I. COURSE TITLE: Fundamentals of Bilingual and English as a Second Language Education

COURSE NUMBER/SECTION: EDBE 5560 SECTIONS: 026, 030

II. INSTRUCTOR: Dr. Rossana Boyd
Office Location: UNT, Matthews Hall, Room 206 D
Office Hours: Tuesdays from 1:00 to 4:00 PM or by appointment
Phone Numbers: Office (940) 565-2933, Cell (940) 391-4800
Email: Rossana.boyd@unt.edu

ABOUT THE INSTRUCTOR
Dr. Rossana Boyd is a passionate instructor and administrator regarding English as a second language and bilingual education teacher preparation. Dr. Boyd holds a B.A. in Educational Administration from the Universidad Nacional Autónoma de Honduras, a M.Ed. in Educational Supervision from Southeastern Louisiana University, and a Ph.D. in Curriculum and Instruction from Louisiana State University. She has more than 25 years of experience as a teacher, administrator, and faculty member at various universities including the University of New Orleans, Asuza Pacific University, and Southeastern Louisiana University. Currently, she works at the University of North Texas as a principal lecturer and director of the Bilingual/ESL Teacher Education programs in the Department of Teacher Education and Administration, College of Education. She has served on the executive board of the National Association for Bilingual Education (NABE) for several years and was elected nationally again to serve as secretary of the board. She is a long time member of the Teacher for Speakers of Other Languages (TESOL) organization and of other related state organizations.

III. TEXTS, READINGS, AND RESOURCES
Readings from required texts:

Online Resources and References
UNT Library ([http://guides.library.unt.edu](http://guides.library.unt.edu)) and other links listed in this syllabus.

IV. COURSE DESCRIPTION
This course will examine historical and cultural perspectives, theoretical underpinnings, instructional models and approaches, and the research support base of bilingual and ESL education.

Course Overview and Introduction
The purpose of the course is to help students develop a strong knowledge about the historical background of bilingual and ESL education as well as develop skills of critical thinking, research, reflection, and self-assessment. The instructional approach of this course will use reflective inquiry techniques requiring students to participate in discussions, formulate thoughts, present opinions.

COMPETENCY- BASED LEARNING OBJECTIVES

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

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Sub-competencies</th>
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</thead>
<tbody>
<tr>
<td>008 The ESL Teacher understands the foundations of ESL education and types of ESL programs.</td>
<td>A. Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.</td>
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<td>B. Knows types of ESL programs, their characteristics, their goals, and research findings on their effectiveness.</td>
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<td>C. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.</td>
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<td>D. 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.</td>
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<tr>
<td>010 The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.</td>
<td>A. 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.</td>
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<td>B. Understands the importance of family involvement in the education of ESL students and knows how to facilitate...</td>
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</table>
parent/guardian participation in their children’s education and school activities.

C. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.

D. 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**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Sub-competencies</th>
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<tbody>
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<td>001</td>
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</table>
| 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. | A. 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.  

C. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.  

D. Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.  

E. 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.  

F. Understands convergent research related to bilingual education and applies convergent research when making instructional decisions.  

G. 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.  

H. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate...
I. Knows how to create an effective bilingual and multicultural learning environments (bridging the home and school cultural environments).

J. 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).

V. TECHNICAL REQUIREMENTS/ASSISTANCE
The following information has been provided to assist you in preparation for the technological aspect of the course.
UNT Help Desk: http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
Necessary plug-ins: http://goo.gl/1lsVF
Internet Access with compatible web browser
Headset/Microphone (if required for synchronous audio and video calls)
Word Processor

Minimum Technical Skills Needed:
Using the learning management system
Using email with attachments
Creating and submitting files in commonly used word processing program formats
Copying and pasting
Downloading and installing software
Using spreadsheet programs

VII. ACCESS AND NAVIGATION
Log in Information
To get started with the course log on to https://learn.unt.edu, enter your EUID and password and click the link with the course name. If you have forgotten your EUID or password you can go to: http://ams.unt.edu.

