

**Fundamentals of Bilingual and ESL Education**

**EDUC 3325.115, CRN 60263 MW 11:00 a.m. - 1:45 p.m.**

**EDUC 3325.125, CRN 60067 TR 11:00 a.m. - 1:45 p.m.**

Summer 2018

Texas A&M University - Central Texas

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Dr. Agnes Tang

**Office:** Warrior Hall 322M

**Phone:** 254-519-5794

**Email:** [a.tang@tamuct.edu](mailto:a.tang@tamuct.edu)

**Office Hours:**

M-R 2-3 p.m. Other hours by appointment.

**Mode of instruction and course access:**

This course meets face-to-face, with some supplemental readings and modules made available online using the TAMUCT Canvas Learning Management System:

[<https://tamuct.instructure.com>]

**Student-instructor interaction:**

I am readily available to you. Please talk to be before or after class for immediate needs, or come see me during office hours. You can also email me through the university email system at [a.tang@tamuct.edu](mailto:a.tang@tamuct.edu). I will respond within a day during the week, or within 2 days during the weekend. Please note that due to FERPA regulations, I can only respond to your university email account.

**911 Cellular:**

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**COURSE INFORMATION**

**Course Overview and description:**

An examination of the history, philosophies, theoretical, and legal foundations regarding Bilingual/English as a Second Language education. The course also includes an examination of the knowledge and skills required to teach English Language Learners, with an emphasis on

instructional strategies. Prerequisite: [EDUC 3320](#) and admission into the Teacher Education Program.

**Student Learning Outcomes:**

**Upon completion of this course the student will be able to:**

1. identify linguistic perspectives for literacy instruction geared to second language learners.
2. describe language used for social interaction (Basic Interpersonal Communication Skills: BICS) and academic learning (Cognitive Academic Language Proficiency: CALP)
3. model instructional strategies and plan effective lessons that engage English Language Learners.
4. understand the processes of assimilation, acculturation and diaspora.
5. research Krashen's Theory of second language acquisition.
6. distinguish between the different Bilingual/ESL programs available (Immersion; Dual Language; Maintenance Bilingual; Transitional Bilingual; Newcomer Programs; ESL Pullout, ESL Inclusion, and Structured English Immersion).
7. identify and demonstrate an understanding of the stages of oral language development.
8. gain an understanding of the principles underlying societal aspects of bilingualism, including language choice and the organization of bilingual communities and the power behind these choices.
9. investigate the sources and evaluate the results of language policies, particularly at the federal, state and local levels, affecting bilingual communities.
10. demonstrate an understanding of formal and informal assessment to plan and adapt instruction for English Language Learners.
11. demonstrate the ability to synthesize information found in peer reviewed articles and apply that research to understanding in the classroom.

**Competency Goals Statements (certification or standards):**

TEXES English as a Second Language (ESL) Standards:

**Standard I.** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

**Standard II.** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

**Standard III.** The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

**Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

**Standard V.** The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

**Standard VI.** The ESL teacher understands formal and informal assessment procedures

and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

**Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

**Required Reading and Textbook(s):**

Lai, T. (2011). *Inside out and back again*. New York: NY: Harper-Collins.

Peregoy, S.F. & Boyle, O.F. (2017). *Reading, writing, and learning in ESL: A resource book for Teaching K-12 English Learners*. (7th ed.) Boston, MA: Pearson Education Inc.

**Other Required Materials:**

Texas Educator Standards

[http://tea.texas.gov/Texas\\_Educators/Preparation\\_and\\_Continuing\\_Education/Approved\\_Educator\\_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

Texas English Language Proficiency Standards:

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>  
<http://www.esc4.net/users/0001/docs2/122-ELPS.pdf>

Texas Essential Knowledge and Skills (TEKS) <http://www.tea.state.tx.us/index2.aspx?id=6148>

**COURSE REQUIREMENTS**

**A. Teaching Strategies Demonstration (100points/20%) SLO: #1, 3, 7, 10, 11**

You will demonstrate a teaching or learning strategy in any content area with specific linguistic consideration for ELs in the classroom. These linguistic considerations will include, but are not limited to: pre-teaching of vocabulary, use of realia, modifying texts, slowing and simplifying of speech, clear oral and written directions, and use of cooperative groups. More details will be provided in class and a grading rubric will be provided.

