



**EDBE 6223 - Current Issues in Bilingual Education
Midwestern State University
Gordon T. & Ellen West College of Education
Fall 2020 Online**

Professor Information

Kelly Medellin, PhD

Office is located in BH 216 Office Hours

Office Telephone: 397- 6265 E-mail: kelly.medellin@msutexas.edu

Cell Number 940-867-2594

Office Hours: Monday and Wednesday 10:00 am-12:00 pm, Tuesday 10:00-11:00 am

Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

Course/Catalog Description

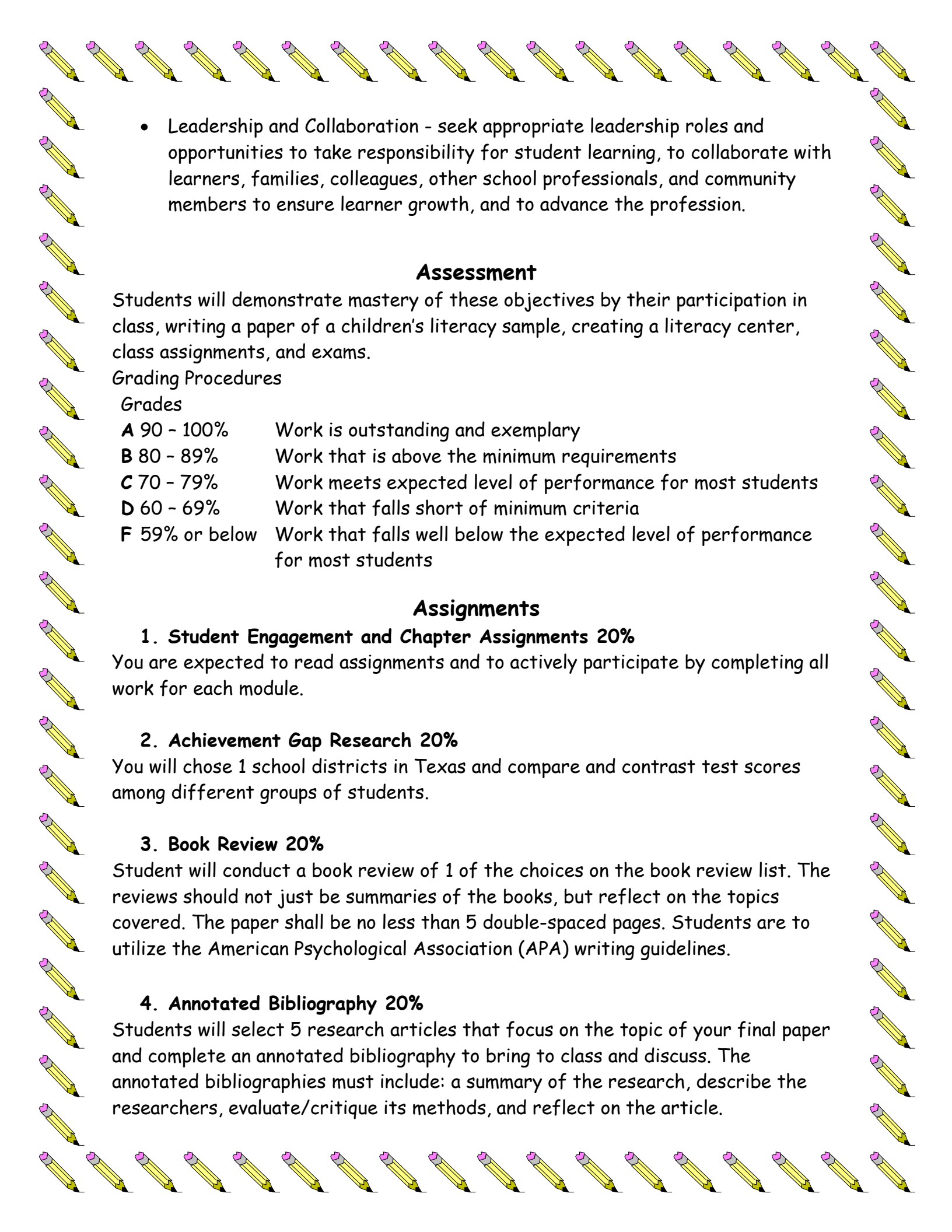
EDBE 6223 - Current Issues in Bilingual/ELL Education: A study of Latino communities in the United States. Topics include on-going language research, cultural revitalization, self-determination patterns, school achievement/Latino student performance, and political decisions impacting Latino participation in American society. (MSU Undergraduate Catalogue, 2020-2021).



WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- 
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Assessment

Students will demonstrate mastery of these objectives by their participation in class, writing a paper of a children's literacy sample, creating a literacy center, class assignments, and exams.

Grading Procedures

Grades

- | | |
|-----------------------|--|
| A 90 - 100% | Work is outstanding and exemplary |
| B 80 - 89% | Work that is above the minimum requirements |
| C 70 - 79% | Work meets expected level of performance for most students |
| D 60 - 69% | Work that falls short of minimum criteria |
| F 59% or below | Work that falls well below the expected level of performance for most students |

Assignments

1. Student Engagement and Chapter Assignments 20%

You are expected to read assignments and to actively participate by completing all work for each module.

