Instructor Information:
Dr. Luz Mary Rincon
Contact: Phone #903 223 3034 Fax: 903-223-3120
Office: 206 University Center. Main Campus 7101 University Ave. Texarkana, TX 75503
Office hours: Wednesday 11-1pm, Thursday 9:00am-1pm, Friday 11-1pm
For appointment for bilingual advising contact your instructor at lrincon@tamut.edu
To contact your instructor for class purposes use Blackboard email ONLY

Course Description: BE400 Foundations of Bilingual and ESL Education studies the conceptual, linguistic, sociological, historical, political, and legal foundations of bilingual and ESL education. Course is designed for students and teachers who are interested in broadening their knowledge on the historical and legislative foundations of bilingual and ESL education and the types of bilingual programs and the advantages and principles of bilingual education.


Web Resources: The course is web; therefore, the course delivery, assignments and course advising online. The course uses Blackboard platform available at this link
http://webcta.tamut.edu/webct/entryPageIns.dowebct

Technical specifications: You must have speakers. Always allow pop-ups for this webpage. Always” Run Java,” always “Allow Java” and always “Trust Java Content”. If this sign appears on your screen “Block potentially unsafe components from being run (recommended)?” always click “No”.

STUDENT LEARNING OUTCOMES (SLOs)
The Student Learner Outcomes include three components: 1) Content, 2) Professionalism, and 3) Technology. The SLOs are aligned with the State of Texas Educator Standards for Bilingual Education EC-12 for all beginning teachers.

1) Content Outcomes. BE400 A&M Texarkana students will...
- Demonstrate knowledge of the foundations of bilingual/ESL education by producing an analytical report of the demographic, historical, and legislative events including pertinent court cases that have served to shape the state of the art of bilingual and ESL education.
- Analyze the principles and theories of bilingual/ESL education and show an understanding of these principles by designing appropriate instruction for English Language Learners.
Review and give an informed opinion of the debate over bilingual education and bilingualism and explain how this debate has had an impact on the education of language minorities.

Compare and assess the different types of bilingual education and ESL program models and approaches and establish the relationship between ESL and Bilingual Education.

Explain the primary role of the bilingual teacher in the education of English Language Learners and identify the bilingual educator standards and competencies and how to accomplish the state requirements for certification.

Recognize the importance of the role of the involvement of school districts, the family, and the community in the education of the language minority child.

Demonstrate knowledge and understanding of the factors that contribute to an effective multicultural and multilingual learning environment by including accommodations for ELLs during planning and instruction.

2) **Professionalism Outcomes.** The following “Professionalism Outcomes” are aligned with the Texas Code of Ethics and Standard Practices, the Council for Exceptional Children Code of Ethics, and the TExES:

- Appropriate attendance and promptness and ability to meet deadlines
- Positive, open attitude towards learning and ability to utilize constructive feedback
- Appropriate collaboration, organizational, presentation skills
- Growth as a reflective practitioner
- Respectful attitude towards professor and other students
- Appropriate grammar, articulation and speech patterns
- Professional and ethical behaviors

3) **Technology Outcomes.** Course is web-based; although you do not need to be an expert in technology, you must be knowledgeable in based online communication skills and the use of technology. By completing classroom assignments, students will demonstrate knowledge related to

- email, course website tools: all the components of Blackboard to complete the course content, assignments and exams.
- the use of word processor and Power Point to produce quality written documents

**COURSE OUTLINE AND CALENDAR**

**Wed 1/18-Sun 1/22**

**Unit 1 Immigration and Demographics**
- Demographics and Immigration Trends
- Effects of immigration on public education

**Assignment & peer response due 1/21 10pm, unit review due 1/22 10pm**

**Seminar 1 Saturday, 1/28 9am-12pm**

**Monday 1/23-Sun 2/5**

**Unit 2 Historical and Legislative Foundation of Bilingual and ESL Education**
- Historical periods in the education for immigrants and bilingual and ESL education
- Laws that govern the administration of services for ELLs in the United States
• Court Cases

Assignment & peer response due 2/4 10pm, unit review due 2/5 10pm

Monday 2/6-Sun 2/19
Unit 3 Bilingual and ESL Education in Texas
• Demographic trends and historical and legislative perspective
• Bilingual districts in the region and the state and demographics
• Chapter 89 (about education for special populations)
• Chapter 74. §74.4. English Language Proficiency Standards

