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**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**EDBE 3470 SYLLABUS FALL 2021**

**(Subject to modifications)**

**FALL 2021 (August 23 – December 10)**

**COURSE NUMBER/SECTION/ TITLE**

EDBE 3470 Foundations of Bilingual and English as a Second Language Education

Section 003

**DAYS & TIMES**

Face-to-face classroom meetings Tuesday and Thursday from 12:30 to 1:50

**INSTRUCTOR**

Dr. Elba Barahona

Office: Matthews Hall, 206 S

E-mail address: [Elba.Barahona@unt.edu](mailto:Elba.Barahona@unt.edu)

Office hours: in-person or via Zoom

Tuesday and Thursday: 10-11 AM and 2:00 to 3:30 PM and 5:00 to 5:30 PM.

**TEXTS**

Baker, C. & Wright W. (2017). *Foundations of Bilingual Education and Bilingualism. 6th Edition*. Buffalo, NY: Multilingual Matters.

**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 certification.

**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 of the course content. The overall instructional plan of this course is designed to help students develop knowledge, skills of critical thinking, reflection, and self-assessment. The course will also help students develop competence in working with English learners, bilingual students, and their families.

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).

**GRADING SCALE FOR THIS COURSE**

900-1000 A

800-899 B

700-799 C

600-699 D

Below 600 F

### **ATTENDANCE**

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course.  It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals.  Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

 If you are experiencing any [symptoms of COVID-19](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=04%7C01%7CElba.Barahona%40unt.edu%7C7e408ddc88b242afb9d308d95c3a26c8%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637642227107191315%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=vMmbyPpnFBQxft2Imlukqfn%2F7M7gQzfUwnIOwLg9EZQ%3D&reserved=0) ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=04%7C01%7CElba.Barahona%40unt.edu%7C7e408ddc88b242afb9d308d95c3a26c8%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637642227107191315%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=vMmbyPpnFBQxft2Imlukqfn%2F7M7gQzfUwnIOwLg9EZQ%3D&reserved=0)) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Your participation in our classroom is essential for your academic success, 100 points will be awarded for consistent attendance. The following deductions will apply for unexcused absences.

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| --- | --- | --- |
| **For courses offered 1 time per week** | **For courses offered 2 times per week** | **For course offered 3 times per week** |
| 0 – 1 unexcused absence = 100 points | 0 – 2 unexcused absences = 100 points | 0 – 3 unexcused absences = 100 points |
| 2 unexcused absences = 70 points | 3 unexcused absences = 70 points | 4 unexcused absences = 70 points |
| 3 unexcused absences = 40 points | 4 unexcused absences = 40 points | 5 unexcused absences = 40 points |
| 4 unexcused absences = 10 points | 5 unexcused absences = 10 points | 6 unexcused absences = 10 points |
| 5 unexcused absences = withdraw from the class and/or ARR Committee Referral | 6 unexcused absences = withdraw from the class and/or ARR Committee Referral | 7 unexcused absences = withdraw from the class and/or ARR Committee Referral |

**Tardies**

If showing up for class more than 10 minutes late or leaving 10 minutes before class ends.

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| 0-2 tardies = no points deducted |
| 3 tardies or leaving early 3 times = - 30 points |
| More than 3 tardies or more than 3 times leaving early = - 60 points and ARR Committee Referral |

**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.

**Make-Up Work**

Will be allowed for students who have excused absences only.

**Excused Absences**

* In case of illness, a doctor’s note will be required.
* Attendance to conferences with prior permission by the instructor.
* In case of death in the family, obituary evidence will be required.
* Extraneous circumstances such as accidents, inclement weather, emergencies, or epidemics will be dealt with on a case-by-case basis.

### **Face Coverings**

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines.  Face covering guidelines could change based on community health conditions.

