Texas A&M University-Central Texas  
EDUC 3325 Fundamentals of Bilingual and English as a Second Language Education  
Tuesday & Thursday 8:00 a.m.–10:45 a.m. 

INSTRUCTOR AND CONTACT INFORMATION 

Instructor: W. Todd Duncan, Ed.D.  
Office: WH 322R  
Phone: 254-519-5418  
Email: todd.duncan@tamuct.edu  
Office Hours: Monday – Wednesday 11:00 a.m. to 2:00 p.m. 

This course is taught face to face in a classroom setting. The instructional format is lecture/discussion. The course has online components which can be accessed through Canvas at: [https://tamuct.instructure.com](https://tamuct.instructure.com). 

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 911 Cellular through their myCT email account. 

Connect at [911Cellular](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:  
This course includes an examination of the history, philosophies, theoretical and legal foundations regarding Bilingual/English as a Second Language. The course also includes a review of programmatic designs. 

Course Objective:  
Emphasis is on the theory and practice of Bilingual Education and English as a Second Language. Focus is on identification of program models in Bilingual/ESL education, including their historical, legislative, and philosophical foundations, as well as instructional frameworks for various programs. An additional focus is on the implementation of bilingual instruction with multiple populations. 

Prerequisites: EDUC 3320; admittance into the Teacher Education Program 

Student Learning Outcomes  
1. The pre-service teacher will identify linguistic perspectives for literacy instruction geared to second language learners. 
2. The pre-service teacher will describe language used for social interaction (Basic Interpersonal Communication Skills: BICS) and academic learning (Cognitive Academic Language Proficiency: CALP)
The pre-service teacher will model instructional strategies and plan effective lessons that engage English Language Learners.

The pre-service teacher will understand the processes of assimilation, acculturation and Diaspora.

The pre-service teacher will research Krashen’s Theory of second language acquisition.

The pre-service teacher will 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).

The pre-service teacher will identify and demonstrate an understanding of the stages of oral language development.

The pre-service teacher will 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.

The pre-service teacher will investigate the sources and evaluate the results of language policies, particularly at the federal, state and local levels, affecting bilingual communities.

The pre-service teacher will demonstrate an understanding of formal and informal assessment to plan and adapt instruction for English Language Learners.

The pre-service teacher will 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)

Course Competencies: The students will demonstrate mastery of the content knowledge required of an entry-level educator in this field in Texas public schools for the following TExES Competencies:

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.
PROFESSIONAL STANDARDS FOR
THE DEPARTMENT OF CURRICULUM AND INSTRUCTION

Candidates for teacher certification at Texas A&M University Central Texas will demonstrate the following qualities and behaviors in pursuit of their goal of becoming a professional educator:

Communication

- Communicate appropriately and effectively with colleagues, supervisors, students, parents and members of the community. Uses good oral and written communication skills.

Collaboration

- Work collaboratively with colleagues, mentors and supervisors to achieve the local, state and national goals of education. Show courtesy to peers, public school students and teachers, and the professor.

Commitment

- Demonstrate commitment to the teaching profession and exercise leadership for the advancement of the profession and public education. Shows enthusiasm in class for learning and the educational process.
- Be responsible, punctual, regular in attendance, and prepared to participate in professional development.

Professional Development

- Assume responsibility for utilizing professional teaching practices and constantly strive to improve through professional growth. Accepts constructive feedback and demonstrates a willingness to make improvements in attitude and performance if needed.

Ethical Conduct

- Uphold the Code of Ethics for Texas Educators and abide by local, state, and federal rules, regulations, and policies.
- Demonstrate respect and maintain ethical conduct in relations with professional colleagues, students, parents, and members of the community. Exhibits honesty and personal integrity. Violations of ethics result in failure of this course.

Required Reading and Textbook(s):


N.B. A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.
COURSE REQUIREMENTS

Course Requirements:

A. **SIOP Lesson Plan and Strategy Demonstration (100 points)**
   Using the SIOP model as well as content knowledge related to language acquisition theory, students will develop or modify a lesson to include developmentally appropriate instructional strategies, affective components of instruction and implementation, as well as appropriate informal and formal assessments for English Learners. The student will present the lesson development and design to the class in a creative, informative, and engaging format, while also demonstrating the appropriate speech and pacing for English learners.

   Associated Student Learning Outcomes: #1, 3, 10

B. **Theory Presentation (100 points)**
   Students will create a multimedia presentation of one of the following theories that impact second language teaching and learning. These theories include, but are not limited to:
   - Krashen five hypotheses
   - Krashen stages of language acquisition
   - BICS and CALP
   More details will be provided in class.

