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**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**SYLLABUS**

**SPRING 2015**

**I. COURSE NUMBER/SECTION:** EDBE 3470-004

**TITLE:** Foundations of Bilingual and English as a Second Language Education

**II. INSTRUCTOR:** Dr. Ricardo González

OFFICE: Matthews Hall, 218 T

E-MAIL: Ricardo.Gonzalez@unt.edu

OFFICE HOURS:Tuesday and Thursday from 9:20 am to 12:30 pm

 (Also available by appointment)

**III. CLASS MEETING:** Tuesday 5:30 to 8:20 pm, MH 108

**IV. TEXT:**

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

**V. CATALOG COURSE DESCRIPTION**

This course will examine philosophies and theoretical underpinnings of bilingual and ESL education, including a review of historical antecedents of bilingual education and evolution of federal and state language policies governing the education of language minority children.

**VI. COMPETENCY- BASED LEARNING OBJECTIVES**

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

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| **Competencies** | **Sub-competencies** |
| **008**The ESL Teacher understands the foundations of ESL education and types of ESL programs. | 1. Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
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| 1. Knows types of ESL programs, their characteristics, their goals, and research findings on their effectiveness.
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| 1. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
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| 1. Applies knowledge of research findings related to ESL education including research on instructional and management practices in ESL programs to assist in planning and implementing effective ESL programs.
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| **010**The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education. | 1. Applies knowledge of effective strategies advocating for educational and social equity for ESL students (participation in LPAC, ARD, Site based Decision Making committees) and serving as a resource for teachers.
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| 1. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children’s education and school activities.
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| 1. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
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| 1. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.
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**Domain I – Bilingual Education**

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| **Competency** | **Sub-competencies** |
| **001**The beginning bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program. | 1. Understands the historical background of bilingual education in the US including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.
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| 1. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
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| 1. Understands theimportance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
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| 1. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.
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| 1. Understands convergent research related to bilingual education and applies convergent research when making instructional decisions.
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| 1. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.
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| 1. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific programs models.
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| 1. Knows how to create an effective bilingual and multicultural learning environments (bridging the home and school cultural environments).
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| 1. Knows how to create a learning environment that addresses bilingual students’ affective, linguistic and cognitive needs (benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).
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**VII. INSTRUCTIONAL APPROACH**

Reflective inquiry techniques will be used requiring students to participate in discussions, formulate thoughts, and present opinions on important topics/issues/concepts. Cooperative learning techniques will complement the reflective inquiry approach. The overall instructional techniques will help students improve their understanding of how contextualized learning enhances meaning and comprehension. The overall instructional plan of the course is designed to help students develop knowledge, skills of critical thinking, reflection, and self-assessment. The course will also help students develop their own cultural competence in working with linguistically diverse children and parents.

**VIII. EVALUATION CRITERIA**

This course will use the following grading scale:

90-100 A

 80-89 B

 70-79 C

 60-69 D

 Below 60 F

**IX.** **REQUIRED ASSIGNMENTS**

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| --- | --- |
| **Assignments** | **Points** |
| Attendance - Ongoing | 10 |
| Reading Responses– Weeks 2, 5, 8 and 11 | 15 |
| Mid-term exam – March 10 | 20 |
| Presentation of an instructional program for ELLs – April 7 | 10 |
| Research paper– April 28 | 10 |
| Advocacy Plan – May 5 | 10 |
| Final Exam – Week of May 9-15 | 25 |
| **Total** | **100** |

**Attendance – Ongoing**

It is expected that you attend the totality of the class sessions in the semester. Furthermore, it is also expected that you make meaningful intellectual contributions to the class by participating in the activities and discussions.

Attendance and participation in each undergraduate class are expected = 10 points of total grade based on 100 points

**ABSENCES**

|  |  |  |
| --- | --- | --- |
| **For courses offered 2 times per week** | **For course offered 3 times per week** | **For courses offered 1 time per week** |
| 0 – 2 unexcused absences = 10 points | 0 – 3 unexcused absences = 10 points | 0 – 1 unexcused absence = 10 points |
| 3 unexcused absences = 7 points | 4 unexcused absences = 7 points | 2 unexcused absences = 7 points |
| 4 unexcused absences = 4 points | 5 unexcused absences = 4 points | 3 unexcused absences = 4 points |
| 5 unexcused absences = 1 point | 6 unexcused absences = 1 point | 4 unexcused absences = 1 point |
| 6 unexcused absences = withdraw from the class and/or ARR Committee Referral | 7 unexcused absences = withdraw from the class and/or ARR Committee Referral | 5 unexcused absences = withdraw from the class and/or ARR Committee Referral |

**TardIES**

If showing up for class more than 10 minutes late or leaving 10 minutes before class ends.

