DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

EDBE 5560 SYLLABUS

FALL 2017 (August 28 to Dec. 10)

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
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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 continues to serve on the executive board of the National Association for Bilingual Education (NABE). She is a long time member of the Teacher for Speakers of Other Languages (TESOL) organization and other local and state organizations.

III. TEXTS, READINGS, AND RESOURCES

Readings from required texts:

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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<tbody>
<tr>
<td>008</td>
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<tr>
<td>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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<td>010</td>
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<tr>
<td>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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### B. 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.

### 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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<tr>
<td><strong>001</strong> 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.</td>
<td><strong>A.</strong> 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.</td>
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<tr>
<td><strong>A.</strong></td>
<td><strong>C.</strong> Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.</td>
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<tr>
<td><strong>D.</strong> Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</td>
<td><strong>E.</strong> 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.</td>
</tr>
<tr>
<td><strong>F.</strong> Understands convergent research related to bilingual education and applies convergent research when making instructional decisions.</td>
<td><strong>G.</strong> 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.</td>
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<tr>
<td><strong>H.</strong> Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate...</td>
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</table>
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](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:


Necessary plug-ins: [http://goo.gl/1IsVF](http:// goo.gl/1IsVF)

Internet Access with compatible web browser

Headset/Microphone (if required for synchronous audio and video calls)

Word Processor

Minimum Technical Skills Needed:

How to use the learning management system

How to attach documents to an email message.

How to create and submit document files

How to downloading and install software

VII. ACCESS AND NAVIGATION

Log in Information

To get started with the course log on to [https://learn.unt.edu](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](http://ams.unt.edu).

Student Resources

- Locate the “UNT Helpdesk” tab in Blackboard Learn to learn about the student resources available, technical information and instruction, and how to contact the Help Desk for assistance.

- Take the Blackboard Learn Student Orientation and go to the On Demand Learning Center for Students to 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 in weekly assignments excluding the week of Thanksgiving (week 13). The course will use several menu items such as emails, the grade book, the roster, articles, discussions, text readings, web links, videos, 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 accurately;
- Participate in forums using the discussion tool and pay attention to netiquette;
- Ask questions directly to the instructor about any assignment before it is due;
- Turn in written assignments using WORD files, double spaces, font size 12;
- Submit assignments on or before 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 Sundays by 11:59 pm. 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, explaining 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](http://essc.unt.edu/registrar/schedule)

**How Students Should Proceed each Week for Class Activities/Assignments**

The syllabus contains details about the expectations for each assignment based on weekly competency-based objectives. 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, rubrics, the roster, and resources.

**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](http://www.unt.edu/oda) or [http://disability.unt.edu/services/taglines](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](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](https://www.coe.unt.edu/student-advising-office)
- Office of the Registrar: [http://registrar.unt.edu/registration](http://registrar.unt.edu/registration)
- Student Financial Aid and Scholarships: [http://financialaid.unt.edu/](http://financialaid.unt.edu/)
- Counseling: [http://studentaffairs.unt.edu/counseling-testing-services](http://studentaffairs.unt.edu/counseling-testing-services)
VIII. COMMUNICATION
To communicate with me the preferred method is via an email in Blackboard to me NOT to the entire class. Your questions or need for clarification about any assignment may not be the need of others. I like to respond individually and when needed I send a summary for the class as a whole as an announcement. I will log on the course once per week to respond to your emails, to grade, and to provide feedback on assignments as needed. For a quicker response you can call me using my cell # 940-391-4800, you can also send me a text message, or you can contact me directly at rossana.boyd@unt.edu. I check this email account often.

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. It consists of assignments that include performance expectations to assist you in achieving the learning objectives. They represent a variety of activities such as discussions, readings, videos, tests, using web links, papers, except during the week of Thanksgiving. The discussions may require that you interact with your classmates. If this is the case make an initial posting by mid-week (Wednesday) followed by two more postings throughout the week. The assignments will be due on Sundays by 11:59 pm.

Grading: I will begin grading assignments and monitor discussions on Monday of each week. Then I will respond to any questions you may have about the current or future assignments. The process of grading takes a full week if not more so therefore I will log on to Blackboard as many times as needed throughout the week until I finish. Evaluation of each assignment will be holistic so I will not use rubrics.

