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**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**EDBE 3470 SYLLABUS SPRING 2021**

**December 14 – January 8 (Remote Learning)**

**(Subject to modification)**

1. **COURSE NUMBER/SECTION/ TITLE:** EDBE 3470 Foundations of Bilingual and English as a Second Language Education – Section 801

**II.** **INSTRUCTOR:**  Dr. Elba Barahona

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

**Office hours**: Tuesday and Wednesday from 2:00 – 5:00 PM. through Zoom.

(Also available by appointment)

1. **COURSE STRUCTURE:**

This semester we will accomplish the goals of this course through remote instruction using online tools. This class will have synchronous meetings to participate online in shared learning experiences, discussions, and assessments. The following is the Zoom meetings schedule.

Dec. 14, 15, 16, 17, 21, and 22.

January 4, 5, 6, and 7.

**IV.** **TEXTS:**

**Required Text:**

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

**Recommended Text:**

Espinoza-Herold, M., & González-Carriedo, R**.** (2017).*Issues in Latino education. Class, race, and the politics of academic success* (2nd Ed.). New York: Routledge.

**V. CATALOG COURSE DESCRIPTION**

This course will examine philosophies and theoretical foundations 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.

**VI. OBJECTIVES OF THE COURSE**

The content of this course is aimed at:

* Empowering pre-service teachers with understanding the affective, linguistic, academic, and cognitive needs of English Learners and to be able to address those needs.
* Identify the accountability mandates related to the identification, placement, and reclassification of English learners.
* Engaging in deep understanding of the issues and perspectives related to bilingual/ESL education.
* Emphasizing on the importance of creating additive educational environments that promote the academic and language development of English learners.
* Identify the historical and theoretical foundations of bilingual and ESL education.
* Identify the types of bilingual and ESL programs, their characteristics, goals, and effectiveness.
* Examine the educational programs available for English learners in Texas.
* Explore the features of educational programs offered to English learners, including English as a Second Language (ESL), transitional bilingual education, one-way dual language program, and two-way language program.

**VII. Resources**

The following are some resources that will help students to explore the content of this course:

**University of North Texas Libraries**

<https://library.unt.edu/>

**Texas Education Agency (TEA)**

Chapter 89. Adaptations for Special Populations, Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating English Learners.

<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>

Language Proficiency Assessment Committee (LPAC) Framework Manual

<https://www.txel.org/media/fmsjq4ac/lpac-framework-manual.pdf>

This manual includes information related to:

* Identification and Placement of English learners
* Chronology of Federal and State Laws and Policies Impacting Minority Students
* LPAC Committee
* LPAC and ARD Collaboration

**Texas Education Agency (TEA)**

Bilingual and English as a Second Language Education Programs

<https://tea.texas.gov/academics/special-student-populations/Bilingual-and-English-as-a-Second-Language-Education-Programs>

**VIII. EDBE 3470 SUMMARY OF ASSIGNMENTS:**

# All assignments are due by midnight on the due date.

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| **Assignments** | **Points** | **Due Date** |
| Attendance and participation  Zoom meetings:  Dec. 14, 15, 16, 17, 21, and 22.  January 4, 5, 6, and 7. | 150 | Ongoing |
| Quiz 1 | 70 | Dec.17 |
| Critical Article Review 1 | 80 | Dec.18 |
| Quiz 2 | 70 | Dec.21 |
| Final Paper Topic and Outline | 50 | Dec.22 |
| Midterm Exam | 150 | Dec.23 from 12:00 to 1:30 PM |
| Critical Article Review 2 | 80 | Jan.5 |
| Literature Research Paper (150 points)  Topic and Outline (50 points)  Total: 200 points | 150 | Jan. 7 |
| Final Exam | 200 | Jan.8 from 12:00 to 2:00 PM. |
| TOTAL | 1000 |  |

**IX. 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 for working with English language learners and their families.

**X. GRADING SCALE FOR THIS COURSE**

900-1000 A

800-899 B

700-799 C

600-699 D

Below 600 F

**LATE WORK POLICY**

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; 3 days = 30% reeducation). No assignments will be accepted if submitted after one week of the due date. If you become sick, a doctor’s note will be required before I accept an assignment. Other circumstances such as death in the family, accidents, inclement weather, or emergencies will be examined on an individual basis. Communicate with your instructor about your specific situation.

**All assignments and assessments are due on the day designated in the course agenda.** "Late" is not the same as an "extension." Late work will not be accepted. Extensions may be granted, through negotiation and discussion of individual situations, **BEFORE** the work is due. Send me an email or ask for an appointment through Zoom. In the case of illness, an excuse, such as a doctor’s note, will be required for work to be accepted “late” (no more than two days after the due date).

