



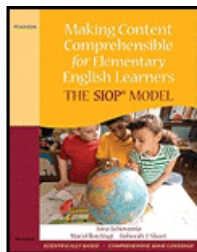
Spring 2013 SYLLABUS for
BLED 403-01S/41R: Bilingual Instruction for the Content Areas and
BLED 503-01S/41R: Bilingual Content Instruction
Locations: AGIT 233 & MPX TBA **Time:** Thurs 4:30 – 7:10 PM

Instructor: Associate Professor Laura Chris Green, Ph.D.
Office Location: EDS (Education South) 132B
Office Hours: Wed and Thurs 1:30 to 4:00 PM and by appointment
Office Phone: 903-886-5533 **Department Phone:** 903-886-5537
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COURSE INFORMATION

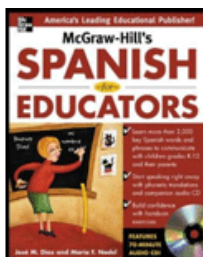
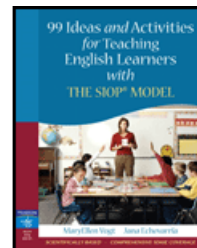
Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:



Echevarría, J., Vogt, M.E. & Short, D. (2009). *Making Content Comprehensible for Elementary English Learners: The SIOP Model*. Boston, MA: Allyn & Bacon. ISBN#: 0-205-63756-0

Vogt, M.E. & Echeverría, J. (2008). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston, MA: Pearson Education. ISBN#: 0-205-52106-1.



Díaz, J. M. & Nadel, M. E. (2006). *McGraw-Hill's Spanish for Educators*. New York, NY: McGraw-Hill. ISBN# 0-07-146490-5.

Course Description:

BLED 403: *Bilingual Instruction for the Content Areas: Methods, Materials and Assessment*

An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for teaching language arts, math, science and social studies 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/corequisite BLED 401.

BLED 503: Bilingual Content Instruction

Analysis and application of methods, materials, and assessment instruments used in the teaching of language arts, math, science and social studies to bilingual students. Creation, formal presentation, and evaluation of thematic units delivered primarily in Spanish and others using sheltered ESL techniques delivered primarily in English. Pre/corequisite BLED 501 or permission of the instructor.

Course Objectives:

This course is designed to help prepare students for the TExES Content Area tests required to obtain Bilingual or ESL certification. We will focus on the following standards for the Supplemental tests:

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 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 III: understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
- Standard IV: understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- 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 bilingual language development and multicultural education.
2. locate, evaluate, and create Spanish* materials for bilingual/ESL content area instruction.
3. review and evaluate professional literature on content area instruction for English learners and discuss the implications for bilingual/ESL classroom instruction (graduate students only)
4. design and administer a cloze test for classroom vocabulary in Spanish*. Analyze results.
5. apply the SIOP model to the design of content area activities and lessons in English.
6. design & demonstrate an activity from a multicultural thematic unit in Spanish*.

* Students seeking ESL certification will do all these assignments in English **using ESL methods**.

COURSE REQUIREMENTS FOR BLED 403

650 points total

1. **Attendance/Participation:** 10 pts per session X 15 = 150 points (~23% of total grade):
Attend all class sessions, be on time, and stay the entire time. Read all assigned chapters and supplementary readings before they are due, participate in discussion both in small & large group and exhibit all other aspects of professionalism required by the profession.

SLO #1: Understand and apply theories of bilingual language development and multicultural education.

Assessment Method: If all the above is done, you will get 10 points per session.

2. **Classroom Vocabulary Quiz & Report:** 100 points (~17% of total grade):
The student will select a topic/vocabulary area from the *Spanish for Educators* text and write paragraph(s) that contain ten of the vocabulary items within that topic. The student will then convert the paragraphs into a cloze test, providing a word bank, and administer the test in class to classmates. After scoring the completed tests, the student will return them to the test taker, determine the overall mean score, and do an item analysis of the results.

SLO #4: Design and administer a cloze test for classroom vocabulary in Spanish*. Analyze results.

Assessment Method: **Classroom Vocabulary Checklist**

3. **Content Area SIOP Lesson & Demo** 150 points (~23% of total course grade)
 Create a math, science or social studies lesson for students at an intermediate or advanced level of English proficiency. Demonstrate the introduction of the lesson and the first guided activity.
SLO #1: Understand and apply theories of bilingual language development and multicultural education.
SLO #2: Locate, evaluate, and create Spanish* materials for bilingual/ESL content area instruction.
SLO #4: Design and demonstrate a content area lesson in English using the SIOP model.
Assessment Method:
 - Lesson plan: Adherence to the **Lesson Plan Template 3** on pages 242 -243 of our SIOP text and the assignment directions. The template is also on the CD.
 - Demonstration: The short form of the **SIOP rubric** on pages 238 and 239 of our text.

4. **Instructional Materials Review** 100 points (~17% of total grade): Find and evaluate textbooks, children's books, and websites for a selected grade. All materials and the review must be in Spanish*.
SLO #2: Locate, evaluate, and create Spanish* materials for bilingual/ESL content area instruction.
Assessment Method: **Instructional Materials Review Checklist**

5. **Thematic Units and Demos** 150 points (~23% of total grade) :
 Choose a country many US immigrants come from as your theme. Locate and create materials for a multidisciplinary unit in Spanish*. Create the unit and demonstrate selected activities.
SLO #1: Understand and apply theories of bilingual language development and multicultural education.
SLO #2: Locate, evaluate, and create Spanish* materials for bilingual/ESL content area instruction.
SLO #6: Design and demonstrate an activity from a multicultural thematic unit in Spanish*.
Assessment Method:
 - Unit plan: Adherence to the **Thematic Unit Plan Template** and assignment directions.
 - Demonstration: **Five Key Dimensions Rubric**.

COURSE REQUIREMENTS FOR BLED 503

750 points total

1. **Attendance/Professionalism** (25 pts X 4 sessions = 100 pts, **13.3%**): 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.)
SLO #1: Understand and apply theories of bilingual language development and multicultural education.
Assessment Method: If all the above is done, you will get 25 points per session.

2. **Reflections** (10 pts X 9 reflections = 90 pts, **12%**). Do the assigned reading. Summarize it and reflect on what you see as the implications for your practice as a bilingual or ESL teacher.
SLO #3: Review and reflect on professional literature on 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. **Handout Reports** (10 pts X 3 reports = 30 pts, **4%**): Complete the assigned handout.
SLO #1: Understand and apply theories of bilingual language development and multicultural education.
Assessment Method: Adherence to the **Handout Report Template** and assignment directions.

4. **Try Out Reports** (10 pts X 8 reports = 80 pts, **10.7%**): Try out a strategy that follows the SIOP Model and report on how it worked.
SLO #5: Apply the SIOP model to the design of content area activities and lessons in English.
Assessment Method: Adherence to the **Try Out Report Template** and assignment directions.

5. **Lesson Evaluations** (10 pts X 5 reports = 50 pts, **6.7%**)

SLO #2: locate, evaluate, and create Spanish* materials for bilingual/ESL content area instruction

Assessment Method: Adherence to the **Lesson Evaluation Template** and assignment directions.

6. **Graduate Student Project Proposal and Report** (150 points, **20%**): Choose from among several project options, all of which will require uploading a written report as well as doing a presentation in class using PowerPoint slides.

SLO #1: Understand and apply theories of bilingual language development and multicultural education.

SLO #3: Review and evaluate professional literature on content area instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.

Assessment Method: Varies according to the project selected, but will focus on the student's ability to evaluate the literature and apply it to his/her teaching assignment/experience.

7. **Classroom Vocabulary Quiz & Report**: (100 points, **13.3%**): **Same as for BLED 403.**

8. **Thematic Units and Demos** (150 pts, **20%**): **Same as for BLED 403.**

GRADING POLICIES

Grading Scale	
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

- 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.

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 – 7 points will be subtracted for each partial absence due to arriving late or leaving early.
- If the student misses more than two class sessions, he/she should contact the instructor to explain why and see if makeup assignments can be obtained and completed. Failure to communicate with the instructor in a timely way may result in an administrative drop from the course.

