CUIN 3311 – Methods and Techniques in Bilingual Education

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SPRING 2007; Section No. 13884; TUESDAYS, 1-4 PM, 217 Farish Hall

NOTE FOR STUDENTS WITH DISABILITIES:

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.

NOTE FOR ALL STUDENTS:
Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. Please note that this is a field-based course. Students are required to complete a practicum in a school assigned by the instructor. About half of the course is devoted to the practicum. It is important that you attend ALL scheduled class meetings at the University and complete ALL practicum hours at your school. Besides a sign-in sheet, you will be asked to fill out a survey at the end of the practicum that asks about your activities at the school. Please make every effort to arrive to class on time.

Course Description

From the Undergraduate Catalog online:
http://www.uh.edu/academics/catalog/edu/cuin_courses.html
3311: Methods and Techniques in Bilingual Education  Cr. 3. (3-9). Prerequisite: CUIN 3310. Field-based course that focuses on methods in teaching content areas in Spanish. Taught in Spanish.

Information on the UH Bilingual Education Program, please see:
http://www.coe.uh.edu/mycoe/cuin/bilingual/undergrad-description.cfm

Links to important information:
(Note: All of the following links are directly or indirectly related to this course, however, number 3, NCELA, is the course’s major site.)

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<tbody>
<tr>
<td>2.1 Review for TExES and qualifier exam</td>
<td><a href="http://texes.ets.org/prepMaterials">http://texes.ets.org/prepMaterials</a>  <a href="http://falcon.tamucc.edu/~cskelton/TCTCT/#small1">http://falcon.tamucc.edu/~cskelton/TCTCT/#small1</a></td>
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<td>3. NCELA - National Clearinghouse For English Language Acquisition</td>
<td><a href="http://www.ncela.gwu.edu">http://www.ncela.gwu.edu</a>  <a href="http://www.ncela.gwu.edu/about/lieps/4_desc.html">http://www.ncela.gwu.edu/about/lieps/4_desc.html</a> (type of programs)</td>
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<td>5. BRJ – Bilingual Research Journal</td>
<td><a href="http://brj.asu.edu">http://brj.asu.edu</a></td>
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<td>8. NAEYC – National Association for the Education of Young Children</td>
<td>Standards: <a href="http://www.naeyc.org/accreditation/criteria/program_standards.html">http://www.naeyc.org/accreditation/criteria/program_standards.html</a></td>
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<td>Number</td>
<td>Organization</td>
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<tr>
<td>11.</td>
<td>NCTE - National Council of Teachers of English</td>
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<td>12.</td>
<td>ACEI - Association for Childhood Education International (Elementary Education)</td>
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<td>17.</td>
<td>SEDL – Southwest Educational Development Laboratory</td>
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<td>20.</td>
<td>NAGC - National Association for Gifted Children</td>
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Course Objectives:

Este curso tiene como objetivos los siguientes:  (in Spanish followed by English)

- Los participantes tendrán la oportunidad de observar un currículo que incluye los materiales, y las estrategias para la instrucción en programas de la educación bilingüe;
- Participants will have the opportunity to observe a curriculum first-hand that includes the materials and strategies in bilingual education;
- Los participantes tendrán la oportunidad de adquirir un entendimiento sobre la teoría dentro la pedagogía de la educación bilingüe y del inglés como segundo idioma; participarán en el análisis del currículo en general y específicamente para alumnos aprendiendo dos idiomas;
- Participants will have the opportunity to acquire an understanding of the theory in the bilingual education pedagogy as well as in English as a Second Language instruction; and they will engage in the analysis of the curriculum in general and specifically for students in the process of becoming bilingual; and
- Finalmente, participantes tendrán la oportunidad de desarrollar un currículo para usar con alumnos en la educación bilingüe.
- Finally, participants will have the opportunity to design a curriculum for students in bilingual education.

