

University of North Texas at Dallas
Spring 2015 SYLLABUS

EDBE 4480D.091: Bilingual Approaches to Content-Based Learning
3 Credit Hours

Division of Education & Human Services, Dr. Sheryl Santos-Hatchett, Dean	
Department of Teacher Education & Education Administration, Dr. Glenda Moss, Chair	
Instructor Name:	Dr. Uvaldina Janecek
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Office Hours:	Mondays 11:30 – 2:30; Tuesdays 2:30 – 5:30; Wednesdays 11:30 – 2:30; and by appointment
Virtual Office Hours:	Emails received any time and phone calls received between the hours of 10:00 am and 4:00 pm Monday through Thursday will be responded to within 24 hours.
Classroom Location:	DAL1 308
Class Meeting Days & Times:	Tuesdays 5:30 – 8:20
Course Catalog Description:	Study of appropriate first language usage in bilingual classrooms, focusing on different core curriculum areas, methods and materials and 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. Three lecture hours a week and one-half field experiences hours per week in a bilingual education classroom. Required for students in grades EC-6 generalist certification with specialization in bilingual education. Language of instruction is Spanish. Placement through departmental Spanish proficiency exam.
Prerequisites:	EDBE 3470, 3480 and admission to Teacher Education or consent of department. Successful completion of departmental proficiency test in Spanish.
Co-requisites:	None
Required Texts:	<p>Required Texts: 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.</p> <p>Adelaman-Reyes, S.; Gabldón, S; and Morejón, J. S.; eds. (2014). <i>La palabra justa: An English-Spanish Español-Inglés glossary of academic vocabulary for bilingual learning & teaching</i>. Portland, OR: DiversityLearningK12.</p>

Recommended Text:	Morris, L. & Rosado, L. (2009). <i>Desarrollo del español para maestros en programas de educación bilingüe</i> . Arlington, TX: LM Educational Consultant.
Access to Learning Resources:	UNT Dallas Library: phone: 972-338-1616 web: http://www.untDallas.edu/our-campus/library UNT Dallas Bookstore: phone: (972) 780-3652 e-mail: untDallas@bkstr.com
Course Goals or Overview:	
The goal of this course is to equip bilingual teacher candidates with the skills to meet the linguistic and cognitive needs of emergent bilingual students in Spanish/English EC-6 bilingual classrooms.	
Learning Objectives/Outcomes: At the end of this course, the student will	
1	Prepare lessons, materials and assessments and use academic language competently in L1 and L2 to communicate effectively (orally and in writing) in Spanish
2	Make appropriate instructional decisions based on program model and design and select appropriate instructional strategies and materials in relation to specific program models
3	Apply knowledge of the reading/language arts educator certification standards and statewide curriculum to promote bilingual learners' literacy development in the primary language
4	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
5	Select and use a variety of strategies and resources, including technology, to meet learners needs
6	Understand how to assist students in the transfer of literacy skills from L1 to L2 by using students' prior knowledge in L1 to facilitate the acquisition of L2.

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.

GRADING MATRIX & DUE DATES

DUE	Assignment	Points
FEB 10 (2) MAR 31 (2)	Double Entry Journals Choose 4 chapters from Freeman and Freeman textbook.	100
FEB 24 MAR 10 MAR 24 APR 14	Spanish Lesson Plans Write four lesson plans; one for each of the content areas – reading/language arts, mathematics, social studies, and science	100
MAR 3	Online Class Assignment You will create an illustrated vocabulary PowerPoint. You will select at least five (5) vocabulary words from one of your lesson plans, from your thematic unit, from any other subject that interests you. Your illustrations may be animated or linked to very brief video clips as well.	20
APR 14	Lesson Plan Demonstration	120

APR 21	Select one of the lesson plans you wrote and present the full lesson to the class.	
APR 21	Spanish Language Proficiency Action Plan You must have completed a BTLPT Practice Test and the Generalist before the end of the semester. You will analyze your results and make a plan to address any areas that need reinforcing.	100
APR 28	Connecting with Parents Students will work with a partner to design a parent workshop on a relevant topic.	150
APR 28	Observation Reflections Ongoing activities using classroom observations in bilingual setting	100
MAY 5	Thematic Unit A unit that connects one theme of your choice using various genres and material. Include: abstract, 10 annotated bibliographies, 3 lesson plans, and 1 paragraph reflection	250
MAY 5	Thematic Unit Presentation	60
	Total:	1000