Student Resources
• Locate the “UNT Helpdesk” tab at the top of the Blackboard Learn window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.
• Take the Blackboard Learn Student Orientation. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
• Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

Being a Successful Online Student:
What Makes a Successful Online Student?

Self Evaluation for Potential Online Students

• Transmit only WORD documents via Blackboard that are of high quality and that evidence creativity and thought;
• Demonstrate professional attitudes and dispositions toward each other during discussions;
• Turn in assignments on time;
• Use the UNT library and open source resources to supplement your learning.

How the Course is Organized
This course is divided into 14 weekly assignments excluding the week of Thanksgiving Day (week 14). The course will use several menu items such as messages, the grade book online, the roster, articles, discussions, text readings, web links, videos, assessments, and self-assessments. The syllabus contains details about the expectations for each assignment based on weekly objectives.

What Students Should Do First
To start the course, go to the home page of Blackboard and click on the START HERE icon. In there you will find instructions about how to begin, what items to use, policies, how to introduce yourself. The syllabus has all the instructions for each assignment as well as deadlines.

Course Requirements
• Complete the zip code survey
• Purchase the textbook;
• Review the syllabus in its entirety;
• Follow all the course instructions found in the weekly assignments in Blackboard and in this syllabus in order to address each assignment and assessment;
• Participate in forums using the discussion tool and pay attention to netiquette;
• Ask questions about any assignment before it is due;
• Turn in written assignments using WORD files;
Submit assignments on time and on the due dates.

Other Course Requirements

Attendance
Attendance to an online course is defined as participation in discussions, self-evaluations and submission of assignments on the scheduled dates. All work is due on Blackboard on Fridays by midnight. If participation is not possible due to illness or death in the family, doctors’ excuses or copy of obituary records will need to be submitted to the instructor. Extraneous circumstances or emergencies will be excused only if a detailed explanation is e-mailed to the instructor ahead of time, when possible. Extensions for assignments will be granted on a case by case basis.

Late Work Policy
Late work will be accepted only if the student has communicated with the instructor ahead of time, when possible, to explain the reason for the lack of participation. The instructor will make decisions on a case by case basis.

Semester Drop Dates
If for any reason you have to drop the course, deadlines and information can be found at the Registrar’s Office at http://essc.unt.edu/registrar/schedule

How Students Should Proceed each Week for Class Activities/Assignments
The course has links to discussions, assignments, and assessments that are available in each folder of weekly assignments. The paper assignments should be turned in as WORD documents and the discussions require responses to questions or to students. Other tools that will be used in the course are email messages, the gradebook online, assessment rubrics, the roster, and resources. The syllabus contains details about the expectations for each assignment based on weekly competency-based objectives.

Support for Students with Disabilities
This course has been designed to make content accessible to students of different styles of learning. For example, it includes PP presentations with graphics, Webcasts, PDF documents that can be accessed using the reader tool, textbook readings, articles, and different external web links related to course contents. Additionally, UNT provides academic adjustments and auxiliary aids to individuals with disabilities. If you need a reasonable accommodation because of a disability to fully participate in this course, please contact the Office of Disability Accommodation at 940-565-4323. Please make the request during the first week of class or as soon as possible to allow sufficient time to obtain authorized documentation and to arrange the reasonable accommodation. http://www.unt.edu/oda or http://disability.unt.edu/services/taglines

Student Technical Support
The University of North Texas provides technical support in the use of Blackboard. The student help desk may be reached at: helpdesk@unt.edu, phone: 940-565-2324, or in person at UNT Sage Hall, Room 130. Regular hours are maintained to provide support to students. Please refer to the website http://www.unt.edu/helpdesk/hours.htm for updated hours.

Also, UNT offers other support services such as:
COE Student Advising Office: https://www.coe.unt.edu/student-advising-office
Office of the Registrar: http://registrar.unt.edu/registration
Student Financial Aid and Scholarships: http://financialaid.unt.edu/
Counseling: http://studentaffairs.unt.edu/counseling-testing-services

VIII. COMMUNICATION
To communicate with me the preferred method will be via email messages in Blackboard. For an immediate response you can call me using my office phone, my cell phone, you can send me a text message, or you can contact me directly at rossana.boyd@unt.edu. I check this account on a daily basis. I will log on the course once per week during office hours on Mondays from 1:00 to 4:00 pm to respond to your emails, to grade, and to provide feedback for assignments as needed.

