

THE COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION



SYLLABUS

SPRING 2011 (January 17 to May 9)



COURSE NUMBER/SECTION/ TITLE: EDBE 3470D .091

Foundations of Bilingual and English as a Second Language Education

II. INSTRUCTOR:

Gloria Azucena Garcia
Office phone: 214-860-8729
E-mail address: AzucenaGarcia@my.unt.edu
Office Hours: 3:30pm-5:30pm(By appointment)

III. CLASS MEETING: Thursday 5:30pm-8:20pm- Room 310 Building 1

IV. TEXT: Baker, C. (2008). Foundations of Bilingual Education and Bilingualism: 4th Edition. Buffalo, NY: Multilingual Matters.

V. CATALOG COURSE 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. Required for students seeking EC-6 or 4-8 generalist certification.

VI. COURSE OBJECTIVES/LEARNING OUTCOMES: The student will be able:

Objective 1

Gain knowledge about the foundations of multilingual education, the concepts of multilingualism and multiculturalism throughout the world, demographic shifts (ESL 2.1k and 2.1s).

Objective 2

Demonstrate sensitivity and respect for learner's diverse cultural backgrounds and regional language differences and dialects (2.5s).

Objective 3

Become aware of effective multilingual and multicultural learning environments and diversity issues and ways to bridge the home and school cultural environments (ESL 2.4 k, 2.4s, TESOL VI).

Objective 4

Gain knowledge about models related to ESL education and make appropriate instructional decisions based on course content and design based on the affective, linguistic, and cognitive needs (ESL 2.2 k and 2.3s).

Objective 5

Understand and apply knowledge of the convergence of research evidence related to multilingual education including best instructional practices for second language learners (ELLs) as determined by academic achievement (ESL 2.3 k and 2.2s).

INSTRUCTIONAL APPROACH:

Reflective inquiry techniques will be used requiring students to participate in discussions, formulate thoughts, and present opinions on important topics/issues/concepts. Cooperative learning techniques will complement the reflective inquiry approach. The overall instructional techniques will help students improve their understanding of how contextualized learning enhances meaning and comprehension. The overall instructional plan of the course is designed to help students develop knowledge, skills of critical thinking, reflection, and self-assessment. The course will also help students develop their own cultural competence in working with linguistically diverse children and parents.

The course objectives and content are aligned with the State Board of Educator Certification standards for bilingual and ESL education. Also, they are aligned with the professional standards for the preparation of bilingual/multicultural teachers developed by the National Association for Bilingual Education (NABE), (Teachers of English to Speakers of Other Languages (TESOL) and the Texas Association of Bilingual Educators (TABE).

VII. EVALUATION CRITERIA

UNT has established the following grading scale:

900-1000	A
800-899	B
700-799	C
600-699	D
599 and below	F

NOTE: Students are expected to turn in work that demonstrates that objectives of the course have been met.

VIII. REQUIRED ASSIGNMENTS:

Each student is required to comply with the following academic expectations:

Assignments will be due Mondays	Grade Points
Attendance and participation	100 points
Chapter reflections	190 points (10 point per chapter)
Mid-Term	100 points
Final exam	100 points
Family/child Advocacy Plan	150 points
Programs in Bilingual Education	100 points
Interview of a Bilingual Individuals	100 points
Bilingual Education Cases	100 points
History of Bilingual Education Collage	60 points
Total	1000 points

ASSIGNMENTS

January 17, 2011	Week 1	No Class Holiday
January 24, 2011	Week 2	Introduction/Syllabus and handbook overview Bilingual Ed. Cases Group Work- Develop questions for Bilingual Interview (4 interviews each)
January 31, 2011	Week 3	Chapter 1-2 Bilingualism: Definitions and Distinctions & The Measurement of Bilingualism
February 7, 2011	Week 4	Chapter 3-4 Endangered Languages & Languages in Society
February 14, 2011	Week 5	Chapter 5-6 The Early and Later Development of Bilingual Education
February 21, 2011	Week 6	Chapter 7-8 Bilingualism and Cognition and Cognitive Theories Bilingual Interview Presentations
February 28, 2011	Week 7	Mid-Term / Documentary
March 7, 2011	Week 8	Chapter 9-10 Historical Introduction and Types of Bilingual Education History of Bilingual Education Collage
March 14, 2011	Week 9	SPRING BREAK
March 21, 2011	Week 10	Chapter 11-12-13 Education for Bilingualism and Biliteracy, Effectiveness of Bilingual Education & Effective Schools and Classrooms Bilingual Education Cases Presentation
March 28, 2011	Week 11	Chapter 14-15-16 Literacy, Biliteracy and Multiliteracies, the Assessment and Special Needs & Deaf People Bilingual Education Cases Presentation
April 4, 2011	Week 12	Chapter 17-18-19 Bilingualism and Bilingual Ed. as a Problem, Right, and Resources, Bilingualism and Bilingual Education: Ideology, Identity and Empowerment & Bilingualism in the Modern World
April 11, 2011	Week 13	Bilingual Education Programs Presentation
April 18, 2011	Week 14	Family Child Advocacy Plan Presentation
April 25, 2011	Week 15	Family Child Advocacy Plan Presentation
May 2, 2011	Week 16	TABE Video-Bilingual Education History In Texas / Final Review
May 9, 2011	Week 17	Final Exam