Recommended (not required) Materials:

- TEKS, the Spanish version, downloaded from www.tea.state.tx.us/teks/
- Diccionario inglés/español.

WEB SITE FOR READINGS: www.coe.uh.edu/iguadarrama

Web pages for EC-4 Bil Gen Qualifier and TExES:

http://texes.ets.org/prepMaterials
http://falcon.tamucc.edu/~cskelton/TCTCT/#small1
Main Assignments:

Notebook/Binder

- Journal entries: A minimum of 6 entries – posted on eClassroom forum (see Discussion Questions on page 8 of this syllabus). Include a copy of each in your Binder. Include a minimum one-page summary of all your entries at the time you submit your Binder. THE ENTRIES SHOULD FOCUS ON YOUR EXPERIENCES AT YOUR ASSIGNED SCHOOL. At least one entry should have a digital voice recorder file as an attachment.

- Professional Attributes Self-Evaluation – Complete the self-evaluation and include in your Binder.

- Survey – Post Practicum – Complete this survey at the end of the practicum experience and include it in your Binder.

- A copy of the TExES Bilingual Education standards in your Binder (www.sbec.state.tx.us/stand_framework/newedstandcertfldlevl.htm). What are some resources that can help you learn more about these competencies (select at least one resource)? PLEASE ATTEND ONE OF THE REVIEW SESSIONS, depending on when you intend to take the qualifying exam:
  - OCTOBER – FRIDAYS AT ONE
  - FEBRUARY – FRIDAYS AT ONE
  - JUNE – FRIDAYS AT ONE

- Unit planning activity. Complete the following on a separate sheet of paper and include it in your Binder.

  (See www.sedl.org/scimath/pasopartners for complete units in English and Spanish, or select a unit from your school).

  - Select one of the units; in a separate piece of paper provide the following information – please copy all of the information below:

    Name _____________________

    1. Briefly describe the unit:
       - Title and what this unit is about
       - Main goal(s) – what students learn from this unit
       - A brief description of at least two of your favorite lessons
• A brief description of an evaluation activity
2. Describe how you would include ESL in this unit?
3. Describe how you would help students develop their bilingualism?
4. Describe how you would help students develop their biliteracy?
5. Describe how you would make this unit more culturally relevant to the students?
6. Describe at least two other ways that parents may become involved in the unit.

Note: Please remember to cite your source(s) used for this activity.

• Collaborative Oral Presentation on Your Assigned School

Prepare and present a PowerPoint or Digital Story project that includes photos of your school. The presentation may include: facts about your school (use school profile information); teachers, administration, the campus, student work. Identify the outstanding features of your school as well as some areas that need improvement. Unfortunately, we are unable to photograph the children, unless you can get parent permission. (Include in your Binder a section on Your School). Besides photographs you can include artifacts such as letters to parents, checklists, classroom rules, student work, etc.) Include in your presentation information on the parent involvement component of the school.

Distribution of Grades and Due Dates

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Journal entries in eClassroom</td>
<td>20%</td>
<td>Feb. - April</td>
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<tr>
<td>Unit</td>
<td>20%</td>
<td>April 17 &amp; 24</td>
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<tr>
<td>Group Presentation -</td>
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<tr>
<td>Power point slides included</td>
<td>15%</td>
<td>April 24 &amp; May 1</td>
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<tr>
<td>Mid-term/Final</td>
<td>10%</td>
<td>March 20</td>
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<tr>
<td>Field-Based Component</td>
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<tr>
<td>(12 hours in practicum)</td>
<td>35%</td>
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<td>(Professional Attributes</td>
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<td>Self-Evaluation &amp; Practicum</td>
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<td>Survey)</td>
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<tr>
<td>Class Participation</td>
<td>_____</td>
<td>Every class period</td>
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Final Binder due May 4th.

