

Instructor: Dr. Verónica Méndez-Maqueo,
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Office Hours: T-Th 12:00-16:00 and by appointment.

Course Description: This course offers an in-depth revision of the foundations of bilingual education and its particularities while teaching in ESL classrooms.

Standards to be addressed:

Standard I. The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and the second language (L2).

Standard II. The bilingual education teacher has knowledge of the foundation 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.

Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

Standard VI. The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

Student Learning Outcomes:

SLO 1. Students will observe and identify range of individual developmental differences that characterize student in early childhood through grade 6.

SLO 2. Students will identify assessments to analyze children's strength and needs for planning instruction.

SLO 3. Students will identify and select pertinent materials and resources including technological resources to enhance students learning and engagement in the planning process.

Required Text: Ovando, C., Combs, M., & Collier, V. (2018), *Bilingual and ESL Classrooms Teaching in Multicultural Contexts* (6th edition). McGraw Hill. Boston, Ma. ISBN # 9781475823127

Other Requirements:

Spanish/English Dictionary, Spanish-Spanish Dictionary.
Notebook.

Language requirements: This course will be delivered in English and in Spanish. All assignments and readings are to be done in English.

Course Requirements:

- Weekly oral presentation (Rubrics will be provided)
- If needed there will be quizzes to verify reading
- Final exam

Reading: This course is worth 3 credits, therefore, you are expected to read at least 4 hours per week in addition to written and verbal assignments.

University Services:

As an active student at RGC, you have access to several services (free of charge) intended to support your instruction and learning. **Smarthinking** is an online tutorial service where you can locate a one-on-one tutor for a variety of content subjects. They also offer a variety of writing support services like proofreading and editing your papers prior to submission. Each campus also has a writing center if you would rather sit with an actual tutor and have them assist with reviewing assignments and writing tasks. Additionally, as an RGC student, you each have access and use of **Office 365** which offers a wide range of applications. In addition to online use, you have the ability to download the suite on up to 5 computers (PC or Mac). In addition to all the most updated functionality of programs you are accustomed to using (Word, PowerPoint, Excel, Skype, etc...) this subscription offers you 1 TB of cloud-based storage. I encourage you to become familiar with Office 365 as we will be utilizing many of the application this semester.

Academic Integrity:

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Dropping a Class:

During the course of a semester, circumstances can often prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me regarding your consideration to drop the class. Should dropping the class be the best course of action, you are responsible for completing the necessary actions to do so. A professor can also drop a student for non-participation or --in my class-- for academic dishonesty which will result in an "F".

Assessment:	40%	Oral presentations
	20%	Discussion participation
	40%	Final Exam

Week 1 Introduction. The bilingual conceptualization of reality.

Week 2 (Chapter 1)

Bilingual Education and ESL. Culture and Social Context. Structured Immersion or Bilingual Education

Week 3 (Chapter 2)

Overview of historical movements and policies regarding bilingual education. States Policies. State Certification of Bilingual/ESL Teachers

Week 4 (Chapter 3)

Integration of language and Content. Students' prior knowledge. Collaborative Learning. Teaching: Art, Drama, Language, Technology and Music

Week 5 (Chapter 4)

Language Acquisition. Translanguaging. Multicultural/Global Perspectives. Bilingual Proficiency.

Week 6 (Chapter 5)

The concept of culture. Acculturation, assimilation and biculturalism. Cultural Understanding.

Week 7 (Chapter 6)

Language and Math and Science. Cultural issues and Math and Science.

Week 8 (Chapter 7)

Social Science and the development of critical thinking.

Week 9 (Chapter 8 up to page 313 right before the beginning of "School-Based Assessment")

Context for assessment (local, state, national). Basic assessment concepts.

Week 10 (Chapter 8 from p. 313 to the end)

Assumptions and principles of assessment. Assessment tied to instruction.

Week 11 (Chapter 9)

Bilingual Special Education. Identification and referrals of ELL for Special Education Services.

Week 12 (Chapter 10 until p. 394 right before "Language Use in the Community")

Community programs. Bilingual programs initiated by communities.

Week 13 (Chapter 10 from p. 394 to the end)

Language use in the community. Family literacy.

Week 14 Review

Week 15 Final Exam