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 point value for each, 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>Dates</th>
<th>Assignments</th>
<th>Due on Sundays by 11:59 PM and # of points worth</th>
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<tbody>
<tr>
<td>Weeks 1: Aug. 28-Sept. 3</td>
<td>Discussion Forum 1- Introductions Discussion Forum 2- TAC 19 Chapter 89</td>
<td>Discussion Forum 2 is due on Sept. 3, 5 pts.</td>
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<tr>
<td>Week 2: Sept. 4-10</td>
<td>Baker’s Ch. 1: “Bilingualism Definitions and Distinctions” Reflection Paper</td>
<td>Reflection Paper due on Sept. 10, 5 pts.</td>
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<td>Week 3: Sept. 11-17</td>
<td>Baker’s Ch. 2, “The Measurement of Bilingualism and Ch.3: Modified Language Rating</td>
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| Week 4: Sept. 18-24 | Ch. 4: “Languages in Society, Conduct the interview and prepare question answer responses to turn in | Submit interview responses on Sept. 24, 10 pts. |
| Week 5: Sept. 25- Oct. 1 | Ch. 5, The Early Development of Bilingualism and Ch. 6, The Later Development of Bilingualism. Power Point Presentation in the discussion forum | PowerPoint is due on Oct. 1, 5 pts. |
| Week 6: Oct. 2-8 | Baker’s Ch. 9, “Historical Introduction to Bilingual Education.” Thomas’ text Ch. 2, “Beginnings” Court Cases Chronogram | Court cases chronogram due on Oct. 8, 5 pts. |
| Week 8: Oct. 16-22 | Baker’s Ch. 12 – “The Effectiveness of Bilingual Education” and Ch. 13 – “Effective Schools and Classrooms for Bilingual Students” Discussion Forum Submit findings’ report | Findings report and Discussion Forum due on Oct. 22, 10 pts. |
| Week 10: Oct. 30 - Nov. 5 | Parent engagement Discussion | Discussion forum due on Nov. 5, 5 pts. |
| Week 11: Nov. 6-12 | Baker’s Ch. 15, Support and Assessment of Special Needs and | Work on video due on Nov. 19 |
Extra Credit Points

Ten (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 right after the conference.

- **Texas Association for Bilingual Education (TABE)**, McAllen, TX, for registration and more information go to [www.tabe.org](http://www.tabe.org).

- **Texas Teachers of English for Speakers of Other Languages (TexTESOL V)** for registration and more information go to [www.textesolv.org](http://www.textesolv.org).

Five (5) extra credit points can be earned by watching 5 hours of webinars related to bilingual or ESL education.

XI. **DETAILED DESCRIPTION OF REQUIRED ASSIGNMENTS AND ASSESSMENTS**

All assignments are due in Blackboard by midnight on Sundays. If for some reason you cannot upload an assignment you can send it to me via email messages in Blackboard.
Week 1 – Aug. 28-Sept 3 Participation in Discussion Forum Due on Sept. 3 (5 pts)

Objective: 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.

This week’s assignments:
1. By now you have reviewed the START HERE link about how to get started with this course.
2. Now introduce yourselves using the discussion forum link provided in the week 1 folder found in weekly assignments. Tell us about yourself, where you are from, your interests, hobbies, if you are currently teaching, and your academic goals. Upload a picture of yourself as well. Choose two classmates to introduce yourself to. You can ask them at least one question to keep the conversation going.
3. Make sure that this week you purchase the two textbooks.
4. The Texas Education Agency (TEA) enforces laws for bilingual and English as a second language education programs. Using the following website http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html explore the Texas Administrative Code (TAC) 19 Chapter 89 regarding policies for the education of English Learners (ELs). It includes school district expectations on how to serve ELs.
5. There is a second discussion forum link related to TAC 89. Respond to three of the questions/items below (3 posts):
   a) What are the requirements to obtain an approval for an exception to bilingual education?
   b) What is the role of LPAC?
   c) Who can participate in the language proficiency assessment committees?
   d) What kinds of testing accommodations can be used for English learners (ELs)?
   e) How are ELs identified, placed in language programs, and exited from them?
   f) Briefly describe the requirements for Dual Immersion Programs.
   g) Describe the differences and similitudes between the bilingual education programs’ content and design presented in Chapter 89.1210.
   h) What are the required language programs in Texas?
6. Evaluation: to find out if you met the objective, you will respond to the three questions you choose with 90 to 100% accuracy.

