Instructor information:
Dr. Luz Mary Rincon
Office: Science and Technology building, Suite 309E, Bringle Lake Campus
Office phone number: 903.223.3034
For emergencies you can text me at: 903.276.5729 (please identify yourself and the class session)

Important dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 17</td>
<td>First class day for 16 week (full term).</td>
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<tr>
<td>January 24</td>
<td>1st 8 week census. Last day to drop/withdraw no grade</td>
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<tr>
<td>March 13-17</td>
<td>Spring Break. No classes.</td>
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<tr>
<td>April 14</td>
<td>16 week last day to drop/withdraw with a &quot;W&quot;</td>
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Office hours: Tuesday and Thursday, 11:00-1:00pm. I will be holding advising sessions at NTCC for students in the bilingual program; advising dates will be sent to the students throughout the semester.

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.

Course Delivery Method: Web-based. Content will be developed on Blackboard.
The class has three (3) required seminars on Saturdays: The first seminar will be at the main campus in room UC249 on Saturday, February 11, 2017. The second seminar will be for bilingual students only at the the NTCC campus; date TBA; The third seminar will be for ESL and bilingual students at the main campus; dates TBA. Meetings are from 9am to 4pm.

Required Textbooks/Resources:
BOOK REQUIRED ONLY FOR BILINGUAL DEGREE STUDENTS:

Student Learning Outcomes:
- Identify critical aspects of demographic change and engage in discussion on their effect on the education of immigrant populations and, in particular, of English Language Learners (ELLs);
• Assess the impact of changing demographics in the composition of today's American classrooms and identify effective ways to deal with areas that impact ELL success;
• Identify the effects of legislation and immigration laws on education reform and consider how these determine educational policies for immigrant students, particularly ELLs;
• Study the impact of education reform and formulate best current practices for helping ELLs attain academic language proficiency;
• Investigate and evaluate the main theories that explain the linguistic behavior of English learners;
• Investigate and interpret the social and linguistic factors that have an effect on second language acquisition and development and determine implications for teaching ELLs;
• Create a profile of the English learner at different stages of proficiency and identify implications for teaching the ELL at that proficiency level;
• Identify the goals and principles of ESL and Bilingual education as well as the mastery that has to be attained by students participating in these programs;
• Develop a visual representation of the main features of current models of ESL and Bilingual Education Programs and determine their benefits and drawbacks;
• Examine and be able to explain the goals and principles of ESL and Bilingual education programs as stated in Chapter 89;
• Conduct research of the model(s) of ESL or Bilingual education program(s) implemented in the district/campus of choice and prepare a report and discussion of findings;
• Recognize the importance of the role of the involvement of school districts, the family, and the community in the education of culturally and linguistically diverse children;
• Apply knowledge and understanding of the importance of family involvement and of the culture in minority children success in developing a poster that includes best practices for the creation of an effective multicultural and multilingual learning environment;

II. 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.

Course Map
1/17 -1/20 Course Introduction
1/23 – 1/27 and 1/30 – 2/3
Unit 1 ELL Issues and Demographics
• The English Language Learner (ELL)
• Demographics and Immigration Trends
• Effects of immigration on public education

2/3-2/10 and 2/13-2/17

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

2/20-2/24; 2/27-3/3 and 3/6-3/10

Unit 3 Issues related to Second Language Acquisition (SLA)
• The second language acquisition (SLA) process
• Theories of second language acquisition (SLA)
• Internal and external factors affecting language acquisition


Unit 4 Bilingual and ESL Education
• Models of ESL education and bilingual education programs
• Features of effective ESL and bilingual education programs
• Dual language education

4/3-4/7; 4/10-4/14 and 4/17-4/21

Unit 5 4 Bilingual and ESL Programs in Texas
• Chapter 89 (review)
• Demographic trends and historical and legislative perspective
• AEIS reports, demographics and student population in Texas
• Texas requirements and the law for English Language Learners (ELLs)
• LPAC Committee
• English Language Proficiency Standards (ELPS, Chapter 74. §74.4.)
• Chapter 89

4/24-4/28 and 5/1-5/5

Unit 6 Legislation, Family and Community impact on ELL education
• ELLs and Immigrant children
• School and community
• Parent and community involvement
• The bilingual education debate