Late turn-ins:

- All assignments are to be completed and uploaded **by midnight (11:59 PM)** on the day they are due. A hard copy must also be provided on the due date 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 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.
- Papers are to be single and double spaced as per the sample papers.
- College level writing is expected in terms of organization, structure, and editing. Excessive errors will result in points deducted. Note that the special conventions of Spanish (accents, capitalization, punctuation) must be followed for work done in Spanish.

Cite your Sources (from 5% to 100% (see section re plagiarism) subtracted if not followed):

APA (American Psychological Association) style should be used for all references. Include a citation in the body of your report (Author, Year, page number) 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:

Noddings, N. (1998). *Philosophy of education*. Boulder, CO: Westview Press, Inc.

From a journal:

Niessen, T., Abma, T., Widdershoven, G., & van der Vleuten, C. (2008). Contemporary epistemological research in education: reconciliation and reconceptualization of the field. *Theory & Psychology* 18(1), 27-45.

From a website:

No Child Left Behind Act (NCLB) of 2001. Pub. L. 107-110. 8 Jan. 2002. Stat. 115.142. Retrieved September 27, 2007 from http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_cong_public_laws&docid=f:publ110.107.pdf

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.tamuc.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@online.tamuc.org.

How the Course is Organized

Undergraduates will meet once a week fifteen times. There is online information corresponding to each of the required 15 units. **Graduate students** will attend class four times and complete nine additional units online for a total of fourteen required units. 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 class session. These can be found in doc sharing, which is found in the tools listed at the top of each page.

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, templates for your papers, and other resources such as TEKS, 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 midnight (11:59 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.

A **webliography** with over 80 links of instructional websites of special interest to bilingual and ESL educators is provided. You are invited to explore these websites to increase your knowledge of Internet resources available to you for your teaching. This will help you with your instructional materials review and lesson and unit plans.

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 classmate 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 any team assignments.

Dropbox

DO NOT send me your work via email. 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. 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, 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 Weblibliography

Often other students like to have access to your work such as your SIOP lesson plan or your thematic unit. 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 weblibliography so others can see it as well.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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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.

Name	Phone	E-Mail

- **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 allcell 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.unc.edu/depts/wcweb/handouts/plagiarism.html>.

TENTATIVE COURSE CALENDAR FOR BLED 403

Details may be changed at the discretion of the instructor
Sessions which graduate students will attend are starred

Unit No	Due Dates	Handouts Bring a copy to class	Session Activities
1	Jan 17	Syllabus BE Myths	Introductions & review syllabus Online course overview
2	Jan 24	Objectives	SIOP text, Chap 1, <i>Introducing Sheltered Instruction</i> Ideas text, Chap 1, <i>Overview of the SIOP Model</i>
3	Jan 31	Fat & Skinny Q Cubes	SIOP & Ideas texts, Chap 2, <i>Preparation</i>
4	Feb 7	Cooperative Structures Cooperative Bumps	SIOP & Ideas texts, Chaps 3-4 <i>Building Background and Comprehensible Input</i>
5	Feb 14	Goodbye Vietnam	SIOP & Ideas texts, Chaps 5 & 6 <i>Strategies and Interaction</i>
*6	Feb 21	Famous Immigrants	Graduate students will present their projects to the class
7	Feb 28	Cognates	SIOP & Ideas texts, Chaps 7-8 <i>Practice/Application and Lesson Delivery</i> DUE: Classroom Vocabulary Quizzes
8	Mar 7	Fables	SIOP & Ideas texts, Chap 9, <i>Review/Assessment</i> DUE: Classroom Vocabulary Reports
SPRING BREAK			
*9	Mar 21	SIOP short form (15 copies)	Graduate students will demonstrate their SIOP content area lessons
10	Mar 28		DUE: SIOP Content Area Lesson Plans Undergraduate students will demonstrate their lessons
11	Apr 4	WORK/RESEARCH DAY	
12	Apr 11	Perros Mágicos (Bil) or Magic Dogs (ESL)	DUE: Instructional Materials Reviews
13	Apr 18	WORK/RESEARCH DAY	
*14	Apr 25	5 Key Dimensions Rubric (15 copies)	Graduate students will demonstrate their thematic units
15	May 2	Test Guidelines	DUE: Thematic Unit Plans Undergraduate students will demonstrate their units

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

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

TENTATIVE COURSE CALENDAR FOR BLED 503

Four Face to Face Sessions started. Rest online.

