



**COE Motto**  
Excellence, Innovation  
and Leadership in a  
Learner-Centered  
Community



**University  
of Houston  
Clear Lake**

**SILC 4310.02: Foundations of Bilingual and ESL Education  
Course 24128**

Fall 2017 – University of Houston Clear Lake

**August 27 to December 4<sup>th</sup> (I will have limited access to email after this day)**

**Instructor: Dr. Leslie M Gauna**

**Preferred mode of communication: E-Mail: [gauna@UHCL.edu](mailto:gauna@UHCL.edu)**

**Alternative mode of communication: 832-231-5647 (text for emergencies & leave name)**

**281-212-1600 (Pearland Campus – messages will be checked Mondays & Tuesdays only)**

**281-283-3576 (UHCL Bayou Building will be checked on Wednesdays only)**

**Offices: 1325.12 UHCL Bayou Building – 140 Pearland Campus**

**Office Hours: Mondays 11:00 A.M. to 1:00 P.M. and 7:00 PM to 8:00 PM @UHCL Pearland,  
Room 140 or 120**

**Tuesdays 1:00 P.M. to 4:00 P.M. @ UHCL Pearland, Room 140 or 120**

**Wednesdays 11:00 AM to 2:00 PM**

**Make an appointment and message by phone to check availability.**

**Class Day & Time: Mondays 4:00- 6:50 p.m. Place: room # 105 Pearland Building**

**GENERAL COURSE INFORMATION**

The instructor reserves the right to change this syllabus at any time.



**Applied Critical Thinking for Lifelong Learning and Adaptability**

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*,

drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.

#### 4Cs of Critical Thinking Process

There are four major aspects of the Applied Critical Thinking Process: Curiosity, Connections, Creativity, and Communication. The predominant C in the Student Learning Objectives is **Communications**.

#### **REQUIRED TEXT:**

**\*\*This is a new edition. Please ensure that you have the correct text.**

Wright, Wayne E. (2015). *Foundations for Teaching English Language Learners Research, Theory, Policy, and Practice, Second Edition*. Philadelphia: Carlson Publishing.

ISBN-13: 978-1-934000-15-1

#### **COURSE DESCRIPTION:**

The course is structured as a table with four solid legs. The first leg stands for knowing the student population, the demographic trends, and the diversity factors that contribute to an effective multilingual and multicultural education. The second leg stands for the historical legislative and judicial developments that have made bilingual and ESL education possible in the U.S. The third leg stands for the multiple language programs that have been implemented in the U.S. and throughout the world to advocate for the successful education of language learners. The fourth leg stands for the assessment of the academic and language proficiency of the language learners. The top of the table represents the advocacy role expected by all bilingual and ESL teachers.

The course premises are that we enter a Foundations of Bilingual and ESL Education class with previous knowledge out of our experiences living in a multilingual society as well as conceptual knowledge based on previous academic readings. The purpose of the course is to produce conscious reflections on both the past experiential and academic knowledge we bring to class and the experiential and academic knowledge we will be co-constructing throughout the semester as required by the State of Texas for the Bilingual Education Teacher Certification Domain I, Competency 001 and for ESL Teacher Supplemental Endorsement Domain III Standard II, VI, VI& VII. (See schedule below)

Bilingual and ESL teachers are expected to model critical thinking skills in the classroom by analyzing relevant data, interpreting assessment information and addressing the implications of sound instruction based on theory and research.

#### **COURSE CENTRAL QUESTION**

At the end of the course our learning community -students and the instructor- will be able to answer the following central question:

- Why do we do bilingual and English as a Second Language (ESL) education and what are the implications of its rationale when teaching English Language Learners (ELLs)?

#### **FUNDAMENTAL CONCEPTS**

The fundamental concepts of a course can be thought of as the foundations or building blocks of a course. They are the concepts upon which all other ideas are constructed and arranged. If you understand these concepts in a deep, personal, and meaningful way, you will find it much easier to grasp other concepts covered in this course. Ultimately, a thorough understanding of the fundamental concepts of a course

should help you address, in a meaningful way, the central questions of a course. Whenever you come across a new idea, new readings, or new assignments related to this course ask yourself, “*which fundamental concepts apply here,*” and “*how do they inform the central question of the course?*” As you develop an answer to these two questions, you begin the process of thinking critically about the rationale for bilingual and ESL education in the U.S. schools.

