

University of North Texas at Dallas
School of Education
SYLLABUS
EDBE 3470: Foundations of Bilingual Education and ESL

Department of	Teacher Education and Administration School of Education			
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Office Hours:	Wednesday, 2:30 p.m.-5:30 p.m.; Thursday 2:30- 5:30 p.m. other times available with appointments			
Virtual Office Hours:	Monday and Thursday 12:00-2:00			
Classroom Location:	Founders Hall 339			
Class Meeting Days & Times:	Wednesday, 5:30 p.m. – 8:20 p.m.			
	week	month	day	description
	1	August	28	
	2	September	4	Labor Day, Sep. 2
	3	September	11	
	4	September	18	
	5	September	25	
	6	October	2	ONLINE
	7	October	9	
	8	October	16	Mid-term Week Oct. 14-19,
	9	October	23	
	10	October	30	
	11	November	6	ONLINE
	12	November	13	
	13	November	20	
	14	November	27	Fall Break, Nov 28-29
	15	December	4	Last day of classes, Dec 5
	16	December	11	Final Exams, Dec.9-14
UNT Dallas Calendar				
Course Catalog Description:	Examination of philosophies and theoretical underpinnings of bilingual and ESL education, including a review of historical antecedents of bilingual education and evolution of federal and state language policies. Required for			

	students seeking EC-6 certification with specialization in bilingual or ESL education, EC-12 LOTE - Spanish, or 4-8 certification. May be taken concurrently with EDBE 3480. Language of instruction: English. 3-hour credit.
Prerequisites:	Admission to Teacher Education; EDUC 3330
Recommended Text:	Baker, C., & Wright, W. E. (2021). Foundations of Bilingual Education and Bilingualism. Multilingual Matters. ISBN-13 978-1788929882
Additional Learning Resources:	UNT Dallas Library: ● phone: (972) 780-1616; ● web: http://www.untdallas.edu/library UNT Dallas Bookstore: ● phone: (972) 780-3652 ● web: http://www.untdallas.edu/bookstore ● e-mail: untdallas@bkstr.com
Canvas Resources Supported Browsers: <ul style="list-style-type: none"> · Chrome 67 & 68 · Firefox 60 & 61 · Flash 29, 30 (for audio/video) · Respondus Lockdown Browser · Safari 10, 11 Supported Devices: <ul style="list-style-type: none"> · iPhone · Android · Chromebook Note: Tablet users can use the Canvas app Screen Readers: <ul style="list-style-type: none"> · VoiceOver (Safari) · JAWS (Internet Explorer) · NVDA (Firefox) Note: There is no screen reader support for Canvas in Chrome	Getting Help with Canvas: Canvas 24/7 Phone Support for Students: 1-833-668-8634 Canvas Help Resources: Canvas Student Guide: https://community.canvaslms.com/docs/DOC-10701 For additional assistance, contact Student Assistance (UNT Dallas Distance Learning): DAL1, Room 157 Phone: 972-338-5580 Email: distancelearning@untdallas.edu If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress. If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please email me during office hours.
Course Goals or Overview: The goals of this course are as follows -	
1.Examination of the Spanish Language Arts and Reading standards to develop literacy lessons and activities that best support the literacy needs of emergent bilingual students while fostering academic success. 2. Examination of theoretically grounded literacy assessment tools that demonstrate equitable testing opportunities and measure literacy components of emergent bilingual students in their native language. 3. Prepare bilingual and LOTE teacher candidates with the skills necessary to meet the Spanish language and literacy needs to foster academic success for emergent bilingual students.	

Learning Objectives/Outcomes: At the end of this course, students will be able to	
1	Identify and present accurate facts about the diversity of English Learners (EL), the benefits of bilingualism, and issues related to educational access and equity. BES: Domain I, Comp 001; ESL: Domain III, Comp 009
2	Identify historical underpinnings, political struggles, and implementation of bilingual education in the USA with specific emphasis on Texas. BES: Domain I, Comp 001; ESL: Domain III, Competency 008
3	Identify and discuss state and federal legal cases and relevant education laws that have benefitted ELs. BES: Domain I, Comp001; ESL: Domain II Comp 008
4	Define and understand the rationale for the different types of program models for ELLs. BES: Domain I, Comp 001; ESL: Domain II-III, Comp 007-008
5	Bridge the home-school language and cultural environment with appropriate strategies to reach out to language minority families. BES: Domain I, Comp 003; ESL: Domain II, Comp 004
6	Cite and identify issues in testing practices, including research findings about effective instructional and assessment practices for Special needs ELs and emergent bilinguals. BSE: Domain I, Competency 001; ESL: Domain II, Comp 006
7	Discuss reflections about critical issues in bilingual/ESL education such as: English Only vs. English Plus, high stakes testing, special needs ELL students, and legal and sociocultural issues. BES: Domain I, Comp 003; ESL: Domain II-III, Comp 007-009
8	Create and present individual and/or group projects designed to increase advocacy and collaborative skills to enhance effectiveness as a classroom teacher. BLE: Domain I, Comp 001; ESL: Domain III, Comp 010

Suggested Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Week	Student Learning Outcomes	Recommended Topics & Materials	Assignments Due Mondays EOD before the class session
Week 1 8/28	SLO 1 Identify and present accurate facts about the diversity of English Learners (EL), the benefits of <i>bilingualism</i> , and issues related to educational access and	Read and take notes to discuss in class the topic: Bilingualism: Definitions and Distinctions. Chapter: 1 Bilingualism	DB 1: Post Self Introduction

	equity. BES: Domain I, Comp 001; ESL: Domain III, Comp 009		
Week 2 9/4	SLO 1 Identify and present accurate facts about the diversity of English Learners (EL), the benefits of <i>bilingualism</i> , and issues related to educational access and equity. BES: Domain I, Comp 001; ESL: Domain III, Comp 009	Read and take notes to discuss in class the topic: Bilingualism and Bilingual Education: Ideology, Identity and Empowerment: Ch 18 Bilingualism and Bilingual Edu	Assignment 1: respond to topic Ch 18 [due Monday, Sept 2]
Week 3 9/11	SLO 2 Identify <i>historical underpinnings</i> , political struggles, and implementation of bilingual education in the USA with specific emphasis on Texas. BES: Domain I, Comp 001; ESL: Domain III, Competency 008	Read and take notes to discuss in class the topic: Historical Introduction to Bilingual Edu. Text: Ch 9 In-Class Activity I: BE Video	Assignment 2: respond to topic Ch 9 Bilingual Edu Sup. or ESL [240 or www.tx.nesinc.com]
Week 4 9/18	SLO 2 Identify historical underpinnings, political struggles, and implementation of bilingual education in the USA with specific emphasis on Texas. BES: Domain I, Comp 001; ESL: Domain III, Competency 008	Read and take notes to discuss in class the topic: BES, comp 001 ESL comp 008-009 [CANVAS]	
Week 5 9/25	SLO 3 Identify and discuss <i>state and federal legal cases</i> and relevant education laws that have benefitted ELs. BES: Domain I, Comp001; ESL: Domain II Comp 008	Read and take notes to discuss in class the topic: Court Cases [CANVAS]. In-Class Activity 2: Court Cases	
Week 6 10/2	SLO 3-SLO 4 Define and understand the rationale for the different <i>types of program models for ELLs</i> . BES: Domain I, Comp 001; ESL: Domain II-III, Comp 007-008	Read and take notes to discuss in class the topic: Theories of Bilingualism and the Curriculum. Text: Ch 8 Programs and Models	DB 2: Discussion Ch 8
Week 7 10/9	SLO 3-SLO 4 Define and understand the rationale for the different <i>types of program</i>	Read and take notes to discuss in class the topic: Types of Bilingual Education. Text: Ch 10.	Assignment 3: respond to topic Ch 10