COURSE SCHEDULE

Date	Topics	Assignments	Learning Objectives
Jan 20	<ul style="list-style-type: none"> • Introduction: General information, syllabus, expectations, textbook • Student Questionnaire • The Language of Cervantes • The BTLPT – Conquering the Beast! • Práctica oral en grupos 	<ul style="list-style-type: none"> - Read Chapter 1 -Submit field placement request -Review syllabus and assignments and bring questions next week 	LO 1
Jan 27	<ul style="list-style-type: none"> • Capítulo 1 - <i>El contexto para desarrollar la lectoescritura de los estudiantes bilingües</i> • Juego de vocabulario escolar • El plan de enseñanza 	Read Chapter 2	LO 1, 2, 3, 4, 5
Feb 3	<ul style="list-style-type: none"> • Capítulo 2 – <i>La concepción de la lectura como el reconocimiento de palabras</i> • Los Conocimientos y Destrezas de Texas (TEKS) • Práctica oral en grupos • Vocabulario para Matemáticas 	Read Chapter 3	LO 1, 3, 4, 5
Feb 10	<ul style="list-style-type: none"> • Capítulo 3 - <i>La concepción sociopsicolingüística de la lectura</i> • Texas Education Code Chapter 89 • Práctica oral en grupos • El Dictado del día • Vocabulario para Ciencias • Two Double Entry Journal Due 	Read Chapter 4 Work on Double Entry Journals	LO 1, 3, 4, 5

Feb 17	<ul style="list-style-type: none"> • Capítulo 4– <i>La historia de la enseñanza de la lectoescritura en español y en inglés</i> • Vocabulario para Estudios Sociales • Práctica oral en grupos • El Dictado del día • Select theme for unit 	Read Chapter 5 Work on Double Entry Journals	LO 1, 3, 4, 5, 6
Feb 24	<ul style="list-style-type: none"> • Capítulo 5 – <i>Los métodos para enseñar la lectura en español</i> • Formato para la comunicación escrita • Práctica oral en grupos • El dictado del día • Lesson Plan #1 Due 	Read Chapter 6	LO 1, 3, 4, 5
Mar 3 NABE	<ul style="list-style-type: none"> • Online Class – Please see Blackboard for assignments 		
Mar 10	<ul style="list-style-type: none"> • Capítulo 6 - <i>El enfoque basado en principios para la enseñanza de la lectura</i> • Los beneficios de la educación bilingüe • El Dictado del día • Lesson Plan #2 Due 	Read Chapter 7	LO 1, 3, 4, 5, 6
Mar 24	<ul style="list-style-type: none"> • Capítulo 7- <i>La enseñanza efectiva de la escritura</i> • Los programas bilingües • Techniques for transferring L1 skills to L2 • Redacción espontánea • Lesson Plan #3 Due 	Read Chapter 8	LO 1, 2, 3, 4, 5, 6
Mar 31	<ul style="list-style-type: none"> • Capítulo 8- <i>Las etapas y los niveles del desarrollo de la escritura</i> • Effective assessment techniques • Los ensayos persuasivos • Redacción espontánea • Final two Double Entry Journal Due 	Read Chapter 9	LO 1, 3, 4, 5
Apr 7	<ul style="list-style-type: none"> • Capítulo 9 – <i>La enseñanza temática para desarrollar la escritura en dos idiomas</i> • Conectando con padres de familia • Redacción espontánea • Colaboraciones para talleres 	Work on lesson plans	LO 1, 2, 3, 4, 5, 6
Apr 14	<ul style="list-style-type: none"> • Lesson Plan Presentations • Lesson Plan #4 Due 	Work on Parent Workshop	LO 1, 2, 4, 5
Apr 21	<ul style="list-style-type: none"> • Lesson Plan Presentations • Spanish Language Proficiency Action Plan Due 	Work on Thematic Unit	LO 1, 2, 4, 5
Apr 28	<ul style="list-style-type: none"> • Presentaciones de talleres para padres de familia • Observation Reflections Due 		LO 1, 5
May 5	<ul style="list-style-type: none"> • Thematic Units Due • Presentation of Thematic Units 	End of Course	LO 1, 2, 4, 5, 6

EXPLANATION OF ASSIGNMENTS

Todas las tareas requieren respuestas en español

Spanish Proficiency Action Plan

The student will register and take practice exams offered by the Teacher Education department to prepare for EC-6 Bilingual Generalist Certification and the BTLPT. From the results and in-class assessments the student will submit a written action plan. If you have already taken the practice exam (or actual exam and passed it), you will still need to write a reflection and a plan to increase your Spanish language proficiency, since educators are committed to continuous improvement! See Ms. Tricia McBride in Building # 1 for practice exam schedule.

Double Entry Journal

The student will submit 4 double entries for 4 chapters of *La enseñanza de la lectura y la escritura en español y en inglés en clases bilingües y de doble inmersión*. **This means that you will have 16 entries TOTAL.** The student will choose from the nine chapters of the textbook.

Spanish Lesson Plans

The student will submit four lesson plans in Spanish; one in each of the content areas (mathematics, science, and social studies) and one in reading/language arts. The instructor will make corrections, suggestions, and comments for improvement. **You are expected to study these annotations carefully and incorporate corrections for subsequent lesson plans.** You may include these lesson plans in your thematic units if they are suitable to your theme.

Observation Reflections

The student will submit 4 reflexive entries about the principles and practices they notice during classroom visits then discuss and relate their observation 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 identify and discuss/critique the practices teachers are implementing with students. **You must turn these in, even if you have exempt status for classroom observations.**

Connecting with Parents

The student will work with a partner to develop a workshop for parents and present it to the class. The instructor will provide foundational material for relevant topics.