**Student population:** This course seeks to build knowledge regarding the diverse characteristics of the ELL student population as well as build on ways that teacher candidates can get to know the particularities of each ELLs unique situation.

**Historical rationale for Bilingual and ESL education:** This course reviews and reflects upon past and present court cases as well as laws pertaining the education of ELLs. It seeks to understand the historical legislative and judicial developments that have made bilingual and ESL education possible in the U.S.

**Language programs:** Multiplicity of language programs have been implemented in the U.S. and throughout the world to advocate for the successful education of language learners. This course not only surveys but evaluates the best program options for ELLs according to different community resources.

**Assessment:** This course also focuses on the implications of the multiple assessments that ELLs are exposed to. Both content learning and language proficiency of the language learners are simultaneously needed to provide adequate instruction to ELLs. ESL educators are expected to plan, implement and assess instruction that promotes both students’ English language development and content learning.

#### **COURSE AND STUDENT LEARNING OBJECTIVES:**

The student will be able to:

1. Identify *relevant information* to describe the historical background of education for second language learners.
2. Show a *deep* reflection on the *significant* information regarding the legal basis of education for second language learners.
3. Demonstrate a *clear* and *accurate* identification of the different types of educational programs for second language learners
4. Reason through **questions** using *logic* and justify *significant* key **issues** with clarity and precision on the education of second language learners.
5. Identify and analyze *relevant* theory and research (**concepts**) related to the education of second language learners.

#### **INSTRUCTIONAL METHODOLOGY**

This course requires for informed and applied learning, emphasizing a balance between what is known in the academic literature, mostly presented through the textbook and Texas Education Agency documents. To that end we will engage in conversations that require that you have read and thought about all assigned material prior to the class. In order to be successful with the content of this course, you should expect to spend at least as much time working out of the classroom as you do in the classroom (3 hours per week). On a typical class students are expected to bring their summaries and/or SEE-I assignment to share in pairs or triads with classmates. As each student takes turns reading his/her paper aloud, the other students in the group give the reader feedback on his/her paper, focusing on two or three [intellectual standards](#) such as clarity, relevance or depth. Students are also responsible to bring reflective questions about the topic of the class always connecting with the fundamental concepts and course main question. Then there will be a timed discussion of the chapter or section focused upon, using an engaged lecture format or “Conscious Communication”. The last part of the class will be dedicated to share developments on the advocacy activities. At the end (or at the beginning) of each class there might be a review and assessment quiz. Quizzes might have to be taken on-line.

## **COURSE DELIVERABLES**

All students are expected to complete the following assignments.

Weight & Date	Submission place	Description
<b>Individual submissions</b>		
15% Week 8	Blackboard	Mid-Term Essay: ELLs in the U.S. legislative and judicial system- in Spanish for Bilingual candidates. <b>October 22<sup>nd</sup></b>
15% Week 14	Blackboard & UAS	Advocacy Project & UAS posting – ACT <b>Dec. 3<sup>rd</sup></b>
15 % Final exam week	On-line/Computer Lab if available	Comprehensive test and position statement: Education of ELLs in Texas -in Spanish for Bilingual candidates <b>Dec.9<sup>th</sup></b>
10% Check Blackboard for due dates. Create a way to remind yourself of these assignments.	Blackboard Discussions	Elements of Thought (Textbook) ACT (1) Brainstorming Advocacy Project ideas- <b>September 24<sup>th</sup></b> (2) ELPS foldable - <b>October 1<sup>st</sup></b> (3) Advocacy Revisited: Detailed plan/report <b>October 29<sup>th</sup></b> (4) Knowledge and personal experiences with ELLs' program model. <b>Nov. 5<sup>th</sup></b> (5) Knowledge and personal experiences ELLs' Assessment <b>Nov. 19<sup>th</sup></b>
15 % Weekly	Name Stand	Attendance self-recorded with instructor's notes- <b>Dec. 3<sup>th</sup></b>
10% Check Blackboard for due dates. Create a way to remind yourself of these assignments.	In class or On-line	Quizzes: (1)Demographics & Diversity. <b>By September 24<sup>th</sup></b> (2) Court Cases & Leg. <b>By October 15<sup>th</sup></b> (3) Chapter 89 TX law. <b>By October 22<sup>nd</sup></b> (4) Language Programs – <b>By November 12<sup>th</sup></b> (5) Assessment TX ELLs – <b>By Nov. 19<sup>th</sup></b>
<b>Group submissions</b>		
20% (check Blackboard for due dates)	In class & posted on Blackboard	Presentations: (1) Classroom diversity survey. <b>Sep.17<sup>th</sup></b> (2) Performance on court cases. <b>Oct. 8<sup>th</sup></b> (ONLINE) (3) ELL journey game board. <b>Oct. 15<sup>th</sup></b> (4) Language program models <b>November 5<sup>th</sup></b> (5) Advocacy presentations – individual <b>Dec. 3<sup>rd</sup></b>
ACT indicates an assessed Applied Critical Thinking element of the course		
+2 possible points	Blackboard	Extra-Credit

