# 

**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**EDBE 3650 SYLLABUS**

**SPRING 2025**

1. **COURSE NUMBER AND TITLE**

EDBE 3650 Teaching and Learning in the Bilingual Classroom

1. **INSTRUCTOR**

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**Office Location:** Matt 206 S

**Office Hours:** Monday 1:00 to 4:00 PM and Wednesday 11:30 AM to 2:30 PM

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1. **COURSE PREREQUISITES AND COREQUISITES**

Prerequisite: [EDBE 3060](http://catalog.unt.edu/preview_entity.php?catoid=26&ent_oid=2436&returnto=2773#tt7263)   
Course taught in Spanish and English

**CATALOGUE DESCRIPTION**

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

1. **COURSE GOALS (BASED ON THE BILINGUAL EDUCATION CERTIFICATION STANDARDS)**

**STANDARD I**

* Develop communicative competence and academic language proficiency in English and Spanish.
  + Prepare lessons, materials, and assessments in English and Spanish.
  + Use academic language competently to deliver instruction in English and Spanish.
  + Communicate effectively (orally and in writing) with families, colleagues, and the community in English and Spanish.

**STANDARD II**

* Understand the foundations of bilingual education and the concepts of bilingualism and biculturalism.
  + Use knowledge of the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and for bilingual learners.
  + Apply knowledge of best practices based on research in bilingual education.
  + Make appropriate instructional decisions based on program model and design, and select appropriate instructional strategies and materials in relation to specific program models.
  + Address the affective, linguistic, and cognitive needs of bilingual learners.
  + Use knowledge of diversity to plan and implement effective instruction that includes incorporating the diversity of the home into the classroom setting and selecting linguistically and culturally appropriate instructional materials and methodologies.
  + Demonstrate sensitivity to learners’ diverse cultural backgrounds and show respect for regional language differences.
  + Advocate equity for bilingual learners.

**STANDARD III**

* Know the process of first-and second-language acquisition and development.
  + Identify major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics).
  + Describe the interrelatedness and interdependence of first-and second-language acquisition.
  + Assist learners in making connections between languages.

**STANDARD IV**

* Gain comprehensive knowledge of the development and assessment of literacy in the primary language.
  + Review state educator certification standards in reading/language arts appropriate for the teacher’s level of certification and distinctive elements in the application of the standards for English and the primary language.
  + Review the statewide language arts curriculum for Spanish, or the language arts curriculum for languages other than Spanish, as appropriate, as specified in the Texas Essential Knowledge and Skills (TEKS).
  + Review the types of formal and informal literacy assessment in the primary language.
  + Apply knowledge of the reading/language arts educator certification standards and statewide curriculum to promote bilingual learners’ literacy development in the primary language.
  + Make appropriate instructional modifications to deliver the statewide language arts curriculum and develop learner’s literacy in the primary language.
  + Use a variety of literacy assessments to plan and implement literacy instruction in the primary language.

**STANDARD V**

* Gain comprehensive knowledge of the development and assessment of biliteracy.
  + Understand how to use learners’ prior knowledge to facilitate their acquisition of literacy in a second language.
  + Understand how to make connections between L1 and L2 to promote biliteracy.
  + Access and monitor learners’ level of proficiency in oral and written language and reading in L1 and L2 to plan appropriate literacy instruction.

**STANDARD VI**

* Gain comprehensive knowledge of content-area instruction in L1 and L2.
  + Review the statewide curriculum in all content areas as specified in the Texas Essential Knowledge and Skills (TEKS);
  + Create authentic and purposeful learning activities and experiences in all content areas and promote bilingual learners’ development of concepts and skills in English and Spanish.
  + Integrate language arts skills in English and Spanish into all content areas.
  + Differentiate content-area instruction based on learner needs and language proficiency levels.
  + Implement effective curriculum, instruction, assessment, and evaluation in all content areas in English and Spanish.
  + Create authentic and purposeful learning activities and experiences in all content areas that promote bilingual learners’ development of concepts and skills in English and Spanish.
  + Integrate language arts skills in English and Spanish into all content areas.
  + Select and use a variety of strategies and resources, including technology, to meet learners’ needs.

1. **TEXTS AND MATERIALS**

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

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| --- | --- |
| # of Absences | Total attendance and participation points for the class (out of 200 points) |
| 0 –1 | 200 |
| 2 | 120 |
| 3 | 80 |
| 4 | 20 |
| 5 or more | You will receive an F for your final grade |

**Late Work**

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

1. **SUMMARY OF COURSE ASSIGNMENTS**

Grading scale for this course:

900-1000=A, 800-899=B, 70-79=C, 60-69=D, below 60=F

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignments** | **Teacher Certification Standard** | **Week** | **Points** |
| Attendance and Classroom Engagement | N/A | Ongoing | 200 |
| **Tarea #1** Reflexiones sobre Yo No Soy Tu Perfecta Hija Mexicana | I | Bi-Weekly | 100 |
| **Tarea #2** Advocating for Bilingual Programs and Students | II | 5 | 100 |
| **Tarea #3** La Enseñanza Simultánea de Contenidos y Lengua | VI | 8 | 100 |
| **Tarea #4** Desarrollo y Evaluación de la Literacidad y Biliteracidad | IV y V | 11 | 100 |
| **Tarea #5** Preparación de Lecciones en Español | I, II y III | 15 | 200 |
| **Final Exam** | I, II, III, IV, V, y VI | 16 | 200 |
| **Total** |  |  | 1,000 |

**Description of Assignments**

**Attendance and classroom engagement**

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

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

**Tarea #1 Reflexiones sobre Yo No Soy Tu Perfecta Hija Mexicana (estándar I)**

For this assignment, you will need to make a series of posts in Canvas about the novel chosen for this course. These posts 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 follow these posts in Canvas.

