

# BLED-BILINGUAL EDUCATION

## **BLED 1110. Introduction n Bilingual Education/ESL**

### **3 Credits**

An overview of the American Education system with emphasis on organization, governance, law, demographics, and professional practice. Will include supervised experience in bilingual education/ESL elementary settings for prospective bilingual education/ESL teachers.

### **Learning Outcomes**

1. Complete 24 hours field observations in a classroom.
2. Articulate the attributes of an education professional entering the field.
3. Construct an individualized map to teacher licensure in the State of New Mexico.
4. Differentiate and summarize the major educational philosophies and historical events that have influenced the progression of educational practice.

## **BLED 2110. Bilingual Methods**

### **3 Credits (3)**

This course provides a historical overview of bilingual and ESL education including an emphasis on present trends and practices. Discussions of the aspects of bilingualism at both an individual and a societal level are included. May be repeated up to 3 credits.

### **Learning Outcomes**

1. (Culture) Develops awareness in the learner of the value of cultural diversity.
2. (Culture) Prepares and assists students to interact successfully in cross cultural settings.
3. (Culture) Recognizes and accepts different patterns of child development within and between cultures in order to formulate realistic instructional strategies.
4. (Culture) Recognizes the similarities and differences between mainstream American and other cultures and the potential conflicts and opportunities they may create for students.
5. (Culture) Demonstrates knowledge of the effects of culture and socio-economic variables in learning styles.
6. (English Language Development) Demonstrates knowledge of the basic nature of language, language acquisition, language variation, language change, and the relation of language to society and culture.
7. (English Language Development) Demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.
8. (Instructional Methodology) Demonstrates knowledge of the historical, legal, theoretical, and sociological foundations of programs of instruction for second language learners.
9. (Instructional Methodology) Demonstrates knowledge of theories of first and second language acquisition. 1
10. (Instructional Methodology) Utilizes teaching methods appropriate to various age and language groups.

## **BLED 3110. Secondary Bilingual/ESL Field Experience**

### **3 Credits (2+2P)**

Develop professional skills, dispositions, and understanding of secondary bilingual youth, content, and pedagogy through discussion seminar and interactions with public education mentor teachers. Focused observations, study of classroom language and culture, introduction to lesson planning and student assessment. Requires 32 hours of practicum field experience. Taught with EDUC 3997. May be repeated up to 3 credits.

### **Learning Outcomes**

1. Complete thirty-two hours of secondary classroom and professional development practicum with a satisfactory rating from middle/high school cooperating teacher.
2. Apply Costa's Level of Thinking, WICOR strategies, Cornell Notes, and other high-yield strategies of the AVID College Readiness System.
3. Interact with youth through a tutoring model.
4. Demonstrate ability to effectively utilize specific observation techniques in secondary classrooms following specific guidelines.
5. Describe classroom language and culture of middle/high school.
6. Develop an understanding of resources available at the secondary level.
7. Identify authentic assessment and instructional methods that can be used to deliver engaging lessons in specific content areas.
8. Participate in a weekly discussion seminar.
9. Assemble a culminating reflective portfolio that demonstrates the ability to self-assess strength and need areas based on NM Teach InTASC standards and experiences in the classroom/professional development.

## **BLED 3120. Sheltered English Instruction for the ESL Classroom**

### **3 Credits (3)**

Addresses the acquisition of English proficiency by speakers of other languages. May be repeated up to 3 credits.

### **Learning Outcomes**

1. Discuss sheltered instruction for teaching English learners (ELs).
2. Compare and contrast SIOP model lesson components and features.
3. Co-Design a grade-level and subject-specific SIOP lesson with a peer.
4. Correlate components of your prepared lesson plan to ensure alignment.
5. Co-Implement your SIOP lesson in class.
6. Evaluate two lessons (yours and another lesson developed by two other peers).

## **BLED 3130. Language, Literacy, and Culture in the ESL Classrooms**

### **3 Credits (3)**

Framework and strategies for developing the written abilities of second language learners. May be repeated up to 3 credits.

