

**Syllabus**

**SCHOOL OF EDUCATION AND LEADERSHIP**  
**ESL 551: Researching: History of Bilingual Education and**  
**Advocacy**

3 Credits  
Effective: Winter 2016/2017

*Access to the Internet is required.*  
*All written assignments must be in Microsoft-Word-compatible formats.*  
*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

This course is an introduction to the history of bilingual education, relevant federal education legislation, and court cases which are related to the teaching of English to students whose first language is not English. Legal cases relevant to advocacy for English Language Learners (ELL) and their families are examined. Upon completion of this course, candidates can effectively advocate for the rights of ELL students and families.

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **COURSE OUTCOMES**

In this course, learners:

- Analyze opportunities to advocate for ELL students
- Identify the major legislation and legal cases concerning the education of ELL learners in the state of Washington and the United States
- Demonstrate how knowledge of the major legislation and legal cases related to ELL instruction help teachers to advocate for the English language learner

## **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- Advocacy for ELL students and their families
- Bilingual education
- Elementary and Secondary Education Act (ESEA)
- Lau et. al vs. Nichols (1974)
- LULAC vs. Florida Department of Education (1990)

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Bilingual Education History Analysis	30%
Bilingual Education Legal Cases Summary and Analysis	30%
Discussion Questions	20%
Instructor Determined Assignments; including participation	20%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Bilingual Education History Analysis

Candidates research the Elementary & Secondary Education Act (ESEA) and the Title VII: Bilingual Education Act. The ESEA was established in 1968 and has had several reauthorizations and amendments over the years. Research the original act as well as the reauthorizations. Candidates write a report of four to seven pages on the Bilingual Education Act. Include: • Summary of the original Bilingual Education Act and all subsequent reauthorizations of the Act; • Analysis of the adequacy and implications of the current Act on the education of ELL students; • Synthesis of how applying knowledge of the tenets of the Act and the legal cases may increase a teacher's ability to meet the needs and requirements of mainstreamed ELL students and facilitate advocacy for ELL students and their families.

<i>Components</i>	<i>% of Grade</i>
Summary of legislation	35%
Analysis and implications of legislation	40%
Organization and appropriate use of written English conventions	10%
Personal plan for currency	15%
<b>TOTAL</b>	<b>100%</b>

### Bilingual Education Legal Cases Summary and Analysis

Candidates research the two following legal cases pertaining to bilingual education using both primary legal findings and secondary information from professional journal articles: • Lau et. al vs. Nichols (1974). • LULAC vs. Florida Department of Education (1990). Candidates choose one additional legal case of interest. Summarize each of the three legal cases. Include names, dates and other critical information for identification of each case. Analyze each case as to how it assists teachers to better meet the needs and requirements of mainstreamed ELL students.

<i>Components</i>	<i>% of Grade</i>
Legal cases summary	45%
Analysis of cases	45%
Organization and conventions	10%
<b>TOTAL</b>	<b>100%</b>

### Discussion Questions

Candidates respond to discussion question/s in each session. Thoughtful and topic-relevant responses are made to classmates. There should be clear evidence of the text and course resources in the discussion question responses. After completing each of the assigned readings, candidates respond to the discussion question(s) for the session. Comments and questions for discussion should be clear and thoughtful, with correct grammar, spelling, and punctuation. As with written assignments, the quality of the discussion questions is graded on both content and presentation.

<i>Components</i>	<i>% of Grade</i>
Meets requirements in a timely manner	20%
Quality of responses	50%
Quantity of responses	30%
<b>TOTAL</b>	<b>100%</b>

### Instructor Determined Assignments; including participation

Class participation expands the participant's knowledge and ability to implement strategies learned in the course. Candidates are expected to demonstrate a professionalism by attending classes, participating in class and on Blackboard, and creating respectful interactions with colleagues. Candidates are also called on periodically to take leadership roles within the class, or as a part of a small group. Leadership skill-building opportunities include classroom, online participation, and essential dispositions. The instructor may determine other required assignment(s) that become part of each candidate's grade. For such assignments, the instructor provides a written assignment description and supporting advance guidance, including a rubric that guides performance expectations for candidates and defines how the instructor will grade the assignment.

<i>Components</i>	<i>% of Grade</i>
Contribution	20%
Preparation	20%
Attendance	20%
Communication	20%
Essential Dispositions	20%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

### **Late Assignments**

LATE ASSIGNMENT

### **Participation**

PARTICIPATION

## **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **UNIVERSITY POLICIES**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful

Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

**Smarthinking Tutoring**

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.