The University of Texas of the Permian Basin

College of Education

Spring B 2020

EDBI 6325.794

Reading & Language Arts in Spanish

Basic Information

Name of the Instructor: Dr. Yuliana Kenfield

Email: kenfield_y@utpb.edu

Office Location: MB 3224

Office Hours: Mon 1:30-3:30; Thru 2:00-4:00; Wed 1:30 – 3:30 or by Appointment

Office Phone: (432) 552-2133

Course Dates: March 09, 2020 – May 1, 2020

Course Credits: 3 hours

Location: This course is a Web Course and is conducted within Canvas at
http://utpb.instructure.com

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Conceptual Framework of the College of Education of UT Permian Basin:

Vision Statement

The vision of the College of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission Statement

The mission of the College of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2000, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit.

KNOWLEDGE (K):

Our candidates will exhibit knowledge about & understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

SKILLS (S):

Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education.

DISPOSITIONS (D):

Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies:
1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:

   a) to strive for social justice, equality, and equity for all learners
   b) to continue the process of self-growth, narrowing the student achievement gap in our nation
   c) to empower all learners as citizens in a global society

Pedagogical Goals: (Note: National Council Accreditation Teacher Education [NCATE] proficiencies are noted as they correlate with each objective).

1. Each student will gain an understanding of teaching in a bilingual/biliterate setting, the components of bilingual education and specifically the teaching of reading and

language arts in Spanish

2. Students will become familiar with the theories of reading and the philosophies behind teaching reading and language arts in Spanish for Spanish-speaking students enrolled in bilingual education programs.
3. Students will gain an understanding of various methodologies and current thinking in the teaching of reading and language arts in Spanish and biliteracy.
4. Students will develop teaching units related to the teaching of reading and language arts in a bilingual, biliterate setting.
5. Students will gain an understanding for authentic children's literature in Spanish and will demonstrate knowledge of using literature to teach reading.
6. Student will become familiar with curricular issues in Texas, especially the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Skills (ELPS).
7. Students will become familiar with spelling and grammatical patterns in Spanish.
8. Students will gain knowledge related to the process of transferring skills from Spanish to English in bilingual classrooms.

TExES Competencies in Bilingual Education:

The following competencies are covered in this course.

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.

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 (L1) and second language (L2).

Competency 003: The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of bi-literacy.

Competency 004 The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

Course Description

Course Prerequisites: Admission to UTPB; admission to graduate studies or certification program; in addition to the College of Education requirements, must demonstrate proficiency in Spanish by passing the Bilingual Target Language Proficiency Test (BTLPT) or approved departmental exam.

Catalog Course Description: A critical analysis of materials in Spanish available for teaching language arts and reading. A survey of strategies for teaching reading and language arts to Spanish speakers.

Learning Outcomes:

1. The student will understand 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
2. The students understand processes of first and second language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).
3. The student will demonstrate a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of bi-literacy.
4. The student will demonstrate comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

General Topics: Second Language Acquisitions, Theories, Methods, ESL Strategies, Education, Culture, Community and Developmentally appropriate curriculum.

Target Audience: The intended target audience is public/private school teachers, administrators in all levels of instruction who are concern with aspects of first and second language acquisition learning and teaching.

Required for any specific major/minor: ESL teaching Supplement, Reading Specialist, Bilingual supplement, early childhood supplement.

Prerequisite: Spanish Proficiency

Required Materials:

The student should purchase the following:

1. **Biliteracy from the Start: Literacy Squared in Action: Calson:** *Kathy Escamilla, Susan Hopewell, Sandra Butvilofsky, Wendy Sparrow, Lucinda Soltero-González, Olivia Ruiz- Figueroa, Manuel Escamilla* Published: October, 2013.

2. **Desarrollo del Español para Maestros en Programas de educación Bilingüe Morris, L & Rosado, L Arlington, Texas: LM Company (Modified and Enhanced). Published 2013**
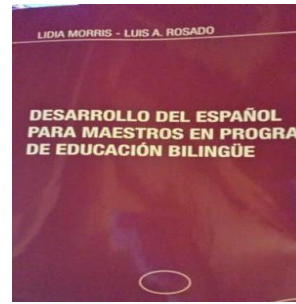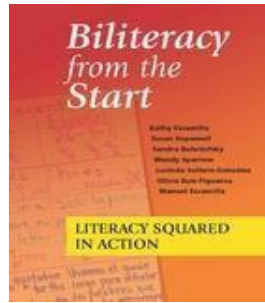
Reference Texts (Not Required but Helpful):

