

University of North Texas at Dallas
Fall 2012
SYLLABUS

EDBE 4480: Bilingual Approaches to Content Based Learning		3Hrs
Department of	Teacher Education and Administration	Division of Education and Human Services
Instructor Name:	<i>Dr. Maria Ciriza, Ph.D.</i>	
Office Location:	<i>Founders Hall, 262</i>	
Office Phone:	<i>(972) 338-1357</i>	
Email Address:	Maria.Ciriza-Lope@unt.edu	
Office Hours:	Office Hours: Mondays and Wednesdays 2-5 P.M; Tuesdays and Thursdays 1-2 PM and by appointment	
Virtual Office Hours:	<i>Emails received by 4 PM will receive a response by Noon the following day. Phone calls/texts to 972-338-1540 are welcome between 8AM and 10 PM daily and replies can be expected within no more than 24 hours.</i>	
Classroom Location:	DAL 1 208	
Class Meeting Days & Times:	Thursday 10:00 – 12:50 am	
Course Catalog Description:	Study of appropriate first language usage in bilingual classrooms, focusing on different core curriculum areas, methods, materials and the review of language distribution strategies. Focus on responsive instruction that makes use of effective communication techniques and instructional strategies that actively involve students in the learning process. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual education. Requires 15 hrs of field experience in a bilingual education classroom. Language of instruction is primarily in Spanish. Prerequisite(s): EDBE 3470 and EDBE 3480, admission to Teacher Education or consent of department.	
Prerequisites:	EDBE 3470, 3480 and admission to Teacher Education or consent of department.	
Co-requisites:	None	
Required	1. Freeman, Y.S. & Freeman, D.E. (2009). <i>La enseñanza de la lectura y</i>	

Texts:	<p><i>la escritura en español y en inglés en clases bilingües y de doble inmersión</i> (2da. Edición Revisada). Portsmouth, N.H.: Heinemann.</p> <p>Spanish/English dictionary</p>	
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com</p>	
Course Goals or Overview:		
	<p>The goal of this course is to help teacher candidates develop and understanding for English language learners in bilingual and ESL classrooms.</p>	
Learning Objectives/Outcomes: At the end of this course, the student will		

OBJECTIVES FOR EDBE 4480	STATE STANDARD	APPLICATION
The beginning bilingual education teacher knows and understands:		The bilingual teacher will be able to:
Objective 1 (1.1k): how to read, write and communicate orally in a proficient manner in L1 and L2 (1.2k): academic language in L1 and L2	Standard I The Bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).	1.1 prepare lessons, materials and assessments 1.1 use academic language competently in L1 and L2 and communicate effectively (orally and in writing)
Objective 2 (2.4k) models of bilingual education, including characteristics and goals of various types of bilingual education programs, research, findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program	Standard II The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.	2.3a make appropriate instructional decisions based on program model and design and select appropriate instructional strategies and materials in relation to specific program models
Objective 3 (4.1k) state educator certification standards in reading language arts appropriate for the teacher's level of certification and distinctive elements in the application of the standards for English and the primary language.	Standard IV The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.	4.1s apply knowledge of the reading/language arts educator certification standards and statewide curriculum to promote bilingual learners' literacy development in the primary language
Objective 4 (6.5L) how to differentiate content-area instruction based on learner needs and language proficiency levels and promote language acquisition and development in L1 and L2 (TESOL 3).	Standard VI The bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2.	6.2s create authentic and purposeful learning activities and experiences in all content areas that promote bilingual learners' development of concepts and skills in L1 and L2 6.4s select and use a variety of strategies and resources, including technology, to meet learners needs

TK20

This course requires hour logs to be uploaded the week before finals and assessed by the instructor in the UNT TK20 Assessment System. This will require a one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Please go to the following web link for directions on how to purchase Tk20, <http://www.coe.unt.edu/tk20>. Announcements regarding training on use of the TK20 system will also be posted on this webpage.

NEW EDUCATOR STANDARDS

The content and objectives of this course are aligned with the INTASC

Standards of the Department of Teacher Education, with the state of Texas ESL standards, and with the National Teachers of English for Speakers of Other Languages (TESOL) standards.

