Course Syllabus

EDCI630 Issues in the Education of English Language Learners

Course Description

EDCI 630 Issues in the Education of English Language Learners. Analysis of current research, practice, trends, and public policy issues in education as they relate to English language learners in K-12 settings.

Required Text


The book is available at the UMD Bookstore. We'll provide copies of book chapters for the first week only to give you a little time to get your book.

Course Organization and Outline

The course will consist of five modules: (1) overview of bilingualism; (2) codeswitching; (3) bilingual learners and education policy in the US; (4) programs for bilingual learners; and (5) explanations of achievement differences among English language learners. You’ll see each module on the Bb page under Learning Modules (from the left-hand navigation bar). (All module names and content description will be visible now, but each module will become accessible only as its opening date approaches.)

Time Commitment and Deadlines

While online courses offer much greater flexibility for delivery of content, students should clearly understand that the courses are not intended to be less challenging than traditional face-to-face equivalents. As in traditional face-to-face classes, students should expect to spend approximately about nine hours of time per week for each hour of enrollment in an online summer course.

Course delivery is "asynchronous," meaning that you do not need to be online at any specific time to interact with others in the class; but there are specific deadlines throughout the course, generally falling on one-week intervals.

Tip: A new learning module starts every three weeks. Because some modules might be more challenging than others, you should take some time at the start of each module to familiarize yourself with all the planned activities so you can pace yourself appropriately.

Grading

Your final grade will be based on the following distribution:

(1) Discussion Board Participation – 20%
(2) Quizzes – 50%
(3) Paper – 30%

A description of each of these assignments follows.

Discussion Board Participation

You should engage in meaningful and constructive participation in class, and should plan to be actively engaged in class discussions. Your participation should consist of doing all assigned readings, studying course content posted on the Bb page, responding and activity participating in class discussions, and completing assignments in a timely manner.
Your participation in the Bb Discussion Board will be a significant part of your grade. You are encouraged to participate in discussions, post questions about content, and, significantly, to offer your own answers to other students’ questions.

How often should you post? Throughout the learning modules, you’ll be invited to go to the Discussion Board and comment at various times. Please be sure to take up these invitations and comment each time they come up. The number of times you’re "invited" to post each module is the minimum number of expected posts for full discussion board credit. But of course, we hope you’ll exceed expectations in the interest of keeping compelling conversations going!

Discussion Board contributions will be graded after each module is completed. Please note that contributions to the Introductions and Hallway Conversation forums are required but will not be part of your Bb Discussion Board grade. We’ll use a Final Paper Discussion forum as well; while you are required to post in this forum too, it is used for the duration and won’t be graded until the end of the class.

Quizzes

There will be five quizzes in the course, one for each module. Quizzes are timed for one hour and must be completed in a single sitting. You can retake a quiz once if you are not satisfied with your grade. Quiz questions are designed to assess whether you have done the assigned readings and attended to other content presented in course modules.

A practice quiz on the syllabus is available in this section, Course Information; please be sure to take it after you’ve read the syllabus. You are required to retake this special quiz until you score 100% correct.

*You may refer to your notes and book while taking the quizzes, but cannot work with another person on any of the questions.* Students are bound by the University of Maryland [Honor Pledge](https://elms.umd.edu/webapps/blackboard/content/listContent.jsp?course...), which reads, "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Paper

Your paper topic should relate to bilingual learners. You will select a more narrowly defined topic to write a short literature review. A topic for the paper will surface as you progress through the course. In each module, we’ll complete an assignment or two to help prepare you for the paper.

The paper should be 10-12 pages, double-spaced, 12-point font (excluding references). The paper should be a critical review of the literature regarding a particular topic, and it must include discussion of at least four scholarly publications not assigned in class. However, the number of references you use will depend on the scope of your specific topic.

The paper will be uploaded and submitted from within the Final Paper module located at the bottom of the Learning Modules section of the course. We'll be working to keep you mindful of your final paper as we progress, and will explore topics and ideas for your paper. You'll have a few days after the final module closes to wrap up the paper, but you should start working on the time we get to Module 4, if not earlier. **The paper will be due at midnight, December 16.**

As in all your UMD courses, please affix the University of Maryland [Honor Pledge](https://elms.umd.edu/webapps/blackboard/content/listContent.jsp?course...) to the title page of your paper: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Looking forward to the course!