BIEM 4344 EDUCATIONAL PSYCHOLOGY & THE BILINGUAL CHILD

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I. COURSE DESCRIPTION

Studies of the principles of educational psychology, testing, and assessment as applied to bilingual children.

II. RATIONALE

BIEM 4344 is a required course for the Bilingual Education Supplemental certificate.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies for teachers covered in this course follow.

Learner-Centered Knowledge. The teacher possesses and draws on a rich knowledge base of content . . . to provide relevant and meaningful learning experiences for all students.

Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.

IV. STUDENT LEARNING OUTCOMES

Students in the Bilingual Education Supplemental certificate program will:

• demonstrate a depth of knowledge of bilingual education;
  (BIEM 4344, BIEM 4345, BIEM 4349, BIEM 4355, BIEM 4356, BIEM 4357 and BIEM 4360 are linked to this student learning outcome.)
• demonstrate a depth of speaking ability in Spanish;
  (BIEM 4355 and BIEM 4356 are linked to this student learning outcome.)
• effectively apply the competencies of a bilingual education teacher in their student teaching experience.
  (BIEM 4344, BIEM 4345, BIEM 4349, BIEM 4355, BIEM 4356, BIEM 4357 and BIEM 4360 are linked to this student learning outcome.)
V. TExES COMPETENCIES

The Bilingual Education Supplemental Field 164 TExES program competencies covered in this course follow.

DOMAIN I - BILINGUAL EDUCATION

Competency 001
The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

The beginning bilingual education teacher:

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

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

- Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students’ diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, . . .).

- Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, . . .).

Competency 002
The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).

The beginning bilingual education teacher:
Understands cognitive, linguistic, social, and affective factors affecting second-language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/community environment, literacy background) and uses this knowledge to promote students’ development in L2.

VI. COURSE OBJECTIVES AND OUTCOMES

This course is designed to provide students with knowledge about: (1) what we know about young English language learners, (2) basic aspects associated with culture, (3) values and traits that are predominant in American society, (4) profiles of diverse immigrant students, describing their backgrounds and family experiences, (5) key factors that often shape the educational needs of immigrant students in U.S. schools, (6) factors influencing the assessment of English language learners, (7) variable stages of uprooting that children (and others) may be going through in their efforts to adjust to and thrive in a new culture, (8) the relation between culture and learning style, (9) ethnic, racial and minority group identification, (10) a continuum of social relationships among human groups, (11) the literacy gap and closing the gap in language, (12) a summary of explanations that have been offered to explain the differential success of minority language students, and (13) school-community field research.

The Bilingual Education Supplemental Field 164 TExES program objectives for this course follow: (1) understand the foundations of bilingual education and the concepts of bilingualism and biculturalism in order to create an effective learning environment for students in the bilingual education program (V. 001) and (2) understand processes of [bilingual] acquisition and development in order to promote students’ language proficiency in their L1 and L2 (V. 002).

VII. COURSE TOPICS

The major topics to be considered are the following:

.scope What we know about young English language learners
.scope Basic aspects associated with culture
.scope Values and traits that are predominant in American society
.scope Profiles of diverse immigrant students
.scope Key factors shaping the educational needs of immigrant students in U.S. schools
.scope Factors influencing the assessment of English language learners
.scope Variable stages of uprooting that children (and others) may be going through in their efforts to adjust to and thrive in a new culture
.scope Relation between culture and learning style
Ethnic, racial and minority group identification
Continuum of social relationships among human groups
Literacy gap and closing the literacy gap in language
Summary of explanations that have been offered to explain the differential success of minority language students
Culturally diverse school communities

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:

- Lecture/discussion approach
- Readings study questions
- In-class DVDs
- Group presentations

IX. EVALUATION AND GRADE ASSIGNMENT

The final grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Test I</td>
<td>35%</td>
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<tr>
<td>Test II</td>
<td>35%</td>
</tr>
<tr>
<td><em>Stand and Deliver</em> Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Community Analysis Field Study</td>
<td>20%</td>
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The letter grade equivalent for the cumulative percentage points earned follows:

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- Below 60% = F

X. COURSE SCHEDULE AND POLICIES

The weekly schedule for this course follows.

