CUIN 3310 Foundations of Bilingual Education
Section 00885 FALL 2006
Mondays, 1-4
222A Farish Hall

Instructor: Dr. Irma Guadarrama, Associate Professor
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ADA Statement:
When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please call the Center for Students with DisABILITIES at ext. 3-5400 for more assistance.

Required Text

ISBN 0070479593 (Latest edition, please.)

Recommended

Spanish-English Dictionary (Please bring to each class period.)

Website for Course

WEBSITE FOR READINGS: www.coe.uh.edu/iguadarrama

1. TEA - Texas Education Agency
   http://www.tea.state.tx.us
   Bil. Ed.: http://www.tea.state.tx.us/curriculum/bilingual
   TEKS: http://www.tea.state.tx.us/teks
Course Description
This course focuses on the theory and practice underlying bilingual education. Each participant will be able to review, explore, and analyze existing and proposed designs of educational programs, methods, strategies and materials relevant to education that is bilingual and multicultural. Participants will also study the various roles of practitioners serving the target population. The focus is also on critical theory and bilingual education that include the historical, social, political and cultural aspects inherent in educating language minority students. This course is taught in English and Spanish.

Participants are required to be actively engaged in the social construction of knowledge and understanding of the education of students in bilingual education, and begin the re-conceptualization of curricular models and practices that are truly effective.

Objectives
Students will acquire knowledge in the following five areas:

1) Cognitive and psycholinguistic theories underlying bilingual education;
2) Historical, political understanding of bilingual education;
3) Effective practices in bilingual education programs;
4) Programmatic or implementation issues in bilingual education;
5) Sociolinguistic factors in bilingual education.

Note: This course is designed to prepare students to successfully complete the TexES, EC-4, Bilingual Education.

Program Statement on Alignment with Conceptual Framework
The Bilingual Education and Second Language Education Program’s commitment toward excellence as inherent in the knowledge base, sets of skills, and dispositions; leadership;
and collaboration is integral to the COE’s conceptual framework. The outcomes inherent in the program’s major goals and objectives focus on the development of meaningful and productive university and school partnerships. They also focus on relevant and effective, research-based curriculum and instruction, and on innovative and technologically-based pedagogy for preparing teachers and teacher researchers to work effectively with linguistically and culturally diverse populations in school and community contexts. Students are active learners and assume collaborative roles in their efforts to acquire comprehensive knowledge bases and skills that prepare them as leaders, critical thinkers and problem-solvers in challenging and diverse educational contexts.

Statement on Alignment with the College’s Conceptual Framework
The three essential elements that underscore the values and commitments espoused by the College of Education.

- **Collaboration – Learning – Leading** – each of these elements is imbued with 1) a knowledge base, 2) a skills set, 3) a set of dispositions, 4) knowledge and appreciation of diversity, 5) knowledge and uses of technologies; and 6) a curriculum that meets and exceeds relevant program standards. (For expanded text see * at the end of this syllabus.)

This conceptual framework is based on the standards for professional development schools of the National Council for the Accreditation of Teacher Education - [http://www.ncate.org/public/standards.asp?ch=4](http://www.ncate.org/public/standards.asp?ch=4)

Integration of Technology
All students will 1) use the internet to collect data and state/national teaching requirements, 2) make and edit digital audio tapes of teaching episodes, and 3) make presentations using powerpoint or other presentation software.

Addressing the Needs of Diverse Learners
Developmentally-appropriate curriculum and best practices in bilingual education classrooms are especially important for children with special needs. This topic will frequently be addressed in class; research that specifically discusses diverse linguistic and cultural communities, and the strategies to address those needs. In addition, the diverse learners in the class will discuss and interact with their peers as they learn about instruction in bilingual education classrooms.

Main Assignments

1. Write an analytical paper on the **cognitive theories** of bilingual education (2-3 pages).

2. Analyze 2 or 3 legal cases or promulgations on bilingual education in a paper, 2-3 pages long. Use all of the available resources for this assignment, including web sites.

