Instructor Information:

Instructor: Dr. Carla Amaro-Jiménez  
Office: Science Hall, 322P  
E-Mail: amaro@uta.edu  
Phone: (817) 272-3346  
Fax: (817) 272-2618  
Mailbox: 19777

Course Duration: June 5th - July 6th, 2017  
Office Hrs: Mondays and Thursdays from 1 – 3 pm and by appointment

Faculty Website: http://www.uta.edu/faculty/carlaaj  
Course Website: http://elearn.uta.edu

Required Texts:  
None. All readings (research articles) will be posted on Blackboard.

Recommended Texts:  


Course Description:  
This course compares first and second language acquisition processes, and identifies best practices to meet the needs of EC-6 English language learners. We will also analyze elements from the primary language that can affect the acquisition of literacy in English.

Course Objectives:  
At the end of the semester, students will be able to:  
1. Identify and discuss the various sociocultural, cognitive, academic and linguistic factors that may have an impact on the schooling of school-aged English language learners.
2. Compare first (L1) and second language (L2) acquisition and identify how elements from L1 affect the acquisition of L2.
3. Analyze and describe the theoretical frameworks used for the development of bilingual and ESL programs nationwide.
4. Identify features of Spanish (L1) that can affect the acquisition of English (L2).
5. Evaluate various research-based methods used in ESL and bilingual programs to accommodate and meet the needs of English language learners.
6. Identify predictors of academic success among English language learners.

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://wweb.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://wweb.uta.edu/aao/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

College of Education’s Conceptual Framework:
The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of
individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

· Technology is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible Partners for the Future – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**PROFESSIONAL DISPOSITIONS STATEMENT**

Each student/candidate in 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 professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

**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**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. I allow students to attend class at their own discretion. However, because of the amount of coursework that is completed during the semester, I highly encourage you to be present and on time.

Also note that, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business.
regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Americans with Disabilities Act:**
UT 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)**  [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS)  [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**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](http://www.uta.edu/resources).

**Academic Integrity:**
Students enrolled all UT Arlington courses 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.*
UT Arlington faculty members may employ the Honor Code in their courses by 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. Additional information is available at https://www.uta.edu/conduct/.

**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 Policy:**
The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.
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.

Campus Carry:
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

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 http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): [Optional.] The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza
Policies regarding assignments:
All work for this course is to be edited and executed with care and professionalism.

- 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.

- 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.

- 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. Weekly discussion board participation ................................................................. 50 points
2. Position statement on teaching ELs (before/after 30 pts. each) .................. 60 points
3. Examining Practices paper ................................................................................. 50 points
   a. Possible journal title and manuscript requirements .......................... 10 points
   b. Paper ........................................................................................................ 40 points

Total points possible: 160

Grading scale: A= 93-100, B= 84-92, C = 75-83, D=70-74 and F anything below 70

Description of Assignments

1. Weekly Discussion Board Participation:
Your active participation in this class is expected. You will be expected to participate and contribute to discussions asynchronously through Blackboard at least twice a week, every
Your weekly postings on Blackboard will require you to not only read the assigned articles and watch complementary videos, but you will need to consult other sources as well. Your initial response (response to readings) to the weekly discussions must be made by Thursday no later than 11:59 PM and your responses to your peers’ contributions must be made by Sunday at 11:59, except for the discussion board on week five. See structure of the initial and response posts below, and check the calendar for specific due dates.

Note: There will be an additional discussion board posting you will be required to participate in. This posting has is entitled, “Introductions.” Please take a minute and introduce yourself. You’re welcome to record a video introduction in lieu of the written introduction if you have a smartphone or device that has video recording capabilities. See specifics on the discussion board.

Asynchronous Discussions
As part of this course, you will be required to post and participate in five Discussion Forums. Each week’s discussion will have two components: (a) your response to the week’s readings, and (b) a response to your peers. You will be responsible for contributing to the class’ discussions through these posts.

Structure of Initial Response
Every week you will synthesize what you read, learned, and look forward to learning about based on the readings assigned. You will thus be required to read all the articles assigned to be able to participate as well as any other resources assigned for those weeks.

