Participate in your small group family discussion. Initial posts due on Friday and replies to classmates due on Saturday.
	By Sun Feb 28	4. Complete scenario solution 3 in collaboration with your small group family
WEEK 7 Mar 1-7	**Program models for English learners**	
	By Wed Mar 3	1. Read Wright (2019) Chapter 5 and "I am learning inglés: A dual-language comic" 2. Take weekly reading quiz 6
	By Fri Mar 5	3. Participate in whole class discussion. Initial post due on Friday and replies to classmates due on Saturday.
	By Sun Mar 7	5. Submit SLP activity 2 with reflection 6. Complete mid-term course evaluation via Google forms
WEEK 8 Mar 8-14	**Assessing English learners' content knowledge and language proficiency**	
	By Wed Mar 10	1. Read Wright (2019) Chapter 6 and TELPAS Guide Ch1 2. Take weekly reading quiz 7
	By Fri Mar 12	3. Participate in your small group family discussion. Initial post due on Friday and replies to classmates due on Saturday.
	By Sun Mar 14	4. Read/view introduction to SLP activity 3 on assessment 5. Complete scenario solution 4 in collaboration with your small group family
	SPRING BREAK	

WEEK 9 Mar 22-28	**Teaching listening and speaking**	
	By Wed Mar 24	1. Read Wright (2019) Chapter 7 2. Take weekly reading quiz 8
	By Thurs Mar 25	3. Participate in whole class discussion. Initial posts due on Thursday and replies to classmates due on Saturday.
	By Sun Mar 28	4. Submit SLP activity 3 and reflection
WEEK 10 Mar 29–Apr 4	**Teaching reading**	
	By Wed Mar 31	1. Read Wright (2019) Chapter 8 and Texas Education Code Chapter 89 2. Take weekly reading quiz 9
	By Fri Apr 2	3. Participate in your small group family discussion. Initial posts due on Friday and replies to classmates due on Saturday.
	By Sun Apr 4	4. Complete scenario solution 5 in collaboration with your small group family
WEEK 11 Apr 5-11	**Teaching writing**	
	By Wed Apr 7	1. Read Wright (2019) Chapter 9 and the Texas English Language Proficiency Standards (ELPS) 2. Take weekly reading quiz 10
	By Fri Apr 9	3. Participate in small group family discussion. Initial posts due on Friday and replies to classmates due on Saturday.
	By Sun Apr 11	4. Complete scenario solution 6 in collaboration with your small group family 5. Read/view introduction to SLP activity 4 on teaching the 4 language skills

WEEK 12 Apr 12-18	Content-area instruction for English learners	
	By Wed Apr 14	1. Read Wright (2019) Chapter 10 and TEKS Grade 8 in your content area 2. Take weekly reading quiz 11
	By Fri Apr 16	3. Participate in your small group family discussion. Initial posts due on Friday and replies to classmates due on Saturday. 4. Read/view introduction to the CAI lesson plan assignment
	By Sun Apr 18	4. Submit SLP activity 4 and reflection
WEEK 13 Apr 19-25	Transcaring strategies	
	By Wed Apr 21	1. Read García et al. (2012), "Latino Emergent Bilingual Youth in High Schools: Transcaring Strategies for Academic Success"
	By Fri Apr 23	2. Participate in whole class discussion. Initial post due on Friday and replies to classmates due on Saturday.
	By Sun Apr 25	3. Read/view introduction to the final self-assessment reflection assignment
WEEK 14 Apr 26–May 2	Content-area instruction lesson planning	
	By Wed Apr 28	1. Post draft of your content-area instruction lesson plan to your small group family discussion.
	By Sun May 2	2. Post critical friends' feedback for EACH of your group mates' draft plans. Begin revising your CAI lesson plan according to the peer feedback you have received.
WEEK 15 May 3-9	Reflecting on our knowledge	
	By Wed May 5	1. Submit revised CAI lesson plan
	By Sun May 9	2. Submit your complete SLP tutoring log with reflections 3. Submit your final self-assessment reflection

Summary of components of the course grade

Assignments	Points each	How many	Total points	% of grade
Weekly performance				**48%**
Weekly reading quiz	10	11	110	16%
Small group family discussion	10	9	90	13%
Whole class discussion	10	7	70	10%
Scenario solutions	10	6	60	9%
Photovoice project				**5%**
Flipgrid discussion	15	1	35	
Presentation	20	1		
Service learning online tutoring				**22%**
4 activities + reflections	20	4	80	
15+ hours online tutoring logged	5	15	75	
CAI lesson plan + peer feedback	125	1	125	**18%**
Final self-assessment reflection	50	1	50	**7%**
			695	**100%**

Grading Scale

695 – 623 points = Equivalent to 90-100 = **A**

622 – 553 points = Equivalent to 80-89 = **B**

552 – 484 points = Equivalent to 70-79 = **C**

483 – 414 points = Equivalent to 69 -60 = **D**

413 and below = Equivalent to 59 - below = **F**

ASSIGNMENTS

Learning in interaction: Educational research shows that our deepest and most meaningful learning happens in interaction with other people. This course is designed so that most of the work requires you to interact with others—a small group, the whole class, an individual K-12 student. Even the work you do as an individual will prepare you for interactive work through reading and reflection on your learning.