2. Achievement Gap Research 20%

You will chose 1 school districts in Texas and compare and contrast test scores among different groups of students.

3. Book Review 20%

Student will conduct a book review of 1 of the choices on the book review list. The reviews should not just be summaries of the books, but reflect on the topics covered. The paper shall be no less than 5 double-spaced pages. Students are to utilize the American Psychological Association (APA) writing guidelines.

4. Annotated Bibliography 20%

Students will select 5 research articles that focus on the topic of your final paper and complete an annotated bibliography to bring to class and discuss. The annotated bibliographies must include: a summary of the research, describe the researchers, evaluate/critique its methods, and reflect on the article.



5. Literature Review 20%

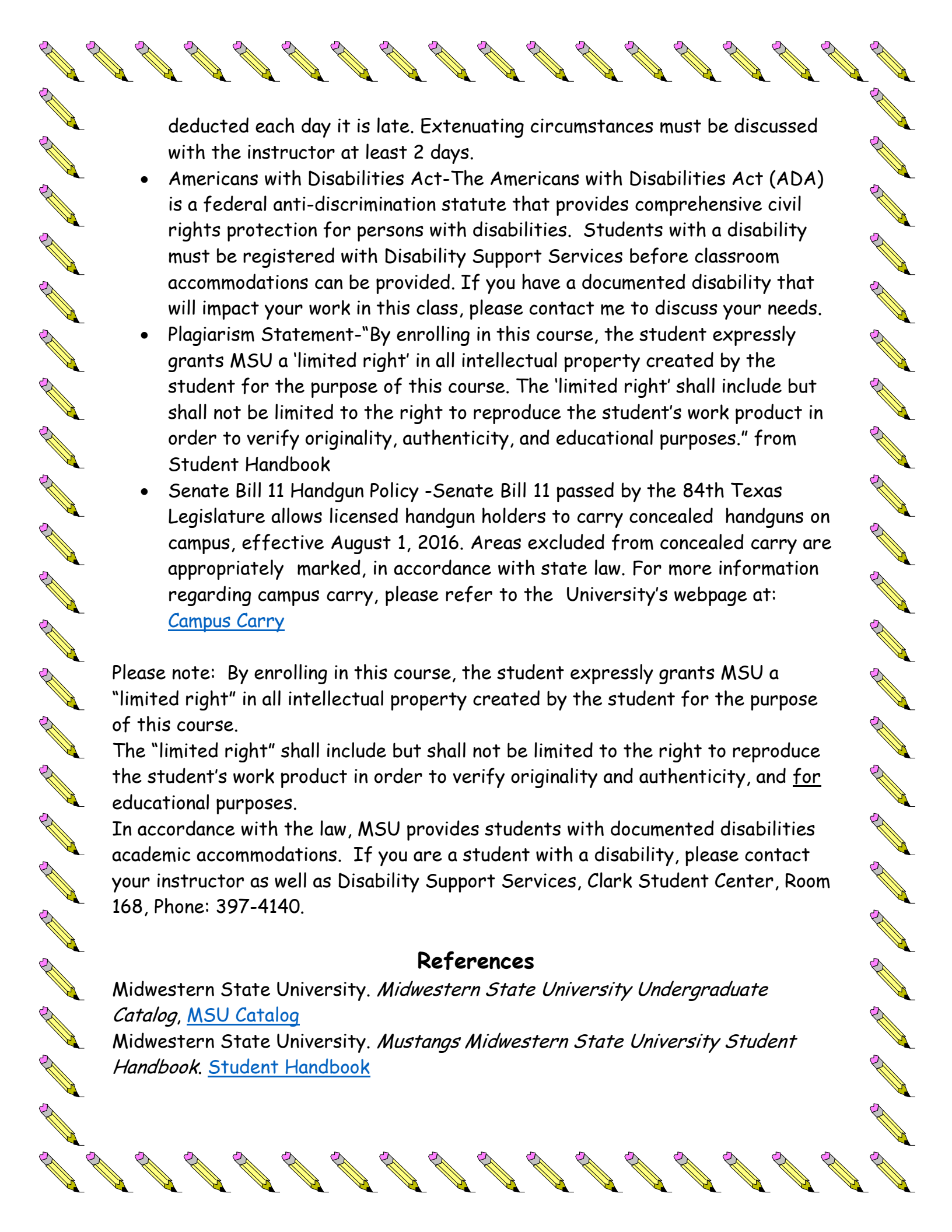
Each student will write a review of literature of a topic of their choosing related to current issues in bilingual education. The paper shall be no less than 7-8 double-spaced pages. Students are to utilize the American Psychological Association (APA) writing guidelines. It is expected that sources of information cited in the paper are always given proper credit and the paper should contain no less than 10 sources.

Attendance Policy

You are expected to complete all coursework and fully participate in the online course.

