



Spring 2013 SYLLABUS for

BLED 412: Second Language Literacy for English Language Learners

A Web-Enhanced (via eCollege), Cross-Listed Course

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

Alma Flor Ada (2003). *A Magical Encounter: Latino Children's Literature in the Classroom*. Boston, MA: Pearson Education.

ISBN#: 0-205-35544-7

Yvonne S. & David E. Freeman (2006). *Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms*. Portsmouth, NH: Heinemann. ISBN#: 0-325-00801-9

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 402: *Bilingual Oral Language & Biliteracy Instruction: Methods, Materials, & Assessment*

An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for oral language and literacy development 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. Offered in Spanish and English. Pre/corequisites BLED 401, RDG 350 and advanced proficiency in Spanish.

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.

BILINGUAL/ESL PROGRAM GOALS

HEAD: Know, understand, and apply **theories** of first and second language development.

HEART: Become **an advocate** for bilingual education and for bilingual students.

HANDS: Experience & apply **instructional methods/approaches** appropriate for L2 learners



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

600 points total

1. Attendance/Participation: 10 pts per session X 15 = 150 pts (25% of total course grade)

Attend all face to face class sessions, be on time, and stay the entire time. Read all assigned chapters before they are due, complete any outside assignments, participate in discussion both in small group and large group, turn in work on time and exhibit all other aspects of professionalism required by the profession.

Student Learning Outcome #1: The student will understand and apply theories of L1 and L2 acquisition and multicultural education.

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 20 points per session.

2. Chapter Responses: 25 points per report X 6 = 150 points (25% of total course grade) Respond to all the chapters in the two required textbooks using the required format.

Student Learning Outcome #1: The student will understand and apply theories of L1 and L2 acquisition and multicultural education.

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: 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. Multicultural Bibliographies: 100 pts (16.6% of total course grade)

Find, read and evaluate 10 multicultural children's books 1) in Spanish (bilingual students) or 2) in English at a level appropriate for intermediate to advanced ELLs (ESL students). Share your favorite book with the whole group, reading aloud, with expression, the first couple of pages.

Student Learning Outcome #1: The student will understand and apply theories of L1 and L2 acquisition and multicultural education.

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

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

4. Website Reports: 100 pts (16.6% of total course grade) Visit 10 assigned websites and report on resources found.

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

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

5. Language Arts Units (100 pts): Using a book found during the multicultural bibliographies assignment, students will work with one or two partners to create a literature-based language arts unit plan in Spanish (bilingual students) or 2) in English (ESL students). Each team partner will demonstrate one selected activity from the unit. 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 and Spanish.*

Student Learning Outcome #4: Design and demonstrate an activity from a literature-based unit in English or Spanish*.

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.

GRADING POLICIES

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

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:

- 10 points will be subtracted for each absence (**excused or unexcused**) and 6 points 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 one session, 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 11:59 PM on the day they are due.
- 10% of the points awarded for an assignment will be subtracted for each day it is turned in late (after 12 PM).

Written Assignments (5 points subtracted per item):

- Include a header on all your written assignments (name, date, course). **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/>. **A failure to cite your references can be considered plagiarism.**

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.
- 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

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 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 under the dropbox tab on the top toolbar in eCollege. Upload all assignments electronically 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 extension. Bring a hard copy of your work to class for your reference.

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. "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 and post 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 thematic units. Consider (not required) 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
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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.
- **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.
- **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.

- **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/>.

- **Withdrawal Policy:** Every student has the right to drop the course without penalty until the drop date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

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

COURSE CALENDAR

Week	Session Activities	Assignments
		Upload on due date and bring hard or electronic copies to next session
1	Introductions & review syllabus Online course overview Warm-up: Acronyms	NONE
2	Simulation: At the Pasar Demos: Jazz Chants, Rock Around the Clock	Alma Flor Ada, Chaps 1-2 Chapter Responses
3	Demos: Which Shoes? Vocabulary Strategies Discuss/Process: Alma Flor Ada, Chaps 1-2	Alma Flor Ada, Chaps 3-4 Chapter Responses
4	Discuss/Process: Alma Flor Ada, Chaps 3-4 Demos: Abuela, La lagartija y el sol, Book Talk	Freeman & Freeman, Chaps 1-2 Chapter Responses
5	Discuss/Process: <ul style="list-style-type: none"> • Freeman & Freeman, Chaps 1-2 • Latino Children’s Literature article 	Freeman & Freeman, Chaps 2-4 Chapter Responses
6	Talk Discuss/Process: <ul style="list-style-type: none"> • Freeman & Freeman, Chaps 2-4 	Multicultural Bibliographies Freeman & Freeman, Chaps 3-6 Chapter Responses
7-10	Demos: The Important Thing Piggy Book Discuss/Process: <ul style="list-style-type: none"> • Freeman & Freeman, Chaps 3-6 • Spanish vs English Phonics Charts 	Freeman & Freeman, Chaps 7-9 Chapter Responses
11-13	Discuss/Process: <ul style="list-style-type: none"> • Freeman & Freeman, Chaps 7-9 Sharing of books from bibliographies	Website Reviews
14-16	Mini-Demos Course Evaluations	Language Arts Plans
ONLINE	Sharing of websites	NONE

The instructor reserves the right to change the schedule as needed