“Hope is something shared between teachers and students. The hope that we can learn together, teach together, be curiously impatient together, produce something together, and resist together the obstacles that prevent the flowering of our joy.” (Freire, 1998)

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Text and Materials:
2. Depending on our ongoing needs, readings will also be made available for you via WebCT or in during class (online or hard-copy).

Course Objectives:
- Know the relationship between oral language development and the development and of reading skills, expected stages and milestones in acquiring oral language, implications of individual variations in oral language development for reading, and ways to use the cultural, linguistic, and home backgrounds of students and others to enhance students’ oral language.
- Know expected stages and patterns in the development of phonological, phonemic awareness, implications of individual variations in the development of these stages.
- Know instructional sequences that develop and accelerate students’ application of the alphabetic principle to beginning decoding and are based on a convergence of research evidence.
- Know when student delays or differences in developing an understanding of an ability to apply the alphabetic principle warrant in depth evaluation and additional help or intervention.
- Understand and know strategies for confirming word pronunciation and/or meaning when reading words in context.
- Know expected patterns of development in the use of word analysis strategies, implications of individual variations in development in this area, and instructional sequences that develop and accelerate students’ in word analysis and are based on a convergence of research evidence.
- Understand and know expected patterns of development in reading fluency (including benchmarks for fluency for typical students at each developmental stage), implications of individual variations in the development of fluency, and instructional sequences that develop and
accelerate students’ fluency and are based on a convergence of research evidence

Standards

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

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

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

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

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

Information about the standards and the TEKS are available at the following websites:
- www.tea.state.tx.us/teks/#Grade
- www.sbec.state.tx.us/sbeconline/standtest/standards/ec4biling.pdf

Attendance Policy: Every class meeting is vital. University policy allows for student withdrawal if more than two weeks of classes are missed. Please communicate with the professor if you must be absent more than one time. Course attendance, participation, and genuine reflection influence the dynamics of the course and our learning experiences. Only “real” emergencies are negotiated with the professor of record. If not negotiated, 5 points will be deducted from the Attendance/Participation category. There are legitimate reasons for being absent. If you are ill, you must have a medical excuse if you are absent—without a medical excuse, 5 points will be deducted from your final point total. If three classes (excused or unexcused) are missed, you will be dropped from the course and you will receive a grade of “W” before the course drop deadline and a grade of “F” after the course drop deadline (UTEP Undergraduate Catalog). These attendance parameters are non-negotiable. Discussion on all professional responsibilities should facilitate a mutual understanding.

Tardiness: We will begin on time. Being tardy disrupts the flow of the class. Each tardy will be two points off your final grade. However, if you have a class across campus, then you must let me know immediately. Those coming in from out of town, please plan accordingly—do not make it a practice to arrive late, tardies quickly add up.

Students with Disabilities: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of
Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

**Academic honesty:** Materials (written or otherwise) submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion including the use of work turned in for another class. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

**Participation in the Course:** Learning and teaching occur successfully when we are actively engaged in the process, care about our learning, and the learning of others. A sense of community will bring about new thinking that stimulates our collective and personal ideas. In turn, a sense of a public and collective commitment, responsibility, and pride for learning, thinking, and doing for and about all children and equitable education that is multicultural in a democratic society will serve as the impetus for participating. Participation is crucial. Both the learners/teachers and the teachers/learners must keep record of participation.

**Handing In Papers ON TIME:** Each of you know exactly when papers and assignments are due. Your circumstances will need to be well-documented and thoroughly negotiated with the Professor of Record when it becomes an impossibility to hand in a paper via WebCT on the day and time so posted. Not meeting these requirements will cause you not to receive credit for said assignment. If you are absent it is your responsibility to find out the assignment for the next week.

**Cell phones:** Cell phones and other electronic equipment will not be used in class (this includes text messaging). Please have them turned off.