Other Class Policies

- Study Time Requirements - For each class hour, at least three hours outside of class are expected. This course will meet 8 hours a week. Therefore it is expected that you spend 24 outside-of-class hours each week to read, study, and complete your assignments. It is expected that if you enrolled in this course, you can meet the time requirements.
- Disability Support - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- Academic Honesty Policy - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
- Professionalism Policy - Conduct as a professional educator is expected at all times. —Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- Late Assignment Policy - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be



deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.

- Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
- Plagiarism Statement-"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook
- Senate Bill 11 Handgun Policy -Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#)

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

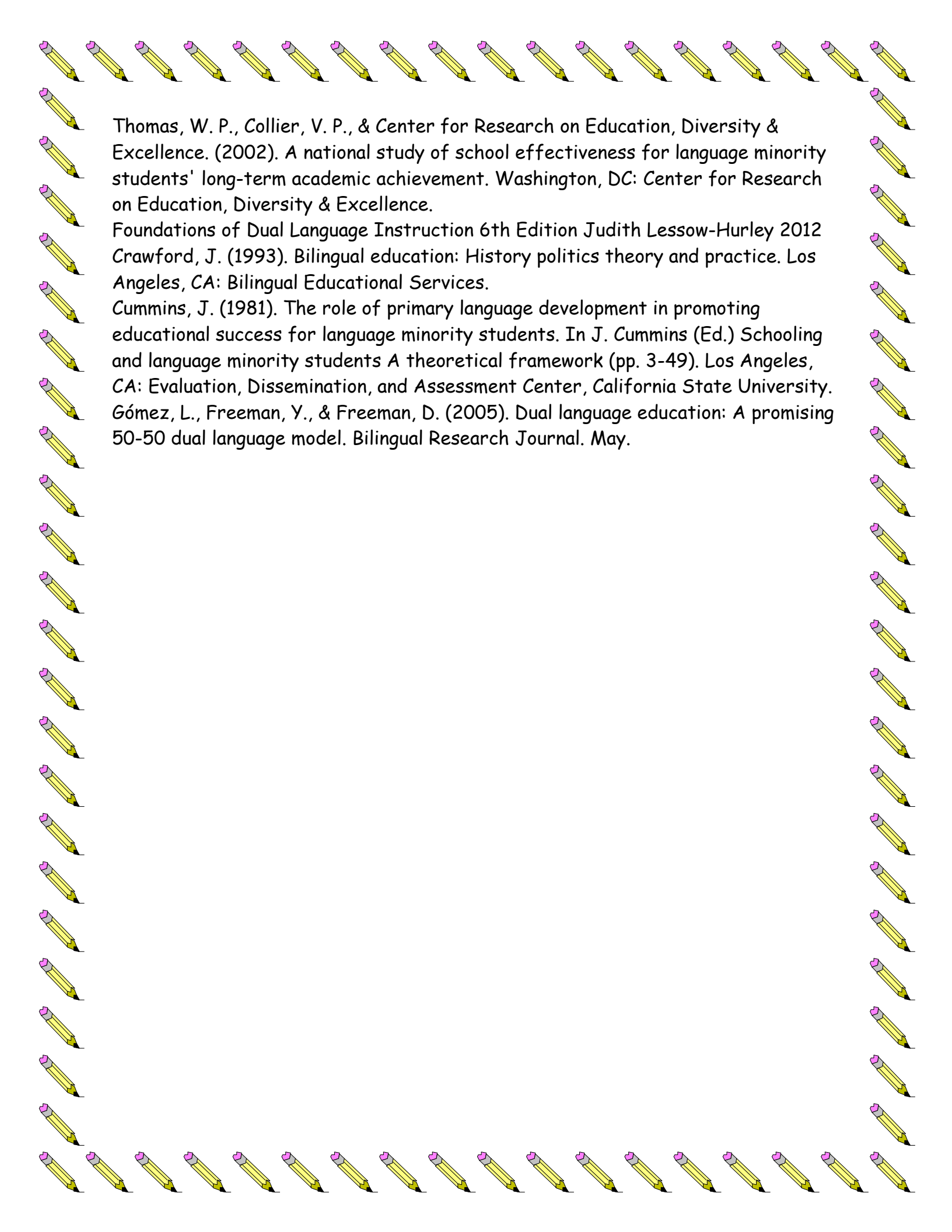
The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.

References

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. [Student Handbook](#)



Thomas, W. P., Collier, V. P., & Center for Research on Education, Diversity & Excellence. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Washington, DC: Center for Research on Education, Diversity & Excellence.

Foundations of Dual Language Instruction 6th Edition Judith Lessow-Hurley 2012
Crawford, J. (1993). Bilingual education: History politics theory and practice. Los Angeles, CA: Bilingual Educational Services.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In J. Cummins (Ed.) Schooling and language minority students A theoretical framework (pp. 3-49). Los Angeles, CA: Evaluation, Dissemination, and Assessment Center, California State University.

Gómez, L., Freeman, Y., & Freeman, D. (2005). Dual language education: A promising 50-50 dual language model. Bilingual Research Journal. May.