University of North Texas at Dallas
Spring 2016
SYLLABUS for Distance Learning

Department of	Teacher Education	School of	Education

Instructor Name:	**Dr. Sheryl Santos-Hatchett**
Office Location:	**DAL 1 301 A**
Office Phone:	**972-780-3089 or Google phone: 224-800-1495**
Email Address:	**Sheryl.santos-hatchett@untdallas.edu**

Office Hours:	**Tuesday 2-4 pm; Wednesday 11:30-12:30; Friday 3-5:00 on class eves or by appointment Also available by appointment Virtually via Face Time, Skype, or phone/text**

Classroom Location:	*DAL 1 248*
Class Meeting Days & Times:	**Fridays 5-7:50 and Online (see schedule for F2 F)**

Course Catalog Description:	**Examination of philosophies and theoretical underpinnings of bilingual and ESL education, including a review of historical antecedents and evolution of state and federal laws and language policies governing the education of language-minority children. Course required for students seeking EC-6 or 4-8 generalist certification with specialization in ESL or Bilingual Education.**

Prerequisites:	**None**
Required Text:	**Wright, Wayne E. (2015). Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice. 2nd Edition. Caslon Publishing, Philadelphia. ISBN: 987-1-934000-15-1**
Optional: Recommended	**Crawford, J. & Krashen, S. (2007). English Learners in American Classrooms: 101 Questions 101 Answers. Scholastic ISBN-13 978-0545005197**
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com

Course Overview:

EDBE 3470D 021	Provides alignment with State Board of Educator Certification (SBEC) standards and competencies for bilingual and ESL teacher preparation and with professional standards of TESOL; foundations of first and second language acquisition; history of bilingual education in Texas and the U.S.; study of language development, program models and types; policies; assessment; law cases; teaching and learning practices; and applications from theory to practice. The course provides opportunities for inquiry, research, reflection, problem solving, and peer collaboration.

Learning Objectives: At the end of this course, students will be able to:

1.	Identify and present accurate facts about the diversity of English Language Learners (EL), the benefits of bilingualism, and issues related to educational access and equity.
2.	Identify the history of the implementation of bilingual education in the USA and specifically in Texas, as well as myths about immigrants that lead to misinformation and xenophobic attitudes.
3.	Define English language structures and identify second language acquisition theories that promote second language acquisition in EC-6 classrooms.
4.	Identify and discuss state and federal legal cases and relevant education laws that have benefitted English Language Learners.
5.	Define and distinguish program models and make appropriate instructional decisions to meet the affective, linguistic, and cognitive needs of second language learners.

6.	Create and present individual and/or group projects designed to increase your advocacy and collaborative skills to enhance your effectiveness as a classroom teacher. These projects include: Law Case Presentation, Bilingual Role Model, and Advocacy Plan.
7.	Bridge the home-school language and cultural environment with appropriate strategies to reach out to language minority families.
8.	Cite research findings about effective instructional and assessment practices for English Language Learners in disciplines of listening, speaking, reading and writing.
9.	Discuss and provide your reflections about critical issues in bilingual/ESL education such as English-Only vs English Plus, High Stakes testing, special needs EL students, and legal and sociocultural issues.
10.	Identify issues in testing practices of English Language Learners and identify alternative methods of assessment.
Note	• The full listing of TEA required Standards and Competencies are listed in the Course Information in the Navigation Menu.

Online/Hybrid Course Outline:

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

TOPICS	TIMELINE		
Who are English Language Learners?	Module 1	January 22	F2F
Bilingual Education: A History of Struggle for Equity and Access	Module 2	January 29	F2F
Language and Language Teaching	Module 3	February 5	Online
Education Policy for English Language Learners: English Only or English Plus and Legal Underpinnings & Texas Language Proficiency Assessment Committee (LPAC)	Module 4	February 12	Online
Supreme Court Law Case Presentations (Group Presentations)	Module 5	February 19	F2F
Program Models & Primary Language Support and Advocacy	Module 6	February 26	Online
Socio Cultural Issues in Bilingual Education: "Stand and Deliver" (DVD-view at home	Module 7	March 4	Online
"Justice for My People: The Hector P. Garcia Story" (DVD) & Role Model Presentations	Module 8	March 11	F2F
	Spring Break March 18		
Methods and Strategies for Listening and Speaking	Module 9	March 25	Online
Issues in Assessment of English Language Learners & High Stakes Testing	Module 10	April 1	Online
TeXes Certification Standards & Reading and Writing	Module 11	April 8	F2F
Content Area Instructional Strategies to Promote Cognitive Academic Language for ELLs and Special Education Students	Module 12	April 15	F2F
TeXas Practice Examination	Module 13	April 22	Online
Advocacy Plan Presentations	Module 14	April 29	F2F
	Study Day May 4		
	ONLINE FINAL May 13		Online

Course Evaluation Methods: Points are earned based on assigned rubrics or quiz/exam scores. Students are expected to earn points in each of the 6 categories listed below in the Grading Matrix. TWO UNEXCUSED ABSENCES AND/OR FAILURE TO EARN POINTS IN EACH CATEGORY WILL RESULT IN A REDUCTION OF YOUR GRADE BY 10%. A complete explanation of activities/assignments and due dates can be found in the Course Information *Assignments Matrix and Due Dates Spring, 2016.*

Grading Matrix:

Activities/Assignments	Points
Discussion Boards	55
Chapter Quizzes	225
Multi-Media	150
Exams	165
Group Projects	350
Article Reflections	55
Total:	**1000**

Grade Determination
A = 895-1000
B = 795-894
C = 695-794
D = 595-694
F = Under 594

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this

class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the school/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf
for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html