University of North Texas at Dallas
Spring 2016   SYLLABUS

EDBE 4480.001: Bilingual Approaches to Content-Based Learning **3 Credit Hours**	

Department of Teacher Education & Education Administration, Dr. Glenda Moss, Interim Dean

Instructor Name:	Dr. Uvaldina Janecek
Office Location:	Dal 1, 261
Office Phone:	972-338-1527 office
Email Address:	Uvaldina.Janecek@untdallas.edu
Office Hours:	**Mondays 11:30 – 2:00; Tuesdays 3:00 – 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 204**
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 ten hours field experiences 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:	Freeman, Y.S. & Freeman, D.E. (2009). *La enseñanza de la lectura y la escritura en español y en inglés en clases bilingües y de doble inmersión* (2da. Edición Revisada). Portsmouth, N.H.: Heinemann. Adelaman-Reyes, S.; Gabldón, S; and Morejón, J. S.; eds. (2014). *La palabra justa: An English-Spanish Español-Inglés glossary of academic vocabulary for bilingual learning & teaching.* Portland, OR: DiversityLearningK12.
Recommended Text:	Morris, L. & Rosado, L. (2009). *Desarrollo del español para maestros en programas de educación bilingüe*. Arlington, TX: LM Educational Consultant.

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 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.

Tk20

This course requires the thematic unit to be uploaded the week before final exams and assessed by the instructor in the UNT Dallas 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: https://payment.tk20.com/ctpayment/?id=untdallas. If you need assistance with Tk20 issues, please contact Genell McClendon at 927-338-1364 or genell.mcclendon@untdallas.edu.

EDBE 4480 COURSE SCHEDULE

Date	Topics	Assignments	Learning Objectives
Jan 19	• Introduction: General information, syllabus, expectations, textbook • Student Questionnaire • The Language of Cervantes • The BTLPT – Conquering the Beast! • Práctica oral en grupos	- Read Chapter 1 -Submit field placement request -Review syllabus and assignments and bring questions next week	**LO 1**
Jan 26	• Capítulo 1 - *El contexto para desarrollar la lectoescritura de los estudiantes bilingües* • Juego de vocabulario escolar • **Select grade level for thematic unit** • Los Conocimientos y Destrezas de Texas (TEKS)	Read Chapter 2	**LO 1, 2, 3, 4, 5**
Feb 2	• Capítulo 2 – *La concepción de la lectura como el reconocimiento de palabras* • El plan de enseñanza – Meet in lab classroom • Práctica oral en grupos • Vocabulario para Matemáticas	Read Chapter 3	**LO 1, 3, 4, 5**
Feb 9	• Capítulo 3 - *La concepción sociopsicolingüística de la lectura* • Texas Education Code Chapter 89 • Los programas bilingües, LPAC • Vocabulario para Estudios Sociales • Two Double Entry Journal Due • **Select theme for unit**	Read Chapter 4 Work on Double Entry Journals	**LO 1, 3, 4, 5**
Feb 16	• Capítulo 4– *La historia de la enseñanza de la lectoescritura en español y en inglés* • Los beneficios de la educación bilingüe • Práctica oral en grupos	Read Chapter 5 Work on Lesson Plan #1	**LO 1, 3, 4, 5. 6**
Feb 23	• Capítulo 5 – *Los métodos para enseñar la lectura en español* • Formato para la comunicación escrita • El dictado del día • **Select partner for parent workshop** • Lesson Plan #1 Due	Read Chapter 6 Work on Lesson Plan #2	**LO 1, 3, 4, 5**
Mar 1	• Capítulo 6 - *El enfoque basado en principios para la enseñanza de la lectura* • **The Art of Science Learning – Luis Hernández** • El dictado del día • Lesson Plan #2 Due		
Mar 8	• **Online Class – Please see Blackboard for assignments**	Read Chapter 7 Work on Lesson Plan #3	**LO 1, 3, 4, 5, 6**