Spanish Lesson Plan Demonstration

The student will select a lesson plan from one of the four written ones assigned (Mathematics, Science, Social Studies, and Reading/Language Arts) and present the lesson plan in class. Please prepare a PowerPoint or Prezi for your demonstration.

Thematic Unit

The student will submit a thematic unit plan. The thematic unit will include an 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. You will present a brief summary of your thematic unit to the class on the last day. PowerPoint/Prezi is optional for this presentation.

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 200 or call Rosemary Meredith at 972-339-1777.

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. Throughout the semester I will request from the class to complete an evaluation form to determine areas of improvement and or maintain the pace of instruction and teaching style. Your comments will be greatly appreciated.

Assignment Policy:

APA style is required for all writing assignments. Refer to the 6th edition for additional information as it is a requirement in the Department of Teacher Education. All major writing assignments will require APA style.

Students are expected to pay attention to detail in their writing assignments, projects, and presentations. Late assignments will be subject to a deduction of points and/or to the lowering of the final letter grade for the course--at the discretion of the instructor. Late assignments may be turned in ONE week after due date. Late assignments will NOT be accepted after one week of due date. Late submission will be penalized 10% of the maximum grade.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Documentation for any medical treatment for personal or family illness (immediate family related) or attending a funeral of an immediate family member will be required. Rescheduled exam dates must be approved before the students can make-up the exam. A sick child during the exam must be addressed with the instructor ahead of time and it is the responsibility of the student to make the appropriate arrangements before attending class.

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.untDallas.edu. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy: Attendance is required. This is a professional requirement and expectation of all students attending the University of North Texas Dallas campus and a disposition that demonstrates character and leadership. The University attendance policy is in effect for this course. The class is designed as a shared learning experience and essential to the acquisition process of new information and knowledge generally located in and outside of the textbook. Emphasis for this course will focus on group discussions throughout the semester 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 classmate to obtain a copy of the class notes and any handouts. Class participation and attendance will be considered in assigning the final course grade (3 absences = drop 1 letter grade; 4 or more absences = F for the course).

Students with small children are expected to make the appropriate arrangements for child care prior to the start of the semester.

NO CHILDREN ARE ALLOWED IN CLASS. 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. The instructor will inform the class ahead of time when such an activity will take place.

In case of an illness (family, personal or child), an excused absence will apply. Receiving medical treatment at a medical clinic or emergency room or attending a family funeral, an announcement or obituary and medical document from a clinic, hospital and or physician's office will be required. Information must be presented on letterhead.

At 5 minutes past the hour, a tardy will apply followed with an absence thereafter. Early morning classes will require that students plan ahead and arrive on campus early in order to avoid heavy traffic situations, severe weather conditions, or any potential accidents while in route to campus. Class will begin as scheduled.

The following attendance policy will apply. 2 tardies = 1 unexcused absence 3 tardies = 2 absences 3 absences will merit scheduling a conference with the instructor. 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.

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.

Class and University Policies:

Use of WebCT/Blackboard – assignments, announcements, grades, and power point presentations will be posted on blackboard for hybrid and online courses.

Use of Cell Phones & other Electronic Gadgets in the Classroom –No texting. Stepping out of class to receive or make a call is discouraged. It is considered rude and shows a lack of respect for those students adhering to the policies set by the instructor and supported by the university.

Laptops: *NO LAPTOPS will be in used during a lecture or presentations. Laptops will be used based on individual and or group research assignments when permitted by the instructor.*

Food & Drinks in the Classroom: Students are to eat in the commons area in building one on the first floor or in the food court area in building two. No food or drinks other than water are allowed in class.

Grade of Incomplete, “I” – Students seeking to receive an incomplete will need to be in good standing, have 80 % of their work completed, must meet either one of the following: 1) emergency surgery, military duties, or family medical emergency and or attending a funeral of a family member. Documents will need to be presented to the instructor upon return to the classroom. Failure to submit a document from a medical office or hospital, military branch or and or funeral home will be considered unexcused and the request for an Incomplete will not apply. The student must submit a request for an incomplete in order to receive a decision prior to the end of the semester. If approved from the dean, all work must be completed within a time frame set by the instructor. Failure to meet these requirements may result in the student receiving a low or non-passing grade.

STUDENT RESPONSIBILITIES:

It is the responsibility of the student to keep a record of the number of tardies, absences, and due dates of assignments, projects, field work, student-service learning projects, quizzes, exam dates and other course work requirements. This disposition will be taken seriously from the instructor and others involved in the well-being and academic success of the student.

Course Evaluation Methods

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

Exams – textbook readings, lecture notes, group discussions and class activities.

Assignments – All assignments must be presented in a professional manner. Writing assignments must 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 will 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>

Projects – PowerPoint or Web-based presentations and the Thematic Unit are to be delivered and presented with research support and in a professional manner.

Class Participation – daily attendance, participation in class discussions and online assignments are required. Full points will be awarded for students who demonstrate active participation, demonstrate leadership, model professionalism, demonstrate a positive disposition, and pay attention to detail.