EDEC 6800: Early Education for Bilingual Children: Considerations for Research, Policy and Practice

COURSE DESCRIPTION:

This course will discuss how diversity, equity and quality issues are addressed in current early childhood research, policy and practice, with a focus on the characteristics and needs of young bilingual children. Developmental and contextual considerations will be discussed, and the elements of high quality in the early care and education of bilingual children will be identified. This information will lead to an analysis of conceptual and methodological approaches for conducting scientifically sound and valid research with this population, as well as their implications for developing policies and research-based care and instructional practices.

COURSE OBJECTIVES:

Through discussions, and written and oral presentations, students will:

1. Gain an understanding of the unique developmental characteristics and socio-cultural contexts of young bilingual children.
2. Gain an understanding of how issues of diversity, equity and quality are being addressed in current early education policies.
3. Learn about the elements of high quality education for young bilingual children and how they can inform research approaches in early childhood settings.
4. Demonstrate the ability to critically examine and appraise published research conducted with and about culturally, ethnically and linguistically diverse young children and their families.
5. Gain an understanding of major developmental theories and conceptual frameworks to guide the design of scientifically sound and ecologically and linguistically valid research with young bilingual children.
6. Strengthen the ability to design a scientifically sound and ecologically and linguistically valid research study on a topic related to the early education of bilingual children.

METHODS OF INSTRUCTION

1. Lectures and readings will be used to introduce topics.
2. Class discussion will be utilized to ensure each student has an opportunity to verbally explain theories and concepts under consideration. Students must do all the assigned readings before class. This class will be run as a seminar in which everyone participates and contributes his/her ideas, conjectures, hypotheses and/or observations.
3. Visual aids (power point, videos) will be utilized for reinforcement and for those with multiple-learning styles.

COURSE ASSIGNMENTS

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<th>ASSIGNMENTS &amp; EVALUATION</th>
<th>Points</th>
<th>Due Date</th>
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<tr>
<td>Class participation/completion of in-class tasks.</td>
<td>100</td>
<td>ongoing</td>
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Regular attendance is required (see General Expectations below). Share your observations and insights about course content. Engage in collaborative tasks and assignments as invited/assigned. Share thoughtful comments, questions, and responses as appropriate. In addition, if you will be absent, you should send me a message and post online evidence of your work/learning related to the topic discussed that week. The following are general criteria for class participation. If you have questions or comments, contact me at any point during the course period.

- 90-100 points — outstanding contributions (including but not limited to suggesting additional resources and connections; asking questions that prompt responses; sharing insights that help us make connections across the content; providing examples and stories that help us make sense of the content)
- 76-89 points --- complete the expected tasks and assignments; listen attentively and respectfully; provides insightful contributions consistently, but do not contribute additional resources beyond those provided by the instructor.
- 60-75 points — complete the expected tasks; listen respectfully; provide occasional contributions
- 0-59—lacks consistent completion of tasks; lack of engagement (e.g., reading/answering email or engage in other activities while in class) or contributions
**Research Memos** documenting what you are learning (two). Research Memos are brief essays focusing on a particular issue or question. Sometimes the memo poses your question/s, your finding/s, or other ideas. These memos should help you document your growth as a researcher. You may use a “What? So What? Now What?” format. The length may range from 2-3 pages. If you have more to say than 3 pages, break it into two memos. These should be brought to class to help you participate in class discussion and then turned in at the end of class.

- 17-20 points — clear and compelling explanations of multiple patterns that you are noticing (generalizations, expectations, contradictions, surprises, puzzles, and connections) with compelling evidence, examples, illustrations, etc. Brings info to the table from unassigned readings/activities.
- 13-16 points — All of the above, but focuses on assigned readings/activities only.
- 9-12 points — clear explanation of at least one pattern.
- 5-8 points — attempt to do the above, but lacks clarity or evidence.
- 0-4 point — unclear, not focused, does not point to a pattern in your learning.

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All assignments should be submitted to Blackboard by 11:59 p.m. on the due date.

