

BED 5331 – Foundations of Bilingual Education and Teaching Emergent Bilinguals

UTEP Connect (On-line)

CRN 15089

Fall 2023

College of Education, Teacher Education

The University of Texas at El Paso

Instructor: Dr. Vanessa Espitia

Virtual Office Hours: By appointment (Just let me know via e-mail vespitiarendoza@utep.edu or Remind) when you would like to talk.

Text: [Remind](#) app (class code @bed5331)

***No course pre-requisites**

Course Information

BED 5331 – ***Foundations of Bilingual Education and Teaching Emergent Bilinguals***

3 Credit Hours

Location: Online (UTEP Connect)

Days and Times: Online 15-week course; Finals on 15th week

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. Recommendations 1 and 4 from the IES Practice will be incorporated into the course, enhancing learning outcomes and fostering a deeper comprehension of the integrations.

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.
- To understand the integration of Recommendation 1 from the IES Practice Guide - Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.
- To understand the integration of Recommendation 4 from the IES Practice Guide – Provide small-group instructional intervention to students struggling in areas of literacy and English Language Development.

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</i> , <i>analyze</i> , and <i>apply</i> their understanding of bilingualism in classroom, curriculum, and individual student teaching and learning contexts	Module Responses; Assessed & Evaluated Discussion; Final Paper
Students will <i>recall</i> and <i>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; Assessed & Evaluated Discussion; Final Paper

Students will <i>compare</i> and <i>contrast</i> the early and later development of bilingualism in individuals	Module Responses; Assessed & Evaluated Discussion; Final Paper
Students will <i>evaluate</i> the various theories of bilingualism and cognition and <i>relate</i> these understandings to their <i>application</i> to teaching, learning, and curriculum development	Module Responses; Assessed & Evaluated Discussion; Final Paper
Students will <i>review</i> , <i>evaluate</i> , and <i>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; Assessed & Evaluated Discussion; Final Paper
Students will <i>review</i> and <i>analyze</i> the various points made on the effectiveness of bilingual education and <i>evaluate</i> different positions and perspectives	Module Responses; Assessed & Evaluated Discussion; Final Paper
Students will <i>review</i> and <i>analyze</i> the political controversy inherent in language, bilingualism, and bilingual education in U.S. schools and society, which will include issues of identity, ideology, and empowerment	Module Responses; Assessed & Evaluated Discussion; Final Paper
Students will <i>evaluate</i> , <i>analyze</i> , and <i>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; Assessed & Evaluated Discussion; Final Paper
Students will <i>recall</i> and <i>analyze</i> current research on working with particular English learning student populations, such as migrants, Navajo, and Mexican girls, and <i>evaluate</i> , <i>compare</i> and <i>contrast</i> such students' populations to others	Module Responses; Assessed & Evaluated Discussion; Final Paper
Students will <i>evaluate</i> , <i>analyze</i> , and <i>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; Assessed & Evaluated Discussion; Final Paper

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

- Baker, C. (2021). *Foundations of Bilingual Education and Bilingualism* (7th ed.). Multilingual Matters.
- Various readings, provided in PDF form by the instructor
- Purchase a 3-month The Teaching Channel subscription. Cost: \$9.99/month or \$100/year

Class Policies

University Policy on Academic Integrity

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

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

Attendance Policy

This is a 14-week graduate-level course. Finals are on week 15. If you have not logged on to the course and/or shown up on the Blackboard Discussion Board by the first day of class, you may be dropped from the course.

Philosophy of Teaching & Learning

I believe that one of the best ways that one can learn is through dialogue. This dialogue can take on the form of reflection (written, mentally, verbally), interaction with text (whether in written form, the “text of the world,” or verbal text), or subconscious dialogue that may be triggered by an epiphanous event in an interaction (with other 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 Blackboard (unless otherwise stated in the particular assignment directions). All deadline times are Mountain Time. Late work may be given some credit but points will be deducted depending on the number of days the assignment is late. You know the deadline time, and you need to practice doing attachments in Blackboard. That’s part of the necessary requirements for being able to make it through this course successfully.

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

You must post your Module Responses as a Word Document, first and foremost, and then as text within the text box. I will not accept your 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 Blackboard course page***, where you will find access to discussion board links, where to submit your assignments, articles, and links to video and/or audio files.
- Submit your Module Responses through the Modules link, where you 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:

370 - 333 = A Excellent quality of work

332 - 296 = B Above average work

295 - 259 = C Average work

258 - 222 = D Below average work (not acceptable for graduate-level work, but will still pass course)

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

1) Discussion Board Participation [150 points = 15 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, please **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 have a discussion with a different person each week. *NOTE: If you do not respond to at least one person each week AND engage in discussion PRIOR TO FRIDAY, the day that the discussion will close, the highest score a student can earn for discussion board that week is an “8,” depending on the quality of your one posting.