Small group family work: You will be assigned to a small group—we will call them families in this class—for the semester. As in real families, individuals do well when the whole family does well. In your small group family, you will invest in each other and care for each other. Some of your family work will be graded as a family (i.e., you hand in one thing and all members get the same grade) and some will be graded as individuals (i.e., you are graded on your own contributions to work you do together). In both cases these assignments are marked below as "family."

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Individual work: A few assignments described below you will do individually and they are graded individually. These are marked below as "individual," though remember, that this work is also preparing you for your work in interaction with others.

Regular assignments

The following assignments you will do on a regular basis:

1. Weekly reading and reading quizzes (ind)   **[10 points each, 16% of grade]**

In preparation for our work together each week, you will read one chapter in our course textbook, and occasionally you will have another brief reading in addition to the chapter. All readings are listed on the course schedule and on BB. Do the reading first each week, before any other activities. Then take the weekly reading quiz on BB. These quizzes are designed to evaluate your readiness for that week's interactive activities. Quizzes will focus on the **key terms and guiding questions** appearing at the beginning of each chapter (and occasionally important terms appearing in the chapter but not listed at the beginning). These are done individually and graded individually.

2. Online small group family discussions   **[10 points each, 13% of grade]**

In a small group discussion with your family group, you will deepen your understanding of the reading and apply it to classroom situations, often by watching a video of classroom instruction and analyzing it together. These will happen on Blackboard. You will discuss questions like, "Which strategies that you read about this week do you see the teacher doing in this video? When? How?" or "If you were the teacher and doing this teaching segment over again, how would you incorporate the strategies we read about this week?" In each weekly discussion you must post at least 2 times (at least 1 initial post and at least 1 response to a peer), though <u>some discussions will require you to post more than that</u>. Your posts and responses will be graded on the following:

- **critical analysis**: your understanding of readings, making connections with videos, citing specific moments in the videos or scenarios and specific details from the readings to support your answers, and for asking your peers questions, pushing their thinking
- **generating discussion**: actively stimulating and sustaining further discussion by building on peers' responses
- **respect for others**: showing respect for and sensitivity to peers' gender, cultural, and linguistic background, sexual orientation, political and religious beliefs
- **careful attention to writing**: showing careful attention to grammatical, spelling, punctuation conventions

Done in family groups, graded individually.

3. Online whole class discussions   **[10 points each, 10% of grade]**

In other weeks, you will participate in a whole class discussion. Similar to small group family discussions, you will deepen your understanding of the readings and apply it to classroom situations. In each weekly discussion you must post at least 2 times (at least 1 initial post and at least 1 response to a peer), though <u>some discussions will require you to post more than that</u>. Your posts and responses will be graded on the following:

- **critical analysis**: your understanding of readings, making connections with videos, citing specific moments in the videos or scenarios and specific details from the readings to support your answers, and for asking your peers questions, pushing their thinking
- **generating discussion**: actively stimulating and sustaining further discussion by building on peers' responses
- **respect for others**: showing respect for and sensitivity to peers' gender, cultural, and linguistic background, sexual orientation, political and religious beliefs
- **careful attention to writing**: showing careful attention to grammatical, spelling, punctuation conventions

Done in the whole class group, graded individually.

4. Scenario solutions (family)	[10 points each, 9% of grade]

This activity will be done toward the end of the week and done in your family group. In the activity, you are presented with a scenario, one question about that scenario, and four multiple choice answers. **Questions are similar to those appearing on the TExES ESL Education Supplemental (154) certification exam and the Bilingual Education Supplemental (164) certification exam** (the two exams cover similar content)**.** As a group, you will discuss, debate, dialogue, and problem-solve to determine the best answer to the question. Then you will choose the correct answer as a group, but you will also need to give a well-thought out rationale for choosing the answer you did, and then a rationale for each answer you did not choose. That is, your group will need to construct responses telling me WHY you chose the answer you did as a group and WHY you believe it is the answer, and then tell me WHY you DID NOT choose the other answers and WHY you believe they ARE NOT the answers. You are also required to **connect your rationales to concepts from that week's materials and activities**. You will receive credit for the correct answer, the quality of your rationales, and the SPECIFC connections you make to that week's materials and activities. This is done in your family group, in your OneDrive folder, and submitted and graded as a group.

