

**SYLLABUS EDSR 3328**  
Sul Ross State University  
Foundations of Bilingual Education  
SPRING 2023

**Instructor: Ms. Rosalinda Barcena**

**Email** [rxb15ze@sulross.edu](mailto:rxb15ze@sulross.edu)

Office Hours: Email, Text or Live meetings

**Text (REQUIRED):** [Bilingual and ESL Classrooms : Teaching in Multicultural Contexts \(Ed. 6\)](#)  
*by Combs, Mary Carol, Ovando, Carlos J.*

**Text (optional):** [Myths and Realities Best Practices for English Language Learners \(Ed. 2\)](#)  
*by Denise McKeon*

**Class Meeting Location & Time:** Virtual - Tuesdays 6:00pm-8:45pm

**EDSR 3328 Foundations of Bilingual Education (3-0).** A survey of the research, philosophy and the legal requirements of bilingual education. The process of second language development. Also, a review and analysis of the differences of various bilingual programs. Must be admitted to the Teacher Education Program.

This is a 16-week course that will be delivered synchronously via Blackboard Collaborate. Remote learning is a different kind of experience from the traditional face-to-face course. Online learning will encompass weekly video class meetings that are necessary for content coverage. Candidates should plan to attend all synchronous video class discussions. Attendance and participation is expected in this class.

**February 2, 2023 is the last day to drop the course without an academic record.**

**Instructional Goals:**

- A review of the methods and materials used in teaching the bilingual child.
- An overview of federal policy for Bilingual Education.
- Students will observe and identify the range of individual developmental differences that characterizes bilingual students.
- Students will identify instructional strategies to analyze children's strengths and needs for planning instruction.
- Students will identify and select pertinent material and research including technological resources to enhance student learning engagement in the planning process.
- Obtain the knowledge to create authentic and purposeful learning activities and experiences in both the first and second language that promotes the students' cognitive academic language proficiency (CALP) and concepts and skills as defined by the TEKS.
- Attention to the principles of time and treatment, instructional planning, and classroom management strategies.
- To reflect upon the processes of teaching, and why teachers teach.
- The psychology of first and second language acquisition.
- Prepare for the TEXES (Texas Exam for Educator Standards) Bilingual COMPETENCIES

## **Course Requirements:**

**Attendance and Participation:** Regular attendance and participation are expected. Participation in class discussions are expected. More than two (2) absences will result in being dropped from the course, or the lowering of the final grade. If a true emergency arises please contact me before meeting for class. Daily attendance will be taken.

Participation implies active contribution which is essential for optimal learning. Your ability to effectively participate in class will be significantly enhanced by appropriate preparation, which will include reading and reflecting on assigned chapters, articles, or other assigned materials. Participation is measured by your active contribution in class discussions.

## **Description of Assignments**

**Chapters:** Read the assigned chapters and participate in the in-class discussions for each of the chapters.

**Live Class:** We will meet every Tuesday at 6:00 pm on Blackboard Collaborate Ultra. Please check the link on the left side panel of your Blackboard online page and click to join the meeting.

**Quizzes/Assignments:** Every week you will have a quiz over the chapter that we reviewed and discussed **or** an assignment. Please take the quizzes on time.

**Exams:** There will be a midterm and final exam over the material from this course. Guidelines will be given at an appropriate time before the exams.

## Grade Calculation

### DAILY WORK (Assignments & Quizzes):

DAILY WORK (Assignments and quizzes) count as 1/3 of your grade. Chapter assignments/quizzes are worth 100 points each. In calculating daily work averages, the sum of your scores is divided by the number of possible points.

For example, if there are 13 assignments/quizzes in the course, and you make 100s on each daily assignment/quiz, your DAILY WORK average would be a 100 --  $(1300 / 13 = 100)$ .

The quizzes/tests are not added with the total points found on blackboard. They are averaged separately.

### EXAMS (Midterm & Final)

EXAMS (Midterm & Final) are also worth 100 points each. However, they count as 2/3 of your grade. If there are 2 EXAMS in the semester and you score 90s on each exam, your EXAM average would be  $90 + 90 = 180$  which is divided by 2 (the number of exams) then your EXAM average is a 90.

### FINAL GRADES:

When calculating FINAL GRADES:

**DAILY WORK** + **EXAM** + **EXAM** / 3 = Total points earned

Using the example scores:  $100 + 90 + 90 = 280$  (total potential points earned)

Total points are then divided by 3 —  $280 / 3 = 93.3$  avg.

### Grading Scale

A= a grade from 90 to 100

B= a grade from 80 to 89

C= a grade from 70 to 79

A grade of D or F will not allow those seeking Teacher Certification to receive a grade below 70. The class will be completed. For those seeking a degree that does not provide the opportunity to obtain Teacher Certification a grade of D is from 60 to 69 and any grade 59 or below constitutes an F.

### SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

**RGC Disability statement:**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email [pharris@sulross.edu](mailto:pharris@sulross.edu). Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, sex, age, or disability.

**Syllabus Subject to Change**

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor can occur. Students will be informed of any occurrences that will cause syllabus changes.

**Drop/Add Withdraw**

The student's responsibilities include making sure that you are officially enrolled in this course. If, at any point, you decide to attend this course no longer, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so will result in a failing grade.

***Dropping a Class.*** During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by Thursday, February 2, 2023.

**Marketable Skills**

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to teach classroom management.
5. Student have the ability to effectively use technology to communicate.

**Student Learning Outcomes**

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning.

## Course Calendar

We will meet on Tuesdays at 6:00pm via Blackboard Collaborate Ultra. Please read the calendar below for dates and assignments.

Date	Chapter Discussion	Quizzes/Assignments by 10 PM
T 01/24	Syllabus & Introduction of Course	
T 01/31	The History of Bilingual Education in Texas	ASSIGNMENT #1: The History of Bilingual Education in Texas
T 02/07	Ch. 1: Students	QUIZ: Chapter 1
T 02/14	The Language This Land Remembers	ASSIGNMENT #2: The Language This Land Remembers
T 02/21	Ch. 2 Policy and Programs	QUIZ: Chapter 2
T 02/28	Ch. 3: Teaching	QUIZ: Chapter 3
T 03/07	Ch. 4: Language	ASSIGNMENT: Creating Bilingual Minds
<b>SPRING BREAK MARCH 13-17</b>		
T 03/21	Texas Proficiency Level Descriptors for English Language Learners (MIDTERM)	MIDTERM: PLD Ratings
T 03/28	Ch. 5: Culture	ASSIGNMENT #4: Assimilation vs Acculturation
T 04/04	Ch. 6: Mathematics and Science	QUIZ: Chapter 6
T 04/11	Ch. 7: Social Studies	ASSIGNMENT #5: Language Objectives and Learning Strategy
T 04/18	ELPS – English Language Proficiency Standards	ASSIGNMENT #6: ELPS Language Objectives
T 04/25	Bilingual Education: Servicing EB Students in TEXAS	ASSIGNMENT #7: English Learner (EL) Identification/Reclassification Flowchart
T 05/02	Bilingual Competencies	QUIZ: Competencies
T 05/09	Ch. 8: Assessment	QUIZ: Chapter 8
Mon 05/15	FINAL	