### **Course Materials for Remote Instruction**

Remote instruction may be necessary if community health conditions change, or you need to self-isolate or quarantine due to COVID-19.  Students will need access to a personal computer, webcam, and microphone to participate in fully remote portions of the class.  Additional required classroom materials for remote learning include: access to Canvas and UNT email.  Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

**Support for Students with Disabilities**

UNT provides academic adjustments and auxiliary aids to individuals with disabilities. If you need a reasonable accommodation because of a disability to fully participate in this course, please contact the Office of Disability Accommodation at 940-565-4323. Please make the request during the first week of class or as soon as possible to allow sufficient time to obtain authorized documentation and to arrange the reasonable accommodation. <http://www.unt.edu/oda> or <http://disability.unt.edu/services/taglines>

**Student Technical Support**

The University of North Texas provides technical support in the use of Canvas. The student help desk may be reached at helpdesk@unt.edu, phone: 940-565-2324. Walk-in support- Monday-Friday from 8 AM to 5 PM at Sage Hall, Room 330 D.

Please refer to the website <https://it.unt.edu/helpdesk> for updated hours.

Additionally, UNT offers other support services such as:

COE Student Advising Office: <https://www.coe.unt.edu/student-advising-office>

Office of the Registrar:  <http://registrar.unt.edu/registration>

Student Financial Aid and Scholarships: <http://financialaid.unt.edu/>

Counseling: <http://studentaffairs.unt.edu/counseling-testing-services>

**Use of laptops and cell phones**

As a courtesy to your instructor and your classmates, turn off cell phones when in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be closed, unless they are being used to take class notes or searching for information during class activities.

**COMMUNICATION**

**Eagle Connect**

All official correspondence between UNT and students outside Canvas is conducted via Eagle Connect. It is the student’s responsibility to read the Eagle Connect Email regularly. The preferred mode of communication with me will be via Eagle Connect (Elba.Barahona@unt.edu). You can also meet with me during office hours or make an appointment.

**XVII. SUMMARY OF ASSIGNMENTS:**

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

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| **Assignments** | **Points** | **Due Date** |
| Attendance and participation | 100 | Ongoing (see attendance policy, page 2) |
| Quiz No. 1 | 70 | September 16 |
| Quiz No. 2 | 70 | September 30 |
| Critical Article Review 1 | 70 | October 7 |
| Mid-term-exam | 150 | October 21 |
| Critical Article Review 2 | 70 | November 4 |
| Presentation History of Bilingual and ESL Programs in the U.S. and Texas | 100 | November 9-11 |
| Quiz No. 3 | 70 | November 18 |
| Literature Research Paper  Topic and Outline 20 points  Final submission: 80 points  Total: 100 points | 100 | Topic and Outline: October 28  Final Submission: Dec. 02 |
| Final Exam | 200 | Thursday, December 9  10:30 am to 12:30 pm |
| TOTAL | 100 |  |

I will post more details about these assignments in the Canvas *Assignments* section.

I will post the study guide for Quizzes 1-3, midterm exam, and final exam in Canvas *Modules* section.

**XVIII. TENTATIVE COURSE SCHEDULE**

# All assignments are due by midnight on the due date stated in the *Summary of Assignments* table. Send the assignments through Canvas.

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| **Week 1 – August 23-29** |  |

**Objective**: Identify the legal and accountability mandates from the Texas Education Agency (TEA) related to identifying, teaching and assessing ELL’s including the state law, TAC 19 Chapter 89.

Applies knowledge of effective strategies advocating for educational and social equity for ESL students (participation in LPAC, ARD, Site based Decision Making committees) and serving as a resource for teachers (ESL, Domain III, Competence 10 A).

