ELE 478.601 Introduction to Bilingual Education Syllabus

Department of Education Studies
2 Credit Hours
ELE 478.601
Spring 2020

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Cell Phone: (281) 685-8873
Office Hours: Tuesdays, 10am - 12pm and Thursdays, 9am – 12pm.

I will be available to answer emails during office hours. If you would prefer to visit in person, or via Skype/Zoom, please email 24 hours in advance to make arrangements.

Email: straubsm@sfasu.edu

Preferably, call or text with questions related to this course. If you must email, please use Brightspace to send emails related to the course. If Brightspace is unavailable, send email to straubsm@sfasu.edu and include “ELE 478” somewhere in the subject line.

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

Course Information

Prerequisites

Proficiency with the Spanish language.

Course Description

Two semester credit hours (hybrid). ELE 478.601 Introduction to Bilingual Education studies the conceptual, linguistic, historical, political, and legal foundations of bilingual and ESL education. This course is designed for students 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 bilingual programs and principles of effective bilingual education. This course prepares students to better understand the requirements for passing the TExES #164 Bilingual Supplemental and the TExES #190 Bilingual Education. Students will be expected to investigate course materials prior to class for the “online” component of this hybrid class and should expect to spend between one and two hours per week preparing for the face-to-face (F2F) component by reviewing these materials. Students will also be engaging in various activities that necessitate F2F instruction for an additional 1 hour and 10 minutes each week. Lastly, students are expected to
complete various quizzes, interviews, journaling activities, lesson planning and facilitation exercises, etc. throughout the duration of this course.

Vision

The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
- Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
- Maintain resources and facilities that allow each program to meet its expected outcomes.
- Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
- Engage in outreach services.
- To address specific needs in the broader community.
- To enhance student learning.
- To instill commitment to service, and To promote the reputation of the University.
- To conduct research to advance knowledge and to contribute to the common good.

Core Values

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

Diversity Statement

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family
structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Course Goals

Program Learning Outcomes

1. BES Standard I: The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2). (BES 1.1k, 1.2k)
2. BES Standard II: The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism. (BES 2.1k, 2.2k, 2.3k, 2.4k, 2.5k)
3. BES Standard III: The bilingual education teacher knows the process of first- and second-language acquisition and development. (BES 3.1k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k)
4. BES Standard IV: The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language. (BES 4.1k, 4.2k, 4.3k)
5. BES Standard V: The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy. (BES 5.1k, 5.2k, 5.3k)
6. BES Standard VI: The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2. (BES 6.1k, 6.2k, 6.3k, 6.4k, 6.5k, 6.6k)
7. BTLP Standard I: The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language. (BTLP 1.1k)
8. BTLP Standard II: The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language.
9. BTLP Standard III: The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.
10. BTLP Standard IV: The teacher is able to write effective interpersonal and presentational discourse in the target language.

Course Objectives (Student Learning Outcomes)

This course is designed to provide students with a basic understanding of the HMS Graduate Program. Upon completion of this course, students should be able to:

1. The bilingual education teacher is able to prepare and deliver lessons, materials, and assessments in L1 and L2 (BES 1.1s, 1.2s, 1.3s, 2.5s, 2.6s, 3.1s, 3.2s, 3.3s, 3.4s 4.1s, 4.2s, 4.3s, 6.1s, 6.2s, 6.3s, 6.4s, 6.5s, 6.6s; BTLP 4.1s) – Bilingual Lesson Planning and Facilitation (SLA and one additional content lesson)
2. The bilingual education teacher is able to advocate for bilingual learners by using knowledge of the historical, legal, legislative, and global contexts of bilingual education (BES 2.1s, 2.7s) – Focus Groups, Journals
3. The bilingual education teacher is able to understand main ideas and details in varied contexts relevant to the bilingual classroom (e.g., parent/guardian conference, colleague describing a lesson idea, oral presentation of curricular content (BTLP 1.1s, 1.2s, 1.3s, 1/4s, 1.5s) – Listening Comprehension Quizzes, BTLPT 190 Interactive Practice Test
4. The bilingual education teacher is able to apply reading comprehension skills to various texts relevant to a bilingual classroom (e.g., content-area text, letter from a parent, newsletter, article, TEKS, etc.) (BTLP 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s) – Reading

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Comprehension Quizzes, Course Material Study Group Portfolio, BTLPT 190 Interactive Practice Test

5. The bilingual education teacher is able to use spoken language with various audiences to satisfy the requirements of routine education and professional situations in culturally appropriate ways (BTLP 3.1s, 3.2s, 3.3s, 3.4s, 4.2s, 4.3s) – Oral Expression Script & Response Partner Activity, Oral Expression Quizzes, BTLPT 190 Interactive Practice Test

6. The bilingual education teacher is able to write cohesive summaries, letters, essays, explanations using appropriate vocabulary, grammar, and syntax and exhibiting an appropriate level of cultural knowledge and sensitivity – Written Expression Quizzes, Bicultural Independent Project, BTLPT 190 Interactive Practice Test

Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Education 164 Supplemental Quizzes (x5)</td>
<td>120 Total Points</td>
<td>Weekly through midterm</td>
<td>Brightspace by D2L</td>
</tr>
<tr>
<td>BTLPT 190 Interactive Practice Test</td>
<td>120 Total Points</td>
<td>3/31/2020</td>
<td>Steen Library Computer Lab</td>
</tr>
<tr>
<td>Journals x5</td>
<td>125 Total Points</td>
<td>See Course Timeline</td>
<td>Brightspace by D2L</td>
</tr>
<tr>
<td>SLA Bilingual Lesson Plan</td>
<td>125 Total Points</td>
<td>Discussion Board</td>
<td>F2F</td>
</tr>
<tr>
<td>Bilingual Science Lesson Plan</td>
<td>175 Total Points</td>
<td>4/14/2020</td>
<td>F2F</td>
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<td></td>
<td></td>
<td>4/21/2020</td>
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<tr>
<td></td>
<td></td>
<td>4/28/2020</td>
<td></td>
</tr>
<tr>
<td>Listening Comprehension Assignments</td>
<td>40 Total Points</td>
<td>See Course Timeline</td>
<td>F2F</td>
</tr>
<tr>
<td>Reading Comprehension Assignments</td>
<td>40 Total Points</td>
<td>See Course Timeline</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Oral Expression (Mock Interview)</td>
<td>25 Total Points</td>
<td>3/17/2020</td>
<td>F2F</td>
</tr>
<tr>
<td>Oral Expression Assignments</td>
<td>40 Total Points</td>
<td>See Course Timeline</td>
<td>F2F</td>
</tr>
<tr>
<td>Written Expression Assignments</td>
<td>40 Total Points</td>
<td>See Course Timeline</td>
<td>F2F</td>
</tr>
<tr>
<td>Bicultural Independent Project</td>
<td>40 Total Points</td>
<td>5/5/2020</td>
<td>Dropbox</td>
</tr>
<tr>
<td>Course Materials Study Guide Group Portfolio</td>
<td>80 Total Points</td>
<td>3/31/2020</td>
<td>Google Drive, Binder, Etc.</td>
</tr>
<tr>
<td>Focus Groups</td>
<td>30 Total Points</td>
<td>1/28/2020</td>
<td>F2F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5/5/2020</td>
<td></td>
</tr>
<tr>
<td>Total Course Value</td>
<td>1,000 Total Points</td>
<td>End of Semester</td>
<td>F2F &amp; Brightspace by D2L</td>
</tr>
</tbody>
</table>
A = 900-1,000 Points
B = 800-899 Points
C = 700-799 Points
F = Below 700 Points

- **Bilingual Education 164 Supplemental Quizzes (x5)** – The bilingual education teacher will take 4 mini quizzes over each of the Competencies during each of the respective modules. At the end of the TExES 164 modules, the bilingual education teacher will have a cumulative quiz addressing all of the competencies.
  - Quiz 1: 9 points
  - Quiz 2: 11 points
  - Quiz 3: 9 points
  - Quiz 4: 11 points
  - Quiz 5: 80 points

- **BTLPT 190 Interactive Practice Test** – At the end of the BTLPT modules, the bilingual education teacher will sit for a practice BTLPT exam during the 3/31/2020 course date. This practice test is weighted at 120 points.

- **Journals (x5)** – At various times throughout the semester, the bilingual education teacher will submit journal reflections based on the completed readings. Each submission is worth 25 points for a total of 125 points.

