

EDSR 3328 Foundations of Bilingual Education

Spring 2025 Syllabus

Angelica J Gomez, EdD	Office Hours: Tuesday 10:00 am - 11:00 am Wednesday 10:00 am - 1:00 pm, 2:00 pm - 3:00 pm
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Course Description

This course addresses a survey of the research, philosophy, and legal requirements of bilingual education. The process of second language development. Also, a review and analysis of the differences between various bilingual programs.

Text

Educating Emergent Bilinguals: Policies, Programs, and Practices for English Learners, Garcia Ofelia, Kleifgen Jo Anne

Student Learning Outcomes

- SLO 1- Candidates will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 6.
- SLO - 2 Candidates will identify instructional strategies to analyze children's strengths and needs for planning instruction.
- SLO - 3 Candidates will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

Marketable Skills

1. Candidates will acquire public speaking skills for a variety of audiences.
2. Candidates will acquire writing skills for lesson plans and other scholarly documents.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.
4. Candidates understand human growth and development.
5. Candidates recognize the influence of diverse social-cultural factors.
6. Candidates utilize multiple methods and strategies to achieve a goal.
7. Candidates effectively use technology.

Course Format

ALL students will attend class via Blackboard Collaborate for live instruction. You will find all the information in Blackboard. This class meets on Mondays/Wednesdays at 1:00 pm - 2:15 pm. The course contains module readings, discussions, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions when working on projects.

Course Expectations

The instructor will:

- Provide weekly communication and check-ins with students via announcements, videos, or email.
- Be available during office hours posted in the syllabus.
- Respond to student emails within 24 hours of receipt during the hours of 9:00 am-5:00 pm, Monday-Friday. Weekend communication will occur as available.

- Provide grades/feedback to assignments within one week of the submission due date.
- Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- Provide a range of opportunities to engage in the course content in a meaningful way.
- Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:

- Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- Will complete all coursework on the assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- Will engage in the course, with their peers, and the instructor with open communication and active participation.
- Will be respectful in their communication with the professor and classmates.
- Will respond to professor communication promptly.
- Will not plagiarize and will demonstrate integrity in all their work.
- Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments

All Written Assignments: To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, be well organized, and be typed double-spaced using a 12-point Times New Roman font. All written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).

Class Introduction Discussion Board Assignment 20 Points

Get to know your classmates! Each candidate will introduce themselves in a self-selected mode of presentation. Make your introduction as interactive as possible by using your choice of media tools (PowerPoint, screencast, YouTube, PowToon, etc.) In your introduction, please tell us the following: where you are located, pertinent experiences with school, goals for the semester, fun fact, and a picture of you or an avatar that represents you if you are not using a video presentation. Once you post your introduction, view posts of your colleagues, find someone you have something in common with find someone who intrigues you, and reply to both their original posts explaining what you have in common and why you are intrigued.

Discussion Board and Peer Review Assignments 20 Points

Modules will include discussion board opportunities centered on research-based approaches to understand foundational concepts, principles, and best practices related to reading assessments. Discussion Forums are opportunities to extend thinking and share perspectives. A typical discussion forum post should be between 200-500 words. Discussions should include your own experience as well as 2 citations that align with or contradict your comments as sourced from peer-reviewed academic journals, industry publications, books, and/or other sources. Cite your sources using APA formatting. Your task is not to “recall” information read in the text; rather, you will be applying what you read and responding to a teaching scenario. A portion of your credit will be credited for your post and another portion will be for responding to one of your classmates. In writing your response, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written. You will not be credited for simply agreeing with someone or telling them how much you like what they wrote. Look critically for the opportunity to share your knowledge and fill in misunderstandings.

Weekly assignments 100 Points

A variety of activities from the information provided in each Module.

Midterm 150 Points

The midterm will include material covered in the first half of this class. The exam will be multiple choice, short answer, and essay questions. The exam will be timed.

Quizzes/ Check for Understanding 100 points

There are quizzes or checks for understanding in some Modules over the content provided.

Class Participation 100 points

Candidates are expected to attend class meetings and participate in class discussions. The candidate will demonstrate excellent participation, offer analysis and synthesis of article readings, and add to the development of ideas.

Course Assignments & Schedule

Assignments are due by 10:00PM (CT) on the due date. Late work will not be accepted.

