ED-LLC 511 Contemporary Issues in Bilingual Education/ESL  
Fall 2015

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<tr>
<th>Instructor: Dr. Christina Nava</th>
<th>Credit Hours: 2 Graduate Credits</th>
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<tr>
<td>Email: <a href="mailto:christianamirez-nava@u.boisestate.edu">christianamirez-nava@u.boisestate.edu</a></td>
<td>Class Dates: August 28-29 &amp; September 18-19, 2015</td>
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<td>Office Phone: 208-332-6876</td>
<td>Class Time: F/S 4:00 – 10:00 pm &amp; 8:00 am – 5:00 pm</td>
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<td>Location: Education Building Room 223</td>
<td>Office hours: By appointment</td>
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**Course Description**

Current issues and their political ramifications in the fields of bilingual/multicultural education, and English as a second language. Critique of current trends in education and creating an awareness of how teachers can enhance their advocacy for students, parents and stakeholders.

**Textbook/Resources/Materials**

Textbook(s): A variety of articles will be assigned during the course.  
Course Management System: Blackboard accessed at [http://my.boisestate.edu](http://my.boisestate.edu)

**Instructional Strategies**

Whole/small group activities/discussion  
Reading/writing activities  
Reflective thinking/critical analysis  
Blackboard assignments/discussions

**Communication/Announcements**

Class announcements and reminders will be sent to your campus email account and posted in Blackboard.

**Course Goals**

The course is designed to prepare students to:

- Examine the current issues and trends in bilingual education, and English as a second language;
  - Understand the identification & assessment of English Learners (ELs);
  - Study the changing role of ELL and content teachers;
  - Explore the differences between disability and language;
  - Understand the integration of Immigrant & Refugee Students in the US;
- Examine State and Federal Regulations that protect the rights of English Learners (ELs);
- Interpret and Analyze Data regarding English Learners;
- Identify advocacy strategies for English Learners and their families

**Danielson’s Framework for Teaching**

The Danielson’s Framework for Teaching is a model for professional practice. The following domains and components are specifically taught in this course:

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<th>Domain 1: Planning &amp; Preparation</th>
<th>Domain 2: The Classroom Environment</th>
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<td>1b – Demonstrating Knowledge of Students</td>
<td>2a – Creating an Environment of Respect &amp; Rapport</td>
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<td>1d – Demonstrating Knowledge of Resources</td>
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<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Domain 3: Instruction</th>
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<td>4c – Communicating with Families</td>
<td>3e – Demonstrating Flexibility &amp; Responsiveness</td>
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<td>4d – Participating in a Professional Community</td>
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<td>4e – Growing and Developing Professionally</td>
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<td>4f – Showing Professionalism</td>
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Idaho Professional Standards for Bilingual/ENL Teachers

Standard 1: Knowledge of Subject Matter
1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.

Standard 3: Modifying Instruction for Individual Needs
3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

Standard 10: Partnerships
1. The teacher understands the benefits of family and community involvement in students’ linguistic, academic, and social development.
2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Student Expectations/Responsibilities
Student success in this course includes the following:

- **Attendance:** Students are expected to attend class, be on time, and responsible for the content covered when not in attendance. In unavoidable circumstances, which prevent your attendance, let me know in advance by email.

- **Class Preparation:** Complete assigned reading and assignments prior to class. Unless otherwise specified, assignments should be typed with high quality content, mechanics, and formatting.

- **Class Participation:** Be actively involved in our community of learners not just be an observer. Be consistent in sharing your ideas and questions and listening attentively to others. Do not use class time to text or check email, Facebook, Twitter, etc.

- **Respect and Confidentiality:** The topics in this class may result in controversial discussions. Whatever your personal views, it is important that you are always respectful of others. This class should be a safe environment to explore complex issues and advocacy.

- **Due Dates:** Unless otherwise specified, all assignments are due at the beginning of class whether you are in attendance or not. If communicated in advance of the due date, extensions may be granted for emergencies or hardships.

Policy for Submitting Assignments Late
Assignments turned in late will be deducted 10% per week with a maximum deduction of 30%. The last day to turn in assignments is October 19, 2015.

Assignments/Assessments
1. **Professionalism (30% of total grade)**
   Professionalism involves regular attendance, quality preparation, and advocacy for English Learners.

2. **Blackboard Assignments/Discussion (20% of Total Grade)**
   Participation in Blackboard assignments and discussion topics to strengthen knowledge about topics.

3. **Classroom Group Presentation (25% of Total Grade)**
   Create an interactive presentation (PowerPoint, Prezi, Infographic, etc…) addressing a contemporary issue and the possible impact (negative and positive) this issue has on students and families. Include advocacy strategies or approaches that educators can use to take a stance on the issue. A grading rubric for this group assignment will be provided. Due September 19, 2015.

4. **Response Paper for a Contemporary Issue (25% of Total Grade)**
   Write a 5-page minimum (double-spaced, 12 font, Times New Roman, 1 inch margins) response paper addressing a contemporary issue; write about the possible impact (negative and positive) this issue has on students and families. Include advocacy strategies or approaches that educators can use to take a stance on the issue. A grading rubric for this assignment will be provided. Due October 19, 2015.
Special Accommodations
Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations must be approved through the DRC prior to being implemented. To learn more about the accommodation process, visit the DRC’s website at http://drc.boisestate.edu/new-drc-students/

Academic Integrity
All students are required to adhere to Boise State University’s Student Code of Conduct on academic dishonesty. Cheating or plagiarism in any form is unacceptable. All work submitted must reflect your own ideas and current understanding. Citations must be included, if applicable. Assignments completed for this course must be original documents and cannot be work that has been submitted for another course without prior approval from the instructor. You may review this policy at http://registrar.boisestate.edu/general-information-and-policies/academic-integrity.

Copyright Restrictions
Access and use of course content is restricted to enrolled students for the duration of the course. Any use or distribution of those materials outside the class may violate the US Copyright Act.