Methods of Evaluation

Reading Reviews (50pt each x 6) 300pt
Discussion Assignments (50pt each x 6) 300pt
PACT certificate 50pt
Unit Exams (25pt each x 6) 150pt
Research project 200pt

TOTAL=1,000PT

A = 895-1000; B = 795-894%, C = 697-794%, D = 595-694%, F = 0-594%
RESEARCH PROJECT

Conduct the following research about a district’s bilingual or ESL program models and write a report. Use the following steps to complete this project:

- Choose a school district to conduct research about the bilingual or ESL program implemented in the district. ESL students must do research on the bilingual education program in the district. Bilingual students must do research on the bilingual education program in the district—you may choose a specific campus rather than the whole district if the program is too large.
- Interview the bilingual or ESL director or an administrator in charge of the program. Find out about the bilingual and/or ESL programs that are currently implemented at the district and in a selected campus. In addition to your own questions, you must use the following questions and prompts:
  1. What type of programs does the district have to serve English Language Learners (ELLs)?
  2. What specific types of programs are offered in your selected campus? Ask to describe the program(s).
  3. What is the rationale for this type of program? (theory, resources)
  4. How many students and what population is served by the program?
  5. Ask him/her to describe the type of program: the model, the timing (percentage of time in ESL instruction or in bilingual instruction), the grade levels served, as well as transition procedures from the program to the regular or mainstream classroom.
  6. What actions are taken to involve minority parents?
  7. Ask for and collect copies of program artifacts (brochures of open houses to inform about the program, program brochures, program descriptions, etc.).
  8. Optionally, you may want to conduct an observation in a bilingual or ESL classroom.

- Create a report of your findings using the order of the questions and prompts above. Talk about the types of program(s) implemented the district to meet the needs of ELLs. Describe in detail the ESL or bilingual program in your selected campus. Describe the rationale for program implementation, the theory the school uses for the program, the number of students served, the timing (percentage of time in ESL instruction or in bilingual instruction) and the grade levels served, as well as transition procedures from the program to the regular or mainstream classroom. Include a paragraph of your observation, thoughts, reflection, learning in your report.

- Type the report of your findings in no less than 3 pages, using Times New Roman size 12 font, 1.5 spacing, letter size 1”x1” margins. Include a title page. Include a title, and subtitles of sections as per questions in the interview, and your optional observation. Include an introduction. The concluding paragraph is a reflection of your research (challenges, learning, questions you still have, wonderings, etc.). Create an appendix with copies/photos of program artifacts. You may add campus or district documentation at the end of the report (these will not count in the # of pages).

- Submit your report and the documentation form on Blackboard. The documentation form is the signature of the person you interview.

- Be ready to talk about your experience on the last seminar.

Bonus points will be added for conducting observation of no less than one hour in an ESL or bilingual classroom.

TEACHER PREPARATION PROGRAM (TPP)
STANDARDS AND EXPECTATIONS

I. 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.

II. 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 NOT ADDRESSED
(7) TEKS in the content areas NOT ADDRESSED
(8) state assessment of students NOT ADDRESSED
(12) special populations;
(13) parent conferences/communication skills;
(14) instructional technology NOT ADDRESS;
(15) pedagogy/instructional strategies NOT ADDRESS;
(16) differentiated instruction; and
(17) certification test preparation.

III. TEA EDUCATOR STANDARDS
In combination with ESL472/BE472, this course prepares students to meet the beginning bilingual and ESL educator standards:

Bilingual Educator 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.

English as a Second Language Educator 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.

IV. ASSESSING THE BILINGUAL/ESL EDUCATOR COMPETENCIES, TExES TEST PREPARATION
In combination with ESL472/BE472, this course prepares students to pass the English as a Second Language Texes#154 and the Bilingual Supplemental Texes #164 tests.
V. 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 major projects completed throughout the program (e.g. papers, artifacts, student assessments). All these artifacts must be reedited after the instructor has sent comments before submitting to the TPP Portfolio in your Block 2 semester. Students are also expected to keep documentation of observation hours by using the classroom observation documentation form available below. The form is also available on page 19 of Block 1 Handbook http://bit.ly/2gP2Nsa

