Fall 2012 SYLLABUS for
BLED 402-01E: Bilingual Oral Language and Biliteracy Instruction AND
BLED 502-01E: Social & Academic Language Development for Bilingual Learners
Location: EDS 129 Time: Tuesday 4:30 – 7:10 PM

Instructor: Associate Professor Laura Chris Green, Ph.D.
Office Location: EDS (Education South) 132B
Office Hours: Tues and Wed 1:30 to 4:00 PM and by appointment
Office Fax: 903-886-5581 Email Address: Chris.Green@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
Textbooks Required:


Supplementary readings and handouts for activities during class sessions are listed on the course calendar and available through links on the website course.

Course Description:
**BLED 402**: Bilingual Oral Language & Biliteracy Instruction: Methods, Materials, & Assessment
An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for oral language and literacy development in elementary bilingual classrooms. Opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy. Pre/corequisites BLED 401, RDG 350 and advanced proficiency in Spanish.
BLED 502: Social and Academic Language Development for Bilingual Learners
Analysis and application of research-based approaches to the development of oral and written language in English Language Learners that result in biliteracy and high academic achievement. Preparation and adaptation of holistic, thematically based materials and activities and critical evaluation of existing materials in Spanish. Pre/corequisite BLED 501 and advanced proficiency in Spanish.

Course Objectives:
This course is designed to help prepare students for the TExES Content Area test required to obtain EC-6 Bilingual Generalist certification. We will focus on the following standards for the Bilingual Supplemental Test (Test 164):
Bilingual Education: The bilingual education teacher …
Standard I: has communicative competence and academic language proficiency in the first language (Spanish) and in the second language (English).
Standard II: has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
Standard III: knows the process of first and second language acquisition and development.
Standard IV: has a comprehensive knowledge of the development and assessment of literacy in the primary language.
Standard V: has a comprehensive knowledge of the development and assessment of biliteracy.

Student Learning Outcomes: The student will ...
1. Understand and apply theories of L1 and L2 acquisition and development.
2. Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
3. Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.
4. Assess the reading of an ELL in Spanish and make recommendations for appropriate literacy instruction based on the results.
5. Design and demonstrate an activity from a literature-based unit in Spanish.

COURSE REQUIREMENTS FOR BLED 402
700 points total

1. Attendance/Professionalism, (10 pts X 10 sessions = 100 pts, 14%) : Attend all class sessions, arrive on time, and stay the entire time. Read all assigned chapters before they are due, participate in discussion both in small and large group and exhibit all expected aspects of professionalism (see the course policies.)
Student Learning Outcome #1: Understand and apply theories of L1 and L2 acquisition and development.
Student Learning Outcome #2: Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
Assessment Method: If all the above is done, you will get 10 points per session.
2. Website Reports (100 pts, 14%) : Students will visit 9 assigned websites from the webliography as well as locating and visiting one additional website in Spanish that is not in the webliography. They will summarize and evaluate the resources found for all 10 sites using the required format.
Student Learning Outcome #3: Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.
Assessment Method: Adherence to the required format and evidence that the student has spent sufficient time exploring the assigned websites (based on length and detail within each report).
3. **Multicultural Bibliographies** (100 pts, 14%): Undergraduate students will work with one or two partners to find, read and evaluate 10 authentic Latino children’s books in Spanish. They will also share their favorite book with the whole group, reading aloud, with expression, the first couple of pages.  
**Student Learning Outcome #1:** Understand and apply theories of L1 and L2 acquisition and development.  
**Student Learning Outcome #3:** Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.  
**Assessment Method:** The bibliographies will be assessed using the **Multicultural Bibliography Checklist**.  
4. **Reading Assessment** (200 pts, 29%): Students will gather background educational information about a bilingual student who is in first grade or beyond, interview the child with an interest inventory and assess his/her Spanish reading skills using an informal reading inventory (IRI). The students will also create a summary report for the data which they will submit along with the completed IRI forms and make appropriate instructional recommendations designed to improve the child’s oral language and literacy skills.  
**Student Learning Outcome #4:** Assess the reading of an ELL in Spanish and make recommendations for appropriate literacy instruction based on the results.  
**Assessment Method:** The Reading Assessment report and its accompanying documents will be assessed using the **Reading Assessment Checklist**.  
5. **Language Arts Unit** (200 pts, 29%): Using a book found during the multicultural bibliographies assignment, students will work with one or two partners to create a literature-based language arts unit plan in Spanish and demonstrate selected activities from it. The plan will include listening, speaking, reading and writing activities based on the children’s book. The rest of the class will role play students and complete a rubric to provide the demonstrators with some feedback on their lesson delivery.  
**Student Learning Outcome #1:** Understand and apply theories of L1 and L2 acquisition and development.  
**Student Learning Outcome #3:** Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.  
**Student Learning Outcome #5:** Design and demonstrate an activity from a literature-based unit in English or Spanish*.  
**Assessment Method:**  
- The lesson plans will be assessed using the **Language Arts Unit Checklist**.  
- The Mini-Teach demonstrations will be assessed using the **Mini-Teach Demos Rubric**.  