Assignment & peer response due 2/18 10pm, unit review due 2/19 10pm

Seminar 2 Saturday, 3/3 9am-12pm

Monday 2/20-Sun 3/4
Unit 4 Issues related to second language acquisition
• The English Language Learner (ELL)
• The second language acquisition (SLA) process
• Theories of second language acquisition (SLA); the role of the native language in SLA
• Internal and external factors affecting language acquisition

Assignment & peer response due 3/3 10pm, unit review due 3/4 10pm

Monday 3/5-Sun 3/25
Unit 5 English as a Second Language (ESL) Education
• Language proficiency (listening, speaking, reading, writing)
• English Language Proficiency Standards (ELPS)
• English only instruction and English immersion programs

Assignment & peer response due 3/24 10pm, unit review due 3/25 10pm

Article Review due Friday 3/16, 10pm

SPRING BREAK, No class Sunday 3/11-Sunday 3/18

Monday 3/26-Sun 4/8
Unit 6 Bilingual Education: Theory and Research
• Theory and research in bilingual education
• Principles of bilingual education
• Benefits and effectiveness of bilingual education

Assignment & peer response due 4/7 10pm, unit review due 4/8 10pm

Monday 4/9-Sun 4/22
Unit 7 Bilingual Program Models
• Bilingual Education
• Features of bilingual education programs
• Bilingual schools in Texas and types of models implemented

Assignment & peer response due 4/21 10pm, unit review due 4/22 10pm

Bilingual Research Project report due Friday 4/20, 10pm
Seminar 3 Saturday, 4/28 9am-12pm
Presentation of bilingual research project, 4/28

Monday 4/23-Sun 5/6
Unit 8 Other issues in ELL education
  - ELLs and Immigrant children
  - School and community
  - Parent and community involvement
  - The bilingual education debate
Assignment & peer response due 5/5 10pm, unit review due 5/6 10pm

ASSIGNMENTS AND GRADING CRITERIA

8 discussion board assignments (5pts each) 30%
8 reviews (8-5pts each) 40%
Bilingual research project 20%
Article review 10%

Grading Scale: Course grade will be assigned based on the following scale
A= 90-100%  B= 80-89%  C= 70-79%  D= 60-69%  F= 59%

Students in the bilingual generalist who receive a “D” as their final grade must repeat the course.

ABSOLUTELY NO EXTENSIONS WILL BE GRANTED FOR SUBMISSION OF ASSIGNMENTS.
ASSIGNMENT LINKS WILL BE CLOSED AT 10PM ON THE DAY THEY ARE DUE. MAKE YOUR POSTING AT LEAST AN HOUR BEFORE THE LINK EXPIRES.

Discussion board assignments: There will be one assignment per unit. Each assignment has specific instructions available through the link.
  - Each assignment must be no shorter than one-to-two pages in length and demonstrate preparation of the material in the module.
  - YOU MUST OFFER A THOUGHTFUL COMMENT TO AT LEAST TWO PEERS.
  - The assignment must be submitted through the discussion link available in each module, copied and pasted directly on the assignment window. NO ATTACHMENTS PLEASE. EMAILS WILL NOT BE ACCEPTED. The assignment must be posted at least one hour before it expires at 10pm as no extensions will be granted.
  - Document must be written in academic English, using specialized language related to the topic in the unit.

Grading rubric

Each assignment is worth 5 points and will be evaluated as per the following guidelines
Grading criteria | Exceeds expectations | Meets expectations | Expectations not met
--- | --- | --- | ---
Assignment addresses question | 2.5 | 2 | -1 - 0
Assignment shows student preparation of the unit material | 1.5 | 1 | .7 - 0
Assignment is 1-2 pages in length and uses academic English | 1 | .7 | .5 - 0

Reviews: This assignment is a review of the materials in the module and required readings. There will be one review per unit.

- This is a review and summary of the main topics in each document in the module and the required book chapters. The review will contain sections for each document; the title of the document and or chapter number and author must be included as a subtitle for each section of the review.
- Reviews must be submitted through the link available in each module and posted directly on the posting window, with an additional copy of the document send as an attachment in PDF format. EMAILS WILL NOT BE ACCEPTED. The assignment must be posted at least one hour before it expires as no extensions will be granted on this assignment.
- The review may not be less than 1-2 for units without assigned book chapter and 2-3 pages in length for units with an assigned book chapter. Document must be written in academic English, using specialized language related to the topic in the unit.

