Texas A & M University-Texarkana
BE400 Foundations of Bilingual/ESL Education
Course Syllabus Spring 2011

I. Instructor Information:
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Office: 206 University Center. Main Campus 7500 University Ave. Texarkana, TX 75503
Conference hours: M, W 9:00am-12, online via Blackboard T, R 9:00-12:00, and by appointment
For class purposes contact instructor ONLY via Blackboard email

II. Course Description:
Course is web enhanced. BE400 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.

III. Required Textbooks/Resources:
Other readings available on the course units.

Web Resources: The course is web; therefore, all the information, instructor information and course delivery and development is expected to be online. The course uses Blackboard platform available at this link http://webcta.tamut.edu/webct/entryPages ins.dowebct
Technical specifications: You must have speakers. Always allow pop-ups for this webpage. Always Run Java. Never Block contents in this course: If this sign appears on your screen “Block potentially unsafe components from being run (recommended)?” always click “No”.

IV. 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:

1. *Appropriate attendance and promptness*
2. *Ability to meet deadlines*
3. *Positive, open attitude towards learning*
4. *Ability to utilize constructive feedback*
5. *Appropriate organizational skills*
6. *Appropriate collaboration skills*
7. *Emerging presentation skills*
8. *Growth as a reflective practitioner*
9. *Respectful attitude towards professor and other students*
10. *Appropriate grammar, articulation and speech patterns*
11. *Professional and ethical behaviors throughout the semester*

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

1. *email, course website tools*
2. *the use of word processor to produce quality written documents*
3. *the use of Power point to produce a quality presentation*
4. *the use of all the components of Blackboard to complete the course content, assignments and exams.*
V. Course Outline:

Unit 1: Immigration and Demographics
- Demographics and Immigration Trends
- Effects of immigration on public education
- The immigrant and migrant child

Unit 2: Historical Foundation of Bilingual and ESL Education
- Colonial Times
- The Permissive Period
- The Restrictive Period
- The Opportunist/Dismissive Period
- 1980 to the Present

Unit 3: Legal Foundation of Bilingual and ESL Education
- The Bilingual Education Act
- The NCLB Act
- Official English and English Plus
- Court Cases
- Laws that govern the administration of services for ELLs in the United States

Unit 4: Bilingual and ESL Education in Texas
- Demographic trends in the state
- Historical and legislative foundations of bilingual/ESL education in Texas
- Significant court cases
- Chapter 89 and Chapter 29 of the TAC
- Chapter 74. Curriculum Requirements: Subchapter A. Required Curriculum §74.4. English Language Proficiency Standards

Unit 5: Issues related to second language acquisition
- The English Language Learner
- The second language acquisition process
- Language proficiency levels for the four language skills (listening, speaking, reading, writing)
- Internal and external factors affecting language acquisition

Unit 6: Theories and Research in ESL
- Theory and research on second language (L2) acquisition
- Input Hypothesis: Krashen’s 5 hypothesis of L2 acquisition
- Theories put forward by Collier, Cummins, and other researchers

Unit 7: ESL Program Models and the ELPS
• English Language Proficiency Standards (ELPS)
• ESL Pull Out
• Self-Contained ESL/ESOL
• ESL Team teaching
• Newcomer programs
• Sheltered Immersion Programs
• Content Based ESL

Unit 8: Theories and Research in Bilingual Education
• Principles of bilingual education
• The role of the native language

Unit 9: Bilingual Program Models
• Bilingual Education
• Features of bilingual education programs
• Transitional versus one-way and two-way dual bilingual education
• Bilingual schools in Texas and types of models implemented
• The European model of bilingual education
• Bilingual Education in Canada

Unit 10: The Bilingual Education Debate
• Caught in a policy web: the impact of education reform on bilingual education
• the Circumstantial arguments against bilingual education

VI. Grading, Methods of Evaluation, and Course Requirements:

Course requirements:
• Demonstrate content outcomes, professionalism and ethical outcomes and technological outcomes.
• Conduct yourself in a professional manner.
• Maintain contact with the class peers and instructor via Blackboard email and chat sessions when required or class members are available online.
• Complete all required readings (book chapters, readings available in each unit and instructor’s presentations) and view unit introduction videos when available.
• Post all discussion assignments, read peer postings, offer comments and read feedback from instructor and respond accordingly.
• Complete one reflection per unit at the end of the unit.
• Conduct research on bilingual and ESL education and program types, write a paper and report it to class.
• Take the final exam
• **READ ALL BLACKBOARD EMAIL, CLASS ANNOUNCEMENTS, REVIEWS, DISCUSSION POSTING, INSTRUCTOR AND PEER FEEDBACK.**