American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC

Additional resources: Websites/Links:

Education Resources Information Center **http://www.eric.ed.gov**
National Clearinghouse for English Language Acquisition http://www.ncela.gwu.edu/
National Association of Bilingual Education http://www.nabe.org
Texas Education Agency http://www.tea.state.tx.us http://www.sbec.state.tx.us
United Stated Census Bureau http://www.census.gov
Stephen D Krashan's Web page **http://www.sdkrashen.com/**
I Teach I Learn Website **http://www.iteachilearn.com/cummins**

Supplemental/Optional readings/books:

Crawford, J., Bilingual Education: History Politics Theory and Practice. Crane Publishing Co., 1999. ISBN 0-89075-556-6

Garcia, Ofelia (2008) Bilingual Education in the 21st Century: A Global Perspective ISBN 978-1-4051-1993-1or ISBN 978-1-4051-1994-8

Gonzalez, V, Yawkey, T., Minaya-Rowe, L., English-As-A-Second-Language (ESL) Teaching and Learning: Pre-K-12 Classroom Applications for Students' Academic Achievement and Development, Pearson Education, Inc. 2006. ISBN 0-205-39251-2.

Richard-Amato, P.A., and Snow, M.A., Academic Success for English Language Learners: Strategies for k-12 Mainstream Teachers, Pearson Education, Inc. 2005. ISBN 0-13-189910-4.

Important Dates:

Spring B 2020   **Dates:**

Classes begin	March 09
Last day to add a course	March 11
Last Day to drop a course without creating an academic record	March 16
Last day to drop a course or withdraw from this session	April 10
Last regular class day	May 01

 *Drop is defined as dropping one or more courses while remaining enrolled in other courses
Withdrawing is defined a dropping **ALL courses. Both have a different refund schedule; see the drop and withdrawal refund schedule for complete details.

UTPB Academic Calendar

Course Overview:

Course Structure: The course is divided into 4 modules. Each module includes reading material, research articles, videos and discussion questions to engage in. The two books needed for this course is from where your reading and quizzes will come from. **See course calendar for assignment due dates.**

In each modules reading, you will find a connection to language acquisition, content and application in some way.

Module 1: [Cultural and Learning] March 9th – March 22nd

- Become familiar with course content & navigating the course to ease any tensions you may have.
- Read the syllabus & take the syllabus quiz
- Post an introduction of yourself in the discussion page.
- Read articles in the module and view video and lectures
- Complete Position Paper and take Quiz #1
- Read & answer questions in Discussion board; respond to colleagues' post.

Module 2: [The Philosophical Spectrum of Literacy] March 23rd – April 5th

- Read articles in module.
- View videos and/or lectures
- Complete Method Activity and Annotated Bibliography
- Complete LEA Plan and take Quiz #2
- Read & answer questions in Discussion board; respond to colleagues' post.

Module 3: [Ortografia and Teaching Writing] April 6th – April 19th

- Read articles in module

- View videos and/or lectures
- Complete Activity 1 &2; Assessments Using Rubrics & Writing Analysis of a bilingual Student;
- Take Quiz #3

Module 4: [Transfer, Assessment & Planning] April 20th – May 1st

- Read articles in module
- View videos and/or lectures to enhance your assignments.
- Complete Position Paper and Literature Unit.
- Take Quiz #4.

**Some of the modules include questions for discussion relevant to the research readings and journal entries. Probing and pondering ['what do you do?' 'How do you do it?' 'Why do you do it?'] are provided to generate 'thoughts', 'reactions' and 'questions' related to the class topic from students.

Method of instruction: PowerPoint lectures, discussions, research, audio, reading and group work, quizzes, a Mid-Term and a Final Exam.

Discussion Board Participation: Modules with group discussion activities include instructions in both the module and the appropriate board. Make sure you read the requirements for each post. When reading other students posts and responding to them, please ensure that your responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience, referencing your supporting material when appropriate. Responses should be no less than 300 words for full credit consideration.

You are expected to read all messages and responsible for reading all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class. Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better. Change the subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.

Submission and Naming Convention of Course Activities:

Keep in mind the following standards/practices for naming and submission of assignments:

a. All course activity files that will be submitted to the instructor **should bear** the name as follows in a cover sheet and saved using the following format**:**

First name + last name + name of the assignment + Course Acronyms + Date
Example: *Jane Doe, Annotated Bibliography, EDBI 6325, July 8, 2020*

b. Must be APA, no MLA or Chicago Style; include page numbers

c. Always keep a copy of all the work you submit just in case your work gets lost in cyberspace. You will be expected to produce the assignment immediately should this happen with no down time. No excuses.

