

## History & Politics in Bilingual Education

### Basic Information

Name of the Instructor: Dr. Yolanda Salgado

Email: [salgado\\_y@utpb.edu](mailto:salgado_y@utpb.edu)

Office Location: MB 3226

Office Hours: Mon/Wed 9-11; Thur. 11:00-12:00 and/or by appointment only

Office Phone: (432) 552-2142

Course Dates: August 24, – October 16, 2020

Course Credits: 3 hours

**Location:** This course is a web course and is conducted within CANVAS

<http://utpb.instruct.com>

Note: The due date and times for the activities will adhere to the Central Time Zone

### Course Catalog Description:

This course focuses on the historical and political factors in the evolution of bilingual education and ESL in the United States and its impact on language minority children in public school settings.

**Measurable Learning Outcomes:** By the end of this course, you will be able to:

- Describe the historical phases of bilingual and ESL education in the United States
- Identify the national and historical trends of bilingual and ESL education
- Highlight consciousness of current trends in ESL and bilingual instruction to participants
- Identify different models of bilingual/ESL and know which one to use when working with second language learners

**Course Prerequisites:** Admission to UTPB; admission to graduate studies; in addition to the College of Education requirements, students seeking teacher certification in Texas and in bilingual education as a part of the Master of Arts in Education/Bilingual/ESL must apply to the certification program and take the additional coursework; after completing the program, demonstrate proficiency in Spanish by passing the Texas Bilingual Target Language Proficiency Test (BTLPT).

**Materials:** The student should purchase the following:

Garcia, Ofelia (2008) Bilingual Education in the 21<sup>st</sup> Century: A Global Perspective ISBN 978-1-4051-1993-1 or ISBN 978-1-4051-1994-8

**Recommended/Supplemental/Optional readings/books:**

Crawford, J., Bilingual Education: History Politics Theory and Practice. Crane Publishing Co., 1999. ISBN 0-89075-556-6

Richard-Amato, P.A., and Snow, M.A., Academic Success for English Language Learners: Strategies for k-12 Mainstream Teachers, Pearson Education, Inc. 2005. ISBN 0-13-189910-4.

Richard-Amato, P.A., Making It Happen: From Interactive to Participatory Language Teaching-Theory and Practice, Pearson Education, Inc. 2003. ISBN 0-13-060193-4.

Gonzalez, V, Yawkey, T., Minaya-Rowe, L., English-As-A-Second Language (ESL) Teaching and Learning: Pre-K-12 Classroom Applications for Students' Academic Achievement and Development, Pearson Education, Inc. 2006. ISBN 0-205-39251-2.

**Reference Text (Not Required but Helpful):**

American Psychological Association. (2001). Publication manual of the American Psychological Association (5<sup>th</sup> ed.). Washington, DC:

UTPB Academic Calendar: [University Calendar](#)

**Important Dates:**

**Fall A 2020**

	<b>Date</b>
First Class Day	Aug 24
Last day to add a course	Aug 26
Last day to Drop without creating an academic record	Aug 31
Last day to drop* a course or withdraw**	Sept 25
Last day of classes & final examinations; semester ends	Oct 16

**Course Overview:**

Method of instruction: Online lectures, videos, discussions, research, audio, reading and group work, quizzes, a Mid-Term, and a Final Exam. The course structure is divided into 4 modules; each module is scheduled for two weeks. The modules include the following activities:

**Activity Descriptions:**

**Syllabus Quiz:** once you have read the syllabus, a quiz will be available for you to take. It will be timed, and you will take it only once. Points earned will be used as extra credit at the end of the semester as there will be no other opportunities for extra credit. To earn these points though, you MUST take the quiz on or before the due date. No points will be awarded for taking the quiz after the due date.

**Self-Introduction** is another opportunity you will have to earn extra points. This opportunity is for you to get to know those in the course with you and perhaps pair up for group projects early on. Points will be granted if posting is done by due date.