### COURSE REQUIREMENTS FOR BLED 502  
1,000 points total

1. **Attendance/Professionalism** (25 pts X 4 sessions = 100 pts, 10%): Attend all class sessions, arrive on time, and stay the entire time. Read all assigned chapters before they are due, participate in discussion both in small & large group & exhibit all expected aspects of professionalism (see the course policies.)  
**Student Learning Outcome #1:** Understand and apply theories of L1 and L2 acquisition and development.  
**Student Learning Outcome #2:** Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.  
**Assessment Method:** If all the above is done, you will get 25 points per session.  
2. **Reflections** (25 pts X 3 reflections = 75 pts, 7.5%). Do the assigned reading. Summarize it and reflect on what you see as the implications for your practice as a bilingual teacher.  
**Student Learning Outcome #2:** Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.  
**Assessment Method:** Must meet minimum length of 1 ½ pages, single spaced, provide an adequate summary and provide at least 3 implications for your teaching.
3. **Pedagogy Reports** (25 pts X 5 reports = 125 pts, **12.5%**): Review the handouts provided as instructional strategies/lesson ideas and try them out if possible with your students. Write a report to describe how you applied the strategy/lesson or would apply/adapt it to your own classroom.

   **Student Learning Outcome #1:** Understand and apply theories of L1 and L2 acquisition and development.

   **Student Learning Outcome #3:** Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.

   **Assessment Method:** Must meet minimum length of 1 ½ pages, single spaced, and provide an adequate description of how you used or might use the ideas in the handout.

4. **Graduate Student Projects** (150 pts, **15%**): Graduate students will choose from among several options, all of which will require uploading PowerPoint slides and a written report to the online course as well as doing a presentation using the slides in class. Each project will require that students submit a project proposal to the instructor for prior approval one month before it is due.

   **Student Learning Outcome #1:** Understand and apply theories of L1 and L2 acquisition and development.

   **Student Learning Outcome #2:** Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.

   **Student Learning Outcome #3:** Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.

   **Assessment Method:** The projects will be evaluated both on the quality of the written report as well as of the oral presentation in class and the accompanying slides.

5. **Authors** (50 pts X 3 sets of writing samples = 150 pts, **15%**): Read the assigned chapters in *Authors in the Classroom* and follow the directions given to create a poem, book, etc. per chapter either yourself as an author or guiding your students to do so. If you yourself create the writings, those should be sent. If you have students do them, select the writings from one of your students to send in.

   **Student Learning Outcome #1:** Understand and apply theories of L1 and L2 acquisition and development.

   **Student Learning Outcome #3:** Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.

   **Assessment Method:** The writing samples will show evidence that the directions from the book were followed, but also show creativity. Inclusion of graphics a plus.

6. **Reading Assessment** (200 pts, **20%**): Same as for BLED 402.

7. **Language Arts Unit** (200 pts, **20%**): Same as for BLED 402.

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### GRADING POLICIES

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<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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**Electronic Gradebook:**
- All grades will be recorded in the online gradebook. This allows you to see how many points each assignment was awarded and what percentage score you have earned up to that point in time, 24 hours a day, seven days a week.
- Click on the score itself to see if the instructor has made any comments such as complementing various aspects of your work or making suggestions for improvement.

BLED 402/502 Course Syllabus, page 4

Fall 2012

Dr. Chris Green, Texas A & M University – Commerce
Attendance/Participation:
- Each class session is worth 10 points. If you are absent, you cannot participate and so cannot earn attendance/participation points, therefore 10 points will be subtracted for every absence (EXCUSED OR UNEXCUSED).
- 3 points will be subtracted for each partial absence of 15 or more minutes due to arriving late (includes breaks) or leaving early.
- If due to unusual circumstances such as an extended illness or unexpected work responsibilities, the student misses more than two sessions, he/she should contact the instructor to see if additional makeup assignments can be obtained and completed.

