Class is web-based with 3 seminar meetings on Saturdays: January 18 and April 19 (Bringle Lake campus) and February 8 (NTCC campus in Mt Pleasant). Meetings are from 9am to 4pm.

I. **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 of the historical and legislative foundations of bilingual and ESL education. It presents an overview of the types of ESL and bilingual programs and the principles of effective ESL and bilingual education for English Language Learners, including theory and research in ESL and bilingual education, and effective strategies. In conjunction with other ESL and bilingual courses, the course prepares students to pass the Texes #154 ESL Supplemental and the Texes #164 Bilingual Supplemental. The course offers the opportunity of participation in an international trip and field experience in Costa Rican schools. Students participating in this experience will take the class for [graduate credit](#) and are expected to also conduct additional research on a selected topic on English Language Learner education and write a research paper of their findings.

II. **Course Delivery Method:** Web-based.

III. **Required Textbooks/Resources:**

   **Required Textbooks:**

   **Required Technology:**
   ESL400 is a web-enhanced or web-based course; thus, face to face meetings intertwine with online activities. Class lectures, blogs, discussions, and assignments will be available on Blackboard.

IV. **Student Learning Outcomes:** ESL472 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.

V. Course Outline:
Week 1, Week 2
Unit 1 Immigration and Demographics
• Demographics and Immigration Trends
• Effects of immigration on public education

Week 3, Week 4
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

Week 5, Week 6
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

Week 7, Week 8
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

Week 9, Week 10
Unit 5 Chapter 89 (about education for special populations)
• ESL and Bilingual program goals
• The LPAC committee
• Assessment of English Language Proficiency (TELPAS, ELPS)

Week 11, Week 12

Unit 6 Bilingual and ESL Education: Theory and Research
• Theory and research in bilingual and ESL education

Week 13, Week 14

Unit 7 Bilingual and ESL Programs
• Models of ESL education and bilingual education programs
• Features of effective ESL and bilingual education programs
• Bilingual schools in Texas and types of models implemented

Week 15, Week 16

Unit 8 Legislation, Family and Community impact on ELL education
• ELLs and Immigrant children
• School and community
• Parent and community involvement
• The bilingual education debate

VI. Methods of Evaluation:
Assessment will be based on the successful completion of the following class assignments:

Reading Reviews: At the end of each unit, students will submit a review of the assigned readings and other resources listed in the module. The review will be 2-3 pages in length and serve to summarize each resource, and culminate with a ½ page reflection about how the information will affect their instruction of English Language Learners.

Discussion assignments: Each unit will have a discussion assignment online to which the students will reply using the information/resources listed in the module. Then students will reply to 3 classmates, either raising another question or extending the learning with more information.

Field experience: For Field Experience Projects, students will be required to spend four hours of observation in either (1) a mainstream classroom that is taught by an ESL certified teacher and where ELLs are being instructed, or (2) in a bilingual classroom where Spanish is the main language of instruction. Each project will include three parts: 1) Classroom Observation, 2) Interview, and 3) Written Report. At the end of the semester, students will present on their field experiences. The first step is to contact the school and the teacher whose class will be visited. The second step is an interview with the teacher on best practices for ELLs and strategies for developing English or English and Spanish. The interview will be conducted ahead of the observation to gain feedback on the teacher’s experience working with ELLs either in the mainstream classroom or bilingual students in the bilingual classroom. The third step is conducting 4 sessions of observation during the
semester. Look for implementation of ELPS, second language acquisition strategies, strategies for STAAR preparation, and instances of differentiated instruction and if conducting observation in the bilingual classroom, strategies for primary language development. Students will write a report and present a summary of their experience in last class seminar.

FIELD EXPERIENCE IN COSTA RICAN SCHOOLS, Graduate Credit: In addition to the observation assignment described above, students seeking a graduate credit must conduct 10 hours of observation and field work in Costa Rican bilingual schools. Students may conduct field experience either in (1) the Spanish Language Arts classroom or (2) in the English as a Second Language classroom. Students will first interview the teacher being observed with questions on best practices for their student population. Then, they will conduct 2 sessions of observation, followed by interaction with students in the classroom in assignments given by the teacher. Students will write a report and present a summary of their experience in last class seminar.