Eagle Connect
All other official correspondence between UNT and students is conducted via Eagle Connect and it is your responsibility to read your Eagle Connect Email regularly.

Netiquette
Please observe the following Netiquette guidelines during the discussions and email messages:
1) **Tone down your language.** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

2) **Keep a straight face.** In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

3) **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

4) **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the
grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

5) **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, it will be even better.

6) **Netspeak.** Although electronic communication is still young, many conventions have already been established. **DO NOT TYPE IN ALL CAPS.** This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read.

**IX. ASSESSMENT AND GRADING**

**Assignments:** This course is equivalent to a three hour graduate course and it is made up of 15 assignments that include performance expectations to assist you in achieving the learning objectives. They represent a variety of activities such as discussions, self-evaluations, readings, videos, tests, using web links, papers, except during the week of Thanksgiving Break. The three discussions require that you interact with your classmates. Make an initial posting by mid-week (Wednesday) followed by two more postings throughout the week. The assignments will be due on Fridays by midnight.

**Grading:**
I will begin grading assignments and monitoring the discussions on Tuesdays during office hours which is when I will be online as much as possible from 1:00 to 4:00 PM. Then I will respond to any questions you may have about the current or future assignments. I will not log on to Blackboard the rest of the week. Therefore if you need an immediate response call me on my cell phone or email me at rossana.boyd@unt.edu. I check this email account on a daily basis.

I will enter grades before the next assignment is due. You will be able to view your individual grades and check your progress in the online gradebook. Below is the grade scale for the course, an assignments’ summary, the required assignments and assessments, and a detailed description of each assignment.

**The grading scale for this course is:**

90 - 100 = A
80 - 89 = B  
70 - 79 = C  
60 - 69 = D  
59 and below = F

X. SUMMARY OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week due</th>
<th>Assignments</th>
<th>Points</th>
<th>Due on Fridays by Midnight</th>
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</thead>
<tbody>
<tr>
<td><strong>Weeks 1</strong></td>
<td>Discussion Forum</td>
<td>0</td>
<td>Sept. 2</td>
</tr>
<tr>
<td>Aug. 29- Sept. 2</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Self-assessment</td>
<td>0</td>
<td>Sept. 9</td>
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<td>Sept. 6-9</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Interview</td>
<td>10 points</td>
<td>Sept. 16</td>
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<td>Sept. 12-16</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Test</td>
<td>10 points</td>
<td>Sept. 23</td>
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<td>Sept. 19-23</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Self-assessment</td>
<td>0</td>
<td>Sept. 20</td>
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<td>Sept. 26-30</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Chronogram</td>
<td>10 points</td>
<td>Oct. 7</td>
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<td>Oct. 3-7</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Findings Report</td>
<td>10 points</td>
<td>Oct. 14</td>
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<td>Oct. 10-14</td>
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<tr>
<td><strong>Week 8</strong></td>
<td>Test</td>
<td>10 points</td>
<td>Oct. 21</td>
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<td>Oct. 17-21</td>
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<tr>
<td><strong>Week 9</strong></td>
<td>Discussion Forum</td>
<td>0</td>
<td>Oct. 28</td>
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<td>Oct. 24-28</td>
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<tr>
<td><strong>Week 10</strong></td>
<td>Test</td>
<td>10 points</td>
<td>Nov. 4</td>
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<tr>
<td>Oct. 31 –Nov. 4</td>
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<tr>
<td><strong>Week 11</strong></td>
<td>Synthesis</td>
<td>15 points</td>
<td>Nov. 11</td>
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<td>Nov. 7-11</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Discussion Forum</td>
<td>0</td>
<td>Nov. 18</td>
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<td>Nov. 14-18</td>
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<td><strong>Week 13</strong></td>
<td>Thanksgiving Holiday</td>
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<td>Nothing is due</td>
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<td>Nov. 21-25</td>
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<tr>
<td><strong>Week 14</strong></td>
<td>Review of the Literature Paper</td>
<td>25 points</td>
<td>Dec. 2</td>
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<td>Nov. 28 – Dec. 2</td>
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<td><strong>Total</strong></td>
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<td>100 points</td>
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Extra Credit Points
You can earn 10 extra credit points will be assigned to students’ overall grade if they attend a conference related to ESL or bilingual education. Proof of attendance will be required.
• Texas Association for Bilingual Education (TABE), El Paso, TX, for registration and more information go to www.tabe.org.

