EDBE 4203 - Implementation of EC-6 Dual Language Curriculum Models

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

Required Reading

Dual Language Education for a Transformed World Wayne Thomas and Virginia Collier 2012

Foundations of Dual Language Instruction 6th Edition Judith Lessow-Hurley 2012

Course/Catalog Description

COUN 2143 This course addresses programmatic, cultural, academic, and linguistic considerations for the creation, implementation, and maintenance of dual language curriculum models in EC-6 settings. In the course students will explore and implement various research-based teaching methods and strategies used in effective programs. It will also cover key components of dual language teaching and learning, including curriculum alignment (e.g., horizontal, vertical, spiral), language separation, and parent collaboration. (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.

Bilingual Supplemental

Competency 001: The beginning Bilingual Education teacher understands thefoundations of Bilingual Education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the Bilingual Education program.

Competency 002: The beginning Bilingual Education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).

Competency 004: The beginning Bilingual Education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

Course Content

- Students will be able to understand the characteristics and goals of the dual language one way and two way program models.
- Students will explore and implement various research-based teaching methods and strategies used in effective dual language programs.
- Students will be able to create and l design lesson plans based on appropriate dual language instructional materials and strategies.
- Students will learn the components of curriculum alignment (e.g., horizontal, vertical, spiral) in dual language programs.
- Students will learn about the various methods of language separation in dual language program models.
- Students will learn how to apply strategies to bridge the home and school cultural environments, and the significance of parent collaboration in dual language programs.

Assessment

Students will demonstrate mastery of these objectives through investigating dual language research, visiting a dual language program, comparing the types of bilingual/dual programs, and a cumulative group project advocating for dual language education.

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

Active Participation 10 %

The course will be conducted using multi-media, group work, and discussions and students are expected to be active participants in their own learning. Students will be expected to demonstrate professional attitudes and behaviors online and while working on group projects. Students will also complete all course assignments and discussions.

Dual Language Comparative Chart 10%

Develop a comparative chart for three dual language program models. Identify similarities and differences of one-way dual language, two-way dual language, and dual immersion programs. The chart should be created using some form of technology and should be detailed with all aspects of each program compared to one another.

Dual Language Research Analysis 30 %

Students will obtain and analyze two research articles focused on dual language education using the Moffett Library databases. You will explore the results and compare them with the findings from Dual Language Education for a Transformed World. You will answer the following guiding questions for _each_ research article.

1. Identify the author's/authors' research question.
2. Identify the hypothesis/es being tested.
3. Document at least three instances where statistical information was displayed. Where did these numbers come from? Were they believable or trustworthy? Why?
4. If you sought to answer the same research question, what two things would you do to improve the credibility of the study and your findings?
5. How does this study compare to the Thomas and Collier research findings?
6. What is your personal response to the author's/authors' argument?

<u>Analyzing Language Programs 20%</u>

You will chose 2 school districts in Texas and compare and contrast their dual language programs.

<u>Advocating for Dual Language Project 30 %</u>

Students will work in small groups to create a project advocating for dual language. Students will select one topic from the list below designed to educate, instill leadership and build advocacy for Dual Language Education program development and implementation serving emergent bilinguals. The project should clearly show how it relates to and would positively impact the education of Bilingual Learners.

Topics:

~Prepare and conduct an online presentation with voiceover to a school district school board advocating Dual Language

~Develop a detailed colorful online brochure in both languages made for parents advocating Dual Language

~Develop an "active" Google Site focused on education of and advocacy for Dual Language

Attendance Policy

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

Other Class Policies

- 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.

Dual Language Education for a Transformed World Wayne Thomas and Virginia Collier 2012

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.