Boise State University
Teacher Education Course Syllabus
Fall Semester 2015

ED LLC 503  Applied Theoretical Foundations of Bilingual Education/ESL
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Conceptual Framework: The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Standard 2. Knowledge of human development and Learning – The teacher understands How students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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<thead>
<tr>
<th>Standards/Indicators Addressed</th>
<th>Assessment Methods</th>
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<td>Disposition</td>
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<td>1. The teacher appreciates the importance of understanding the evolution and existence of bilingual and ENL programs.</td>
<td>ED-BLESL 503</td>
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<td>2. The teacher appreciates the similarities and differences between cultures as well as the contributions of various cultures.</td>
<td>ED-BLESL 501; ED-BLSEL 503</td>
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<td>3. The teacher recognizes the interconnectedness of learning ENL with all content areas.</td>
<td>ED-BLESL 503</td>
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<td>1. The teacher respects linguistic and dialectical differences.</td>
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<td>2. The teacher appreciates students’ growth in both their primary and new language(s).</td>
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<td>3. The teacher appreciates the important role of a first language and how it interacts with and influences the process of learning a new language.</td>
<td>ED-BLESL 503</td>
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<td>4. The teacher values biliteracy.</td>
<td>1. The teacher plans and delivers instruction using knowledge of language and culture on human development.</td>
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2. The teacher integrates language and content instruction appropriate to the students’ stages of language acquisition.

3. The teacher encourages students to use their first language as a resource to promote academic learning.

4. The teacher uses strategies and approaches that promote biliteracy, and ultimately, English language acquisition.

**TEXTS:** Selected Readings provided by Instructor via Blackboard
Literacy con Cariño (New Edition) 1998
Death at an Early Age Kozol

**COURSE DESCRIPTION:** This is a course on the study and analysis of bilingual education and English as a Second Language programs. Students will study the most current research on student assessment, program implementation and adaptation of these programs to community needs.

**ATTENDANCE & PARTICIPATION 25%:** Class participation requires all of us to give our undivided attention to each speaker throughout the course. Part of my responsibilities is to ensure that we all respect the right of a speaker. My ongoing assessment includes monitoring this point. If you want to comment to a neighbor, write down your comments and share them with all of us when appropriate or after class. Attendance, punctuality, attentiveness to others count. We all have an obligation with a reciprocal interaction format.

**HOMEWORK 25%:** Academic dialogue journals (BLACKBOARD) are a standard requirement to be exchanged at each class meeting. These entries will be evaluated by the instructor at the end of the course for quantity & quality (analysis, synthesis, application, questioning & responding).

**FINAL REFLECTION PAPER 50%:** An analysis, synthesis, application paper focusing on major concepts and issues raised during class discussions, projects, and in readings which demonstrates comprehension of course objectives.

**COURSE OBJECTIVES:**
* to understand theoretical foundations of language acquisition, bilingualism, biliteracy and identity politics.
* to be able to critique pedagogy using theoretical yardsticks
* to understand political dimensions of monolingualism/bilingualism
* to gain experience in program development to meet needs of minority students
* to understand the language/concepts of language & literacy proficiency
* to understand role of educator to minimize bias is schools

**Week 1:**
Culture Circle (Medicine Bear/Bowers)
Cultural Creatives – Butterfly
Bahruth/Steiner: Upstream in the Mainstream
Freire – Importance of the Act of Reading
Purpel: On the Vocation of Teaching
The Bear Who Wasn’t
Week 2:  Gabbard:  The Prairie is Wide... Vol. 1 CC  
Bahruth:  Bilingual Education  
Shor:  Education is Politics  
Pugh, Ovando, Schonemann:  Political Life of Language  
Leistyna:  White Ethnic Unconsciousness... Vol. 2 CC  
Bahruth:  Teaching Language as a Political Act

Week 3:  Macedo:  Decolonizing English Only  
Nieto:  Bringing BE Out of the Basement  
Giroux:  Intro: The Kids Aren’t Alright  
Schmidt:  Disciplined Minds (excerpt)  
Final Discussions:  Final Reflection Paper  40%

Academic Honesty

Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s).

Grading Procedures

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<th>Percentage</th>
<th>Description of Assignment</th>
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25  **HOMEWORK:** Blackboard Discussions as Academic dialogue journals are a standard requirement to be written after each class meeting. Entries will be evaluated by the instructor at the end of the course for quantity & quality.

25  Attendance and Participation: If you're absent or consistently late this will detract from your grade proportionally. We all have an obligation with a reciprocal interaction format

50  **FINAL Synthesis PAPER:** An analysis, synthesis, application paper
focusing on major concepts and issues raised during class discussions, projects, and in readings which demonstrates comprehension of course objectives.

GRADING: Grading Scale: A+ to A=Outstanding  A- to B=Good  B- to C=Acceptable