**LEARNER CENTERED PROFICIENCIES ADDRESSED IN THIS COURSE:**

Learner-centered knowledge  
Learner-centered instruction  
Equity in excellence  
Learner-centered communication

<b>Class /date</b>	<b>Assignment</b>	<b>ESL &amp; Bilingual Competencies SWBAT...</b>	<b>Topics &amp; Sources</b>	<b>In class Activities</b>
1 August 27 <sup>th</sup>	-Open up Blackboard -Bring printed or electronic syllabus -Bring textbook (or order it) -Bring electronic device to access Blackboard	-Explore an overview of the foundations of bilingual (C. 001 BIL) and ESL education (C 008 ESL) to "...create an effective learning environment for students..." (C 001 BIL) "plan, implement and advocate for effective ESL programs" (C008 ESL)	<i>Overview of the course and required textbook</i> - Search for academic journals -Syllabus -Blackboard -Shared – knowledge-construction.	-Create Name Stands with matching rhymes -Participate in a name memory Round Robin -Record attendance -Write a K-W-L - Presentation by Librarian
Labor Day Holiday – no class - Monday September 3rd				
2 Sep. 10 <sup>th</sup>	-Read: Ch1*	-Identify "factors that may affect students' learning ... (e.g., ... academic strengths & needs, preferred learning styles, personality, sociocultural factors, home environment, attitude)" (009 ESL) -address "the affective ... needs of ESL students" (009)	<i>ELLs: Labeling, demographic trends &amp; diversity</i> -Ch 1: Who are English Language Learners? - Demographic sources (e.g., Pew Research Center: NCESS)	-Participate in a "Stand up demographics" -Compare & discuss textbook highlights w/personal notes - Distribute group work for next week
3 Sep. 17 <sup>th</sup>	-Conduct a survey and present results from diversity factors in our classroom using Survey Monkey -Review all Chapter 1	-Identify "factors that may affect students' learning ... (e.g., ... academic strengths & needs, preferred learning styles, personality, sociocultural factors, home environment, attitude)" (009 ESL) -address "the affective ... needs of ESL students" (009)	<i>Classroom diversity factors revisited.</i>	-Group Presentation Classroom diversity survey -Compare class survey results with local, state and national demographics -Brainstorming advocacy project ideas
4 Sep. 24 <sup>th</sup>	-Brainstorming advocacy project ideas. -Read: Ch 2 pgs. 36-47 & Educator Guide to TELPAS pgs. 9-10 -Bring an outline of - Texas English Language Proficiency Standards (ELPS) to create a foldable	- Review the processes of first and second language acquisition (C 002, BIL & ESL) - Explore "applicable ELPS" (C 003, 004 & 005 ESL) - Listen & discuss "global issues and perspectives related to BIL Ed, including how BIL Ed & bilingualism throughout the world" (001 BIL)	Social and Academic Language -Ch 2: Language pgs. 36 to 47 -Educator Guide to TELPAS pgs 8-10 - Overview of the English Language Proficiency Standards (ELPS)	-Represent, list & sort social and academic lang. school activities -Watch ELLs videos - Look at ELPS foldable -Hold a critical discussion