**B. Multimedia Theory Presentation (50 points/10%) SLO #1, 2, 3, 4, 5, 6**

This is a group project. Students will form groups of 3-4 and create a multimedia presentation on one of the following topics/theories concerning second language acquisition and the teaching of ELs. The goal of this project to help your peers learn important information in a fun and engaging manner. These theories include, but are not limited to:

- Language acquisition – behaviorist, innatist, interactionist
- Krashen’s five hypotheses for second language acquisition
- The ELPS
- BICS and CALP
- Types of programs for English learners in Texas
- Major court cases/ federal or state laws regarding ELs

A grading rubric will be distributed in class.

**C. Culturally Relevant Text Set - Poster Presentation (100 points/20%)** SLO: #1, 3, 4, 8, 11

Students will put together a culturally relevant text set that contain at least five children's or young adult books that are centered around a theme or a concept (Hathaway & Young, 2011). Students will then create a poster to share these books with the class. Your poster should include specific information such as:

- One or two paragraphs on culturally relevant texts and research supporting their use.
- Pertinent Information including: the theme or concept of the text set, synopsis of each book, grade level, genre, reading level, etc.
- Justification for each selection – Why did you select these books? How would these books impact the ELs in your class? How did you select these books? Include the selection criteria as suggested by Oswald & Smolen (2011).

The following articles/book chapters will serve as our guide and reference:

Feger, M. (2006). I want to read: How culturally relevant texts increase student engagement in reading. *Multicultural Education, (Spring)*, 18-19

Freeman, Y. & Freeman, D. (2004). Connecting students to culturally relevant texts. *Talking Points, 15*, 7-11.

Hadaway, N. L. & Young, T. A. (2011). Supporting English language learners' literacy development with culturally relevant books. In R. A. Oswald & L. A. Smolen (Eds.), *Multicultural literature and response: Affirming diverse voices* (pp. 285-308). Santa Barbara, CA: Libraries Unlimited.

Oswald, R.A. & Smolen, L.A. (2011) Introduction to multicultural literature. In R. A. Oswald & L. A. Smolen (Eds.), *Multicultural literature and response: Affirming diverse voices* (pp. 357-370). Santa Barbara, CA: Libraries Unlimited.

A separate grading rubric will be distributed and discussed in class.

**D. Literature Circle and Reflection (100 points/20%)** SLO #4, 8, 11

You will participate in a literature circle with a small group using *Inside out and back again* by Thanhha Lai. You will complete a short assignment for each circle meeting and a final reflection paper at the end. More details will be distributed in class.

**E. Online modules/Class Assignments (50 points/10%)** SLO #1-11

This portion of the grade includes online modules assigned when the class does not meet face-to-face and other class assignments. Online modules will be accessed through Canvas. Please pay close attention to assignment details and due dates as no late

assignments will be accepted. Please allow ample time for possible technological delays. Class assignments will be given periodically and submission dates and formats vary.

**F. Chapter Quizzes (15%) SLO #1-11**

Quizzes will be given for all the reading assignments. These quizzes will be given either at the beginning of face-to-face meetings or online. Face-to-face quizzes are given during class time and will not be made up in case of student tardiness or absence. Face-to-face quizzes are open-notes and students are allowed to bring hard copy of notes personally taken by hand or word-processed. Occasionally quizzes will be given online or as take-home assignments.

**G. Final Exam (50 points/15%) SLO#1-11**

A comprehensive exam will be given at the end of the course.

**Grading Criteria Rubric and Conversion**

ALL ASSIGNMENTS MUST BE COMPLETED TO RECEIVE A FINAL GRADE.

