

University of North Texas at Dallas
Fall 2015
SYLLABUS for HYBRID/ Distance Learning

EDBE 3470D 021

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Department of		Teacher Education	School of	Education and Human Services
Instructor Name:		Dr. Sheryl Santos-Hatchett		
Office Location:		DAL 1 301A		
Office Phone:		(972)780-3089		
Email Address:		sheryl.santos-hatchett@untdallas.edu		
Office Hours:		Tuesdays 2-4 pm; Wednesdays 11:30-1:30; Fridays 3:00-4-30 pm and by appointment or <i>Virtually via Face Time or Skype</i>		
Classroom Location:		DAL 1 248 and Online		
Class Meeting Days & Times:		Fridays 5-7:50 pm and Online		
Course Catalog Description:		Examination of philosophies and theoretical underpinnings of bilingual and ESL education, including a review of historical antecedents of bilingual education and evolution of federal and state language policies governing the education of language-minority children. Course required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual or ESL 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: 978-1-934000-15-1		
Recommended:		Crawford, J. & Krashen. S (2007). English Learners in American Classrooms: 101 Questions, 101 Answers 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 Goals or Overview: The goals of this course are as follows -				
Provides alignment with the 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; focuses on the study of language development, types of bilingual programs, policies, assessment, historical 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/Outcomes: At the end of this course, learners will be able to:				
1	Demonstrate the ability to present facts about the foundations of bilingual education and the concepts of bilingualism and biculturalism.			
2	Be able to identify second language acquisition theories and their applications in the EC-6 classroom.			
3	Define and gain knowledge about specific bilingual models related to bilingual education and make appropriate instructional decisions based on course content and design and on the affective, linguistic, and cognitive needs of second language learners.			
4	Identify the English language structure associated with bilingual children as English language learners, language theories, instructional strategies, and appropriate materials.			
5	Demonstrate the ability to reflect, articulate, and communicate in various forms (writing, group and individual presentations) the content studied from the text, attending lecture series related to bilingual education, policies,			

	law, current issues surrounding new changes in bilingual education, and the academic curriculum support needed for bilingual and English language learners.
6	Become aware of ways to bridge the home and school cultural environments. Demonstrate sensitivity and respect for learner's diverse cultural background and regional language and dialects. Become aware of effective multilingual and multicultural learning environments and diversity issues and ways to bridge the home and school cultural environments
7	Gain understanding and application of knowledge of convergence of research evidence related to multilingual education including best instructional practices for second language learners (ELLs) as determined by academic achievement.
8	Discuss political, legal cases, and critical issues surrounding bilingual education, bilingualism, English Only, and the academic success of bilingual and ELLs.
9	Advocate equity for ELLs and bilingual programs.
10	Active language support for bilingual, ELLs, and their families.
	Note: The TEA required Standards and Competencies are listed in Course Information in the Navigation Menu in Blackboard.

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class. Additional readings and activities may be added; these will be noted in the Modules and Activities/Assignments sections. Course details can be found in the Navigation Menu in Blackboard.

TOPICS	TIMELINE
Who are English Language Learners?	Module 1 (8/28-9/11)
Language Learning and Teaching	Module 1
Language and Education Policy	Module 1
History of Bilingual Education in Texas	Module 1
Law Cases	Module 2 (9/18-10/2)
Language Proficiency Assessment Committee	Module 2
Program Models	Module 2
Bilingual Role Models	Module 2
Assessment	Module 2
Listening and Speaking	Module 3 (10/9-10/16)
Reading	Module 3
English Only vs English Plus	Module 4 (10/23-11-6)
Writing	Module 4
Overview of TExES Certification Manuals for Bilingual and ESL	Module 4
Content Area Instruction	Module 4
Advocacy Planning	Module 5 (11/13-12/11)
Primary Language Support	Module 5
Bilingual Special Education	Module 5
Final Exam	Module 5

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Discussion Board Posts

Quizzes

Projects

Multi-media

Exams

Grading Matrix:

Activities/Assignments	Value (points)
Discussion Boards	35
Chapter Quizzes	225
<i>Bilingual Education in Texas</i> (YouTube)	30
Historical Legal Cases Group Presentation	60
Bilingual Role Model	100
<i>Justice for My People</i> (DVD)	30
Peer Reviewed Article	25
<i>Stand and Deliver</i> (DVD)	30
English Only/English Plus Forum	20
TEXES Practice Quiz	40
Advocacy Plan Group Presentation	250
Special Education Topics	30
Final Exam	125
Total:	1000
Note: Students can earn an extra 5 points for Attendance and Participation	

Grade Determination

A	900-1000
B	800-899
C	700-799
D	600-699
F	0-599

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (i.e., ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may contact the Assistant Director of Disability Services, Cindy Suarez located in Founder's Hall, 204 or via phone 972-338-1777.

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:

The Student Evaluation of Teaching Effectiveness (i.e., SETE) is a requirement for all organized classes at UNT Dallas. This 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 the SETE to be an important part of your participation in this class.

Assignment Policy: All assignments must be presented in a professional manner. Writing assignments must be written in APA style and with clarity. All work done for class assignments must be typed with a cover page (12-pt, Font, Double-spaced, 1" Margins all around). Make sure your cover page includes: your name, assignment due date, date assignment was turned in and assignment name (There can be a 10% penalty for not using required format). It is encouraged that students review their written assignments before submitting them on the due date. Outside sources will be considered as support for the written self-reflection on the advocacy plan and additional documents (letters, flyers, schedules, etc.). Please refer to the UNT Dallas Library's resource page for links to sites that offer tutorials and examples of APA format: <http://www.untDallas.edu/writing-center/student-resources/citation-guides/videos-and-tutorials>

Course Evaluation Methods:

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course- textbook readings, lecture notes, movie review, group discussions and class activities. **Points will be deducted for late assignments without proper documentation.**

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 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**Attendance and Participation Policy:**

The University attendance policy is in effect for this course. *In class* attendance *and online* Blackboard 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. Students are responsible for notifying the instructor if they will be missing *class* or online class requirements, and they must share their reason for missing class.

Online Attendance and Participation: 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. 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. In case of an illness or other emergency (family, personal or child), an excused absence will apply with appropriate documentation. The instructor has the right to drop the student if there is a non-passing grade on record and evidence of unprofessional work submitted on or before the due date and failure to meet with the instructor.

Inclement Weather and Online Classes: Online classes may or may not be affected 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.

No Children are Allowed in Class: Students with small children are expected to make the appropriate arrangements for child care prior to the start of the semester. Students are not to leave their children on the UNT Dallas campus unattended. Children may attend class only if the assignment or activities pertain to a particular chapter from the text or to provide supporting information and hands-on practice.

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://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