

University of North Texas at Dallas
Spring 2014
SYLLABUS

EDBE 3470.090 Foundations of Bilingual Education			
3Hrs			
Department of	Teacher Education & Education Administration	Division of	Teacher Education Bilingual & ESL Program
Instructor Name:		Jacqueline E. Romano, Ph. D.	
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Office Hours:		Monday 12:00-2:00 pm, Tuesdays: 3:00-5:00 pm Wednesdays: 12:00 pm – 5:00 pm	
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Classroom Location:		DAL 1 Room 208	
Class Meeting Days & Times:		Tues. & Thurs. 8:30-9:50	
Course Catalog Description:		This course will examine 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.	
Prerequisites:			
Co-requisites:			
Required Text:		Educating English Learners (5 th Ed.). (2004) Author: James Crawford	
Recommended Text and References:		English Learners in American Classrooms 101 Questions 101 Answers Scholastic 2007 by Stephen Krashen and James Crawford	
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@fhcg.follett.com	

Course Goals or Overview:

The goal of this course is to provide align the State Board of Educator Certification standards for bilingual and ESL education. The standards are aligned with the professional standards for the preparation of bilingual/multicultural teachers developed by the Teachers of English for Speakers of Other Languages (TESOL). Students will have the opportunities to investigate and study the foundation of first and second language and the foundation and history of bilingual education in the United States and Texas. Focus will be on the need to study language development, types of bilingual programs, policies, assessment, historical law cases and the practices in teaching, learning and application taken from text to practice. In addition, students will create an advocacy plan that will focus on the issues surround educating bilingual and second language learners. Providing opportunities for inquiry, research and collaboration through various assignments and field based experiences in low socio-economic communities.

Learning Objectives/Outcomes: At the end of this course, the student will

1	State of Texas Bilingual Education Standard II: The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts o bilingualism and biculturalism.
2	State of Texas ESL Education Standards EC-12: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.
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 structured associated with bilingual children as English language learners, language theories,
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, 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.

BILINGUAL EDUCATION STANDARDS

Standard I. The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

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

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

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

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

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

ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS

Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and

community involvement in their education.

LANGUAGE PROFICIENCY STANDARDS (BILINGUAL VERSION)

Standard I. The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language.

Standard II. The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language.

Standard III. The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.

Standard IV. The teacher is able to write effective interpersonal and presentational discourse in the target language.

Competencies for the Bilingual Generalist TExES Exam

Competency 001. The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

The beginning bilingual teacher:

1. Understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education, and the effects of demographic changes on bilingual education.
2. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
3. Understands the importance of creating an additive education program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
4. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.
5. Understands convergent research related to bilingual education (e.g. best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
6. Knows 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 on a particular campus.
7. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.
8. Knows how to create an effective bilingual and multicultural learning environment (e.g. by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).
9. Knows how to create a learning environment that addresses bilingual students' affective, linguistic, and cognitive needs (e.g. by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

Competency 008: The ESL teacher understands the foundations of ESL education and types of ESL programs. The beginning ESL teacher:

The beginning bilingual teacher:

1. Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
2. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness.
3. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
4. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009 The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment. The beginning ESL teacher:

1. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect student's learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
2. Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students' learning and language acquisition.
3. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
4. Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.
5. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

Competency 010 The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education. The beginning ESL teacher:

1. Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on SBDM committees, serving as a resource for teachers).
2. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.
3. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL parents in a variety of educational contexts.
4. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

Course Outline

The topics of discussion are based on the textbook. A Calendar of Assignments, Projects, and Presentations is included in the syllabus with more details. This is a **general outline** with a timeline on what the students may prepare for and begin inquiry and research preparations for upcoming topics, discussions, and presentations.

Romano		PROPOSED TENTATIVE SCHEDULE EDBE 3480— It may require revision for accuracy	Spring 2014
Dates	Topic or theme to be covered	Homework	
Week 1-Monday Jan 13/15	Monday: Syllabus & Class expectations/Student responsibilities: due dates, no late work policy, early submission, Blackboard HWK submission, etc. Grading, Plagiarism policies Activity: Getting to know you-- Students introductions and contact info Wednesday: Texas certification discussion- -Advocacy Plan Discussion - Texas Certification Discussion- Look at online questions Bilingual Supplement 164 - Questions -Bil. Glossary/terms, discussion & general lecture	<ul style="list-style-type: none"> • Reading assignment for next week: • Crawford, Introduction and Chapter 1 • Assignment I: Who am I? Due next Wednesday. Hardcopy -and BB email--Send me an email an attach our assignment introducing yourself. • Blackboard- begins to surf Blackboard. Check if it works for you. 	
DIVERSITY Week 2 Jan 20-22	❖ Monday Jan 20- MLK- no class Chapter 1 Bilingualism	Reading assignment for next week: Chapter 2 & 3	
Week 3 Jan 27-29	Chapter 2- Options for English Learners Chapter 3 Language Policies Introduction to Law Cases Research - selection of law cases	Reading assignment for next week: Chapter 4	
HISTORY Week 4 Feb 3-5	Chapter 4 Bilingualism through U.S history	Reading assignment for next week: Chapter 5 & 6 Critical Reflection 1 due next week	
Week 5 Feb 10-12 NABE conference	Independent Work Chapter 5 Federal Policy Chapter 6 English Only or English Plus?	Reading assignment for next week: Critical reflection 1 due 2/12/14 <ul style="list-style-type: none"> • Prepare for Law Cases 	
Week 6 Feb 17-19	Law Cases presentations Monday # 1-7	Reading assignment for next week: <ul style="list-style-type: none"> • Chapter 7 	