**XI. COMMUNICATION**

Please review regularly the following sources of communication:

1. Announcements posted on Canvas
2. Messages sent through Canvas
3. UNT email

**XII. 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.

**XIII. 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](mailto:helpdesk@unt.edu), phone: 940-565-2324, or in person at UNT Sage Hall, Room 130. Regular hours are maintained to provide support to students. Please refer to the website <http://www.unt.edu/helpdesk/hours.htm> 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>

**Interactive Online Participation**

It is expected that you make meaningful intellectual contributions to the class by sharing ideas with the class, responding to the ideas of others, asking relevant questions, collaborating in group discussions and projects, bringing to the class relevant research information such as journal articles, webpages about the topics addressed in the course, and making further readings on a course topic. Attendance and participation are important components of your grade.

**XIV. TENTATIVE COURSE SCHEDULE**

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| **December 14** |  |

**Objectives**:

Introduction to English Language learner students’ demographics, characteristics, and needs.

Review of the syllabus, assignments, and expectations for this class.

**Activities and assignments:**

1. Introductions
2. Review of Couse Syllabus
3. Assignments and Expectations
4. Review the activities, assignments, and assessments posted on Canvas
5. Introduction to English Language Learners

**Evaluation: Quiz 1**

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| **December 15** |  |  |

**Objectives**:

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

Students apply 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, Competency 010, A).

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).

**Activities and assignments:**

1. Review Baker & Wright Chapter 1, “Bilingualism Definitions and Distinctions”
2. 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>
3. Review the PowerPoint “Texas Administrative Code Chapter 89 and LPAC Committee”
4. Watch the video: Bilingual Teacher, Bilingual Student

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

**Evaluation:** Quiz No. 1

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| **December 16** |  |  |

**Objectives:**

Students will 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, C. 001, C).

Students will demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary and oral reading fluency). (SOTR, Domain I, C 001, P).

Students will demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home language, using objects or pictures from students' home cultures to connect new English words with familiar meanings.  (SOTR, Domain III, C 003, H).

**Activities and assignments:**

1. Read Baker’s text Ch. 5,“The Early Development of Bilingualism”
2. Read Baker & Wright Ch. 6, “The Later Development of Bilingualism”
3. Review Chapter 5 and 6 PowerPoint presentations
4. Read the article *Innocence Lost in Translation*

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

1. After reviewing Baker’s Ch.5 and reading the article *Innocence Lost in Translation,* please answer the following questions/statements
2. Explain the positive and negative consequences for children who act as language brokers
3. How can you help English learners who act as language brokers?
4. Watch the documentary “Genie Wiley”

<https://www.youtube.com/watch?v=VjZolHCrC8E>

After watching the video “Genie Wiley”, reflect on the influence of social and home environment on language acquisition.

**Formal Evaluation: Quiz 2**

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| **December 17** |  |  |

**Objectives:**

Understands theimportance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation (Bilingual Domain I, 001 D).

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, 008, A)

**Activities and assignments:**

1. Review Baker’s Ch. 7, “Bilingualism and Cognition”
2. Review Baker’s Ch. 8, “Cognitive Theories of Bilingualism and the Curriculum”
3. Watch Dr. Ellen Bialystok’s video “How bilingualism helps the brain” <https://www.youtube.com/watch?v=6sDYx77hCmI>
4. Read and analyze the article: Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. *Child Development Perspectives,* 9 (2), 117-121.
5. Answer the questions related to the above article posted on the Discussion section.

**Evaluation:** Midterm exam.

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| **December 18** |  |  |

**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).

**Activities and assignments:**

Students will read and critically analyze the following article:

Adesope, O. O., Lavin, T., Thompson, T., & Ungerleider, C. (2010). A systematic review and meta-analysis of the cognitive correlates of bilingualism. *Review of Educational Research*, *80*(2), 207-245.

More details will be posted on Canvas.

**Formal Evaluation:**

Article Review

**Quiz 2 and Midterm**

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| **Dec. 21** |  |  |

**Objectives:**

Understand the historical background of bilingual education in the U.S. including relevant 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)

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.

**Activities and assignments:**

1. Read Chapter 9, “Historical Introduction to Bilingual Education.”
2. Review the PowerPoint presentation related to this chapter.

**Formal Evaluation:** Midterm Exam

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| **December 22** |  |  |

**Objectives:**

Students identify the types of ESL programs, their characteristics, their goals, and research findings on their effectiveness (ESL Domain III, C.008, B).

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

Students apply 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).

**Activities and assignments:**

1. Review Baker’s text Ch. 10. This chapter explores monolinguals forms of education for bilingual students including characteristics, goals, and research findings on their effectiveness
2. Mainstream/Submersion
3. ESL Pull-out programs
4. Sheltered English Instruction
5. Watch the video about a sheltered English immersion classroom in El Paso, TX. Think about two advantages and two disadvantages of this model for beginning and intermediate English learners.

<https://www.youtube.com/watch?v=fHgSnEOOvro&feature=youtu.be>

1. Read and analyze the following article about the SIOP Model
2. Kavera, V. & Echevarria, J. (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. <https://files.eric.ed.gov/fulltext/EJ1054872.pdf>

**Evaluation: Final Exam**

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| **December 23** |  |  |

Midterm Exam

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| **January 4** |  |  |

**Objective:**

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).

Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) to inform instructional planning and engage all students in reading (SOTR, Domain I, C. 001, J)

**Activities and assignments:**

1. Review of Baker & Write Chapter 11
2. Read and analyze Chapter 89, Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating English Learners.
3. Review the following topics in the Chapter 89, Subchapter BB.
   1. Characteristics of Programs Models for English learners in Texas
   2. Bilingual Education
      1. Transitional Early Exit
      2. Transitional Late Exit
      3. Dual Language One Way
      4. Dual Language Two Way
   3. English as a Second Language Programs
      1. ESL Content-Based
      2. ESL Pull-Out
4. Requirements for the implementation of bilingual and ESL programs in Texas public schools.

**Formal Evaluation:**

Final Exam

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| **January 5** |  |  |

**Objectives:**

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

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, 001 H).

**Activities and assignments:**

1. Read Baker’s text Ch. 12 – “The Effectiveness of Bilingual Education”
2. Review Baker & Wright Chapter 13, Effective Schools and Classrooms for Bilingual Students”
3. Review Chapter 12 and Chapter 13 PowerPoints
4. Analyze the effectiveness of various types of bilingual education

**Formal Evaluation:**

Final Exam

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| **Week 12: Jan.6** |  |  |  |

**Objective:**

Knows how to create a learning environment that provides support and assessment of special needs and exceptional bilingual students.

**Activities and assignments:**

1. Review Baker’s Ch. 15, The Special Educational Needs, assessment, and Testing of Bilinguals
2. Review Chapter 15 PowerPoint presentation.
3. Watch the following video about English learners students in Special Education <https://www.youtube.com/watch?v=z_8guIpSoGE>
4. Watch the video *Can Special Needs Children be Bilingual?*

<https://www.youtube.com/watch?v=vOhWg0YeIMs>

1. Study guide for final exam

**Evaluation:**

The above content will be assessed on the final exam.

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| **January 7** |  |

Final Paper

Develop the review of the research literature that you proposed on your outline***.*** Write the paper in WORD double space, 12-point font, in APA style. Minimum 1,000 words.

Save your paper using your first and last name and submitted through Canvas.

Your research paper must include the following content.

1. Cover page must include your name, title of the paper, semester.
2. Abstract

This section includes a quick summary of the overall content of the paper.

1. Introduction

This section includes a broad description of the topic and provides basic background information. Also, the introduction includes the purpose and focus of the research paper.

1. Literature Review

This section contains relevant information about the topic from at least five articles.

Contains a synthesis of previous literature reviewed in this paper.

Includes relevant findings from credible sources, such as peer-review journal articles, professional conference papers, and academic books.

Demonstrates a clear and logical pattern of organization of ideas and concepts.

Integrates key concepts and terms from course materials.

1. Conclusions/Implications for English language learners

This section includes conclusions from the literature review.

1. References

This section contains APA style references of at least five reliable sources included in the literature review. The reference list should be compiled on a separate page from the rest of the research paper.

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| **January 8** |  |

Final Exam

The final exam will include 40 multiple-choice questions about the topics covered during this semester.

**XV. COMPETENCY- BASED LEARNING OBJECTIVES**

**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 |

**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. |

**Science of Teaching Reading**

**Domain I: Reading Pedagogy**

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| **Competency** | **Sub-competencies** |
| **001**  Foundations of the SOTR: Understand foundational concepts, principles, and best practices related to the science of teaching reading | J. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) to inform instructional planning and engage all students in reading. |
| P Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency). |

**Science of Teaching Reading**

**Domain III Reading Development Foundations**

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| **Competency** | **Sub-competencies** |
| **003**  Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills. | H. Demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home language, using objects or pictures from students' home cultures to connect new English words with familiar meanings. |



**XVI. UNT COLLEGE OF EDUCATION MISSION AND VISION**

**MISSION**

Developing professionals who help others reach their full potential through powerful learning, social emotional wellness, physical health, and civic engagement.

**VISION**

The Metroplex, Texas, the United States, and the world will pursue increasing numbers of our graduates as informed and thoughtful practitioners.

The people our students serve will become personally committed to the processes in which our students engage them, and client/student outcomes will inspire those who know them.

The work of those practitioners, and the policies needed to support them, will be understood by the general public and by policy makers.

Our faculty research will be influential and useful to both practitioners and other researchers in their areas of inquiry; our researchers will be widely recognized for their expertise.

The College of Education will be recognized for its excellence – in rankings and in the quality of students and faculty who seek to join us.

The College of Education will be sought out for advice and partnership, across the university, and by international and community organizations.

**XVII. Department of Teacher Education and Administration: Preparing Tomorrow’s Educators and Scholars**

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.

**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**

**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.

**XVIII. BIBLIOGRAPHY**

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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.**