<table>
<thead>
<tr>
<th>Professionalism +5 Points</th>
<th>Completeness +10 Points</th>
<th>Depth of Knowledge +10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted on time. Double-spaced. No or limited grammatical errors that do not detract from overall meaning.</td>
<td>Each of the journal components is addressed in paragraph form. There is a space between each response.</td>
<td>There are at least TWO specific references to the text or an external site. The reference is made using internal APA citations.</td>
</tr>
</tbody>
</table>

- **SLA Bilingual Lesson Plan and Other Content Area Lesson Plan (x2)** – At the end of the semester, students will work in groups to present their lesson plans. The first will be submitted in a Discussion Board for group feedback and the other will be presented in class.

<table>
<thead>
<tr>
<th>SLA Lesson Plan +50</th>
<th>SLA Lesson Plan Discussion Board +50</th>
<th>Science/Social Studies Lesson Plan +50</th>
<th>Science/Social Studies Lesson Facilitation +50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group submits completed lesson plan of approximately 150 words that include the following categories: Materia, Tema, Objetivo, Grado escolar, Vocabulario, Materiales,</td>
<td>Student reviews and evaluates two other lesson plans, lesson materials giving specific feedback that addresses strengths and opportunities for growth with regard to bilingual content delivery.</td>
<td>Group submits completed lesson plan of approximately 150 words that include the following categories: Materia, Tema, Objetivo, Grado escolar, Vocabulario, Materiales,</td>
<td>Group facilitates a professional lesson to the rest of the bilingual teacher cohort during class.</td>
</tr>
</tbody>
</table>

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### Science/Social Studies Lesson Plan Materials +25
- Group responds to feedback at the start of the next class period.

### Science/Social Studies Audience Participation Documentation +50
- Group submits handouts, lesson materials, PPTs, post-assessments, etc. with the Discussion Board.
- After group presentations, audience members will create lesson plans from memory based on the lesson taught and aligned with BTLPT 190 formatting.

- **BTLPT Assignments** (More details provided on Brightspace)
  - Written Expression Assignments – 40 Total Points
  - Oral Expression Assignments – 40 Total Points
  - Oral Expression Mock Interview – 25 Total Points
  - Listening Comprehension Assignments – 40 Total Points
  - Reading Comprehension Assignments – 40 Total Points

- **Bicultural Independent Project** – Over the course of the semester, the bilingual education teacher will select one Spanish-language television program to view and one Spanish-language novel to read. While processing these two sources, the student will complete a comprehension and learning template that will be distributed in class and available on Brightspace. The total value for this project is 40 points.

- **Course Materials Study Guide Group Portfolio** – There is a LOT to read for this course. Each group will be responsible for dividing up the course materials and taking notes. The students will decide how these notes will be collected, although it must be something that is accessible to all. This can be an ePortfolio or 3 copies per notes page in a hard copy binder, etc. At the end of the semester, these Portfolios will be turned in electronically OR turned in hard copy to the teacher. They will be graded and returned to the student. There will also be a work division handout that will accompany these portfolios. The portfolio is worth 80 points.

- **Focus Groups** – For the midterm and final, there will be focus groups. During this time, you will participate in a semi-structured interview to assess your growing depth of knowledge for introductory bilingual education. The midterm is worth 15 points and the final is worth 15 points. These are participation-based.

### Course Materials

**Required Technology:** This course is a hybrid course that will be partially delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.


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Recommended Texts:

TExES Bilingual Education Supplemental (164) Handbook (Dr. Luis A. Rosado)

TSBEC Bilingual Target Language Proficiency Standards (2004)

TSBEC Bilingual Education Standards (2000)

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.

Course Evaluations:

This course is an independent study with the opportunity to expand into a full minor program. Your feedback is invaluable and will be collected at various points in the semester as well as in the course evaluations. Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

Technical Support

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately.

You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall
maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades.

**Students may take 2 absences without penalty over the course of the semester.** After the second absence, the students will begin to accrue a 5 point deduction for each additional absence. Students are responsible for notifying their instructors in advance, when possible, for absences. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Please ensure that all work you post or submit is your original work, and that any material belonging to others is properly cited according to our discipline’s manual of style (APA).

Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

For additional information about academic dishonesty, please read and abide by the complete university policy at SFASU Academic Dishonesty Policy.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325 (936.468.3004) as early as possible in the semester. Once verified, ODS will notify

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the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to SFASU Disability Services.

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a
non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Syllabus and course calendar subject to change.

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