CONTENTS

• JOURNAL ECLASSROOM ENTRIES (COPIES FROM ECLASSROOM SITE)
• TEXES BILINGUAL EDUCATION STANDARDS AND RESOURCES
• UNIT ACTIVITY SHEET (COPY)
• POWERPOINT SLIDES OF PRESENTATION ON YOUR SCHOOL
• ANY ARTIFACTS FROM YOUR SCHOOL PRACTICUM (ORGANIZED)
• PROFESSIONAL ATTRIBUTES SELF-EVALUATION (FILLED OUT)
• PRACTICUM SURVEY (FILLED OUT)

NO LATE ASSIGNMENTS, PLEASE!

IF YOU HAVE ANY QUESTIONS ABOUT THE ASSIGNMENTS, PLEASE SEND ME AN EMAIL AND I WILL BE VERY GLAD TO ASSIST YOU.

Important dates in the academic calendar:

January 29, 2007 – Official Reporting Day, last day to drop a course without hours counting towards the Enrollment Cap for Texas Residents
February 9, 2007 – Last day to file university application for graduation
February 13, 2007 – Last day to drop a course or withdraw without receiving a grade.
March 12-17, 2007 - Spring Break
April 3, 2007 – Last day to drop a course or withdraw
April 30, 2007 - Last day of classes
May 1, 2007 - Make up day for all classes canceled by the university.
May 8, 2007 - Final Exam
May 11, 2007 - Official Closing

ASSESSMENT SCALES

Rubric Scale for Notebook

1= Excellent work – exceeds HIGH standards
2= Very good – exceeds standards
3= Good – meets standards
4= Acceptable, even though errors are evident
5= Barely acceptable, errors are serious

Quality of Contents:

Originality

Well-researched, references noted

Completion of assignments

Grammatical and linguistic structures
Quality of Organization:
Logical, all materials are easily accessible
Table of contents included
Presentable and professional

Quality of Usefulness
Informative
Appropriate, relevant
Evidence of effort in developing materials

Other 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

E-Classroom Discussion Questions – These questions will be posted on the eClassroom forum. Your responses should be posted in the message area. Try to respond to one question per week. At the end of the course print out your message from the eClassroom forum and include these in your Final Binder with a summary page. Also, please take time to read ALL responses
posted by your classmates. Include a brief analysis of these responses in the summary cover page. Note: Answer ALL questions.

1. Describe your first impressions of your school and classroom (see below). Even though some of you will not be able to provide a descriptive narrative of your classroom this week, discuss what you hope to gain from this experience.

In providing a descriptive narrative of your school and classroom include information such as:

what does the school look like
what does your classroom look like - grade level, physical and social climate, room arrangement, etc.
what do you think about the teacher
what do you think about the students
what sort of activities did you observe
in what ways were you able to assist the teacher and students
who else in the school did you meet
what would you like to learn more about the school and classroom

2. Please describe language use in the following scenarios:

1) How much Spanish and how much English is used by the teacher? (approximately) What are the reason(s) that the teacher uses one language over the other? (based on your observation)

2) How much Spanish and how much English is used by the students when they speak to the teacher? And, how much English, how much Spanish, when they speak to each other? (based on your observations)

3) Is there a pattern of language use - for example, does the teacher use English or Spanish during a particular time - or does, he/she mix the languages? Do you think the teacher uses language, whether English or Spanish, effectively? Why or why not?

-- note: your descriptions do not have to be precise.

3. In this reflection please include as many of the following as possible:

1) Are the goals of the program you're observing clear and transparent? What are these goals?
2) Does the instruction or activities help children develop their language skills in both English and Spanish?
3) Does the program encourage children to use BOTH languages?
4) Does the teacher promote bilingualism as a valuable asset?

Would you do anything different to make this program model more effective? Please elaborate.

4. One of the most important areas of language development in a bilingual education classroom is the academic language. Please respond to as many of the following questions as possible:

1) Does the teacher make a concerted effort to systematically build the academic/cognitive language skills in his/her students - in Spanish and English? Give an example.

