Spring 2013 SYLLABUS for
BLED 412: Second Language Literacy for ELLs
Sections: 01S and 41R

Location: BA 244 (01S) and MPLX 131 (41R)  Time: Mon 4:30 – 7:10 PM

Instructor: Lizabeth Garza-Garcia, Graduate Assistant
Email Address: lgarza3@leomail.tamuc.edu

COURSE INFORMATION

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


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

Course Description:

**BLED 412: Second Language Literacy for English Language Learners**

Current approaches to the teaching of reading and writing in English to bilingual and ESL students in grades PK-12. Students will assess the oral language and literacy skills of English Language Learners and design, evaluate, and modify/adapt commercial and research-based instructional materials to meet identified needs. Pre/corequisites BLED 401 and RDG 350.
ALIGNMENT WITH STATE-MANDATED CERTIFICATION TESTS
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. review and reflect on professional literature on content area instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
3. locate, evaluate, and create materials appropriate for the content area instruction of English learners in Spanish* or English.
4. design & demonstrate an activity from a multicultural thematic unit in Spanish* or English.
   - Students seeking ESL certification will do all these assignments in English using ESL methods.

**COURSE REQUIREMENTS**
700 points total

1. **Reading Response/Pithy Quotes**, (100 pts, 14%): Read the assigned readings and participate in related discussions and collaborative activities in each session. Complete response activities, such as selection of pithy quotes, as assigned.
   **Student Learning Outcome #1:** Understand and apply theories of L1 and L2 acquisition and development.
   **Student Learning Outcome #2:** Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
   **Assessment Method:** If all the above is done, you will get 10 points per session.

2. **Website Reports** (100 pts, 14%): Students will visit 9 assigned websites from the webliography as well as locating and visiting one additional ESL website that is not in the webliography. They will summarize and evaluate the resources found for all 10 sites using the required format.
Student Learning Outcome #3: Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English using ESL approaches.

Assessment Method: Adherence to the required format and evidence that the student has spent sufficient time exploring the assigned websites (based on length and detail within each report).

3. **Multicultural Bibliographies** (100 pts, 14%): Undergraduate students will work with one or two partners to find, read and evaluate 10 authentic Latino children’s books in Spanish. They will also share their favorite book with the whole group, reading aloud, with expression, the first couple of pages.

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

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

   **Assessment Method:** The bibliographies will be assessed using the **Multicultural Bibliography Checklist**

4. **Reading Assessment** (200 pts, 29%): Students will gather background educational information about a bilingual student who is in first grade or beyond, interview the child with an interest inventory and assess his/her Spanish reading skills using an informal reading inventory (IRI). The students will also create a summary report for the data that they will submit along with the completed IRI forms and make appropriate instructional recommendations designed to improve the child’s oral language and literacy skills.

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

   **Student Learning Outcome #4:** Assess the reading of an ELL in English and make recommendations for appropriate literacy instruction based on the results.

   **Assessment Method:** The Reading Assessment report and its accompanying documents will be assessed using the **Reading Assessment Checklist**.

5. **Language Arts Unit** (200 pts, 29%): Using a book found during the multicultural bibliographies assignment, students will work with one (no more than two) partner(s) to create a literature-based language arts unit plan in English and demonstrate selected activities from it. The plan will include listening, speaking, reading and writing activities based on the children’s book. The rest of the class will role play students and complete a rubric to provide the demonstrators with some feedback on their lesson delivery.

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

   **Student Learning Outcome #5:** Design and demonstrate an activity from a literature-based unit in English using ESL approaches.

   **Assessment Method:**
   - The lesson plans will be assessed using the **Language Arts Unit Checklist**.
   - The Mini-Teach demonstrations will be assessed using the **Mini-Teach Demos Rubric**.

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**GRADING POLICIES**

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<th>Grading Scale</th>
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<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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Spring 2013  
L. Garza-Garcia, Texas A & M University – Commerce
Electronic Gradebook:
- All grades will be recorded in the online gradebook. This allows you to see how many points each assignment was awarded and what percentage score you have earned up to that point in time, 24 hours a day, seven days a week.
- Click on the score itself to see if the instructor has made any comments such as complementing various aspects of your work or making suggestions for improvement.