NOTE
- Review the TExES exam competencies posted in the course content page related to this course.
- Save all your assignments from this and other courses to possibly 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).

Week 2, Sept. 4-10 Reflection Paper Due on Sept. 10 (5 pts)

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).

**This week’s assignments:**
1. Read Baker’s chapter 1, “Bilingualism Definitions and Distinctions”
2. Read the blog, Life as a Bilingual – The Reality of Living with two Languages at: www.psychologytoday.com/blog/life-bilingual, focus on the topic “Bilingual Infants Learning New Words.”
3. **Reflection Paper of Videos** – Search for at least two videos that explain/describe the concept of bilingualism, bilingual education, or benefits of bilingualism. Write a two-page double-spaced summary of your understanding or interpretation of the message from the videos. Include the video links, authors. Turn in your reflection paper using the link under the Week 2 folder.
4. **Evaluation:** to know if you met the objective your reflection will provide a clear and accurate summary of your understanding of bilingualism or bilingual education.

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<tr>
<th>Week 3, Sept.11-17</th>
<th>Modified Language Scale Due on Sept. 17 (5 pts)</th>
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<tr>
<td><strong>Objective:</strong></td>
<td>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, 008, A)</td>
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**This week’s assignments:**
1. Read Baker’s text and Ch. 2, “The Measurement of Bilingualism” and Ch.3: “Endangered Languages: Planning and Revitalization” You will find that there are many ways to measure bilingualism according to the level of proficiency of each language individuals have.
2. There is a Foundation for Endangered Languages to bring awareness around the world. Go to the news tab of this website: www.ogmios.org/home.htm to learn about what is happening in communities around the world and the efforts to revitalize language before they are lost.
3. The UNESCO organization provides a map of the endangered languages in the world. Review the contents of this website to learn more: www.unesco.org/languages-atlas/en/atlasmap.html
4. **Modified Self-rating Language Scale Plan** - Now that you have some background knowledge about measuring bilingualism, it is important to measure the dominant languages of English learners. One way you can do this informally is by using the Self-rating on Proficiency scale found on Ch. 2, P. 29, Figure 2.2. To avoid some of the problems and ambiguities described by the author on p. 30, **plan** how you would modify the scale to remove some of the issues. Use your creativity to plan your own modified self-rating language scale. What types of questions would you ask?. Limit your scale to three items per language domain: listening, speaking, reading, writing in Spanish and/or English.
5. Submit your scale written in WORD using the link under this Week 3 folder.
6. **Evaluation:** To know if you met the objective you will demonstrate with 80% accuracy that you can plan an informal self-ratings language scale for later possible implementation.
Interview responses are due on Sept. 24 (10 pts)

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).

This week’s assignments:
1. Read Baker’s text Ch. 4: “Languages in Society”
2. Watch this TED Talk by Vera Regan about Language in Society: https://www.youtube.com/watch?v=jAGgKE82034 and answer one of the questions below, using the discussion forum link, then comment on the response of one classmate:
   a) How is language for sociolinguists?
   b) Language is always changing but how is an infant’s language wired?
   c) When do we have a choice about languages?
   d) What rules can there be when using languages?
   e) What are examples of language variations?
   f) Who are transnationals?
3. Interview one immigrant teacher living in your community, ask him/her the following questions and write down his/her responses. Start assignment writing the name of the community where you live (city, town), the gender of the person you interviewed, the role he/she plays in your community and school and finally include your responses in question and answer format:
   a) Where are you from originally?
   b) How long have you lived in Texas?
   c) What changes have happened in language use in your family since arriving to Texas?
   d) Why do you think those changes have happened?
   e) What do you do to preserve your mother tongue in your family?
   f) What is your opinion about bilingual education in schools?
   g) How do you think that the use of your native language influences your identity?
   h) How do you think that future demographic changes in TX will influence bilingualism?
4. Turn in your typed interview responses using the link provided in your week 4 folder. Make sure that the document is in WORD, has double spaces, and uses font size 12.
5. Evaluation: To find out if you met the objective your interview responses will be assessed based on their relevancy to how bilingual education and bilingualism are perceived.

