SPRING 2013 SYLLABUS for

BLED 401 *Foundations of Bilingual/ESL Education*

Web-Enhanced via E-College

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:
Lessow-Hurley, J. (2005). *The Foundations of Dual Language Instruction, 5th Edition*. Boston, MA: Pearson Education. ISBN#:0-205-59327-5

Supplementary readings and handouts for activities during class sessions are listed on the course calendar and available through links on the website course. Please download them, print them out and bring them to our face to face classes as applicable.

Course Description:
BLED 401: Introduction to the philosophies and theories of bilingual schooling with emphasis on language policy and the sociological, psychological, and legal aspects involved. Provides students with opportunities to reflect on their own language learning and schooling experiences in bilingual settings and compare them to programs and practices shown by research to be effective.
Pre/corequisite for BLED 402, 412, 403 and 413. 3 semester hours.

Course Objectives:
This course is designed to 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 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.

English as a Second Language: The ESL teacher …

- Standard I: understands fundamental language concepts and knows the structure and conventions of the English language.
- 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

Student Learning Outcomes: The student will …

1. identify and understand theories of L1 and L2 acquisition and development.
2. understand the role of culture in language development and academic achievement.
3. assess the oral language proficiency of an English learner in English and Spanish*.
4. value bilingualism, biliteracy and multiculturalism and become an advocate for English learners.

* Students seeking ESL certification will do all these assignments entirely in English

Bilingual Communication Standards for Our Classroom

Both bilingual education and ESL students may participate in BLED 401:

□□ **ESL students** will be required to communicate, both orally and in writing, **only in English**. They will hear Spanish spoken in the classroom, which will allow them to experience the challenges of L2 acquisition, but will not be required to speak, read or write it.

□□**Bilingual education students** will be required to make oral presentations, read professional materials, and turn in written assignments **in both English and Spanish** in order to further develop their academic language in both languages.

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COURSE REQUIREMENTS

750 points total

1. **<u>Attendance/Participation</u>:** 10 points per session X 15 = 150 points **(20%** of total course grade):
   Attend all class sessions, be on time, and stay the entire time. Read all assigned chapters and supplementary readings before they are due, complete all outside assignments, participate in discussion both in small & large group and exhibit all other aspects of professionalism required by the profession.

<u>Student Learning Outcomes:</u> The student will…
#1: identify and understand theories of L1 and L2 acquisition and development.
#2: understand the role of culture in language development and academic achievement.

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

2. **<u>Quizzes:</u>** 30 points per quiz X 5 quizzes = 150 points, (**20%** 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 30 points for the quiz.

<u>Student Learning Outcomes:</u> The student will…
#1: identify and understand theories of L1 and L2 acquisition and development.

#2: understand the role of culture in language development and academic achievement.

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

3. **Language Assessment:** 150 pts (**20%** of total course grade)**:**
   Obtain first and second language learning history information and an oral language sample from an English learner not yet orally proficient in English. Use a rubric to rate the student's oral proficiency, create a summary report and make recommendations for instruction designed to improve oral language.

Student Learning Outcomes: The student will…
#1: identify and understand theories of L1 and L2 acquisition and development.
#3: The **s**tudent will assess the oral language proficiency of an English learner in English and Spanish*.

Assessment Method: **Oral Language Assessment Checklist**.

4. **Philosophy Statement:** 150 pts (**20%** of total course grade)**:**
   Write a personal philosophy statement that expresses what you believe about bilingual/ESL education based on the knowledge you gained through this course and your personal and professional experiences. Explain how your philosophy will guide how you will teach ELLs.

Student Learning Outcome: #4: The student will value bilingualism, biliteracy and multiculturalism and become an advocate for English language learners.

Assessment Method: **Philosophy Statement Checklist.**

5. **Online Final Exam:** 150 pts (**20%** of total course grade);
   Students will take a final exam over the content of the text, the supplementary readings and the lectures as summarized on the PowerPoint slides.

Student Learning Outcomes: The student will…
#1: identify and understand theories of L1 and L2 acquisition and development.
#2: understand the role of culture in language development and academic achievement.

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

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. For our online sessions completion of the unit activity and discussion thread contributions will count as your attendance. These activities will be both synchronous and asynchronous as needed. 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 11:59pm on the day they are due. All assignments should be uploaded to the corresponding drop box link.
- 10% of the points awarded for an assignment will be subtracted for each day it is turned in late (after 12 AM) .

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.
- Double space your philosophy statement. Your oral language assessment 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.

Cite your Sources (from 5% to 100% 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/.

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.

How the Course is organized

Class meets once a week and there is an online unit for each class session. 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 activity 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. Click on Slides and you will see the list of slideshows provided.

Complete instructions for all written assignments are included in the online 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 8 AM on the day they are due. Use Microsoft Word as your word processor and save your files with a .doc or .docx extension. You may upload multiple files into assignment dropboxes.

The quizzes will be available online all semester and you can retake these for full points.T**he final exam** will be available for a limited number of days at the end of the semester. 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. 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. 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.

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. 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. 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*).

- **Professionalism Component:** You are expected to demonstrate a professional attitude at all times. This includes respecting the thoughts of your peers as well as your instructor. Also included is the following: participating in small and large group discussions, being on time, staying the entire time, accepting constructive criticism, listening, turning in high quality work, and understanding that this is a growth experience.

- **Attendance**: Attendance at all face to face 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 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.unc.edu/depts/wcweb/handouts/plagiarism.html or http://www.plagiarism.org/.

- **Financial Aid Support:** You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans.** You may want to check in to this by contacting the Bursar's Office for more details.

- **MyLeo:** As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at **https://leo.tamu-commerce.edu/login.aspx.**

- **ADA Statement**: 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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

- **Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

COURSE CALENDAR

Unit	Handouts	Focus
1	Personal Data Sheets Find Someone Who	Introductions, review syllabus, and online course overview
2	Key ELL Facts	**SYLLABUS QUIZ** Chap 1, *Historical & International Perspectives*
3	Program Models SFA	Chap 2, *Dual Language Program Models*
4	Why L1?	**MODELS & DEMOGRAPHICS QUIZ** Chap 3, *Aspects of Language*
5	TESOL Standards	Chap 4, *Language Development*
6	LPACs: Membership Responsibilities Decision Chart	**LANGUAGE QUIZ** Chap 5, *Student Assessment*
7	SOLOM transcript SOLOM form	Chap 6, *Primary Language Instruction*
8	TX Observation Protocol	Chap 7, *Second Language Instruction*
9	Dichos	**MULTICULTURAL QUIZ** Chap 8, *Aspects of Culture* and Chap 9, *Culture & Schooling*
10	Assessing Bilingual Students	**DUE: LANGUAGE ASSESSMENTS**
11	TX Legal History	Chap 10, *Legal Foundations*
12	Attitudes: Immigration	**APA QUIZ** Chap 11, *Language Policy & Planning* and Chap 12, *National Unity & Diversity*
13	**WORK/RESEARCH DAY**	
14	Dime Maestro	**DUE: PHILOSOPHY STATEMENTS**
15	**ONLINE FINAL EXAM**	

Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class or via email by the instructor. Students who do not attend class assume responsibility for missing alterations to the course.