EVALUATION CRITERIA

This course will use the following grading scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Grading Matrix:

Instrument	Points
<p>Spanish Proficiency Action Plan</p> <p>The student will complete in-class and out-of-class seven units related to Spanish orthography, reading, composition and vocabulary. These units will focus on topics especially difficult for heritage language learners.</p> <p>Among them:</p> <ul style="list-style-type: none"> -The use of accents and homographs - Rules about the use of “s” , “c” , “z”. - Transitions in compositions; punctuation. -The use of “b” and “v” -Use of “g” and “j” - Creating a 100 word glossary of important Spanish vocabulary for the bilingual classrooms setting. 	250
<p>Short-essays</p> <p>Every chapter students will have to write short in-class essays (similar to the BTLPT; 150 words) related to the topics viewed from the classroom textbook. The short essays will be evaluated based on how well the students weave the concepts viewed in the classroom as well as how they relate these topics with their experiences as bilingual teachers. Command of the language will also be evaluated.</p>	300

Oral exams Students will have three oral exams. One during the beginning of the semester, mid-term and during final exams weeks. This exam will be done at home with the recording program AUDACITY and uploaded to blackboard.	100
Spanish Mini-Lesson Demo	100
Thematic Unit (A unit that connects one theme of your choice using various genres and material. Include: abstract, 10 annotated bibliographies, 3 mini lessons, and 1 paragraph reflection)	150
Notice and Naming Group Activities/ Textbook (Ongoing activities using classroom observations in bilingual setting)	100
Total Grading Scale: 900-1,000 =A; 800 – 899 =B; 750 – 799 =C; 700 – 749 =D; 699 and Below =Fail	1000

Extra Credit: Five (5) extra credit points will be assigned to students' overall grade if they attend a conference related to ESL or bilingual education. Proof of attendance will be required.

VIII. COURSE OUTLINE AND ASSIGNMENT DEADLINES

Todas las tareas requieren sus respuestas en español

About your Spanish proficiency (250 points)

Spanish Proficiency Action Plan

The student will complete five units related to Spanish orthography, reading and composition. These units will focus on topics especially difficult for Spanish heritage language learners.

About teaching in bilingual classrooms (750)

Short-essays

Every chapter students will have to write short essays (similar to the BTLPT; 150 words) related to the topics viewed from the classroom textbook. The short essays will range from topics in which students have to deal with 'how-to' questions and others in which they have to link theory with practice. These short-essays will be evaluated based on how well the students weave the concepts viewed in the textbook, as well as how they

relate these topics with their experiences as bilingual in the field-experience. Command of the language will also be evaluated.

Oral exams

Students will have three oral exams. One during the beginning of the semester, mid-term and one before finals.

Spanish Mini-Lesson Demo

The student will conduct an in-class mini-lesson demonstration developed to meet the needs of their thematic unit.

Thematic Unit

The student will submit a thematic unit plan. The thematic unit will include a written abstract, annotated bibliography of 10 resources, 3 mini-lessons that address language and content area objectives, and a one-paragraph reflection. This assignment is due at the end of the semester. More details will be forthcoming during the fall semester.

Noticing and Naming

The student will submit 2 reflexive entries at the end of the course about the principles and practices they notice during classroom visits then discuss and name their relation to what we are reading and discussing in class. For example, one of the activities will ask students to notice the language their mentor teacher uses with students, the student will then compare and name the practices teachers are implementing with students.

Requires 10 hrs of field experience in a bilingual education classroom.

Todas las tareas requieren sus respuestas en español

Week 1	August 29th
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1. Introduction
2. Review course syllabus, review TExES state educator standards, give directions about field experiences
3. BTLPT overview
4. En grupos los estudiantes discuten las siguientes preguntas:
¿Cuál es la diferencia entre usar el español en la casa y en la escuela?
¿De que maneras usan tú y tu familia el español?
5. Assessing your Spanish: short reading and writing test
6. Homework: Submit field placement request
7. Download: <http://cms.texas-ets.org/texas/prepmaterials/supplemental-guides/>
8. Read Chapter 1 (pages 1-12)

Week 2	September 5th
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1. Capitulo 1 - *¿El contexto para desarrollar la lectoescritura de los estudiantes bilingües?*
2. En grupos los estudiantes discuten las siguientes preguntas:
 - What are the rationale and methods for bilingual literacy development?
 - ¿Cómo motivaría usted a los estudiantes para que se conviertan en lectores y escritores?*
3. *Spanish proficiency: accents part 2 homographs*
4. Homework:
5. Read Chapter 1 (pages 12-29)
6. Complete Unit 1 on homographs

