

University of North Texas at Dallas

Spring 2013 - SYLLABUS

EDBE 4480: Bilingual Approaches to Content Based Learning		3 Hrs
Department of Teacher Education and Administration		Division of Education and Human Services
Instructor:	Ana Coca	
Office Location:		
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Classroom Location:	UNT Dallas 7300 University Hills Blvd. #208	
Class Meeting Day & Time:	Saturdays 1-3:50	
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-4 or 4-8 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>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>Morris, L. & Rosado, L. (2007). <i>Desarrollo del Español para maestros en programas de educación bilingüe</i>. Arlington, TX: LM Educational</p>	

	Consultant.
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 help teacher candidates develop and understanding for English language learners in bilingual and ESL classrooms.

Learning Objectives/Outcomes

OBJECTIVES FOR EDBE 4480	STATE STANDARD	APPLICATION
The beginning bilingual education teacher knows and understands:		The bilingual teacher will be able to:
Objective 1 (1.1k): how to read, write and communicate orally in a proficient manner in L1 and L2 (1.2k): academic language in L1 and L2	Standard I The Bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).	1.1 prepare lessons, materials and assessments 1.1 use academic language competently in L1 and L2 communicate effectively (orally and in writing)
Objective 2 (2.4k) 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	Standard II The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.	2.3a make appropriate instructional decisions based on program model and design and select appropriate instructional strategies and materials in relation to specific program models
Objective 3 (4.1k) state educator certification standards in reading language arts appropriate for the teacher's level of certification and distinctive elements in the application of the standards for English and the primary language.	Standard IV The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.	4.1s apply knowledge of the reading/language arts educator certification standards and statewide curriculum to promote bilingual learners' literacy development in the primary language
Objective 4 (6.5L) how to differentiate content-area instruction based on learner needs and language proficiency levels and promote language acquisition and	Standard VI The bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2.	6.2s 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

development in L1 and L2 (TESOL 3).		6.4s select and use a variety of strategies and resources, including technology, to meet learners needs
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TK20

This course requires hour logs to be uploaded the week before finals and assessed by the instructor in the UNT 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, <http://www.coe.unt.edu/tk20>. Announcements regarding training on use of the TK20 system will also be posted on this webpage.

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.

EVALUATION CRITERIA

This course will use the following grading scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

GRADING MATRIX

Assignment	Points
<i>Double Entry Journal</i> (Choose 5 chapters from Freeman and Freeman)	100
<i>Spanish Language and Literacy Resources</i> (3 book resources to support Spanish instruction)	150
<i>"How to" Essay</i> (An essay that discusses the principles and practices you plan to implement in your future classroom to support Spanish language proficiency)	150
<i>Spanish Mini-Lesson Demo</i>	150
<i>Thematic Unit</i> (A unit that connects one theme of your choice using various genres and material. Include: abstract, 10 annotated bibliographies, 3 mini lessons, and 1 paragraph reflection)	250

<i>Notice and Naming Group Activities</i> (Ongoing activities using classroom observations in bilingual setting)	100
<i>Spanish Proficiency Action Plan</i>	100
Total	1000
Grading Scale: 900-1,000 =A; 800 – 899 =B; 750 – 799 =C; 700 – 749 =D; 699 and Below =Fail	

Extra Credit: Five (5) extra credit points will be assigned to students' overall grade if they attend a conference related to ESL or bilingual education. Proof of attendance will be required.

COURSE OUTLINE AND ASSIGNMENT DUE DATES

(Please note: Although the course objectives will be accomplished, the pacing and content of the course materials for this class is subject to change based on the needs of the students enrolled. The instructor will give ample notice to students should this action become necessary.)

Week 1 January 19

1. Introduction - *The Language of Cervantes*
2. Review course syllabus, TExES state educator standards, and give directions about field experiences
3. Assessing your Spanish: Listening, Speaking, Reading
4. En grupos los estudiantes discuten las siguientes preguntas:
¿Cuál es la diferencia entre el uso del español en la casa y en la escuela?
¿ De qué maneras usas el español entre tus amigos y en tu familia?
5. Homework: Submit field placement request & review class syllabus
6. Read Chapter 1

Week 2 January 26 BOARD MEETING

1. *Double Entry Journal*
2. Students ask instructor clarification questions about the syllabus, assignments, and due dates
3. *Capitulo 1 - El contexto para desarrollar la lectoescritura de los estudiantes bilingües*
4. En grupos los estudiantes discuten las siguientes preguntas:
- *¿Cuáles son las razones fundamentales y métodos para el desarrollo de la literacidad en español?*
- *¿Cómo motivaría usted a los estudiantes para que se conviertan en lectores y escritores?*
5. *The BTLPT*
6. Read Chapter 2