Grading rubric

Reviews in Chapters 1, 3, 7, are worth 5 points and will be evaluated as per the following guidelines (book chapters not assigned):

<table>
<thead>
<tr>
<th>Grading criteria</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Expectations not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review addresses all the documents in the module</td>
<td>3</td>
<td>1</td>
<td>.5 - 0</td>
</tr>
<tr>
<td>Reviews shows the student growing knowledge of issues relating the education of ELLs, particularly the importance of bilingual education</td>
<td>1</td>
<td>.7</td>
<td>.3 - 0</td>
</tr>
<tr>
<td>Review is 1-2 pages in length and uses academic English and specialized language related to the unit topics</td>
<td>1</td>
<td>.7</td>
<td>.3 - 0</td>
</tr>
</tbody>
</table>

Reviews in Chapters 2, 4, 5, 6, 8 are worth 8 points and will be evaluated as per the following guidelines (book chapter mandatory):

<table>
<thead>
<tr>
<th>Grading criteria</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Expectations not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review addresses all the documents in the module</td>
<td>3</td>
<td>1.5</td>
<td>.5 - 0</td>
</tr>
<tr>
<td>Reviews addresses key sections in assigned chapters in</td>
<td>3</td>
<td>1.5</td>
<td>.5 - 0</td>
</tr>
</tbody>
</table>
Bilingual Research Project: This research project is worth 20% of the final grade. You must investigate the bilingual program in a bilingual school in a bilingual Texas district. You must contact the principal, curriculum director or bilingual director and interview him/her to gather data from the bilingual program and implementation. The data will be used to write a 3-4 page report and a PPP to be presented on the last seminar. The guidelines and the grading rubric as well as links for posting the report and PPP are available at the Project Folder on Blackboard. The report is due Friday 4/20 at 10pm, so make sure to post it at least half an hour before its expiration time. The project presentation will be on the last seminar, 4/28.

Article Review: You must write a 4-5 page-paper reviewing two articles by Gomez (2004) and Gomez, Freeman, and Freeman (2005). The paper is worth 10% of the final grade. Articles, specific paper guidelines, the grading rubric as well as links for posting are available at project folder in Blackboard. The article review is due Friday 3/16 at 10pm, so make sure to post it at least half an hour before its expiration time.

COURSE POLICIES

Administrative drop: The professor will initiate administrative withdrawal of a student from the class if by the 12th day of class the student has failed to complete at least 4 unit assignments and reviews.

Seminar Attendance: Attendance to the seminar is mandatory. The seminar starts at 9am. Arriving late or leaving before the class ends is unprofessional and disturbing. Failing to attend seminar sessions will result in reporting the student as “not being attending/participating” in the class, which will result in administrative drop.

Incomplete grades: University guidelines for the assignment of an "Incomplete“ grade will be used to determine eligibility. In addition, an incomplete grade will be considered for students who have satisfactorily completed 70% of the course work and it will be warrant only under extreme circumstances.

Cell phone or texting: The use of cell phone or technological devices for personal purposes is unprofessional and disturbing to the class members. The classroom is a text-free, cell phone-free zone. IPads, notebooks, or laptops will be used only for completing class projects. Be considerate of others.

EDUCATOR STANDARDS

Educator Standards for EC-6: The following SBEC standards are addressed in the course:

- Bilingual Education Standard II: The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
• ESL Standard II: The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

A full description of the standards and competencies can be accessed using the link below: http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec6gen.asp

Texas Administrative Code Chapter 228 Rule §228.30. This course will address the following subject matter in the required Educator Preparation Curriculum:

• (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
• (5) learning theories;
• (12) special populations;
• (13) parent conferences/communication skills;
• (17) certification test preparation.

To view the subject matter that shall be included in the curriculum for candidates seeking initial certification follow this link http://riter.tea.state.tx.us/rules/home/

UNIVERSITY POLICIES

Email Address Statement: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.

Student Technical Assistance: Solutions to common problems and FAQ’s for your web-enhanced and online courses are found at this link: http://www.tamut.edu/webcourses/index.php?pageid=37 If you cannot find your resolution there, you can send in a support request detailing your specific problem here: http://www.tamut.edu/webcourses/gethelp2.php

Blackboard Helpdesk contacts: Office hours are: Monday - Friday, 8:00a to 5:00p

Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu
Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu
Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu