FALL 2012 SYLLABUS
BLED 501-41W & -61W: Theoretical Foundations of Bilingual/ESL Education

Dates: August 27 to December 14, 2012
Three Face to Face Sessions: August 27, Oct 8, and Dec 3
Time: 5:00 to 9:00 PM  Location: MPX TBA

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 Phone: 903-886-5533  Department Phone: 903-886-5537
Office Fax: 903-886-5581  Personal Phone Numbers: 903-496-9662 & 903-413-5993
University Email Address: Chris.Green@tamuc.edu

COURSE INFORMATION

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


Supplementary readings are recommended, but optional, and can be found as links on the Unit pages.

Course Description:
BLED 501: A critical analysis of the rationale for bilingual, multicultural education focusing on history, philosophy, and theory. The study and analysis of educational programs designed for English Language Learners including the native language and the ESL (English as a Second Language) components as well as a critical review of research on the effective implementation of bilingual/ESL programs.
**Course Objectives:**
This course will help prepare students for the TExES Content Area tests required to obtain Bilingual & ESL certification. We will focus on the following standards for the Supplemental tests:

**Bilingual Education:** The bilingual education teacher …
- 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 VI: has a comprehensive knowledge of content area instruction in L1 and L2.

**English as a Second Language:** The ESL teacher …
- Standard II: has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
- Standard III: understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English.
- Standard V: has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.

**Student Learning Outcomes:** The student will …
1. Understand and apply theories of L1 and L2 acquisition and development.
2. Understand the role of culture in language development and academic achievement.
3. Analyze myths and misconceptions about bilingualism and bilingual/ESL education.
4. Value bilingualism, biliteracy and multiculturalism and become an advocate for English learners.
5. Identify, evaluate and apply methods, approaches and materials appropriate for English learners.

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**COURSE REQUIREMENTS**

**Total: 1000 points**

1. **Attendance/Participation:** 3 sessions X 50 points each = 150 points (15% of total course grade)
   Attend three face to face sessions, be on time, and stay the entire time. Contribute in a professional manner to all discussions and collaborative activities.
   **Student Learning Outcomes:** The student will …
   #1: understand and apply theories of L1 and L2 acquisition and development.
   #2: understand the role of culture in language development and academic achievement.
   #3: analyze myths and misconceptions about bilingualism and bilingual/ESL education.
   **Assessment Method:** If all the above is done, you will get 50 points per session.

2. **Chapter Responses** 10 chapters X 15 points each = 150 points (15% of total course grade)
   Read ten chapters in our *Bilingual and ESL Classrooms* textbook and respond to each in writing using the required form.
   **Student Learning Outcomes:** The student will …
   #1: understand and apply theories of L1 and L2 acquisition and development.
   #2: understand the role of culture in language development and academic achievement.
   **Assessment Method:** Adherence to the required format and evidence that the student read and reflected on the assigned chapters (based on length and detail for the responses to each chapter)
3. **Website Reports** 5 reports X 10 points each = 50 points (5% of total course grade)
   Visit five educational websites in the course webliography and submit a report for each following the required format.
   
   **Student Learning Outcome:** #5: The student will identify, evaluate and apply methods, approaches and materials appropriate for English learners.
   
   **Assessment Method:** Adherence to the required format and evidence that the student has spent some time exploring the assigned websites (based on length and detail within each report).

4. **Quizzes:** 5 quizzes X 10 points each = 50 points (5% of total course grade)
   The student will have one week to complete each online quiz. Students will be allowed to take the quiz multiple times, so that they can obtain a 100% score, at which point they will be awarded the full 10 points for the quiz.
   
   **Student Learning Outcomes:** The student will …
   #1: understand and apply theories of L1 and L2 acquisition and development.
   #2: understand the role of culture in language development and academic achievement.
   #3: analyze myths and misconceptions about bilingualism and bilingual/ESL education.
   
   **Assessment Method:** Multiple-choice, true/false and matching items

5. **Discussion Forums** 10 forums X 20 points each = 200 pts (20% of total course grade)
   
   Participate in ten online discussion forums over selected bilingual/ESL issues.
   
   **Student Learning Outcomes:** The student will …
   #1: understand and apply theories of L1 and L2 acquisition and development.
   #2: understand the role of culture in language development and academic achievement.
   #3: analyze myths and misconceptions about bilingualism and bilingual/ESL education.
   