A. Teaching Strategies Demonstration	100 points (20%)
B. Theory Presentation	50 points (10%)
C. Culturally Relevant Texts	100 points (20%)
D. Literature Circle	100 points (20%)
E. Online Modules /class assignments	50 points (10%)
F. Chapter Quizzes	vary (10%)
G. Final Exam	50 points (10%)
H. <u>Professionalism +/-</u>	
Total:	(100%)

**Grade Conversion**

90-100% = A
80-89.9% = B
70-79.9% = C
60-69.9% = D
< 60% = F

**Posting of Grades**

In most cases, assignments will be graded within 5 days of submission. All grades will be posted on Canvas Grade Book where students can check their grade status.

**COURSE OUTLINE AND CALENDAR****Complete Course Calendar**

\*\*The instructor reserves the right to modify this calendar. Changes will be announced in class as well as posted on Canvas.

<b>F/O</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments Due (Be prepared for quiz on reading assignments)</b>
<b>Week 1</b>			
F	June 4/5	Syllabus, course requirements	
F	June 6/7	Chapter 1 English Language Learners in School Theory Presentation groups	Chapter 1 Feger, M. (2006) Reflection 1 due on Canvas, June 10, 11:59 PM) Upload letter of admittance to Canvas by June 7, 11:59 pm)
<b>Week 2</b>			
F	June 11/12	Culturally Relevant Text Chapter 2 Language and Language Acquisition	Freeman, Y. & Freeman, D. (2004) Oswald & Smolen (2014) Chapter 2
F	June 13/14	Chapter 3 Classroom Practices Types of Programs in TX	Chapter 3
<b>Week 3</b>			
F	June 18/19	Chapter 5 Oral Language Development	Chapter 5 Culturally Relevant Text
F	June 20/21	Chapter 6 Reading and Writing	Chapter 6 Culturally Relevant Text
<b>Week 4</b>			
F	June 25/26	ELPS	ELPS Theory Presentations
F	June 27/28	Chapter 8 Process Writing	Chapter 8 Theory Presentations
<b>Week 5</b>			
O	July 2/3	Chapter 7 Vocabulary Development Literature Circle Meeting #1	Online Module Lit Circle Role Sheet 1 (due on Canvas by 2 pm day of class)
O	July 4/5	Chapter 9 Reading Instruction Literature Circle Meeting #2	Online Module Lit Circle Role Sheet 2 (due on Canvas by 2 pm day of class)

<b>Week 6</b>			
O	July 9/10	Chapter 10 Literature Circle Meeting #3	Online Module Lit Circle role sheet 3 (due on Canvas by 2 pm day of class)
O	July 11/12	Chapter 11 Literature Circle Meeting #4	Online Module Lit Circle role sheet 4 (due on Canvas by 2 pm day of class)
<b>Week 7</b>			
O	July 16/17	Supplemental reading assignments TExES 154 practice questions	Online Module Lit Circle Reflection due on Canvas by 11:59 pm, July 15)
F	July 18/19	Teaching Strategy Demo	Teaching Strategy Demo
<b>Week 8</b>			
F	July 23/24	Teaching Strategy Demo	Teaching Strategy Demo
F	July 25/26	Final Exam	Final Exam

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the summer with online hours available Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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### **OPTIONAL POLICY STATEMENTS:**

#### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

## **INSTRUCTOR POLICIES.**

### **Attendance Policy**

Professional behavior and commitment to teaching are the expectations. Attendance and punctuality are required. It is not possible to make up the work missed during the class period since it involves the interactions of students, professor and content. Class activities may be included in your participation grade. **Two absences** in the class will result in lowering the final points by a letter grade. More than **two absences** will result in failure of the class. Two tardies will equal one absence. Students missing class will be responsible for notes, handouts, assignments and any changes in schedules. Being prepared to participate includes completing assigned reading and bringing necessary textbooks, assignments and materials to class. Unless otherwise specified, all assignments for this course are due at the beginning of the class period. Please pay attention to the format in which these assignments are due. No deviation will be accepted.

### **Late Work Policy**

Unless otherwise specified, all assignments for this course are due at the beginning of the class period. Any work not submitted by the due date in the correct format is considered late and is subject to a deduction of points equal to 10% of the assignment. Extensions for assignment may be granted in extreme, case-by-case basis. In the event that an extension is granted, the assignment may be subjected to deduction of points mentioned above.

### **Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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