Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Textbooks:
Crawford, J. *Educating English Learners: Language Diversity in the Classroom*. Los Angeles: Bilingual Education Services, 2004 (fifth edition). (C)

Readings from the following books are available on WebCT:

Course Description:
Investigation of the philosophies and theories of schooling in bilingual societies, with focus on language policy and the sociological, psychological, and legal aspects involved. Emphasis on applications related to bilingual-bicultural education in Texas.

Rationale:
Bilingual education in the U.S. functions in a socio-historical context that deeply impacts programs at the local level. Future bilingual educators must understand fully this context in order to be effectively prepared to meet the challenges they will confront as professionals. In addition, the rapidly changing and dramatically enhanced research base for bilingual education creates an urgent need for future practitioners to engage in in-depth examination of critical theoretical issues that impact policy within this area.

Outline of Course
I. Historical and Philosophical Foundations
II. Politics of Bilingual Education
III. Theoretical and Research Issues
IV. Bilingual Education Practice
   A. Program Models
   B. Instructional Issues
V. Bilingual Education in Texas

VI. The Critical Link: Parents and Community

PRIMARY LEARNING OBJECTIVES FOR BBL 3053

1. You will learn fundamental principles, generalizations, and theories related to the field of bilingual education.
2. You will learn to apply course material to address issues and to arrive at decisions related to effective instructional practices for bilingual learners.
3. You will learn how to analyze and critically evaluate ideas, arguments, and points of view related to bilingual education and bilingualism in our society.
4. You will learn how to find and use resources for answering questions related to bilingual education.

Course Requirements

1. Strict attendance and class participation
2. WebCT discussion as assigned
3. Two activities with written reports
4. Reflective paper
5. One quiz
6. Exams (2): midterm and final examination

Grading: (440 points total)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>Quiz (1)</td>
<td>30</td>
</tr>
<tr>
<td>Midterm</td>
<td>100 Class Participation</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 [includes attendance, class interaction, reading comprehension checks, and WebCT Discussion]</td>
</tr>
<tr>
<td>Reflective Paper</td>
<td>100</td>
</tr>
</tbody>
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Required Course Activities: Broadening Perspectives on Bilingual-Bicultural Education

Three separate activities are required by the course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>A) searching for information on the internet</td>
<td>Written report (WebCT Mail)</td>
</tr>
<tr>
<td>B) attending a professional conference and event(s) or lectures related to course themes</td>
<td>Written report (WebCT Mail)</td>
</tr>
<tr>
<td>C) visiting a bilingual school and interacting with teachers, students, parents</td>
<td>Reflective paper (submit two hard copies)</td>
</tr>
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</table>

Each activity is designed to broaden your perspective on bilingual-bicultural education and to provide additional background information that can assist you in understanding the theoretical foundations discussed in the readings and lectures. You will submit reflective reports upon completion of each activity. A separate handout explains how each assignment should be completed. The reports will be due at different times — the first report is due.