



Spring 2013 SYLLABUS for BLED 403/413:

Bilingual Instruction for Content Areas/Sheltered Content Area Instruction for ELLs
Web-Enhanced via E-College

Instructor: Assistant Professor Rita Maria Menendez, Ph.D.

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

1. 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.

And your choice of one of the following:

2. Echevarría, J., Vogt, M.E. & Short, D. (2010). *Making Content Comprehensible for Elementary English Learners: The SIOP Model*. Boston, MA: Pearson Education. ISBN#: 0-205-63756-0

OR

Echevarría, J., Vogt, M.E. & Short, D. (2010). *Making Content Comprehensible for Secondary English Learners: The SIOP Model*. Boston, MA: Pearson Education. ISBN#: 0-205-63757-9

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 class.

Course Description:

BLED 403/413: *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. **3 undergraduate hours**

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 materials appropriate for the content area instruction of English learners in English and Spanish* (undergraduates)
3. review and evaluate professional literature on content area instruction for English learners and discuss the implications for bilingual/ESL classroom instruction (graduate students)
4. design and administer a cloze test for classroom vocabulary in Spanish*.
5. design and demonstrate an activity from a content area lesson in English using the SIOP (Sheltered Instruction Observation Protocol) model.
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

1. **Attendance/Participation:** 100 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, participate in discussion both in small & large group and exhibit all other aspects of professionalism required by the profession.

Student Learning Outcome #1: The student will understand and apply theories of bilingual language development and multicultural education.

Assessment Method: If all the above is done, you will get 100 points for the semester.

2. **SIOP Questions:** 30 points X 5 sets of questions = 150 points (30% of total course grade)
Answer key questions about the development of the SIOP model and all eight of the SIOP components using the textbooks

Student Learning Outcomes:

- #1: understand and apply theories of bilingual language development and multicultural education.
- #2: review and reflect on professional literature on content area instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.

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. **Instructional Materials Review:** 100 points (20% of total course grade):

Find and evaluate textbooks, children's books, and websites for a selected grade. All materials and the review must be Spanish (bilingual students) or English (ESL students).

Student Learning Outcomes:

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

#3: locate, evaluate, and create materials appropriate for the content area instruction of English learners in Spanish* or English.

Assessment Method: **Instructional Materials Review Checklist**

4. **Thematic Units and Demos:** 150 points (30% of total course grade) :

Choose a country many US immigrants come from as your theme. Locate and create materials for a multidisciplinary unit in Spanish (bilingual students) or English (ESL students). Create the unit and demonstrate selected activities.

Student Learning Outcomes: The student will ...

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

3: locate, evaluate, and create materials appropriate for the content area instruction of English learners in Spanish* or English.

#4: design and demonstrate an activity from a multicultural thematic unit in Spanish* or English.

Assessment Method:

Unit plan: Adherence to the **Thematic Unit Plan Template** and assignment directions.

Demonstration: **Five Key Dimensions Rubric.**

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 OR DOWNLOAD FOR A SOFT COPY..** 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 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 may upload multiple files into assignment dropboxes.

Doc Sharing and Webliography

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 webliography so others can see it as well.

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.

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
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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*).

- **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	Session Activities	Assignments Due Upload on due date and bring hard/soft copies to next session
1	Introductions & review syllabus Online course overview	NONE
2	Lecture: The Development of SIOP Activity: Objectives Discuss/Process: BE Myths	SIOP text, Chap 1 Questions #1
3	Lecture: SIOP Components 1 Activities: Fat & Skinny Questions & Q Cubes	<i>none</i>
4	Activities: Ratings for Lesson Preparation vignettes Demo: Goodbye Vietnam	SIOP & Ideas texts, Chaps 2-3 Questions #2
5	Lecture: SIOP Components 2-3 Demo: Perros Mágicos/Magic Dogs	SIOP & Ideas texts, Chaps 4-5 Questions #3
6	Lecture: SIOP Components 4-5 Discuss/Process: Cooperative Structures Cooperative Bumps	SIOP & Ideas texts, Chaps 6-7 Questions #4
7	Sharing of instructional materials Lecture: SIOP Components 6-7	Instructional Materials Reviews
8	Discuss/Process: Test Guidelines	SIOP & Ideas text, Chap 8-9 Questions #5
9	WORK/RESEARCH DAY	
10	Mini-Demos Course Evaluations	Thematic Units

Disclaimer: The instructor reserves the right to make changes to the schedule of the class or the course calendar. 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.