

**University of Texas at Arlington
Department of Curriculum & Instruction
Bilingual Education/ESL Program (BEEP)**

**BEEP 5318 Foundations of Bilingual Education
Fall 2012**

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<u>Office Hours</u>	Thursday 3:00-5:00
<u>Section Information</u>	BEEP 5318.001
<u>Day and Time</u>	Thursday 5pm-7:50pm
<u>Class Location</u>	Pickard Hall (PKH) 102

Description of Course Content

Analyzes the development of bilingual education in the United States. Introduces bilingual education program models and discusses research findings on their effectiveness.

Student Learning Outcomes

Given the appropriate instruction and guidance, the students will be able to:

1. Review the literature to investigate the origin and historical development of dual language education in Texas, the United States and the world.
2. Analyze standards related to bilingual education in Texas and in the United States.
3. Analyze the various program models available to meet the linguistic needs of English language learners.

Required Textbooks and Other Course Materials

García, Ofelia. (2009). *Bilingual education in the 21st century: A global perspective*. Malden, Ma. And Oxford: Basil/Blackwell.

Collier, V. & Thomas, W. (2009). *Education English learners for a transformed world*. Albuquerque, N.M.: Dual Language Education of New Mexico/Fuente.

Grade Calculation

Measurable Components	Percentage
Attendance and participation.	10%
3 Online Assignments	30%
Midterm	20%
Final Group Project	30%
Final Group Project Participation	10%

Grading scale

The Center for Bilingual/ESL Education uses the following grading scale:

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

Descriptions of major assignments and examinations

1. Online assignments: will be assigned three times throughout the semester. This is a graduate level course, you will be expected to read and analyze a research-based article pertinent to the information being shared in class. You will be responsible for posting a one to three page critical analysis of the article online. Cross-reference the article analyses with the textbooks we are reading. You will also be required to read a posting of another member of class and post comments on their article. Be prepared to share and discuss in class.

A rubric for this assignment will be posted online and discussed during the first few classes.

2. Midterm—Multiple choice format
3. School Board Group Presentation - Together with another member of class you will prepare a school board presentation. You can choose a district or choose to be assigned a district. Acting as if you are the principal of the elementary campus with the most English language learners, you are responsible for preparing a 30 minute presentation to the Superintendent and school board on what program should be implemented and why. The school board presentation will be a compilation of the research, readings and studies you will conduct over the course drawn from

homework and class work and research on the district under study. The following questions should be addressed in the presentation, more explicit instructions will be shared in class:

What school personnel say	What the research says
1. What is the type of program and/or model being implemented at the school? For instance, is it a one-way or two-way dual language program? Is it a transitional or developmental bilingual program? Is it an ESL program for newcomers?	What does the research says about the type of program/model being implemented?
2. Why was the model being used at the school chosen?	What support is found in the literature regarding the type of program being implemented?
3. What do personnel at the school say about the research available that supports the type of program being implemented and its effectiveness?	What does the research actually say about the type of program that is being implemented at your selected school? What scientific-based studies have proven that such program is effective or ineffective? Why?
4. How is the program at the selected school being implemented? For instance, if it is a dual language program, are they focusing on simultaneous literacy development in both languages or is it sequential? When are students being exited from such program? Why?	What does the research say about how the program should be implemented?
5. Who manages the program and how is the program being managed? How is the school and district building capacity to sustain the program?	What does the research say about how the program should be managed and sustained?
6. What do the classrooms look like in such program? How is instruction managed for the 'target students'?	What does the research say the classrooms should look like? What about the students?
7. What resources are being used in the program?	What does research say about the kinds of resources that should be used and be available in such a program?
8. What type of training are teachers required to have to work in such program?	What does the research say about requirements for teacher training?
9. Are parents being supported in the program? If yes, in what ways are parents being supported? If not, why aren't they?	What does the literature say about parental involvement and support in such type of program?
10. What do personnel say about the program's effectiveness? What is working and what isn't in the program?	What does statewide data show the school is doing programwise? What about their effectiveness?
11. What does the teaching staff and administrators say about the challenges of	What does the research say about challenges related to such program's implementation?

implementing such type of program?	
12. What types of assessment are being used in the program to determine effectiveness? Who is assessed? When are they assessed? What are the components of the assessment in the program? How is the language assessed? How is academic success measured? How are the levels of language development assessed?	What does research say about assessment, how it should be conducted, when, why, etc.?
13. What type of training does the school and district have in place to ensure teachers are implementing the program as envisioned? How is the school/district determining that the training provided is effective?	What does research suggest in regards to the type of training that should be provided?

Attendance Policy

Attendance is compulsory. Students are expected to arrive **on time** to class. Students arriving late must see the instructor at the **end of class** to be sure that they are counted present. **Arriving late or leaving before dismissal twice will constitute an absence.** Ten percent of the grade will be based on attendance and punctuality. See grading calculation based on the number of absences:

0—100% 1—90% 2—80% 3—60% 4 or more—0%

Note: Students who fail to sign the attendance sheet will be counted absent. There is no appeal to this process.

Make-up Exams

There is no make-up for exams. Students are required to take examinations during the time specified.

