



Midwestern State University
Gordon T. & Ellen West College of Education

EDBE 5013 - History, Politics, and Law in Bilingual Education

Professor Information

Kelly Medellin, PhD

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Cell Number 940-867-2594

Office Hours: Monday 10-11, Wednesday and Thursday 10-12

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

Bilingual Education in the 21st Century: A Global Perspective, by Ofelia Garcia, Wiley-Blackwell, 2009

The Politics of Latino Education, by David L. Leal and Kenneth J. Meier

Course/Catalog Description

An overview of the historical, legal, and political origins of Bilingual/ESL Education, as well as an examination of the impact of such issues on the delivery of educational services to English Language Learners in the United States.

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.

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Course Objectives

1. Students will demonstrate an understanding of the influence immigration in the U.S. has on the education of English Language Learners.
2. Students will demonstrate an understanding of the impact politics and legislation; state and national, have on language development of English Language Learners.
3. Students will become aware of the influence state and federal courts have on the education of English Language Learners.
4. Students will demonstrate an understanding of strategies and initiatives which will empower them to advocate for, and benefit English Language Learners.

Assessment

Students will demonstrate mastery of these standards by their participation in class, reading reflections, a multicultural book project, and the completion of a teaching portfolio

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

Course Assignments

Book Reviews DUE February 7/ March 7

Student will conduct a book review of each of the required texts for the class. The reviews should not just be summaries of the books, but reflect on the topics covered. Each paper shall be no less than 4 double-spaced pages. Students are to utilize the American Psychological Association (APA) writing guidelines.

Historical Court Case Reviews DUE March 28

You 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.

Film Reviews DUE February 21/ March 14/ April 18

This semester you will watch 3 films related to bilingual education history and politics and Latinx civil rights in the US. You will write a response to your viewing of the films.

Topical Research Paper DUE April 25

Student will identify, select, examine, research, and describe in writing, a specific historical, legal or political topic which has impacted ELL students in a multicultural environment. 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 at least 10 sources of information cited in the paper are always given proper credit. (topic to be approved by professor)

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](#)

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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](#)

Bilingual Education in the 21st Century: *A Global Perspective*, by Ofelia Garcia,
Wiley-Blackwell, 2009

The Politics of Latino Education, by David L. Leal and Kenneth J. Meier