BEEP 4306: Family Literacy & Second Language Acquisition  
Spring 2015

**Instructor:** Dr. Carla Amaro-Jiménez  
**Office:** Science Hall 322P

**Office Hours:** T: 9 am-11 am and by appointment  
Email: amaro@uta.edu  
Telephone: 817-272-3346

**Course Meeting Days/Time:** Thursdays from 11:00 - 1:50 pm  
**Course Starts:** 1/22/2015

**Course Site:** http://elearn.uta.edu  
**Faculty Website:** http://www.uta.edu/faculty/carlaaj  
**Program Website:** http://www.uta.edu/coed/bilingual/
Course Information

Required Course Materials:


Course Description: Examine the relationship between family literacy with second language acquisition and literacy development in children. The course provides opportunities for students to explore a variety of adult literacy programs designed to facilitate the development of literacy skills in parents, and programs between schools and parents designed to support reading and writing at home. Specific focus on theories regarding the relationship between first and second language acquisition and early education. Prerequisite: ECED 4317 and ECED 4318.

Note to Teacher Candidates: Students in the EC-6 Program will take the following two courses to prepare them to work with English language learners (ELLs):

- BEEP 4306 Family Literacy and Second Language Acquisition
- BEEP 4384 Literacy Methods in Bilingual/ESL Settings

These two courses will deliver the 10 competencies covered in the TExES 154—the ESL Supplement examination. Once students get certified as EC-6 Generalists, they will have the OPTION of taking the test on their own to add the ESL supplement. Currently, some school districts are requiring teachers to have the ESL certification, and they often offer a supplementary salary to work with English language learners (ELLs).

Course Objectives:
At the end of this course students will be able to master the following objectives with at least 70% accuracy:

1. Demonstrate and apply knowledge of the ten competencies of the ESL TExES examination.
2. Explore second language learning and the role that the teacher can play in helping children during the second-language-learning process.
3. Apply theories of first and second language acquisition to the teaching of ESL.
4. Apply knowledge of current learning theories and strategies, including learning styles and language transfer to the teaching of linguistic minority students.

Competencies Addressed in this Course

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.

Competency 004 The ESL teacher understands how to promote students' communicative language development in English.
Competency 008 The ESL teacher understands the foundations of ESL education and types of ESL programs.

Competency 009 The ESL teacher understands factors that affect ESL students’ learning and implements strategies for creating an effective multicultural and multilingual learning environment.

Competency 010 The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Expectations for Out-of-Class Study:
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for field experiences, etc.

Grade Grievances:
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. See http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10

Drop Policy:
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/ses/fao).

University Mission:
The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College Mission:
The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.
Core Values:
Effective teaching
Active learning
Quality research
Meaningful service

Conceptual Framework:
The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

The Educator and Administrator Preparation units’ collaboratively developed shared vision is based on these CORE VALUES, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based Experiences
- Collaboration Learning
- Diversity
- Technology
- Field
- Life-long

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence
- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others
- Uses appropriate and professional language and conduct.
- Supports a “high quality”-learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy
- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals
- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
• Demonstrates openness to assistance from others.
• Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity
• Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology
• Uses and applies existing technologies sufficiently in work.
• Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process
• Demonstrates significant learning improvement over time.
• Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

‘Partners for the Future’ serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

**AVID/UTA Teacher Preparation Initiative**

AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.

At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

**TK-20**

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit [http://www.uta.edu/coehp/tk20](http://www.uta.edu/coehp/tk20) for more information.

**Attendance Policy:**

**Class Attendance**

Attendance in this class is mandatory. Students are expected to arrive on time to class. A sign-in sheet will be used every time we meet. Students arriving late must see the instructor at the
end of class to be sure that they are counted present. Only one health-, work-, or religious-related absence will be permitted. Should you need to arrive late or leave early on a given date, make sure you inform the professor before the class meets. Arriving late or leaving early without prior permission will count as an absence.

Email Communication:
UTA e-mail is considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications. You are advised to regularly check your UTA email. You will be held responsible if you do not receive information because you did not check your UTA email.

