Course Syllabus
EDBI 3387: Teaching Math, Science, and Social Studies in the Bilingual Classroom
Fall 2013

COURSE DESCRIPTION

This course will provide students with the research and theoretical framework for the teaching of each of the content areas as well as with the actual planning and development of a unit that integrates the content areas in the bilingual classroom. They will be involved in micro-teaching activities and will use technology in the presentation of their unit. Students will explore different types of bilingual programs and language use in each, as well as develop activities that enhance the bilingual student's self-concept.

COURSE SEQUENCE IN CURRICULUM and PREREQUISITE INFORMATION

Students must have completed EDUC 4301 Curriculum & Instruction in the Elementary School.

DATE AND TIME OF CLASS MEETINGS:

Wednesday: 3:20 – 17:45

ROOM NUMBER

Hinton 123

INSTRUCTOR INFORMATION

Name/Title: Encarna Bermejo, PhD
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Office Phone: 281-649-3967
Office Location: UAC-143
Office Hours: T (3:30 -5:00), W (11 to 2), TH (3:30 to 5:30) other times available by appointment

LEARNING RESOURCES

Ovando, C.J., & Collier, V. (1998). Bilingual And ESL Classrooms. Teaching in Multicultural Contexts. New York, NY: Mc Graw-Hill
Castigan et al (1989), El Sabelotodo. Carmel, CA: Hampton-Brown

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord." In relation to the mission of the University, this course will help students to acquire the academic skills and knowledge necessary for effective inclusion of ESL students in their teaching, including the design of a supportive classroom atmosphere, appropriate interactions in the teaching/learning processes, and an awareness of and sensitivity to what is needed in the ESL classroom. This course is taught in a Christian environment and emphasizes educational excellence, respect for all persons, personal growth, a sense of community, and service as the students are being prepared for the teaching profession.

RELATION TO THE GOALS AND PURPOSES OF THE SCHOOL OF EDUCATION

The mission of The School of Education is to prepare students to be effective professional educators who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

- the courses and mentoring necessary for **a solid pedagogical grounding** in the art, science and practice of teaching;

- **essential learning experiences** that will provide a sure foundation of knowledge and wisdom; and,

- an understanding of their **Christian mission and calling** as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the School of Education, this course will prepare learners to function as knowledgeable and effective teachers/scholars of students in a bilingual classroom with an understanding of research and methodology applicable to the teaching of the content areas in the bilingual classroom, as well as promote students' ability to create a learning environment where students, parents and teachers work together to develop a Christian community.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Explain different activities that can help develop the self-concept of the bilingual student based on Cummins' Framework on Educators' Roles
2. Integrate listening, speaking, reading, and writing through the content areas.
3. Integrate the different content areas by designing an integrated thematic unit.
4. Apply a variety of strategies, materials and specific vocabulary in their unit.
5. Demonstrate knowledge of current research in the teaching of the content areas in the bilingual classroom.
6. Use technology as a means of instruction to teach one of the content areas.

SCHOOL OF EDUCATION REQUIREMENTS---TExES AND IDA STANDARDS

- The course learning objectives acquired through the experiences in this course support both the TEA Standards for Pedagogy and Professional Responsibilities and Standards and the International Dyslexia Association (IDA) Standards for Reading.
- A matrix at the end of this document indicates the PPR topics and IDA standards addressed in this course.
- Appropriate grade level TEA guidelines and TEKS are included as part of this course.
- A list of specific TexES competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at**: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp**

TExES Standards.
The following TExES Pedagogy and Professional Responsibilities Standards are addressed in part or in full in this course:

Domain I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Domain IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The following TExES EC-6, PPR competencies are represented in this course:
Insert competencies here in the format below:
001 The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
009 The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
010 The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
012 The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

The following TExES Bilingual/ESL Generalist EC-6 competencies are represented in this course:
004 The beginning bilingual education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

Technology Objectives.
Following the completion of the course, the student will be able to:

1. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information
2. Use technology to synthesize knowledge, create and modify solutions, and evaluate results
3. Communicate in different formats.
4. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.

Writing and Oral Standards
Through reading, written assignments, and discussion, students will acquire and demonstrate a basic understanding of goals, issues, and research/theory, which inform pedagogical practice in the education of English language learners (ELL's)

IDA Standards.
The following International Dyslexia Association (IDA) Standards are addressed in part or in full in this course: E-1. Structured Language Teaching: Phonology.A. Discuss the phonological features of a second lnguage, such as Spanish, and how they interfere with English pronunciation and phonics.

TOPICAL OUTLINE
A course agenda is included at the end of this syllabus.