**This week’s assignments:**

1. Introduce yourselves to the class. Tell us about yourself, your major, your interests, and if you are currently teaching.
2. Review of Couse Syllabus
3. Assignments and Expectations
4. Review the EDBE Undergraduate Handbook
5. Introduction to English learners
6. Using the following website read the information about the Texas Administrative Code (TAC) 19 Chapter 89 regarding the Texas policies for the education of ELL students: <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
7. Work in cooperative groups and respond to the questions/items below related to TAC 89:
8. What is the goal of bilingual education programs in Texas?
9. What is the goal of ESL education programs in Texas?
10. Describe the similarities and differences between the bilingual education programs’ content and design presented in Chapter 89.
11. After reading the state law, TAC 19 Chapter 89, identify the legal and accountability mandates from the Texas Education Agency (TEA) related to identifying, teaching and assessing ELs.
12. Review the LPAC, ARD, and Decision- Making Committee
13. What is the role of the LPAC, ARD, and Decision Making Committee?
14. Who can participate in the language proficiency assessment committees?
15. What kinds of testing accommodations can be used for English learners (ELs)?
16. How are ELs identified, placed in language programs, and exited from them?
17. Briefly describe the requirements for Dual Immersion Programs.
18. Describe the effective strategies advocating for educational and social equity for ESL students.
19. Watch the video: Bilingual Teacher, Bilingual Student

<https://www.youtube.com/watch?v=v46YqMmIceY>

1. Purchase your textbook this week.

**Informal Evaluation:** Classroom discussions.

**Formal Evaluation**: The content of this week will be assessed in Quiz No. 1

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| **Week 2, August 30 - September 5** |  |  |

**Objective**: Demonstrate knowledge about global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world of education (Bilingual Domain I, 001, C).

1. Review Baker & Wright (2017) Chapter 1, “Bilingualism Definitions and Distinctions”

And Chapter 2 “The Measurement of Bilingualism.”

1. Review the PowerPoint presentations about these chapters.

**Evaluation**: The content of this week will be assessed in Quiz No. 1

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| **Week 3, September 6-12** |  |  |

**Objective**: Demonstrate knowledge about global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world of education (Bilingual Domain I, 001, C).

**This week’s assignments:**

* + - 1. Read Baker & Wright text Ch.3: “Endangered Languages: Planning and Revitalization” andCh. 4: “Languages in Society”.
      2. Review the PowerPoint presentations about the chapters.

Watch the following videos about endangered languages and answer the questions provided by the teacher.

* National Geographic - Dying Languages <https://www.youtube.com/watch?v=KB7kLNwKEVU>
* What does the world lose when a language dies?

<https://www.youtube.com/watch?v=9lNjnE_-Log>

* + - 1. **Evaluation:**

Informal assessment: Classroom discussion

Formal assessment: Quiz No. 1

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| **Week 4, September 13-19** |  |

**Objective:** Understands convergent research related to bilingual education and applies convergent research when making instructional decisions (Bilingual Domain I, C. 001, F).

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 (ESL Domain III, C.010, D).

**This week’s assignments:**

1. Read Baker & Wright text Ch. 5,“The Early Development of Bilingualism” and Baker & Wright Ch. 6, “The Later Development of Bilingualism.”
2. Article review:

Read the Article *Innocence Lost in Translation* available at the following link:

<https://www.salon.com/2004/08/04/interpreters/>

Each collaborative team of students will analyze one of the eight cases described in the article and present their findings to the class.

1. Review the PowerPoint presentations about the chapters.
2. Prepare to take a test about the contents of the chapters.

**Informal Evaluation:** Classroom discussion

**Formal Evaluation:** The content of this week will be assessed in Quiz No. 2

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| **Week 5, September 20-26** |  |  |

**Objective:** Understands convergent research related to bilingual education and applies convergent research when making instructional decisions (Bilingual Domain I, C. 001, F).

**This week’s assignments:**

1. Read Baker & Wright text Ch. 7, “Bilingualism and Cognition” and Ch. 8, “Cognitive Theories of Bilingualism and the Curriculum.”
2. Review the PowerPoint presentations related to the chapters.
3. Article Discussion:
   1. Read the article

Martensson, J., Eriksoon, J., Bodammer, N., Lindgren M., Johansson M., Nyberg L., & Lovdén M. (2012). Growth of language-related brain areas after foreign language learning. *Neuroimage*, 63(1)

* 1. Analyze the content of this article in your cooperative group using the guiding questions/statements provided by your instructor.
  2. You may find this document at the UNT library, Online Articles.