   Associated Student Learning Outcome: #5

C. **Article Review and Presentation (50 points)**
   The student will find one or two articles, from peer reviewed journals, published within the last 10 years related to transitional (early or late exit) bilingual, dual immersion bilingual, or sheltered English immersion models of ELL instruction. The paper should fully discuss what current literature says about effective strategies and impact of the model. The paper should be 1.5 to 3 pages in length (double spaced, APA format).

   Associated Student Learning Outcomes: #4, 6, 8

D. **Reading Notes (100 points)**
   Reading notes (100 points or 10% of the total course grade). Reading notes for the class reading materials will be assigned for each chapter. The note outline will be posted at least one week before class. Completed notes are to be printed and brought to class to facilitate class discussion. **NO emailed or late notes** will be accepted. In the case of an absence, students should make arrangements for a classmate to bring in notes.

   Associated Student Learning Outcomes: #1-10

E. **Midterm (50 points)**
   There will be one midterm exam given in class. Closed book, closed notes (50 points)
F. **Final Exam (100 points)**

   Written Essay covering Associated Student Learning Outcomes: #1-10 (not to exceed 5 pages)

G. **Professionalism /Participation Points (+/-)**

   Attendance, punctuality, preparedness, and active participation are expected. It is essential that students meet all requirements set forth for the course. You are expected to practice demonstrating the attitudes and dispositions of a capable, competent, and caring, professional educator. Points may be added or subtracted from your grade based on your professionalism. Professionalism includes attendance and completion of informal weekly assignments as well as formal course requirements.

**Grading Criteria Rubric and Conversion**

Grade Scale: Students will earn grades based on the following point/grade conversion:

| A. SIOP Lesson Plan and Strategy Demo | 100 points |
| B. Theory Presentation                | 100 points |
| C. Article Review Paper/Presentation  | 50 points  |
| D. Reading Notes and Quizzes          | 100 points |
| E. Midterm                            | 50 points  |
| F. Final Exam                         | 100 points |
| G. Professionalism/Class Participation| 7 points   |

Total: 500 points

- 450-500 points (90-100%) = A
- 400-449 points (80-89%) = B
- 350-399 points (70-79%) = C
- 300-349 points (60-69%) = D
- <300 points (<59%) = F

**INSTRUCTOR POLICIES RELATED TO ABSENCE, GRADING, ETC**

**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 daily assignment grade.

   **More than 3 class absences** will result in lowering the final points by a letter grade. **More than six absences will result in failure of the class.** Two tardies will equal one absence.

   Students missing class will be responsible for gathering notes, handouts, assignments and any changes in schedules from a classmate.

**Course Expectations:**

The standard of our discipline is APA 6th edition, unless otherwise specified. All written
assignments should be typed and double-spaced and submitted through Canvas as Turnitin assignments in the .doc or .docx format. In addition, all written assignments should be edited for correct written convention which includes punctuation, spelling, grammar, word usage, etc. Failure to demonstrate the ability to communicate effectively in writing may result in lowering of the final grade. **Written assignments with more than 5 grammatical errors will be returned ungraded.** Please utilize the university's tutoring center for assistance with written assignments. See section 10.0 of this syllabus.

Please consult the course calendar for all due dates and check for updates regularly through Canvas.

**Late work will NOT be accepted except under extreme circumstances as approved by the instructor.** If accepted, late work will be subject to a reduction of 10% of the available points per day before grading.

**Cell phones and laptop/notebook/iPads:** - the use of technology can enhance learning and the educational experiences; however, it can also become a distraction to the learning tasks at hand. During class discussions and whole group activities, please refrain from using any of these tools. Off-task technology usage may result in deduction in professionalism points.

**What you can expect from me:**

- A commitment to help you grow as a professional educator.
- Feedback in the form of graded assignments within 1 week in most cases.
- I check emails regularly and will return them within 24 hours during weekdays.
- I will be prepared for class, so I expect the same from you.
- I will provide grading rubrics for assignments due for this course.
- Respect and professionalism.
# COURSE OUTLINE AND CALENDAR