TEACHING/LEARNING STRATEGIES
Course activities include:
1. lecture/explanation
2. class discussion

3. cooperative learning activities
4. written homework and short project assignments which require research, summarizing of information, and reflection;
5. and fieldwork which involves observation, application of theory to practice, synthesis and evaluation.

ASSESSMENT FOR LEARNING
Course requirements. The following will be required:

* See the agenda at the end of this syllabus for due dates

Assignments			Learning Objectives	Standards	Point Value
Exam			1, 2		20%
Final Exam			1, 2, 4		20%
Portfolio Evaluation			1,2,4,5		60%
	a. Self-concept activity	5%			
	b. Unit	30%			
	c. Type of bilingual program	5%			
	d. Field Experience	10%			
	e. Paper/report	10%			

1. Regular and prompt attendance
2. Active participation in daily activities and discussions
3. Study of assigned readings
4. Portfolio
    a) Self-concept activity
    b) A thematic unit that integrates language arts, science, math, and social studies. Three lesson plans per content area
    c) Unit sharing. Lessons presentation
    d) Article sharing
5. 1 exam, 1 final and 1 paper/report.

Grading standards:
School of Education Undergraduate Grading Scale:
92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Appraisal. Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies. Please see the official Attendance Policy in the HBU Classroom Policy on Blackboard. Students missing more than 25% of the class will be given a failing grade.

Late Work. All assignments are expected to be completed in their entirety by the beginning of class on the due date, even if the student is not in class. Late work is strongly discouraged. Work may be submitted late ONLY (with proper documentation for illness or other emergency situations) within the following TWO calendar days, including weekends, for a maximum grade value of 80. No work will be accepted after that deadline passes. As professionals it is imperative to complete responsibilities and tasks in a timely, effective manner. [If work is returned for revision, it is expected to be re-submitted as directed by the professor regarding the due date and the maximum grade value of the revised effort.]

Missed Tests . All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities.   Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the <u>University Classroom Policy</u> addendum to this course syllabus.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Encarna Bermejo

<u>Encarna Bermejo</u>   <u>August 9, 2013</u>

EDBI 3387
Teaching Math, Science, and Social Studies in the Bilingual Classroom
<u>TENTATIVE SCHEDULE</u>

Date	Lecture Topic: Class Assignment

Week (1) Aug. 28	Course Introduction Teaching bilingual students. Cummins' Model
Week (2) Sep. 4 *Labor Day 9/02*	Program Models. Ch. 2
Week (3) Sep. 11 *September 11 is the last day to drop without a W*	Learning Strategies. Ch. 3
Week (4) Sep. 18	Science: Ch. 6
Week (5) Sep. 25	Science: Ch.6
Week (6) Oct.2	Unit planning
Week (7) Oct.9	Unit planning
Week (8) Oct.16	Unit sharing
Week (9) Oct.23	Exam
Week (10) Oct. 30 **November 1st is the last day to drop with a W**	Math: Hand-out
Week (11) Nov.6	Unit planning
Week (12) Nov.13	Unit sharing
Week (13) Nov.20	Social studies: Ch.7
Week (14) Nov.27 *11/27 – 11/29 Thanksgiving Holiday*	Unit planning
Week (15) Dec.4	Unit sharing Review

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics listed and described in the course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to the following:

- course description; course sequence in the curriculum and pr-requisite information;
- instructor information and learning resources;

- relation to the mission of the University and to the goals and purposes of School of Education;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- additional policies for this class: **attendance,** late work, missed tests and electronic devices; and
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If you share answers in any way, both students will receive a "0" for the test and/or fail this course. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a "0" and/or course failure. **DO NOT**:

- copy another person's paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor's approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement**. I understand that at any time during the course, I may request clarification, if needed.

_____

Printed Name   Signature   Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

Source: TEA Audit Monitoring Handbook 2009

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2	
I, II, III	3. Child Development	Programs will teach a variety of theories for child development.	
I, II, III,	4. Motivation	Programs will select from a variety of theories and methods appropriate for teaching motivation.	
I, II, III	5. Learning Theories	Programs will teach a variety of learning theories	*Course reading, discussion, class activities, and assessment.*
I, III	6. TEKS Organization,	http://ritter.tea. state.tx.us/teks/	
I, III	*7.* Content TEKS	http://ritter.tea. state.tx.us/teks/	*TEKS are researched for the unit plan and lesson plan activities*
I, II, IV	8. TAKS Responsibilities	http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, II, III	9. Curriculum Development and Lesson Planning	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	
I, III	10. Classroom Assessment and Diagnosing Learning Needs	Programs will select from a variety of theories and methods appropriate for teaching formative assessment to diagnose learning needs and other types of classroom assessment.	
II, IV	11. Classroom Management	Programs will select from a variety of theories and methods appropriate for teaching classroom management.	
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills	A. ESL/ Bilingual ELPS 1. learning strategies 2. listening 3. speaking 4. reading 5. writing B. G/T 1. Learner characteristics and development 2. Instructional strategies	ELPS are researched for the unit plan and lesson plan activities Course reading, discussion, class activities, and