IX. ATTENDANCE POLICY: Expectations for attending class are in accordance with the statement on attendance set by the University. Students should be prompt to class and ready to contribute. Participation in class discussions on assigned readings and contributions to group tasks are expected. Participation and attendance will be monitored and considered a part of the final grade. Every instructor reserves the right to establish their own guidelines for acceptable participation and attendance.

X. CONCEPTUAL FRAMEWORK:

The Educator as Agent of Engaged Learning: Improving the quality of education in Texas schools and elsewhere is the goal of program for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced program for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner-centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

NEW EDUCATOR STANDARDS: The content and objectives of this course are aligned with the standards of the ESL and Bilingual Education certification programs at UNT:

Standard II (Bilingual EC-4): The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism).

Standard II (ESL EC-12): The ESL education teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

XI. ACADEMIC HONESTY: The University of North Texas holds high expectations of its faculty, staff, and students. The Code of Student Conduct and Discipline is stipulated in the University of North Texas Bulletin: Undergraduate Catalog. Cheating, plagiarism, collusion, and falsification constitute academic dishonesty. Academic dishonesty will result in a mark of 0 for the test or assignment. A second offense will result in an assignment of F for the course.

XII. UNIVERSITY POLICIES AND PROCEDURES STATEMENTS:

ADA POLICY ON AUXILIARY AIDES AND REASONABLE ACCOMMODATION: The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations.

ACCESS TO LEARNING RESEOURCES:

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

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.

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.

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 EVALUATIONS 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.

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.

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

ASSIGNMENT POLICY: All work done outside class must be typed with a cover page (12 Font, Double Space, Margins 1" all around), APA style. Make sure your cover page includes: your name, assignment's due date, date assignment was turned in and assignment's name and number. You must submit the assignments in the classroom at the beginning of class, any late assignment will result in a 10% grade deduction after every after each class meeting that it is not turned in. It is your responsibility to pick up materials if you are absent. **LATE WORK POLICY: Late assignments will be accepted as follows: All assignments are due at the beginning of class on the day specified on the syllabus. After this, assignments will be deducted 10% every day the assignment is late. Assignments that are 7 days late will not be accepted and will result in a grade of zero. Assignments sent via email attachments will not be accepted.**

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.

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.

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.

OTHER POLICIES: All cell phones and all Electronic Gadgets must be off during class –NO TEXTING. Laptops maybe used in the classroom ONLY for instructional purposes, not for recreational activities (Facebook). Cell phones (including Bluetooth or other wireless phone technology and/or ear/mouth-piece attachment) will not be tolerated. I addition, using laptop during class is STRICTLY prohibited.

CLASS ETIQUETTE: Classroom time is an opportunity for each student to learn and share knowledge. Please join with your instructor and extend the following classroom courtesies to your colleagues to ensure the highest and best use of class time. Your laptop cannot be used in the class unless it is associated with the contents of this class. If the student is found to be in violation, the student will be asked to shutdown the laptop and will not be permitted to use the laptop in this class for the remainder of this course.

XIII BIBLIOGRAPHY

Cummings, J. (1981b). *Bilingualism and minority children*. Ontario: Ontario Institute for Studies in Education.

Cummings, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49(2), 222-251.

Hakuta, K. (1986). *Mirror of Language: The Debate of Bilingualism*. New York: Basic Books.

Krashen, S. D. (1985). *The input hypothesis: Issues and Implications*. London: Longman.

Krashen, S. D. (1987). *Principles and practice in second language acquisition*. New York: Prentice Hall.

Ramirez, J. D., Yuen, S. D., Ramey, D. R. (1991). Final Report: Longitudinal study of structured English immersion strategy, early exit and late exit programs for language minority children. *Report submitted to the US Department of Education*. San Mateo, CA: Aguirre International.

Wong-Fillmore, L. (2000). Loss of family language: Should educators be concerned? *Theory into practice*, 39(4), 203-210.

Thomas, W. P., & Collier, V. P. (1997). *School effectiveness for language minority students*. Washington, DC: National Clearinghouse for Bilingual Education.