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business

regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Librarian to Contact

The librarian assigned to the College of Education and Human Performance is Mr. Andy Herzog. He can be reached at amherzog@uta.edu

The following is a list of commonly used library resources:

Library Home Page <http://www.uta.edu/library>
Subject Guides <http://libguides.uta.edu>
Subject Librarians..... <http://www-test.uta.edu/library/help/subject-librarians.php>
Database List <http://www-test.uta.edu/library/databases/index.php>
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
Library Catalog <http://discover.uta.edu/>

E-Journals	http://utalink.uta.edu:9003/UTAlink/az
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu

TK20 Statement

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of \$100. You may purchase your subscription online from a link provided on the system's website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

Email Communication:

UTA e-mail is the official means of communication between the university and students. Utilize your UTA e-mail for all communications. You are responsible if you do not receive information because you do not regularly check your UTA email.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Conceptual Framework:

The work of the College and Health Professions (COEHP) is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the COEHP, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Professional Dispositions

Each candidate in the College of Education and Health Professions (COEHP) will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

I. Professional Dispositions Statement *(Approved by Teacher Education Council, 2-7-2012)*

The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

II. PROFESSIONAL DISPOSITIONS GUIDELINES

The following Professional Dispositions Guidelines are to be followed by all students in COEHP. The standards referenced are those of the Texas Administrative Code.¹ Students are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9

- Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, K-16 students).
 - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
 - Accepts decisions made by institutional authority (no means “no”).
 - Treats others in a just and equitable manner.
- Maintains composure and self-control.
 - Responds positively to constructive criticism.
 - Follows appropriate channels of communication/authority.
 - Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9

- Complies with class and program requirements
 - Attends classes, trainings, and field experiences.
 - Arrives on time and remains for the duration.
 - Is prepared, engaged, and meets deadlines.
- Demonstrates academic integrity and honesty.

- Maintains appropriate confidentiality at all times.
- Demonstrates compliance with all laws and regulations.
- Demonstrates compliance with University policies and TEA/professional specialty program area standards²

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5

- Displays personal appearance and/or hygiene appropriate for professional settings.

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9

- Uses appropriate and professional language and conduct.
- Works effectively, collaboratively, and equitably with others.
- Receives feedback in a positive manner and makes necessary adjustments.
- Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
- Follows school and state regulations in electronic contacts made with students, parents, administrators, professors and others professionals.
- Uses UT Arlington email as official university form of electronic communication and information.
- Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

¹*Texas Administrative Code, Ethics and Standard Practices for Texas Educators: RULE §247.2 Code of Ethics and Standard Practices for Texas Educators. Retrieved from [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)*

²Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

Course Schedule

Instructor reserves the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Tentative Lecture/Topic Schedule:

Date	TOPIC	ASSIGNMENTS
Week 1 August 23	Course Introductions Syllabus / Expectations	None
Week 2 August 30	An introduction to bilingual education, frameworks, models and types.	Read Chapters 1 & 6 of Garcia text. Read Chapter 1 of Collier & Thomas text. Bring in 2 sample articles from the recommended databases.
Week 3 September 6	Language and Education Class Activity – Test of Equal Education Opportunity	Read Chapter 2 of Garcia text. Read Chapter 3 of Collier & Thomas text.
Week 4 September 13	Bilingualism Bilingual Program Analysis Activity (NCEs)	Read Chapter 3 of Garcia text. Read Chapter 4 of Collier & Thomas text.
Week 5 September 20	Meet Online. The Sociopolitics of Bilingual Education Assessment Director Special Guest	Read Chapter 4 of Garcia Text. First article analysis is due online by September 17. Please post a reflection comment by 9/20 on peer's submission. Subject: any subjects studied to this point.
Week 6 September 27	Meet Online Benefits of Bilingualism. Guest	Read Chapter 5 of Garcia's Text. Bring a draft of your group class project.
Week 7 October 4	Bilingual Education: Factors and Variables Guest Speakers Myrna Hernandez, Dual Language Director EISD	Read Chapter 5 & 6 of Thomas & Collier text.
Week 8 October 11	Midterm Online.	
Week 9 October 18	Meet Online. U.S. Language Policy in Education	Read Chapter 2 of Thomas & Collier text. Second article analysis is due online by October 15. Please post a comment by 10/18 on peer's submission. Subject: U.S. Language Policy in Education. Be prepared to discuss.
Week 10 October 25	TABE Conference San Antonio – NO CLASS	Work with partner on school board presentation. Read Chapter 7 of Garcia's text. Read Chapter 7 of Thomas & Collier's text.

Week 10 November 1	Meet Online. Bilingualism in the Curriculum.	Read Chapter 12 of Garcia text. Submit an update on your group assignment through blackboard no later than 11:59pm.
Week 11 November 8	Bilingual Education Pedagogy and Practices	Read Chapters 13 & 14 of the Garcia text.
Week 12 November 15	Meet Online. Assessment of Bilinguals	Read Chapter 15 of Garcia text. Final article analysis is due online by November 12. Please post a comment by class on peer's submission. Subject: free choice.
November 22	Thanksgiving Holiday NO CLASS	
Week 13 November 29	Bilingual Education for the Twenty-first century.	Read Part V of Garcia text.
Week 14 December 6	School Board Presentations	Submit group project and partner participation evaluation to Blackboard by December 7th at 11:59pm.