Thus, the course grade will be based upon satisfactory completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (discussion postings, peer comment, feedback)</td>
<td>40 points (4 per assignment)</td>
</tr>
<tr>
<td>Unit reflections</td>
<td>30 points (3 per reflection)</td>
</tr>
<tr>
<td>Seminar participation</td>
<td>9 points (3 per seminar)</td>
</tr>
<tr>
<td>Research project, paper and report</td>
<td>11 points (5 for paper, 3 for applicability, 3 for presentation)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10 points</td>
</tr>
</tbody>
</table>

**Total 100 points**

**Grading Scale:** Course grade will be assigned based on the following scale

- A= 90-100 points
- B= 80-89 points
- C= 70-79 points
- D= 60-69 points
- F= 59 points or below

**Assignments:** There will be one assignment per unit. Thus, students will complete and post 10 assignments via the link provided in the unit module and complete peer review and instructor feedback instructions when applicable. Assignments must be posted no later than the deadline –see specific instructions and dates in each unit. All postings must be in English and use academic language related to the class and the unit.

**Assignment guidelines:**

- First, prepare all the mandatory readings (book chapter, additional readings) and instructor lectures available in the unit module
- Read the assignment instructions and write it
- Post your assignment in the link provided in the module (the link will take you to the discussion board). DO NOT USE ATTACHMENTS. ATTACHED ASSIGNMENTS WILL NOT BE ACCEPTED. Instead, type in your assignment in a word document, copy it, and paste it directly on the posting window. You may use html option for other formatting options. Then click “REPLY”. Your assignment will be saved and posted.
- Read at least **3 peer assignments** and provide “reflective” feedback to at least two peers. You may add additional comments, ask a question, or correct any information that needs to be improved.
- At the end of the unit deadline (generally on Fridays) go back to your posting and look for your peers comments and respond accordingly.
- Additionally, look for my comments and respond accordingly. My comments will be a reflection of your grade. Go to your gradebook to find your grade for this assignment.
Assignment evaluation guidelines: posting is worth 2.5 pts; peer posting and instructor feedback comments is worth 1.5 points for a total of 4 points evaluated as per the following guidelines

- Assignment addresses question and instructions
  - Assignment shows student preparation of the unit material
  - Student provides a minimum of 2 reflective peer feedback responses and responds to instructor accordingly
  - Postings are written using Standard English, are free of grammatical errors, and use appropriate academic writing style

- Research Project: Article review, research, and oral report: This assignment has three parts
  
  (a) Article review. For this part you must first read the articles available in the folder in the content page. You will write an article review using these articles as the source of your review. The review will be 5 pages in length and will include the most important aspects in the articles. This is the first section of your paper. See paper guidelines in the research folder on the course content page.

  (b) Research. Choose a bilingual district in the area closest to you. Investigate the type of program model implemented and theoretical background, population served and how is the program implemented, as well as any program success stories or publication—if available. This is the second section of your paper. See paper guidelines in the research folder on the course content page.

  (c) Oral report. Prepare a 10 minute oral report of the model investigated in (b). This report will be presented in class on the last seminar. Paper guidelines are available in the research folder on the course content page. Grading guidelines are available in the research folder on the course content page.

- Unit reflections: There will be 10 one-page reflection essays evaluating the unit and your knowledge of the unit content. Essays will be written at the each unit and posted through the link available in the unit module. See deadlines in the course calendar. Reflections cannot be posted after the deadline because link has an expiration time of 10pm on the day the assignment is due. 

  *Link will not be opened after deadline has expired.*

  In your reflective essay, you will address the following three questions: (a) What did you learn as a result of studying the material in this unit? Talk about the things you learned and that you did not know before studying this unit; (b) What questions do you have? What are those things that were not clear to you and would like a review of?; (c) How would you rate the instructional activities in this unit? What instructional online strategies would have helped you better understand that material in this unit?

  Instructor feedback: No individual feedback will be provided. I will respond to the questions in (b) whole class via the announcement page or email.