2) Does the teacher have a good idea of which children have developed their cognitive academic language in English and which students are still developing it? How does he/she know this? What does the teacher do to help the STRUGGLING students develop their cognitive/academic language skills?

What would you do differently to make sure that your students are learning their academic language skills in both English and Spanish?

5. You have probably noticed that some activities work better than others. Try to list the most effective strategies that you have observed.

For example: small group activities or cooperative learning, read-aloud techniques, learning center activities, discipline plan, routines, scheduling, use of manipulatives, the way a teacher presents the lesson, etc.

Are there any parents involved? What do they do?

6. Discuss the ways that the teacher (or others) helps students understand and value life-long learning. How does reading encourage children in this direction? What would you do differently to help children become life-long learners?

7. “Ask a Teacher” (for CUIN 3310)
To have a successful first year as a bilingual educator,

1. (Knowledge) What should a teacher know about teaching?
2. (Skills) What should a teacher be able to do?
3. (Understandings) What should a teacher understand about her/his role, the needs of her/his students, and the role of parents?
4. (Information) What information should the teacher have on hand?
5. (Resources) What resources should a teacher have access to?
6. (Preparation) How can a teacher prepare for her/his role?

***Required Documentation***

Academic Dishonesty - copying, cheating, plagiarism

The University of Houston defines academic dishonesty as “Employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements.” (Student Handbook, p. 8). Students are expected to do original work, including class assignments, etc. Penalties include failure of the entire assignment (0 points) and referral to the department chair for consideration of additional action. The Department of Curriculum and Instruction and its instructors reserve the right to employ stricter penalties if appropriate. Such action can include failure of the course and suspension from the university. Please read pages 8-11 of the University of Houston 1995 Student Handbook for further information.

Special Accommodations - For students wishing special accommodations for tests and assignments please contact the Center for Students with Disabilities at 713-743-5400.

* The Six Values and Commitments in Our Conceptual Framework

The slogan, Collaboration for Learning and Leading, is infused with six values and commitments:

- Knowledge, Skills, and Dispositions
- Instructional and Information Technologies
- Diversity
- Professional Development
- Assessment
- Standards

Each of the three essential elements is cross-laced by each of the six values and commitments.

For Collaboration we assert that:

- There is a knowledge base and a skill set that facilitate collaboration, and an orientation toward collaborative work is a matter of disposition.
- Information technologies facilitate collaboration and the constructivist use of instructional technologies requires collaboration.
• Effective collaboration requires a knowledge and appreciation of diversity among people with varying learning preferences and people from different cultural and ethnic backgrounds.
• Continuous professional development is not possible unless we join efforts with others.
• Collaboration must be defined and assessed in order for us to know that it has become a part of the way we work.
• Collaboration is a key component in all of the standards-based programs pursued in the College.

For Learning we assert that:
• Knowledge, skills, and dispositions are core ingredients of learning.
• Learning is facilitated by instructional and information technologies.
• We must understand and appreciation the diversity in peoples’ learning preferences and the ways their cultural and ethnic backgrounds influence learning.
• Lifelong learning is an extension of professional development.
• Learning processes and outcomes must be assessed or we cannot know if we are accomplishing our critical goals.
• Learning is the ultimate goal of programmatic standards.

For Leading we assert that:
• A knowledge base and skill set underlie effective leadership, and a favorable orientation toward initiating and promoting positive change requires the right disposition.
• Initiating and promoting positive change is enhanced by instructional and information technologies.
• We cannot promote change in others unless (1) we understand how diversity among people with varying learning preferences can affect change processes and (2) we understand how diversity in cultural and ethnic backgrounds can influence people’s responses to change.
• Taking leadership action is a part professional development for all educators, regardless of their titles and roles.
• Leadership, like learning, cannot be assumed to assert itself without our assessing it for processes and results.
• Initiating and promoting positive change is an expectation in all of the standards-based programs represented in the College.