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

The discussion on the readings and the videos are just that – **discussion**. But first, 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 the discussion activity:

1. First, make “connections” between what you have read for the week and the video provided in the Module Week:
 - a. 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!” Please site 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. I will always send a comment to acknowledge your work.

(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 news 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 the thoughts and ideas
- 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. The professor needs 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: The professor will participate from time to time in weekly discussions by students, but ideally the professor would like to see how students “co-construct” knowledge and understanding with classmates/colleagues. The professor's participation in students' discussions, of course, does not mean that the professor will be able to respond to everyone's postings and thoughts. The professor will respond to postings as often as possible. Some week's there may be more participation on the professor's part, while other weeks there may be little to no activity/participation.

Discussion board postings are due on Fridays by 11:59 PM.

Note on Blackboard Being Out

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

2) Module Responses [120 points – 12 responses x 10 points each]

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

In grading students' Module Responses and participation, the professor will use the following questions to guide how the professor assigns grades/scores 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 students when answering the Module Response questions so that they may write to their fullest potential as a graduate student and current or future educator of marginalized, culturally, and/or linguistically diverse students.

When reading student responses, the professor 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. The Professor needs to read that you’ve actually thought about the topics.

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

Guidelines and Instructions for Module Responses

- When addressing the Module Response questions, please go beyond simply regurgitating information. Students must provide an in-depth look at the issue presented in the question in regards to the reading. 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 students write should be substantive and not be written with excessive “filler” simply to make it look like they’ve written something substantive. The professor will be looking for QUALITY in students’ responses that are reflected in the depth of students’ analyses that explores ideas and concepts highlighted from the reading according to the question being asked. A one-sentence response is not sufficient for a question. Your writing should reflect that you have actually “wrestled” with the ideas in the reading. Typically, depending on the question, students should expect to write approximately 1-2 pages, double-spaced, per question for each module. **For each Module Response, DO NOT submit more than two (2) pages per question. For example, most weeks will be two (2) questions, so you should not type more than 4 pages each week (2 pages per question/set of questions)**. Again, be succinct and to the point.
- In order to earn a score of 8, 9 or 10 in your Module Response, students MUST make SPECIFIC reference to the authors and their ideas from the reading within EACH response to EACH question. If this does not occur, students will automatically have one

point deducted for the particular question that did not reference the reading pertaining to that 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 that the professor has provided in the Word document, and then put responses under each question. Number and bold each question.** This is very important. Please follow the instructions!
- Provide your work as ONE Word document attachment for each Module Response.
*Note: Students WILL NOT receive credit for their work if they do not provide it as an attachment in a Word document.
- Module Responses are due on Sundays, 11:59 pm.

****About the Feedback and Score:** Please note that students will receive more detailed comments for their work earlier in the course, if warranted. *NOTE: If you receive few comments or little feedback, it simply means that you are writing well and succinctly and presenting adequate analysis of ideas. These comments and feedback should act as a guide to help you improve future work. 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; the paper did not exceed the required page-limit, with attention to being succinct and clear in presentation of ideas and analysis of those ideas based on the concepts studied

9 = *very good response*; although did cite and/or reference the readings in some parts of the posting, there was not a minimum of one specific reference to the readings for every question and sub-question of the Module Responses; or may have provided a reference for every question and/or sub-question, but posting was lacking in some quality that prevents it from earning a score of 10; attempted to address every question and sub-question, but lacked in addressing some specifics related to the details of what each question was asking; mostly well thought-out writing, with a good ability to analyze, although a number of places in the posting did not go “beyond the

surface” and were superficial and/or vague; overall, well-written, but some awkward writing in places, with some spelling, grammatical, and/or punctuation errors; the paper did not exceed the required page-limit, with attention to being succinct and clear in presentation of ideas and analysis of those ideas based on the concepts studied

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

7 = *average response*; attempted to write well, in-depth and analytically in some places in the posting, but overall the writing lacked in quality and depth; only specifically cited/referenced the reading(s) one time in the entire posting; vaguely addressed the specifics of each question and sub-question; overall the writing was mostly comprehensible, but writing was confusing to read at times, with some spelling, grammatical and/or punctuation errors (little attention to the details in writing quality); was mostly rhetorical in wording, and not as substantive and succinct as needed in analysis