• Texas Teachers of English for Speakers of Other Languages (TexTESOL V) for registration and more information go to www.textesolv.org.

You can earn 5 extra credit points if:
You attend one of the TExES Review Sessions on Saturday, November 5th from 9:30 am to 3:30 pm. Bilingual Supplemental review will be at Wooten Hall, room 222 and the ESL Supplemental review session will be at Wooten Hall, room 122. To sign up, email ana.figueras@unt.edu and indicate the session you will attend.

XI. DETAILED DESCRIPTION OF REQUIRED ASSIGNMENTS AND ASSESSMENTS
All assignments are due by midnight on Fridays in Blackboard. If for some reason you cannot upload an assignment you can send it to me via email messages in Blackboard.

<table>
<thead>
<tr>
<th>Week 1 – Aug. 29-Sept 2</th>
<th>Discussion Forum</th>
<th>Due on Sept. 2nd</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> Identify the legal and accountability mandates from the Texas Education Agency (TEA) related to identifying, teaching and assessing ELL’s including the state law, TAC 19 Chapter 89.</td>
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</table>

1. By now you will have checked the START HERE link about how to get started with this course.
2. Next, introduce yourselves using the link provided in the week 1 folder in Blackboard found under weekly assignments. Tell us about yourself, your interests, and if you are currently teaching. Upload a picture of yourself as well. Please read the information from your classmates to get to know each other.
3. This week, purchase the text
4. Using the following website read the information about the Texas Administrative Code (TAC) 19 Chapter 89 regarding the Texas policies for the education of ELL students: [http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html](http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html)
5. In the discussion forum respond to three of the questions/items below related to TAC 89 (3 posts):
   a) Briefly describe the polices presented in TAC 19 Chapter 89,
   b) What are the requirements to obtain an approval to an exception to bilingual education?
   c) What is the role of LPAC?
   d) Who can participate in the language proficiency assessment committees?
   e) What kinds of testing accommodations can be used for ELL students?
   f) How are ELL students identified, placed in language programs, and exited from them?
   g) Briefly describe the requirements for Dual Immersion Programs.
h) Describe the differences and similitudes between the bilingual education programs’ content and design presented in Chapter 89.1210.

i) What are the required programs?

6. **Evaluation:** in order to know if you met the objective, use the link to the discussion forum in the Week 1 folder and respond to three of the questions above.

**Only for students seeking teacher certification,**

- Review the competencies posted in the course content page which are related to this course.
- Save all your assignments from this and other courses to use them as artifacts for the Portfolios Part A (to be completed in EDBE 5582) and Part B (to be completed during the student teaching or practicum courses).

### Week 2, Sept. 6-9  
**Self-assessment**  
**Due on Sept. 9th**

**Objective:** Demonstrate knowledge about global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world of education (Bilingual Domain I, C. 001, C).

2. There are two Power Point presentations of the chapters for your review.
3. **Evaluation:** in order to know if you met the objective, take the self-assessment using the link below the table.

### Week 3, Sept. 12-16  
**Interview**  
**Due on Sept. 16th**

**Objective:** Understand the historical background of bilingual education in the U.S. including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education (Bilingual Domain I, C. 001, A).

