## University of North Texas at Dallas
### FALL 2019
### EDBE 3470 001: Foundations of Bilingual/ESL Education
### SYLLABUS

<table>
<thead>
<tr>
<th>Department of</th>
<th>Teacher Education</th>
<th>School of</th>
<th>Education</th>
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**Instructor Name:** Dr. Patsy Sosa-Sanchez  
**Office Location:** DAL 1 261  
**Office Phone:** 972-338-1527  
**Email Address:** Patsy.Sosa-Sanchez@untdallas.edu  

**Office Hours:**  
Mondays/Thursdays 11:30 a.m. – 2:30 p.m.  
Tuesdays 1:00 – 2:30 p.m.  
Other times available by appointment.  

**Classroom Location:** DAL 1 270  
**Class Meeting Days & Times:** Monday 2:30-5:20 p.m.

**Course Catalog Description:** Examination of philosophies and theoretical underpinnings of bilingual and ESL education, including a review of historical antecedents and evolution of state and federal laws and language policies governing the education of language minority children. Course required for students seeking EC-6 or 4-8 generalist certification with and ESL or Bilingual supplemental certificate.

**Prerequisites:** NONE

**Required Text:**  
ISBN 9781475823127

**Required viewing of DVD**  
“Stand and Deliver” 1988  
You tube; Amazon; Theater21.com

**Access to Learning Resources:**  
UNT Dallas Library:  
phone: (972) 780-1616  
web: [http://www.untdallas.edu/library](http://www.untdallas.edu/library)  
email: library@untdallas.edu  
UNT Dallas Bookstore:  
phone: (972) 780-3652  
web: [http://www.untdallas.edu/bookstore](http://www.untdallas.edu/bookstore)  
e-mail: untdallas@bkstr.com

**Supported Browsers:**  
Chrome  
Windows 7, 8, 10  
MAC OA 10.8, 10.9, 10.10  
Android, Windows Mobile

**Supported Devices:**  
iPhone 4S, 5S, 5c, 6  
iPad 2, 3, Mini 3, Air 2  
Galaxy S4, S5, LG, Galaxy Note

**Getting Help with Blackboard:**  
Student Blackboard Assistance (Distance Learning):  
Founders Hall, Rm 124  
phone: (972) 338-5580  
e-mail: distancelearning@untdallas.edu

**Blackboard Help Resources:**  
web: [https://help.blackboard.com/Learn/Student](https://help.blackboard.com/Learn/Student)  
Blackboard Learn: For Students YouTube videos:  
https://www.youtube.com/playlist?list=PLontYaReEU1seUE3A CG3sEc3zR7B r7URU
Chromebook

*If you are working with Distance Learning to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.*

*If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.*

**Technologies NOT Supported:** Windows XP, Windows, Mac OS, and Linux systems not running a supported browser, Internet Explorer versions 10 & lower which are no longer supported by Microsoft; Internet Explorer on mobile devices; Firefox versions 30 and lower on desktop; all Firefox versions on mobile devices; Chrome versions 35 and lower (version 34 and lower on mobile devices; Safari versions 5 and lower

**Course Goals or Overview:** The goals of this course are as follows -

| EDBE 3470 021 | Provides alignment with State Board of Educator Certification (SBEC) standards and competencies of the Texas Education Agency (TEA) for bilingual and ESL teacher preparation and with professional standards of TESOL; foundations of first and second language acquisition; history of bilingual education in Texas and the U.S.; study of language development; program models and types; policies, assessment; law cases; teaching and learning practices; and applications from theory to practice. The course provides opportunities for inquiry, research, reflection, problem solving, and peer collaboration. |

**Learning Objectives/Outcomes:** At the end of this course, students will be able to:

1. Identify and present accurate facts about the diversity of English Learners (EL), the benefits of bilingualism, and issues related to educational access and equity.
2. Identify the history of the implementation of bilingual education in the USA and specifically in Texas, as well as myths about immigrants that lead to misinformation and xenophobic attitudes.
3. Identify and discuss state and federal legal cases and relevant education laws that have benefitted ELs.
4. Define and distinguish program models and make appropriate instructional decisions to meet the affective, linguistic, and cognitive needs of second language learners.
5. Create and present individual and/or group projects designed to increase advocacy and collaborative skills to enhance effectiveness as a classroom teacher. These projects include: Law Cases, Bilingual Role Model, and Advocacy Plan.
6. Bridge the home-school language and cultural environment with appropriate strategies to reach out to language minority families.
7. Cite research findings about effective instructional and assessment practices for EL in reading and writing.
8. Discuss reflections about critical issues in bilingual/ESL education such as: English Only vs. English Plus, High Stakes testing, special needs EL students, and legal and sociocultural issues.
9. Identify issues in testing practices and identify alternative methods of assessment.

**NOTE**
- The complete listing of TEA required Standards and Competencies are listed in Course Information in the Navigation Menu.
**Course Outline**

**EDBE 3470: Foundations of Bilingual/ESL Education**  
**Fall 2019**

**Please bring your textbook to class every session.**

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Topics</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Aug 26  
F2F Module 1 | Course Overview and Expectations  
Who are ELLs?  
Historical Overview of BLE  
Education in Texas (DVD) and discussion of approved Texas program models | Self-introductions  
Read Chapter 1. *Students*: pp. 6-17 and 28-36  
**DUE:**  
**Discussion Board # 1:** Knowing the Students  
**Multimedia 1:** Bilingual Ed in Texas  
**FYI Activity:** Matching Students to Types of Programs: Complete online | 8/26 Midnight |
| Sept 2 | Labor Day | No session | |
| Sept. 9  
F2F Module 2 | School and Community: Parental Involvement and Parental rights  
• Invited speaker from *El Concilio* | Texas State Policy: LPAC and Introduction to Texas Chapter 89 (handouts)  
**DUE:**  
**Reading Assignment/Reflection 1:** Parental Rights in Texas | 9/9 Midnight |
| Sept 16  
F2F Module 3 | Historical background of bilingual education in U.S. and overview of Education legislation affecting ELLs, including ESSA. | Chapter 2. *Policy and Programs*: pp. 50-58 & pp. 63-72.  
**DUE:**  
**Reading Assignment/Reflection 2:** History/Legislation  
**Reading Assignment/Reflection 3:** Current Event Assignment | 9/16 Midnight |
| Sept 23  
ONLINE Module 4 | Assessment Issues: High stakes testing; cultural and linguistic bias;  
| Chapter 8. *Assessment*: pp. 304-344  
**DUE:**  
**Multimedia 2:** Stand and Deliver | 9/23 Midnight |
| Sept 30  
F2F Module 5 | Court Cases and key legislation affecting language minority students | Laws and Supreme Court Cases: Decisions affecting bilingual education  
**DUE:**  
**Discussion Board # 2:** Legislative History  
**Reading Assignment/Reflection 4:** State and Federal Laws | 9/30 Midnight |
| Oct. 7  
F2F Module 6 | Politics and Bilingual Education: The role of Advocacy and Role Models | Chapter 2. *Policy and Programs*: pp. 41-48  
**DUE:** | 10/7 Midnight |
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Activity</th>
<th>Readings</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 14</td>
<td>F2F Module 7</td>
<td>Bilingual Special Education Discussion: Community Resource Projects</td>
<td>Chapter 9, <em>Bilingual Special Education</em>: pp. 346-368</td>
<td>10/14 Midnight</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>F2F Module 8</td>
<td>Teaching and Discussion of Role Models</td>
<td>Chapter 3, <em>Teaching</em>: pp. 84-89; 93-100</td>
<td>10/21 Midnight</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>ONLINE Module 9</td>
<td>MIDTERM</td>
<td>Online Mid-Term</td>
<td>10/22 5:30 p.m.</td>
</tr>
<tr>
<td>Nov 4</td>
<td>F2F Module 10</td>
<td>Language Acquisition</td>
<td>Chapter 4, <em>Language</em>: pp. 117-125; 138-140; 154-158</td>
<td>11/04 Midnight</td>
</tr>
<tr>
<td>Nov 11</td>
<td>ONLINE Module 11</td>
<td>Complete your Advocacy Plans</td>
<td>Work with teams to complete projects</td>
<td>11/11</td>
</tr>
<tr>
<td>Nov 18</td>
<td>F2F Module 12</td>
<td>Supporting communities and improving parental services</td>
<td>Advocacy Plans Presentations</td>
<td>11/18 2:30 p.m.</td>
</tr>
<tr>
<td>Nov 25</td>
<td>F2F Module 13</td>
<td>Supporting communities and improving parental services</td>
<td>Advocacy Plans Presentations (continuation if needed)</td>
<td>11/25</td>
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<tr>
<td>Dec. 2</td>
<td>Module 14</td>
<td>Reading Day (No class)</td>
<td>Open Office Hours</td>
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<tr>
<td>Dec. 9</td>
<td>ONLINE Module 15</td>
<td>FINAL EXAM</td>
<td>Online</td>
<td>12/9 5:30 p.m.</td>
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This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.
Course Evaluation Methods

Points are earned based on assigned rubrics or quiz/exam scores. Students are expected to earn points in each of the 6 categories listed below in the Grading Matrix.