Week 3 February 2

1. *Double Entry Journal*
2. Capitulo 2 – *La concepción de la lectura como el reconocimiento de palabras*
3. Students in groups discuss: *¿Cómo aprendiste a leer y escribir?*
4. Analysis of TEKS in Spanish (Spanish Resources)-- Website:
<http://www.tea.state.tx.us/index2.aspx?id=2147493469>
5. Students will be assigned a grade level/content area TEKS to report.
6. Homework: Spanish Resources
7. Read Chapter 3

Week 4 February 9**"Spanish Resources" Due**

1. *Double Entry Journal*
2. Capitulo 3—*La concepción socio psicolingüística de la lectura*
3. Pregunta: *¿Históricamente, cuáles han sido las semejanzas y las diferencias entre la enseñanza de la lectura en inglés y la enseñanza de la lectura en español?*
4. En grupos según la materia asignada, los estudiantes discuten sus documentos TEKS. Traten de usar vocabulario relacionado en oraciones completas.
 - *¿Cuáles son algunas palabras de vocabulario en español que aprendiste?*
 - *¿Cómo se comparan las destrezas esperadas de los estudiantes a través de los grados de primaria?*
5. Read Chapter 4

Week 5 February 16

1. *Double Entry Journal*
2. Capitulo 4— *La historia de la enseñanza de la lectoescritura en español y en inglés*
3. Students in groups discuss:
 - *¿Cómo se desarrolla la escritura?*
 - *¿Cómo se desarrolla la escritura en español?*
4. *La conexión entre el inglés y el español*
5. Homework: **Two** of the five "Double Entry Journal" entries
6. Read Chapter 5

Week 6 February 23**Two "Double Entry Journal" Entries Due**

1. *Double Entry Journal*
2. Capitulo 5 – *Los métodos para enseñar la lectura en español*
3. *Maneras efectivas para la enseñanza de la lectoescritura en inglés y en español*
4. *Oral Expression*
5. Students practice oral communication scenarios in groups
6. Homework: Spanish Proficiency Action Plan
7. Read Chapter 6

Week 7 March 2**Action Plan Due**

1. *Double Entry Journal*
2. *Capitulo 6 - El enfoque basado en principios para la enseñanza de la lectura*
3. Students review *science and mathematics* textbooks and materials in Spanish currently used in bilingual classrooms.
4. "How to" Discussion
5. Read Chapter 7

Week 8 March 9

1. *Double Entry Journal*
2. *Capitulo 7- La enseñanza efectiva de la escritura*
3. *La Ortografía*
4. Students review *social studies and Spanish language arts* textbooks and materials in Spanish currently used in bilingual classrooms.
5. Read Chapter 8
6. Homework: Noticing and Naming

Spring Break

No assignments are due

Week 9 March 23	"Noticing and Naming" Due
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1. *Double Entry Journal*
2. *Capitulo 8- Las etapas y los niveles del desarrollo de la escritura*
3. Students discuss their "Noticing and Naming" entries in groups
4. "How To" Discussion
5. Read Chapter 9
6. Homework: Select a theme for Thematic Unit

Week 10 March 30

1. *Double Entry Journal*
2. *Capitulo 9 – La enseñanza temática para desarrollar la escritura en dos idiomas*
3. *Written Expression in Spanish, Part I*
4. Students discuss their theme for the Thematic Unit
5. Homework: "How to"

Week 11 April 6	BEAM	"How To" Due
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1. *Double Entry Journal*
2. *Students discuss "How To"*
3. *Written Expression in Spanish, Part II*
4. Students continue to develop thematic unit
5. Students choose one lesson from Thematic Unit to present to the class
6. Homework: Lesson Plan

Week 12 April 13**Lesson Plan Due**

1. *Double Entry Journal*
2. Students turn in the lesson plan to instructor
3. Students and instructor hold a general discussion about the thematic unit development process.