	Wednesday # 8-14	
THEORY Week 7 Feb 24-26	Quiz (ch 1-5) key words Chapter 7 Narrow focus on language	Reading assignment for next week: Chapter 8
Week 8 March 3-5	Chapter 8- Research on Language Acquisition Film- <i>Stand and Deliver- BICS and CALPS</i> Mid-term exam	Reading assignment for next week: Chapter 9 & 10
Week 9 March 10-12	Spring BREAK ☺!!! Research article	Reminders: Read Chapter 15 to begin working on advocacy plan Research article due How is your Key Assignment coming along?
PRACTICE Week 10 March 17-19	Chapter 9 on language acquisition Chapter 10 Models-theoretical framework	Reading assignment for next week: Chapter 11 & 12 Reflection 2 due next Wednesday
Week 11 March 24-26	Chapter 11 Indian Language education Chapter 12 Two way bilingualism	• Due: 3/26/2014 Reflection 2 Reading for next week: Chapter 13 & 14
POLITICS Week 12 March 31-April 2	Chapter 13 Myths on Bilingual Education Chapter 14 No Child Left Untested	Reading for next week: Chapter 15
Week 13 April 7-9	Chapter 15 Advocating for English learners Film Dr. Hector Garcia- Justice for my People	Study for quiz Extra credit – last day to submit April 9, 2014
Week 14 April 14-16	Teaching Certification / Bilingual Supplement- questions 164 Quiz # 2 Chapters 7-12	
Week 15 April 21-23	Advocacy plan presentations (depending on the number of students presenting, the final exam will be moved up.	Key assignment due today
Week 16 April 28-30	Advocacy plan presentations Final Exam TBA	• Key assignment due today • Early submission-Critical reflection #

		3
Week 17 May 5	Final exam TBA	<ul style="list-style-type: none"> • Due Final Reflection # 3 • due no later than 11:30 pm May 5
<p>Assignment list and due dates at a glance</p> <p>I. Who am I? paper, Due week 1 10 pts</p> <p>II. Reflection # 1 Due week 6 10 pts</p> <p>III. Historical and Legal Cases group presentation 35 pts</p> <p>IV. Reflection # 2 Due week 11 10 pts</p> <p>V. Reflection # 3 Due on 4/30/14 no later than 11:30:00 pm. 10 pts</p> <p>VI. Participation (class work in and out the classroom)- all semester long 10pts</p> <p>VII. Advocacy Plan (35 pts)</p> <p>VIII. Quiz # 1 15 pts week 7</p> <p>IX. Quiz # 2 15 pts week 14</p> <p>X. Midterm 25 pts week 8</p> <p>XI. Final 25 pts TBA week 14-17</p>		

Participation / Attendance

- It is essential for all students to attend all class meetings in order to receive participation points.
- Video: The History of Bilingual Education in Texas
- Small group discussions and class participation.
- Advocacy Plan Workshops
- REVIEW for Certification
- **TEExES Bilingual Education Supplemental (164 Preparation Manual)**

Historical Law Cases (Teams of 2 per law case)

- Team presentations on a selected historical law case. Technology must be used for this project – PowerPoint presentation. You may use a video clip if applicable to case as part of the presentation. Time sensitive: A 10-15 minute team presentation. When, who, what, where, how, why and connections. How does the outcome of this case affect our education system today? (Upload to Blackboard)- Create a Brochure

Advocacy Plan (teams of 2)

- Major Assignment – ESL / BILINGUAL Advocacy Plan- Information provided in the handout for this assignment. Use the rubric as a guide for the power point presentation and writing assignment. Check with your instructor before researching your topic. The Advocacy Plan rubric and a writing rubric will be used for this assignment.

Peered Reviewed Article (individual)

- Library research base article looking at issues affecting **biliteracy** in bilingual education and immigrant children, Poverty & Education with Hispanic Children, Academic Success with Hispanic Children, or Cultural Biases. Bilingual Education & ESL (1 article) Find an article

featured in a reputable journal that focuses on biliteracy, bilingual education and is aligned with the reading. Check with the instructor for approval. (Submit on Blackboard under discussion once the article has been approved). Use the article as a reference in your advocacy plan.