A complete explanation of activities and assignments with due dates are also located in COURSE INFORMATION Assignments Matrix with due dates and instructions.

**Grading Matrix:**

<table>
<thead>
<tr>
<th>Activities/Assignments</th>
<th>Point Values</th>
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<tbody>
<tr>
<td>Participation/Attendance</td>
<td>220 points</td>
</tr>
<tr>
<td>Discussion Board (5)</td>
<td>100 points</td>
</tr>
<tr>
<td>Multimedia Reflections</td>
<td>150 points</td>
</tr>
<tr>
<td>Graded Reading Assignments/Reflections</td>
<td>120 points</td>
</tr>
<tr>
<td>Projects</td>
<td>250 points</td>
</tr>
<tr>
<td>Exams</td>
<td>250 points</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1090 points</strong></td>
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**COURSE EXPECTATIONS**

**Attendance/Participation: 220 Points**

Each class session is worth 20 points. If you are absent, you cannot participate and so cannot earn attendance/participation points, therefore 20 points will be subtracted for every absence (EXCUSED OR UNEXCUSED). Reflection Log must be filled at the end of each session in order to receive attendance credit. Excused absences are supported by ONLY medical documentation, UNLESS university sanctioned. Must include date/time of visit. Only original documents will be accepted. No electronic submissions. 3 points will be subtracted to daily attendance grade for each partial absence of 15 or more minutes due to arriving late (includes breaks) or leaving early. If due to unusual circumstances such as an extended illness or unexpected work responsibilities, the student misses more than two sessions, he/she should contact the instructor to see if additional makeup assignments can be obtained and completed. Please inform me in advance of any excused absences you may have in compliance with the University of North Texas Dallas.

**Preparedness for class:** Since this class will be conducted like a workshop/seminar, it is essential that you keep up with the reading. (Note- readings for each week as listed on the weekly schedule must be complete by the time class begins on Tuesdays) We will also have in-class assignments and projects that will be included in the participation grade such as discussions, collaboration exercises, text questions, etc.

**NOTE:** Your participation grade will lower if you are engaged in activities/discussions unrelated to the topic at hand, and/or your use of technologies in excess are observed. A one-time warning will be issues; afterward, point reduction for class participations will be warranted.

**Late Work Policy:** Assignment submission time and dates are included in the schedule. Late assignments will be reduced by 50% of the points assigned or at the discretion of the instructor. NO EXCEPTIONS. I am confident that you will not delay turning in assignments.
STUDENT ACCOUNTABILITY and MEASUREMENTS

Five Discussion Boards (DB) (5)
You will respond and participate on discussion boards as posted on Canvas aligned with the textbook readings. This is an opportunity for you to interact with your classmates on the issues covered in the course. Your participation in these discussions is required. You will have the opportunity to earn 20 points per discussion: (10) for posting your own response and (10) for responding to a classmate).

Multimedia Reflections (3)
You will have three Multimedia Reflections during the entity of this course:
   History of Bilingual Education (YouTube linked to course) This is an important documentary highlighting how bilingual education evolved in the State of Texas and gains have been made since its inception as a state mandated tool for equity and access. Students answer questions about the film and submit answers on Canvas.
   Stand and Deliver (DVD on reserve or commercially available) This iconic movie highlights the importance of connections between home and school (Funds of Knowledge), as well as highlights the understanding the social deficit and its implication on academic under achievement among minority students. Students will be required to answer a set of questions about the film and submit their answers on Canvas.
   Willie Velazquez: Your Vote is Your Voice (DVD) This documentary appeared on PBS. It was selected for this class because of the timeliness and importance of the topic for language minority students and their families. Parallels will be drawn between the circumstances if the Latino vote in the 1980’s and now.

Projects (3)
You will have three projects for this course that may require completion individually or as a group. You will have more details in Canvas for each one of the following:
   Community-Based Resources
   Students will research about a community -based organization or agency that supports immigrant children and families in the DFW area. Complete details provided in class and can also be found under Assignments.
   Bilingual Role Model
   Students will select a bilingual role model to interview or research. (Upload to Canvas). Specifics of the assignment are available in Assignments.
   Advocacy Plan for Parental Involvement
   Students will create a plan for enhancing parental engagement or services. Complete details and sample format will be available in class and in Assignments.