5 - 6 = *below average response*; wrote superficially, and did not attempt to go “beyond the surface” and in-depth in the writing, especially as their thoughts relate to the reading(s); little to no attention in addressing the specifics of each question and sub-question; no specific references to the readings; needs work in ability to analyze the material in the reading in exploring the ideas, concepts, theory from the readings; was almost entirely rhetorical in wording, and not as substantive and succinct as needed in analysis

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

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

3) Final Paper: [100 points]

Students will write a 7 – 10-page paper (including the References page) that discusses ideas that can change 1) the life and schooling experiences of an English language learner, 2) change a classroom, 3) change a school, 4) change a school district, 5) change the state of education for all marginalized groups in the US and the world.

Use the following template to write your paper:

- 1) You have five (5) areas to address to discuss your ideas – from individual to the world (see above).
- 2) Put parentheses around each “area” where you will begin your discussion of each
- 3) Begin with a specific “problem” for each “area” – What is the specific problem you will be addressing with your idea? Where did you learn of this problem in education? Underline the specific problem you cite and briefly discuss, supported by research literature, a news piece, a documentary you’ve viewed, or from your own experience (be sure to cite where you learned of this “problem”)

- 3) Then, after citing the specific problem, type “IDEA” in bold followed by a colon, and discuss your idea (solution) to address this problem after that point
- 4) With support by research, type out “RATIONALE”, bolded and underlined, and provide your rationale as to why you think your idea for a solution might work.
- 4) In sum, your paper should address the following: a) What is your idea to (name each of the 5 “areas” here)?, b) What is the problem? c) HOW will your idea address the “area” and the related problem?, c) WHY will your idea work?
- 5) Cite a minimum of 10 sources. Most sources should be from this course, but you can also cite readings from other courses or other important readings in your life.

Additional Guidelines for the Final Paper & How it will be Graded

**How final paper will be graded:* Points will be deducted if the following are not done in the paper, with amount being determined based on the number of times such issues are not addressed throughout the paper (out of 100pts.):

- All “areas” are addressed
- 7 – 10 pages, double-spaced, 12-point, Time Roman font, 1-inch margins
- A minimum of **ten (10)** sources cited and referenced in your paper
- APA (American Psychological Association) style for citation and references is correctly used throughout the paper and within the references page
- The paper is well-organized, well-written, following the instructions for the template, with few grammatical, spelling, and/or wording errors
- The paper has presented depth with the ideas presented, and rationale provided (this carries the most weight, where the paper can potentially lose the most points because lack of depth and analysis is not present in places or throughout the paper)

*When students turn in their Final Paper, please be sure to go to the Assignments tab in Week 14 and upload it to the Final Paper section where you find the link.

BED 5331 Fall 2023

Course Schedule, Activities & Deadlines

Learning Modules

Week 1 (Aug. 28 - Sept. 3)

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

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

- **DUE: Discussion Board Posting 1** by Friday of this week, 11:59pm
- **DUE: Module Response 1** by Sunday of this week, 11:59pm

Week 2 (Sep. 4 - 10)

Module 2 – *Measuring Bilingualism*

- To Do: Read Baker, Chapter 2; PDF, de Jong
- To Do: Post on the Discussion Board based on the reading(s)

- **DUE: Discussion Board Posting 2** by Friday of this week, 11:59pm
- **DUE: Module Response 2** by Sunday of this week, 11:59pm

Week 3 (Sep. 11 - 17)

Module 3 – *Development of Bilingualism*

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

- **DUE: Discussion Board Posting 3** by Friday of this week, 11:59pm
- **DUE: Module Response 3** by Sunday of this week, 11:59pm

Week 4 (Sep. 18 - 24)

Module 4 – *Bilingualism & Cognition*

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

- **DUE: Discussion Board Posting 4** by Friday of this week, 11:59pm
- **DUE: Module Response 4** by Sunday of this week, 11:59pm

Week 5 (Sep. 25 - Oct. 1)

Module 5 – *Bilingual Education Programs & Teaching Bilingually*

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

- **DUE: Discussion Board Posting 5** by Friday of this week, 11:59pm
- **DUE: Module Response 5** by Sunday of this week, 11:59pm

Week 6 (Oct. 2 - 8)

Module 6 – *Effectiveness of Bilingual Education*

- To Do: Read Baker, Chapter 12; PDF, Gómez, Freeman & Freeman
- To Do: Post on the Discussion Board based on the reading(s)