Movie Review & Connections (Individual)

Stand and Deliver - View movie and identify key scenes that pertain to two forms of language (street & or cultural language and academic language). This movie highlights the importance of connections between home and school (Funds of Knowledge); as well as highlights the understanding the social deficit and its' implication on academic under achievement among minority students. Individual work, examples will be required in written narrative and complete Movie Review Form. * Multicultural, Language ,and Education Movie Discussion

Movie Review & Connections (Individual) (Critical reflection 2)

- **Dr. Hector Garcia – Justice for My People** - View movie and identify key scenes that pertain to historical changes as it pertains to Bilingual and ESL education. This movie highlights the importance of the Mexican American civil rights movement. Individual work, examples will be required in written narrative and complete Movie Review Form. * Multicultural, Language, Education, and historical connections Movie Discussion

Critical reflections

- A **critical reflection** is an action that takes places in your brain-- what you think, you write it down. When you engage in critical reflection (higher order critical thinking skill) what you are trying to do is analyzing the pros and cons about issues addressed/discussed during class. Make a connection with your readings, find your “ Golden Line” a line from the chapter that captivated your attention, or from our class discussions, whatever stands out connect it with what you heard, observed, and your thoughts. There is no right or wrong answer.

GRADE DISTRIBUTION		
182-200-	A	91-100%
181-162-	B	90-81%
161-140-	C	80-70%
139- 127-	D	69-63%
126-	below-F	63%-0%

NO LATE ASSIGNMENTS WILL BE ACCEPTED. Submission of your work will be through Blackboard. A hard copy will required only when requested by the instructor.

In case of an emergency, please contact your instructor as soon as possible.

UNIVERSITY POLICIES AND PROCEDURES

STUDENTS WITH DISABILITIES (ADA COMPLIANCE)

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

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

No makeup assignments/ projects/ presentations/ written reports will be allowed except for documented emergencies (See Student Handbook), (i.e. doctor's note, obituary of a relative/friend, court appearance notice, etc

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.

COLLECTION OF STUDENT WORK SAMPLES POLICY

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers. The samplers may be use for future study, course evaluation and analysis and/or research.

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

TECHNOLOGY INTEGRATION POLICY

The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the elementary and middle school curriculum.

CLASS POLICIES

- **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**

It is strongly encouraged making an appointment with the instructor during her/his office hours to discuss any 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. Same applies with faculty issues.

- **Use of Blackboard**

Students will use Technology to complete assignments. Blackboard is the medium selected for this course. Assignments will be submitted under the tap “Assignments” – electronic copy(Blackboard) and hard copy (instructor) on dates assigned.

- **Required Reading**

It is expected that students come to class with all assigned reading completed. The reading assignments provide a background for class discussion and activities. It is imperative to keep up with the reading. You are in charge to read each chapter as scheduled.

- **Written Work**

All written work is expected to be of professional quality. Spelling, grammar, sentence structure, paragraphing, etc. are factors in the grade you will receive for a written assignment. All work is expected to be original, or referenced fully. If there is a question regarding the originality of your work, university plagiarism procedures will be followed. Further information about plagiarism, consult UNT policy book. Out of compliance with this policy will result in a one letter grade lower for each assignment and final grade.

- **Attendance Policy**

Attendance is very important in this class. A great deal of information is covered in a short amount of time. Please call or email in advance of class if you are not able to attend. Even when you call or email about your absences, 10 points will be deducted from your final grade.

- **Use of CELL PHONE, TEXTING, and other Electronic Gadgets in the Classroom**

Cell phones must be turn off during the entire lecture period. No texting or ringers will be allowed during lecture time. Phones are to be kept out of sight. Texting is not allowed at any time during class time and no other electronic gadgets will be allowed during class time.

- **Other Business**

Any other business unrelated to the class such as lectures or class activities need to be kept outside the classroom (e.g., planning a wedding, making appointments with friends, reading the newspaper during class, falling asleep, etc.).

- **Use of Laptops**

To avoid conflict and misuse of the Internet- wireless during class time, laptops will not be allowed during lectures unless an assignment or activity requires of its use during class.

- **Grade incomplete –“I”**

No incomplete grade will be granted without prior consultation with the instructor.

- **Using APA style**

All written assignments will be typed-computer-black ink, following APA 6th Ed. Guidelines. Each assignment will have a cover page with the following information:

Full name, email, class number and section, assignment descriptor, and date. Ten (10) points will be deducted from the final grade for each assignment that does not follow properly the requirements, English writing spelling, grammar, sentence structure, paragraphing, etc. Written documents should follow APA style, 1' x 1' margins, Times Roman, size 12 font, double spaced. I highly suggest proofreading all documents prior to submission. No exceptions!! Attend the Writing Center for assistance.