****Do not submit ANY work to my outside e-mail unless instructed to do so; assignments sent to there will not be graded or acknowledged.

Course Assessments:

Course Activity	Points	Percentage
Syllabus Quiz	**Extra credit up to 5 pts**	
Assignment 1: Position Papers (2 @ 75 pts each)	200	20%
Assignment 2: Method Activity	50	5%
Assignment 3: Annotated Bibliography	75	7.5%
Assignment 4: LEA Plan	75	7.5%
Assignment 5: Activity 1 & 2 (Module 3)	50	5%
Assignment 6: Assessment Using Rubrics	100	10%
Assignment 7: Writing Analysis of a Bilingual Student	75	7.5%
Assignment 8: Integrated Project Base Unit	175	17.5%
Quizzes: 4 @ 25 pts each	100	10%
Discussion participation (2@50 pts each) Module 1 & Module 2	100	10%
Total	**1000**	**100%**

Grading Scale:

Grade Range	Letter Grade
90% and above	A
80% to 89%	B

Grade Range	Letter Grade
70% to 79%	C
60% to 69%	D
Less than 60%	F

* Unless otherwise stated, all materials, activities, and assessments are required and are not optional.

Communication: The instructor will check his/her e-mail every other day, with the exception of week-ends or holidays and will check telephone messages during office hours to address student's questions. E-mails will be responded to within 72 hours. The professor will be available to students during office hours and/or by appointment for those who cannot make office hours' time. An FAQ (Frequently Asked Questions) discussion board has also been established in the course for student to assist each other in absences of the professor. It will be monitor for accuracy in responses and/or respond with the appropriate answer to students' questions about the course; personal e-mails such as for grades should be e-mailed to the professor at all times.

Grading & Feedback, individual, general and/or group feedback in the production of activities will be done 7-10 days after the set due date depending on the Professors workload. It will be graded on the **point value** system adopted by the College of Education. If there is any discrepancy in the grade, you must contact me immediately. You can check your grades by going to the **Grade Book** on CANVAS.

Time Management: A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. In our 3-semester credit hour online class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 6 hours of in-class time. A total of about 15 hours per week to obtain an "A" is expected in a fast pace class of 8 weeks. It is important to develop a Time Management Plan to be successful

NOTE: The due dates and times for the activities will adhere to the **Central Time Zone**

Student E-mail: All UTPB students are provided with email accounts through the university server. Every student is encouraged to use the university email for student-instructor interaction.

For this course, I would request that you email me through CANVAS. They have a very reliable e-mail service that is not filtered and your email is not likely to be lost in cyber space. Also, e-mails will arrive to my box more quickly using the CANVAS e-mail. There is no guarantee that using any other e-mail address will be delivered to my inbox. E-mails delivered to my inbox that do not contain your first AND last name.as part of the address, will not be responded too. No exceptions.

Assignments should not be submitted via email. I will not accept them in that format. All assignments must be uploaded into the course drop boxes.

Course Structure: Policies

1. **Discussion Board**: Discussion Board is primarily for discussing course related topics and issues.
   Best practices are:
   a. Read all message postings in online discussion.
   b. Respond to the question directly
   c. Reply to minimum of two other student posts.
   d. Use a person's name in the body of your message when you reply to their message.
   e. Avoid postings that are limited to 'I agree' or 'great idea', etc.
   f. Ensure responses to questions are meaningful, reflective.
   g. Support statements with concepts from course readings, refer to personal experience, examples.
   h. Follow **Rules of Behavior.**

2. **Rules of Behavior:** Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:
   a. Do not post anything too personal.
   b. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
   c. Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
   a. Be courteous and respectful to other people on the list
   b. Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
   c. Use line breaks and paragraphs in long responses.
   d. Write your full name at the end of the posting.
   e. Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

   *NOTE: If you do not adhere to the guidelines for any posting, you will lose the points that would have been granted, and the instructor reserves the right to remove your posting and to deny you any further posting privileges.

