

University of North Texas at Dallas
SPRING 2012
SYLLABUS

EDBE 3470D.091 Foundations of Bilingual Education
3Hrs

Department of Teacher Education & Education Administration Bilingual and ESL Program	Division of Teacher Education & Education Administration	Dean for the Division: Dr. Sheryl-Santos-Hatchett Chair: Dr. Glenda Moss	College of Education & Human Services
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Instructor Name:	Gloria A. Garcia
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Office Hours:	Monday 4:00-5:00pm Please set an appointment in advance.
Virtual Office Hours:	

Classroom Location:	DAL1 274
Class Meeting Days & Times:	Friday 5:00pm 7:50pm –Contact me for an appointment (meeting place and time)

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.
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Prerequisites:	
Co-requisites:	

Required Text:	Educating English Learners Language Diversity in the Classroom 5th edition, 2004, author: James Crawford
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Recommended Text and References:	English Learners in American Classrooms 101 Questions 101 Answers Scholastic 2007 by Stephen Krashen and James Crawford
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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
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Course Goals or Overview:	<p>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.</p>
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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 of 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 structures 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.

NEW EDUCATOR STANDARDS

The content and objectives of this course are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards of the Department of Teacher Education, with the state of Texas.

INTASC STANDARDS

- Standard 1:** Knowledge of Subject (Subject Matter)
- Standard 2:** Learning and Human Development (Student Learning)
- Standard 3:** Adapting Instruction (Diverse Learners)
- Standard 4:** Strategies (Instructional Strategies)
- Standard 5:** Motivation and Management (Learning Environment)
- Standard 6:** Communication Skills (Communication)
- Standard 7:** Planning (Planning Instruction)
- Standard 8:** Assessment
- Standard 9:** Commitment (Reflection and Professional Development)
- Standard 10:** Partnerships (Collaboration, Ethics, and Relationships)

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 has a comprehensive knowledge of the development and assessment of literacy in the primary language.
- **Standard IV.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.
- **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 student's 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 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.

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 textbook based. The calendar of assignments, presentations and discussions includes a timeline, dues dates, SLOs, Bilingual and ESL Standards and Competencies.

Group and Individual Work: Individual group assignments, group presentations and Key Assignment – Advocacy Plan. (All work done outside class must be typed {keyed} and tuned in class)

Interviews

- Interview two bilingual parent/s, administrator, teacher, nurse, counselor, etc. for this assignment. Utilize the handout with suggestions.
- General interview guide approach - the guide approach is intended to ensure that the same general areas of information are collected from the interviewee; this provides more focus than a conversational approach, but still allows a degree of freedom and adaptability in getting information from the interviewee.

Historical Law Cases

- Group presentations on a selected historical law case. Technology project – power point presentation. You may use a video clip if applicable to case as part of the presentation. Time sensitive: A 10-15 minute group presentation. When, who, what, where, how, why and connections. How does the outcome of this case affect our education system today?

Movie Review

- Stand and Deliver - View movie and identify key scenes that pertain to two forms of language (street & or cultural language and academic language). Individual work, examples will be required in written narrative and complete Movie Review Form.

Observation of a Bilingual and ESL Classroom (10 Hours)

- Visit a Bilingual (5 hours) and ESL (5hours) classroom, record your observations, submit your field notes, a timesheet and a 2 to 3 page narrative about your observation of the classroom, academic setting, teaching/ instructional strategies, program model, curriculum implementation, environment, assessment (formal and Informal) , modifications being implemented, and the instructor's and child's use of language (L1 , L2 or both).

Article Review

- Library research reading – Issues affecting bilingual education and immigrant children. Bilingual Education & ESL (1 article) Find an article featured in a reputable journal that focuses on bilingual education and is aligned with the reading. Check with the instructor for approval before submitting this assignment. Write a narrative in response to the article. (See article review format for more information).

Advocacy Plan

- KEY 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.

Quizzes, mid-term & final exam

- A required practice of formal assessment for this course.

GRADING MATRIX

Instrument	Point Value		Total/Pts
Attendance and Participation	Attendance and participation required Maximum absences 3	Required	8
Interviews	Use guide sheet for your interviews (Interview 2 Bilingual People)	Individual	7
Article Review Writing Assignment	Library Research Reading Written narrative in response to the article on bilingual education and second language learners –APA Format	Individual	10
Movie Review & Connections	Stand and Deliver – key scenes on academic language verses street language	Individual	5
Observations (10 hours) Bilingual and ESL Classroom	Bilingual Program (5hours) ESL Program (5hours)	Individual	10
Historical Legal Cases Group presentations (no more than 3 members per groups)	Collaborative Group Presentation on a landmark law case. Required Technology Project	Group	10
2 Quizzes	2 quizzes - Academic check Assessment Required	Individual	5 pts each (10 pts total)
Midterm	Required assessment for this course	Individual	10
Advocacy Plan - Key Assignment	Advocacy Plan	Individual	20
Final Exam	Required assessment for this course	Individual	10
Total:			100

LETTER GRADE & SCALE

A+	100 - 97
A	96 - 93
A-	92 - 90
B+	89 - 87
B	86 - 83
C+	79 - 77
C	76 - 73
C-	72 - 70
D+	69 - 67
D	66 - 63
D-	62 - 60
F	59 - 0

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 115 or call Laura Smith at 972-780-3632.