Class /date	Assignment	ESL & Bilingual Competencies SWBAT...	Topics & Sources	In class Activities
5 Oct. 5 <sup>th</sup>	-Read: Ch 4 - Bring a "Significant Family Events" timeline as far back as you can. -Bring ELPs foldable in hard copy and/ post on Blackboard	- Identify "the historical background of bilingual ed. in the U.S. including pertinent federal and state legislation [& related ] court cases" (C 001) and use "this knowledge to plan, implement and advocate for effective ESL programs" (C 008 ESL)	Historical perspective of ELL education Ch 4 pg. 67-77 Every Student Success Act (ESSA) Previous class video production on Court Cases and Legislation about Bilingual Education	-Play "Have you ever "game -Co-construct a class & societal significant events timeline -Watch former class video production -Group distribution and topic selection <i>Possible visit from Librarian</i>
6 Oct. 8 <sup>th</sup>  ONLINE	-Choose & read <b>one</b> of the three articles listed in topics & sources. Use relevant information for video group production. -Group Work: Prepare to present update on performance about Court cases and Legislation - Review court cases and legislation for Quiz 2	- Identify "the historical background of bil. ed. in the U.S. including pertinent federal and state legislation [& related ] court cases" (C 001) and use "this knowledge to plan, implement and advocate for effective ESL programs"(C 008 ESL) - "apply literal, inferential, interpretive, and critical reading skills to authentic materials" (C 002 BTLPT)	Historical perspective of ELL education (cont.) -Ulloa, T.F., & Crawford , J. (2007) Lost in Translation (in Spanish) -Ovando, C. J. (2003). Bilingual Education in the United States -Wiley, T.G. (2007) Accessing Language Rights in Education	- Create a video performance enacting significant information about Court cases & Legislation -Reflect upon each other's performance content - Discuss recent court cases and legislation regarding ELLs
7 Oct. 15 <sup>th</sup>	-Read: Texas law Chapter 89 and Q & A <a href="http://www.elltx.org">www.elltx.org</a> -Draft steps, including options, on an ELL's educational journey -Survey ELL TX portal for ELL programs -Take Quiz # 3 Chapter 89 law by <b>October 22<sup>nd</sup></b>	- identify "the historical background of bil. ed. in the U.S. including pertinent federal and state legislation [& related ] court cases" (C 001) and use "this knowledge to plan, implement and advocate for effective ESL programs" (C 008 ESL) - "apply literal, inferential, interpretive, and critical reading skills to authentic materials" (C 002 BTLPT)	Texas Policies for ELLs  -TEA ELL Portal <a href="http://www.elltx.org">www.elltx.org</a>  -Texas law Chapter 89	-Co-construct and present a game board that shows the journey of an ELL in Texas -Overview of Midterm Essay: Legal Cases Review
8 Oct. 22	Midterm Essay: ELLs in the U.S. legal and court system -Post on Blackboard Discussion- Advocacy Revisited: Detailed plan by October 29 <sup>TH</sup> NO CLASS			
Class /date	Assignment	ESL & Bilingual Competencies	Topics & Sources	In class Activities