ESL/Bilingual Research Project: The student must investigate the ESL or bilingual program in a Texas school district. The student must contact the principal, curriculum director or bilingual director and interview him/her to gather data from the ESL or 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 in Blackboard.

Article Review for undergraduate credit: Students are required to write a 5 page-paper reviewing two articles: Gomez (2004) and Gomez and Freeman & Freeman (2005). Articles, paper guidelines, the grading rubric as well as links for posting are available at project folder in Blackboard.

RESEARCH PAPER, Graduate credit: Graduate students are expected to write an 8-10 page research paper on the topic give below. You have to conduct research on this topic and write a paper using APA guidelines. The paper will be written in Word, Times News Roman size 12 and double space. It should include a title page and the Reference page listing all the investigated readings and cited works. No less than 10 sources must be used in the research. These will include a minimum of 3 books (chapters in books or citations of works), peer reviewed articles, and the two articles available in Blackboard. Internet articles will not be accepted; only articles that are available through the library will be accepted.

- Research topic: Culturally responsive instruction

A growing number of educators maintain that schools have provided students from dominated cultures with an ineffective and inappropriate education. Consequently, they recommend that instruction, classroom management, counseling and assessment be based on students’ cultures, that is, that it should be culturally responsive. In your paper, analyze this approach. Is culturally responsive education reasonable? Appropriate? What additional problems may it create? Is this approach effective in helping ELLs develop
English language skills? Specifically, refer to the Latino or Asian group to apply this analysis.

**Selected initial resources**
- Lipka, Jerry, with Gerald V. Mohatt and the Ciuliset group. (1998) *Transforming the Culture of Schools: Yup’ik Eskimo examples*.

VII. **Grading Scale**

- **Undergraduate credit:**
  - Reading Reviews (7 reading reviews) 25%
  - Discussion Assignments (7 discussion assignments) 25%
  - Field experience 20%
  - ESL/Bilingual Research Project 10%
  - Article Review 10%

- **Graduate credit:**
  - Reading Reviews (7 reading reviews) 15%
  - Discussion Assignments (7 discussion assignments) 15%
  - Field experience in Texas and Costa Rican classrooms 30%
  - ESL/Bilingual Research Project 15%
  - Research Paper 25%

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

**TEACHER PREPARATION PROGRAM (TPP) STANDARDS AND EXPECTATIONS**

I. **TPP Portfolio**

As prospective education professionals, all students in the Teacher Preparation Program (TPP) are required to submit a portfolio in their last semester documenting their growth throughout the program. In preparation for this requirement, students should keep electronic copies of all coursework completed throughout the program (e.g. papers, discussion posts, etc.). Students in BE 400/ESL 400 must save the reports and signatures of field experiences and the course research projects and papers. All these artifacts
must be reedited after the instructor has sent comments before submitting to the TPP Portfolio.

II. TPP Professional/Ethical Outcomes
As future educators, students are evaluated on professional/ethical outcomes that meet Texas Code of Ethics and Standard Practices and TPP Professional Expectations. These practices are aligned with the course professionalism outcomes. The following are the Professionalism Outcomes that students in BE400/ESL400 are expected to demonstrate in this course:

1. Use appropriate organizational skills and meet deadlines for quizzes, activities and assignments
2. Show a positive, open attitude towards learning
3. Apply constructive feedback
4. Maintain a respectful attitude toward professor and other students
5. Use professional online communication professionally and course online tools only for professional, course-related business
6. Use Standard English in all communications and assignments
7. Maintain ethical and collaborative professional behaviors throughout the semester and during field experiences

III. TPP Technology Outcomes
This course prepares future educators to utilize technology in the classroom in meaningful ways. It provides reinforced instruction based on TEA Technology Standards. Thus, TEA Technology applications are aligned with the course technology outcomes. The following are the Technology Outcomes that students are expected to demonstrate in this course:

1. Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
2. Apply digital tools to gather, evaluate, and use information.
   - Use email and Blackboard tools including online discussion and chat
   - Use word processor to produce quality written documents
   - Use presentation software to produce a quality presentation (Powerpoint, Prezi, etc.)
   - Use other innovative technologies including Wikis, Blogs, web aps, etc
3. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
4. Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
5. Demonstrate a sound understanding of technology concepts, systems, and operations.