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 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.unt.edu/dallas. 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 physicians 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. All late entries to class will be considered unexcused. 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. **Arriving late to class will not be tolerated.**

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 online courses.

Use of Cell Phones & other Electronic Gadgets in the Classroom – will not be tolerated. Cell phones will be completely turned off. No texting or stepping out of class to receive 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. A warning will apply should a student fail to adhere to this policy. Further action will be considered should a student continue to text, make or receive calls on his or her cell phone.

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 dark drinks 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, movie review, group discussions and class activities.

Assignments – All assignments must be presented in a professional manner. Writing assignments must be written in APA style and with clarity. **All work done outside class must be typed with a cover page (12 Font, Double Space, Margins 1” all around). Make sure your cover page includes: your name, assignment’s due date, date assignment was turned in and assignment’s name and number (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, brochures, schedules, etc).

Projects – PowerPoint presentations and the Advocacy Plan are to be delivered and presented with research support and in a professional manner.

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

Course Outline

The topics of discussion are textbook based. The calendar of assignments, presentations and discussions includes a timeline, dues dates, SLOs, Bilingual and ESL Standards and Competencies.

Week & Dates	TOPICS	TIMELINE – DUE DATES	SLOS, Bilingual Education/ESL Standards & Competencies
January 20	Introduction: general information to course, expectations, Advocacy Plan, BESO Bilingual Education Student Organization, general student learning outcomes Intro. to Interview		Review: SLOs 1-10
January 27	DIVERSITY: Chapter 1 Bilingualism, American Style Texas Certification Discussion- Look at online questions Introduction to Bilingual Education, interview, glossary & terms, discussion & general lecture		SLOs –1, 2, 5, 7 Bilingual Ed/ESL Standards II Competencies – 001, 008
February 3	DIVERSITY : Chapter 2 Options for English Learners Chapter 12 – Two-Way Bilingualism Introduction to Law Cases Research and Presentations – selection of law cases		SLOs – 3, 9, 5 Bilingual Ed/ESL Standards II Competencies 001, 008
February 10	DIVERSITY: Chapter 3 Language Policies in the U.S.A. MOVIE: The History of Bilingual Education in Texas	Interviews	SLOs 2, 8, 5 Bilingual Ed/ESL Standards II Competencies 001, 008, 009
February 17	HISTORY: Chapter 4 A Forgotten Legacy Narrative & Discussion	QUIZ #1 notes & chapter 1-3 & 12 readings	SLOs 8, 5 Bilingual Ed/ESL Standards II Competencies 001
February 24	HISTORY: Chapter 5 The Evolution of Federal Policy HISTORY: Chapter 6 English Only or English Plus? 1st ADVOCACY PLAN PRESENTATION (former bilingual/ESL student)		SLOs 8, 9, 10 Bilingual Ed/ESL Standards II Competencies 001, 009 SLOs 8, 5, Bilingual Ed/ESL Standards Competencies 008
March 2	THEORY: Chapter 7 The Effectiveness Question	Quiz 2 (Ch4-Ch6) Law Cases	SLOs 2, 5 Bilingual Ed/ESL Standards II Competencies 1
March 9	MIDTERM (Ch 1- Ch6)		
March 16	THEORY: Chapter 8 Basic Research on Language Acquisition THEORY: Chapter 9 Considering Program Alternatives	Movie Review	SLOs 2, 4, 5, 7 Bilingual Ed/ESL Standards II Competencies 009 SLOs 9, 10 Bilingual Ed/ESL Standards II Competencies 008, 009
March 23	Spring Break	Spring Break	Spring Break
March 30	PRACTICE: Chapter 10 The Case Studies Project PRACTICE: Chapter 11 Indian Language Education		SLOs 7 Bilingual Ed/ESL Standards II Competencies
April 6	PRACTICE: Chapter 13 Disaster at the Polls	Article Review	SLOs 6 Bilingual Ed/ESL Standards II Competencies 009
April 13	POLITICS: Chapter 14 NCLB		SLOs 8 Bilingual Ed/ESL Standards II Competencies 008
April 20	ADVOCACY PLAN PRESENTATIONS		
April 27	ADVOCACY PLAN PRESENTATIONS	Observations	
May 4	ADVOCACY PLAN PRESENTATIONS Teaching Certification Discussion		
May 11	FINAL		