Your responses must demonstrate thoughtful, evidence-based reflections. In other words, your viewpoints must also be substantiated with not only the assigned readings/materials but with specific examples from at least two of the following: (1) other readings you have done that connect to what you read for the week, (2) your personal/professional experience, (3) discussions with other professionals, and/or (4) resources that you may have encountered aside from the assigned coursework. Your initial post must be made no later than Thursday at 11:59 PM. See course schedule for specific dates.

Structure of Response to Peers
You will be responsible for reading the posts your peers have shared (i.e., their initial responses) and comment on at least two of their responses. Your responses/contributions must be courteous, and like the posts about your initial responses, these must be substantiated on facts, experience, resources, etc. Your contributions here must extend the conversation. Ask questions, provide examples, and/or seek further clarification on topics/issues you may still not understand fully from what they posted. Note that responding to a peer with an ‘I agree’ or “I disagree” is not enough; explain why you agree or disagree with what they have posted and add your ‘two cents’ to the conversation. Your two responses to peers must be made no later than Sunday at 11:59 PM. See course schedule for specific dates.

2. Position Statement on Teaching English Language Learners
For this assignment you will write a position statement/essay in which you clearly describe what you think your role as a teacher of English language learners is and what you can do to improve their educational outcomes, before and after you take the course. This position statement will be driven by your own narratives and stories - your own personal and professional experiences as teachers or administrators. If you have never taught or worked in a bilingual or ESL setting, then draw on any other classroom experiences you may have had. This assignment will be graded twice – once at the beginning of the semester and the second one at the very end. Some growth in thinking about what works, how, etc. should be evident in the second iteration of the assignment.

The following questions are provided to you to help you get started with the statement paper:

1. Why should I teach English language learners? Why should others?
2. What impact am I, as a teacher or administrator, having on the education of English language learners and diverse students?
3. Should all language minority children in the U.S. have the right to receive instruction in their native language? Why or why not?
4. What does the research say about what diverse children and English language learners need to succeed academically?
5. What are the biggest challenges you, as a teacher, administrator or both, face when working with diverse children, English language learners and/or their families?
6. What can you, as a teacher, administrator or both, do to improve the services provided to these children and their families?

The statement should be written in first person (I) and should be between 2 and 3 double-spaced pages. You may include references with your statement but the reference page(s) will not count towards the page limit. Check the calendar for due dates.

3. Paper: Examining own teaching practices with English Language Learners

Being able to critically reflect on one’s practice is one of the most important qualities that a teacher can possess. Convergent research in fact shows that critically examining what transpires in our classrooms leads to not only better student outcomes, but teacher self-efficacy. Moreover, sharing what you know with others helps you make a contribution beyond that of your own classroom, and as such, have a ripple effect on many others.

For this assignment you will take on the role of an educational researcher and write about your expertise in working with diverse children and families in EC-6. While you will need to describe how your expertise has been informed by the work of others through citing other people’s work (and the content you are reading about for this class), the ultimate goal is for you to help make a direct and practical contribution to classroom/school practice. Your paper will also need to demonstrate how theory/research and practice can inform one another. Think of this assignment as being a springboard for you, as a teacher or administrator, to potentially have the

If you have never worked with English language learners, draw on your classroom experiences and think of how you would accommodate these students and their families’ needs in your instruction.
beginnings of a manuscript you could publish in a practitioner or professional journal. See the folder, “Professional Journal Articles,” on this week’s folder on Blackboard for sample articles.

Possible topics for your paper include (but are not limited to):

a. Preparing classroom teachers (and/or administrators) to work in a diverse school environment
b. Promoting a multicultural curriculum year-round
c. Strategies for working with diverse families
d. Establishing home-school connections
e. Developing academic language in the L1 or L2
f. Promoting academic achievement in the L1 or L2
g. Meetings students’ needs through technology
h. Classroom management

In your paper you will be required to address the five aspects below. These are not meant to be used as headings, however. In fact, you are encouraged to be creative when coming up with headings and subheadings for your paper; you need to sell the idea that reading your piece is interesting, noteworthy, and important!