**Specifications for all Papers:** Papers will be handed in OnLine via WebCT and returned accordingly. You will follow APA citation and reference style (somewhat) and keep to the requirements of each specific assignment. Some important APA details: one-inch margins; a running head is not needed, 12 font—no less; double-spacing throughout, page numbers are a must except on the title page. Please provide appropriate reference citations and always give credit where due.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignments for next meeting</th>
</tr>
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<tbody>
<tr>
<td>June 9, 2008</td>
<td>Review syllabus</td>
<td>I am from poem</td>
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<tr>
<td></td>
<td>Introductions</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>June 10, 2008</td>
<td>Share poems</td>
<td>Chapter 2</td>
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<tr>
<td></td>
<td>Review chapter 1</td>
<td></td>
</tr>
<tr>
<td>June 11, 2008</td>
<td>Class will not meet</td>
<td>Meet at library and find a bilingual book to share with the class. (30 points)</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Chapter</td>
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| June 12, 2008 | Review chapter 2  
Present strategy  
Share books | Chapter 3 |
| June 13, 2008 | Review chapter 3  
Synthetic reading methods | Chapter 4 |
| June 16, 2008 | Review thematic units and final assignment  
Present strategy |         |
| June 17, 2008 | Review chapter 4  
Analytical reading methods  
Pass out midterm exams and review | Chapter 5 |
| June 18, 2008 | Class will not meet  
Meet at library and find an ABC book to share with class and one book to help you teach alternative method of synthetic or analytical reading. (40 points) |         |
| June 19, 2008 | Book making centers  
Present books | Chapter 5 |
| June 20, 2008 | Review chapter 5  
Discuss different stages: prephonetic, phonetic, phonic, and syntactic/semantic | Chapter 6 |
| June 23, 2008 | Review chapter 6  
Discuss levels of writing in Spanish |         |
| June 24, 2008 | Discuss 7 functions of writing: instrumental, regulatory, interactional, personal, heuristic, representational and imaginative | Chapter 7 |
| June 25, 2008 | Class will not meet  
Develop a reading or writing strategy or activity to use in your class. (30 points) |         |
| June 26, 2008 | Review chapter 7  
Share reading/writing strategy | Work on thematic units |
| June 27, 2008 | Share thematic units |         |
| June 30, 2008 | Share thematic units |         |
| July 1, 2008  | Share thematic units |         |
| July 2, 2008  | Share thematic units |         |
| July 3, 2008  | Share thematic units |         |

**Assignments**

1. “I Am From…” poem - As you construct your “I Am From…” poem incorporate as many of the following as you believe relevant, artistically tasteful
and that resonate with your person and your prior knowledge which is a combination of your preexisting attitudes, experiences, and knowledge, your social context—family, group, region, and your geography(ies) - **50 points**

2. **Mid-Term Exam:** The Mid-Term exam essay will be no more than 5 pages (excluding references). This essay will respond to a question(s), case study, and/or scenario. A writing rubric will be given to you ahead of time and can be found on the WebCT navigation bar which will guide you as well as the assessor(s) of your paper(s). **100 points**

3. **Quizzes** – Five pop quizzes that address the assigned readings will be given throughout the semester. 10 points each. **50 points total**

4. **Library activities** - You will be responsible for spending time at the public library and finding different genres of books to share with the class. If you do not have a library card now would be a good time to get one!! Each assignment is worth different points as stated on calendar. **100 points total**

5. **Literacy Unit** – In groups of no more than two, you will be required to create a five day thematic unit that incorporates at least three different subject areas plus is multicultural in nature. The unit will include no less than 10 pieces of literature. You will present your unit to the whole class during the last weeks of class. 100 pts (unit), 100 pts (presentation). **200 pts total**.

More information and rubrics will be provided for each assignment during class or via WebCT.

**Total points: 500**

**Grading Scale (based on accumulation of points)**
- A = (90% - 100%) - Excellent
- B = (80% - 89%) - Good
- C = (70% - 79%) – Average
- D = (60% - 69%) - Below Average
- F = (59% and less) – Fail

Take final amount of points and divide by 500. This will give you an average grade.

**Syllabus subject to change!**