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

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

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

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

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

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

**From a journal:** Niessen, T., Abma, T., Widdershoven, G., & van der Vleuten, C. (2008). Contemporary epistemological research in education: reconciliation and reconceptualization of the

TECHNOLOGY REQUIREMENTS

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

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

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

ACCESS AND NAVIGATION

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

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

Complete instructions for all written assignments are included in the 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 under the dropbox tab on the top toolbar in eCollege. Upload all assignments electronically into the
dropbox by 12 PM on the day they are due. Use Microsoft Word as your word processor and save your files with a .doc extension. Bring a hard copy of your work to class for turn-in.

A webliography with over 80 links of instructional websites of special interest to bilingual and ESL educators to facilitate your website reports assignment is provided. You are also invited to explore these websites to increase your knowledge of Internet resources available to you for your teaching.

**COMMUNICATION AND SUPPORT**

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

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

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

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

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

**eCollege Announcements**
When you log on to the course via your myLeo, please check to see if there are any announcements. I often pass on announcements from the university as well as make my own about events such as BESO (Bilingual/ESL Education Student Organization) meetings. I may also post here such things as changes in the schedule such as when assignments are due or provide further clarifications for specific assignments.
Doc Sharing and Webliography
Often other students like to have access to your work such as the graduate student projects, the multicultural bibliographies and the language arts units. Consider (not required, optional) uploading your work into the doc sharing area, clicking on “Share with entire class.” If you find a great website, consider adding it to the webliography so that others can view it as well.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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

➢ Attendance: Regular attendance is necessary and will be expected of all students. Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 4:30PM until 7:10PM on Mondays unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email the instructor prior to the missed class. Provide a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain her approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student’s Guidebook.

➢ 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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➢ Collaborative learning: You will be regularly assigned to work with one or more partners during class sessions. You are expected to do your share of the assigned work while not dominating the conversation/activities. If you have a problem with a team member(s) and are unable to resolve it, let the instructor know early via email or private conversation.

➢ Cell Phones: Turn off all cell phones or put them on vibrate upon entering the classroom. If there is an emergency and you need to leave it on, please notify me before class.