Week 3	September 12th
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1. Capitulo 1 – *El modelo de adquisición de la lengua en la escuela de Thomas y Collier*
2. Students in groups discuss: *¿Cómo aprendiste a leer y escribir?*
3. *Spanish proficiency: accents in homographs*
4. Homework:
5. Read Chapter 2 (pages 30-39)
6. *Complete Unit 2: the creation of a bilingual school dictionary*

Week 4	September 19 th
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BTLPT DE PRÁCTICA EN CLASE

Tarea

Spanish: Complete Unit 2 on punctuation

Read Chapter 2 (complete)

Week 5	September 26th
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1. Capitulo 2—*La concepción de lectura como reconocimiento de palabras*
2. Students in groups discuss: *¿Cómo aprendiste a leer y escribir?*
3. *Spanish proficiency: Rules about the use of “s” , “c” , “z”*
4. Homework
5. **Spanish: Complete Unit 3 on rules about the use of “s”, “c” and “z”**
5. *Prepare for short essay and oral exam (lesson 1-2)*
6. Read Chapter 3 (complete)

Week 6	October 3rd
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Short essay exam

- Capitulo 3-*La concepción socio-psicolingüística de la lectura*
1. Pregunta: *¿En qué se basa la concepción socio-psicolingüística de la lectura?*
 2. **Short-essay exam (lesson 1-2 AND OTHER COURSE CONTENT)**
 3. **Short-oral exam**
 4. Homework
 5. *Read Chapter 4 (complete)*
 6. **Spanish 4: complete a 100 word glossary on Spanish vocabulary for the bilingual classroom**

Week 7 October 10th**Notice and Naming**

Capítulo 4 –Pregunta: *¿Históricamente, cuáles han sido las semejanzas y las diferencias entre la enseñanza de la lectura en inglés y la enseñanza de la lectura en español?*

1. *Spanish proficiency: Unit 5 on punctuation*
2. Homework:
3. *Read lesson 5 (complete)*
4. *Notice and Naming Activity #1*

Week 8 October 17th

Capítulo 5- Los métodos para enseñar la lectura en español

1. Students talk about their notice and naming activity
 2. Spanish proficiency: Unit 6 on rules about the use of “j” and “g” and cognates
 3. Readings
- Homework
4. *Prepare for short-essay exam (lesson 3-4)*
 5. *Prepare for short oral exam*
 6. *Read lesson 6*

Week 9 October 24**Short essay/Oral**

Capítulo 6: El enfoque basado en principios para la enseñanza de la lectura

1. *Short-essays exam (lesson 3-4)*
2. *Short oral exam*
3. Homework:
4. *Read chapter six (pg. 157-170)*
5. *Find one or two resources in Spanish that you will use in your bilingual classroom to be discussed next day.*

Week 10 October 31st**Notice and Naming**

Capítulo 7: La enseñanza efectiva de la escritura (pg. 157-170)

1. *Notice and naming activity 2 (in class)*
2. Present your Spanish resources to your group
3. Homework:
4. *Read chapter 7 (pg. 170- 185)*
5. *Prepare for short essay and oral exam*

Week 11 November 7th**Short essay and oral exam**

Capítulo 7: La enseñanza efectiva de la escritura

1. Students choose one lesson for the thematic unit and start working on it
2. Homework
3. *short-essay exam (take home)*

4. short oral exam

Week 12 November 14th

No class-Teacher will be at a conference BUT START WORKING ON THEME UNITS

Week 13 November 21st

Theme Units

1. Four or more students “teach” their selected lesson (30 minutes each) Instructor checks students’ field experiences status

Week 14 November 28th

Thanks-Giving

Week 15 December 5th

Log and Theme Units

1. Four or more students “teach” their selected lesson (30 minutes each) Instructor checks students’ field experiences status
2. Students and instructor hold a general discussion about the presentations and provide feedback
3. Students turn in field experiences logs

Please, turn-in field experiences logs and theme unit before the end of final’s week.

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 (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

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

Assignment Policy:

Late Work

In case of illness, an excuse will be required for work to be accepted late (no more than a week). In case of a death in the family, obituary evidence will be required. Other

extraneous circumstances such, as accidents, inclement weather or epidemics will be dealt with on a case-by-case basis.

Attendance

Attendance and class participation in class are expected and will be considered in assigning the final course grade. If you know in advance that you will be absent, please send your instructor an e-mail before the absence. In general, three absences are acceptable in along semester course. Any absence after 3 will be deducted one percent from the attendance percentage points.