## Complete Course Calendar*

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Assignments DUE</th>
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<tbody>
<tr>
<td>1</td>
<td>6/4</td>
<td>Introduction &amp; Course Overview</td>
<td>Syllabus</td>
<td>Purchase textbooks</td>
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<td>Who are English Language Learners?</td>
<td>Peregoy, Boyle- Ch.1</td>
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<td>6/6</td>
<td>Language and Language Acquisition</td>
<td>Peregoy, Boyle - Ch.2</td>
<td>Ch 1 Reading notes</td>
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<td>Classroom Practices for Effective English Learner Instruction</td>
<td>Peregoy, Boyle - Ch.3</td>
<td>Ch 2 Reading notes</td>
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<td>2</td>
<td>6/11</td>
<td>New Literacies and English Learners</td>
<td>Peregoy, Boyle – Ch.4</td>
<td>Ch 4 Reading notes</td>
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<td>Oral English Development in Second Language Acquisition</td>
<td>Peregoy, Boyle - Ch. 5</td>
<td>Ch 5 Reading notes</td>
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<td>6/13</td>
<td>Oral English Development in Second Language Acquisition</td>
<td>Peregoy, Boyle - Ch. 6</td>
<td>Ch 6 Reading notes</td>
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<td>3</td>
<td>6/18</td>
<td>Introduction to Sheltered Instruction, SDAIE and SIOP</td>
<td>Echevarria, Vogt, Short (SIOP) – Ch. 1</td>
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<td>Peregoy, Boyle-Ch 3 pp. 92-108</td>
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<td>6/20</td>
<td>SIOP - Lesson Preparation</td>
<td>Echevarria, Vogt Ch 2</td>
<td>Ch 2 Reading notes</td>
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<td>4</td>
<td>6/25</td>
<td>SIOP - Building Background First Steps to Literacy: English Learners Beginning to Write and Read</td>
<td>Echevarria, Vogt Ch 3</td>
<td>Ch 3 Reading notes</td>
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<td>Peregoy, Boyle- Ch. 6</td>
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<td>6/27</td>
<td>SIOP - Comprehensible Input Words and Meaning: Vocab. Development</td>
<td>Echevarria, Vogt Ch.4</td>
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<td>Peregoy, Boyle-Ch 7</td>
<td>Ch. 7 Reading notes</td>
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<td>5</td>
<td>7/2</td>
<td>SIOP – Strategies ELs and Process Writing</td>
<td>Echevarria, Vogt Ch5</td>
<td>Ch. 5 Reading notes</td>
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<td>Peregoy, Boyle Ch. 8</td>
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<td>7/4</td>
<td>Independence Day (No Class)</td>
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<td>6</td>
<td>7/9</td>
<td>SIOP – Interaction Reading and Literature Instruction for ELs</td>
<td>Echevarria, Vogt Ch. 6</td>
<td>Ch. 6 Reading notes</td>
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<td>Peregoy, Boyle Ch. 9</td>
<td>Ch. 9 Reading notes</td>
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<td>7/11</td>
<td>SIOP - Practice &amp; Application</td>
<td>Echevarria, Vogt Ch 7</td>
<td><strong>Article Review</strong></td>
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<td>Ch. 7 Reading notes</td>
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<td>7</td>
<td>7/16</td>
<td>Lesson Delivery</td>
<td>Echevarria, Vogt Ch 8 Ch. 9-11</td>
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<td>SIOP - Review and Assessment</td>
<td>Ch. 8 Reading notes Ch. 9-11 Reading notes</td>
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<td>7/18</td>
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<td>SIOP Lesson Presentations</td>
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<td>SIOP Lesson Presentations</td>
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*The instructor reserves the right to make changes to the course calendar as needed.

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**COURSE AND UNIVERSITY PROCEDURES AND POLICIES**

**Drop Policy.** If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

**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.

**Disability Support and Access Services.** 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 an education that is barrier-free. The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University’s programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at www.tamuct/disabilitysupport. Any information you provide is private and confidential and will be treated as such.

Revised 05/01/2019
**Tutoring.** Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing, and APA formatting. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact information. If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-501-5830/5836 or by emailing Cecilia.morales@ct.tamus.edu

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

**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 72,000 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 TAMUCT 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 twenty-four 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 TAMUCT 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 homepage: http://www.tamuct.edu/departments/library/index.php

**TECHNOLOGY REQUIREMENTS AND SUPPORT.**

**Technology Requirements.**

This course will use the TAMUCT Canvas learning management system. Logon to https://tamuct.instructure.com to access the course.

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

Check browser and computer compatibility by using the “Test Your Browser” button, found in the “Check Your Browser” module on your Blackboard dashboard, once you have logged in.

**Technology Support.** For technology issues, students should contact Help Desk Central.

  24 hours a day, 7 days a week:
  Email: helpdesk@tamu.edu
  Phone: (254) 519-5466
Web Chat: http://hdc.tamu.edu

When calling for support please let your support technician know you are a TAMUCT student. For issues related to course content and requirements, contact your instructor. Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.