### **Learning Outcomes**

1. Build an online learning community.
2. Demonstrate an understanding of various perspective and theories on language, culture, and literacy.
3. Demonstrate an understanding of the impact that federal and state language/literacy policies have had on schools.
4. Evaluate the major arguments articulated and varying positions taken about language, literacy, and culture by scholars from different disciplines, such as Sociolinguistic, Linguistics, Sociology, Cultural studies.
5. Analyze social, political, and ideological aspects/components of these concepts, perspectives, and theories.
6. Explain the interaction between literacy, language, culture, and its implication for student learning.
7. Apply the theories of language, culture, and literacy they are learning in classroom practices.
8. Demonstrate critical thinking skill

## **BLED 3140. Issues in Schooling for Bilingual Learners**

### **3 Credits (3)**

Current thought and direction regarding bilingual education in the United States and New Mexico. May be repeated up to 3 credits.

**Learning Outcomes**

1. To create a framework for understanding issues facing bilingual learners with scrutiny toward social justice.
2. To review and study the various theories that informs bilingual education.
3. To explore the classroom practice of these theories with bilingual learners.
4. To co-construct practical teaching strategies to use with bilingual learners.
5. To reflect on the socio/politico-cultural constructs and contexts of bilingual learners

**BLED 4110. Second Language Acquisition**

**3 Credits (3)**

Exploring affective, cultural, linguistic, cognitive factors that influence the second language acquisition process with application to classroom practice. Restricted to: TEP, EED, ECED, SED and SPED majors. May be repeated up to 3 credits.

**Learning Outcomes**

1. Explore different language perspectives as they relate to first and second language acquisition
2. Explore the role of language across different social contexts and academic contexts
3. Explore the cognitive factors influencing language development in second language learning and acquisition
4. Examine culturally linguistically diverse styles of second language learners and how these factors influence the second language acquisition process
5. Explore, select and implement second language teaching methods

**BLED 4996. Special Topics**

**3 Credits (3)**

Course subtitled in the Schedule of Classes. May be repeated up to 9 credits.

**Learning Outcomes**

1. Examine specific topics selected by the instructor in the field of bilingual education.

**BLED 5110. Adult and Family Literacy in TESOL**

**3 Credits (3)**

An exploration of the theoretical, programmatic, and curricular frameworks for English language learners and their families. Focus on the development of culturally responsive and pedagogically sound literacy programs. May be repeated up to 3 credits.

**Learning Outcomes**

1. Examine the assumptions underlying the common practices of family and adult education that predominate in schools and in public discourse.
2. Plan and conduct an adult and family literacy project by expanding the range of family literacies to include those practiced in non-mainstream cultural groups, as well as to include those literacies that are necessary in order to be able to participate fully in building a democratic society.
3. Develop research questions, collect data from the adult and family literacy sessions, and write a Family Literacy Research Project.
4. Develop an advocacy plan for policy makers and administrators based on your work with adults and families.

**BLED 5120. The Bilingual Preschool Child**

**3 Credits (3)**

Principles of multicultural education applied to preschool and primary levels. Focus on issues, methods, and materials. May be repeated up to 3 credits.

**Learning Outcomes**

1. Compare and contrast bilingual -bicultural early childhood curriculum models.
2. Address early literacy and language development in children's first and second languages.
3. Demonstrate strategies for cross-cultural competence when working with families and communities.
4. Respond to the linguistic and cultural backgrounds of children.
5. Use the cultural arts in curriculum planning and language development.
6. Apply theory and research in bilingual studies.

**BLED 5130. Issues in Schooling for Bilingual Learners**

**3 Credits (3)**

Identification and consideration of current thought and directions in bilingual education, nationally and internationally. May be repeated up to 3 credits.

**Learning Outcomes**

1. To create a framework for understanding issues facing bilingual learners with scrutiny toward social justice.
2. To review and study the various theories that informs bilingual education
3. To explore the classroom practice of these theories with bilingual learners
4. To co-construct practical teaching strategies to use with bilingual learners
5. To reflect on the socio/politico-cultural constructs and contexts of bilingual learners

**BLED 5210. Literacy-Language Instruction for Bilingual Students**

**3 Credits (3)**

Framework and strategies for developing the written language abilities of bilingual learners, with attention to the interrelationships among reading, writing, and oral language. May be repeated up to 3 credits.