Late turn-ins:
- All assignments are to be completed and uploaded by 12 PM on the day they are due. A hard copy must also be provided on the due date to the instructor.
- 10% of the points awarded for an assignment will be subtracted for each day it is turned in late (after 12 PM) until it reaches 50%. Thereafter late assignments will be accepted for half credit up until the last class session.

Written Assignments (5% subtracted per item):
- Include a header (name, date, course) on all your written assignments. Put it all on one line.
- Font size must not exceed 12 point. Times Roman preferred.
- Margins should be no larger than 1” on all sides.
- Reports should be single-spaced with double spacing between sections.
- College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc errors will result in points deducted.

Cite your Sources: APA style should be used for all references. Include a citation in the body of your report (Author, Year) and a bibliography at the end. A complete guide to APA style is available at http://owl.english.purdue.edu/owl/resource/560/01/.

Example of citation in text:
The U.S. government states that educational agencies and schools are accountable for student success and that adequate yearly progress as determined by measurable objectives must be met (NCLB, 2001, p. 81).

Example of references to be included in a bibliography at the end of your work:


TECHNOLOGY REQUIREMENTS

Technologies Needed:

- Internet access/connection – high speed recommended (not dial-up)
- Internet Explorer (6.0, 7.0, or 8.0) or Firefox (3.0).

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

If your Internet access at home is not high speed, you may have difficulty uploading and downloading files, including your assignments. If this is the case for you, I suggest you use the computer labs on campus to send in your work.

ACCESS AND NAVIGATION

eCollege Access and Log in Information
This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

How the Course is Organized
The course consists of 13 units, ten of which will meet face to face. The remaining three will be entirely online. Each unit, whether the face to face sessions or the online ones, corresponds to a calendar week and there is a Unit page for each unit. On each Unit page, there are links to supplementary readings and handouts for class activities. Students should print these out and bring them to class. The objectives for the current session and the homework for the next session, including links to the supplementary readings and handouts, are also listed on the Unit page. PowerPoint slides (in 2003 format) to accompany the instructor’s lectures and to provide interactive activities are also provided for each face to face class session. These can be found in doc sharing, which is found in the tools listed at the top of each page. Click on Slides and you will see the list of slideshows provided.

Complete instructions for all written assignments are included in the unit scheduled for the date the assignment is due. Check the Course Calendar for this date and its associated unit. Find each Assignment link by clicking on the appropriate Unit link on the left navigation bar which will then reveal the Assignment link below it. The online instructions provide step by step directions for how to accomplish the assignment, links to sample papers and other resources such as report templates, and links to rubrics and checklists that will be used to assess the assignment. Please review these instructions and all associated documents carefully before beginning your assignments.

A dropbox, clearly labeled using the name of the assignment, is set up for every assignment. The boxes are found under the dropbox tab on the top toolbar in eCollege. Upload all assignments electronically into the dropbox by 12 PM on the day they are due. Use Microsoft Word as your word processor and save your files with a .doc extension. Bring a hard copy of your work to class for turn-in.
A webliography with over 80 links of instructional websites of special interest to bilingual and ESL educators to facilitate your website reports assignment is provided. You are also invited to explore these websites to increase your knowledge of Internet resources available to you for your teaching.

COMMUNICATION AND SUPPORT

eCollege Student Technical Support
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)

Email
You can easily use the “Email” tab on the top toolbar of eCollege to email me, any one individual or the whole class if you like. I will only send email to your university email addresses using this system so please check your MyLeo email frequently. Feel free to communicate with me and your classmates via email if you have any questions or concerns (other than tech support issues). If, for example, you have to miss class, although not required, I appreciate a message telling me why you will not be with us. (You still won’t get any attendance points for the missed session, but I’ll worry about you less.) Another good way to use the email capabilities of eCollege is to communicate with your partner(s) about your team assignments.

DO NOT, however, send me your work as an email attachment. Send it to me via the dropbox as I have limits on my university email, and it could get blocked. Also, I am not looking for it in my email. I’m looking for it in the right dropbox, which is attached to the gradebook.

Dropbox
Your assignments are to be uploaded, as an attachment, to the appropriate dropbox. For team assignments, every person on the team needs to upload the work into his/her dropbox. I recommend you not wait until the last minute to upload your work to the dropbox as you may encounter technical difficulties and end up with lateness penalties. Do not type your work into the box that opens up or copy and paste text from your document into it. The box is for your comments to me about the work, eg. “Dr. Green, please grade this latest report, not the one I sent yesterday as I made some corrections.” I may send you comments via this box as well, so please click on the score to see my feedback to you.

eCollege Announcements
When you log on to the course via your myLeo, please check to see if there are any announcements. I often pass on announcements from the university as well as make my own about events such as BESO (Bilingual/ESL Education Student Organization) meetings. I may also post here such things as changes in the schedule such as when assignments are due or provide further clarifications for specific assignments.
Doc Sharing and Webliography

Often other students like to have access to your work such as the graduate student projects, the multicultural bibliographies and the language arts units. Consider (not required, optional) uploading your work into the doc sharing area, clicking on “Share with entire class. “If you find a great website, consider adding it to the webliography so that others can view it as well.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Professional Conduct Expected: “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment” (Student’s Guide Handbook, Policies and Procedures, Conduct).