Aug. 25: Provide a synopsis of the course and discuss student expectations
        Lecture on what we know about young English language learners
Sept.  1 :  Lecture on basic aspects associated with culture (definition of culture, three criteria for a culture, seven elements to a culture of a given people, three provisions of culture) and discuss the culture application activity
Gollnick & Chinn - Culture, pp. 4-6; Cultural identity, pp. 8-9
Culture application activity
F899.S49 B389 “Becoming American” (58 minutes)

Sept.  8 :  Finish the previous objective and lecture on values and traits that are predominant in American society
Gollnick & Chinn - The dominant culture, pp. 6-7; Pluralism in society, pp. 9-12
“Newcomer programs” (13 minutes)
Discuss profiles of diverse immigrant students, describing their backgrounds and family experiences, and lecture on key factors that often shape the educational needs of immigrant students in U.S. schools
Walqui - Who are our students?, pp. 7-18
“Know the student” (21 minutes)

Sept. 15 :  Finish the previous objective and lecture on factors influencing the assessment of English language learners
Educational Testing Service - Factors influencing the assessment of English language learners, pp. 6-8
“East of Salinas: A story of immigration, childhood, and circumstance” (53 minutes)

Review for Test I

Sept. 22 :  Test I

Explain *Stand and Deliver* assignment (Due on October 20th)
Scarcella - Understanding the success and failure of language minority students, pp. 3-22
Sept. 29: Revisit *Stand and Deliver* assignment, including clarifying Scarcella’s summary of explanations that have been offered to explain the differential success of minority language students

Discuss variable stages of uprooting that children (and others) may be going through in their efforts to adjust to and thrive in a new culture

Igoa - The phenomenon of uprooting, pp. 115-132

Oct. 6: Lecture on the relation between culture and learning style

Bennett - Learning styles, pp. 299-302; 312-313

“Educating everybody’s children” (10 minutes)

“Making accommodations for English language learners” (14 minutes)

“Using visual tools” (14 minutes)

Lecture on ethnic, racial and minority group identification

Gollnick & Chinn - Ethnicity . . . Race, pp. 33-37

Oct. 13: Finish the previous objective and discuss a continuum of social relationships among human groups

Dworkin & Dworkin - Minority group defined, pp. 17-21

Bennett - What is prejudice?, pp. 82-84; What is racism?, p. 84

LC212.523.R53 P482 “A class divided” (60 minutes)

Oct. 20: Lecture on the literacy gap and closing the gap in language

Gunning - The literacy gap, pp. 1-5; Building language, pp. 35-41; 53-56

Review for Test II

*Stand and Deliver* discussion

Explain Community Analysis Field Study (Due on December 8th)

Oct. 27: Test II

Revisit Community Analysis Field Study

Nov. 3: Community Analysis Field Study

Nov. 10: Community Analysis Field Study

Nov. 17: Community Analysis Field Study
Nov.  24:  Thanksgiving Holidays

Dec.  1:  Community Analysis Field Study

Dec.  8:  Community Analysis Field Study – Group Presentations

Class attendance is essential due to the nature of this course. Make-up exams require professor approval.

XI.  TEXTBOOK

BIEM 4344 course pack is required for the course.

XII.  COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 11, 2016 is the last day to drop a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred Method for Scholarly Citations
The 6th edition of the Publication manual of the American Psychological Association is the preferred method for citations within papers.

Classroom/Professional Behavior
All students are expected to act in a responsible manner with consideration of fellow
students and toward University faculty and staff members. Specific rules and information are available in the TAMU-CC student handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at http://advising.tamucc.edu/grade Appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event and classes could not be held on campus of Texas A&M University-Corpus Christi, this course would continue through the use of email and/or Blackboard. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (e.g., emails, websites, Blackboard) will be operational within two days of the closing of the physical campus. Students need to make certain that the course instructor has a primary and secondary means of contacting each student.

*Required by SACS