EDLD 607
Seminar in Bilingual Education and TESOL II
University of Northern Colorado
This is not the final syllabus:
Please wait until the second week of the semester to print-out

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A. COURSE DESCRIPTION

Students will have the opportunity to synthesize and integrate what has been learned in the content, pedagogy, and research methods coursework, with classroom teaching and other work-related experiences. A major goal of this course is the design and implementation of a culminating research or professional development project in which students examine an important question or topic related to the education of linguistically and culturally diverse learners. Teachers will discuss and reflect upon their projects in a safe environment where they can explore with one another the pedagogical, content, and research knowledge gained in the graduate program, as well as the ways in which they have grown professionally and personally.

B. PREREQUISITES

EDLD 592, EDLD 593, EDLD 594, EDLD 602, EDLD 603, EDLD 604, EDLD 605, EDLD 606, SRM 600, and EDF 610

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE

While K-12 teachers are often encouraged to implement ‘research-based’ practices in their classrooms, teachers are not often prepared to be critical, “consumers” of educational research, nor “producers” of research themselves. In response to this gap in teacher education, there has been a growing movement to prepare teachers to become professionals who can improve their practice and knowledge of the field by studying important questions that grow out of their own experiences, as well as current educational research. In addition, teacher growth in understanding and expertise can be enhanced through participation in a professional learning community, where students reflect critically upon their learning with support and feedback from colleagues and the instructor.

D. PROFESSIONAL STANDARDS MET
COLORADO CLD STANDARDS
8.22(1) The educator of linguistically diverse students is knowledgeable about first and second language acquisition and learning, including the nature of bilingualism
and multilingualism, and the relationships and implications of each in the teaching of second language learner.

8.22(2) The educator of linguistically diverse students is knowledgeable about the foundations of the English language and the principles of English language acquisition, including linguistics, psycholinguistics, and sociolinguistics, and the contrast between the features and styles of English with other languages.

8.22(3) The educator of linguistically diverse students is knowledgeable about language teaching methodology and instructional techniques for teaching a wide range of linguistically diverse students, K-12, founded on scientifically-based research and proven and effective applications; content based strategies; identification, selection, evaluation, design and adaptation of appropriate instructional materials; and child and adolescent literature from various cultures.

8.22(4) The educator of linguistically diverse students is knowledgeable about assessment practices and applications in the instructional process.

8.22(5) The educator of linguistically diverse students is knowledgeable about communication strategies and availability of resources…

8.22(6) The educator of linguistically diverse shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

8.23(1) The linguistically diverse education specialist: bilingual education is knowledgeable about and is able to:

8.23(1) (a) demonstrate a high level of proficiency in the structure and use of a language other than English, including, but not limited to reading, writing, and oral communication skills.

8.23(1) (b) effectively deliver content instruction in the student’s native or heritage language.

8.23(1) (c) demonstrate a high level of proficiency in English language use and functions, including, but not limited to: reading, writing and oral communication skills.

TESOL Standards

1b. Language Acquisition and Development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

2.a. Nature and Role of Culture. Candidates understand and apply concepts about the interrelationship between language and culture; candidates understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.

2.b. Cultural Groups and Identity. Candidates know, understand and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.

5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.
5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students’ families.

E. COURSE OBJECTIVES

1. To provide an opportunity for teachers to complete a teacher research or professional development project that is of particular interest to them, and that will positively impact their knowledge and understanding of best practices in the education of linguistically and culturally diverse students.
2. To provide an opportunity for students to analyze, synthesize, and evaluate the content and understandings gained in their graduate program.
3. To guide students in the development of a quality product that summarizes findings gained from the results of their graduate program.
4. To provide a forum for presenting and discussing students’ culminating project.
5. To prepare students to be knowledgeable about, to critically read, and to produce empirical research that meets standards in the field of educational research.

F. COURSE CONTENT
Students will conduct independent research projects based on research proposals developed in EDLD 605.

G. COURSE REQUIREMENTS

1. Participation and Attendance (10%). Students will post works in progress, participate in discussions about their research projects, and provide feedback to a reading partner on a draft. Skype sessions with your professor are optional. Due weekly

2. Presentation of Research Paper (20%). Students will post a presentation created with Power Point or equivalent, with voice-over, visuals, tables/charts, and minimal text. 15 minutes maximum to view. Due Nov. 23

3. Final Research Paper (70%). Students will conduct, analyze, and write-up results of an applied research project (the design and literature review were completed in EDLD 605). This paper will demonstrate your ability to conduct and report a graduate level empirical research project. Students will submit versions of the paper over the course of the semester as well as the final. The final project, including your proposal written in EDLD 605, should be written in a 30-page paper, not including Title Page, Abstract, Appendices, and References. If you plan to publish or present your study in public settings you must obtain UNC IRB approval. Due Dec. 10.

NOTE: In order to graduate in December 2014, you must submit a ROUGH DRAFT of your major research paper by Nov. 9.

The final paper will include:
a. Title page with abstract
b. Introduction
c. Lit Review
d. Methodology
e. Results
f. Discussion
g. Conclusion
h. References
i. Appendices (if applicable)

Papers should be formatted using APA style, 12-point font, 1.0” margins left and right, 1.0” margins top and bottom. Do not use bold or underlines, except as indicated by the APA manual. Mastering APA citation and formatting style is a requirement for completing your graduate degree program.

Those students who want to graduate Fall semester 2013, must submit a rough draft of their major research paper by Nov. 14. The Graduate School must be notified that you’ve passed the equivalent of the comprehensive exam by Nov. 15.

H. GRADING CRITERIA

1. Final Research Paper 80
2. Participation 10
3. Research Presentation 10
Total 100

Grading Scale
100-95% = A 79-75% = C+
94-90% = A- 74-70% = C
89-85% = B+ 69-65% = D
84-80% = B  ≤ 64% = F

I. REQUIRED READINGS:
Online materials related to conducting and writing-up research.

J. SUGGESTED READING

**K. DISABILITY ACCESS**
Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or visit [www.unco.edu/dss](http://www.unco.edu/dss) to certify documentation of disability and to ensure that accommodations are implemented in a timely fashion.

**L. INCLUSIVITY IN THE CLASSROOM AND UNC COMMUNITY**
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own. Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity ([http://www.unco.edu/cebs/diversity/framework.html](http://www.unco.edu/cebs/diversity/framework.html)).

**M. LATE AND INCOMPLETE POLICY**
You will be allowed one week to turn in late assignments. After one week late work will no longer be accepted. University Policy on Incompletes:

An Incomplete grade is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family). Incompletes will not be given for any other circumstances.”

**N. COURSE SCHEDULE**