Americans with Disabilities Act:
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services:
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Academic Integrity:
All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week:
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Title IX:
The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Emergency Exit Procedures:
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

Policies regarding assignments:
All work for this course is to be edited and executed with care and professionalism. Handwritten documents will not be accepted except for those you will be producing in class. Always make sure you keep a copy of documents submitted to your professor.

- Complete all assignments by the due date listed on the syllabus or announced in class. Late work will not be accepted.

- Please type all assignments, unless otherwise specified. The student's name should be on every page of every assignment submitted. It is also generally recommended that students keep copies of work turned in. The instructor reserves the right to return for re-submission any work that is not neatly, legibly, and professionally submitted. In
addition, assignments containing multiple spelling, usage, and/or mechanics errors will be returned for revision.

• All assignments should be submitted electronically through Blackboard, unless otherwise noted. All assignments should be submitted with the student’s name and the name of the assignment as the document name (e.g., Amaro_C_JournalEntryOne.doc).

• It is important to protect the confidentiality of the students you will supervise, assist, tutor, and/or teach in the field. For this reason, it is important to change the name of a student during discussion and/or a written assignment.

• Should our classroom meeting site become unavailable for any reason, another location has been provided in order to take exams or make presentations that might have been interrupted.

• Medical Reimbursement: University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, internship, and residency. The university will not reimburse the student for any expenses related to injuries or illness.

• Grade Grievance: The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are to express your concerns in writing first to the course instructor, then to the appropriate department chair or program director, then to the academic dean, and then to the Provost.

• As a courtesy to your instructor and your classmates, please keep your use of any electronic devices such as cell phones, smartphones and laptops to a minimum (i.e., for emergency situations and on vibrate ONLY), unless their use is needed in class.

• The instructor reserves the right to make changes to the syllabus, as deemed necessary. Students will be notified of any and all changes.

Course Evaluation

1. Attendance and participation ............................................... 15 points

2. Quizzes (3 quizzes @ 20 points each)................................. 60 points

3. Midterm ................................................................................. 50 points

4. Technology-Infused Assessment Module............................ 140 points
   a. Module.............................................................................. 90 points
   b. Handout for peers (soft copy through BB)....................... 20 points
   c. Five minute in-class presentation ..................................... 30 points

Total Points Possible: 265 points
Description of Assignments

1. Attendance and Participation:
Your active participation in this class is expected. To prepare for class make sure you complete all the assigned readings per week and you come with questions to class. The questions may be based on facts or on practice/implementation. Unannounced quizzes (pop up quizzes) may be used throughout the semester to assess your understanding and reading of materials for the course; these are in addition to the already scheduled quizzes. Note that your lack of preparation for class will significantly affect your classroom participation and your overall grade. Please consult the calendar for the weekly assigned readings and assignments.

In addition to providing comments and making questions during class, either verbally or on ‘the parking lot’ (to be explained in class), you will be assessed for your understanding of weekly content covered by creating an ‘exit ticket.’ The ‘exit ticket’ is a strategy in which you will synthesize one or two major ideas covered during a given week and produce a ‘product.’ For this class, your ‘exit ticket’ will be to write a ‘tweet’ – a message in 140 characters or less. Your tweet will have the hashtag #beep4306 as part of the message. If you are not familiar with Twitter, you are encouraged to visit the link below. You will have time to submit your weekly ‘exit ticket’ until 11:59 PM of the day we meet in class. At the end of the semester you will also be required to submit a document with a copy of all your ‘Exit Tickets.’ This document will be submitted through Blackboard. Check the course schedule for the due date.

NOTE: The Twitter account you will be using in this course is for academic and professional purposes only. Therefore, you will most likely need to create a new account if you are using Twitter already. The new Twitter account must include your name and last name – you are discouraged from using ‘creative’ ones such as ‘Ilovemydoggy’ or ‘thisgirllovesshoes.’

Go to https://twitter.com/signup and sign up.

