

University of North Texas at Dallas

Spring 2014

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>Maria Ciriza</i>	
Office Location:	<i>Dal 2 262</i>	
Office Phone:	<i>972-338154</i>	
Email Address:	Maria.Ciriza-Lope@unt.edu	
Office Hours:	Office Hours: Mondays from 4-6; Tuesdays from 2-6; Thursdays from 2-4 and by appointment	
Virtual Office Hours:		
Classroom Location:	DAL 1-244	
Class Meeting Days & Times:	Thursdays from 10-12:50	
Course Catalog Description:	<p>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 10 hrs of field experience in a bilingual education classroom. Language of instruction is Spanish. Prerequisite(s): EDBE 3470 and EDBE 3480, admission to Teacher Education or consent of department.</p>	
Prerequisites:	EDBE 3470, 3480 and admission to Teacher Education or consent of department.	
Co-requisites:	NONE	
Required Text:	<ol style="list-style-type: none"> 1. Freeman, Y.S. & Freeman, D.E. (2009). <i>La enseñanza de la lectura y la escritura en español y en inglés en clases bilingües y de doble inmersión</i> (2da. Edición Revisada). Portsmouth, N.H.: Heinemann. 2. Morris, L. & Rosado, L. (2013). <i>Desarrollo del Español para maestros en programas de educación bilingüe</i>. Arlington, TX: LM Educational Consultant. 3. <i>School terminology handbook</i>. ISBN 0932825052 	
Recommended Text and References:		
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@fhcg.follett.com</p>	

<p>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</p>	<p>Standard I The Bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).</p>	<p>1.1 prepare lessons, materials and assessments 1.1 use academic language competently in L1 and L2 communicate effectively (orally and in writing)</p>
<p>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</p>	<p>Standard II The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.</p>	<p>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</p>
<p>Objective 3</p>	<p>Standard IV</p>	<p>4.1s apply knowledge of the</p>

A. COURSE GOALS

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

B. INSTRUMENTS EMPLOYED FOR ASSESSMENT

Instrument	Percentage
<p>Exams on theory and methods (2 exams)</p> <p>Every three chapters of the book, students will have an exam on the theory of bilingual education, methods and strategies. The exam will also include prompts similar to the proficiency exam as well as Spanish grammar and spelling topics viewed in the Morris and Rosado (2013) book.</p>	30%
<p>Discussion board in Blackboard Learn (5 entries)</p> <p>Students will have to complete 5 entries during the semester on the BbL discussion board. The topics of the entries will be related to strategies and case-studies that illustrate the realities of teaching. Students will write about their perspectives and provide solutions.</p>	10%
<p>Oral exams</p> <p>Students will have two oral exams. A mid-term (in-class) and one during final exams weeks (in class). This exam will be done at home with the recording program AUDACITY and uploaded to blackboard.</p>	15%
<p>Thematic Unit (first part)</p> <p>Students will build a unit that connects one theme of your choice using various genres and material. Include: abstract, 5-7 annotated bibliographies, 3 mini lessons, and 1 paragraph reflection. During mid-semesters, students will present their progress on their thematic unit. They will be assessed on their organization, procedures and originality of their ideas.</p>	10%

<p>Thematic Unit (second part)</p> <p>Students will present their complete thematic unit to the rest of the class before the end of the semester.</p>	20%
<p>Reflection of classroom observations.</p> <p>Students will write observation logs after four their school visits. Alongside with the responses to the questionnaire, students will write a one page reflection related to linking theory on methods with what they observed in the classroom.</p>	8%
<p>ONLINE practice for the BTLPT</p> <p>Students will have to turn responses to 4 prompts; students will have to complete 2 readings and listenings.</p>	2%
<p>Quiz</p> <p>Students will watch the video on the BTLT published on the TEA website and respond to questions about the exam.</p>	3%
<p>SETE</p> <p>Completing the Student Evaluation of Teaching Effectiveness will count for 2% points.</p>	2%
<p>Total</p>	100%

C. GRADE DETERMINATION

- A = 90% or better
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = less than 60%

REMEMBER!

- **THIS CLASS REQUIRES 10 HOURS OF FIELD-EXPERIENCE IN A BILINGUAL CLASSROOM. PLEASE BRING YOUR LOG EVERYTIME YOU VISIT THE CLASSROOM.**
- **YOU NEED TO TURN IN YOUR LOGS AT THE END OF THE SEMESTER TO ME.**

Todas las tareas requieren sus respuestas en español

Week 1 Thursday January 16th

1. Introduction to the class
2. How can we make a case for bilingual education? (In-class reading in Spanish)
3. Short assessment of Spanish language proficiency

Week 2 Thursday January 23rd

QUIZ on the BTLPT AND DISCUSSION BOARD

1. Which theory confirms the efficacy of bilingual education?
2. Vocabulario educativo
3. Acentos 1

Week 3 Thursday January 30th

DISCUSSION BOARD

1. La enseñanza temática para desarrollar la lecto-escritura en dos idiomas.
2. ¿Cómo escribimos un buen plan de enseñanza en español?
3. Acentos y diacriticos

Week 4 Thursday February 6th

Elegir un tema

DISCUSSION BOARD

1. La teoría de reconocimiento de palabras
2. El alfabeto en español
3. ¿Cómo escribimos un buen ensayo argumentativo?

Week 5 Thursday February 13th

1. La enseñanza de contenido en la clase bilingüe.
2. Vocabulario de matemáticas
3. Práctica para el examen oral
4. Expresiones y vocablos regionales

Week 6 Thursday February 20th

EXAMEN#1-EXAMEN ORAL#1

Week 7 Thursday February 27th

ONLINE

1. PRACTICE FOR THE BTLPT (complete 5 prompts)

Week 8 Thursday March 6th

UNIDAD TEMÁTICA

2. Presentación de unidades temáticas
3. Content and profesional vocabulary development
4. Vocabulario de artes de la lengua
5. ¿Cómo escribimos una buena carta-email o memorándum?

Week 9 SPRING BREAK

Week 10 Thursday March 20th

DISCUSSION BOARD

1. La concepción socio-psicolingüística de la lectura
2. La enseñanza de la lectura a estudiantes bilingües
3. Vocabulario de ciencias
4. Puesta en común de las 'experiencias en el campo' (*field experiences*).

Week 11 Thursday March 27th

ONLINE

4. Práctica de lectura y comprensión para el BTLPT

Week 12 Thursday April 3rd

DISCUSSION BOARD

1. La enseñanza de la escritura a niños.
2. Los géneros literarios

Week 13 Thursday April 10th

EXAM 2 AND ORAL EXAM

1. Reading for the BTLPT

Week 14 Thursday April 17th

THEMATIC UNITS PRESENTATION

1. Assessing in the Bilingual classroom

Week 15 Thursday April 24th

THEMATIC UNIT PRESENTATIONS/TURN REFLECTION

No class

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, . *Disability Services*

972.338.1782 | UNTDDisability@unt.edu

Office #: 200, Founder's Hall

8:00 a.m. – 5:00 p.m. Monday–Friday

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"*