IV. State Instructional Standards—English Language Proficiency Standards (ELPS)
According to TAC Chapter 228, Rule 228.30, (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator
preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS). BE400/ESL400 prepares students to teach content standards in the area seeking certification. It specifically incorporates the ELPS in field experience projects, lesson planning and instructional delivery.

V. Educator Preparation Curriculum (TAC Chapter 228 Rule §228.30)
According to TAC Chapter 228, Rule 228.30, (b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter is targeted in BE400/ESL400:

- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators’ Code of Ethics);
- (3) child development;
- (4) motivation;
- (5) learning theories;
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (8) state assessment of students;
- (12) special populations;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction; and
- (17) certification test preparation.

VI. TEA State Assessment: STAAR Standards and TELPAS
This course prepares future ESL/Bilingual educators to instruct to meet TEA state assessment standards, specifically STAAR. This course provides introductory instruction on Linguistic Accommodations for ELLs (STAAR L). It also introduces the components of the Texas English Language Proficiency Assessment System (TELPAS) to assess the progress that limited English proficient (LEP) students make in learning the English language. Additionally, during field experiences, students have to look for instances of strategies for STAAR preparation. Thus, they will look for skills and expectations that specifically addressed STAAR preparation during the lesson that is observed. One of the items of the interview is about information on the TELPAS process for the assessment of language proficiency applied in the school.

V. TExES Standards
This course prepares students to meet the standards for English as a Second Language Texes#154 (ESL EC-12) the Bilingual Supplemental Standards Texes #164. A full description of these standards can be located at the TEA’s Approved Educator Standards. The following educator standards are addressed in this course:

A. Bilingual Education Standards:
Standard II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
Standard III. The bilingual education teacher knows the process of first- and second-language acquisition and development.

B. English as a Second Language Standards:
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.
Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English.
Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
Standard V. The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.
Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

University Policies

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

II. 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.

III. A&M-Texarkana Email Address: 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.

IV. Drop Policy: Effective Fall 2013, students who no longer wish to attend their course(s) will be required to submit the necessary paperwork to the Registrar’s Office in order to be officially dropped/withdrawn from their course(s). Those student who do not follow the correct drop/withdraw procedure will remain registered in their course(s) and receive the grade issued by the instructor. Students may find the drop/withdraw form on the “Dropping/Withdraw a Class” page of the Registrar website.

V. Class Participation: Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the first day of classes and the
University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.

VI. Student Technical Assistance:

- Solutions to common problems and FAQ's for your web-enhanced and web courses are found at this link: [http://www.tamut.edu/Training/Student%20Training/index.html](http://www.tamut.edu/Training/Student%20Training/index.html)
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: [http://www.tamut.edu/techde/support.htm](http://www.tamut.edu/techde/support.htm)
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)
  Julia Allen (main contact) 903-223-3154 julia.allen@tamut.edu
  Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu
  Jayson Ferguson (alternate) 903-223-3105 jayson.ferguson@tamut.edu

VII. Technical Requirements: Minimum Windows PC Requirements:

- Pentium IV 1.5GHz+ (preferred: Core Duo)
- 1 GB RAM minimum (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Windows 2000, XP, Vista or 7
- Web browser (Internet Explorer 7.0+; Firefox 3.0+)
- Microsoft Word, minimum Office 97
  Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.
Some online courses may also require a CD ROM (8x minimum, higher recommended). Blackboard has certified the following browsers for computers running Windows Operating Systems:

- Internet Explorer 8 or 9 (IE is not supported on Windows XP)
- Mozilla Firefox 3.6+
- Google Chrome

Minimum Apple Macintosh Requirements:

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+; Safari 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave. Some online courses may also require a CD ROM (8x minimum, higher recommended). Blackboard has certified the following browsers for computers running Macintosh Operating Systems:

- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

I-OS and Android Devices

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:
To access Texas A&M University - Texarkana, there is an individual license fee of $1.99 per year or $5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.