3. Oral presentations: Develop a **small group** POWERPONT presentation on a chapter from our textbook, using a jigsaw reading approach. Include 1) a hand-out for each
participant in the class, and 2) a list of questions based on the content of the chapter/article.

4. Develop a notebook that includes the following:

- A minimum of 6 reflections. Ideas for topics: your own experiences in bilingual education, on what you have learned; opinions about certain topics, philosophical discussions, your goals as a future bilingual educator
- Copies of the articles handed out in class or required to be copied from the web site PLUS three of your choice;
- Website review – select 2-3 web sites and evaluate them: what do you like about the website(s), how will you use the information, how can it be improved? Length – about 2 pages.
- Paper (see below)
- Your assignments

5. Develop a three to five-page paper on an issue(s) related to bilingual education. Start by posing a problem(s), discuss the issues and reasons for the problem(s), discuss a plan of action or ways to resolve the problem(s).

Evaluation Methods:
Based on a 100 point scale, grades will be assigned on the following basis: A 95-100, A- 90-94, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69. D 64-66, D- 60-63. F 59 or lower.

Assessment Rubrics:
Note: A hand-out with full explanation is available.

- Analytic Writing Assessment Scoring on the following traits: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.
  1) Beginning
  2) Emerging – need for revision outweighs strengths
  3) Developing – strengths and need for revision about equal
  4) Competent – strengths outweigh the needed revision
  5) Strong – shows control and skill
  6) Exceeds expectations

- Group Participation Scoring on the following traits: equal work, time, communication.
  1) Poor – did less work than others and some work not completed
  2) Average – did almost as much as others and late work completed
  3) Good – did equal share of work and work was completed on time
  4) Excellent – did full share of the work or more and ahead of time
Attendance: It is expected that class attendance is important to your understanding of the class content. As busy professionals, there are times when you cannot be in class. Naturally, you are responsible for any missed content or assignments.

Academic Dishonesty:
Students are expected to abide by the university’s academic honesty policy in all matters concerning this course. ([http://www.uh.edu/dos/hdbk/acad/achonpol.html](http://www.uh.edu/dos/hdbk/acad/achonpol.html)). In particular, plagiarism, “Representing as one’s own work the work of another without acknowledging the source,” whether intentional or unintentional, will not be tolerated. Penalties include failure of the entire assignment and referral to the department chair for consideration of additional action.

Incompletes:
Students will not be allowed to take an Incomplete in this course due to poor planning on their part. If you find you do have a legitimate reason for an Incomplete, please talk with me as soon as possible to discuss the situation and to identify the documentation that will be required to support your request. Please review the University of Houston catalog to review conditions under which an incomplete may be granted.
# Main topics and distribution of grade and due dates

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<thead>
<tr>
<th>Topic and Assignment</th>
<th>Due date</th>
<th>Percentage of total</th>
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<tbody>
<tr>
<td>1. Cognitive theories paper</td>
<td>OCT. 2</td>
<td>15</td>
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<td>2. Legal cases - analytical paper</td>
<td>OCT. 23</td>
<td>15</td>
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<td>3. Group presentation (hand-out)</td>
<td>OCT. – NOV.</td>
<td>15</td>
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<td>4. Notebook (reflections, website reviews, documents)</td>
<td>Finals week</td>
<td>20</td>
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<td>5. Paper on bilingual educ.</td>
<td>Finals week</td>
<td>20</td>
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<td>6. Exam</td>
<td>MID AND FINAL</td>
<td>10</td>
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<td>7. Participation &amp; quizzes – No more than 2 absences, please.</td>
<td>MID AND FINAL</td>
<td>5</td>
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*Please note the following important dates:*

<table>
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<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>Last day to drop a course or withdraw without receiving a grade.</td>
<td>September 18, 2006</td>
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<td>Monday</td>
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<td>Last day to drop a course or withdraw. Q grade eligibility period ends.</td>
<td>November 1, 2006</td>
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<td>Wednesday</td>
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<td>Make up days for class days officially cancelled by the university (if necessary) or Reading Period.</td>
<td>December 4-5, 2006</td>
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<td>Monday–Tuesday</td>
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