I. COURSE DESCRIPTION:
This course provides the study in methodology and techniques available for teaching learners whose native language is not English. Some attention to sociolinguistics is considered.

II. RATIONALE:
BIEM 4357 is one of the foundation courses for the certification in English as a Second Language and Bilingual Education. Since bilingual educators will be teaching non-English speakers, and Bilingual Education programs are to assist students to transition into the English language, this course provides future teachers with methodologies and techniques to deliver English as a Second Language instruction to non-English speaking students in the bilingual or ESL classroom.

III. LEARNING OBJECTIVES
Students enrolled in BIEM 4357 will be able to:

• explain and discuss major historical events in the United States and how they effected the implementation of and legal protection for bilingual education.
• explain and discuss the characteristics and methodologies associated with language learning.
• explain, discuss and apply current legal mandates that pertain to identifying, teaching and assessing English learners in Texas and their classroom practice.
• explain, discuss and apply current research-based practices for English learners in the implementation of program models and use of teaching techniques and assessment/evaluation tools in classroom practice.

IV. MAJOR COURSE REQUIREMENTS

• Critical Education Journal Reflections: (20%) these assignments are designed to guide students in reflecting critically on issues of equity and social justice in education and specifically bilingual education.

• Discussion Posts: (20%) demonstrate a fundamental understanding of the foundational components of ESL/Bilingual education and how this is applied in classroom settings.

• Content Notes Activities: (20%) activities designed to assist students as they encounter and process the course content.

• Module Assessments: (40%) summative assessments of the content in the course module.
V. REQUIRED READINGS


*Additional supplemental readings will be provided via the Blackboard course.*

VI. STATE ADOPTED PROFICIENCIES FOR TEACHERS:
State-adopted proficiencies and standards covered in BIEM 4357 include the following:

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<tr>
<th>Course Module/Topic</th>
<th>Texas State Board of Educator Certification (SBEC) Standards</th>
<th>Texas (SBEC) English as a Second Language (ESL) Standards</th>
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<tbody>
<tr>
<td>Module 1: Foundations of ESL/Bilingual Education</td>
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<tr>
<td>History of language in the U.S. (- 1923)</td>
<td>2 &amp; 6</td>
<td>I &amp; II</td>
</tr>
<tr>
<td>History of language in the U.S. (1923-NCLB)</td>
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<td>I, II, V &amp; VII</td>
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<tr>
<td>Module 2: Language Acquisition</td>
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<td>Language acquisition theory</td>
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<td>Language domains &amp; factors effecting language acquisition</td>
<td>1, 2, 3 &amp; 4</td>
<td>I, II, III, V &amp; VI</td>
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<td>Module 3: Current ESL/Bilingual Education</td>
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<td>Current state/federal legislation</td>
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<td>Policy in classroom practice</td>
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<tr>
<td>Module 4: Teaching English Learners</td>
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<td>Components of an effective lesson</td>
<td>1, 2, 3, 4, 5 &amp; 6</td>
<td>IV</td>
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<tr>
<td>ESL Methods &amp; Strategies</td>
<td>2, 3, 4 &amp; 5</td>
<td>I, II, IV, V &amp; VI</td>
</tr>
</tbody>
</table>

Texas State Board of Educator Certification standards can be accessed at:

Texas State Board of Educator Certification English as a Second Language (ESL) Standards can be accessed at:
https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/
VII. COURSE POLICIES

Consistent course interaction is essential due to the fast paced nature of shortened summer semesters. Acceptance of late-work and make-up of missed tests will be at the discretion of the professor.

Late-Work
Late work will be accepted only 48 hours after the original due date and be subject to a 10-point penalty. Students may submit a maximum of two assignments late for this course.

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. July 29, 2019 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
VIII. COURSE CALENDAR

* This is a preliminary course schedule that is subject to change

July 8  Course Introduction
Module I: Foundations of ESL/ Bilingual Education
Topic I: History of language in the United States: Pre-colonization- 1923

July 12  Topic II: History of language in the United States: 1923- No Child Left Behind

July 15  Module I Assessment

July 17  Module II: Language Acquisition
Topic III: First and second language acquisition theory

July 20  Topic IV: Language domains & factors effecting second language acquisition

July 23  Module II Assessment

July 25  Module III: Current ESL/Bilingual Education
Topic V: Current state/federal legislation for teaching English learners

July 28  Topic VI: Policy in classroom practice

July 31  Module III Assessment

Aug. 1  Module IV: Teaching English Learners
Topic VII: Components of an effective lesson

Aug. 5  Topic VIII: ESL Methods and Strategies

Aug. 9  Course Final Exam