**Learning Outcomes**

1. Demonstrate knowledge about diverse theories on literacy, language, and culture and fully grasp the intersection between language, culture, and literacy and its implication for student learning.
2. Articulate an understanding of children's literacy and biliteracy development by examining the relationship between oral and written language.
3. Apply pedagogical knowledge about teaching and learning of reading/writing across different social contexts.
4. Develop an understanding of theoretical frameworks governing proficient reading and writing of all children, particularly bilingual learners.
5. Refine understanding of how children "come to know" literacy, bi-literacy, and critical literacy.
6. Implement best practices that organize, facilitate, mediate, and develop children's language, literacy, and content knowledge across the curriculum.
7. Demonstrate an understanding of how to organize teaching/learning for success in literacy and biliteracy across curricular content.

**BLED 5220. Sheltered English Instruction for the ESL Classroom****3 Credits (3)**

Addresses the acquisition of English proficiency via the SIOP (Sheltered Instruction Observational Protocol) a research validated model for lesson planning and implementation that provides English learners with access to grade-level standards.

**Learning Outcomes**

1. Discuss sheltered instruction for teaching English learners (ELs).
2. Compare and contrast SIOP model lesson components and features.
3. Co-Design a grade-level and subject-specific SIOP lesson with a peer.
4. Correlate components of your prepared lesson plan to ensure alignment.
5. Co-Implement your SIOP lesson in class.
6. Evaluate two lessons (yours and another lesson developed by two other peers).

**BLED 5230. Language, Literacy and Culture in the ESL Classrooms****3 Credits (3)**

Framework and strategies for developing the written abilities of second language learners. Explore different theories of language, culture and literacy by analyzing the interconnections between language, culture and literacy.

**BLED 5310. Bilingual/Multicultural Schooling and Community Relations****3 Credits (3)**

Rationale, information pertinent to the school and the community in a setting involving economic, cultural, and linguistics diversity. May be repeated up to 3 credits.

**Learning Outcomes**

1. This course is designed as a space to enhance educators' understanding of bilingual/multicultural schooling and community relations in the borderland region as it relates to the rest of the US, with a view to rethinking their own role in order to become agents of change.
2. The main objective of this course is the development of a framework to understand, critique and contribute to the strengthening and critical transformation of school and community relations in the borderlands

**BLED 5320. Second Language Acquisition****3 Credits (3)**

Exploring affective, cultural, linguistic, cognitive factors that influence the second-language-acquisition process with application to classroom practice. May be repeated up to 3 credits.

**Learning Outcomes**

1. Explore different language perspectives as they relate to first second language acquisition
2. Explore the role of language across different social contexts and academic contexts
3. Explore the cognitive factors influencing language development in second language learning and acquisition
4. Examine culturally linguistically diverse styles of second language learners and how these factors influence the second language acquisition process
5. Explore, select and implement second language teaching methods.

**BLED 5330. Assessment in Culturally & Linguistically Responsive Teaching****1-3 Credits (1-3)**

An overview of approaches to assessment with a special focus on cultural and linguistic responsiveness needed for teaching learners of English as an additional language.

**Learning Outcomes**

1. Explore different approaches to assessment in cultural and linguistically diverse (CLD) settings
2. Explore authentic assessment by content areas for assessing CLD students
3. Explore assessment of English language development in CLD students
4. Examine culturally linguistically diverse styles of CLD students
5. Select Culturally and Linguistically responsive assessments for assessing content and language in CLD students

**BLED 5410. Sociolinguistics in Education****3 Credits (3)**

Course provides an overview of sociolinguistics, with emphasis on the study of the relationship between language and society. Explores both foundational and current issues as they relate to educational practice.