3. **Make-Up/Late Submission Policy:** All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately; there is no guarantee that make-up work will be allowed. There will be a 10% penalty for each day of late submission; after two days late, assignment will not be accepted or graded even if submitted and regardless of the excuse; it will receive a zero. The only excuse acceptable for late work is for medical emergencies. A medical note with a number for verification would need to be submitted with assignment; no note, no grade, no exceptions. *There is no penalty for early submission.*

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4. **Academic Dishonesty/Plagiarism/Cheating:** The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

   All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the University's Handbook:Scholastic Dishonesty.

   Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are 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 such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

   Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

5. **Attendance and Class Participation:** Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

6. **Tracking:** The learning management systems have a tracking feature. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

7. **Absenteeism:** All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation; only with a valid documented excuse will any work be allowed to be made up.

   *If I am going to be out because of ill health, attending a conference, etc you will be notified through email.

8. **Course Incomplete/Withdrawal/Grade Appeal**: All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be considered if the student has met all of the following conditions:
   - Completed 75% or more of the coursework,
   - Earned (at the time of the Incomplete request) a B or better average on all coursework,
   - Submitted a valid, documented excuse for not being able to complete the course on time, and
   - Has contacted the instructor prior to the last day of regular classes (full semester/face-to-face students) or one week prior to the last week of classes (online/8 week session).

   Students must submit a written (electronic) petition for an extension and sign a contract that lists the remaining coursework to be completed and due dates. If the assignments and activities identified in the petition are not completed by the agreed upon due date, the student's grade will revert to an "F" two semesters after the original "I" grade was submitted.

   Students are advised to review the University policy on Satisfactory Academic Progress and Financial Aid Probation that may result from course withdrawals or incompletes.

   Find information and dates regarding drops and withdrawals consult the University Handbook: Drops and Withdrawals and Appeal Process.

9. **Accommodation for Students with Disabilities:** The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

   ADA Officer for Students: Mr. Paul Leverington
   Address: Mesa Building 4243/4901 E. University, Odessa, Texas 79762
   Voice Telephone: 432-552-4696
   Email: ada@utpb.edu

10. **External Tools Privacy and Accessibility Statements:** For the accessibility and privacy statements of external tools used within courses, go to Accessibility and Privacy Statements.

Computer Skills, Technical & Software Requirements:

Prerequisite skills (word processing, spreadsheet, presentation software, YouTube account, etc) Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information, refer to UTPB Office 365 Page.

Computer Technical Requirements

See Technical Requirements.

Online Student Authentication:

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. **This course satisfies student authentication by any two of the following:**

*Approved up to date photo identifications are: **passports, government issued identification, driver's licenses, and military ID from DOD; dual credit and early college high school students use school district identifications**.

To Submit your Student Authentication:

Submission 1: **A clear image of yourself in color**

1. Well lit, and no shadows on your face or your ID that can obscure your image
2. Must be taken on the day you submit the photo to reflect your current appearance
3. Taken in full-face view directly facing the camera
4. With a neutral facial expression and both eyes open

Submission 2: A picture of your ID (can be a **UTPB ID** or **government issued ID**) with only your name and picture showing (meaning Picture ID card in which the ID number has been covered by taping over any numbers).

This submission of Identification is Non-graded but **mandatory** for on-line classes; **no Id, no grade**. *Any activity submitted will not be graded until ID's are received and reviewed.*

For further information on UTPB's Distance Education Policy, please visit the Distance Education Policy page, which provides more information about the University's distance education policies, including rules regarding the protection of online students' privacy (SACSCOC FR 4.8.2).

Preparation for Emergencies:

Computer Crash: Not having a working computer or your computer crash during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time; nor not having access to the internet or computer or course material due to travel. **NOTE**: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes. This is an on-line course and it is your responsibility to have access to the internet and a computer at all times. No exceptions or considerations for late work or late start to the course will be given. As a student, this becomes your responsibility to have access to the course requirements.

Complete Loss of Contact: If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files: You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions and/or problems, you may be required to resubmit the files. In other words, if you submit a document to me and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resent it to me, corrected, with little or no 'downtime' in regard to the timeline for submission.

End-of-Course Evaluation & Instructor Evaluation:

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services:

SERVICE	CONTACT
ADA Accommodation/Support	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	(432) 552-2661 UTPB Academic Advising Center

SERVICE	CONTACT
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights:

Information contained in this syllabus is to the best of my knowledge considered correct and complete when distributed for use in the beginning of the semester. However, as your instructor, I reserve the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Professor's Commitment: I am committed to the vision of the College of Education to provide…"a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices." This means a commitment to the students' development of knowledge and skills that will result in excellence in the classroom setting. It is the goal of the instructor that the required competencies will be developed in a classroom that promotes mutual respect and compassion for all learners. I will expect you to show professionalism in the

development of your teaching career, while maximizing your learning. If you are experiencing difficulty, I ask that you communicate with me regarding the problem, so that we may resolve the issue together. Your success is my goal.