- **Attendance**: Attendance at all class sessions is **required and essential** to your success in this course. You are expected to arrive on time and return from breaks promptly.
- **In Case of an Absence**: IT IS YOUR RESPONSIBILITY TO DETERMINE WHAT YOU MISSED. Select a buddy who will be willing to collect any materials and take notes for you if you are out.

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<tr>
<th>Name</th>
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- **Collaborative learning**: You will be regularly assigned to work with one or more partners during class sessions. You are expected to do your share of the assigned work while not dominating the conversation/activities. If you have a problem with a team member(s) and are unable to resolve it, let the instructor know early via email or private conversation.
- **Cell Phones**: Turn off all cell phones or put them on vibrate upon entering the classroom. If there is an emergency and you need to leave it on, please notify me before class.
- **Plagiarism**: Plagiarism will result in a grade of F for the assignment and possibly the course. Further infractions could result in dismissal from the teacher education program. Plagiarism consists of copying directly from a source without properly citing the source. It is also using someone else’s work and claiming it as your own. For more information see [http://www.plagiarism.org/](http://www.plagiarism.org/) or [http://www.mydistancecourses.org/owl/course/view.php?id=29](http://www.mydistancecourses.org/owl/course/view.php?id=29).

**Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services, Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
COURSE CALENDAR for BLED 402
Graduate students only attend starred dates (see course calendar for BLED 502)

<table>
<thead>
<tr>
<th>Unit &amp; Due Date</th>
<th>Handouts</th>
<th>Readings and Assignments Due</th>
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<tbody>
<tr>
<td>#1 Aug 28</td>
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<tr>
<td></td>
<td>Syllabus</td>
<td>Introductions &amp; review syllabus</td>
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<td>Acronyms Cloze, Acronyms Revealed &amp; At the Pasar</td>
<td>Online course overview</td>
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<tr>
<td>#2 Sept 11</td>
<td>Rock Around the Clock, Jazz Chants &amp; Which Shoes?</td>
<td><em>A Magical Encounter</em>, Chaps 1-2</td>
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<td>A Magical Encounter and Words of Jade &amp; Coral</td>
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<tr>
<td>#3 Sept 18</td>
<td>Vocabulary Strategies</td>
<td><em>A Magical Encounter</em>, Chaps 3-4</td>
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<td>Once Upon a World and Using the Magic</td>
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<td>#4 Sept 25</td>
<td>Abuela Lesson</td>
<td>Discuss website reports</td>
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<td><em>Authors in the Classroom</em>, Chapters 1-3</td>
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<td>Transformative Education, Authors in the Classroom &amp; the Role of Dialogue</td>
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<tr>
<td>#5 Oct 2</td>
<td>La lagartija y el sol or The Lizard &amp; the Sun Lesson</td>
<td><em>Authors in the Classroom</em>, Units 1 &amp; 2</td>
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<td>Affirming Self &amp; Recognizing Human Qualities</td>
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<tr>
<td>#6 Oct 9</td>
<td>Piggy Book Lesson &amp; Basic Chart</td>
<td><em>Authors in the Classroom</em>, Chaps 3-5</td>
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<td>Strengthening Self Identify, Building Communities &amp; The Power of Transformation</td>
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<td>#7 Oct 16</td>
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<td>#8 Oct 23</td>
<td>The Important Thing Lesson</td>
<td>Graduate student presentations</td>
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<td>Share books from multicultural bibliographies</td>
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<td><em>Authors in the Classroom</em>, Chaps 6-7</td>
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<td>Understanding the Past/Creating the Future &amp; Discovering Our Capacities &amp; Strengths</td>
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<td>#9 Oct 30</td>
<td>Color Trigger Writing Lesson &amp; Latino Children's Literature article</td>
<td>Discuss reading assessments</td>
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<td><em>Authors in the Classroom</em>, Chaps 8-10</td>
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<td>Learning to Know, Developing Relationships &amp; From Yesterday to Today</td>
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<tr>
<td>#10 Nov 6</td>
<td></td>
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<tr>
<td>#11 Nov 13</td>
<td>Mini-Teach Demos Rubric (about 12 copies)</td>
<td>DUE: LANGUAGE ARTS PLANS</td>
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<td></td>
<td></td>
<td>Graduate Student Demos &amp; 1 or 2 Team Demos</td>
</tr>
<tr>
<td>#12 Nov 27</td>
<td></td>
<td>Remaining Team Demos</td>
</tr>
<tr>
<td>#13 Dec 4</td>
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LABOR DAY HOLIDAY

