Spring 2013 SYLLABUS for
BLED 402-510: Bilingual Oral Language and Biliteracy Instruction
BLED 412-52E: Second Language Literacy for ELLs
Location: McKinney Time: Thursday 4:30 – 7:10 PM

Instructor: Jessica Richardson, M.S. GAT
Office Location: McKinney
Office Hours: by appointment
Office Phone: 903-886-5533 Department Phone: 903-886-5537
Office Fax: 903-886-5581 Email Address: jgrayton@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 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. 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.

**Course Objectives:**

This course is designed to help prepare students for the TExES ESL Supplemental Test (Test 154) Content test required to obtain EC-6 ESL Generalist certification. We will focus on the following standards:

**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.
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.

**Course Objectives:**

This course is designed to help prepare students for the TExES Content Area test required to obtain EC-6 Bilingual Generalist certification. We will focus on the following standards for the Bilingual Supplemental Test (Test 164):

**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.
Standard IV: has a comprehensive knowledge of the development and assessment of literacy in the primary language.
Standard V: has a comprehensive knowledge of the development and assessment of biliteracy.

**Student Learning Outcomes:** The student will ...

1. Understand and apply theories of L1 and L2 acquisition and development.
2. Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
3. Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish using ESL approaches.
4. Assess the reading of an ELL in English and Spanish and make recommendations for appropriate literacy instruction based on the results.
5. Design and demonstrate an activity from a literature-based unit in English using ESL approaches.
1. **Attendance/Professionalism**, (10 X 10 = 100 pts, **14%**): 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 and large group and exhibit all expected aspects of professionalism (see the course policies.)

   **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 which 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 or two partners to create a literature-based language arts unit plan in Spanish 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.

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**COURSE REQUIREMENTS**

700 points total

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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.

GRADING POLICIES

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<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>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</tbody>
</table>

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:


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: 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.

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<tr>
<th>Name</th>
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<th>E-Mail</th>
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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/.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Handouts</th>
<th>Readings and Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 17</td>
<td>Syllabus Acronyms Cloze &amp; Acronyms Revealed At the Pasar</td>
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<td>2</td>
<td>Jan 24</td>
<td>Rock Around the Clock Jazz Chants Which Shoes?</td>
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<td>3</td>
<td>Jan 31</td>
<td>Vocabulary Strategies</td>
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<td>4</td>
<td>Feb 7</td>
<td>ONLINE UNIT DUE: WEBSITE REPORTS</td>
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<td>5</td>
<td>Feb 14</td>
<td>Abuela</td>
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<td>6</td>
<td>Feb 21</td>
<td>La Lizard and the Sun</td>
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<td>7</td>
<td>Feb 28</td>
<td>Piggy Book Basic Chart</td>
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<tr>
<td>8</td>
<td>Mar 7</td>
<td>ONLINE UNIT DUE: MULTICULTURAL BIBLIOGRAPHIES</td>
</tr>
<tr>
<td>9</td>
<td>Mar 21</td>
<td>The Important Thing</td>
</tr>
<tr>
<td>10</td>
<td>Mar 28</td>
<td>ONLINE UNIT DUE: READING ASSESSMENTS</td>
</tr>
<tr>
<td>11</td>
<td>Apr 4</td>
<td>Color Trigger Writing Latino Children's Literature</td>
</tr>
<tr>
<td>12</td>
<td>Apr 11</td>
<td>Mini-Teach Demos Rubric (copy/team)</td>
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<td>13</td>
<td>Apr 18</td>
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<td>14</td>
<td>Apr 25</td>
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<td>15</td>
<td>May 2</td>
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**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

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