**Reading, Research and Discussion Board:** The course modules include discussion board activities. Topics and questions related to your assigned modules and readings will be presented on the modules CANVAS Board. You will be expected to respond to posted questions, topics, and/or participate in the module activities with colleagues. Beforehand, you should read the assigned readings and review the online lecture and related research. These projects and discussions are specific to the material in the module. You must read at least 7 other student's postings and respond to at least two other students in an intellectual and concise manner using your readings and research to support your responses; appropriate citations are expected and no less than 300 words per response for full credit consideration. Initial post and responses must be made by the closing date on the schedule to be considered for full credit. **WARNING:** Do NOT copy anything word for word from your sources or you may fail the course since this is considered academic dishonesty.

**Reflective Journals:** Students will read and reflect over materials from assigned reading and respond to question in a journal entry.

**Timeline:** each student will prepare a timeline of historical and political events **affecting** bilingual education and ESL instruction. Students must include bilingual education from the beginning of education in the U.S., including parochial schools, public education, political events, and implications for language minority students. Please cite sources at the end, using APA style.

**Instructional Models of Bilingual Education:** Students will prepare (individually or in groups of 3-4 students), a paper summarizing the various models of bilingual and ESL education. Students should include all models (even sink or swim), desirable and less desirable models. Included in the summary should be the significant components of the model, who developed it (if known), why it was developed, and the political environment it plays at the time of development and an evaluation of the model and its merit. At the end of the summary, student(s) should provide a summary chart of the models and select a model(s) (no more than two) that are the most effective. Next, the student(s) should justify why the model selected should be implemented in the school district where he/she plans to teach next year or is currently teaching. Cite all sources and use APA style.

**Culminating (Research Supported-Paper or Project):** each student alone or with a partner will write/create a culminating paper/project by the end of the semester. This paper/project serves as *your final* and will include a little of everything from this class. For example, you will write/create about the things in this course that would help you teach what you learn, to someone else. Topics include history of bilingual/ESL, Politics of bilingual education, language, bilingual

schooling, timeline, etc.... Your paper/project should include research articles to help support your paper/project. What has been helpful to students in the past is to include an introduction with a literature review, just as if you were writing a research paper. A big help as well is to create an outline to follow. Some ideas could be topics such as: “Challenges of Bilingual/ESL over the years” or “Who pays and/or suffers more at the end” “Where are we now?”, “What states are doing”, “Where are the parents?”, “Reactions from school administrators?”, Supporting bilingual parents, Guide to bilingual/ESL programs, Strategies used in ESL, Bilingual/ESL Training Handbook, etc.... The possibilities are endless. What cannot be included is any work that has already been done in the course such as the timeline or models of bilingual/ESL. You can include your opinion in the work/project but must support your stance with research. If a paper is written, it should be no less than 10 pages not including your bibliography page(s). You must include at least 10 scholarly articles/resources/ and/or current research. The culminating/research paper/project must adhere to APA format and citations edition 7.

**Quizzes:** over the chapter readings. There will be a total of 13 questions in each quiz all multiple choice and/or true/false question. If you log out, you will forfeit the quiz and it will grade according to what you complete, so please plan accordingly for the day you plan to take the quiz. In order to take the quiz, you must download Respondus which will record your testing. Use the following information for guidance.

**\*\*Respondus Monitoring will be used on all quizzes; please make sure the computer you are using has a webcam.** <http://www.respondus.com/products/monitor/helpcenter.shtml>

#### **Using LockDown Browser & Respondus Monitor for Online Exams**

This course requires the use of LockDown Browser and Monitor for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and Monitor.

Download and install [LockDown Browser](#).

To take an online test, open LockDown Browser which opens Canvas and navigate to the exam. (You cannot access the exam with a standard web browser). When taking an online exam, follow these guidelines:

- Setup web cam for exams using Monitor.
- Ensure you are in a location where you won't be interrupted.
- Turn off all mobile devices, phones, etc.
- Clear your desk of all external materials — books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

#### **Overriding Concerns:**

1. All submitted work for a grade in this course must be your original effort. The work cannot include:
  - Materials purchased or copied from a pre-made kit,
  - Worksheets downloaded from the internet
  - Another individual's work (to include but not limited to a current or former

- student, current or former classroom teacher)
  - Your own work completed for another class
  - Any other copyrighted material (copyrighted material used, if any, must be cited)
2. Papers not following the assignment will not be graded.
  3. Length: Papers will lose five points for each quarter page of insufficient length when required.
  4. In discussion form, no points will be granted if the criterion is not met.
  5. Plagiarized papers will receive a grade of “0” and the writer will be referred to the Dean of Students for disciplinary action.
  6. Papers containing more than 20 errors will receive a failing grade