Module	Assignments
WEEK 1: Building Bilingual and ESL programs Jan. 20th - Jan. 26th	Review Syllabus Watch Videos Discussion Board Activity- The History of Bilingual Education in Texas
WEEK 2: Theories of Second Language Acquisition and Bilingualism Jan. 27th - Feb. 2nd	Watch Videos Discussion Board Activity- Comparison Chart
WEEK 3: ELPS Curriculum Requirements Feb. 3rd - Feb. 9th	Watch Videos Discussion Board Activity- ELPS Curriculum Requirements
WEEK 4: Formative vs. Summative vs. Diagnostic Assessment Feb. 10th - Feb. 16th	Watch Videos Discussion Board Activity- Formative Assessment Creation
WEEK 5: Bilingual Literacy Feb. 24th - March. 2nd	Watch Videos Discussion Board Activity- Mini Literacy Lesson
WEEK 6: Bilingual Education March 3rd - March 9th	Watch Videos Discussion Board
WEEK 7: MIDTERM March 10th - March 16th March 17th-March 21st Spring Break	MIDTERM
WEEK 8: ELPS Assignment March 24th - March 30th	Watch Videos Discussion Board Activity- ELPS
WEEK 9: Stage of Language Acquisition March 31 - April 6th	Watch Videos Discussion Board Activity- Journal: Speech Emergence
WEEK 10: LPAC Committee April 7th - April 13th	Watch Videos Discussion Board Activity- Research Paper
WEEK 11: Research Paper April 14th - April 20th	Watch Videos Activity- Research Paper

This course syllabus is intended to be a guide and may be amended at any time.

Grading Policy

No late work is accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 228 REQUIREMENTS FOR EDUCATOR

PREPARATION PROGRAMS RULE §228.30 Educator

Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

1. the specified requirements for reading instruction adopted by the SBEC for each certificate;
2. the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
3. child development;
4. motivation;
5. learning theories;
6. TEKS organization, structure, and skills;
7. TEKS in the content areas;
8. state assessment of candidates;
9. curriculum development and lesson planning;
10. classroom assessment for instruction/diagnosing learning needs;
11. classroom management/developing a positive learning environment;
12. special populations;
13. parent conferences/communication skills;
14. instructional technology;
15. pedagogy/instructional strategies;
16. differentiated instruction; and
17. certification test preparation.
- 18.
19. vocabulary development;
20. comprehension of literary text;
21. comprehension of informational text; and

22. beginning strategies and reading comprehension skills.

Texas Pre-K Guidelines: https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf

University and Course Policies

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director, or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

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 a 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.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even

unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. *The reading teacher*, 61(5), 364-373.

American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC.

Bear, D., Invernizzi, M., Templeton, S., Johnston, F. (2012). *Words Their Way. FIFTH EDITION*). Upper Saddle River, NJ: Pearson – Prentice Hall.

Bethesda, MD: National Institute for Child Health and Development.

Christie, J. F., Enz, B. J., Vukelich, C., & Roskos, K. A. (2014). *Teaching language and literacy: Preschool through the elementary grades*. Boston: Pearson.

Jones, J. S., Conradi, K., & Amendum, S. J. (2016). Matching interventions to reading needs: A case for differentiation. *The Reading Teacher*, 70(3), 307-316.

Lupo, S. M., Berry, A., Thacker, E., Sawyer, A., & Merritt, J. (2020). Rethinking Text Sets to Support Knowledge Building and Interdisciplinary Learning. *The Reading Teacher*, 73(4), 513-524.

Montroy, J. J., Zucker, T. A., Assel, M. M., Landry, S. H., Anthony, J. L., Williams, J. M., ... &

Taylor, H. B. (2020). The Texas kindergarten entry assessment: Development, psychometrics, and scale-up of a comprehensive screener. *Early Education and Development*, 1-38.

Munger, K. A. (2016). 5. Types of Literacy Assessment: Principles, Procedures, and Applications. *Steps to Success: Crossing the Bridge Between Literacy Research and Practice*.

National Reading Panel (2000) Report of the national reading panel: teaching children to read.

Scharlach, T. D. (2008). START comprehending: students and teachers actively reading text. *The Reading Teacher*, 62(1), 20-31.

Texas Education Agency (TEA). (2014). Technical report TPRI (2010-2014 edition). Retrieved from <http://www.tpri.org/resources/documents/20102014TechnicalReport.pdf>.

University of Oregon (2020). 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®). Eugene, OR: University of Oregon. Available: <https://dibels.uoregon.edu>