- **DUE: Discussion Board Posting 6** by Friday of this week, 11:59pm
- **DUE: Module Response 6** by Sunday of this week, 11:59pm

Week 7 (Oct. 9 - 15)

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

- To Do: Read Baker, Chapter 13; PDF, Ramos; PDF, Cheung & Slavin; PDF, Przymus, PDF, Baker et al.
- To Do: Post on the Discussion Board based on the reading(s)

- **DUE: Discussion Board Posting 7** by Friday of this week, 11:59pm Discussion will include how Recommendation 1 and 4 can be implemented in the classroom with English Language Learners
- **DUE: Module Response 7** by Sunday of this week, 11:59pm

Week 8 (Oct. 16 - 22)

Module 8 – *Literacy, Biliteracy & Multiliteracies*

- To Do: Read Baker, Chapter 14; PDF, Menken & Kleyn
- To Do: Post on the Discussion Board based on the reading(s)

- **DUE: Discussion Board Posting 8** by Friday of this week, 11:59pm
- **DUE: Module Response 8** by Sunday of this week, 11:59pm

Week 9 (Oct. 23 - 29)

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

- To Do: Read Baker, Chapter 15
- To Do: Post on the Discussion Board based on the reading(s)

- **DUE: Discussion Board Posting 9** by Friday of this week, 11:59pm
- **DUE: Module Response 9** by Sunday of this week, 11:59pm

Week 10 (Oct. 30 - Nov. 5)

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

- To Do: Read Baker, Chapters 17 & 18; PDF, Cline & Necochea; PDF, DeCapua & Wintergerst
- To Do: Post on the Discussion Board based on the reading(s)

- **DUE: Discussion Board Posting 10** by Friday of this week, 11:59pm
- **DUE: Module Response 10** by Sunday of this week, 11:59pm

Week 11 (Nov. 6 - 12)

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

- To Do: Read Baker, Chapters, 3, 4, & 19
- To Do: Post on the Discussion Board based on the reading(s)
- **DUE: Discussion Board Posting 11** by Friday of this week, 11:59pm
- **DUE: Module Response 11** by Sunday of this week, 11:59pm

Week 12 (Nov. 13 - 19)

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

- To Do: Read PDF, Green; PDF, Dyc; PDF, Pappamihiel
- To Do: Post on the Discussion Board based on the reading(s)
- **DUE: Discussion Board Posting 12** by Friday of this week, 11:59pm
- **DUE: Module Response 12** by Sunday of this week, 11:59pm

Week 13 (Nov. 20 - 26)

Module 13 – *Teachers & Teacher Education*

- To Do: Read PDFs, Johannessen & Bustamante-López; Faltis et al.
- To Do: *Final Paper*, use this week and the next to write, think, and write some more
- To Do: Post any questions, confusions, or just “checkin’ in” with me and/or your colleagues to let us know that you are making progress with your paper, or at least thinking about the Final Paper (I know that many of you use the weekend to write)
- **DUE: Discussion Board Posting 13** by Friday of this week, 11:59pm
(NOTE: Just one posting will get you your points this week; so you can relax a little bit knowing this, and focus on your paper)

Week 14 - (Nov. 27 - Dec. 1)

Module 14 – *Who You Were, Who You Have Become & Who You Can Become*

- To Do: Discuss 1 thing you learned in this course that changed your pedagogical thinking, the evidence you see of that change in your teaching or just general behavior/thinking (if you are not currently teaching), and how you think this change will impact/has impacted your current or future students.
- **DUE: Discussion Board Posting 14** by Friday of this week, 11:59pm
- **DUE: Final Paper**, Sunday of this week, 11:59pm

Week 15 (Dec. 4 -10)

Module 15 – *Ideas & Awareness: How This Stuff Can Change the World*

- To Do: Discuss another thing you learned in this course that changed your pedagogical thinking, the evidence you see of that change in your teaching or just general behavior/thinking (if you are not currently teaching), and how you think this change will impact/has impacted your current or future students.
- **DUE: Discussion Board Posting 15** by Friday of this week, 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?

- The professor will provide students with clear instructions on class expectations.
- Professor will check my e-mail at least three times per week and will answer back as soon as possible (at least within 48 hours).
- Professor will provide a grade and/or feedback on your performance.
- Professor will keep students informed about their graded progress in class at all times through the Gradebook. If students have any particular questions regarding grades, Professor will address them when students inquire about them.
- Professor is open to suggestions about improvement of the class and class related activities.
- Professor will do everything possible to ensure students' 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.