PowerPoint Presentation Due on Oct. 1 (5 pts)

Objective: 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, 008, A)

This week’s assignments:
1. Read Ch. 5, “The Early Development of Bilingualism” and Ch. 6, “The Later Development of Bilingualism.”
2. Watch Dr. Noam Chomsky’s description about how languages change over time at: https://www.youtube.com/watch?v=hdUblIwHRkY
3. You will learn that there are many important terms to remember related to language development particularly the words: English as a second language and bilingualism. Throughout history many research studies have generated different theories about second language learning therefore it is important that you become very familiar with these concepts: Language borrowing, Language code-switching, Language code-mixing, Translanguaging, Language brokers, Metalinguistic awareness, second language learning, identity and second language acquisition, language and power.
4. **Power Point Presentation**: Choose one of the concepts listed above to explore it in depth. Search and critically review 5 sources of information (books, articles, videos) related to your chosen concept and develop a summary of your understanding of the concept in a PowerPoint presentation. Share this presentation with your classmates in the discussion forum of this week. The presentation should have a minimum of 7 slides: 1) Concept title, name, date, 2) definition of the concept, 3) Description about the relevancy of your concept to educate ELs, 4) and 5) Your understanding on how to use the concept to advocate for ESL programs, and 6) any salient information you would like to share, 7) References (of 5 sources).
5. Upload your presentation PP file using the link provided in week 5 and ask a question to two classmates about their presentation. Classmates, try to respond to the inquiries as much as possible.
6. **Evaluation**: To find out if you met the objective your Power Point presentation will display accurate knowledge of the chosen concept and how to use it to advocate for ESL programs.

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**Week 6 – Oct. 2-8**

**Chronogram due on Oct. 8 (5pts)**

**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).

**This week’s assignments:**
1. Read Baker’s text Ch. 9, “Historical Introduction to Bilingual Education.”
2. Review Thomas’ text Ch. 2, “Beginnings”
3. Watch the videos to become aware of the History of Bilingual Education in Texas: “Ten who Dared,” [http://www.youtube.com/watch?v=n--sV1wZGe4](http://www.youtube.com/watch?v=n--sV1wZGe4) and “Bilingual Education in Texas,” [https://www.youtube.com/watch?v=AWbN_Y8aa5k](https://www.youtube.com/watch?v=AWbN_Y8aa5k)
4. Review more information about the most important court cases related to ELL students using the website, [http://www.colorincolorado.org/article/49704/](http://www.colorincolorado.org/article/49704/) to learn more about significant court cases related to ELL students.
5. Create a chronogram similar to the one on Pages 196 and 197 that includes year, case, and meaning of these additional court cases:
   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 spaces, 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 contents of the chronogram will be at least 80% accurate.

Week 7, Oct. 9-15

Work on Findings Report

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).

This week’s assignments:
1. Review Baker’s text Ch. 10, “Types of Bilingual Education” and Ch. 11, “Education for Bilingualism and Biliteracy.”
2. Review Thomas’ text Ch. 3, “Defining Dual Language Education” and Ch. 4 “Unique Qualities of Dual Language Programs.”
3. Findings Report - You will develop a findings report about education services provided to ELs and to their parents in the school district where you live and will find ideas that may help your district to improve their educational services. The first step is to visit your school district website to gather as much information as possible about the services using the questions below as a guide. Write your responses using a question and answer format. If you do not have a response to a certain question or questions just write N/A. You will turn in the assignment next week to give you time to search for the information. If you have the opportunity, talk with an ESL or a bilingual teacher who will know a lot of the information that you will be seeking. However, you may just email the teacher
but if you do not receive a response in time to compile your report just do the
best you can:
a) How many ELs are in the district?
b) From what nationalities?
c) What are some of the cultural and linguistic challenges that the students face
in the school?
d) What types of language programs are offered to ELs?
e) What are the end goals of the programs?
f) What are some important research findings about the programs being
implemented?
g) What type of professional development do language and content teachers
receive related to educating ELs?
h) What are some of the most common strategies and resources that language
teachers use with their ELs?
i) What types of activities are implemented to involve parents of ELs?
j) What are some of the challenges that parents of ELs are facing in the
community?
k) What school and community services are available for parents and families of
ELs?

