# 

**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**EDBE 3650 SYLLABUS**

**SPRING 2023**

1. **COURSE NUMBER AND TITLE**

EDBE 3650 Teaching and Learning in the Bilingual Classroom

1. **INSTRUCTOR**

**Name:** Dr. Elba Barahona

**Office Hours:** Monday and Wednesday from 11:00 AM to 1:00 pm in Matthews Hall 206S. Also available through appointment in person or Zoom.

**Email:** Elba.Barahona@unt.edu

1. **COURSE PREREQUISITES AND COREQUISITES**

Prerequisite: [EDBE 3060](http://catalog.unt.edu/preview_entity.php?catoid=26&ent_oid=2436&returnto=2773#tt7263)   
  
Corequisite: EDBE 3600   
  
Must be taken in Block A; Course taught in Spanish

1. **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.

1. **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

1. **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](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf) will be followed for attendance problems. If necessary, students may miss class with a valid excuse (see [university policy for excused absences](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf)) and not face penalties related to their grade. Students must let the instructor know as soon as possible if they will miss 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.

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| # of Absences | Total participation points for the class (out of 10 points) |
| 0 –2 | 100 |
| 3 | 70 |
| 4 | 30 |
| 5 or more | You will automatically receive an F for your final grade |

**Late Work**

Assignments turned in after the due date will be deducted 10% 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.

1. **SUMMARY OF COURSE ASSIGNMENTS**

Grading scale for this course:

900-1000=A, 800-899=B, 700-799=C, 600-699=D, below 600=F

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| --- | --- | --- |
| **Assignments** | **Week** | **Points** |
| Attendance and Classroom Engagement | Ongoing | 100 |
| Tarea #1 Reflexiones sobre la Latinidad  Discusión # 1: Jan. 27  Discusión # 2: Feb. 10  Discusión # 3: Mar. 10  Discusión # 4: April 7  Discusión # 5: May 5 | Weekly | 200 |
| Tarea #2 Desafíos y Oportunidades para las Maestras Bilingües | Feb.24 | 100 |
| Tarea #3 La Enseñanza Simultánea de Contenidos y Lengua | March 31 | 200 |
| Tarea #4 La Enseñanza del Lenguaje Académico | April 14 | 200 |
| Tarea #5 La Evaluación del Contenido y el Lenguaje | April 28 | 200 |

**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 will 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 centered around the notion of equity. This presentation will have a length of 5 to 10 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 La Enseñanza del Lenguaje Académico**

Based on chapters 4 and 5 from the textbook, design a lesson plan focused on one of the content areas (mathematics, Spanish language arts, science or social studies). This lesson plan will give special consideration to the teaching of academic vocabulary.

**Tarea #5 La Evaluación del Contenido y el Lenguaje**

Based on chapters 6 through 9, and particularly chapter 8, you will design a plan to assess your students’ learning of the content areas and language.

1. **COURSE SCHEDULE**

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| **Week** | **Readings** | **Key topics/overarching questions** |
| **1** | Introduction to the course |  |
| **2** | [Bilingual education in the United States: Historical development and current issues](https://www.tandfonline.com/doi/pdf/10.1080/15235882.2003.10162589?needAccess=true) (Ovando, 2003) | Historia de la educación bilingüe en Estados Unidos |
| **3** | [From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice](https://www.tandfonline.com/doi/full/10.1080/00405841.2019.1665411?casa_token=mdLl5eW-tyUAAAAA%3A_PJGddgj8SCCc97wAZw5YlEHibZnTYQ3nk68OunY2eovR8yb-QJ1quAz4bQruqhRPFOOYCxiGg) (Flores, 2019) | Lenguage académico: crítica |
| **4** | [The role of language ideologies in the self-efficacy of preservice bilingual education teachers](https://www.tandfonline.com/doi/pdf/10.1080/15235882.2019.1593262) (Szwed & González-Carriedo, 2019) | Ideologías lingüisticas en los programas de preparación de maestros |
| **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** | Oportunidad para recapitular, reflexionar y descansar | |
| **9** | Capítulo 4 de La Enseñanza en el Aula Bilingüe | Enseñanza de contenidos |
| **10** | Capítulo 5 de La Enseñanza en el Aula Bilingüe | Desarrollo del lenguaje académico |
| **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** |  |  |

1. **UNT TEACHER EDUCATION PROGRAM COMMITMENTS**

While teaching has always been a relational and intellectual endeavor, we acknowledge that teaching is also both an ethical and a political act. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural and socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

* Identity. Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
* Inquiry. Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
* Activism. Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
* Community. Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

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| **Commitments->** | **As Teachers** | **To Children and Youth** | **In our Practice** | **To Radically Imagine** |
| **Identity** | **We are** individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching. | **We value**and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces. | **We practice** humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming. | **We imagine**schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities. |
| **Inquiry** | **We are** intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies. | **We value** young people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating | **We practice** curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change. | **We imagine** a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us. |
| **Advocacy &**  **Activism** | **We are** activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination. | **We value**and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment. | **We practice** activism in the curriculum by engaging children and youth in work that contributes to the creation of  more just, more caring, and more peaceful world. | **We imagine** metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit. |
| **Communities** | **We are** members of a multiple communities— connected in ways that make our successes intertwined. | **We value** inclusive learning communities that connect us within and outside of our classrooms. | **We practice** humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short. | **We imagine** schools as sustaining intersecting ways of being, knowing, and languaging. |

1. **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.

**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 evidence/evaluation 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

1. **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. (UNT Policy 16.001)

**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.

**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](mailto: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.

**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 deanofstudents.unt.edu/conduct.

1. **EDUCATOR STANDARDS ADDRESSED IN THIS COURSE**

The UNT Educator Preparation Program curriculum includes standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

**Texas Teaching Standards**

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

* Standard 1--Instructional Planning and Delivery. Standard 1Ai, ii, iv; 1Bi, ii (Lesson design)
* Standard 2--Knowledge of Students and Student Learning
* Standard 3--Content Knowledge and Expertise
* Standard 4--Learning Environment
* Standard 5--Data-Driven Practice
* Standard 6--Professional Practices and Responsibilities

**Bilingual Education Certification Standards**

Competency 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.

Competency 002: The beginning Bilingual Education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).

Competency 003: The beginning Bilingual Education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.

**Standards, Domains, and Competencies for the Core Subjects EC-6 English Language Arts and Reading (Test 391)**

**Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.**

Competency 001— (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides students with varied opportunities to develop listening and speaking skills.

Competency 002— (Word Analysis and Identification Skills): The teacher understands the importance of word analysis and identification skills for reading comprehension and provides many opportunities for students to practice and improve these skills.

**Texas Examinations of Educator Standards. English as a Second Language Supplemental (154)**

**Domain I — Language Concepts and Language Acquisition**

Competency 001: *The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.*

Competency 002: The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

**Domain II — ESL Instruction and Assessment**

Competency 003: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

Competency 004: The ESL teacher understands how to promote students’ communicative language development in English.

Competency 005: The ESL teacher understands how to promote students’ literacy development in English.

Competency 006: The ESL teacher understands how to promote students’ content- area learning, academic-language development and achievement across the curriculum.

Competency 007: The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs **and uses assessment results to plan and adapt instruction.**

**Domain III — Foundations of ESL Education, Cultural Awareness and Family and Community Involvement**

Competency 008: *The ESL teacher understands the foundations of ESL education and types of ESL programs.*

Competency 009: *The ESL teacher understands factors that affect ESL students’ learning and implements strategies for creating an effective multicultural and multilingual learning environment.*

Competency 010: The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

**This syllabus may be modified by the instructor as needed.**