	<i>models for ELLs</i> . BES: Domain I, Comp 001; ESL: Domain II-III, Comp 007-008	Types of Bilingual & ESL Edu Presentation: Court Cases In-Class Activity 3: Programs and Models	
Week 8 10/16	Midterm Exam	Content (Week 1-7)	
Week 9 10/23	SLO 3 -SLO 5 <i>Bridge the home-school language</i> and cultural environment with appropriate strategies to reach out to language minority families. BES: Domain I, Comp 003; ESL: Domain II, Comp 004	Read and take notes to discuss in class the topic: Effective School and Classroom for Bilingual Students: Ch 13 Read and take notes to discuss in class the topic: BES, comp 001-003 /ESL comp 007-004 [CANVAS] Presentation: Court Cases	DB 3: Discussion Ch13
Week 10 10/30	SLO 5 <i>Bridge the home-school language</i> and cultural environment with appropriate strategies to reach out to language minority families. BES: Domain I, Comp 003; ESL: Domain II, Comp 004	Read and take notes to discuss in class the topic: Literacy, Biliteracy and multiliteracies for Bilinguals: Ch 14 Literacy and Home-School Bilingual Students and Read and take notes to discuss in class the topic: LPAC, ELPS and ARD. [CANVAS]	Assignment 4: respond to topic Ch 14
Week 11 11/6	SLO 6 Cite and identify issues in testing practices, including research findings about effective <i>instructional and assessment practices</i> for Special needs ELs and emergent bilinguals. BSE: Domain I, Competency 001; ESL: Domain II, Comp 006	Read and take notes to discuss in class the topic: Support and Assessment of Special Needs and Exceptional BE : Ch 15 Especial Needs & Exceptional	DB 4: Discussion Ch 15
Week 12 11/13	SLO 6 Cite and identify issues in testing practices, including research findings about effective <i>instructional and assessment practices</i> for Special needs ELs and	Read and take notes to discuss in class the topic: Bilingualism and Bilingual Education as a Problem, Right and Resource: Ch 17	Assignment 5: respond to topic Ch 17

	emergent bilinguals. BSE: Domain I, Competency 001; ESL: Domain II, Comp 006	Community-Based Resource Pamphlet/Trifold Brochures School and Community	
Week 13 11/20	SLO 7 Discuss reflections about critical <i>issues in bilingual/ESL education</i> such as: English Only vs. English Plus, high stakes testing, special needs ELL students, and legal and sociocultural issues. BES: Domain I, Comp 003; ESL: Domain II-III, Comp 007-009	Read and take notes to discuss in class the topic: Education for Bilingualism and Biliteracy Text: Ch 11 In-Class Activity 4: Read and take notes to discuss in class the topic: review: BES, comp: 003 /ESL comp 006-010 [CANVAS]	DB 5: Discussion Ch 11
Week 14 11/27	SLO 8 Create and present individual and/or group projects designed to increase <i>advocacy</i> and collaborative skills to enhance effectiveness as a classroom teacher. BLE: Domain I, Comp 001; ESL: Domain III, Comp 010	Read and take notes to discuss in class the topic: Read Chapter 26 Parental Rights and Responsibilities. [CANVAS] LINK	Community Resource/Advocacy Presentations Bilingual Edu Supplemental or ESL Representative [CANVAS]
Week 15 12/4	SLO 8 Create and present individual and/or group projects designed to increase <i>advocacy</i> and collaborative skills to enhance effectiveness as a classroom teacher. BLE: Domain I, Comp 001; ESL: Domain III, Comp 010	Community-Based Resource Pamphlet/Trifold Brochures School and Community	Community Resource/Advocacy Presentations
Week 16 12/11	Final Exam	Content (Week 9- 15)	

ASSIGNMENT DESCRIPTIONS

Attendance and Participation Policy:

This course will meet weekly in the assigned classroom. Participation in class is expected to promote a relationship with your instructor and the other first-year students in the class. The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <https://www.untdallas.edu/hr/upol>.

Assignment Policy: APA style is required for all writing assignments. Refer to the 7th edition for additional information as it is a requirement in the School of Education. All written assignments will require APA style. Students are expected to pay attention to detail in their writing

assignments, projects, and presentations. Late assignments will be subject to a deduction of points and/or to the lowering of the final letter grade for the course--at the discretion of the instructor.

- Late assignments may not be accepted after one week of due date – at the discretion of the instructor. Late assignments are ALWAYS accepted as outlined Late Penalty stated on this syllabus without documentation from the Disabilities Services.
- Failure to submit assignments will result in a grade of [0 - zero]..
- Assignments submitted within 24 hours of the deadline will receive a 10% deduction from the final grade.
- Assignments submitted between 24 and 48 hours late will receive a 20% late deduction from the final grade.
- Assignments submitted between 2 and 7 days late will receive a 40% deduction from the final grade.