Professionalism and leadership

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them.

Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, not reading from cell phones, not texting in class, not using ipods in class.

Dealing with concerns

If you have issues about the instructor, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your concerns. If you have issues related to classmates, talk to the classmate involved first to resolve the issues. If needed, then go to the instructor for final resolution.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. 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 Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies:

- *Use of WebCT/Blackboard*
- *Use of Cell Phones & other Electronic Gadgets in the Classroom*
- *Food & Drink in the Classroom*
- *Use of Laptops*
- *Grade of Incomplete, "I"*

BIBLIOGRAPHY

Calderon, M. E., & Minaya-Rowe, L. (2003). *Designing and Implementing Two-Way Bilingual Programs*. Thousand Oaks, CA., Corwin Press.

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Freeman, Y.S. & Freeman, D.E. (2006). *Teaching Reading and Writing in Spanish and English in a Bilingual and Dual Language Classrooms*, N.H.: Heinemann.

Haynes, J. (2007). *Getting Started with English Language Learners: How Educators Can Meet the Challenge*. Alexandria, VA: ASCD.

Kottler, E. & Kotler J.A. (2002). *Children with Limited English*. Thousand Oaks, California., Corwin Press, Inc.

Lachat, M. A. (2004). *Standards-based instruction and assessment for English language learners*. Thousand Oaks, CA: Corwin Press.

Marzano, R. J., & Pickering, D. (2005). *Building connections: Developing academic language in linguistically diverse classroom*. Alexandria, VA: Association for Supervision and Curriculum development.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.

Morris, L. & Rosado, L. (2007). *Desarrollo del Español para maestros en programas de educación bilingüe*. Arlington, TX: LM Educational Consultant.

Ovando, C. J., Collier et al. (2003). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts* (Third Edition). NY: McGraw-Hill.

Rosado, L.A. (2007). *The Best Test Preparation for the TExES: Texas Examinations of Educator Standards*. Piscataway, New Jersey. Research & Education Association, Inc.

RESEARCH LOG FOR CLASSROOM OBSERVATIONS—NOTICING AND NAMING

Topic: _____

WHAT I KNOW ABOUT THIS TOPIC:

WHAT DID YOU NOTICE:

a.

b.

c.

d.

WHAT CAN YOU NAME

ANY OTHER QUESTIONS MY READING HAS BROUGHT TO MIND:

Hunter Method

Teacher:

Subject Area:

Grade Level:

Lesson Title:

Objectives (Write 2-5 objectives stating expected learner outcomes/TEKS/ELPS):

Materials/Resources Needed:

Anticipatory Set (List specific statements or activities you will use to focus students on the lesson for the day. *This should activate student knowledge related to the objectives.*):

Objective/Purpose (For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):

Input (What information is essential for the student to know before beginning and how will this skill be communicated to students?):

Model (If you will be demonstrating the skill or competence, how will this be done? *This is what the TEACHER shows the STUDENTS.*):

Check for Understanding (Identify strategies to be used to determine if students have learned the objectives.):

Guided Practice (List activities which will be used to guide student practice and provide a time frame for completing this practice. *This is what the TEACHER does WITH the STUDENTS.*):

Closure (What method of review and evaluation will be used to complete the lesson?):

Independent Practice (List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance. *This is what the STUDENT does ALONE to show the TEACHER what s/he has learned.*):

Websites you may want to look at for help:

<http://www.huntington.edu/education/lessonplanning/Hunter.html>

<http://www.humboldt.edu/~tha1/hunter-eei.html>

<http://template.aea267.iowapages.org/lessonplan/>

General Thematic Unit Outline

Title

Abstract

10 Annotated Bibliographies

Genre

Last, First. (Year). Title. Publisher.

Annotation. This is a brief (usually about 150 words) descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources.

3 Hunter Lesson Plans Across the Curriculum

Reflection

From bilingual content exam test

DOMAIN I — BILINGUAL EDUCATION

BILINGUAL EDUCATION STANDARD II:

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

BILINGUAL EDUCATION STANDARD III:

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

BILINGUAL EDUCATION STANDARD IV:

The bilingual education teacher has a comprehensive knowledge of the development and

assessment of literacy in the primary language.

BILINGUAL EDUCATION STANDARD V:

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

BILINGUAL EDUCATION STANDARD VI:

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