



DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

EDBE 3650 SYLLABUS

FALL 2026

I. COURSE NUMBER AND TITLE

EDBE 3650 Teaching and Learning in the Bilingual Classroom

II. INSTRUCTOR

Instructor Information: Ángeles Muñoz, Ph.D.

Email: Angeles.Munoz@unt.edu or Canvas Inbox is the preferred method of communication. Please send messages there, and I will respond during office hours.

Office: Mathews Hall, Room 218-Z

Office Hours: Tuesdays 10:45-12:45 pm, Wednesdays 11:00-1:00 pm, and Thursdays 10:30-12:30 pm

Zoom Meeting Room: See Canvas Zoom Tab

III. COURSE PREREQUISITES AND COREQUISITES

Prerequisite: EDBE 3060

Course taught in Spanish and English

CATALOGUE DESCRIPTION

This course examines research-based strategies, methods, and materials to teach the different content areas in the bilingual classroom. Special attention is given to the affective, linguistic and academic needs of bilingual students in grades Pre-K through 5. Using an asset-based paradigm to linguistic diversity, this course acknowledges the value of home and community languages and connects these perspectives to classroom instruction and assessment for bilingual learners.

IV. COURSE GOALS AND MATERIALS

The content of this course is aimed at these goals:

- Examining the historical background of bilingual education in the United States, with particular attention to the Texas context.

- Identifying the models of bilingual education and assessing research findings of their effectiveness.
- Planning instruction to create an effective bilingual and multicultural learning environment.
- Applying knowledge of linguistic concepts to support students' language development.
- Analyzing stages of first and second language development and theories/models of first and second language development and considering the instructional implications of these stages and theories/models.
- Using knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies and materials for teaching in bilingual classrooms.
- Designing lesson plans that promote biliteracy development and making appropriate instructional modifications for students at various levels of literacy development.
- Appraising the cognitive, linguistic, social and affective factors affecting second-language acquisition.
- Studying the different types of formal and informal literacy assessments in Spanish and designing culturally responsive assessments.
- Considering the integration of language arts skills in English and Spanish in all content areas.
- Promoting the Spanish language development of bilingual students by using the state's Spanish language arts and reading curriculum.
- Mapping instruction that considers the transfer of literacy skills across English and Spanish and promotes students' biliteracy.

REQUIRED TEXTBOOKS

Mercuri, S., Musanti, S., & Rodríguez, A. (2020). *La enseñanza en el aula bilingüe: Content, language, and biliteracy*. Caslon Publishing.

Sánchez, É. (2018). *Yo no soy tu perfecta hija mexicana*. Vintage Español.

***Other readings and materials will be uploaded to Canvas

V. UNT ATTENDANCE EXPECTATIONS

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](#) will be followed for attendance problems. If necessary, students may miss class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grade. Students must let the instructor know as soon as possible if they

will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student's responsibility to drop this course, if necessary.

# of Absences	Total participation points for the class (out of 10 points)
0 –1	10
2	4
3	3
4	1
5 or more	You will receive an F for your final grade

Late Work

Assignments turned in after the due date will be deducted 10 percent each day the assignment is late (i.e., one day late = 10% reduction; two days late = 20% reduction; three days late = 30% reduction). No assignments will be accepted if submitted after three days of the due date. If you become sick, an excuse, such as a doctor's note, will be required before I accept an assignment. Other circumstances such as a death in the family, accidents, inclement weather, or emergencies will be examined on an individual basis. Communicate with your instructor about your specific situation.

VI. SUMMARY OF COURSE ASSIGNMENTS

Grading scale for this course:

90-100=A, 80-89=B, 70-79=C, 60-69=D, below 60=F

Assignments	Week	Points
Attendance and Classroom Engagement	Ongoing	10
Tarea #1 Reflexiones sobre la Latinidad	Weekly	10
Tarea #2 Desafíos y Oportunidades para las Maestras Bilingües	5	20

Tarea #3 Estándares, Objetivos y Evaluación	8	20
Tarea #4 Acomodaciones	11	20
Tarea #5 La Evaluación del Contenido y el Lenguaje	14	20

Description of Assignments

Attendance and classroom engagement

It is expected that you attend the totality of the class sessions in the semester. Furthermore, it is also expected that you make meaningful intellectual contributions to the class by participating in the activities and discussions.

Absences due to religious observations, military duty, and participation in UNT-sponsored activities will be excused. Other circumstances such as illnesses, accidents, inclement weather, death in the family, or epidemics will be dealt with on a case-by-case basis.

Tarea #1 Reflexiones sobre la Latinidad

For this assignment, you will need to make a series of reflections on the novel chosen for this course. These reflections will delve into themes related to the course content and will be directly connected to the challenges and opportunities that Latino youth experience in the United States. A weekly class discussion will be followed by a reflective post in Canvas.

Tarea #2 Desafíos y Oportunidades para las Maestras Bilingües

Based on the readings for weeks 1 through 4, you will record a video presentation reflecting on the challenges and opportunities for Latina teachers to develop an educational identity. This presentation will have a length of around 5 minutes.

Tarea #3 La Enseñanza Simultánea de Contenidos y Lengua

Based on chapters 1-3 from the textbook, design a lesson plan where you will teach content and language concurrently. In other words, you will use the content areas to advance your students' biliteracy.

Tarea #4 Accommodations

List three accommodations for Emergent Bilinguals and describe how and why you would use them.

Tarea #5 Complete Lesson Plan

You will need to submit a complete lesson plan with all the elements outlined in Canvas.

VII. COURSE SCHEDULE

Week	Materials	Key topics/overarching questions
1	Origen del español	Lingüística española
2	The New American Reality	El español: acentos, letras y sonidos
3	Twice As Perfect Scene	Identidad
4	Tips for Educators of ELLs: Teaching Vocabulary in Grades 4-12 Vocabulary Development with ELLs	Enseñanza del lenguaje académico
5	Capítulo 1 de La Enseñanza en el Aula Bilingüe	Los contextos de la enseñanza bilingüe
6	Capítulo 2 de La Enseñanza en el Aula Bilingüe	Bilingüismo y biliteracidad
7	Capítulo 3 de La Enseñanza en el Aula Bilingüe	Integración curricular
8	Capítulo 4 de La Enseñanza en el Aula Bilingüe	Enseñanza de contenidos
9	Capítulo 5 de La Enseñanza en el Aula Bilingüe	Desarrollo del lenguaje académico
10	Repaso del contenido y presentaciones	Repaso
11	Capítulo 6 de La Enseñanza en el Aula Bilingüe	Leer en el aula bilingüe

12	Capítulo 7 de La Enseñanza en el Aula Bilingüe	Escribir en el aula bilingüe
13	Capítulo 8 de La Enseñanza en el Aula Bilingüe	La evaluación del lenguaje, contenidos y biliteracidad
14	Capítulo 9 de La Enseñanza en el Aula Bilingüe	Biliteracidad académica
15	Conclusión: ¿A dónde nos dirigimos?	

SYLLABUS ADDENDUM

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: [Academic Integrity Policy \(PDF\) \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003).

AI

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. **Using GenAI to complete any part of an assignment will be considered a violation of academic integrity**, as it prevents the development of your own skills, and will be addressed according to the [Student Academic Integrity policy \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003).

Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the class and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [UNT Policy 07.012 Code of Student Conduct](#).

ADA Accommodations



The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your instructor a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it's important to provide ODA notice to your instructor as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>).

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without proper written consent.



Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you.

UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. UNT's Student Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

This syllabus may be modified by the instructor as needed.