4. The second step is to review the websites on pg. 252 of your Baker’s text to find
out what information, professional development, resources, strategies,
personnel, and procedures can benefit your school district. Describe at least
three ideas that could benefit your school district.

5. Now include your answers to the questions above in the same paper with the
three ideas. These will result in a Findings Report of at least two pages, double
spaces, 12 font size.

6. Submit the report as a WORD file using the link provided in the week 8 folder.

7. **Evaluation:** In order to know if you met the objectives the Findings Report will
show your knowledge about different ideas that could benefit language programs
in your school district.

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**Week 8, Oct. 16- 22**

**Findings Report is due on Oct. 22 (10 pts)**

**Objectives:**
Understands convergent research related to bilingual education and
applies convergent research when making instructional decisions (Bilingual Domain I, C
001, F)

Knows how to create a learning environment that addresses bilingual students’
affective, linguistic, and cognitive needs (Bilingual Domain I, C 001, J).

**This week’s assignments:**

1. Submit Findings’ Report
2. Read Baker’s text Ch. 12 – “The Effectiveness of Bilingual Education” and
   Baker’s Ch. 13 – “Effective Schools and Classrooms for Bilingual Students”
3. Apply the research you have learned so far to design a language program for a
   group of 10, 5th grade English learners newly arrived from Nicaragua. Describe
   the educational program they will participate in, what subjects they will take, what
   affective accommodation will you make, and what differentiations would you
recommend so that they can have access to content knowledge. Share your program in the discussion forum. Comment on the responses of two classmates.

4. **Evaluation**: in order to know if you met the objectives your design will be 80% or more accurate in regards to serving the affective, linguistic and cognitive needs of the 10 Nicaraguan newcomers.

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**Week 9, Oct. 23-29**

**Collaborative Analysis due on Oct. 29 (10 pts)**

**Objectives**: Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (Bilingual Domain I, C 001, J).

**This week’s assignments:**
1. Read Baker’s text Ch. 14, “Literacy, Biliteracy, and Multicultural Literacies,”
3. **Collaborative Analysis** – There is a movement in the US that started in 2012 in California and now it has spread throughout many states. It is called the Seal of Biliteracy. **Work with a classmate** to search together information about this movement and develop an analysis about how philosophical views about English only and anti-immigration views can affect the development and support for biliteracy in the US. What would you do as an advocate for the development of English and other languages to respond in situations where there is opposition forwards biliteracy development and you are needed to defend the meaning and work of the Seal of Biliteracy movement? This assumes that you have a more informed response than most in a community.
4. Submit your analysis in the week 9 folder making sure that both names are on the paper. There is not page limit. The paper will receive one grade that will be assigned to both students who developed it.

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5. **Evaluation**: to know if you met the objective the responses will have at least 80% accuracy in regards to how to support learning environments for students through the Seal of Biliteracy.

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**Week 10, Oct. 30-Nov. 5**

**Discussion Forum Due on Nov. 5 (5 pts.)**

**Objective**: Knows how to create an effective and multicultural learning environments (bridging home and school cultural environment (Bilingual Domain I, C 001, I).

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).

**This week’s assignments:**
2. **Discussion Forum** - Based on the videos and your perceptions about services
to families of ELs respond to the questions below and post them in the discussion forum. Afterwards, comment on the responses of two classmates:

a) What are some of the barriers for ELs’ 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 that represent the ethnicity and backgrounds of the students?

e) In your opinion, why is it important to acknowledge the cultural background of parents and what could be three examples to do so?