		SWBAT...		
9 OCT 29 <sup>th</sup>	- Read: Ch 5	- Recognize “types of [ELL] programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals and research findings on their effectiveness (C 008 ESL)	Program Models for ELLs Chapter 5	-Play “A la víbora de la mar” with Programs Models - Participate in “Build ELLs’ Programs Map” - Write a KWL & share results -Distribution of language programs abroad
10 Nov. 5 <sup>th</sup> LAST DAY TO DROP	- Read your assigned selection of Chapter 10 & 11 from Ofelia García (2009) and prepare group presentation on a language program models -Post on Blackboard Discussion about knowledge an experience with an ELL program model	- Identify models of bilingual education characteristics, goals, effectiveness and factors that determine the nature of a bilingual program on a particular campus. (C 001 BIL)	Monoglossic and Heteroglossic Bilingual Education Models Ofelia García (2009) Ch.10 & 11	-Discuss monoglossic and heteroglossic bilingual education models in the U.S. & abroad -Group presentation on language program models
11 Nov 12 <sup>th</sup>	-Review Chapter 5 & Ofelia García’s (2009) Ch.10 & 11 to take Quiz # 4 on Language Learning Programs -Read Ch. 6: Assessment	- show understanding of procedures (e.g., LPAC) for the identification, assessment and instructional placement of ELLs, identification of students’ English language proficiency levels in the domains of L, S, R & W in accordance with proficiency level descriptors (PLDs) for B,I, A & AH as described in the English Language Proficiency Standards (ELPS) (C 001 BIL, C007 ESL)	Overview of different types of assessments in general and for ELLs in particular  Chapter 6	- Critically identify and discuss different types of assessments in general and for ELLs in particular
12 Nov 19 <sup>th</sup> <b>ONLINE CLASS</b>	-Post on Blackboard Discussion one example of assessment along with a description and reflection of a close experience with the testing of ELLs See independent work on “in-class activity” Bring KWL to next class. -Complete Quiz # 5 Assessment of ELLs in Texas		Texas Assessment of ELLs -Educator Guide to TELPAS - English Language Proficiency Standards (ELPS) -TELPAS & ELPS TEA Power Point	- Write a small group KWL & share results -Watch an explanatory video about TELPAS -Revisit ELPS foldable - Review TELPAS & ELPS w/TEA Power Point & finish KWL
Class /date	Assignment	ESL & Bilingual Competencies SWBAT...	Topics & Sources	In class Activities

13 Nov 26 <sup>th</sup>	-Read Chapter 11 -Bring draft of your Advocacy Piece	-Serve as an advocate for [ELLs] and facilitate family and community involvement in their education (C 010 ESL) -advocate equity for bilingual students; demonstrate sensitivity to students' diverse cultural background ; incorporates the diversity of the home into the classroom setting, bridges the home and school cultural environments (C001 BIL)	Instruction and Advocacy for ELLs Chapter 11	-Discuss & revise advocacy piece -Discuss ways to present your advocacy piece to the class - Decide & share title, sources and modality of your advocacy presentation
14 Dec.3 <sup>rd</sup>	-Prepare presentation of your advocacy piece		Advocacy presentations & submission of attendance name stand. <b>After class</b> submit Advocacy Project on Blackboard and UAS by midnight. FINAL EXAM REVIEW	
15 Dec. 8 <sup>th</sup> On line Final Exam and attached position essay on ESL/Bilingual Education. In Spanish for bilingual candidates.				

\*Non-specified readings are from the required textbook

### ASSIGNMENTS minimum requirements

#### Blackboard Discussions (10%)

Each one of the postings should: recount the situation, thought or question that the discussion is expected to address. Make explicit references to during class comments or from textbook or other required readings. Your goal is for your writing to go beyond the observed facts and readings into your own analysis and evaluation. You are expected to read ALL of your classmates' postings up to the time of your posting. If you are the first one posting you would have to come back to read your classmates postings later. You have to respond with a personal AND academic related comment to at least one of your classmate postings.

Accuracy in addressing requested topic (25pt.)

Connection to a personal experience or classroom observation (25 pt)

Grammar, Spelling and minimum length of 5 sentences (25 pt)

Academic related response to a classmate's comment (25pt.)

#### Presentations (20%)

Each group presentation represents 4% of the course grade. The evaluation will consider the following requirements:

Groups or individuals are required to include at least one of the following teaching modalities: \_\_\_\_\_body movement, \_\_\_\_\_music \_\_\_\_\_art, \_\_\_theatre \_\_\_\_ personal narrative \_\_\_\_\_literature \_\_\_ pop cultural reference\_\_\_\_\_ critical questioning \_\_\_\_\_journaling \_\_\_\_\_creative writing, \_\_\_\_\_ use of other languages than English \_\_\_\_\_video; \_\_\_\_ audio pod casts. Include a brief assessment to check for classmate's understanding. Power Point presentations where the presenter(s) read(s) most of the material will receive an automatic "zero". During class presentations all students are expected to take notes. \_\_\_Presenters should respect allotted time, \_\_\_provide own examples, \_\_\_ engage the rest of class to expand comprehension of the material, \_\_\_\_\_provide quotes, main ideas and pages that refer to the text \_\_\_\_ share doubts about the material. All students have to post individually an outline and any visuals used for the presentation on Blackboard.