VI. Tk20 Access: Students seeking teacher certification are required to subscribe to TK20. The TK20 subscription is a one-time only, non-refundable fee. You do not have to purchase TK20 specifically for this class since you may have already done for other classes. Whether you pay online or through the bookstore, you register for access at: https://tamut.tk20.com (lower left). The TK20 system allows you to:

1. Complete applications for Teacher Preparation Program and forms for Intent To Do Field Experience.
2. Build artifacts of your work electronically which will be accessible for years, even after graduation.
3. Create your Teacher Preparation Portfolio throughout your program; due your last semester of student teaching or internship.
4. Receive timely feedback and have a fully documented record of your field experience work.
5. Design and create electronic professional portfolios which you may share with prospective employers.

Class and University Policies

Class participation: Students are expected attend class as soon as the semester starts OR LOG IN TO BLACKBOARD ON THE FIRST DAY OF CLASS. Failure to attend and complete assignments during the official roster notification will result in an ADMINISTRATIVE DROP. Thus, start your class work as of the first class day as outlined in the syllabus and in Blackboard.

Attendance for face to face session: Make an effort to come to class on time. Arriving late disrupts the class and is a sign of disrespect toward the professor and fellow peers.

Use of cell phone and texting during face to face sessions: The phone may be used to look up unknown terms during class activities or when there is an online activity. Using the phone for communication not related to class activities disrupts the normal progress of the class. Wait until the end of the class to use the phone, please.

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. STUDENTS CANNOT COPY AND SUBMIT OTHER PEER’S POSTINGS AS THEIR OWN. FAILURE TO COMPLY WITH THIS POLICY WILL RESULT IN DISCIPLINARY ACTION.
Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Students with federal loans and/or grants: Students who have federal loans and grants must be aware that participation is monitored in online courses. In the event a student withdraws from a course the student will be required to refund all federal funds prorated from the last date of participation. A student’s last access to Blackboard would not suffice as participation. The required weekly activity could include a comment to a blog, a discussion board posting, a journal entry, a quiz or exam, a submitted assignment, or other measurable and tracked activity.

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.

Drop Policy: To drop this course after the census date, a student must complete a Drop/Withdrawal Request Form, located on the University Registrar’s webpage or obtained in the Registrar’s Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an “approval” to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar’s office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar’s Office for processing. It is the student’s responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

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<th>Semester</th>
<th>Drop without a grade</th>
<th>Last day drop/withdraw</th>
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<tr>
<td>Fall 2016</td>
<td>September 7, 2016</td>
<td>Friday, October 24, 2016</td>
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<tr>
<td>Spring 2017</td>
<td>Wednesday, February 1, 2017</td>
<td>Friday, April 14, 2017</td>
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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

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)

**iOS 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.
Texas A&M University-Corpus Christi Teacher Preparation Program
Classroom Observation Documentation Form

Name: __________________________
Student's Phone #: __________________________
Principal: __________________________

Sem./Yr.: __________________________
District: __________________________
Course: __________________________
Section #: __________________________
Teacher: __________________________
Campus: __________________________

Date: __________________________
Description of Activities: __________________________
Grade/Subject: __________________________

Time In: __________________________
Time Out: __________________________
Total Time: __________________________

Note to the classroom teacher: Please sign above verifying the completion of field experience hours as indicated. If you have any questions or concerns please contact the instructor. Thank you for allowing our education student to observe.

(Principal's Signature): __________________________
(School office staff may sign for principal)

A&M-T Student: Directions: The State requires that anyone applying for teacher certification complete classroom observation in Texas Public Schools for program completion. This mandate is to ensure you have a realistic understanding of what it is like to teach in public schools today. It is also your opportunity to experience different grade levels and schools. Please contact the district of your choice or the district you have been assigned and follow their guidelines. Take this form with you each time you observe. Complete this form and have the teacher sign it after each visit. The principal (or designee) must sign the form. The College of Education and Liberal Arts requires A&M-T students to behave professionally during field experiences. Submit this completed form to your instructor. Retain a copy for your personal files.

Communicate appropriately: __________________________
Dress professionally: __________________________
Arrive early: __________________________
Sign-in @ front office: __________________________
Wear ramatag or visitor's tag: __________________________

Date: __________________________
Instructor's Signature: __________________________