Discussion Board (DB): Students will respond to a prompt related to the concept/topic on the Discussion Board. Students must respond reflectively to **two classmates**. Your response should reflect your learning to receive full credit for the assignment.

- DB 1: Post Self Introduction and Discussion Ch14
- DB 2: Discussion Ch 8
- DB 3: Discussion Ch13
- DB 4: Discussion Ch 15
- DB 5: Discussion Ch 11

Assignments: Each assignment will include a summary and reflection of at least three topics discussed in the chapter. A rubric will be posted on Canvas. The response should consist of three paragraphs within two pages.

- Assignment 1: respond to topic Ch 18
- Assignment 2: respond to topic Ch 9
- Assignment 3: respond to topic Ch 10
- Assignment 4: respond to topic Ch 14
- Assignment 5: respond to topic Ch 17

Bilingual Edu Sup. or ESL Exams Trails I & II: As part of your course completion for EDBE 3470, we will refer to these domains and review for the Bilingual Edu Sup. and ESL Exams while making connections to the course content and its application to teaching. You will be required to take the BSE/ESL representative exam no later than the third week of the semester. During the semester, we will continue reviewing and preparing you for the real exam. You will be required to successfully retake the representative exam, or the real exam two weeks before the final exam day for this course.

- Bilingual Edu Sup. or ESL [240 or www.tx.nesinc.com]
- Bilingual Edu Supplemental or ESL Representative [CANVAS]

In-Class Activities: Topics related to your class discussions and readings. Please make sure you come prepared to share and collaborate to expand on your learning.

- In-Class Activity 1I: BE Video
- In-Class Activity 2: Court Cases
- In-Class Activity 3: Programs and Models
- In-Class Activity 4: BES /ESL review

Project Based Learnings

Court Case Presentation: Students will create a presentation on a historical legal decision that impacted Bilingual Education. A list of court cases to choose from will be shared that will allow for sign-up opportunities. Court Case PPT and Small Group Presentation

Community-Based Resource Pamphlet/Trifold Brochures: Students will research about three community-based organizations or agencies that support or aid children and families in the DFW area and provide a comparison synopsis of their findings on a PPT to present in class. In addition, students will select one organization to create a pamphlet that could be provided to families as a community resource. Pamphlet/Trifold Brochure and PPT presentation.

Midterm: Your midterm will cover all the readings and information covered in class.

Final Exam: Your final exam will cover any activities and readings from midterm point to the end of the semester.

GRADING MATRIX

Measure	%	amount	Points for each	Point Value
Participation/Attendance	10	16	6.52	100
Discussion Boards	15	5	30	150
Assignments	15	5	30	150
Bilingual Edu Sup. or ESL Exams Trial I-II	10	2	50	100
In-Class Activities	10	4	25	100
Project Based Learnings <ul style="list-style-type: none"> • Court Case • Community-Based Resource 	15	2	75	150
Mid-Term Exam & Final Exam	25	2	125	250
Total Graded Points	100%			1000

Grade Determination:

A: 900-1000	B:800-899	C: 700 - 799	D: 600-699	F: below 600
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University Policies and Procedures

Artificial Intelligence Use:

The UNT-Dallas School of Education acknowledges the evolving capabilities of Artificial Intelligence (AI) technologies and their various effects on student work. The School of Education takes a use-with-permission approach to AI. Students are only permitted to use AI technology in the creation of any course content if permitted by the course instructor. If the use of AI technology is detected, without specific instructor permission, the student will be deemed in violation of the plagiarism policy.

The School of Education will work at creating an environment of instructor-student-technology collaboration as we move forward in a society where students must learn how to critically harness the capabilities of new technologies.

information and hands on practice. The instructor will inform the class ahead of time when such an activity will take place.

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see [Disability Services Office](#). You may also contact them by phone at 972-338-1777; by email at UNTDisability@untdallas.edu or at Building PL, room 1104.

Disruptive Behavior in an Instructional Setting:

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (Policy 7.001) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. [Canvas](#)

[Instructure Accessibility Statement is also provided.](#)

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to [UNT Dallas' Student Code of Academic Integrity](#) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

We are discussing the AI policy ...

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to [UNT Dallas' Registrar](#) for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or

online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette”:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to [UNT Dallas Student Code of Conduct](#). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Assistance: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)