   **Assessment Method:** At least two entries made for each forum, one to answer the questions posed by the instructor, one to respond to someone else’s entry. Minimum of 150 words and one reference to ideas from the text, the instructor or another authoritative source.

6. **Philosophy Statement** 100 points (10% of total course grade)
   
   Write a personal philosophy statement that expresses what you believe about bilingual/ESL education and how this influences how you teach English language learners.
   
   **Student Learning Outcomes:** The student will …
   #4: value bilingualism, biliteracy and multiculturalism and become an advocate for English learners.
   #5: identify, evaluate and apply methods, approaches and materials appropriate for English learners.
   
   **Assessment Method:** The proposal will be assessed using the **Philosophy Statement Checklist**.

7. **Action Research Project** 150 points (15% of total course grade):
   
   Try out a strategy from the 50 Strategies text, obtain pre- and post assessment data from students, and report on its effectiveness.
   
   **Student Learning Outcomes:** The student will …
   #1: understand and apply theories of L1 and L2 acquisition and development.
   #5: identify, evaluate and apply methods, approaches and materials appropriate for English learners.
   
   **Assessment Method:** The proposal will be assessed using the **Action Research Project Checklist**.
8. **Online Final Exam** 150 points (15% of total course grade)
   Take an online final over the content of the glossary, the *Bilingual and ESL Classrooms* text and the face to face lectures.

**Student Learning Outcomes:** The student will …

- #1: understand and apply theories of L1 and L2 acquisition and development.
- #2: understand the role of culture in language development and academic achievement.
- #3: analyze myths and misconceptions about bilingualism and bilingual/ESL education.

**Assessment Method:** Multiple-choice, true/false and matching items

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**GRADING POLICIES**

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<tr>
<th>Grading Scale</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<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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</table>

**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 complimenting various aspects of your work or making suggestions for improvement.

**Attendance/Participation:**
- Each class session is worth 50 points. If you are absent, you cannot participate and so cannot earn attendance/participation points, therefore 50 points will be subtracted for every absence (EXCUSED OR UNEXCUSED).
- 10-25 points will be subtracted for each partial absence due to arriving late or leaving early.
- If the student does not keep up with the online assignments in a timely manner or misses more than one face to face session, he/she can be dropped by the instructor from the course.

**Late turn-ins:**
- All assignments are to be completed and uploaded by noon on the day they are due. A hard copy of all major assignments must also be provided at the next face to face session to the instructor. If either hard copy is not turned in or the electronic copy is not uploaded, 5% will be subtracted from the total grade.
- 10% of the points awarded for an assignment will be subtracted for the first day it is turned in late (after noon) and 5% per day thereafter until it reaches 50%. Late assignments will be accepted for half credit up until the last face to face session.

**Written Assignments** (5% subtracted per item):
- Include a header (name, date, course) on all your written assignments. ALL ON ONE LINE.
• Font size must not exceed 12 point. Times Roman preferred.
• Margins should be no larger than 1” on all sides.
• Double space your philosophy statement. Your chapter responses and your action research report 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.
• PowerPoint slides should follow the 7X7 rule, that is no more than 7 lines with 7 words each per slide. Relevant, not merely decorative, graphics should be included.

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:
From a book:

From a journal:

From a website:

TECHNOLOGY REQUIREMENTS

Technologies Needed:
• Internet access/connection – high speed recommended (not dial-up)
• Microsoft Word and PowerPoint (2003 or 2007). Do not use other word processors.
• 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 or some other computer with high speed access 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.

Being a Successful Student
- What Makes a Successful Online Student?
- Self-Evaluation for Potential Online Students
- Readiness for Education at a Distance Indicator (READI)

Login Information: Login = tamuc; password = online

How the Course is Organized
There are 14 units in the course: three face to face class sessions, ten online units, and an online final. Class meets face to face 3 times, at the beginning, middle and end of the semester. The first 5 online units are scheduled during the first half of the semester and the second set of 5 online units are scheduled second half. The final exam is taken online at the end of the semester.

Attendance at the three face to face sessions is of critical importance. At the 1st face to face, an overview of the course requirements and website will be provided. It is our experience that those who do not attend this first session fall behind on all their assignments thereafter and do not do as well in the course as others. At all three sessions, the instructor will lecture on topics not included in the Ovando, Collier and McCombs textbook, but covered on the final exam. PowerPoint slides (in 2003 format) to accompany the instructor’s lectures and to provide interactive activities 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. In addition, the two major assignments are to be turned in as hard copy at the 2nd and 3rd sessions and time will be spent sharing what was learned with classmates.