1. Read Baker’s text Ch.3: “Endangered Languages: Planning and Revitalization” and Ch. 4: “Languages in Society”.
2. Review the PowerPoint presentations about the chapters.
3. Review the contents of the website [www.tesol.org](http://www.tesol.org) to become aware of its purpose and activities.
4. Interview three people in your community asking them the following questions and writing down their responses:
   a) What do you think is the status of the English language in the world compared to other languages?
   b) Do you think that the use of the English language has changed within the last 10 years? How? Why?
   c) What effects do you think that future demographic changes will have on the English language?
5. Turn in your typed written interview responses in a WORD document using the link provided in your week 3 folder.
6. **Evaluation:** In order to know if you met the objective your interviews will be assessed based on the responses collected using a rubric.

<table>
<thead>
<tr>
<th>Week 4, Sept. 19-23</th>
<th>Test</th>
<th>Due on Sept. 23rd</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> Demonstrate knowledge about global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world of education (Bilingual Domain I, C. 001, C).</td>
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<tr>
<td>1. Read Baker’s text Ch. 5, “The Early Development of Bilingualism” and Baker’s Ch. 6, “The Later Development of Bilingualism.”</td>
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<td>2. Review the PowerPoint presentations about the chapters.</td>
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<td>3. Prepare to take a test about the contents of the chapters.</td>
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<td>4. <strong>Evaluation:</strong> In order to know if you met the objective your knowledge will be assessed based on your correct responses on the test. Use the link provided in the week 4 folder to take the test.</td>
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<tr>
<th>Week 5, Sept. 26-30</th>
<th>Self-assessment</th>
<th>Due on Sept. 30th</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> Understand the importance of creating an additive education program that reinforces a cultural identity including understanding the differences between acculturation and assimilation (P. 117 Ch. 6) (bilingual Domain I, C. 001, D).</td>
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<tr>
<td>1. Read Baker’s text Ch. 7, “Bilingualism and Cognition” and Ch. 8, “Cognitive Theories of Bilingualism and the Curriculum.”</td>
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<td>2. Review the PowerPoint presentations related to the chapters.</td>
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<tr>
<td>3. Watch the video “The importance of Bilingualism” <a href="https://www.youtube.com/watch?v=RlKluiQlksE">https://www.youtube.com/watch?v=RlKluiQlksE</a></td>
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<tr>
<td>4. Prepare to take a self-assessment quiz.</td>
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<td>5. <strong>Evaluation:</strong> in order to know if you met the objective, follow the discussion link in the week 5 folder and take the self-assessment quiz.</td>
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<thead>
<tr>
<th>Week 6 – Oct. 3-7</th>
<th>Chronogram</th>
<th>Due on Oct. 7th</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> Understand the historical background of bilingual education in the U.S. including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education (Bilingual Domain I, C. 001, A).</td>
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<tr>
<td>1. Read Ch. 9, “Historical Introduction to Bilingual Education.”</td>
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<tr>
<td>2. Review the PowerPoint presentation related to the chapter.</td>
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<td>3. Watch the videos to examine the history of bilingual education in Texas: “Ten who Dared,” <a href="http://www.youtube.com/watch?v=n--sV1wZGe4">http://www.youtube.com/watch?v=n--sV1wZGe4</a> and “Bilingual Education in Texas,” add link <a href="https://www.youtube.com/watch?v=AWbN_Y8aa5k">https://www.youtube.com/watch?v=AWbN_Y8aa5k</a></td>
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<tr>
<td>4. Review more information about the most important court cases related to ELL students using the website, <a href="http://www.colorincolorado.org/article/49704/">http://www.colorincolorado.org/article/49704/</a> to learn more about significant court cases related to Ell students.</td>
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<tr>
<td>5. Create a chronogram similar to the one on Pages 196 and 197 that includes year, case, and meaning of these additional court cases:</td>
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</table>
a) Mendez v. Westminster  
b) Hernandez v. Texas  
c) Diana v. Board of Education  
d) Serna v. Portales  
e) Cisneros v. Corpus ISD  
f) Rios v. Reed  
g) US v. the State of Texas  
h) Plyler v. Doe  
j) Brown v. Topeka  

6. The chronogram should be double spaced, 12 point font size, in a WORD file properly labeled with your name and date of the assignment. Upload the assignment using the link in the week 6 folder.