Copyright Statement:

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Definitions in the Discipline to become familiar with:

BICS – Basic Interpersonal Communication Skills (Cummins), achieved within 2-3 years.

Bilingual Education Act (Title VII) – 1968 federal education act to provide support (including financial) education programs for language minority students; the placement of language minority students in vocational tracks is prohibited by Title VII along with the office of Civil Rights.

CALPS – Cognitive Academic Language Proficiency Skills (Cummins) achieved within 4 – 7 years

ELL – English Language Learner

ESL – English as a Second Language

ExCET Examination for the Certification of Educators in Texas

HLS - Home Language Survey

L1 – Primary Language

L2 – Secondary Language

LEP – Limited English Proficient

LPAC – Language Proficiency Assessment Committee

Lau Vs. Nichols (1974) – U.S. Supreme Court ruling calling for an equitable curriculum for LEP students

SLA – Second Language Acquisition

TAAS – Texas Assessment of Academic Skills; standardized test administered to students in Texas; reading writing and math skills are tested

TAKS – Texas Assessment of Knowledge and Skills

TEA – Texas Education Agency; educational agency charged with state-level administrations of Texas public schools.

TEKS – Texas Essential knowledge and Skills

TExES – Texas Examination of Educator Standards

Transitional Bilingual Education (TBE) program with a goal to learn English through the students L1; early exit TBE occurs after 3rd grade, late exit TBE occurs after 6th grade.

Two-Way Bilingual Education – bilingual education program where 50% of instruction is in English and 50% is L1 instruction. Academic performance is the primary goal, along with bilingual fluency (L1 and L2)

SBEC – State Board for Educator Certification

EDBI 6325 Spring B 2020 Course Calendar

Module 1	Assignment	Due Date	Points
Focus: Cultural and Learning			
March 9th – March 22nd	Syllabus Quiz	March 11th	
	Student Authentication	March 12th	Mandatory
	AVID/Student Information Forms	March 12th	Mandatory
	Self-Introduction	March 12th	Complete
	Read & answer questions in Discussion board;	March 13th	40
	respond to colleagues' post	March 16th	10
	Position Paper	March 21th	100
	Quiz 1	March 22nd	25
Module 2			
Focus: The Philosophical Spectrum of Literacy			
March 23rd – April 5th	Read & answer questions in Discussion board	March 27th	40
	respond to colleagues' post	March 30th	10
	Method Activity and	March 29th	50
	Annotated Bibliography	April 4th	75
	Complete LEA Plan	April 5th	75
	Quiz 2	April 5th	25

Module 3 April 6th – April 19th			
Focus: Ortografía and Teaching Writing			
	Complete Activity 1 &2;	April 11th	50
	Assessments Using Rubrics	April 13th	100
	Writing Analysis of a bilingual Student	April 19th	75
	Quiz 3	April 19th	25
Module 4 April 20th – May 1st			
Focus: Transfer, Assessment & Planning] June			
	Complete Position Paper	**April 25th**	100
	Integrated Project Base Unit	**April 30th *If this is not turned in for verification, there will be no grade for the course**	175
	Quiz 4	April 30th	25

<u>**STUDENT INFORMATION FORM**</u>

THE FOLLOWING INFORMATION WILL REMAIN CONFIDENTIAL:

NAME: _____   DATE: _____

SEX: Male: _____   Female: _____

Student Id#: _____ who is your advisor? _____

ADDRESS: (LOCAL)   (PERMANENT)

_____   _____

_____   _____

_____   _____

Home/cell Phone: _____E-MAIL ADDRESS:_____

Are you currently teaching? Yes _____ N0 _____ if so, what grade level _____

what school? _____

EXPECTED YEAR OF GRADUATION: _____

TRANSFER STUDENT: No _____ Yes _____ (where from?) _____

FIELD OF STUDY: _____ Minor: _____

AVID

To Whom It May Concern:

By printing and signing my name below, I give the faculty of the College of Education and College of Arts and Science of the University of Texas of the Permian Basin permission to use my class work and any digital media as appropriate, although without my name attached, as a part of their AVID *Postsecondary Teacher Preparation Initiative*.

_____ _____

       Printed Name   Signature

_____ _____

        Date   UID Number