Mar 22	• Capítulo 7- *La enseñanza efectiva de la escritura* • Techniques for transferring L1 skills to L2 • Redacción espontánea • Lesson Plan #3 Due	Read Chapter 8 Work on Double Entry Journals	**LO 1, 2, 3, 4, 5, 6**
Mar 29	• Capítulo 8- *Las etapas y los niveles del desarrollo de la escritura* • Los ensayos persuasivos • **Technology for the Bilingual Classroom – Luis Hernández** • Final two Double Entry Journal Due	Read Chapter 9 Work on Lesson Plan #4	**LO 1, 3, 4, 5**
Apr 5	• Lesson Plan Presentations • Lesson Plan #4 Due	Work on lesson plan corrections	**LO 1, 2, 3, 4, 5, 6**
Apr 12	• Lesson Plan Presentations • Colaboraciones para talleres	Work on Parent Workshop Work on Action Plan	**LO 1, 2, 4, 5**
Apr 19	• Capítulo 9 – *La enseñanza temática para desarrollar la escritura en dos idiomas* • Conectando con padres de familia - reflexiones • Redacción espontánea • Spanish Language Proficiency Action Plan Due	Work on Thematic Unit Work on Observation Reflections	**LO 1, 2, 4, 5**
Apr 26	• Presentaciones de talleres para padres de familia • Observation Reflections Due	Work on Thematic Unit Presentation	**LO 1, 5**
May 3	• Thematic Units Due • Presentation of Thematic Units • **Last class day**	Make corrections to thematic unit; prepare for upload	**LO 1, 2, 4, 5, 6**
May 10	• Last Day to upload your thematic unit to Tk20	**End of Course**	

GRADING MATRIX AND DUE DATES		
DUE	**Assignment**	**Points**
FEB 9	**Double Entry Journal** Choose 2 chapters from Freeman and Freeman textbook.	50
FEB 23	**Lesson Plan 1** Write a lesson plan for one of the content areas – reading/language arts, mathematics, social studies, and science. This plan should be targeted at your selected grade level using your thematic unit topic.	40
MAR 1	**Lesson Plan 2** Write a lesson plan for one of the content areas – reading/language arts, mathematics, social studies, and science. This plan should be targeted at your selected grade level using your thematic unit topic.	40
MAR 8	**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.	30

MAR 22	**Lesson Plan 3** Write a lesson plan for one of the content areas – reading/language arts, mathematics, social studies, and science. This plan should be targeted at your selected grade level using your thematic unit topic.	40
MAR 29	**Double Entry Journal** Choose 2 chapters from Freeman and Freeman textbook.	50
APR 5	**Lesson Plan 4** Write a lesson plan for one of the content areas – reading/language arts, mathematics, social studies, and science. This plan should be targeted at your selected grade level using your thematic unit topic.	40
APR 12	**Lesson Plan Demonstration** Select one of the lesson plans you wrote and present the full lesson to the class.	100
APR 19	**Spanish Language Proficiency Action Plan** You must have completed a BTLPT Practice Test before the end of the semester. You will analyze your results and make a plan to address any areas that need reinforcing.	60
APR 26	**Parent Workshop Presentation** Students will work with a partner to design a parent workshop on a relevant topic and present your plan to the class. Use Power Point or Prezi.	150
APR 26	**Observation Reflections** Ongoing activities using classroom observations in bilingual setting	100
MAY 3	**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 a one-paragraph reflection	250
MAY 3	**Thematic Unit Presentation**	50
	Total:	1000

LETTER GRADE & SCALE

A	**1000 -900**
B	**890 - 800**
C	**790 - 700**
D	**690 - 600**
F	**590 - 0**

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.

Parent Workshop
The student will work with a partner to develop a workshop for parents and present it to the class. The instructor may 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 and bring any materials you plan to use for your lesson.

Thematic Unit
The student will submit a thematic unit plan. The thematic unit will include an abstract, annotated bibliography of 10 resources, 3 lesson plans that address language and content area objectives, and a one-paragraph reflection. This assignment is due at the end of the semester and must also be uploaded to Tk20 for evaluation. You will present a brief summary of your thematic unit to the class on the last day.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be

delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

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:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

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 at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf 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:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom 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 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.

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. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. 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

Deadlines and Incompletes: Please be mindful of University deadlines for dropping and withdrawing from classes. Also, in order for me to consider giving an INCOMPLETE for this course, you must be passing it, and you must present documentation of extenuating circumstances that have prevented you from completing your obligations for this course. **If these two conditions do not apply, please do not ask for an Incomplete Grade.**

Inclement Weather and Assignment Due Dates: Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

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://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html