**Student Lead Class Discussion of** a specific topic related to research with young bilingual children (topic to be chosen in consultation with instructor; date to be assigned). You will be the “thought leader” as we consider this particular topic. You will identify and assign 1 article on your topic for the class to read and be prepared to discuss. **Prepare a handout** that summarizes critical information and resources related to your topic (make a copy for each person in the class). Present a mini-lesson and lead a discussion. Think in terms of one hour for this discussion. Provide references.

- 90 - 100 points — Clear and accurate information; thoughtful planning to engage classmates; responsive leadership of the discussion; handout shows comprehensive consideration of multiple sources and perspectives.
- 80 - 89 points — Clear and accurate information; lacking a comprehensive consideration of multiple sources and perspectives.
- 70 – 79 — Lacks clarity, accuracy, comprehensiveness.
- 0 – 69 — Not acceptable; re-do.

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**Research Critiques of Assigned Readings**
Each student will complete three research critiques of assigned articles reporting findings from a study related to the early education of bilingual children. Format will be provided by the instructor. The assignment should be submitted to Blackboard.

- 45-50 points – Completed critique; thoughtful responses/insights for discussion; presentation is clear and share accurate and relevant information.
- 35–44 -- Mostly completed critique; provides responses in the discussion; information shared not totally accurate or not addressing key aspects.
- 21–34 -- 4 – 5 points on critique completed, no response for discussion, information unclear.
- 0 –20 – Critique turned in but lacks needed information.

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Submit assignment to Blackboard by 11:59 p.m.
Research Plan—Design a study on a topic related to early education of bilingual children applying the content discussed in this course. Describe and explain — research questions, setting, participants, data sources; data gathering procedures, data analysis plan, possible report format and audience. Each of the following sections will be evaluated in terms of clarity, use of appropriate detail, and application of course content.

- Research Questions — 25 points
- Setting — 15 points
- Participants— 15 points
- Data Sources — 25 points
- Procedures — 30 points
- Analysis Plan — 30 points
- Anticipated Audience/Format of Report — 15 points

GENERAL EXPECTATIONS

1. Prompt, regular attendance. Three or more absences will result in a course grade of F.
2. Completion of readings and assignments by due dates. Assignments submitted after the due dates will not be graded.
3. Participation in class discussions and activities. Although there will be occasional lectures, the classes will be primarily seminars. Bring forward in our class discussions and activities your thoughts, concerns, and questions about the readings.
4. Extensive reading beyond assigned articles.
5. ALL ASSIGNMENTS MUST BE SUBMITTED/UPLOADED FOR GRADING AND FOR A FINAL GRADE, IF NOT, THIS WILL RESULT IN AN ASSIGNMENT GRADE OF “0”.
6. All assignments must be submitted for grading to earn a passing grade in the course.

GRADING SCALE

A = 95-100% = 518-545 pts: Outstanding work in terms of effort, improvement, innovation, insight, and class leadership
B = 85-94% = 464-517 pts: Thoughtful and thorough completion of assignments, clear connections to personal questions, synthesis and analysis of readings, class discussions, and personal inquiry
C = 75-84% = 409-463 pts: Timely and adequate completion of assignments; some synthesis and analysis, but lacking the qualities listed above
D = 65-74% = 355-408 pts: Completion of assignments but little evidence of synthesis or analysis; little response to feedback
F = 64%- Below = 354-Below pts: Excessive absences and/or lack of promptness;
incomplete assignments; assignments of poor quality.

COURSE BIBLIOGRAPHY

Assigned articles and book chapters:


National Association for the Education of Young Children (NAEYC)(June, 2009). *Quality


Additional resources:


**UNT Statements for Syllabi**
Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Student Conduct: Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See www.unt.edu/csrr.

Teacher Education & Administration Policy Statement

All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail, visit http://eagleconnect.unt.edu/.

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VERY IMPORTANT NOTE FROM INSTRUCTOR: All content used by students in papers MUST BE REFERENCED, including the listing of page number for quoted content. Use a format that always lists the author and year (e.g. APA). Any ideas taken from other sources require this referencing. If you did not know about a topic before you began, virtually everything should be referenced with the exception of manuscript content like telling the purpose of your paper, explaining how the paper is organized, summarizing what has been discussed by you already, or generating ideas yourself that have not been in any readings (you must be very aware of the literature to know whether your ideas are unique because often other authors have already generated them).