BEEP 3382 Introduction to Special Language Programs

**Instructor Information:**

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**Program Website:** http://www.uta.edu/coed/bilingual/

**Course Website:** http://webct.uta.edu

**Course Information:**

**Course Title:** Introduction to Special Language Programs  
**Course Number:** BEEP 3382, Section 001  
**Semester:** Fall, 2009  
**Course Location and Time:** Mondays, 4:30 - 7:20 PM, Science Hall 324

**Catalog Description**

Legal foundations and historical development of bilingual education and special language programs will be introduced. Various models of bilingual education and English as a Second Language will be examined. An overview of special education, gifted and talented, and compensatory education legislation and its impact in the implementation of special language programs will be examined.

**Course Pre-requisites:** None
Textbook and Materials:

• The following are the selected readings and legislation pieces we will be using. Make sure you bring a hard copy of these to class. Check the calendar for dates.
  o Castañeda v. Pickard. Available at http://www.stanford.edu/~kenro/LAUIPA/Policy/IA1bCastanedaFullText.htm

University Mission:
The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College Mission:
The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:
Effective teaching
Active learning
Quality research
Meaningful service
**Conceptual Framework:**

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

The Educator and Administrator Preparation units’ collaboratively developed shared vision is based on these CORE VALUES, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based Experiences
- Collaboration Learning
- Diversity
- Technology
- Field
- Life-long

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

**Demonstrates excellence**
- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

**Participates in a learner centered environment and shows respect for self and others**
- Uses appropriate and professional language and conduct.
- Supports a "high quality"-learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

**Research-based pedagogy**
- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

**Participates in on-going collaboration with peers and professionals**
- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
• Assists others in the university classroom or practicum setting.
• Demonstrates openness to assistance from others.
• Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity
• Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology
• Uses and applies existing technologies sufficiently in work.
• Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process
• Demonstrates significant learning improvement over time.
• Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

**State Domains and Competencies:**

**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 program.

**Domains I**

1. Historical background of bilingual education in the United States, including legal and legislative issues.
2. Procedures for identification, assessment and instructional placement of English Language Learners (LPAC).
4. Concepts of bilingualism and biculturalism, including differences between assimilation and acculturation.
5. Models of bilingual education, including their characteristics, goals, and effectiveness.
6. Best instructional practices for English Language Learners.
7. Creating effective bilingual and multicultural learning environments that address students' affective, linguistic, and cognitive needs.

**Learning Outcomes:** In this course teacher candidates will:

1. Develop an understanding of the legal, historical and political background of bilingual education abroad and in the U.S.
2. Describe the philosophical foundations of bilingual education and dual language instruction.

3. Identify and analyze the various kinds of educational programs that are implemented for English language learners in K-12 settings and their key characteristics.

4. Describe the linguistic, cultural, and affective factors that impact second language learning and academic achievement.

5. Become familiar with various research-based strategies utilized to meet the needs of English language learners at different levels of language development.

6. Explore evidence-based, effective instructional practices for helping English language learners develop competency in the content areas (e.g., mathematics, science).

7. Understand the various processes related to the identification, evaluation and referral of English language learners to special education.

**Attendance and Drop Policy:**

**Class Attendance**
Attendance in this class is mandatory. Students are expected to arrive *on time* to class. A sign-in sheet will be used every time we meet. Students arriving late must see the instructor at the *end of class* to be sure that they are counted present. Only one health-, work-, or religious-related absence will be permitted. Should you need to arrive late or leave early on a given date, make sure you inform the professor *before* the class meets. Arriving late or leaving early without prior permission will count as an absence.

**Adds and Drops - last date to drop October 31, 2008**
Adds and drops may be made during late registration either by SAM, on the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

- A student may not add a course after the end of late registration.
- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class.
• From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.

• A student may not drop a course after the 12th week of class.

• The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.

• Students wanting to drop all courses for which they are enrolled must withdraw from the University.

**Email Communication:**
UTA e-mail is considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications. You are advised to regularly check your UTA email. You will be held responsible if you do not receive information because you did not check your UTA email.

**American with Disabilities Act (ADA):**
If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Student Support Services:**
The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Academic Honesty:**
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from
Policies regarding assignments:
All work for this course is to be edited and executed with care and professionalism. **Handwritten documents will not be accepted except for those you will be producing in class.** Always make sure you keep a copy of documents submitted to your professor.

**Description of Assignments (see grade calculation below)**

**Participation – 15 points**
Your active participation in this class is expected. To prepare for class make sure you complete all the assigned readings per week and you come with questions to class. The questions may be based on factual information and/or on practice and implementation. As such, you will always be expected to complete the assigned readings before each session. Your lack of preparation for class will significantly affect your classroom participation and your overall grade. Please consult the calendar for the weekly assigned readings and assignments.

**The Experiences and Reflection Jar – 30 points**
The Experiences and Reflection Jar is an instructional strategy we will implement in this course to give you opportunities to reflect on what you have been learning in this classroom. This Reflection Jar will contain a set of open-ended questions which are all related to the course material. Each week you will be required to pick and respond to at least two of the questions inside the jar. You will be expected to draw on the course material as well as on your professional and personal experiences to respond to these. Your weekly responses will be recorded through the use of journal entries. For each typed journal entry you will write the question you selected and your respective answer. There is no limit as to how much you can write for each response; however, be prepared to write at least two paragraphs for each one. You will need to have responded to at least thirty of the questions in the jar by the end of the semester. Note that there will be no right or wrong answers to the questions. The set of questions you will be answering will be provided to you and will also be posted on WebCT.