		3. Socio-cultural influences 4. Identifying GT 5. Special Education 1. Acronyms/Terms 2. Modifications/ Accommodations 3. Inclusion 4. Parent Involvement 5. Discipline	assessment.
III, IV	13. Parent Conferencing and Communication Skills	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	SBEC Tech . Stds. for All Teachers 1.Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	Students use technology to share their presentations of the unit projects for the course. Blackboard is used for many tasks: submitting work, communication, grading, etc.
I, III, IV	15.Pedagogy/ Instructional Strategies *http://olc.spsd.sk.ca/DE/PD/instr/index.html*	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	
I, II, III, IV	16. Differentiated Instruction	Programs will teach a variety of instructional strategies suitable for differentiating instruction.	
IV	17. Certification Test Preparation (6 clock hours required)	Testing study guides, standards, frameworks, competencies www.texes.ets.org	Addressed in other required coursework

Websites
http://escholarship.org/uc/item/65

Course Content and Related Topics Bibliography
See Learning Resources

Collier, V. & Thomas, W. (2002). A National Study of School Effectiveness for Language Minority Students' Long-Term Academic
Classical References

Aristotle (350 B.C.E.). *Nicomachean ethics. (*Part of the Internet Classics Archive):

> http://classics.mit.edu/Aristotle/nicomachaen.html or in McKeon, R.—Editor *(1941). Basic works*

> *of Aristotle*. Random House

Benjamin, H.R.W., (1939). Saber-*tooth curriculum, including other lectures in the history of*

Paleolithic education, McGraw-Hill.

Bloom, B, 1956. *Taxonomy of educational objectives: Handbook I, The cognitive domain.* New York:

> David McKay & Co.

Dewey, J. (1916). *Democracy and education.* New York: McMillan.

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. City: Basic Books.

Glasser, W., (1968). *Schools without failure*. New York: Harper & Row.

Goodlad, J. (1984). *A place called school*. New York: McGraw-Hill.

Kounin, J. (1970). *Discipline and group management in classrooms*. New York: Holt, Reinhardt and

> Winston.

Paul, R. and Elder, L. (2006). *The art of Socratic questioning.* Dillon Beach, CA: Foundation for Critical

> Thinking.

> [Socrates did not leave writings; however, his questioning strategies remain an important

> instructional strategy. This book is a seminal explanation of how to use Socratic questioning.]

Self-Concept Activity (5 pts)

Design a workshop to enhance the self-concept of a linguistically-diverse student addressing one of the parameters in Cummins' Educator's Roles Model.

Unit Assignment: (30 Pts)

I   Science (10 pts)
             a) Yearly Plan
             b) Objectives
             c) Activities
             d) Lesson

II   Math   (10 pts)
             a) Yearly Plan
             b) Objectives
             c) Activities
             d) Lesson

III   Social Studies (10 pts)
             a) Yearly Plan
             b) Objectives
             c) Activities
             d) Lesson

Descriptor	Exemplary 5	Very Good 4	Appropriate 3	Needs Improvement 1-2
Self-Concept Activity	Exemplary development of workshop: Includes: activities that address one of Cummins's parameters	Very good	Appropriate	Incomplete
Unit	Exemplary development of: I. **<u>Science</u>** a) Yearly Plan	Very good	Appropriate	Incomplete
	b) Objectives			
	c) Activities			
	d) Lesson			
	<u>II. Math</u> a) Yearly Plan			
	b) Objectives			
	c) Activities			
	d) Lesson			
	<u>III. Social Studies</u> a) Yearly Plan			
	b) Objectives			
	c) Activities			
	d) Lesson			

Assessment Rubric for Field Experience Project

Observations   on the following:

- **Ways to enhance the self-concept of linguistic minority students (20 points)**
- **Theories and methods for the teaching of science, math and social studies (30 points)**
- **How to plan a unit that integrates the content areas, namely, Science, Math, and Social studies (30 points)**
- **Use of technology in the classroom (20 points)**
- **Journal**
  - One entry for each designated day. Written in multiple paragraphs describing what you experienced/thought/felt/learned: not just descriptions of what you did & saw--& info about the designated topic.

- **Field Experience Log.**
  - All parts completed appropriately, including signatures & total number of hours: 15 (5 points penalty if not included)