1. Video Discussion:
2. Watch Dr. Ellen Bialystok video How bilingualism helps the brain.
3. Discuss this article in your cooperative group using the guided questions provided by your instructor
4. You may find this video at the following link: https://www.youtube.com/watch?v=6sDYx77hCmI
5. Prepare to take the quiz about these chapters.
6. **Evaluation:** The content of this week will be assessed in Quiz No. 2

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| **Week 6, September 27– October 3** |  |  |

**Objective:** Understand the historical background of bilingual education in the U.S. including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education (Bilingual Domain I, C. 001, A).

Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs (ESL Domain III, C. 008, A).

**This week’s assignments:**

1. Read and analyze Baker & Wright Ch. 9, “Historical Introduction to Bilingual Education.”
2. Review the PowerPoint presentation related to the chapter.
3. Final Paper Instructions
4. Watch the video “Bilingual Education in Texas” and answer the questions provided by your instructor <https://www.youtube.com/watch?v=AWbN_Y8aa5k>
5. Review more information about the most important court cases related to ELL students using the website, <http://www.colorincolorado.org/article/49704/> to learn more about significant court cases related to Ell students.
6. Chronology of bilingual/ESL education. Create a table of events that includes federal and state law and policy impacting English learners.
7. Title VII Bilingual Education Act
8. No Child Left Behind
9. Every Student Succeeds Act
10. Civil Rights Act Title VI
11. Lau v. Nichols and Lau Remedies
12. Brown v. Board of Education
13. Serna v. Portales
14. Rios v. Reed
15. Plyler v. Doe
16. Castañeda v. Pickard and Castañeda Standard
17. Gomez v. Illinois State Board of Education
18. **Evaluation:** Midterm Exam

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| **Week 7, October 4-10** |  |  |

**Objectives**: Identify the types of ESL programs, their characteristics, their goals, and research findings on their effectiveness (ESL Domain III, C.008, B).

Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions (ESL Domain III, C.008 C)

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 (ESL Domain III, C.008, D).

**This week’s assignments:**

1. Types of ESL programs for English learners, their characteristics, their goals. and research findings on their effectiveness.

Baker & Wright Chapter 10 and article analysis and discussion.

This week students will review the monolingual forms of education for bilingual students, they will analyze the characteristics, goals, and research findings on their effectiveness.

* Mainstream/Submersion
* Pull-out programs
* Sheltered English Instruction

1. Read and analyze the following articles. Answer the questions provided by the instructor

* Kavera, V. (2013). Using the SIOP Model for effective content teaching with second and foreign language learners. *Journal of Education and Training Studies*, *1(2),* 239-248.
* Echevarria, J. (2006). Helping English language learners succeed. *Principal Leadership, 6* (16-21).

1. **Evaluation:** Students’ responses to questions provided by the instructor during classroom activities

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| **Week 8, October 11-17** |  |  |

**Objectives**:

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 (Bilingual Domain I, C. 001, G).

Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (Bilingual Domain I, C 001, J).

**This week’s assignments:**

1. Types of bilingual programs for English learners, their characteristics, their goals and research findings on their effectiveness.

Baker & Write Chapter 11 and article analysis and discussion.

This week students will review the types of bilingual education available for English learner students, they will analyze the characteristics, goals, and research findings on their effectiveness.

* Transitional bilingual education
* One-way dual language programs
* Two-way dual language programs

1. Read and analyze Chapter 89, Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating English Learners.

* Required bilingual education and ESL programs.
* Bilingual education programs, content and design.
* English learners’ needs that must be addressed by bilingual and ESL programs
* Bilingual education program models:
  + Transitional bilingual/early exit
  + Transitional bilingual/late exit
  + One-way dual language program
  + Two-way dual language program

1. **Evaluation:** Students’ responses to questions provided by the instructor during classroom activities

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| **Week 9, October 18-24** |  | **Mid-Term Exam: Oct.21** |