Week 13 April 20**Teach Lesson**

1. *Double Entry Journal*
2. Four or more students “teach” their selected lesson (30 minutes each)
3. Instructor checks students’ field experiences status
4. Homework: Remaining three Double-Entry Journal entries

Week 14 April 27 Three "Double-Entry Journal" entries Due & Teach Lesson

1. Students turn in remaining "Double-Entry Journal" entries
2. Four or more students “teach” their selected lesson (30 minutes each)
3. Students and instructor hold a general discussion about the presentations and provide feedback
4. Homework: Field Experience Log

Week 15 May 5**Field Experience Log Due & Teach Lesson**

1. Students present their selected lesson (30 minutes each)
2. Students and instructor hold a general discussion about the presentations and provide feedback
3. Students turn in field experiences logs
4. Homework: Thematic Unit

Week 16 May 5**Thematic Unit Due**

1. All remaining students present their selected lesson (30 minutes each)
2. Whole class reflection about field experiences and on the experiences gained in the course.
3. Students turn in thematic unit.
4. End of course

EXPLANATION OF ASSIGNMENTS***Todas las tareas requieren respuestas en español*****Your Spanish language proficiency (100 points)*****Spanish Proficiency Action Plan***

The student will register and take (2) 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. See Ms. Tricia McBride in Building # 1 for practice exam schedule. Online resources include 240 tutoring.

Teaching in bilingual classrooms (350 points)

Double Entry Journal

The student will submit 5 double entries for 5 chapters of *La enseñanza de la lectura y la escritura en español y en inglés en clases bilingües y de doble inmersión*. The student will choose from the nine chapters.

Spanish Resources

The student will submit a grade level content area document from the Spanish TEKS. A model and full explanation will be presented in class. Student documents will be shared with fellow classmates. Procedure: 1) Download the subject pdf from the TEA website: <http://www.tea.state.tx.us/index2.aspx?id=2147493469%20> 2) Create a Word document by copying the "Conocimientos y Destrezas" section of the grade level assigned. Paste this section on a Word document and format it for future use in your lesson plans. Save the document with subject and grade level in the document name. 3) Read your document and be ready to share at least five vocabulary words that were new to you. Subject groups will meet in class to compare and discuss grade level standards. The groups will briefly report their reflections to the whole class.

Noticing and Naming

The student will submit 4 reflexive entries about the principles and practices they notice during classroom visits then discuss and name their relation 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 compare and name the practices teachers are implementing with students.

You teaching in bilingual classrooms (550 points)

"How to" Essay

The student will write a "how to" essay about the practices they plan to implement in bilingual settings and the rationale for such practices. The essay will include practices to address language and literacy needs across all content areas. More details will be forthcoming during the semester.

Spanish Mini-Lesson Demo

The student will conduct an in-class mini-lesson demonstration developed to meet the needs of their thematic unit.

Thematic Unit

The student will submit a thematic unit plan. The thematic unit will include a written 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. More details will be forthcoming during the semester.

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

The Student Evaluation of Teaching Effectiveness (SETE) 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 the SETE to be an important part of your participation in this class.

Assignment Policy - Late Work

In case of illness, an excuse will be required for work to be accepted late (no more than a week). In case of a death in the family, obituary evidence will be required. Other extraneous circumstances such, as accidents, inclement weather or epidemics will be dealt with on a case-by-case basis.

Attendance

Attendance and class participation in class are expected and will be considered in assigning the final course grade. If you know in advance that you will be absent, please send your instructor an e-mail before the absence. In general, three absences are acceptable in along semester course. Any absence after 3 will be deducted one percent from the attendance percentage points.

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

If you have issues about the instructor, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your 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.

Exams

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

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

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

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.

Diversity/Tolerance

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.

Optional Policies

- *Use of WebCT/Blackboard*
- *Use of Cell Phones & other Electronic Gadgets in the Classroom*
- *Food & Drink in the Classroom*
- *Use of Laptops*
- *Grade of Incomplete, "I"*

BIBLIOGRAPHY

Calderon, M. E., & Minaya-Rowe, L. (2003). *Designing and Implementing Two-Way Bilingual Programs*. Thousand Oaks, CA., Corwin Press.

Freeman, Y.S. & Freeman, D.E. (1998). *La enseñanza de la lectura y la escritura en Español en el aula bilingüe*. Portsmouth, N.H.: Heinemann.

Freeman, Y.S. & Freeman, D.E. (2006). *Teaching Reading and Writing in Spanish and English in a Bilingual and Dual Language Classrooms*, N.H.: Heinemann.

Haynes, J. (2007). *Getting Started with English Language Learners: How Educators Can Meet the Challenge*. Alexandria, VA: ASCD.

Kottler, E. & Kotler J.A. (2002). *Children with Limited English*. Thousand Oaks, California., Corwin Press, Inc.

Lachat, M. A. (2004). *Standards-based instruction and assessment for English language learners*. Thousand Oaks, CA: Corwin Press.