3. **Evaluation**: 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. 6-12</th>
<th>Work on video</th>
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<tbody>
<tr>
<td><strong>Objective</strong>: 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>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).</td>
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</tr>
</tbody>
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**This week’s assignments:**

1. Read Baker’s Ch. 15, Support and Assessment of Special Needs and Exceptional Bilingual Students and Ch. 16, Deaf People, Bilingualism, and Bilingual Education.

2. Watch the video, Can Special education children be bilingual?  
   https://www.youtube.com/watch?v=vOhWg0YeIMs

3. **Problem solving on video** – work with your partner to analyze and research the problem and then present at least 3 potential solutions in a recorded video of a conversation between both of you. You will need to work together to create the video. You can use your cell phones or other means:  
   **Juan, a US born 6 years old was limited English proficient at the intermediate level, Spanish language dominant, and lived with both parents from Mexico. The special education teachers at his school determined that using Spanish did not help his development of English and to address his learning disability. The parents were informed about the decision to stop speaking Spanish to Juan at home. Since mom did not speak English she was afraid that she would not be able to communicate with her child in the family language. If you were Juan’s teacher what information would you provide to the special education teachers and parents as well as what solutions would you offer to debunk the decision?**

4. Copy and paste your video link(s) to a WORD document and briefly describe the contents of the video. Write both names on the document and only one of you will turn it in using the link in Week 12 next week.
Week 12, Nov. 13-19  Video and Discussion Forum are Due on Nov. 19 (15 pts)

Objective: 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, 008, A)

This week’s assignments:

1. Turn in video with the problem solving assignment in pairs.
2. 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.
3. Discussion forum – At present we live in times of varied philosophies that impact positively or negatively bilingual children in schools and their families. Think about the questions below and answer them using the historical background and research that you know now. Respond or ask a question to two classmates:
   a) How are debates over language and language policy in the US linked to larger issues of immigration?
   b) Are the debates about languages or about the people who speaks them?
   c) How can viewing language as a resource mitigate the debates between those viewing languages as a problem and those viewing languages as a right?
   d) What policies and programs in your community appear to take a language as a problem orientation? What impact does this orientation have in bilingual students and communities?
   e) How do language issues in a community connect to topics related to immigration, racism, hate, politics, employment and religion in your community?
4. Evaluation: to know if you met the objective your understanding of issues of policy, politics, history will be at last 80% accurate in your responses to the questions.

Week 13, Nov. 20-26  Thanksgiving Holiday

No assignments are due

Week 14, Nov. 27 – Dec. 3  Work on Deeper Understanding Essay

Objectives: 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).

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).

This week’s assignments:

1. By now you have read, discussed, researched and work on a number of topics related to the origin and implementation of language programs for ELs. To sum up what you have learned, develop an essay that demonstrates a deep understanding of different topics. Choose one topic and develop it thoroughly based on your understanding.

2. Deeper Understanding Essay. - The essay should be in WORD, no more than 5 pages, double spaces, 12 point font size. If you use any references to support your arguments you can list them at the end of the paper using APA style (this page will be #6). Submit your essay using the link in the week 15 folder:
   a) How does ESL or bilingual instructional models respond effectively to meet the educational needs of English language learners of varying English proficiency levels?
   b) How can community members affect ELs’ learning in bilingual and ESL programs?
   c) How can teachers advocate for social equity and justice for their ELs?
   d) Why and how should language teachers involve EL parents in the education of their children?

   Evaluation: overall knowledge will be assessed based on the quality, accuracy and organization of the description about your understanding of the topic described in the essay and your proper use of references using the APA style if applicable.

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Week 15, Dec. 4-10        Essay due on December 10  (20 pts.)

The essay is your final assignment. Turn it in the week 15 folder

Evaluation: overall knowledge will be assessed based on the quality, accuracy and organization of the description about your understanding of the topic described in the essay and your proper use of references using the APA style if applicable.
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](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 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) 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
Colorín Colorado, www.coloringcolorado.org
National Clearinghouse for English Language Acquisition, www.ncela.gwu.edu
National Council of La Raza, www.nclr.org
Southern Poverty Law Center, www.splc.org
Teachers of English for Speakers of Other Languages, www.tesol.org
The Center for Equity and Excellence in Education, www.ceee.gwu.edu