**** 

 **DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**SYLLABUS**

**SPRING 2015**

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

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

**II. INSTRUCTOR:**

OFFICE:

OFFICE PHONE:

OFFICE HOURS:

EMAIL ADDRESS:

1. **CLASS MEETINGS:**

**Location:**

**IV. TEXT:**

 Baker, C. (2011). Foundations of Bilingual Education and Bilingualism: 5th Edition NY: Multilingual Matters. (Required)

ESL or Bilingual Certification Manual (Required)

Lessow-Hurley, J. (2013). The Foundations of Dual Language Instruction: 6th Edition. Pearson (Recommended)

**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.

**COMPETENCY- BASED LEARNING OBJECTIVES**

**The student will be able to:**

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

|  |  |
| --- | --- |
| **Competencies** | **Sub-competencies** |
| **008** The ESL Teacher understands the foundations of ESL education and types of ESL programs. | 1. Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
 |
| 1. Knows types of ESL programs, their characteristics, their goals, and research findings on their effectiveness.
 |
| 1. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
 |
| 1. Applies knowledge of research findings related to ESL education including research on instructional and management practices in ESL programs to assist in planning and implementing effective ESL programs.
 |
| **010**The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education. | 1. Applies knowledge of effective strategies advocating for educational and social equity for ESL students (participation in LPAC, ARD, Site based Decision Making committees) and serving as a resource for teachers.
 |
|  | 1. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children’s education and school activities.
 |
|  | 1. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
 |
|  | 1. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.
 |

 **DOMAIN I – Bilingual Education**

|  |  |
| --- | --- |
| **Competency** | **Sub-competencies** |
| **001** The beginning bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program. | 1. Understands the historical background of bilingual education in the US including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.
 |
|  | 1. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
 |
|  | 1. Understands theimportance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
 |
|  | 1. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.
 |
|  | 1. Understands convergent research related to bilingual education and applies convergent research when making instructional decisions.
 |
|  | 1. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.
 |
|  | 1. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific programs models.
 |
|  | 1. Knows how to create an effective bilingual and multicultural learning environments (bridging the home and school cultural environments).
 |
|  | 1. Knows how to create a learning environment that addresses bilingual students’ affective, linguistic and cognitive needs (benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).
 |

**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:

|  |  |
| --- | --- |
| **Assignments** |  **Points** |
| Attendance | 10 |
| Reading Response Logs | 10 |
| Interview of a bilingual individual | 15 |
| Create, submit and present a PowerPoint about types of instructional programs for English Language Learners | 15 |
|  Key assignment – Develop and conduct an ELL Family/child advocacy plan | 15 |
| Midterm Exam | 15 |
| Final Exam | 20 |
| **Total** |  **100** |

1. **Attendance and Participation**

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.

Attendance is a component of your grade.

The following calculations will be used to determine the attendance grade:

0-3 unexcused absences= 10 points

4 unexcused absences= 7 points

5 unexcused absences= 4 points

6 unexcused absences= 1 point

7 unexcused absences= withdraw from class or ARR committee referral

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.

**TardIES**

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

|  |
| --- |
|  |
| 0-2 tardies = no points deducted |
| 3 tardies or leaving early 3 times = 3 unexcused absences = - 3 points |
| More than 3 tardies or more than 3 times leaving early = 4 unexcused absences = - 6 points |

**Late work policY**

After each day an assignment is late = 20% will be deducted from the overall assignment grade.

**Make up work**

Will be allowed for students who have excused absences only:

**Excused absences:**

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

***Please note:***All written assignments must be typed and double-spaced, with one inch margins. Your work will be evaluated primarily on its content. However, it is important that assignments are well written. Careful documentation of all sources consulted is required. Please edit your work carefully. Assignments are due on time, unless prior arrangements are made with me. Late work will result in points reduction of your grade for that assignment.

 1. **Reading Response Log** should be completed for assigned chapters. The due dates and

 the format will be provided.

1. **Group PowerPoint presentation** about types of instructional programs for English language learners. The PowerPoint 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.
2. **ELL Family/Child Advocacy Plan.** All teachers who work with ELLs should have a heightened sense of awareness around the importance of understanding the field of ESL/Bilingual education and acting as advocates for ELLs. Throughout the semester, student will explore strategies for effective advocacy for ELL students, access community and university resources to enhance the education of future ELL students, explore ideas and engage in actions for professional development, including joining professional organizations.**Students will describe what they did as an advocate to solve or help solve the problem and then present their case and solutions to the class as a whole (PowerPoint presentation).**
3. **Interview of a Bilingual Individual**. Each student will identify one bilingual individual in their community and conduct an interview. Record the responses in a narrative format and present the findings in the PowerPoint presentation. Some questions may include:

a) What languages do you use more often?

b) In what situations do you use each one?

c) How has your ability to use those languages changed over time?

d) In what languages do you dream, count numbers and think aloud?

e) Has your language proficiency ever been tested? What test(s) were used?

f) What has helped maintain or develop your dominant language?

**Detailed explanation** of this assignment will be provided in class.

 6**. Midterm and Final Exam** Dates TBA