### **Submission and Naming Convention of Course Activities:**

All the course assessment activities will be submitted via Assignment Tool. Keep in mind the following standards/practices for submission of assignments:

All course assessment activity files that will be submitted to the instructor should be in MS Word (Note that PDF and Google Docs are problematic for submissions)

Be sure to include a cover page with your name and the name of the assessment. If group work is being turned in, all students in your group must be included. Title should be in the center as well as in the header of your paper.

Assignments should NOT be submitted via e-mail. I will not accept them in that format and will not grade it. All assignments must be uploaded into the course drop boxes by the due date.

**\*\*Keep in mind the following standards/practices for naming & submission of assignments.** All course activity files that will be submitted to the instructor should be saved as and bear the name as follows:

Assignment Name + First name + last name + course (EDBI 6393) +  
Date Example: Timeline + Jane + Doe + EDBI 6323 + Date

All modules will open on the first day of class and will remain open so that you may have access to lectures, videos, etc. This is done so that those of you who wish to go on to the next activity can do so without waiting on others to finish. It is highly encouraged though that you complete each module sequentially; meaning – **do not jump** to module 4 before completing module 3 since many of the activities from the modules include group work and you will not be able to complete alone.

What **will close** are the links to the assignments by 11:59 two days **after** the due date. Please make sure you make note of due dates that are posted in the course calendar; posting late (after due date) will receive penalty. No work will be accepted after the second late

date. It is to your advantage as well to read the textbooks, online lecture/power point presentation before opening the module and/or completing any of the module's assessments. In any group activity, please make sure you read all students' posts and respond to them when asked to do so.

**\*\*This is a highly intense and engaging course. You will be expected to collaborate with the reading, research material, and discuss experiences in 'teachable moments' at all times. You will be expected to respond, engage, collaborate, and participate in all activities.**

**Course Assessment:**

<i>Course Activity</i>	<i>Points</i>
Assignment 1 – Reflective Journal 2 @100 pts	200
Assignment 2 - TimeLine	100
Assignment 3 – Instructional Models of Bilingual Education	200
Assignment 5 – Discussions (2 initial post @ 50 each/Responses 2 for each initial post 25 each=50	200
Assignment 6 – Quizzes (4) from the Chapter readings (4 @ 25pts each)	100
Culminating Paper or Project	200
<b>Total</b>	<b>1000</b>

**Grading Scale:**

100 - 93%	930 to 1000	A
92 – 85%	850 to 919	B
84 - 77%	770 to 840	C
Below 76%	769	F - No grades of 'D' are given in graduate school

*\*Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

**Communication, Grading & Feedback:**

The professor will check e-mails and telephone messages at least 3 times a week and will return calls and emails to address student's questions within 72 hours (not to include weekends or holidays). The professor will be available to students during office hours and/or by appointment for those who cannot make office hour times. While most online students begin communication with the professor by email, it is often helpful to speak by phone,

conference or in person. For this course, some optional conferences will be scheduled if necessary. If you wish to have phone contact, email me first with times available and your number. I will call you at the scheduled time.

All the course activities will be graded one week after the set due date, pending professor's workload; does not include weekends or holidays time considerations. It will be graded on the point value system adopted by the College of Education. You can check your grades by going to the Grade Book. If there is any discrepancy in the grade, you must contact me immediately. I will provide individual feedback or a general feedback in the performance of the course activity.

### **Time Management:**

A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. In a class such as this, 3 credit semester hours, it is expected that a you should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an 'A' in a class. It is important to develop a *time management plan* to be successful.

### **Policies:**

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all messages postings in online discussion.
- Respond to the question directly.
- Reply to a minimum of two other student posts.
- Use a person's name in the body of your message when you are reply to their message.
- Avoid postings that are limited to "I agree" or "great idea", etc. if you agree (or disagree) state why by supporting your statement with concepts from your readings.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below)**.

### **Rules of Behavior:**

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).

