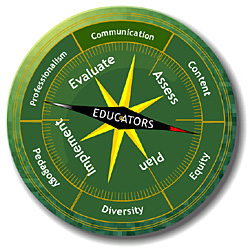
**[](http://www.coe.unt.edu/conceptual)** 

**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**SYLLABUS**

**SPRING 2016**

1. **COURSE NUMBER/SECTION:** EDBE 3470 / Section 2

**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/Friday 9:00-10:00 am & 11 am-12 pm

(Other times by appointment)

EMAIL ADDRESS: Yuliya.Summers@unt.edu

1. **CLASS MEETINGS:** Monday Wednesday & Friday Times: 1:00 P.M- 1:50 P.M.

**Location:** Matthews Hall 115

**IV. TEXT:**

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

ESL or Bilingual Certification Manual (Required)

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

**X. CLASS POLICIES:**

***Due Dates and Late Work*:** All assignments must be turned in at the **beginning of class** on the date agreed upon in class. Late work will be reduced by one grade. After one week past the due date, late work will not be accepted. Acceptance of all late work is *at the discretion of the instructor*. Absence from class does not constitute notification about a late assignment. **Technological problems** do not excuse the due dates.

***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. All work is expected to be completed at a college level, **word processed, (not** handwritten, unless otherwise specified) with no typographical errors. In order to earn an A, you **must** have an A average in all work ( on time) and an A or B average in test, display professional attitude in all classes, have missed **no more than three classes** for any reason, and have been tardy **no more than twice.** In order to earn a B, you must have a B ( or better) in all work and test, display professional behavior, have missed no more than four classes, or have been tardy no more than four times, or have a combination of four tardies/absences. **Any exceptions to this need to be discussed with me during my office hours in my office (not in class).**

***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, and not for any other purpose. To minimize distracting effect on other students, students need to mute their computers and set them up before class begins in order to avoid distracting other students.

Students using a laptop must sit in the front row(s) of the classroom (both so that other students and the faculty member can police their use of the laptop for legitimate purposes). If a student violates use-of-laptop policy (such as by using it to surf the internet instead of taking notes), the instructor can ban the student from using the laptop in class for the remainder of the year.

**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.

*Ethical Behavior and Code of Ethics:* The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

*Submitting Work:* All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

*Grading and Grade Reporting:* Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

*Writing Policy:* Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>

**Teacher Education & Administration**

***Departmental Policy Statements***

*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.”

*Observation of Religious Holidays:* If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: <http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.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.

*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 <https://deanofstudents.unt.edu/conduct>.

*Attendance:* See the instructor’s attendance policy*.*

*Eagle Connect*: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

*Cell Phones and Laptop:* Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

*SPOT:* The Student Evaluation of Teaching Effectiveness (SPOT) 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 SPOT 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.

*TK20*: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20-campus-tools>. Announcements regarding TK20 will also be posted on this website.

*Comprehensive Arts Program Policy.* The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

*Technology Integration Policy.* The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

*TExES Test Preparation*. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texes-advising-office/texes-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texes.ets.org](http://www.texes.ets.org).

*“Ready to Test” Criteria for Teacher Certification Candidates*. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

*Six Student Success Messages.* The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

**XII.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 |
| Week 1  January 20, 22 | Introduction, Review Course Syllabus, TExES State Educator Standards, EDBE Handbook |  |
| Week 2  January 25, 27, 29 | Myths of Second Language Acquisition with Judy Hanes  Prism Model  Chapter 1( Baker) - Bilingualism: Definitions and Distinctions  Language Learning in Other Countries (article)  LPAC  Chapter 3 - Endangered Languages: Planning and Revitalization (Video) & Chapter 4 *–* Languages in Society |  |
| Week 3  February 1, 3, 5 | Chapter 5 - The Early Development of Bilingualism  Chapter 6 *–* The Later Development of Bilingualism | Reading Log 1 ( LPAC) & 2 ( District Demographics) due February 5 |
| Week 4  February 8, 10, 12 | Chapter 7-Bilingualism and Cognition  Chapter 8- Cognitive Theories of Bilingualism and the Curriculum |  |
| Week 5  February 15, 17, 19 | Speaking in Tongues Documentary  Chapter 9 – Historical Introduction to Bilingual Education: The United States |  |
| Week 6  February 22, 24, 26 | Video about Bilingual Education History in Texas, court cases, Kathryn Snow vs. Ron Unz debate | Reading Log 3 ( Speaking in Tongues) due February 22 |
| Week 7  February 29, March 2 & 4 | Chapter 12 *–* The Effectiveness of Bilingual Education  Dr. Gomez’s Presentation in Senate  Midterm Exam | **Midterm Exam on March 4** |
| Week 8  March 7, 9, 11 | **Bilingual Interview Presentation** | Bilingual Interview PowerPoint due on March 7, paper due March 11 |
| Week 9  March 14, 16, 18 | Spring Break- No classes | No classes |
| Week 10  March 21, 23, 25 | Groups prepare their Program PowerPoint presentation |  |
| Week 11  March 28, 30 & April 1 | **Groups present their Program PowerPoint presentation** | **ELL Program PowerPoint presentation is due** |
| Week 12  April 4, 6, 8 | Chapter 11- Education for Bilingualism and Biliteracy  Chapter 13- Effective Schools and Classrooms for Bilingual Students |  |
| Week 13  April 11, 13, 15 | Working with Parents ( notes) and community Involvement |  |
| Week 14  April 18, 20, 22 | National Unity and Diversity: The United States in the Twenty First Century ( notes) | Reading Log 4 ( SPOT) due |
| Week 15  April 25, 27, 29 | **Advocacy Presentation** | Advocacy PowerPoint is due |
| Week 16  May 2, 4 | **Pre-Finals week** | Reading Log 5 ( ELL Prof Dev) due May 4 |
| Week 17  May 7-12 | Final Exam | **Final Exam** |