I. COURSE DESCRIPTION
The philosophical and legal foundations of bilingual schooling in the United States through a sociohistorical approach. The rationale for bilingual education is examined, as are the basic program models. An overview of bilingual education in Texas is also provided.

II. RATIONALE
BIEM 4360 is a required course for the Bilingual Education Supplemental certificate. The purpose of this course is to provide students with an introductory foundation into the historical, political, theoretical, and practical considerations surrounding bilingual/ESL education in the United States.

III. LEARNING OBJECTIVES
Students enrolled in BIEM 4360 will be able to:

- discuss bilingualism and the philosophical and legal foundations of bilingual education in the United States
- explain language policy movements in the United States and the goal of bilingual education and ESL programs in Texas
- discuss the nature of language proficiency and its relationship to academic and cognitive development and the origins of current misconceptions about bilingualism,
- explain the application of theoretical analysis to bilingual education, bilingual education program models and their goals and outcomes, and
- discuss federal and local policy for identifying, teaching and assessing English Learners; including Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner’s Rules Concerning [Texas] State Plan for Educating English Learners.
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.

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

- **Discussion Activities:** (20%) activities designed to engage students in an open discussion about the 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 4360 include the following:

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<tr>
<th>Course Module/Topic</th>
<th>Texas State Board of Educator Certification (SBEC) Standards</th>
<th>TExES Bilingual Education Supplemental (164) Standards</th>
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<tr>
<td><strong>Module 1: Historical Foundations of ESL/Bilingual Education</strong></td>
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<tr>
<td>History of language in the U.S. (1923)</td>
<td>2 &amp; 6</td>
<td>I</td>
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<tr>
<td>History of language in the U.S. (1923-NCLB)</td>
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<td><strong>Module 2: Language Acquisition Theories &amp; Application</strong></td>
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<td>Language acquisition theory &amp; factors effecting acquisition</td>
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<td>Language Program models</td>
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<td>II &amp; IV</td>
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<tr>
<td><strong>Module 3: Current ESL/Bilingual Education</strong></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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<td><strong>Module 4: Teaching &amp; Assessment of English Learners</strong></td>
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<td>Identification &amp; Assessment</td>
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<td>Advocacy for English Learners</td>
<td>2, 3, 4 &amp; 5</td>
<td>IV</td>
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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

Attendance
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. There will be several scheduled face-to-face course meetings throughout the semester; attendance at face to face class meetings is mandatory, as content will be presented that will not be online. Any interference with your ability to make face-to-face meetings should be communicated to professor Lara as soon as possible.

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 one assignment 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. November 8, 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 SAC*
VIII. COURSE SCHEDULE AND POLICIES

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

Week 1   Course Introduction
       **Module I: Foundations of ESL/Bilingual Education**
       *Topic I: History of language in the United States: Pre-colonization- 1923*

Week 2   *Topic II: History of language in the United States: 1923- No Child Left Behind*

Week 3   *Module I Assessment*

Week 4   **Module II: Language Acquisition**
       *Topic III: First and second language acquisition theory & factors effecting acquisition*

Week 5 & 6   *Topic IV: ESL/Bilingual program models*

Week 7   *Module II Assessment*

Week 8   **Module III: Current ESL/Bilingual Education**
       *Topic V: Current state/federal legislation for teaching English learners*

Week 9 & 10   *Topic VI: Policy in classroom practice; Texas Chapter 89*

Week 11   *Module III Assessment*

Week 12 & 13   **Module IV: Teaching, Assessing and Advocating for English Learners**
       *Topic VII: ESL Methods and Strategies*

Week 14   *Topic VIII: Advocacy*

Week 15   *Course Final Exam*

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