THANKSGIVING HOLIDAY
**COURSE CALENDAR for BLED 502**
Four Face to Face Sessions Starred. Rest is online.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Readings and Assignments Due</th>
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<tbody>
<tr>
<td>1ST FACE TO FACE</td>
<td><strong>Handouts:</strong> Syllabus, Acronyms Cloze, Acronyms Revealed &amp; At the Pasar Introductions, review syllabus &amp; online course overview</td>
</tr>
<tr>
<td>2</td>
<td><strong>Sept 11</strong>&lt;br&gt;• Read <em>A Magical Encounter</em>, Chaps 1-2, and write Reflection #1&lt;br&gt;• Review Rock Around the Clock, Jazz Chants &amp; Which Shoes? handouts. Do Pedagogy Report #1.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Sept 18</strong>&lt;br&gt;• Read <em>A Magical Encounter</em>, Chaps 3-4, and write Reflection #2&lt;br&gt;• Review Vocabulary Strategies handout. Do Pedagogy Report #2.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Sept 25</strong>&lt;br&gt;• Complete and upload your Project Proposal</td>
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<tr>
<td>2ND FACE TO FACE</td>
<td><strong>Print out and review Abuela lesson handout. Bring copy to class.</strong>&lt;br&gt;<strong>Bring a copy of your Project Proposal to class and be prepared to briefly describe it to the class.</strong></td>
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<tr>
<td>6</td>
<td><strong>Oct 9</strong>&lt;br&gt;• Print out and review La lagartija y el sol/The Lizard and the Sun lesson. Do Pedagogy Report #3.&lt;br&gt;• Read <em>Authors in the Classroom</em>, Units 1 &amp; 2. Create an I Am book &amp; an Acrostic, written by you or your students. Upload yours or one each done by a student as Authors #1.</td>
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<tr>
<td>7</td>
<td><strong>Oct 16</strong>&lt;br&gt;• Print out and review the Piggy Book &amp; Basic Chart handouts/lesson. Do Pedagogy Report #4.&lt;br&gt;• Read <em>Authors in the Classroom</em>, Chaps 3-5. Create a Story of My Name, an ABC or counting book, &amp; a contrasting book. Upload yours or one each done by a student as Authors #2.</td>
</tr>
<tr>
<td>8</td>
<td><strong>Oct 23</strong>&lt;br&gt;• Complete and upload your Project Report and PowerPoint Slides</td>
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<tr>
<td>3RD FACE TO FACE</td>
<td><strong>Print out and review The Important Thing lesson.</strong>&lt;br&gt;<strong>Bring a copy of your Project Report and Slides to class and present them to the class.</strong>&lt;br&gt;<strong>Read Authors in the Classroom, Chaps 6-7, and be prepared to discuss.</strong></td>
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<tr>
<td>10</td>
<td><strong>Nov 6</strong>&lt;br&gt;• Complete and upload your Reading Assessment.</td>
</tr>
<tr>
<td>11</td>
<td><strong>Nov 13</strong>&lt;br&gt;• Print out and review the Color Trigger Writing lesson handout. Do Pedagogy Report #5.&lt;br&gt;• Read Latino Children's Literature article. Write Reflection #3.&lt;br&gt;• Read <em>Authors in the Classroom</em>, Chaps 8-10. Create a Book of Goals, a Person in My Life, &amp; a Where I Come From book. Upload yours or one each done by a student as Authors #3.</td>
</tr>
<tr>
<td>THANKSGIVING HOLIDAY</td>
<td><strong>4TH FACE TO FACE</strong>&lt;br&gt;Complete and upload your Language Arts Unit Plan.&lt;br&gt;Come prepared to teach selected activities to the class.&lt;br&gt;Print out and review the Mini-Teach Demos Rubric handout.&lt;br&gt;Bring 8 copies to class to use in observing your classmates’ demonstrations.</td>
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BLED 402/502 Course Syllabus, page 10  
Dr. Chris Green, Texas A & M University – Commerce