**Objectives:** 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 programs models. (Bilingual Domain I, C 001, H).

**This week’s assignments:**

1. Baker & Wright text Ch. 12 – “The Effectiveness of Bilingual Education”

2, Read and analyze the following articles. Answer the questions provided by the instructor

* Collier, V. P., and W. P. Thomas. 2004. “The Astounding Effectiveness of Dual Language Education for All.” *NABE Journal of Research and Practice* 2 (1): 1–20
* Lindholm-Leary, K., and A. Hernández. 2011. Achievement and language proficiency of latino students in dual language programmes: native English speakers, fluent English/previous ELLs, and Current ELLs.” *Journal of Multilingual and Multicultural Development* 32 (6): 531–545.

1. **Evaluation: Quiz 3**

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| **Week 10, Oct. 25 – 31** |  |  |

**Objectives:** 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 programs models. (Bilingual Domain I, C 001, H).

**This week’s assignments:**

1. Read Baker & Wright text Ch. 13– “Effective Schools and Classrooms for Bilingual Students”
2. Review the Power Point for Chapter 13
3. **Evaluation: Quiz 3**

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| **Week 11, November 1-7** |  |  |

**Objectives:** Knows how to create an effective bilingual and multicultural learning environment (bridging the home and school cultural environments) (Bilingual Domain I, C 001, I)

Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (Bilingual Domain I, C 001, J).

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 (ESL Domain III, C 008 B)

**This week’s assignments:**

1. Review Thomas & Collier Ch. 2, “What Else Do Policy Makers and Families Need to Know?”
2. Read and discuss the following article in cooperative teams

Téllez, K., & Waxman, H. C. (2010). A review of research on effective community programs for English language learners. *School Community Journal*, *20*(1), 103-119.

1. **Evaluation:**

Informal evaluation: Cooperative group discussion.

Formal evaluation: **Final Exam**

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| **Week 12, November 8-14** |  |  |  |

**Objective:**

Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs (ESL Domain III, C.008, A).

**This week’s assignment:**

Students will research the historical, theoretical, and policy foundations of ESL education and they will use this knowledge to present one court case of legislation affecting English learners.

Detailed instructions, rubric, and example for this assignment will be posted on Canvas.

**Evaluation:** students will be assessed using a rubric that includes criteria for the content and quality of the presentation.

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| **Week 13, November 15-21** |  |

**Objectives:** Knows how to create effective and multicultural learning environments (bridging home and school cultural environment (Bilingual Domain I, C 001, I).

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 (ESL Domain III, C 010, B).

Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts (ESL Domain III, C 010, C).

**This week’s assignments:**

1. Read Baker & Wright text Ch. 14, “Literacy, Biliteracy, and Multicultural Literacies,”
2. Watch the webcast, *Building Trust with Families* at, <http://www.colorincolorado.org/webcasts/middleintro/> and read the article, Promoting Involvement of Recent Immigrant Families in Their Children’s Education at, <http://www.hfrp.org/family-involvement/publications-resources/promoting-involvement-of-recent-immigrant-families-in-their-children-s-education>
3. Discuss the following questions in your cooperative group. After that, share the responses with the class:
4. What are some of the barriers for ELs parents and family members for becoming involved in their children’s education?
5. What are some strategies that will foster home school relationships?
6. What are some ways to engage parents in school activities and in their children’s education?
7. Whys is it important to have culturally relevant books in the classroom?
8. In your opinion, why it is important to acknowledge the cultural background of the parents and what are three examples to do so?
9. **Evaluation:** The content of this week will be assessed in the Final Exam

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| **Week 14, Nov. 22-28** |  |  |  |

**Objective:** Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (Bilingual Domain I, C 001, J).

1. Article discussion: Read and analyze the following article in cooperative groups:

Lindholm-Leary, K. & Block, N (2010). Achievement in predominantly low SES/Hispanic dual language schools. *Journal of Multilingual and Multicultural Development*, *32*(6), 531-545.

1. The content of this week will be assessed in Quiz No. 3

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| **Week 15, Nov. 29- Dec. 5** |  |  |

**Objective:** Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (Bilingual Domain I, C 001, J).

Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs (ESL Domain III, C. 008, A).

Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program models and design and selects appropriate instructional strategies and materials in relation to specific program models (Bilingual Domain I, C. 001, H).

Applies knowledge of the various types of the ESL programs to make appropriate instructional and management decisions (ESL Domain III, C, 008, C).

Applies knowledge of effective strategies advocating for educational and social equality for ESL students (participation on LPAC, ARD, site-based decisions making committees) and serving as a resource for teachers (ESL Domain III, C. 010, A).

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 (ESL Domain III, C. 010, D).

**This week’s assignments:**

1. Review of Baker & Wright Ch. 15, The Special Educational Needs, Assessment, and Testing of Bilinguals.
2. Review the PowerPoint presentations about this chapter.
3. Watch the video about special needs EL students and answer the questions provided by your instructor: <https://www.youtube.com/watch?v=z_8guIpSoGE>
4. Develop a review of the research literature to find information about bilingual and ESL instructional models. Use at least five references from primary and secondary sources of information (journals, books, newspapers, magazines, and other sources.) ***that are not older than ten years.*** The paper in WORD should be approximately 12 pages, double spaces, 10 or 12-point font, includes the references in the body of the review and lists the references at the end of the document using APA style.

Detailed instructions and suggested topics will be posted on the Assessment section in Canvas.

1. **Evaluation:** to know if you met the objectives your knowledge of the content will be assessed based on your responses on the Final Exam and the Final Paper

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| **Week 16, Dec. 6-12** | **Final Exam:**  **Thursday, December 9 from 10:30 to 12:30** |

Final Exam: 40 to 50 multiple choice questions about the topics covered during this semester.

**COMPETENCY- BASED LEARNING OBJECTIVES**

**The student will be able to:**

**Domain III –** Foundations of ESL education, cultural awareness and family and community involvement.

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| **Competencies** | **Sub-competencies** |
| **008**  The ESL Teacher understands the foundations of ESL education and types of ESL programs. | 1. Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs. |
| 1. Knows types of ESL programs, their characteristics, their goals, and research findings on their effectiveness. |
| 1. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions. |
| 1. 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. |
| **010**  The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education. | 1. Applies knowledge of effective strategies advocating for educational and social equity for ESL students (participation in LPAC, ARD, Site based Decision Making committees) and serving as a resource for teachers |
| 1. 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. |
| 1. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts. |
| 1. 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. |

**DOMAIN I – Bilingual Education**

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| **Competency** | **Sub-competencies** |
| **001**  The beginning 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. | 1. Understands the historical background of bilingual education in the US including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education. |
| 1. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world. |
| 1. Understands theimportance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation. |
| 1. 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. |
| 1. Understands convergent research related to bilingual education and applies convergent research when making instructional decisions. |
| 1. 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. |
| 1. 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 programs models. |
| 1. Knows how to create an effective bilingual and multicultural learning environment (bridging the home and school cultural environments). |
| 1. Knows how to create a learning environment that addresses bilingual students’ affective, linguistic and cognitive needs (benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies). |



The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

**Mission**

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Vision**

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

**UNT’s Standard Syllabus Statements**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA 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 with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

**Course Safety Procedures (for Laboratory Courses).** Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**Emergency Notification & 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 Blackboard for contingency plans for covering course.

**Department Syllabus Statements**

**Foliotek ePortfolio** (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

**Student Evaluation Administration Dates.** 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, 14 and 15 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.

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

*Ethical Behavior and Code of Ethics:* The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

*Submitting Work:* All assignments will be submitted via Canvas. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

*Grading and Grade Reporting:* Grading rubrics for all assignments can be found on the course Canvs website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

*Observation of Religious Holidays:* If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: <http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf>. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*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 classroom 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 <https://deanofstudents.unt.edu/conduct>.

*Cell Phones and Laptops:* Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

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**NOTE: THIS COURSE SYLLABUS/SCHEDULE IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR’S DISCRETION.**