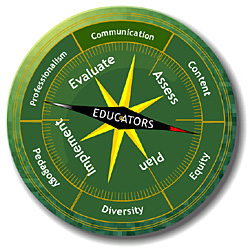
**[](http://www.coe.unt.edu/conceptual-f)**

**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**SYLLABUS**

**FALL 2010**

1. **COURSE NUMBER/SECTION:** EDBE 3470 Section 003

**TITLE:** Foundations of Bilingual and English as a Second Language Education

**II. INSTRUCTOR: Yuliya Summers**

OFFICE: Matthews Hall, Room 206 - L

OFFICE PHONE: 940-565-2539

OFFICE HOURS: *Monday-Thursday* 9:30-10:30; 12:30-1:00

EMAIL ADDRESS: Yuliya.Summers@unt.edu

1. **CLASS MEETINGS:** Tuesday & Thursday Times: 8:00-9:20

**Location:** Matt 114

**IV. TEXT:**

Baker, C. (2008). Foundations of Bilingual Education and Bilingualism: 4th Edition NY: Multilingual Matters.

**V. 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.

**VI. COURSE OBJECTIVES/LEARNING OUTCOMES:** The student will be able

|  |  |
| --- | --- |
| **1.** The bilingual education teacher will gain knowledge about the foundations of bilingual education, the concepts of bilingualism and biculturalism throughout the world, demographic shifts (2.1k & 2.1s & 2.3k). | **1.** The ESL education teacher will gain knowledge about the foundations of multilingual education, the concepts of multilingualism and multiculturalism throughout the world, demographic shifts (2.1k & 2.1s). |
| **2.** Demonstrate sensitivity and respect for learner’s diverse cultural backgrounds and regional language differences and dialects (2.6s & 2.5k). | **2.** Demonstrate sensitivity and respect for learner’s diverse cultural backgrounds and regional language differences and dialects (2.5s). |
| 1. Gain knowledge about models related to bilingual education and make appropriate instructional decisions based on course content and design and based on the affective, linguistic, and cognitive needs of students (2.4k & 2.3s). | **3.** Become aware of effective multilingual and multicultural learning environments and diversity issues and ways to bridge the home and school cultural environments (2.4k &2.4s). |
| **4.** Become aware of effective bilingual and multicultural learning environments (2.5k). | **4.** Gain knowledge about models related to ESL education and make appropriate instructional decisions based on course content and design based on the affective, linguistic, and cognitive needs (2.2k & 2.3s). |
| **5.** Become aware of ways to bridge the home and school cultural environments (2.5k). | **5.** Understand and apply knowledge of the convergence of research evidence related to multilingual education including best instructional practices for second language learners (ELLs) as determined by academic achievement (2.3k & 2.2s). |
| **6.** Advocate equity for ELLs and bilingual programs (2.7s). |  |
| **7.** Understand and apply knowledge of the convergence of research evidence related to bilingual education including best instructional practices for second language learners (ELLs) as determined by academic achievement(2.2k & 22.2s). |  |

**VII. 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. The overall instructional plan of the course is designed to help students develop knowledge, skills of critical thinking, reflection, and self-assessment. The course will also help students develop their own cultural competence in working with linguistically diverse children and parents.

**VIII. EVALUATION CRITERIA**

UNT has established the following grading scale:

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

**IX.** **REQUIRED ASSIGNMENTS**

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

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| **Assignments** | **Percentage Points** |
| Attendance and participation | 10% |
| Reading Response Log | 20 % |
| Create and submit a 3 page essay about the research findings about bilingual and ESL education | 15% |
| Create, submit and present a PowerPoint about types of instructional programs for English Language Learners | 15 % |
| Key assignment – Develop an ELL Family/child advocacy plan | 20 % |
| Final Exam | 20 % |
| **Total** | 1. **%** |

1. **Attendance**

Attendance and class participation in class are expected and will be considered

in assigning the final course grade. If you know in advance that you will be

absent, please send your instructor an e-mail before the absence. In general,

three absences are acceptable in a long semester course. Any absence after 3

will be deducted one percent from the attendance percentage points. Three

tardy counts as one absence. The student is responsible for all content covered

in the classes missed and should arrange to get notes from another student.

Absences do not change due dates for the assignments.

1. **Reading Response Log** should be completed for each chapter. It is due on the day of the class. The format will be provided.
2. **Essay on research findings** about bilingual and ESL education. The essay should include an overview of major research studies’ findings. The essay should be no more than 3 pages, double spaced, 12 point font.
3. **PowerPoint presentation** about types of instructional programs for English language learners. The PowerPoint should be no more than 6 slides; it should include an introduction, the programs of focus, a description of the programs, and why they are effective for teaching ELL students. Include colors and pictures to illustrate the slides. Prepare to present it to the class as a whole.
4. **ELL Family/Child Advocacy Plan. Students develop a 3-page advocacy plan for English language learners and their families based on the selection of case scenario. Students will describe what they would do as an advocate to solve or help solve the problem and then present their case and solutions to the class as a whole (WORD document, double spaced, 12 point size font).**

**X. CLASS POLICIES:**

*Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on academic integrity: <http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.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.

*Student Conduct:* Expectations for behavior in this class accord with the Code of Student Conduct: “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 Center for Student Rights and Responsibilities 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.” See [www.unt.edu/csrr](http://www.unt.edu/csrr).