Marzano, R. J., & Pickering, D. (2005). *Building connections: Developing academic language in linguistically diverse classroom*. Alexandria, VA: Association for Supervision and Curriculum development.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.

Morris, L. & Rosado, L. (2007). *Desarrollo del Español para maestros en programas de educación bilingüe*. Arlington, TX: LM Educational Consultant.

Ovando, C. J., Collier et al. (2003). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts* (Third Edition). NY: McGraw-Hill.

Rosado, L.A. (2007). *The Best Test Preparation for the TExES: Texas Examinations of Educator Standards*. Piscataway, New Jersey. Research & Education Association, Inc.

DOUBLE ENTRY JOURNAL

Name _____

Topic _____

As you read the text, select a few phrases that you find meaningful or interesting. Write each phrase in the first column below, then write your reaction (a comment, question, connection made, or analysis) each quote in the second column. You are responsible to write 5 phrases for each of the 5 chapters.

Page in text	From the text	My reflection

Spanish Resources

You will be assigned a grade level and a content area for the purpose of locating and analyzing the Spanish TEKS for that subject and grade level. You will be provided with a model analysis and an explanation. When you bring your analysis to class, you will make it available for your classmates to view, ask questions, and discuss.

“How To”

Write a “how-to” essay that demonstrates your knowledge of how you plan to support, teach, and assess students’ Spanish in bilingual settings. Following the guidelines provided in class, the essay must succinctly (in no more than three pages) delineate recommended practices, explain how they could be implemented, and evidence how your plans are appropriate for English language learners in bilingual settings. These practices can be found using *La enseñanza de la lectura y la escritura en español y en inglés en clases bilingües y de doble inmersión*.

RESEARCH LOG FOR CLASSROOM OBSERVATIONS—NOTICING AND NAMING

Topic: _____

WHAT I KNOW ABOUT THIS TOPIC:

WHAT DID YOU NOTICE:

- a.

- b.

- c.

- d.

WHAT CAN YOU NAME

ANY OTHER QUESTIONS MY READING HAS BROUGHT TO MIND:

Hunter Method

Teacher:

Subject Area:

Grade Level:

Lesson Title:

Objectives (Write 2-5 objectives stating expected learner outcomes/TEKS/ELPS):

Materials/Resources Needed:

Procedure:

1. Anticipatory Set (List specific statements or activities you will use to focus students on the lesson for the day. *This should activate student knowledge related to the objectives.*):

2. Objective/Purpose (For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):

3. Input (What information is essential for the student to know before beginning and how will this skill be communicated to students?):

4. Model (If you will be demonstrating the skill or competence, how will this be done? *This is what the TEACHER shows the STUDENTS.*):

5. Check for Understanding (Identify strategies to be used to determine if students have learned the objectives.):

6. Guided Practice (List activities which will be used to guide student practice and provide a time frame for completing this practice. *This is what the TEACHER does WITH the STUDENTS.*):

7. Closure (What method of review and evaluation will be used to complete the lesson?):

8. Independent Practice (List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance. *This is what the STUDENT does ALONE to show the TEACHER what s/he has learned.*):

Websites you may want to look at for help:

<http://www.huntington.edu/education/lessonplanning/Hunter.html>

<http://www.humboldt.edu/~tha1/hunter-eei.html>

<http://template.aea267.iowapages.org/lessonplan/>

General Thematic Unit Outline (Bosquejo general para una unidad temática)

Title (Título de la unidad)

Abstract (Resumen)

10 Annotated Bibliographies (Bibliografía anotada)

Genre

Last, First. (Year). Title. Publisher.

Annotation. This is a brief (usually about 150 words) descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources.

3 Hunter Lesson Plans Across the Curriculum

Reflection

Spanish Proficiency Action Plan (Plan de acción para mejorar la proficiencia en español)

From the oral and written assessments

About your *speaking* proficiency

Where are you now?

What are your plans to address your needs?

About your *listening* proficiency

Where are you now?

What are your plans to address your needs?

About your *reading* proficiency

Where are you now?

What are your plans to address your needs?

About your *writing* proficiency

Where are you now?

What are your plans to address your needs?

From bilingual content exam test

DOMAIN I — BILINGUAL EDUCATION

BILINGUAL EDUCATION STANDARD II:

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

BILINGUAL EDUCATION STANDARD III:

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

BILINGUAL EDUCATION STANDARD IV:

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

BILINGUAL EDUCATION STANDARD V:

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

BILINGUAL EDUCATION STANDARD VI:

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

Where are you now?

What are your plans to address your needs?