- Be courteous and respectful to other people on the list.
- Do not overuse acronyms like you would use in text messages. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long response.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

**NOTE:** If you do not adhere to the guidelines for any posting, you will lose the points and the instructor reserves the right to remove your posting and to deny you any further posting privileges.

### **Make-Up/Late Submission Policy:**

All course activities must be submitted before or on set due dates. If the student is unable to abide by the due dates, it is her/his responsibility to contact the instructor immediately; there is no guarantee that make-up work will be allowed. There may be a 10% deduction for each day of late submission of assignment. After 2 days late, assignment will not be accepted. \*There is no penalty for early submission but note that the instructor may not grade early submissions until after the due dates.

### **Academic Dishonesty/Plagiarism/Cheating:**

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

**Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

**Plagiarism** includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

### **Attendance and Class Participation:**

Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three every seven days. It is critical that you read all the lecture and assignment materials as well as all of the public discussion materials. Your full participation on a weekly basis is not only a requirement; it is essential to your success in an online course. All students are expected to do the work assigned, notify the instructor when emergencies arise, and work with the instructor to ensure communication about special circumstances is clear.

### **Tracking:**

The learning management system has a tracking feature. Statistics are collected that quantifies how often and when students are active in the course and provides information as to when the student has accessed different pages of the course.

### **Absenteeism:**

All the course activities have set dates to be completed and submitted. After the due dates, the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact the instructor immediately in case of emergency medical situations, only with valid documented excuse.

### **Course Incomplete/Withdrawal/Grade Appeal:**

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be considered if the student has met **all** the following conditions:

- Complete 75% or more of the coursework,
- Earned (at the time of the incomplete request) a B or better average on all coursework,
- Submitted a valid, documented excuse for not being able to complete the course on time,
- And has contacted the instructor prior to the last day of regular classes (full semester/face-to-face students) or one week prior to the last week of classes (online/8-week session).

Students must submit a written (electronic) petition for an extension and sign a contract that lists the remaining coursework to be completed and due dates. If the assignments and activities identified in the petition are not completed by the agree upon due date, the student's grade will revert to an "F" two semesters after the original "I" grade was submitted.

Students are advised to review the University policy on Satisfactory Academic Progress and Financial Aid Probation that may result from course withdrawals or incompletes, Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

## **Accommodation for Students with Disabilities:**

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

**ADA Officer for Students:** Mr. Paul Leverington

**Address:** Mesa Building 4243 /4901 E. University, Odessa, TX 79762

**Voice Telephone:** 432-552-4696

**Email:** [ada@utpb.edu](mailto:ada@utpb.edu)

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

## **Computer Skills, Technical & Software Requirements:**

This course is designed as a web-based class, which necessitates specific computer expertise on the part of the student, specific computer equipment or programs, and a commitment on the part of the student beyond that of most other courses. Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB e-mail address. For more information refer to [UTPB Office 365 Page](#).

**Computer Technical Requirements:** See [Technical Requirements](#).

Other Essentials to keep in mind for a successful online outcome: Become familiar with CANVAS and read thoroughly; doing so will help you navigate the course and address any frustrations you may experience in the beginning. The following should assist you in making this online transition a successful semester:

1. Basic computer literacy skills are necessary, a must. If you do not have them, you will find yourself learning those as you go along with learning the content of the course; however, navigating and constant engagement will give you the practice and comfort that will help you start out successfully.
2. Recognize that there is a difference between online learning and the traditional face-to-face classroom learning. In your online course, you will not see the Professor, nor will you see the students. Reminders of assignments due will not be given to you as in traditional classroom settings; you must engage with the content and read postings to track your assignment due dates and course expectations.
3. The myth that online learning is easier than learning in the traditional classroom is false. It will require diligence and commitment of your time to be successful. Organization and planning are essential.

4. There is time allotted for reviewing the layout of the course and getting familiar with the location of its content (syllabus, assignments, lectures, readings etc.). Take time to navigate the course and ask questions to have a successful beginning.

5. Be a weekly active participant in all online discussions. This is closely monitored for feedback and ongoing questions. It will be your responsibility to keep up with the course readings and assignments. Be organized and pre-plan for major projects.

6. Organization of your time is a must; procrastinating to submit your assigned work can easily turn into a bad habit that can jeopardize your grade. Keep in mind that most students find online courses more time consuming than traditional courses.

