Greetings and welcome to *Bilingual Education Research*. The course will examine research on bilingual education. Research presented in the class encompasses a variety of traditions of inquiry, models and methods. We will examine how past and current politics and policies shape and influence research on bilingualism and education, as well as the impact of such policies on district, school, and classroom practices. From another perspective, we will identify and analyze literature as consumers of research that can affect academic-related performance and other areas related to student success.

In this course you will have opportunities to:

- Understand and describe models of research and methodologies used in bilingual education research.
- Link 1\textsuperscript{st} and 2\textsuperscript{nd} language acquisition theories to classroom practices.
- Critically examine educational research that pertains to second language learners through the selection and analyses of literature.
- Know classic and current works in the field of bilingual education research.
- Distinguish between various models of research and evaluation as they apply to the context of bilingual education.
- Understand and describe interactions of research and public policy.
- Understand and describe current national and state research issues that shape and influence bilingual education.
REQUIRED TEXTS


Supplemental Readings will be placed on WEBCT or available on netlibrary.com

RECOMMENDED TEXTS


PARTICIPATION AND ATTENDANCE: 5 points

Students are expected to prepare for classroom discussions and activities by completing assigned readings PRIOR to coming to class. Such preparation will help them understand the content matter more effectively and prepare them for in-class discussions, activities, and assignments. Therefore, if a student does not read the required readings, s/he will not be able to participate in class and points will be deducted from the final grade for repeated lack of preparedness and participation.

Attendance of scheduled classes is MANDATORY for the completion of this course. Your presence and participation will contribute to the overall success of our class. Activities designed for class participation cannot be replicated apart from class sessions. Therefore, attendance is expected for each class session. Attendance will be checked at the beginning of each class period. It is the student’s responsibility to initial/sign-in the class roster. In order to be considered present for the class, the student must arrive on time and remain for the entire class period.

No absences are allowed in this course except for those due to a conflict with the practice or celebration of a student’s religion, or extreme emergencies. (“Emergency” is to be left to the discretion of the professor.) Upon the second (2) unexcused absence, the student will be asked to drop the course. If the drop period has expired, the student will receive a reduction in the final grade by one letter grade. For example, an “A” will be reduced to a “B.” Each additional absence will result in a subsequent reduction of the final grade by an additional letter grade.

Tardiness will be considered as absence by the total minutes missed in each class period. Each 30 minutes of class time that are missed due to tardiness or leaving early will be equivalent to
one unexcused absence. The university professor will then apply the consequences for absences explained above.

**BACKGROUND AND EXPERIENCES WITH BILINGUALISM AND BILINGUAL EDUCATION ESSAY: 5 Points**
In an essay of 3 pages explain your personal background and your experiences with bilingual education. Perhaps you were an English Learner in US public schools, an immigrant from another country, and/or a bilingual teacher. It may also be possible that you have no direct experiences with bilingualism or bilingual education, but may know about it from the media or larger society. Essay may be written in English or Spanish. Be prepared to share your essay.

**DUE: Week 3.**

**FACILITATION OF A CLASS SESSION: 10 points**
Beginning Week 3, students will become class facilitators. Because of the relative “small” size of our class, you will be the sole facilitator for that week. Your facilitation of a class session requires you to 1) prepare 4-5 discussion questions about the readings for class and post them on WEBCT the two (2) days before the class meets so that the instructor and your classmates have a chance to review the questions before hand. 2) provide your classmates with a one-page synthesis of the main points or key arguments of the readings—please bring enough copies for everyone; 3) bring another activity or visual—i.e. short video clip/powerpoint slides—to reinforce understanding of topic at hand—DO NOT MERELY SUMMARIZE THE READINGS. You will have approximately forty minutes (40) of our class time to accomplish your facilitation. The time should be divided up approximately as follows: 15 minutes review of main points/key arguments and activity/visual reinforcement. 30 minutes discussion of questions.

**DUE: Ongoing**

**REACTION PAPERS: 10 points each paper**
Write 2 critical papers examining the articles/chapters and theory(ies) presented in class. These papers are NOT summaries of theories. Write about something that is problematic or enigmatic. Use the class readings, theories, and discussions to inform your work. One of the reaction papers may be on the readings assigned for your class facilitation session. Students must submit their reaction paper one week after class discussion. Limit 3 pages. Paper may be written in English or Spanish. **DUE: ongoing**

**POWERPOINT PRESENTATION: 25 Points**
Each student (or team) will develop a professional powerpoint presentation similar to an in-service workshop or parent training workshop on some aspect of bilingual education research, the history and tenets of bilingual education; bilingual education policies; effective models of bilingual education; dual language education; or any other class-related theory and practice. While you must prepare the entire presentation, you will summarize its contents and present it to our class during weeks 6-14. **Please turn in 2 hardcopies of this presentation.** 20 minutes.

Below are the components of this professional endeavor:

1. Presentation outline
   a. Introduce what your talk/in-service entails
   b. A statement of goals/objectives
c. An explanation of why you selected this topic or area
d. Description of the audience you imagine presenting to
e. An outline of time distribution

2. Theoretical framework
   a. State your theoretical framework
   b. Cite theorists/researchers and their work you used to create your theoretical framework

3. Presentation of topic itself
   a. Background
   b. Key points
   c. Examples to support key points
   d. Participant activities
   e. Check for understanding
   f. Incorporate audio-visuals

4. Integrate readings or theories presented in class into your workshop; additional ones are also acceptable

5. Anticipate three questions audience members may pose and your responses

**Final Research Paper: 35 points**
To allow students to apply the themes and ideas of the course to an area of particular personal interest, students will prepare a 12-15 page final research paper pertaining to bilingual education research. Topics must be approved in advance by the instructor. Proposals are due **February 23, 2008**. The final paper is due **April 27, 2008**.

**COURSE REQUIREMENTS:**

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<th>Requirement</th>
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<td>2. Background experiences</td>
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<td>3. Facilitation of class discussion</td>
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<td>5. Powerpoint Presentation /</td>
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**EXPECTATIONS**

**Quality of Completed Work**
A standard of written Spanish or English appropriate for master’s level students will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer with appropriate word processing software. Facilities are available on both UTSA campuses for this purpose. To improve readability of assignments, standard print styles should be used (e.g. Times New Roman, Arial, Times, New York). **Font size must be 12 point.** Please do not use bold lettering. Title pages, including your name, course, assignment topic, and date are required for ALL written assignments. Pages should be stapled together and numbered. **Full credit cannot be earned for work that does not meet these professional standards.**
Submission of Completed Work
Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor prior to the due date. (Legitimate printing problems do not apply.) If you are absent on the day an assignment is due, you should make arrangements to submit the assignment on time to avoid the loss of points for late submission. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmission will be allowed unless the professor requests the student to do so.