7. Evaluation: in order to know if you met the objective the accuracy of the contents in the chronogram will be assessed using a rubric.

Week 7, Oct. 10-14 Findings Report Due on Oct. 14

Objectives: Identify the types of ESL programs, their characteristics, their goals, and research findings on their effectiveness (ESL Domain III, C.008, B).

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 (Bilingual Domain I, C. 001, G).

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 (ESL Domain III, C.008, D).

1. Review Baker’s text Ch. 10, “Types of Bilingual Education” and Ch. 11, “Education for Bilingualism and Biliteracy.”

2. Visit the website and contact the director or coordinator of bilingual/ESL programs of the school district where you live to find responses to the following questions:
   a) How many ELL students are in the district,  
   b) From what nationalities,  
   c) What types of language programs are offered to ELL students,  
   d) How are the programs managed and evaluated,  
   e) What type of professional development do language teachers receive,  
   f) What type of activities are implemented to involve parents of ELL students,  
   g) What are some of the most common strategies and resources that language teachers use with their ELL students?

3. Now review the websites on pg. 252 in your text to find out what information, professional development, resources, strategies, personnel, and procedures can benefit your school district. Generate at least three ideas and explain how and why these will benefit the school district.

4. Combine the assignment from items 2 and 3 into a Findings Report of at least
two pages, double spaces, 12 font size, and submit it as a WORD file using the link provided in the week 7 folder.

5. **Evaluation:** In order to know if you met the objectives the Findings Report will be assessed based on the quality of the responses and ideas. A rubric will be used as a measure.

<table>
<thead>
<tr>
<th>Week 8, Oct. 17-21</th>
<th>Test Due on Oct. 21st</th>
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<tbody>
<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>Understands convergent research related to bilingual education and applies convergent research when making instructional decisions (Bilingual Domain I, C 001, F).</td>
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<tr>
<td>Knows how to create a learning environment that addresses bilingual students' affective, linguistic, and cognitive needs (Bilingual Domain I, C 001, J).</td>
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<tr>
<td>1. Read Baker’s text Ch. 12 – “The Effectiveness of Bilingual Education” and Baker’s Ch. 13 – “Effective Schools and Classrooms for Bilingual Students”</td>
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<tr>
<td>2. Review the Power Points about chapters 12 and 13</td>
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<tr>
<td>3. Take the test using the link provided in the week 8 folder.</td>
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<tr>
<td>4. <strong>Evaluation:</strong> in order to know if you met the objectives your knowledge of the content will be self-assessed based on your responses on the test.</td>
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<tr>
<th>Week 9, Oct. 24-28</th>
<th>Discussion Forum Due on Oct. 28th</th>
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<tbody>
<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>Knows how to create an effective and multicultural learning environments (bridging home and school cultural environment (Bilingual Domain I, C 001, I).</td>
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<tr>
<td>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 (ESL Domain III, C 010, B).</td>
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<tr>
<td>1. Read Baker’s text Ch. 14, “Literacy, Biliteracy, and Multicultural Literacies,”</td>
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</table>
| 3. In the discussion forum post a response to one of the questions below. Afterwards, comment on the responses of two classmates (3 posts):
   a) What are some of the barriers for ELL parents and family members for becoming involved in their children’s education?
   b) What are some strategies that will foster home school relationships?
   c) What are some ways to engage parents in school activities and in their children’s education?
   d) Why is it important to have culturally relevant books in the classroom?
   e) In your opinion, why it is important to acknowledge the cultural background of the parents and what are three examples to do so. |
| 4. **Evaluation:** in order to know if you met the objectives the accuracy and quality of
your responses will be monitored informally in the discussion forum.