Special assignments

These assignments are done at particular times in the semester.

5. Photovoice project (family)—Weeks 2-4	[35 points, 5% of grade]

The first order of business for any teacher must be knowing their students: listening to their voices and learning who they are. In this first special assignment of our class, I will ask you to talk to me—and others—about who you are and what are your assets in learning. You will do this in your small group family using a process called "photovoice" where you take photos, narrate them, and organize them into a story that tells us about YOU—and that you can use to influence policy and educational decisions that affect you. In Week 2 you will take photos that speak to questions about what you wish your teachers (high school) or professors (college) knew about you (but that they don't) and about language in your life. You will discuss these photos in a small group family discussion on Flipgrid [15 points]. In Week 3 you will meet with your small group family and make observations about themes you see in your group's photos. For Week 4 your group will select a final set of photos, compose narrative captions and organize them into a presentation that tells other people (classmates, professors, the university, policy makers) about you and your experiences and assets in learning. Your group will share this with the class in Week 4 [20 points] and discuss other groups' presentations.

Additional details and guidelines will be provided. Done in your family group, discussions are graded individually, presentation is graded as a group.

6. Service learning project: Virtual tutoring (ind)—Weeks 2-15   [155 points, 22% of grade]

In this project that involves both service and learning, you will tutor an English learner student for a minimum of 15 hours over the course of the semester (these hours will count toward your field experience requirements). The goals of the assignment are for you (1) to build your pedagogical and professional skills and knowledge and to integrate and apply what we discuss in class to a real-life teaching situation, and (2) to serve the needs of an English learner in our community—in particular to be an additional teaching support in their lives during COVID-19 and distance learning. This assignment is designed to help you understand the more complex, interpersonal, human dimensions of what is covered in the textbook by working directly with an EL student, and to develop your ability to use reflection and analysis to make connections between pedagogical concepts and your own practices and experiences (connecting stuff in class to real life). It is divided into 2 parts:

4 activity designs + reflections [20 points each]: I will ask you to plan 4 specific activities to do with your student, implement them, and then write a reflection about how it went and how you would improve it. These activities and reflections will be due in Weeks 6, 7, 9, and 12.

15+ hours of tutoring logged [5 points per hour, 75 points total]: You will submit evidence of each tutoring session along with a brief reflection. We will match you with a school district, and they will provide orientation to working in their district, procedures for a background check and youth protection training, and they will match you with an English learner student. More details to follow. Done individually, graded individually.

7. Content-area instruction lesson plan and critical friends feedback   [125 points, 18% of grade]

The core focus of the course is how we can provide ELs with a more just and equitable education by addressing both their needs for language instruction and their needs for content instruction when we teach. All of the core concepts we cover in the course are reflected in the idea and practice of content-area instruction—which is also the focus of Week 12. This assignment has two parts:

Content-area instruction (CAI) lesson plan [100 points]: You will design, revise, and submit a complete content-area instruction (CAI) lesson plan. Additional details and guidelines will be provided. Done individually, graded individually.

Critical friends feedback on peers' CAI lesson plans [25 points]: After you design your plan but before you submit it, you and your small group family peers will review each other's CAI lesson plans and provide constructive feedback for improvement using a critical friends process. Additional details and guidelines will be provided. Done in a pair, graded individually.

7. Final self-assessment reflection (ind)—Week 15   **[50 points, 7% of grade]**

In this final culminating assignment for the course, you will reflect on and assess your own learning over the semester and what you will do in the future as a result of that learning. Reflecting is a process of asking yourself—and writing about—three questions:

What? → **So what?** → **Now what?**
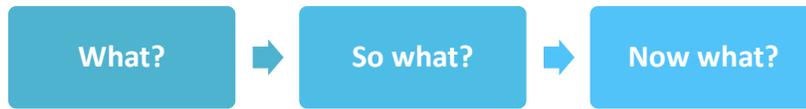
That is,

- **What happened?** What did you do, what did others do, what did you learn and how do you know you learned it?
- **So what?** Why is what happened and what you learned important? In what ways? How is what happened significant for your preparation as a teacher?
- **Now what?** Having learned what you described above, now what will you do in the future? What steps will you take to learn more? What steps will you take as a teacher?

I will ask you to use this process to assess the extent to which you have achieved the course learning objectives listed above in this syllabus. Details and guidelines to be provided. Done individually, graded individually.

ALIGNMENT OF THIS COURSE WITH TEXAS STATE STANDARDS FOR EDUCATORS

This course is aligned with two sets of Texas state educator standards focused on the use and instruction of language in schools: the bilingual education standards and the ESL standards.