7. Communication will be ongoing. It is your responsibility to keep in touch with your professor. Do not assume everything is fine if you do not hear from the professor.

### **Online Student Authentication:**

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ **at least two methods** of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies **the second method** of student authentication by any two of the following:

\*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, and military ID from DOD; dual credit and early college high school students use school district identifications.

### **To Submit your Student Authentication:**

**Submission 1:** A clear image of yourself in color

1. Well lit, and no shadows on your face or your ID that can obscure your image
2. Must be taken on the day you submit the photo to reflect your current appearance
3. Taken in full-face view directly facing the camera
4. With a neutral facial expression and both eyes open

**Submission 2:** A picture of your ID (can be a **UTPB ID** or **government issued ID**) with only your name and picture showing (meaning Picture ID card in which the ID number has been covered by taping over any numbers).

This submission of Identification is Non-graded but **mandatory** for on-line classes; **no Id, no grade.** *Any activity submitted will not be graded until ID's are received and reviewed.*

Identifications will be required for the following:

- Proctored exams using an approved photo ID\*.
- Presenting an approved photo ID\* through a web cam and video recorded proctoring during assessments (Respondus Monitor).
- Field or clinical experiences using an approved photo ID\*.
- Synchronous or asynchronous video activities using an approved photo ID\*

\*A secondary method of verification (e.g. face-to-face proctoring at an off-campus site) may be required but usually comes with a fee which would be paid by the student.

For further information on UTPB's Distance Education Policy, please visit the [Distance Education Policy](#) page, which provides more information about the University's distance education policies, including rules regarding the protection of online students' privacy (SACSCOC FR 4.8.2).

### **Using LockDown Browser & Respondus Monitor for Online Exams:**

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Download and install [LockDown Browser](#).

To take an online test, open LockDown Browser which opens Canvas and navigate to the exam. (You cannot access the exam with a standard web browser.) When taking an online exam, follow these guidelines:

- Setup web cam for exams using Monitor.
- Ensure you are in a location where you won't be interrupted.
- Turn off all mobile devices, phones, etc.
- Clear your desk of all external materials — books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

### **Preparation for Computer Emergencies:**

#### **Computer Crash**

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

#### **Complete Loss of Contact**

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call the instructor, and leave message regarding connectivity loss and contact information.

### Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files with saved date. If the server experiences unforeseen problems your course instructor will send an email.

### End-of-Course Evaluation & Instructor Evaluation:

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last two weeks of class, there will be an announcement in CANVAS, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous, and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

### Student Support Services:

SERVICE	CONTACT
ADA Accommodation/Support	<a href="#">Services for Students with Disabilities</a> (432) 552-4696
Testing Services	<a href="#">Testing Services &amp; Academic Accommodations Department</a> (432) 552-2630
Advising	(432) 552-2661 <a href="#">UTPB Academic Advising Center</a>
Bookstore	<a href="#">UTPB Campus Bookstore</a> (432) 552-0220
Email, Office 365, my.utpb.edu	<a href="#">Information Technology</a>
Financial Aid and Scholarship	<a href="#">UTPB Financial Aid</a> (432) 552-2620
Library	The <a href="#">J. Conrad Dunagan Library</a> Online at (432) 552-2370
Registrar	<a href="#">UTPB Registrar</a> (432) 552-2635

SERVICE	CONTACT
Student Services	<a href="#">Student Services</a> (432) 552-2600
Technical Support	<a href="#">Canvas</a> 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: <a href="#">Smarthinking Online Tutoring</a> (provides tutoring services), <a href="#">SmarterMeasure</a> (measures learner readiness for online course).

### **Disclaimer & Rights:**

Information contained in this syllabus was to the best of the instructor's knowledge considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

*Professor's Commitment:* I am committed to the vision of the College of Education to provide... "a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices." This means a commitment to the students' development of knowledge and skills that will result in excellence in the classroom setting. It is the goal of the instructor that the required competencies will be developed in a classroom that promotes mutual respect and compassion for all learners. I value you as a student, even if I have not met you and all our contact is via online sources. I will maintain professionalism with you in a supportive environment. I will expect you to show professionalism in the development of your teaching career, while maximizing your learning. If you are experiencing difficulties at any, I ask that you communicate with me regarding the problem, so that we may resolve the issue together. Your success is my goal. Together, we can make this a great learning experience.