Graded Reading Assignments/Reflections(5)
Aside from reading you required chapters and book sections, you will have reflection/responses that must be completed for each of the following:
   Parental Rights in Texas
   Students will reflect on Texas State Education law Chapter 89, LPAC, and the importance of parental involvement to answer posted questions in Module 2.
   Reflection about History and Legislation
   After reading assigned pages in Chapter 2: Policy and Programs, students will answer p. 77 # 1 & # 2
Current Events
Review, reference and comment about 2 current event newspaper or magazine articles concerning issues about immigration, immigrant students or EL, published between 2018-Present. (1 page each)

State and Federal Laws
1) Discuss the purposes of the LPAC committee, its membership, and 3 major responsibilities; 2) Name and briefly describe 3 federal education policies between 1964-2015 (info about ESSA available on the You Tube) that affected ELLs. 3) Briefly describe 3 purposes of Chapter 89 (Adaptations for Special Populations in Texas, Sub chapter BB.

Special Education Topics
You will be assigned several articles about issues in Special Education that affect students who are also English Language Learners. You will also log on to website to watch an embedded video about special education. There will be a set of questions to respond to for both the online video and the article.

Exams (2)
For this course, you will have a midterm and a final exam.

Midterm
This is an online open book exam based upon readings, assignments, and class discussions to-date.

Final Exam
This is a cumulative online open–book exam, aligned with the textbook and content covered in class.

Total pts: 1090 possible
A – 981-1090
B – 872-890
C – 763-871
D – 654-762
F – below 654

University Policies and Procedures

Students with Disabilities (ADA Compliance): Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Canvas Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies,
please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas learning course management system's accessibility statement is also provided: https://dlit.untdallas.edu/accessibility

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:
Student’s evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students’ evaluations to be an important part of your participation in this class.

Assignment Policy: APA style is required for all writing assignments. Refer to the 6th edition for additional information as it is a requirement in the School of Education. All written assignments will require APA style.

Students are expected to pay attention to detail in their writing assignments, projects, and presentations. Late assignments will be subject to a deduction of points and/or to the lowering of the final letter grade for the course— at the discretion of the instructor. Late assignments may not be accepted after one week of due date – at the discretion of the instructor.

Exam Policy: Online quizzes and the ability to retake is solely at the instructor’s discretion. The final exam is FINAL – you must take it on final exam day. NOTE: Online exams may be proctored on campus per instructor’s discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies
Attendance and Participation:

The University attendance policy is in effect for this course. Participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed. Participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this course will be taken at the beginning of class. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to [http://www.untdallas.edu/registrar](http://www.untdallas.edu/registrar) for specific dates. If you are absent/not active in the course, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. Also, it is your responsibility to obtain any notes or information missed from a classmate. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor’s discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Deadlines and Incompletes: Please be mindful of University deadlines for dropping and withdrawing from classes. Also, in order for me to consider giving an INCOMPLETE for this course, you must be passing it, and you must present documentation of extenuating circumstances that have prevented you from completing your obligations for this course. **If these two conditions do not apply, please do not ask for an Incomplete Grade.**

Inclement Weather: Because all assignments are posted on the Canvas page for this face-to-face course, due dates are not affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at [http://www.untdallas.edu/osa/policies](http://www.untdallas.edu/osa/policies). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

**NO CHILDREN ARE ALLOWED IN CLASS.** Students with children are expected to make the appropriate arrangements for childcare prior to the start of the semester. Students are not to leave their children on the
UNT Dallas campus unattended. Children may attend class only if the assignment or activities pertain to a particular chapter from the text or to provide supporting information and hands on practice. The instructor will inform the class ahead of time when such an activity will take place.

In case of an illness (family, personal or child), an excused absence will apply. Receiving medical treatment at a medical clinic or emergency room or attending a family funeral, an announcement or obituary and medical document from a clinic, hospital and or physician’s office will be required. Information must be presented on letterhead.

**Technology and Software Requirements:** In order to successfully access the materials on Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements. Written assignments **must be submitted as a Microsoft Word document.** Google documents are not necessarily saved in this format, and documents sent from an alternate device may not be in Word format, either. Save your assignment as a Word document and submit it to Canvas as such.

You can learn about Canvas through the resource links provided below and become familiar with common terms, features, and other information you may need to have a successful online learning experience.

**Canvas Resource Links**

- Quick Start
- Canvas Glossary
- Canvas Guides
- iOS – Phone
- iOS – Tablet
- Android – Phone
- Android – Tablet

If you cannot find the answer in the Canvas Guides, click on the "Help" icon in the left-hand sidebar in Canvas.