**Tarea #2 Advocating for Bilingual Programs and Students (estándar II)**

Based on the readings for weeks 1 through 4, you will record a video presentation in Spanish reflecting on the challenges and opportunities for Latina teachers to develop a professional career that includes the role of advocate for the bilingual education program and bilingual learners at the schools. You will also speak about ways in which you will show sensitivity to learners’ diverse cultural backgrounds and show respect for regional language differences. Length of the video and other details will be provided by the *profesora*.

**Tarea #3 La Enseñanza Simultánea de Contenidos y Lengua (estándar VI)**

Based on chapters 1-3 from the textbook, design a presentation showing how you would teach content and language concurrently. In other words, how would you use the content areas to advance your students´ biliteracy and how would you use your students’ biliteracy to help them with the content areas? Be specific with examples of authentic and purposeful learning activities and experiences in all content areas. La profesora dará más detalles en clase.

**Tarea #4 Desarrollo y Evaluación de la Literacidad y Biliteracidad (estándares IV y V)**

Tras revisar los estándares para la certificación de maestras bilingües (state educator certification standards in reading/language arts) y los TEKS para los grados K-5 en el área de lectura y lenguaje, diseña una actividad que te permita desarrollar la biliteracidad de los estudiantes de enseñanza primaria. Esta actividad deberá ir acompañada de una evaluación. La profesora dará más detalles en clase.

**Tarea #5 Preparación de Lecciones en Español (estándares I, II y III)**

Diseña cuatro lecciones en español, incluyendo los estándares, objetivos de contenido y lenguaje, evaluación, actividades, materiales, vocabulario académico y conexiones entre el español y el inglés. Incluye una descripción de cómo esta lección incorpora *best practices for bilingual education* y cómo ayuda a los estudiantes con sus necesidades afectivas, lingüísticas y cognitivas. Las lecciones serán para: lengua española, ciencias sociales, ciencias naturales y matemáticas. La profesora dará más detalles en clase.

**Examen Final–**

El propósito del examen final es evaluar el conocimiento del contenido del curso.

1. **COURSE SCHEDULE**

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| --- | --- | --- |
| **Week** | **Readings** | **Key topics/overarching questions** |
| **1** | Introduction to the course | Educación bilingüe |
| **2** | [Bilingual program models](https://www.txel.org/media/xchmg1yd/parents-and-family-bilchart_5-21-19.pdf)  [Program implementation](https://www.txel.org/ProgramImplementation)  [NCELA demographics](https://ncela.ed.gov/resources/fact-sheet-english-learners-demographic-trends-august-2022-1) | Programas de educación bilingüe  Diversidad en la educación bilingüe |
| **3** | [The Bridge: Making Cross-Linguistic Connections](https://www.teachingforbiliteracy.com/wp-content/uploads/2014/09/The-Bridge-Making-Cross-Linguistic-Connections-p.-1-6.pdf) | Teaching for biliteracy |
| **4** | [Tips for Educators of ELLs: Teaching Vocabulary in Grades 4-12](https://www.colorincolorado.org/article/tips-educators-ells-teaching-vocabulary-grades-4-12)  [Vocabulary Development with ELLs](https://www.readingrockets.org/topics/english-language-learners/articles/vocabulary-development-ells) | Enseñanza del lenguaje académico |
| **5** | Capítulo 1 de La Enseñanza en el Aula Bilingüe | Los contextos de la enseñanza bilingüe |
| **6** | Capítulo 2 de La Enseñanza en el Aula Bilingüe | Bilingüismo y biliteracidad |
| **7** | Capítulo 3 de La Enseñanza en el Aula Bilingüe | Integración curricular |
| **8** | Capítulo 4 de La Enseñanza en el Aula Bilingüe | Enseñanza de contenidos |
| **9** | Capítulo 5 de La Enseñanza en el Aula Bilingüe | Desarrollo del lenguaje académico |
| **10** | Lesson Plans for Bilingual Classrooms | Diseño de Planes de Enseñanza para Estudiantes Bilingües |
| **11** | Capítulo 6 de La Enseñanza en el Aula Bilingüe | Leer en el aula bilingüe |
| **12** | Capítulo 7 de La Enseñanza en el Aula Bilingüe | Escribir en el aula bilingüe |
| **13** | Capítulo 8 de La Enseñanza en el Aula Bilingüe | La evaluación del lenguaje, contenidos y biliteracidad |
| **14** | Capítulo 9 de La Enseñanza en el Aula Bilingüe | Biliteracidad académica |
| **15** | Conclusión: ¿A dónde nos dirigimos? | |

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.

**Classroom Visitors** University policies on participating and/or attending courses, **all persons must be officially registered for the course or have received permission to attend as an auditor** as stated in the University catalog: *“Individuals fully eligible to enroll in the university may attend a class as an auditor with written permissions from the department chair and the dean of the college or school in which the course is taught.”*

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