➢ Plagiarism: Plagiarism will result in a grade of F for the assignment and possibly the course. Further infractions could result in dismissal from the teacher education program. Plagiarism consists of copying directly from a source without properly citing the source. It is also using someone else’s work and claiming it as your own. For more information see http://www.unc.edu/depts/wcweb/handouts/plagiarism.html or http://www.plagiarism.org/.
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<tr>
<th>Unit</th>
<th>Topic</th>
<th>Assignments</th>
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| 1    | Jan. 14 Garza-García @ TAMUC | Getting acquainted:  
- Course introductions  
- Syllabus  
- Course assignments | Acquire ALL required materials for this course including textbooks. |
| 2    | Jan. 21 No class meeting MLK Holiday | No class meeting, ONLINE Pithy Quotes for AFA; Chapters 1-2 DUE BY NOON  
Alma Flor Ada, Chaps 1-2  
*A Magical Encounter and Words of Jade & Coral* | 1<sup>st</sup> Response Activity Due: AT NOON 1/21/13  
Choose a pithy quote from each of the chapters: prepare visually attractive 5’ X 8’ mini-posters featuring your quotes. Be prepared to share and defend your choices.  
Prior to next class:  
Read Alma Flor Ada, Chaps 3-4  
*Once Upon a World and Using the Magic* |
| 3    | Jan. 28 Garza-García @ MPLX | NOTE – Prior to this class session, students will need to complete the following readings:  
Alma Flor Ada, Chaps 3-4  
*Once Upon a World and Using the Magic*  
Activity:  
Vocabulary Strategies  
*Acronyms Cloze & Acronyms Revealed*  
*At the Pasar*  
*Rock Around the Clock*  
*Jazz Chants*  
*Which Shoes?* | 2<sup>nd</sup> Response Activity Due: AT NOON 1/28/13  
Choose a pithy quote from each of the chapters: prepare visually attractive 5’ X 8’ mini-posters featuring your quotes. Be prepared to share and defend your choices.  
Website Reports Due Noon on Feb. 4.  
Prior to next class:  
Read *Authors in the Classroom*, Chapters 1-3 |
| 4    | Feb. 4 | ONLINE UNIT DUE: WEBSITE REPORTS | |
| 5    | Feb. 11 Garza-García @ TAMUC | NOTE – Prior to this class session, students will need to complete the following readings:  
*Authors in the Classroom*, Chapters 1-3  
Activity:  
Discuss website reports  
*Abuela* | 3<sup>rd</sup> Response Activity Due: AT NOON 2/11/13  
Choose a pithy quote from each of the chapters: prepare visually attractive 5’ X 8’ mini-posters featuring your quotes. Be prepared to share and defend your choices.  
Prior to next class:  
Read *Authors in the Classroom*, Units 1 & 2 |
| 6    | Feb. 18 Garza-García @ MPLX | NOTE – Prior to this class session, students will need to complete the following readings:  
*Authors in the Classroom*, Units 1 & 2  
Activity:  
La lagartija y el sol (The Lizard and the Sun) | 4<sup>th</sup> Response Activity Due: AT NOON 2/18/13  
Choose a pithy quote from each of the chapters: prepare visually attractive 5’ X 8’ mini-posters featuring your quotes. Be prepared to share and defend your choices.  
Prior to next class:  
Read *Authors in the Classroom*, Chapters 3-5 |
| 7    | Feb. 25 Garza-García | NOTE – Prior to this class session, students will need to complete the | 5<sup>th</sup> Response Activity Due: AT NOON 2/25/13  
Choose a pithy quote from each of the chapters: prepare |
<table>
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<tr>
<th>Date</th>
<th>Activities</th>
<th>Due</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Mar. 4</td>
<td>Following readings: <em>Authors in the Classroom</em>, Chapters 3-5</td>
<td><strong>ONLINE UNIT</strong></td>
<td>Multicultural Bibliographies Due March 4.</td>
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<td>Activities: Piggy Book, Basic Chart</td>
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<td>Prior to next class: Read <em>Authors in the Classroom</em>, Chapters 6-7</td>
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<td>Mar. 18</td>
<td>NOTE – Prior to this class session, students will need to complete the</td>
<td><strong>ONLINE UNIT</strong></td>
<td>6th Response Activity Due: AT NOON 3/18/13</td>
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<td></td>
<td>following readings: <em>Authors in the Classroom</em>, Chapters 6-7</td>
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<td>Choose a pithy quote from each of the chapters: prepare visually</td>
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<td></td>
<td>Activity: The Important Thing</td>
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<td>attractive 5’ X 8’ mini-posters featuring your quotes. Be prepared</td>
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<td></td>
<td>Share books from multicultural bibliographies</td>
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<td>to share and defend your choices.</td>
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<td>Mar. 25</td>
<td>NOTE – Prior to this class session, students will need to complete the</td>
<td><strong>ONLINE UNIT</strong></td>
<td>7th Response Activity Due: AT NOON 4/1/13</td>
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<td>following readings: <em>Authors in the Classroom</em>, Chapters 8-10</td>
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<td>Choose a pithy quote from each of the chapters: prepare visually</td>
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<td>Activities: Color Trigger Writing, Latino Children's Literature,</td>
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<td>attractive 5’ X 8’ mini-posters featuring your quotes. Be prepared</td>
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<td>Discuss reading assessments</td>
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<td>to share and defend your choices.</td>
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<td>Mar. 8</td>
<td>Activity: Presentations</td>
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<td>Book Sharing from Bibliographies Due Apr. 8</td>
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<td>Mar. 15</td>
<td>Activity: Presentations</td>
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<td>Presentations on April 8 &amp; 15</td>
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<td>Mar. 22</td>
<td>Activity: Mini-Teach Demos Rubric (copy/team)</td>
<td><strong>DUE: LANGUAGE ARTS PLANS</strong></td>
<td>1st half LA Demos</td>
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<td>Mar. 29</td>
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<td>2nd half LA Demos</td>
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*Students will be randomly selected for presentation order*  

**Course calendar is subject to change at any time by professor.**

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L. Garza-Garcia, Texas A & M University – Commerce  
Spring 2013
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@tamu-commerce.edu