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|  |
| 0-2 tardies = no points deducted |
| 3 tardies or leaving early 3 times = 3 unexcused absences = - 3 points |
| More than 3 tardies or more than 3 times leaving early = 4 unexcused absences = - 6 points and ARR Committee Referral |

**Late work policY**

Assignments turned in after the due date will be deducted by 20 percent for each day that the assignment is late (i.e. one day late = 20% reduction; two days late = 40% reduction). No assignments will be accepted if submitted after three days of the due date.

**Make up work**

Will be allowed for students who have excused absences only:

**Excused absences:**

1. Religious observations, military duty, and participation in UNT-sponsored activities.
2. Attendance to conferences with prior permission by the instructor.
3. In case of death in the family, obituary evidence will be required.
4. In case of illness, a doctor’s note will be required.
5. Extraneous circumstances such as accidents, inclement weather, emergencies, or epidemics will be dealt with on a case by case basis.

An attendance sheet will be circulated in class and this will be proof of your attendance.

**Reading Response Log** **– Weeks 2, 5, 8 and 11**

The reading reflections are one page of single-spaced comments about the topics that we will cover in class. I am not interested in summaries. Rather, I want your impressions, observations, and thoughts about the content of the class readings. The best way to approach this assignment is to take notes as you read the texts reflecting on what you read and making connections to your personal and professional life.

These reflections need to be typed and will be graded for completion, as there will not be right or wrong answers. You will write four reflections over the course of the semester. The first three reflections will be worth four points and the last one, three points, for a total of 15 points.

**Mid-term Exam – March 10**

This will be a 40-item multiple-choice test to be taken in 1 hour and 20 minutes. No books or notes will be allowed during the test.

**Presentation of one instructional program for ELLs** **– April 7**

You will be assigned an educational program for ELLs. Then, you will present this program to the class. Instructions in Blackboard.

**Research Paper** **– April 28**

The paper should include an overview of major research studies’ findings in connection to a topic covered during this course. This paper should be between 4 and 5 pages, double spaced, 12 point font. Instructions in Blackboard.

**ELL Family/Child Advocacy Plan – May 5**

Students develop a five doubled-spaced pages advocacy plan for English language learners and their families based on a case scenario. Instructions in Blackboard.

**Final Exam – Week of May 9-15**

This will be a 40-item multiple-choice test to be taken in 1 hour and 50 minutes. No books or notes will be allowed during the test.

**Extra-Credit:** Five points will be added to the final grade for attending the Bilingual Association of the Metroplex (BEAM) conference this spring. Information about date and location will be provided in class. Proof of attendance will be required.

**X. COURSE OUTLINE:** The ***tentative*** course outline and calendar are as follows:

Chapters must be read before class to fully participate in discussions and activities.

**Week 1 – January 20**

Introductions. Syllabus. Assignments and expectations. Introduction to English Language Learners. Latest requirements from the U.S. Departments of Justice and Education.

**Week 2 – January 27**

Chapter 1 – Bilingualism: Definitions and Distinctions

**Week 3 – February 3**

Chapter 3 - Endangered Languages: Planning and Revitalization

**Week 4 – February 10**

Chapter 4 - Languages in Society

**Week 5 – February 17**

Chapter 5 - The Early Development of Bilingualism

**Week 6 – February 24**

Chapter 6 - The Later Development of Bilingualism

**Week 7 – March 3**

Chapter 7 – Bilingualism and Cognition

Chapter 8 - Cognitive Theories of Bilingualism and the Curriculum

**Week 8 – March 10**

Mid-term exam

**Week 9 – March 24**

Chapter 9 – Historical Introduction to Bilingual Education: The U.S.

**Week 10 – March 31**

Chapter 10 – Types of Bilingual Education

Workshop: Educational program presentation

**Week 11 – April 7**

Chapter 12 – Presentation of educational program for ELLs

**Week 12 – April 14**

Chapter 12- The Effectiveness of Bilingual Education

Workshop: Research paper

**Week 13 – April 21**

Chapter 13- Effective Schools and Classrooms for Bilingual Students

Chapter 14 – Literacy, Biliteracy, and Multiliteracies for Bilinguals

**Week 14 – April 28**

**Workshop: Advocacy Plans**

Review for final exam

**Week 15 – May 5**

Presentation of the Advocacy Plan

**XI. POLICY STATEMENTS**

***The Educator as Agent of Engaged Learning:***

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

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

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

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

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

**Teacher Education & Administration**

***Departmental Policy Statements***

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

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

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: <http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf>. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*Acceptable Student Behavior:* Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

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

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

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

*SETE:* The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

*Collection of Student Work*: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

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

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

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

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

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

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

NOTE: THIS COURSE SYLLABUS/SCHEDULE IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR’S DISCRETION