### **Copyright Statement**

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

## Schedule:

Modules	Assignments/Activities/Topics	Points	Due Dates
	Historical Overview of Bilingual Education in the United States and Texas		
Aug 24-Sept 5	Chapters: 1 & 8 and module readings		
M1	Student Authentication	Extra pts	Aug 26 <sup>th</sup>
M1	Syllabus Quiz	Extra pts	Aug 29 <sup>th</sup>
M1	Self-Introduction	Extra pts	Aug 29 <sup>th</sup>
M1	AVID Form	Extra pts	Aug 29 <sup>th</sup>
M1	Reflective Journal #1	75	Sept 2 <sup>nd</sup>
M1	Module Quiz #1	50	Sept 5 <sup>th</sup>
	Bilingualism, Politics & Court Cases		
Sept 7 – Sept 19	Chapters: 2, 8, 10 and module readings		
M2	Group Discussion/Assignment	50/25/25	(Sept 9 <sup>th</sup> Initial Post) & (16 <sup>th</sup> Responses)
M2	Timeline Project	100	Sept 12 <sup>th</sup>
M2	Module Quiz #2	50	Sept 19 <sup>th</sup>
	Policies & Models of Bilingual Education		
Sept 21–Oct 3	Chapters: 6, 7, 8, 9 and module readings		
M3	Instructional Models of Bilingual Education	150	Sept 26 <sup>th</sup>
M3	Reflective Journal #2	75	Sept 30 <sup>th</sup>
M3	Module Quiz #3	50	Oct 3 <sup>rd</sup>
	Bilingual Education Practices		
Oct 5 – Oct 16	Chapters 12, 13, 14 and module readings		

M4	Group Discussion/Assignment	50/25/25	(Oct 7 <sup>th</sup> Initial Post) & Oct 14 <sup>th</sup> Responses)
M4	Culminating Research Paper or Project	200	Oct 14 <sup>th</sup>
M4	Module Quiz #4	50	Oct 16 <sup>th</sup>

**Grading Scale:**

930 – 1000	A	100-93%
850 to 919	B	92-85%
770 to 840	C	84-77%
Less than 769	F	Below 76%

**Definitions from the field you must become familiar with:**

**BICS** – Basic Interpersonal Communication Skills (Cummins), achieved within 2-3 years.

**Bilingual Education Act (Title VII)** – 1968 federal education act to provide support (including financial) education programs for language minority students; the placement of language minority students in vocational tracks is prohibited by Title VII along with the office of Civil Rights.

**CALPS** – Cognitive Academic Language Proficiency Skills (Cummins) achieved within 4 – 7 years

**ELL** – English Language Learner

**ESL** – English as a Second Language

**ExCET** Examination for the Certification of Educators in Texas

**HLS** - Home Language Survey

**L1** – Primary Language

**L2** – Secondary Language

**LEP** – Limited English Proficient

**LPAC** – Language Proficiency Assessment Committee

**Lau Vs. Nichols (1974)** – U.S. Supreme Court ruling calling for an equitable curriculum for LEP students

**SLA** – Second Language Acquisition

**TAAS** – Texas Assessment of Academic Skills; standardized test administered to students in Texas; reading writing and math skills are tested

**TAKS** – Texas Assessment of Knowledge and Skills

**TEA** – Texas Education Agency; educational agency charged with state-level administrations of Texas public schools.

**TEKS** – Texas Essential knowledge and Skills

**TE<sub>x</sub>ES** – Texas Examination of Educator Standards

**Transitional Bilingual Education (TBE)** program with a goal to learn English through the students L1; early exit TBE occurs after 3<sup>rd</sup> grade, late exit TBE occurs after 6<sup>th</sup> grade.

**Two-Way Bilingual Education** – bilingual education program where 50% of instruction is in English and 50% is L1 instruction. Academic performance is the primary goal, along with bilingual fluency (L1 and L2)

**SBEC** – State Board for Educator Certification

Sample Syllabus



## AVID

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Signature

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Date

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UID Number

Sample Syllabus