



## **EDBE 3213 - Foundations of Bilingual Education**

**Midwestern State University**

**Gordon T. & Ellen West College of Education**

**Spring 2020**

### **Professor Information**

Kelly Medellin, PhD

Office is located in BH 216 Office Hours

Office Telephone: 397- 6265 E-mail: [kelly.medellin@msutexas.edu](mailto:kelly.medellin@msutexas.edu)

Cell Number 940-867-2594

Office Hours: Wednesday and Thursday 10:00 am-12:00 pm, Monday 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**

Foundations of Bilingual Education and Bilingualism Baker and Wright

The Strange Career of Bilingual Education in Texas, 1836 - 1981, by Carlos Kevin Blanton

Additional Resource Material provided by professor

### **Course/Catalog Description**

An overview of the emergence of bilingualism and multiculturalism in the United States. The course focuses on the historical, legal, legislative and global context of bilingual education. Particular attention is given to models of bilingual education, program implementation, instructional design and parental involvement.

## 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.

### **Objectives**

1. Students will understand the historical background of bilingual education in the U.S. including pertinent federal and state legislation, significant court cases and the effects of demographic changes on public education.
2. Students will become knowledgeable of pertinent research and its application to the implementation and oversight of bilingual education programs.
3. Students will become familiar with models of bilingual education including their characteristics and goals.
4. Students will understand established Texas Procedures (LPAC) for the identification, assessment, and placement of English Language Learners.
5. Students will demonstrate knowledge of pertinent factors critical to creating an effective bilingual, multicultural learning environment including sensitivity to students' cultural backgrounds, respect for language differences, integration of cultural factors in the home and classroom and bridging of the home and school environments.
6. Students will develop an understanding of the domains, standards and competencies for bilingual/ESL classrooms in Texas.
7. Students will become knowledgeable of the culture and characteristics of English Language Learners and their impact on academic performance.
8. Students will become familiar with the Texas Curriculum Standards TEKS and the TAKS for English Language Learners.
9. Students will understand the importance of teaching diverse students, as well as recognizing the benefits of a diverse society.
10. Students will demonstrate an awareness and understanding of the importance of parent involvement.

### **TEXES Bilingual Supplemental Standards**

Competency 001: The beginning Bilingual Education teacher understands the foundations 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.

The beginning teacher:

A. Understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.

B. Understands procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment and instructional placement of English-language learners, including identification of students' English-language proficiency levels in the domains of listening, speaking, reading and writing. These proficiency levels are in accordance with the descriptors for the beginning, intermediate, advanced and advanced-high levels as described in the English Language Proficiency Standards (ELPS).

C. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.

D. Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.

E. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.

F. Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.

G. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.

H. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.

I. Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acclimation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).

J. Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

### **Assessment**

Students will demonstrate mastery of these standards by their participation in small/large group discussions, case studies, guest presentations, research reports, videos and reflective activities.

### **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. Film Reviews 10%**

This semester we will watch 3 films related to bilingual education and Latinx civil rights in the US. After each film we will have a class discussion

#### **2. The Strange Career of Bilingual Education in Texas Reading Journal 20%**

Each student will be required to complete a reading journal to accompany the book *The Strange Career of Bilingual Education in Texas* that we read in class. The template for the reading journal and the rubric is located on D2L.

### 3. Exams 20%

A Mid-Term and Final examination will be administered covering the scope of the course. The exams may consist of true/false, multiple choice, short answer and/or essay.

### 4. Historical Court Case Reviews 20%

Each student will be required to research historical court cases regarding culturally and linguistically diverse (CLD) students and write a review of each case.. Each review will include a summary of the court cases and a reflection of the significance for CLD students in public schools.

### 5. Current Event 20%

Students will post a link to a current event related to bilingual education and share the event with the class via Flipgrid and explain how the story is related to course readings. All students will reply to everyone's post.

### 6. IRIS Module: Teaching English Language Learners: Effective Instructional Practices 10%

Students will be required to go through each section the challenge, initial thoughts, perspectives and resources, the wrap up, and then go to the assessment and answer the five questions. The answers will be submitted through D2L.

## **Attendance Policy**

You are expected to complete all coursework and fully participate in the online course and be in attendance at all face to face meetings.

## **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](#)

[Colorin Colorado](#)

[THOMAS & COLLIER RESEARCH](#)