



DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION
SYLLABUS
SPRING 2011

- I. COURSE NUMBER/SECTION:** EDBE 3470 Section 001
- 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 & Wednesday. 12:30-2:00; Tuesday & Thursday 11:00-12:30*
 EMAIL ADDRESS: Yuliya.Summers@unt.edu
- III. CLASS MEETINGS:** Monday & Wednesday Times: 9:30-10:50
Location: Wh 121
- 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

<p>1. The bilingual education teacher will gain knowledge about the foundations of bilingual education, the concepts of bilingualism and biculturalism throughout</p>	<p>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).</p>
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the world, demographic shifts (2.1k & 2.1s & 2.3k).	
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).
3. 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 & 2.2s).	

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:

Assignments	Points
Reading Response Log	20
Interview of a bilingual individual case study	10
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
Test	20
Total	100

1. Attendance and Participation

Much of the value of this class comes from class discussions and presentations. We will strive to create a collaborative learning environment where everyone feels respected, is inspired to put forth his or her best effort, and encourages and supports all classmates to do the same. Regular attendance and participation are expected and will be recorded every week. Bonus points will be awarded those with minimal absences: 3 points added to the final grade for the course for 0 absences, and 1 point for 1 absence. Having more than 5 absences in this course is considered excessive and unprofessional; it will result in a conference to discuss the student's professionalism and status in the course and student may be asked to drop from the course. In general, three absences are acceptable in a long semester course. **Any** absence after 2 will be deducted 2 points from the total 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. Unprofessional behavior in class will result in a conference and loss of credit for that day's class.

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. 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 in connection to a child's second language acquisition. This literature review 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).

5. **Interview of a Bilingual Individual.** Each student will identify one bilingual family in their community and conduct an interview using the questions below. Record the responses in a narrative format and submit the narrative to the instructor including a brief description of the interviewee, where he/she is from, where parents are from, how long have they lived in the US (only identify by first name) and a brief reflection about how these individuals has developed his/her bilingualism. 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 is on p. 117 (1-4) and 141 (1, 2, 4) in your Baker book.

6. **Final Exam Dates** TBA

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.

Attendance: Much of the value of this class comes from class discussions and presentations. We will strive to create a collaborative learning environment where everyone feels respected, is inspired to put forth his or her best effort, and encourages and supports all classmates to do the same. Regular attendance and participation are expected and will be recorded every week. Bonus points will be awarded those with minimal absences: 3 points added to the final grade for the course for 0 absences, and 1 point for 1 absence. Having more than 5 absences in this course is considered excessive and unprofessional; it will result in a conference to discuss the student's professionalism and status in the course and student may be asked to drop from the course. In general, three absences are acceptable in a long semester course. Any absence after 2 will be deducted 2 points from the total points. Three tardy counts as one absence.

Leaving early is an equivalent of a tardy. If you are tardy or absent, it is your responsibility to contact another student to obtain assignments, make up work, handouts, or other class information that you may have missed. Get another student's e mail address and/or phone number to get information/handouts when you miss class. **Please don't e mail me asking for what you missed.** Absences do not change due dates for the assignments. Those with mitigating circumstances should meet individually with the instructor.

Absences, tardiness, and leaving early will lower your grade.

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 lowered one letter grade for each class day late up to three classes. It can not earn greater than 50 % if submitted four or more classes late. Acceptance of all late work is *at the discretion of the instructor*. 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.

CLASS MEETING	TOPIC	ASSIGNMENT
January 19	Introduction, Review Course Syllabus, TExES State Educator Standards, Pre- test	
January 24	Myths of Second Language Acquisition with Judy Hanes	Reading Response Log due
January 26	Chapter 1 - Bilingualism: Definitions and Distinctions Chapter 2 - The Measurement of Bilingualism	
January 31	LPAC	Reading Response Log due
February 2	Chapter 3 - Endangered Languages: Planning and Revitalization (Video) Chapter 4 – Languages in Society	Reading Response Log due
February 7	Chapter 5 - The Early Development of Bilingualism Chapter 6 – The Later Development of Bilingualism	Reading Response Log due Reading Response Log due
February 9	Speaking in Tongues Documentary	Reading Response Log due
February 14	Chapter 7- Bilingualism and Cognition	Reading Response Log due
February 16	Chapter 8- Cognitive Theories of Bilingualism and the Curriculum Bye Bye Bilingual Video	Reading Response Log due
February 21	Bilingual Interview Case Study Presentation	Bilingual Interview Presentation is due
February 23	Bilingual Interview Case Study	

	Presentation	
February 28	Chapter 9 – Historical Introduction to Bilingual Education: The United States	Reading Response Log due
March 2	Kathryn Snow vs. Ron Unz debate	Reading Response Log due
March 7	Video about Bilingual Education History in Texas	
March 9	Chapter 10 - Types of Bilingual Education Chapter 11- Education for Bilingualism and Biliteracy	Reading Response Log due Reading Response Log due
March 14	Spring Break	No Class
March 16	Spring Break	No Class
March 21	Chapter 12 – The Effectiveness of Bilingual Education	Essay about Research Findings is due
March 23	Dr. Gomez’s Presentation in Senate	Reading Response Log due
March 28	Chapter 13- Effective Schools and Classrooms for Bilingual Students	Reading Response Log due
March 30	Chapter 13- Effective Schools and Classrooms for Bilingual Students	
April 4	Students present their PowerPoint presentation to the class	PowerPoint presentation is due
April 6	Students present their PowerPoint presentation to the class	
April 11	Chapter 14 – Literacy, Biliteracy, and Multiliteracies for Bilinguals	Reading Response Log due
April 13	Chapter 14 – Literacy, Biliteracy, and Multiliteracies for Bilinguals	
April 18	Chapter 15- The Assessment and	Reading Response Log due

	Special Education Needs of Bilinguals	
April 20	Chapter 17 – Bilingualism and Bilingual Education as a Problem, Right, and Resource	Advocacy plan due
April 25	Chapter 18 – Bilingualism and Bilingual Education: Ideology, Identity and Empowerment	Reading Response Log due
April 27	Chapter 19 - Bilingualism in the Modern World	Reading Response Log due
May 2	Advocacy Plan	Reading Response Log due
May 4	Students develop study guide and review for final exam	
May 9	Final Exam	Final Exam
May 11		