**Weekly Small/Large Group Work Activities – 60 points**
Throughout the semester you will be required to participate in both small- and large-group activities that will take place in class. These activities will be based on the assignments and readings you had to complete for that particular week. For these activities you will need to work in groups and then report your answers to everyone else. Each group will need to have at least five members, each member
playing a different role in the group. Some of these roles may include: moderator, time keeper, reporter, and documenter, among others. At the end of class you will be required to submit an ‘activity report' where the group will summarize what their answers or findings were to the activity carried out during that day.

**Quizzes – 30 points**
There will be three (3) quizzes throughout the semester. Each of the quizzes will evaluate your understanding of the content reviewed on the previous weeks. Keep in mind that while the quizzes will not be cumulative, the final exam (see below) will be. The quizzes will include multiple choice, true/false, and/or short essay questions.

**Final Exam – 50 points**
There will be a cumulative/comprehensive, in-class final exam for this course. The final exam will consist of two parts. The first part of the exam will aim to assess your understanding of concepts, key terms and important definitions in the field as well as historical developments in bilingual education. For the second part of the exam you will be required to connect the theory/research behind bilingual education and actual practice. The questions you will be asked in this second part will include both short and essay questions. Examples of the questions you will be asked in the final will be provided throughout the semester.

**Grade Calculation**

**Grade Calculation:**
1. Participation ......................................................... 15 points
2. The reflection jar .......................................................... 30 points
2. Weekly Group Work Activities (12 sessions @ 5 points each)........ 60 points
3. Quizzes (3 @ 10 points each) ........................................... 30 points
4. Final Exam ................................................................. 50 points

To calculate your grade for this class you will need to divide the number of points you accumulated throughout the semester by the total points available for this course (185 points). Your final grade will be shown on the ‘final grade' column below.

**Example:**
Maya earned 167 points of the 185 points available for this class this semester. Maya’s final grade (167/180 = 90.2) is a A-.

**Your final grade ........................................................... _____ / 155 points**

<table>
<thead>
<tr>
<th>Score Obtained</th>
<th>Final Grade</th>
<th>Score Obtained</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>84-86</td>
<td>B</td>
<td>64-66</td>
<td>D</td>
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<tr>
<td>80-83</td>
<td>B-</td>
<td>60-63</td>
<td>D-</td>
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<td>Grade</td>
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<td>77-79</td>
<td>C+</td>
<td>Below 59</td>
<td>F</td>
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<tr>
<td>Date</td>
<td>Topics</td>
<td>Assignments</td>
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<tr>
<td>Week 1</td>
<td><strong>Introductions</strong></td>
<td>✴ None</td>
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<tr>
<td>August 24</td>
<td>Course overview and expectations</td>
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<td></td>
<td>Carlos story (Text pp. 1-5).</td>
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<tr>
<td>Week 2</td>
<td><strong>Ten common fallacies about bilingual education...</strong></td>
<td>✴ Read Text, <strong>Chapter 1</strong>, pgs 6 – 45</td>
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<td></td>
<td>Review key terms and reflection questions in chapter and come prepared for classroom discussion</td>
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<td>Week 3</td>
<td>Labor Day Holiday</td>
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<td>September 7</td>
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<td>Week 4</td>
<td><strong>Video: ¿Hablas inglés?</strong></td>
<td>✴ Read Text, <strong>Chapter 2</strong>, pgs. 47 -86</td>
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<td></td>
<td>Political Issues &amp; Historical Background</td>
<td>✴ Review key terms and reflection questions in chapter and come prepared for classroom discussion</td>
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<tr>
<td>Week 5</td>
<td><strong>QUIZ 1</strong></td>
<td>✴ Quiz for chapters 1 and 2</td>
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<td>September 21</td>
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<td>Week 6</td>
<td><strong>Video – Multiple Intelligences and the Second Language Learner</strong></td>
<td>✴ Read Text, <strong>Chapter 3</strong>, pgs. 87 - 118</td>
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<tr>
<td></td>
<td>Teaching</td>
<td>✴ Review key terms and reflection questions in chapter and come prepared for classroom discussion</td>
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<td>Week 7</td>
<td>Language</td>
<td>✴ Read Text, <strong>Chapter 4</strong>, pgs. 121 – 175</td>
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<td>October 5</td>
<td></td>
<td>✴ Review key terms and reflection questions in chapter and come prepared for classroom discussion</td>
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| Week 8  
| October 12 | TABE Conference |
| Week 9  
| October 19 | **QUIZ 2**  
|           | Video – *Families of Mexico* |
| Week 10  
| October 26 | Culture |
| Week 11  
| November 2 | Mathematics and Science |
| Week 12  
| November 9 | **QUIZ 3**  
|           | Social Studies |
| Week 13  
| November 16 | Assessment  
|           | Video: *Assessment of English Language Learners* |
| Week 14  
| November 23 | Bilingual Special Education |
| Week 15  
| November 30 | ★ FINAL REVIEW |
| Week 16 | **Final Exam** | ★ Prepare for final exam |