**Learning Outcomes**

1. The nature of reading and writing as socio-psycholinguistic processes including: Language, culture and politics and their relationships; The structure, forms and purposes of written language; What makes a text a text; Readers and writers as users of language. What that means; Written language in education and curriculum; Oral and written language development and their relationships; Alphabetic and non-alphabetic writing systems; Defining oneself as a literate person

**BLED 5420. Pedagogy of TESOL****3 Credits (3)**

Overview of approaches that provide for interactive, culturally responsive pedagogy for students acquiring English. Emphasis on content and language integration through sheltered instruction. May be repeated up to 3 credits.

**Learning Outcomes**

1. Understand and explore the foundations of TESOL instruction.
2. Analyze the sociocultural theory of teaching English as a second/ foreign language.
3. Demonstrate an understanding of culturally responsive pedagogy in language teaching and academic achievement.
4. Evaluate principles of best practices instruction and applications of TESOL methods.
5. Explore assessment issues and concepts related to English Language Learners.
6. Examine the impact of policies, national laws, school and community partnerships, and personal professional development on TESOL instruction.
7. Develop, select, and implement second language teaching methods.

**BLED 5990. TESOL Practicum****3 Credits (3)**

Classroom applications of ESL literacy development through supervised teaching experiences accompanied by a seminar. May be repeated up to 3 credits.

**Learning Outcomes**

1. Apply philosophies of education related to curriculum issues in content and language ESL classroom settings
2. Apply knowledge of second language acquisition theory and methods in teaching ESL

3. Collaborate with peers in the design of age appropriate culturally and linguistically responsive lessons for English language learners
4. Reflect on teaching experiences making connections to theories, methods, assigned readings, and prior knowledge and experience
5. Authenticate a culturally and linguistically responsive pedagogy in practice

#### **BLED 5992. Directed Study in Bilingual Education**

##### **1-6 Credits (1-6)**

Independent research topics in bilingual education based on particular individual interest or needs. May be repeated up to 88 credits.

##### **Learning Outcomes**

1. Analyze selected topics of interest in bilingual education selected by the student.

#### **BLED 5996. Selected Topics in Bilingual Education**

##### **1-6 Credits (1-6)**

Various topics on current requests and needs in bilingual education. May be repeated up to 6 credits.

##### **Learning Outcomes**

1. Examine specific topics selected by the instructor in the field of bilingual education.

#### **BLED 5998. Internship in Bilingual Education**

##### **1-6 Credits (1-6)**

Advanced experience in educational bilingual settings for prospective bilingual education teachers. May be repeated up to 6 credits.

##### **Learning Outcomes**

1. The Internship has traditionally meant that you will be involved in practicing what you have learned in a series of studies you have taken or are taking. In this course, we will cover topics and themes related to bilingual education

#### **BLED 6110. Acquiring Emancipatory Discourses: TESOL/BIL**

##### **3 Credits (3)**

An elaboration of understandings of bi- and multilingualism and related models of education based on current research and practice. May be repeated up to 3 credits.

##### **Learning Outcomes**

1. This course is designed for participants to -deepen their critical understanding of the relationship between language and power and its relevance to educational studies -analyze critical discourses from different contexts, institutional settings, and social agents: major discourse theorists, educational researchers, teachers, and students -become familiar with Critical Discourse Analysis as a framework and a methodology to study the role of discourse in the construction of the social world and its relevance to teachers, students, and researchers in education

#### **BLED 6120. Multiple Critical Literacies**

##### **3 Credits (3)**

An exploration of the multiple literacies that operate on the individual, classroom, community, cultural and societal levels. Taught with READ 6120. May be repeated up to 3 credits.

##### **Learning Outcomes**

1. This doctoral level course explores in depth various theories about literacy.
2. Placed in the bilingual and multicultural context, this course critically reviews and brings to the forefront key linguistic, educational, socio-economic, political, cultural, and racial issues related to literacy.
3. It goes on to unveil and carefully analyze various ideological forces informing multiple forms of literacy and the effects of these forces on

student learning, teachers' teaching practices, and people's lives in general.

#### **BLED 6130. Literacy / Biliteracy Assessment and Evaluation**

##### **3 Credits (3)**

Developing students ability to understand and critique both traditional and alternative forms of assessment.