Accuracy and synthesis of content (25/100)

Inclusion of multiple teaching modalities (25/100)

Connection to personal experiences (25/100)

Grammar, spelling and time management (25/100)

### **Midterm Essay (15 %) Using Critical Thinking**

Provide a synthesis regarding identification, demographic trends and diversity factors of ELLs. Include the following court decisions and legislature that has made the education of ELLs in the U.S. a reality: Mendez et al vs. Westminster Board of Education, the Bilingual Education Act, and Lau vs. Nichols case, Casteñeda vs. Pickard, one legal case of your choice from any time and one current development in court rulings or legislation from the last 2 years, 2014-2016. The review should be at least 5 pages long, double spaced, 12 pts. font Times New Roman. Include information on the *who*, *what*, *where* and *when* in each of the six cases and legislation and provide a clear picture of **the significance of each case or law for the implementation of bilingual/ESL education in the long term**. The review should include how the process of investigating the presented information has affected your view of bilingualism and ELLs. Please reference bibliographic material in the body of the text. Include a cited work page in A.P.A. citation style. Include a minimum of 7 different bibliographic resources. **Due day 8**

### **Advocacy Project (15%)**

Create an advocacy plan with at least 5 different items. These are actions you can undertake to advocate for your students. Provide a one paragraph description of each. For example, if you state that you will attend a conference, name a possible conference. Find out where it will be held and the dates of the conference. What types of sessions would you plan on attending? Include source(s) of information for each item. Complete one during the semester. Get some feedback and proof from someone outside of class about the action that you carried out (we will discuss this). Plan a way to share a description of the action you undertook. Describe what you did, how you felt, the results of your action, and what you learned that you can relate to your future as a bilingual or ESL teacher. Relate this action with one of the topics addressed throughout the semester. Cite academic references that enhanced your understanding of the advocacy action undertaken. Rubric is attached at the end of this syllabus. On DAY 14, Dec. 3<sup>rd</sup>, there will be individual 5 minute class presentations about your project which can be done in a variety of forms but not limited to a power point, a video, poster, art, chant, songs, creative writing, etc. A one-page summary of your advocacy experience along with your presentation will be given to classmates and uploaded to UAS.

### **Final Exam: Comprehensive content knowledge and Position Essay (15 %) Using Critical Thinking**

The Final Exam will consist of two sections. The first section will be a set of questions (mostly multiple choice) that will seek to assess course concepts, content and academic vocabulary. The second section will consist on the writing of a Position essay to examine from a Critical Thinking perspective the fundamental concepts that answer the course central question: "Why do we do bilingual and English as a Second Language (ESL) education and what are the implications of its rationale when teaching English Language Learners (ELLs)?" The specific topics to be address may be one or ALL four main components of the course: ELLs' demographics and diversity, legislation and judiciary foundation, program models of bilingual/ESL education and assessment of ELLs. The essay must include: (1) an introduction that describes the issue(s) importance and a personal connection to the topic; (2) the body of the essay with three paragraphs organized addressing the following Elements of Thought: purpose – issues – assumptions- information and concepts (3) a conclusion that summarizes the presented arguments and recommendations describing the implications of your

positioning about bilingual/ESL education. The essay should be at least 500 words long. See attached rubric at the end of this syllabus.

### **Extra Credit (2%) TBD**

#### **TESOL Standards**

Standard 3.a. Planning for Standards-Based ESL and Content Instruction Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

#### **Critical Thinking Activities and Assessments**

Every student in the course is expected to demonstrate critical thinking skills. Critical thinking activities include students participating in BB discussions using the elements of critical thinking and standards (SLO 1) as a guide (refer to text), sharing summaries and/or SEEI assignments in class and providing feedback on peers' work using two or three [intellectual standards](#) such as clarity, precision, relevance or logic (SLO 4), and completing a mid-term and final exam (SLO 1, 4, 5) using the elements of thought and standards (see attached rubrics). Students are also responsible for bringing reflective questions about the topic of the class always connecting with the fundamental concepts and course main question.