Before you start, you need to identify who your ultimate professional audience will be. Think of what you learned about developmentally appropriate practice, but now extend that to whoever is reading your piece – administrators in general or new principals, novice teachers or experienced ones, kindergarten teachers or fifth grade teachers, or someone else? Be sure to keep your audience in mind. It is always helpful to identify a possible outlet for your piece even – this can help you narrow down who it is being written for and how.

- **Relevance.** Your paper needs to demonstrate that there is a need for sharing your work and what you know about it. Think of this as being a problem statement. Ask yourself the following questions: Why do others need to think about this topic? How or why is this important? How does sharing what you know can help others in working with these students and their families?
- **Connection to others’ work.** You need to make sure that your work is substantiated by the work of others. While creative thinking and writing is encouraged, you need to make sure to identify how your work or ideas have been inspired and are linked to others who have published already. This is where the connection to research will need to be evident. This is where you will be citing other people’s work.
- **Description.** This component is self-explanatory. You are writing this assignment to share something you know/your own experiences with others. Describe when, how, why and so on. Be detailed.
- **Examples and vignettes.** Use detailed examples and vignettes to complement what you have written about.
- **Reflect.** Reflect on what you have learned about this topic you have written about and its impact on (a) your students, (b) their families, and (c) your own development and role as a teacher and/or administrator.
This assignment needs to be typed, double-spaced. This written assignment will be between 10-12 pages long. A reference page with 10-12 references will also be included at the end of your paper; the reference page(s) will not count toward the page limit. Pictures that complement the content of your piece are most welcome. You will use APA 6th edition to format your paper. A comprehensive guide to APA can be found here. See the calendar for the due date.

**BEEP 5321 - Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Videos Assigned</th>
<th>Research Articles Assigned</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Who are English language learners and what impacts their learning?</td>
<td>&quot;Whose definitions of success? Identifying factors...&quot;</td>
<td>• Respond to ‘Introductions.’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Educating Hispanic Students...&quot;</td>
<td>• Discussion board participation: initial response due on Thursday and comments to peers on Sunday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Submit first page of Position Statement by no later than Sunday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify journal where you would send manuscript/final paper to and post on BB.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Changing the Course of Education – TED Talk</td>
<td>“Teacher Perceptions of ELL's Education”</td>
<td>• Discussion board participation: initial response due on Thursday and comments to peers on Sunday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Creating Inclusive Learning Communities for ELL Students”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The ESL Teacher's Role in Heritage Language Maintenance”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Professional Development Implications of Teachers' Beliefs and Attitudes Toward English Language Learners</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Teaching English language learners to read</td>
<td>“The Astounding Effectiveness of Dual Language Education for All “</td>
<td>• Discussion board participation: initial response due on Thursday and comments to peers on Sunday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The Critical Role of Vocabulary Development for English Language Learners“</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Cooperative Learning, Collaborative Learning, and”</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Videos Assigned</td>
<td>Research Articles Assigned</td>
<td>Assignments due</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>---------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interaction: Three Communicative Strands in the Language Classroom”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Effective Teaching Strategies for English Language Learners”</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Assessment of English language learners</td>
<td>“Research on Language of Reading for ELL”</td>
<td>• Discussion board participation: initial response due on Thursday and comments to peers on Sunday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Promoting science instruction and assessment for English Language Learners”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Reading, Mathematics, and Science Instructional Strategies for English Language Learners with Disabilities-Insights from Educators Nationwide”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Assessing English-language learners in mainstream classrooms”</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>No videos</td>
<td>“Latino English Language Learners: Bridging Achievement and Cultural Gaps Between Schools and Families”</td>
<td>• Discussion board participation: initial response due on <strong>Tuesday</strong> and comments to peers on <strong>Wednesday</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Integrating Home and School Identities of Recent-Immigrant Hispanic English Language Learners Through Classroom Practices”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Bridging Home and School Literacy Practices: Empowering Families of Recent Immigrant Children”</td>
<td>• Teaching Paper is due <strong>no later than Wednesday (7/5)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Submit final version of Position Statement by <strong>no later than Thursday (7/6)</strong>.</td>
</tr>
</tbody>
</table>

* Professor reserves the right to change the schedule as she sees fit. Students will be informed of any and all changes.