##### **Learning Outcomes**

1. Literacy assessment and evaluation
2. Documenting student language and literacy development
3. Interpreting and analyzing your documentation/data
4. Generating and implementing appropriate, engaging and effective literacy instructions in order to meet children's interests and needs
5. Linguistics, psycholinguistics, sociolinguistics and their relationships
6. Readers and writers as users of language.
7. Relationships between reading, writing and text
8. Reading strategies and instructional implications
9. Kidwatching: documenting and analyzing literacy processes and events 1
10. Miscue Analysis: Understanding and analyzing children's oral reading 1
11. Defining oneself as a literate person

#### **BLED 6210. Curriculum and Instructional Leadership**

##### **3 Credits (3)**

The purpose of this course is to examine the concepts of leadership and curriculum. This examination will focus on the dynamic relationships of these concepts in our society and their differentiated effects on diverse community groups. Our examination will lead us on a development and contributions. Taught with: EDUC 6210.

##### **Learning Outcomes**

1. To become well versed in those issues surrounding leadership and curriculum and their impact on various groups in society.
2. To develop an understanding of how the interactions of leadership, curriculum, and multiculturalism impacts distribution of knowledge in our society.
3. To develop an appreciation for the diverse representations of the concepts curriculum and leadership.
4. To evolve an understanding of the interconnectedness of leadership, curriculum, multiculturalism, and people.
5. For you to determine: A good leader-

#### **BLED 6220. Praxis and Reflexivity**

##### **3 Credits (3)**

The cyclical research processes of continuous self and systemic (re)evaluation vis-a-vis classroom, community, and society with an eye toward reflection, growth, change, and larger forms of social agency. May be repeated up to 3 credits.

##### **Learning Outcomes**

1. Thematic and theoretical explorations aimed at setting the path for your dissertation research
2. Theorization and the actualization of your own educational praxis and reflexivity as educators within this 'new world order', Therefore we will read, discuss and enact some theoretical and practical ideas by well-known and not so well-known thinkers and researchers who have been working on these issues for several years.

#### **BLED 6310. Critical Theory and Pedagogy**

##### **3 Credits (3)**

The course will explore critical theory and pedagogy and its applications to everyday life, teaching and learning. Taught with: EDUC 6310.

**Learning Outcomes**

1. Review, study and write about the history of critical theory and pedagogy.
2. Become familiar with current research regarding critical theory and pedagogy and to gain knowledge and understanding of its application to teaching and learning.
3. Create the opportunity to interact with peers and instructor regarding course topics.
4. Begin to understand the why and not only the how and what of critical theory and its pedagogies.

**BLED 6320. Social Justice Issues in Education**

**3 Credits (3)**

Students are introduced to social justice issues as they relate to education. In particular, we will seek to understand the interconnectedness and relationship between the social construction of inequity within education and the ways in which teachers, students, researchers and administrators grapple with such inequities. There will be an examination of historical and social injustices, social movements that seek to overcome these injustices, and contemporary work done by activists around the globe to cause transformation with such issues. Crosslisted with: EDUC 637.

**Learning Outcomes**

1. Define and describe key social justice concepts and principles in education,
2. Compose documents and reports while correctly utilizing American Psychological Association (APA) format,
3. Develop online resources for use in their work,
4. Critique and reflect upon diverse theoretical frameworks,
5. Utilize conceptual frameworks to analyze divergent theories in education, and
6. Apply information provided in this course to real-life situations.

**BLED 6992. Directed Study in Bilingual Education**

**1-6 Credits (1-6)**

Independent research topics in bilingual education based on particular individual interest or needs. May be repeated up to 6 credits.

**Learning Outcomes**

1. Analyze selected topics of interest in bilingual education selected by the student.

**BLED 6998. Internship in Bilingual Education**

**3 Credits (3)**

In this course you will apply your knowledge developed in prior coursework about the research, history, theories, policies, pedagogies, and practices in bilingual education. You will apply this knowledge in a bilingual internship setting where you will conduct your own research.

**Learning Outcomes**

1. The Internship has traditionally meant that you will be involved in practicing what you have learned in a series of studies you have taken or are taking.
2. In this course, we will cover research topics and themes related to bilingual education.