### **Important Policies**

#### **Quiz Policy:**

Quizzes are administered at the **beginning or at the end of class without notice** to check for required readings and is equivalent to the 2% of the course grade. A student who misses the beginning or the end of class will not be able to take the quiz unless **prior** arrangements have been made with the instructor. Quizzes may be taken on line at the instructor's discretion.

#### **Late Assignment Policy:**

Most of the assignments are due the day before class if submission is required on Blackboard and at the **beginning of class** if it is required to be brought to class. Assignments turned in after the start of class on the assigned date will be considered late. Late assignments will be penalized 10%. **Assignments will not be accepted if they are turned in more than one class meeting.**

#### **Exam Policy:**

Exams are administered on the assigned date at the assigned time. A time limit will be specified for taking the exam. Students who arrive late will not be given extra time to take the exam; they

will be expected to finish at the same time as all the other students. Exams will be rescheduled **ONLY** if the student has contacted the instructor before the exam is to be administered and only if the instructor and student have agreed upon an alternate exam date. Rescheduling exams is at the discretion of the instructor.

**Attendance Policy:**

Attendance is required and affects the final grade. For the purposes of this course, attendance is defined as presence and participation in class discussions and activities **during the entire class period**. To successfully participate, it is essential to be prepared (e.g., read the assigned material and be ready to present in groups). Students who **arrive late** and/or **leave early** will not be considered to have completely attended that day's class and this will contribute to their number of absences. **A combination of two late arrivals/early departures is equal to one absence.** There is a 5 minutes grace period at the beginning and at the end of each class to be used under extraneous circumstances. If you have 4 absences or more you will be dropped from the course or receive an "F" grade. See more details

**Grading Scale:**

	B+	87-89	C+	77-79	D+	67-69	
A	93+	B	84-86	C	74-76	D	64-66
A-	90-92	B-	80-83	C-	70-73	D-	60-63
					F	0-59	

**Written Assignment Policies:**

**All written assignments will be turned in through Blackboard unless specified by the instructor.** Assignments will be graded according to the above specified criteria. Students who need assistance with their writing are encouraged to take advantage of the university Writing Center. *All assignments are to be submitted on Microsoft Word, double-spaced, with 12 pt. font using normal margins.*

Pedagogy and Professional Responsibilities (PPR) and Content Area Standards  
All teachers must meet the standards that address Pedagogy and Professional Responsibilities (PPR) and Content Area Standards. Go to the Texas Education Agency website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/); scroll down to “Standards for All Teachers”, and click on the “Pedagogy and Professional Responsibilities (EC-Grade 12)” link. At the same TEA site, the following standards are listed: Elementary Certificate Standards, Middle School Certificate Standards, Secondary Certificate Standards, or All-level Certificate Standards.

### **Pre-K Guidelines**

All EC-6 syllabi must include the Pre-K Guidelines link  
[http://tea.texas.gov/index2.aspx?id=2147495508&menu\\_id=2147483718](http://tea.texas.gov/index2.aspx?id=2147495508&menu_id=2147483718).

### **TEA Approved Educator Standards (Initial & Professional Certification)**

Go to the Texas Education Agency Website at  
[http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/).

### **Field Experience Statement**

This course does not require field experience.

#### **English Language Proficiency Standards (ELPS)**

The ELPS Statement must be included in all syllabi.

Required: Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

#### **UAS Statement (Taskstream if applicable)**

The UAS Statement must appear on the syllabus of every COE course which requires a Course Assessment (which is almost all of the courses).

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student’s grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

#### **CAEP Statement**

CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education. CAEP logos are below:

### **Dispositions Statement**

Required: Each student must read and follow Statement on Professional Dispositions, Disposition Expectations Checklist, and Disposition Resolution Process which is provided to define the standard of behavior COE expects of candidates.

<https://www.uhcl.edu/education/student-resources/>

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator.

Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions, Expectations, and the Dispositions Resolution Process. At the end of the course and at other times, instructors assess students on compliance with the standards. These assessments are invaluable for professional development.

### **Code of Ethics**

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator's Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state's code. The Code of Ethics may be found at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

### **Academic Honesty Policy**

Required: The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

**I will be honest in all my academic activities and will not tolerate dishonesty.**

### **Complaint Resolution**

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at

<https://www.uhcl.edu/education/documents/student-resources/general-information/uhcl-epp-complaint-procedures.pdf>

### **Americans with Disabilities**

The Americans with Disabilities Statement must be included in all syllabi.

#### **Disability Services**

Required: If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or [disability@uhcl.edu](mailto:disability@uhcl.edu) as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

### **6 Drop Rule**

Undergraduate syllabi must include:

### **6 Drop Rule Limitation**

Required: Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Students should take this into consideration before dropping this or any other course. Reference: [UHCL Academic Records](#) for [6 Drop Rule](#) details and the [Academic Calendar](#) for census date information.

### **Academic Calendar**

[Academic Calendar](#) link must be in each syllabus.

[2018-2019 Academic Affairs Administration Calendar](#) (pdf) is a more comprehensive calendar with dates important to facu

**Rubric: Final Examination Position Essay**

Components	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
Introduction	Candidate failed to demonstrate an understanding of the basic components in Bilingual and ESL education.	Candidate demonstrated an acceptable understanding of the basic components in Bilingual and ESL education. The issue(s) importance was described and a personal connection to the topic was made.	Candidate demonstrated an in depth understanding of the basic components in Bilingual and ESL education. The issue(s) importance was described with clarity and a personal connection to the topic was made with depth.
Body	The response includes fewer than 3 of the following elements of thoughts: purpose – issues – assumptions- information and concepts.	The response includes 3 paragraphs addressing some of the following elements of thoughts: purpose – issues – assumptions- information and concepts .	The response includes 3 well-developed and in-depth paragraphs addressing all of the following elements of thoughts: purpose – issues – assumptions- information and concepts . The paper includes 1) <i>relevant information</i> to describe the historical background of education for second language learners, 2) justifies <i>significant</i> key <b>issues</b> with clarity and precision on the education of second language learners, and 3) analyzes <i>relevant</i> theory and research ( <b>concepts</b> ) related to the education of second language learners.
Conclusion	Candidates do not present adequate/faulty arguments and recommendations	Candidates present acceptable arguments and recommendations	Candidates present well-thought out arguments and recommendations describing the implications of their reasoning.
Total			

	<b>Unacceptable 0-9</b>	<b>Acceptable 10-12</b>	<b>Excellent 13-15</b>
<b>Description of Plan 5 points</b>	<p>*Fewer than 5 items may have some duplication of activity</p> <p>*Most items are missing sufficient connections, details, or source of information.</p>	<p>*5 items/may have some duplication of activity</p> <p>*Most items include sufficient connections, details, or source of information.</p>	<p>*5 items which represent a variety of activity (no duplication)</p> <p>*Makes explicit connection to benefit for ELLs and/or their families</p> <p>* Includes enough specific detail (dates, places, etc.) to understand activity</p> <p>* Includes source of information (website, personal contact, etc.) for all activities</p>
<b>Complete Summary of Action 5 points</b>	An incomplete description missing <u>most</u> of the required details.	An incomplete description missing <u>one or more</u> of the required details.	<p>A complete description which includes enough detail to understand:</p> <p>*What you did.</p> <p>*How you felt.</p> <p>*The results of your action.</p> <p>*What you learned that you will carry with you in your future as an ELL educator.</p>
<b>Professional Appearance 3 points</b>	Makes 5 or more errors in spelling, punctuation, and/or grammar usage and may not follow guidelines for margins and font.	Makes 5 or fewer errors in spelling, punctuation, and/or grammar usage and follows guidelines for margins and font.	Free of errors in spelling, punctuation, and/or grammar usage and follows guidelines for margins and font.
<b>Uploaded to UAS by deadline 2 points</b>			
<b>Score:</b>			