Reflection evaluation guidelines: Reflection...
• Addresses topics studied in the unit, lecture, book chapter or/and additional reading, discussions
  .1 .3 .6 .8 .10
• Reflection shows student preparation of the unit material
  .1 .3 .6 .8 .10
• Critically addresses issues that were not understood or that need to be expanded
  .1 .2 .3 .4 .5
• Reflection uses Standard English, is free of grammatical errors, and uses appropriate academic writing style
  .1 .2 .3 .4 .5

• **Seminar grade:** The grade for the seminar is based upon participation in class activities according to the following guidelines:
  • Student arrives promptly and leaves upon completion of the seminar activities, thus participating in all seminar activities
    .3 .6 1
  • Student contributes professionally and in a reflective manner to class activities
    .3 .6 1
  • Student participation in the activities shows preparation of the course materials
    .3 .6 1

  Therefore, if the student does not attend the seminar a grade of 0 will be assigned; there will be no make-up activities for this assignment.

• **Incomplete grades:** University guidelines for the assignment of an "Incomplete" grade will be used in conjunction with the following guidelines:
  o ONLY STUDENTS WHO ARE SATISFACTORILY COMPLETING THE COURSE REQUIREMENTS AND HAVE COMPLETED 70% OF THE COURSE REQUIREMENTS CAN APPLY FOR AN INCOMPLETE. When a student’s work is satisfactory in quality but, due to circumstances beyond his or her control, is not completed by the end of the semester, a student may request an Incomplete ("X") in the course. The student is responsible for initiating discussion with the instructor regarding a grade of “X” in a course and for completing the required “Incomplete” form found on the university web site. The incomplete form must be signed before grades are due.

**VII. Complete Course Calendar**

**Week 1 starts Tues Jan. 18**
Course introduction
Visit course units, read syllabus, start preparing for assignments and projects
**Seminar 1 Saturday Jan 22 from 9:00A-12:30P**

**Week 2 starts Mon Jan. 24**
Read mandatory documents Unit 1
Assignment #1 due Wed. Jan 26 @10 pm (includes reading peer posting, providing peer feedback)
Read peer and instructor feedback and respond accordingly
Unit 1 reflection due Friday Jan. 28

**Week 3 starts Mon Jan 31**
Read mandatory documents Unit 2
Assignment #2 due Wed. Feb. 2 @10 pm (includes reading peer posting, providing peer feedback)
Read peer and instructor feedback and respond accordingly
Unit 2 reflection due Friday Feb. 4

**Week 4 starts Mon Feb. 7**
Read mandatory documents Unit 3
Assignment #3 due Wed. Feb. 9 @10 pm (includes reading peer posting, providing peer feedback)
Read peer and instructor feedback and respond accordingly
Unit 3 reflection due Friday Feb. 11

**Week 5 starts Mon Feb. 14**
Read mandatory documents Unit 4
Assignment #4 due Wed. Feb. 16 @10 pm (includes reading peer posting, providing peer feedback)
Read peer and instructor feedback and respond accordingly
Unit 4 reflection due Friday Feb. 18

**Week 6 starts Mon Feb. 21**
Read mandatory documents Unit 5
Assignment #5 due Wed. Feb. 23 @10 pm (includes reading peer posting, providing peer feedback)
Read peer and instructor feedback and respond accordingly
Unit 5 reflection due Friday Feb. 25

**Week 7 starts Mon Feb. 28**
Read mandatory documents Unit 6
Assignment #6 due Wed. March 2 @10 pm (includes reading peer posting, providing peer feedback)
Read peer and instructor feedback and respond accordingly
Unit 6 reflection due Friday March 4

**Seminar 2 Saturday March 5 from 9:00A-12:30P**

**Week 8 starts Mon March 7**
Review week. Most important concepts in Units 1-6 and 7-10 will be reviewed and introduced this week via course announcements and email.

**Spring break, Monday 03/14 Friday 03/18**
No class on Monday 03/14

**Week 9 starts Mon March 21**
Read mandatory documents Unit 7
Assignment #7 due Wed. March 23 @10 pm (includes reading peer posting, providing peer feedback)
Read peer and instructor feedback and respond accordingly
Unit 7 reflection due Friday March 25

**Week 10 starts Mon March 28**
Read mandatory documents Unit 8
Assignment #8 due Wed. March 30 @10 pm (includes reading peer posting, providing peer feedback)
Read peer and instructor feedback and respond accordingly
Unit 8 reflection due Friday April 1

Week 11 starts Mon April 4
Read mandatory documents Unit 9
Assignment #9 due Wed. April 6 @10 pm (includes reading peer posting, providing peer feedback)
Read peer and instructor feedback and respond accordingly
Unit 9 reflection due Friday April 8