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<thead>
<tr>
<th>Week 10, Oct. 31-Nov. 5</th>
<th>Test</th>
<th>Due on Nov. 5th</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (Bilingual Domain I, C 001, J).</td>
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1. Read Baker’s Ch. 15, The Special Educational Needs, assessment, and Testing of Bilinguals and Ch. 16, Deaf People, Bilingualism, and Bilingual Education.
2. Review the Power Point presentations
3. Watch the video about special needs ELL students. [https://www.youtube.com/watch?v=z_8qulpSoGE](https://www.youtube.com/watch?v=z_8qulpSoGE)
4. You will take a self-assessment.
5. **Evaluation:** in order to know if you met the objective your knowledge of the content will be assessed based on your responses on the test.

<table>
<thead>
<tr>
<th>Week 11, Nov. 7-11</th>
<th>Synthesis</th>
<th>Due on Nov. 11th</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs (ESL Domain III, C. 008, A).</td>
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1. Read Baker’s Ch. 17, Bilingualism and Bilingual Education: a problem, right and resource and Ch. 18, Bilingualism and Bilingual Education: ideology, identity, and empower.
2. Gather and synthesize information about the historical, theoretical or policy related to ESL or bilingual education using one or two of the organizations below:
   a) Center for Research on Education, Diversity & Excellence, [www.crede.ucsc.edu](http://www.crede.ucsc.edu)
   b) Colorín Colorado, [www.coloringcolorado.org](http://www.coloringcolorado.org)
   c) Intercultural Development Research Association, [www.idra.org](http://www.idra.org)
   d) NABE Archival Collection, [http://www.lib.utexas.edu/taro/utsa/00329/utsa-00329.html](http://www.lib.utexas.edu/taro/utsa/00329/utsa-00329.html)
   g) National Clearinghouse for English Language Acquisition, [www.ncela.gwu.edu](http://www.ncela.gwu.edu)
   h) National Council of La Raza, [www.nclr.org](http://www.nclr.org)
   i) Southern Poverty Law Center, [www.splc.org](http://www.splc.org)
   j) Teachers of English for Speakers of Other Languages, [www.tesol.org](http://www.tesol.org)
   k) The Center for Equity and Excellence in Education, [www.ceee.gwu.edu](http://www.ceee.gwu.edu)
3. The synthesis should be at least 5 pages, double spaces, 12 point size font, WORD file that includes the following: References written in APA style[https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)
4. Upload the synthesis in the link provided in the week 11 folder.
5. **Evaluation:** in order to know if you met the objective your knowledge will be
assessed with a rubric based on the quality of the synthesis.

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<tr>
<th>Week 12, Nov. 14-18</th>
<th>Discussion Forum Due on Nov. 18th</th>
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<tr>
<td><strong>Objective:</strong> Understands cultural and linguistic diversity in ESL classrooms and other factors that may affect student learning of academic content, language, culture (ESL Domain III, C. 009, A).</td>
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1. Read Baker’s Ch.19, Bilingualism and Bilingual Education in The Modern World."
2. Select one of the choices below to compare the results of two schools based on their adoption of languages and cultural approaches for their ELLs.
3. In the discussion forum post a response to one of the questions below. Afterwards, comment on the responses of two classmates (3 posts):
   a) One school implemented bilingual and ESL programs compared to the other school that did not. What would be the educational outcome of their ELL students?
   b) One school that implemented culturally relevant classroom activities compared to the other school that did not do so. What would be the influence on ELL students if culturally relevant classroom activities were used or not?
   c) One school that implemented cultural, linguistic, and other strategies to engage the parents of ELL and non-ELL students compared to one school that did not;
   d) One school that empowered ESL and bilingual teachers to be an influential professional in a school compared to a school that did not. What would be the results of empowering teachers to make decisions, to increase their knowledge, to promote cultural responsiveness, to advocate for students?
4. **Evaluation:** in order to know if you met the objective your knowledge will be informally monitored based on the quality of your responses in the discussion forum.

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<th>Week 13, Nov. 21-25</th>
<th>Thanksgiving Holiday</th>
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No assignments are due

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<tr>
<th>Week 14, Nov. 28 – Dec. 2</th>
<th>Review of the Literature Paper Due on Dec. 2nd</th>
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<tr>
<td><strong>Objectives:</strong> Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program models and design and selects appropriate instructional strategies and materials in relation to specific program models (Bilingual Domain I, C. 001, H).</td>
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Applies knowledge of the various types of the ESL programs to make appropriate instructional and management decisions (ESL Domain III, C, 008, C).