The assignments for the ten online units are due once a week, on Mondays at noon. For each unit, students are to 1) read a chapter in the Ovando, Collier and McCombs textbook and respond to it in writing, 2) participate in a discussion forum focused on answering a set of questions for a topic, and 3) take an online quiz or visit your choice of two websites and report on it. See the course calendar for details. It is recommended you keep up with the weekly due dates to keep yourself on track for the course.

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 on the top toolbar in eCollege. Upload all assignments 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 or .docx extension. You will need to upload multiple files into some assignment dropboxes.

The quizzes will be available online the weeks (7 days) the quiz is assigned and the final exam will be available for 3 days at the end of the semester. You may log into the quiz or exam at anytime during the testing window, but only once. You will have a time limit within which to complete the quiz or exam and submit it. For the exam, some items are randomly taken from a test item bank, so do not expect to have the exact same test items as others in the class. Upon submission you will immediately get a numeric score report. The day after the testing window is closed you will be able to return to the exam, seeing which items you got correct and which you missed.

A webliography with over 80 links of instructional websites of special interest to bilingual and ESL educators is provided. In addition to visiting five sites and reporting on them as part of your online assignments, you are 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. Do not contact me for tech support, please contact them:

- **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…)

**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.

**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.)
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. 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, e.g. “Dr. Green, please grade this latest report, not the one I sent yesterday.” I may send you comments via this box as well, so please click on the score to see my feedback to you.

Doc Sharing and Webliography
Often other students like to have access to your work such as your philosophy statement and your action research project. 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 see 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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<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-Mail</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.

➢ Cell Phones: Turn off all cells 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/ or http://www.mydistancecourses.org/owl/course/view.php?id=29.
### COURSE CALENDAR

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DATE</th>
<th>TEXTBOOK RESPONSE FORMS</th>
<th>DISCUSSION FORUMS</th>
<th>WEBSITES FORUMS</th>
<th>QUIZ</th>
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<tr>
<td>1</td>
<td>Aug 27</td>
<td></td>
<td></td>
<td>Syllabus</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>FIRST FACE TO FACE SESSION</strong></td>
<td>Syllabus review and computer lab exploration of course website</td>
<td>Lecture: Student Demographics and Program Models</td>
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<td>2</td>
<td>Sept 10</td>
<td>Chap1, Students</td>
<td></td>
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<td>Models &amp; Demographics</td>
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<tr>
<td>3</td>
<td>Sept 17</td>
<td>Chap 2, Policy and Programs</td>
<td>#2</td>
<td>Enchanted Learning or International Digital Library</td>
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<tr>
<td>4</td>
<td>Sept 24</td>
<td>Chap 3, Teaching</td>
<td></td>
<td>#3</td>
<td>Language</td>
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<td>5</td>
<td>Oct 1</td>
<td>Chap 4, Language</td>
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<td>#4</td>
<td>NCELA or Center for Applied Linguistics</td>
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<tr>
<td>6</td>
<td>Oct 8</td>
<td>Chap 5, Culture</td>
<td></td>
<td>#5</td>
<td>APA Style</td>
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<td>7</td>
<td>Oct 15</td>
<td></td>
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<tr>
<td>8</td>
<td>Oct 22</td>
<td>Chap 6, Math and Science</td>
<td>#6</td>
<td>Dave’s ESL Café or Everything ESL</td>
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<tr>
<td>9</td>
<td>Oct 29</td>
<td>Chap 7, Social Studies</td>
<td></td>
<td>#7</td>
<td>Culture</td>
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<tr>
<td>10</td>
<td>Nov 5</td>
<td>Chap 8, Assessment</td>
<td></td>
<td>#8</td>
<td>None</td>
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<tr>
<td>11</td>
<td>Nov 12</td>
<td>Chap 9, Bilingual Special Education</td>
<td>#9</td>
<td>TESOL or NABE</td>
<td>Special Ed &amp; ELL Families</td>
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<tr>
<td>12</td>
<td>Nov 19</td>
<td>Chap 10, School &amp; Community</td>
<td>#10</td>
<td>Colorin Colorado or TEA ELL Portal</td>
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<tr>
<td>13</td>
<td>Nov 26</td>
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<tr>
<td>14</td>
<td>Dec 2-4</td>
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<td><strong>FINAL EXAM</strong></td>
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**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