Texas Bilingual Educator Standards

[Standards II-IV are the focus of the course. Thus, Standard I is grayed out.]

I. [The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).] [This standard is not a focus of this class, though students in the class are encouraged to use their biliteracy in all aspects of the course.]

II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

III. The bilingual education teacher knows the process of first and second language acquisition and development.

IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

VI. The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

Texas ESL Educator Standards

I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language and culture.

VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

These standards are addressed through various competencies that future educators are expected to have within particular domains. The following competencies will be addressed and evaluated.

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BE COMPETENCY 001
The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

ESL COMPETENCY 008
The ESL teacher understands the foundations of ESL education and types of ESL programs.

SLOs: *By the end of course, the student will be able to:*	*To evaluate these outcomes, the faculty will use the following assessment procedures:*
1.1 Analyze and summarize the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education, and the effects of demographic changes on bilingual education 1.2 Explain and present procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners. 1.3 Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world. 1.4 Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation. 1.5 Analyzes the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.	• Chapters 1 & 3 Quiz • Scenario Solutions • Small group and whole class discussions, with evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials • SLP activities and reflections • PSA assignment • Discussion of *Chapter 89: Adaptations for Special Populations* Subchapter BB: Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students. http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html
1.7 Distinguishes models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus. 1.8 Analyzes various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.	• Chapter 4 Quiz • Small group and whole class discussions, with evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials • Scenario Solutions • PSA assignment • SLP activities and reflections

BE COMPETENCY 002
The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (LI) and second language (L2).

ESL COMPETENCY 002
The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

BED 4317

ESL COMPETENCY 001
The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

ESL COMPETENCY 007
The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

SLOs: *By the end of course, the student will be able to:*	*To evaluate these outcomes, the faculty will use the following assessment procedures:*
1.6 Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions. 2.1 Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2. 2.2 Demonstrates knowledge of major language components (phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2. 2.3 Demonstrates knowledge of stages of first and second-language development and theories/models of first and second language development (e.g., behaviorist, cognitive), and understands the instructional implications of these stages and theories/models. 2.4 Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 and L2. 2.5 Explains the interrelatedness and interdependence of first and second language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences). 2.6 Analyzes and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum. 2.7 Identifies and explains cognitive, linguistic, social, and affective factors affecting second language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/ community environment, literacy background) and uses this knowledge to promote students' language development in L2.	• Chapter 2 Quiz • Small group and whole class discussions, with evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials • PSA asignment • SLP reflections • Scenario Solutions

BED 4317

BE COMPETENCY 003
The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in Ll and the development and assessment of biliteracy.

ESL COMPETENCY 005
The ESL teacher understands how to promote students' literacy development in English.

ESL COMPETENCY 004
The ESL teacher understands how to promote students' communicative language development in English.

ESL COMPETENCY 004
The ESL teacher understands how to promote students' communicative language development in English.

SLOs: *By the end of course, the student will be able to:*	*To evaluate these outcomes, the faculty will use the following assessment procedures:*
3.2. Identifies types of formal and informal literacy assessments in L 1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1. 3.3. Discuss the state educator certification standards in reading/language arts; understands distinctive elements in the application of the standards for English and for Ll, and applies this knowledge to promote bilingual students' literacy development in Ll. 3.5. Discuss how to help students transfer literacy competency from Ll to L2 by using students' prior literacy knowledge in Ll to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between Ll and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies). 3.7. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in Ll while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in Ll and L2, by including authentic children's literature in Ll and L2).	• Chapter 5 & 10 Quiz • Small group and whole class discussions, with evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials • PSA assignment • SLP activities and reflections • Chapter 7, 8, & 10 Quiz Discussion of English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 and An Educator's Guide to TELPAS http://www.tea.state.tx.us/student.assessment/ell/telpas/#general • Scenario Solutions

BED 4317

BE COMPETENCY 004
The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in Ll and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

ESL COMPETENCY 006
The ESL teacher understands how to promote students' content-area learning, academic-language development and achievement across the curriculum.

ESL COMPETENCY 003
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

SLOs: *By the end of course, the student will be able to:*	*To evaluate these outcomes, the faculty will use the following assessment procedures:*
4.1 Explains 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. 4.2 Creates authentic and purposeful learning activities and experiences in both L 1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS). 4.3 Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students' cognitive and linguistic development. 4.4 Identifies various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive-academic language and content-area knowledge and skills in L2. 4.5 Differentiates content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs.	• Chapter 9, 6, 11 Quiz • Small group and whole class discussions, with evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials • Discussion od English Language Proficiency Standards (ELPS) http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 and TELPAS • SLP activities and reflections • PSA assignment • Scenario Solutions • CAI lesson plan