



EDSR 3328 Foundations of Bilingual Education

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virtual office hours via Blackboard
by appointment

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.

Course Prerequisite

There are no prerequisites for this course

Skills Prerequisite

You will need regular access to a computer with an internet connection and speakers or headphones. It is the student's responsibility to ensure they have adequate access to the Internet and can access and understand the learning management system. Students are also required to have access to a word processor that can save files in formats readable by Microsoft Word (i.e., .doc, docx).

You may download a free copy of Office 365 from the menu on the left of the learning management system.

All students will need to know all the basic requirements established in the pre-course assignment, as well as develop some new skills:

Proficiency in the SRSU Learning Management System

Using email with attachments

Using SafeAssign to check grammar and similarity scores

Using word processing software

Textbooks & Materials

Required Text:

García, O., & Kleifgen, J. (2018). Educating emergent bilinguals: Policies, programs, and practices for English learners (2nd ed.). Teachers College Press.

[Link to SRSU Bookstore to order](#)

Education Program Student Learning Outcomes (SACSCOC)

EDSR 3328 will contribute to the following Student Learning Outcomes (SLOs):

SLO 1: Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.

SLO 2: Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.

SLO 3: Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.

SLO 4: Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

Required Student Responsibilities

This course is part of the Sul Ross State University, College of Education Concentration Courses requirements. Students seeking bilingual certification are required to successfully complete this course with proficiency.

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

Personal Responsibility: Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Social Responsibility: Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

Marketable Skills: All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide Marketable Skills for each degree plan. They also are located at srinfo.sulross.edu/hb2504

Program Marketable Skills that this course addresses:

Students are adaptable and flexible and communicate effectively.

Students have the ability to teach diverse learners in an inclusive learning environment.

Students have the ability to assess student learning.

Students have the ability to effectively use technology.

Students can use critical thinking and creative thinking in the workplace.

Students are skilled in teamwork and conflict management

Students have an ability to construct a classroom management plan.

University Policies

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 in the student handbook.

ADA Accommodations: 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. 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.

Early Alert: As encouraged by Sul Ross State University, this course will be using the Early Alert notification system. Early Alert is a system for identifying students who are having difficulties in each course. The goal of the Early Alert system is not to penalize students but rather to address problems—incomplete work, attendance, test scores, etc.—they may be experiencing. By addressing these issues early in the semester, the hope is that students will be able to take the necessary steps to improve their standing. Student involvement is essential; you must keep up—doing so will provide benefits in terms of your grades and will be excellent preparation for life after college.

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 an 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.

Counseling: Sul Ross has partnered with Timely Care where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.org/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

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.

Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

Drop-in and Scheduled Appointments: Flexible options to fit your needs.

Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.

Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.

Location: BWML Room 128.

Contact Us: For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.

Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Blackboard Support: The SRSU Blackboard Online Support Desk is where you can direct all your Blackboard technical questions such as problems submitting a document to an assignment, trouble getting videos to play, or dealing with a technical error in your Blackboard course. The Blackboard technical support desk is open 24 hours a day/7 days a week for your convenience.

To reach the support desk:

By calling 888.837.6055

Via email blackboardsupport@sulross.edu

Other Tech Support

Microsoft Tech Support Center <https://support.microsoft.com/en-us/contactus/>

Specific Course Requirements

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 understanding 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.

Weekly assignments 100 Points

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

Differentiated Lesson Plan 100 Points

Use knowledge gained from modules to create a differentiated lesson plan that covers the needs of diverse learners. Further discussion during week 5 and week 9 with whole class.

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 and Schedule

Assignments are due by 11:59PM (CT) on the due date. Late work will not be accepted.

Module	Assignments	Due Date
Week 1: Building Bilingual and ESL Programs	Review syllabus; Watch Module 1 videos, Discussion Board activity: The History of Bilingual Education in Texas	01/25/26
Week 2: Theories of Second Language Acquisition and Bilingualism	Watch videos; Discussion Board activity; Comparison Chart	02/01/26
Week 3: ELPS Curriculum Requirements	Watch videos; Discussion Board activity: ELPS Curriculum Requirements	02/08/26
Week 4: Formative vs. Summative vs. Diagnostic Assessments	Watch videos; Discussion Board activity: Formative Assessment Creation	02/15/26
Week 5: Bilingual Literacy	Watch videos; Discussion Board activity: CLD Literacy Lesson	02/22/26
Week 6: Bilingual Education	Watch videos; Discussion Board	03/01/26
Week 7: Midterm	Midterm	03/08/26
Week 8: ELPS	Watch videos; Discussion Board activity: ELPS	03/22/26
Week 9: Stage of Language Acquisition	Watch videos; Discussion Board activity: Journal: Speech Emergence	03/29/26
Week 10: LPAC Committee	Watch videos; Discussion Board activity: Differentiated Lesson Plan	04/05/26
Week 11: Research Paper	Watch videos; Discussion Board activity: Research Paper	04/19/26
Week 12: Final	Review TEKS; Final Lesson Plan	05/03/26

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 an emergency, please email me as soon as possible to discuss options. ALL late work will be reduced and will not receive full grade/points possible. If student has not communicated needs with instructor, the assignment will be scored 0.

Grading Scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = less than 60%



This Course was self-assessed using the Quality Matters Higher Education Rubric