Week 12 starts Mon April 11
Read mandatory documents for research project and conduct research

Week 13 starts Mon April 18
Write article review and finish research project
Research Project due: Paper including section 1 (article review) and section 2 (bilingual program research) must be posted on Friday April 22 no later than 10pm

Week 14 starts Mon April 25
Read mandatory documents Unit 10
Assignment #10 due Wed. April 27 @10 pm (includes reading peer posting, providing peer feedback)
Read peer and instructor feedback and respond accordingly
Unit 10 reflection due Friday April 29

Week 15 starts Mon May 2
Final Exam available Monday May 2-Thursday May 5
Prepare Oral Report (Research Project Presentation)
Seminar 3 Saturday May 7 from 9:00A-12:30P

Grades will be posted on Friday May 13

VIII. Class and University Policies

Student Participation: Students are expected to post all their assignments on the discussion board following the specific instructions for each assignment. Students are expected to maintain an acceptable level of contact with fellow peers and with the instructor via Blackboard tools: discussion page, email, chat when members are available and active participation during seminar activities.

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](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](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

IX. Educator Standards

Educator Standards for EC-6: The following SBEC standards are addressed in the course. 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](http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec6gen.asp)

  A. Bilingual Education Standards:
  - Standard II  2.1k, 2.2k, 2.2k, 2.3k, 2.4k, 2.5k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s

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

  1. the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators’ Code of Ethics);
  2. child development;
  3. motivation;
  4. learning theories;
  5. special populations;
  6. parent conferences/communication skills;
  7. pedagogy/instructional strategies;
  8. differentiated instruction; and

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

Texas Essential Knowledge and Skills (TEKS): Not applicable to this course.

English Language Proficiency Standards (ELPS): This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPS will be implemented by teacher candidates during instruction of the subject area for students who are English learners.

  The ELPS can be accessed on the Texas Education Agency Web site using the following link: [www.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4](http://www.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4)

Texas Assessment of Knowledge and Skills (TAKS): Not applicable to this course.
Technology Applications: This course will address the following Technology application standards for all beginning teachers I-IV.

- Standard I  1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s
- Standard II  2.1k-2.3k, 2.1s, 2.3s-2.8s
- Standard III  3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s
- Standard IV  4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s

College Readiness and Career Standards CCRS: Not applicable to this course.

BE400 students,

We have officially started BE400 foundations of Bilingual/ESL education. The class is online enhanced with 5 face to face seminars on Saturdays: January 23, February 13, March 13, April 10, May 8. The meetings are from 9:00am to 12:30pm at NTCC.

CLASS POLICIES

***PLEASE BE ON TIME to the seminars as arriving late interrupts the normal flow of the class. Likewise, leaving early is a sign of disrespect to both the instructor and the other students who are making every effort to be in class on a Saturday.

***Remember that the use of cell phones is not allowed. Please use the halls to use your cell phone.

***You may bring snacks to class, but remember to clean.
***You may also bring a laptop, for class purposes. Working on other courses or personal issues is a sign of disrespect with the instructor and other members in the class. Please use the halls to do this.
I have organized the course as well as I could so you know what is happening the rest of the semester. I open each one of the units, you will see the type of assignments and project that you are responsible for as well as the content that will be studied during the semester.

ABOUT THE CLASS:

***The course has 10 units and all the content is available already on Blackboard.
***Each unit will last a week and a half (THE FIRST UNIT IS UNDER WAY ALREADY). Each unit starts with an introduction and a presentation of the material via a power point presentation. At the end of the unit there is a discussion board assignment and one quiz.
***The discussion board will be opened during the week the unit is available, and the assignment is due on the last day.NO LATE ASSIGNMENTS WILL BE ACCEPTED.
***The exam is available for two days prior to the end of the unit. Exams have between 5-10 questions and include the unit topics. *** THE EXAM IS OPENED ONLY FOR TWO DAYS. NO MAKE UPS.
***There is a final project (a field observation) to be presented on the last seminar day.

INSTRUCTOR AND PEER COMMENTS

***Make sure you review my comments after posting your assignment. Normally, I provide feedback a day or two after the assignment due date.
***Make sure to also review your peer's comments.

EMAIL YOUR INSTRUCTOR

For class purposes, please let us communicate via Blackboard email. I will try to respond to your email as soon as I can (give me a day or two).

Have a great week and I will see you in class at NTCC this Saturday at 9am.