Need help? Get the 101 on using Twitter at http://support.twitter.com/groups/31-twitter-basics/topics/104-welcome-to-twitter-support/articles/215585-twitter-101-how-should-i-get-started-using-twitter

2. Quizzes and Midterm:
A midterm and four (4) quizzes have been scheduled throughout the semester. Check the calendar for the date of the midterm. These formal examinations will evaluate your understanding of the content covered and reviewed on specific weeks. These examinations will include multiple choice, true/false, and/or short essay questions.

3. Technology-Infused Assessment Module:
For the final, you will be responsible for the development of one technology-infused assessment module. The module replaces the final exam for this course. Completing this
Your technology-infused assessment module will have the following four parts:

**Part 1:** My perceptions of English language learners and their needs in the classroom before AND after taking this class. *For this part of the project you will draw on the first day’s class notes about what your perceptions of ELLs were prior to taking this class and compare them to what your current perceptions of these learners are. We will do an activity in class to help you with this part of the project.*

**Part 2:** Five (5) common misconceptions about working with English language learners and/or learning a second language. *For this part of the project you will draw on what you have learned in the course about common misconceptions related to working with ELLs and/or learning a second language, and dispel these myths/misconceptions. You may need to collect some data from other educators/teachers for this part of the project as well.*

**Part 3:** Description of five (5) critical concepts, theories, etc. that you learned in this course that relate to second language learning and teaching. *For this part of the project you will select five grand topics or concepts that you learned in this course and describe how learning these concepts have allowed you to have a better understanding of the needs ELLs face in the classroom. In other words, you will be summarizing what was learned and how this new information has helped you better understand the children with whom you will be working in your future classroom.*

**Part 4:** Ten (10) take aways from the course in the form of ‘do’s and don’ts.’ *These do’s and don’ts are things that you would recommend teachers should keep in mind when working with this population that you now know as a result of taking this class.*

To promote engagement and critical thinking, you will be required to draw on a variety of resources already available online (taking into consideration what constitutes ‘fair use’ of materials) as well as to produce your own materials for each one of the components in the module. You will be making use of journal articles, newspaper articles, video, audio, and graphics, among others. The complete module will contain the four components mentioned above in a multimedia format. The final/completed module will be posted on YouTube; instructions for posting these will be provided. A session on how to create videos will also be provided by our COEHP Librarian. Date to be announced.

Note that you will be expected to give a 5 minute presentation of your module in class and post a handout for your peers on Blackboard. These two components will also be graded. Additional information about the assignment, samples, and suggestions will be posted on Blackboard.
Course Evaluation and Grading Scale:
To calculate your grade for this class you will need to divide the number of points you accumulated throughout the semester by the total points available for this course (285 points). Your final grade will be shown on the ‘final grade’ column below.

Your final grade ……………………………………………………. ____ / 285 total points

Grading Scale:
A = 93 – 100%
B = 84 – 92%
C = 75 – 83%
D = 70 – 74%
F below 70%

Themes and principles of learning - TExES tests

• **Learner-Centeredness.** The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibilities for their own learning.

• **Active Learning.** The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.

• **Teaching for Meaningful Outcomes.** The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learners link ideas in content area to familiar ideas, to prior experiences, and to relevant problems.

• **Diversity.** The teacher models and encourages appreciation of the diversity of learners’ cultural heritage, unique endowments, learning styles, interests, and needs. The teacher designs learning experiences that show consideration of diversity.

• **Communication.** The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, reading, and write in a variety of contexts.

• **Higher-order Thinking.** The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies when necessary.

• **Intra- and Interdisciplinary Connections.** As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the
central themes of various disciplines. The teacher integrates other disciplines and learners’ interest so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

- **Use of Technology.** The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.

- **Developmental Appropriateness.** The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that takes into consideration the unique characteristics of the learner community.

- **Assessment as part of Instruction.** Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.

- **The Teacher as Part of a Larger Learner Community.** The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between school and community.