Applies knowledge of effective strategies advocating for educational and social equality for ESL students (participation on LPAC, ARD, site-based decisions making
committees) and serving as a resource for teachers (ESL Domain III, C. 010, A).

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 (ESL Domain III, C. 010, D).

1. Develop a review of the research literature to find information about one of the questions below. Use at least 10 references from primary and secondary sources of information (journals, books, newspapers, magazines, etc.). The paper in WORD should be 10 pages, double spaces, 10 or 12 point font, includes the references in the body of the review and lists the references at the end of the document using APA style.

a) How does ESL or bilingual instructional models respond effectively to meet the educational needs of English language learners of varying proficiency levels?

b) How can community members and resources can affect ELLs learning in bilingual and ESL programs?

c) How can teachers advocate for social equity for their ELLs?

d) Why and how should language teachers involve ELL parents in the education of their children?

2. Submit the paper using the assignments' link provided in the week 14 folder.

3. Evaluation: in order to know if you met the objectives your acquired knowledge will be assessed based on the quality of your response to the research question, the organization of the research literature, your creativity, and your proper use of references using the APA style.

XII. COLLEGE OF EDUCATION’S VISION

Will be regionally and nationally recognized for excellence in preparing leaders in the human service and educational spheres of public, private, and corporate institutions. We will achieve this through promoting faculty and student research, designing learner-centered instruction, developing collaborative partnerships, and disseminating results of professional practices, active participation in professional and scholarly organizations, effective use of technology, and the value of intellectual and human diversity.
COLLEGE OF EDUCATION'S MISSION STATEMENT
To develop the human capacity – cognitively, socially, emotionally, and physically in our students and ultimately in the society they serve. College faculty contributes in achieving the mission by expanding knowledge through research, publication, and service.

STANDARDS
The content and objectives of this course are aligned with the standards of the ESL and Bilingual Education certification programs at UNT as well as with the state ESL and bilingual standards and the Teachers of English for Speakers of Other Languages (TESOL) national standards. In addition, they are aligned with the standards of the Teacher Education Program.

XIII. 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 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.

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 may be referred 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 www.deanofstudents.unt.edu.

SPOT: The Student Personal Opinion of Teaching is expected for all organized
classes at UNT. This brief online survey will be made available to you before the end of the semester. It will provide you a chance to comment on your learning in this class. 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.

Comprehensive Arts Program Policy: The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service 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 pre-service and in-service teachers to design and implement curricular and instructional 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) ALSO 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 Teacher Education and Administration Department Graduate Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at 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.

Students and Online Courses
To read INS regulations for F-1 students taking online courses, please go to http://www.immigration.gov/graphics/services/visas.htm and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G) A final rule with clarifications on the restriction can be found in a PDF file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses." To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following: 1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office, telephone 940-565-2195, or email international@unt.edu to receive clarification before the one-week deadline.

XIV. BIBLIOGRAPHY


Region 10 (2016). Site Based decision Making Training. Available at: https://www.region10.org/administrators/site-based-decision-making-training/


**ONLINE RESOURCES**

Center for Research on Education, Diversity & Excellence, [www.crede.ucsc.edu](http://www.crede.ucsc.edu)

Colorín Colorado, [www.coloringcolorado.org](http://www.coloringcolorado.org)

Intercultural Development Research Association, [www.idra.org](http://www.idra.org)


National Association for Bilingual Education, [www.nabe.org](http://www.nabe.org)

National Clearinghouse for English Language Acquisition, [www.ncela.gwu.edu](http://www.ncela.gwu.edu)

National Council of La Raza, [www.nclr.org](http://www.nclr.org)

Southern Poverty Law Center, [www.splc.org](http://www.splc.org)

Teachers of English for Speakers of Other Languages, [www.tesol.org](http://www.tesol.org)

The Center for Equity and Excellence in Education, [www.ceee.gwu.edu](http://www.ceee.gwu.edu)