Unit	Due	Readings and Assignments Due
*1	Jan 17	1ST FACE TO FACE Introductions, review syllabus & online course overview Handouts: Syllabus & BE Myths
2	Jan 24	<ul style="list-style-type: none"> • Read the first chapters of the SIOP and Ideas texts. Write Reflection #1. • Open the <i>Objectives</i> handout. Complete it as Handout Report #1.
3	Jan 31	<ul style="list-style-type: none"> • Read Chap 2 of the SIOP and Ideas texts, <i>Preparation</i>. Write Reflection #2. • Choose one strategy from Chap 2 of the Ideas text. Do Try Out Report #1. • Open the <i>Fat & Skinny</i> handout. Complete it as Handout Report #2.
4	Feb 7	<ul style="list-style-type: none"> • Read Chap 3 of the SIOP and Ideas texts, <i>Building Background</i>. Write Reflection #3. • Choose one strategy from Chap 3 of the Ideas text. Do Try Out Report #2. • Complete and send in Project Proposal.
5	Feb 14	<ul style="list-style-type: none"> • Read Chap 4 of the SIOP and Ideas texts, <i>Comprehensible Input</i>. Write Reflection #4. • Choose one strategy from Chap 4 of the Ideas text. Do Try Out Report #3. • Open the <i>Cooperative Bumps</i> handout. Respond/problem solve all 6 scenarios as Handout Report #3.
*6	Feb 21	2nd FACE TO FACE DUE: PROJECT REPORTS & SLIDES Graduate students will present their projects to the class
7	Feb 28	<ul style="list-style-type: none"> • Read Chap 5 of the SIOP and Ideas texts, <i>Strategies</i>. Write Reflection #5. • Choose one strategy from Chap 5 of the Ideas text. Do Try Out Report #4. • Review the <i>Goodbye Vietnam</i> lesson and materials. Do Lesson Evaluation #1.
8	Mar 7	<ul style="list-style-type: none"> • Read Chap 6 of the SIOP and Ideas texts, <i>Interaction</i>. Write Reflection #6. • Choose one strategy from Chap 6 of the Ideas text. Do Try Out Report #5. • Review the <i>Me Writing</i> lesson and materials. Do Lesson Evaluation #2.
SPRING BREAK		
*9	Mar 21	3rd FACE TO FACE DUE: SIOP CONTENT AREA LESSON PLANS Graduate students will demonstrate their lessons to the class Handouts: SIOP short form (bring one copy per grad student)
10	Mar 28	<ul style="list-style-type: none"> • Read Chap 7 of the SIOP and Ideas texts, <i>Practice/Application</i>. Write Reflection #7. • Choose one strategy from Chap 7 or 8 of the Ideas text. Do Try Out Report #6. • Review the <i>Fables</i> lesson and materials. Do Lesson Evaluation #3.
11	Apr 4	<ul style="list-style-type: none"> • Create and administer a Classroom Vocabulary Quiz. Send in the quiz itself and your Vocabulary Quiz Report.
12	Apr 11	<ul style="list-style-type: none"> • Read Chap 8 of the SIOP and Ideas texts, <i>Lesson Delivery</i>. Write Reflection #8. • Choose one strategy from Chap 8 of the Ideas text. Do Try Out Report #7. • Review the <i>Perros Mágicos/Magic Dogs</i> lesson and materials. Do Lesson Evaluation #4.
13	Apr 18	<ul style="list-style-type: none"> • Read Chap 9 of the SIOP and Ideas texts, <i>Review/Assessment</i>. Write Reflection #9. • Choose one strategy from Chap 9 of the Ideas text. Do Try Out Report #8. • Review the <i>Famous Immigrants</i> lesson and materials. Do Lesson Evaluation #5.
*14	Apr 25	4th FACE TO FACE DUE: THEMATIC UNIT PLANS Graduate students will demonstrate their units to the class Handouts: 5 Key Dimensions Rubric (bring one copy per grad student)