****Please see Blackboard for the most up-to-date course schedule****
<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus / Expectations</td>
<td>Purchase textbook</td>
</tr>
<tr>
<td>01/22/15</td>
<td>General Course Overview</td>
<td>Download syllabus and course materials from Blackboard</td>
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<tr>
<td>Classes</td>
<td>Proficiencies for the ESL</td>
<td>Assign/select groups for final project</td>
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<td></td>
<td>TExES 154</td>
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<tr>
<td>Week 2</td>
<td>Who are English language learners? &amp; “Carlos”</td>
<td>Read Ovando et al., Chapter 1</td>
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<tr>
<td>01/29/15</td>
<td>(Extra/bonus activity)</td>
<td>Bonus Activity: Movie for Carlos’ activity:</td>
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<td>Under the Same Moon (Bajo la Misma Luna) – due date for bonus activity</td>
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<td>submission is 3/8/15 via Blackboard. Check link to submit assignment</td>
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<tr>
<td>Week 3</td>
<td>Foundations of ESL and bilingual education and types of ESL programs;</td>
<td>Read Ovando et al., Chapter 2</td>
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<td>02/05/15</td>
<td>Historical development of dual language and bilingual education in the</td>
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<td>United States.</td>
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<td>Week 4</td>
<td>Second language acquisition and theories</td>
<td>Read Ovando et al., Chapter 4</td>
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<td>02/12/15</td>
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<tr>
<td>Week 5</td>
<td>Impact of culture</td>
<td>Quiz #1 (Chapters 1, 2 &amp; 4)</td>
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<td>02/19/15</td>
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<td>Read Ovando et al., Chapter 5</td>
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<tr>
<td>Week 6</td>
<td>Teaching ELLs</td>
<td>Read Ovando et al., Chapter 3</td>
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<td>02/26/15</td>
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<td>Week 7</td>
<td>National Association for Bilingual Education Conference</td>
<td>Quiz #2 through Blackboard (Chapters 3 &amp; 5)</td>
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<td>03/05/15</td>
<td>Hybrid week</td>
<td>Work on Assessment Module – draft of parts 1 and 2 must be submitted through</td>
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<td>Blackboard no later than 3/8/15. Note that you will only have half of the</td>
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<td>requirements for part 1; you should have part 2 complete however.</td>
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<td>Week 8</td>
<td>UTA Spring Break</td>
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<td>03/12/15</td>
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<td>Week 9</td>
<td>Midterm review &amp; follow-up for Carlos Activity</td>
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<td>03/19/15</td>
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<td>Week 10</td>
<td>Midterm – Chapters 1 through 5</td>
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<td>Date</td>
<td>TOPIC</td>
<td>ASSIGNMENTS DUE</td>
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<td>03/26/15</td>
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<td>Week 11</td>
<td>Teaching Mathematics &amp; Science to ELLs &amp; Review</td>
<td>Read Ovando et al., Chapter 6</td>
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<td>04/02/15</td>
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<td>Week 12</td>
<td>Teaching Social Studies to ELLs</td>
<td>Read Ovando et al., Chapter 7</td>
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<td>04/09/15</td>
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<tr>
<td>Week 13</td>
<td>Assessment of ELLs</td>
<td>Read Ovando et al., Chapter 8</td>
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<tr>
<td>04/16/15</td>
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<td>Work on Assessment Module – draft of parts 3 and 4 must be submitted through Blackboard no later than 4/19/2015</td>
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<tr>
<td>Week 14</td>
<td>Bilingual Special Education</td>
<td>Read Ovando et al., Chapter 9</td>
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<td>04/23/15</td>
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<tr>
<td>Week 15</td>
<td>Quiz #3 (Chapters 6, 7, 8 &amp; 9)</td>
<td>Presentations of final projects – half of the group. Sign-up sheet will be provided</td>
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<td>04/30/15</td>
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<tr>
<td>Week 16</td>
<td>Presentations of final projects – half of the group. Sign-up sheet will be provided</td>
<td>Work on final modules - FINAL MODULE MUST’VE BEEN SUBMITTED BY 05/08/13</td>
</tr>
<tr>
<td>05/07/15</td>
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