*Attendance:* Attendance and class participation in class are expected and will be considered in assigning the final course grade. If you know in advance that you will be absent, please send your instructor an e-mail before the absence. In general, three absences are acceptable in a long semester course. Any absence after 3 will be deducted one percent from the attendance percentage points. Three tardy counts as one absence. The student is responsible for all content covered in the classes missed and should arrange to get notes from another student. Absences do not change due dates for the assignments.

*Due Dates*: All assignments must be turned in at the beginning of class on the date agreed upon in class. The score of a late assignment will be reduced. Absence from class does not constitute notification about a late assignment.

*Quality of Work*: All written work must be typed and must meet the high quality standards expected of a classroom teacher. Present your assignments as you would if they were to be reviewed by a future administrator, parents, school board, etc.

*Request for Help with Assignments*: Students should feel free to talk to the instructor- or e mail the instructor about any assignment. However, the student must take an effort to begin the assignment before asking for help.

*Revision of Assignment*: If an assignment must be revised because it is unsatisfactory, the highest grade that can be earned on that assignment is 85% of total points for that assignment.

*Requests for Grades of Incomplete*: Such requests are rarely granted by instructors.

*Cell Phones and Laptop:* Students should turn off cell phones when they are in class. This means vibrate as well as ring modes. Also, there should be no texting during class. Laptops may be used in class for taking notes and for engaging in learning activities for the course.

*SETE:* The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

*Collection of Student Work*: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

*Professionalism and Leadership*:

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them.

Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, not reading from cell phones, not texting in class, not using iPods in class.

**XI. Conceptual Framework: The Educator as Agent of Engaged Learning**

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner-centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. Content and curricular knowledge refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. Knowledge of teaching and assessment refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. Promotion of equity for all learners refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. Encouragement of diversity refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. Engaged professional learning refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

X.COURSE OUTLINE: The ***tentative*** course outline and calendar are as follows:

ASSIGNMENT GUIDELINES

This will be updated and completed once the semester is underway

and we have mapped out our questions and inquiries together.

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| CLASS MEETING | TOPIC | ASSIGNMENT |
| August 26 | Introduction, Review Course Syllabus, TExES State Educator Standards |  |
| August 31 | Chapter 1 - Bilingualism: Definitions and Distinctions |  |
| September 2 | Chapter 1 - Bilingualism: Definitions and Distinctions | Reading Response Log due |
| September 7 | Chapter 2 - The Measurement of Bilingualism |  |
| September 9 | Chapter 2 - The Measurement of Bilingualism | Reading Response Log due |
| September 14 | Chapter 3 - Endangered Languages: Planning and Revitalization | Reading Response Log due |
| September 16 | Chapter 4 *–* Languages in Society | Reading Response Log due |
| September 21 | Chapter 5 - The Early Development of Bilingualism | Reading Response Log due |
| September 23 | Chapter 6 *–* The Later Development of Bilingualism | Reading Response Log due |
| September 28 | Chapter 7-Bilingualism and Cognition | Reading Response Log due |
| September 30 | Chapter 8- Cognitive Theories of Bilingualism and the Curriculum | Reading Response Log due |
| October 5 | Chapter 9 – Historical Introduction to Bilingual Education: The United States | Reading Response Log due |
| October 7 | Chapter 10 *-* Types of Bilingual Education | Reading Response Log due |
| October 12 | Chapter 11- Education for Bilingualism and Biliteracy | Reading Response Log due |
| October 14 | Chapter 12 *–* The Effectiveness of Bilingual Education | Reading Response Log due |
| October 19 | Chapter 13- Effective Schools and Classrooms for Bilingual Students | Reading Response Log due |
| October 21 | Chapter 14 – Literacy, Biliteracy, and Multiliteracies for Bilinguals | Reading Response Log due |
| October 26 | Chapter 14 – Literacy, Biliteracy, and Multiliteracies for Bilinguals | **Essay about Research Findings is due 15%** |
| October 28 | Chapter 15- The Assessment and Special Education Needs of Bilinguals | Reading Response Log due |
| November 2 | Chapter 17 – Bilingualism and Bilingual Education as a Problem, Right, and Resource | Reading Response Log due |
| November 4 | Chapter 18 – Bilingualism and Bilingual Education: Ideology, Identity and Empowerment | Reading Response Log due |
| November 9 | Chapter 19 - Bilingualism in the Modern World | Reading Response Log due |
| November 11 | Video about Bilingual Education History in Texas |  |
| November 16 | Students present their **PowerPoint presentation** to the class | **PowerPoint presentation due 15%** |
| November 18 | Students present their **PowerPoint presentation** to the class |  |
| November 23 | Students work on ELL Family/Child Advocacy Paper and Presentation |  |
| November 25 | Students work on ELL Family/Child Advocacy Paper and Presentation |  |
| November 30 | Students **present their advocacy plan** to the class | **Advocacy plan due 20%** |
| December 2 | Students **present their advocacy plan** to the class |  |
| December 7 | Students develop **study guide** and review for **final exam** |  |
| December 9 | Students develop **study guide** and review for **final exam** |  |
| December 14 | **Final Exam** |  |
| December 16 |  | **Final Exam 20 %** |