BLED 412: Second Language Literacy for English Language Learners
A Hybrid Course with eCollege Support
Fall 2013

Location: TAMU Commerce Navarro Partnership-Corsicana **Time**: Thursdays: 7:20-10:10 p.m.

Instructor: Adjunct Professor Viana Armstrong
Office Hours: By appointment only
Cell phone: will be given at first class meeting
University Email Address: Viana.Armstrong@tamuc.edu

COURSE INFORMATION

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

1. Alma Flor Ada (2003). *A Magical Encounter: Latino Children's Literature in the Classroom.* Boston, MA*:* Pearson Education. ISBN#: 0-205-35544-7
2. 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
3. E. Sutton Flynt & Robert B. Cooter, Jr. (1999). *English-Español Reading Inventory for the Classroom.* Upper Saddle River, NJ: Prentice Hall. ISBN#: 0-13-955451-3

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 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 Content Area tests required to obtain Bilingual & ESL certification. We will focus on the following standards for the supplemental tests:

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.
Standard IV: understands ESL teaching methods and sues 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:

1. The student will understand and apply theories of L1 and L2 acquisition and development.
2. The student will value bilingualism, biliteracy and biculturalism and become an advocate for ELLs.
3. The student will identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English.
4. The student will assess the reading of an ELL in English.

COURSE REQUIREMENTS: 750 POINTS TOTAL

1. **Attendance/Professionalism,** (10 pts per class session (including online workdays) X 15 = 150 pts, **20%):** 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.)
2. **Chapter Responses** (100 pts, **13.3%):** Respond to all the chapters in the two required textbooks using the required format. Attendance points will also be given for online chapter responses that have been submitted on time.
3. **Multicultural Bibliographies (**100 pts, **13.3%):** Undergraduate students will work with **one or two partners** to find, read and evaluate 10 multicultural children's books in English (ESL students). They will also share their favorite book with the whole group, reading aloud, with expression, the first couple of pages.
4. **Reading Assessment** (200 pts, **26.7%):** Students will gather background educational information about a bilingual student or an ELL who is in first grade or beyond, interview the child with an interest inventory and assess his/her English (ESL students) 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.
5. **Language Arts Unit** (200 pts, **26.7%):** 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 English (ESL students) 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.

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:

- Each class session and online session is worth 10 points. If you are absent, you cannot participate and so you cannot earn attendance/participation points, therefore 10 points will be subtracted for every absence or online chapter response that has not been submitted on time (**EXCUSED OR UNEXCUSED**).
- 3 points will be subtracted for each partial absence 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 into the assigned dropbox **by 8:00 a.m. on the day they are due**. A hard copy must also be provided on the due date to the instructor.
- **No late assignments will be accepted**.

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/.
- See the section on plagiarism for the possible consequences of not giving credit where credit is due.

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 (face to face or online) 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 8 AM 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.
"Mrs. Armstrong, 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*).

 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 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 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/.

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

COURSE OUTLINE / CALENDAR
some dates may be subject to change

Unit	Session activities & Handouts needed	Readings and Other Assignments Due Upload on the due date and bring hard copies to the next class session
1 Aug. 29	Syllabus **Warm-up**: Acronyms Cloze & Acronyms Revealed **Simulation**: At the Pasar	Introductions & review syllabus Online course overview
2 Sept. 5	**Demos**: Jazz Chants & Which Shoes?	Class discussion: Alma Flor Ada, Chaps 1-2 *A Magical Encounter* and *Words of Jade & Coral*
3 **Sept. 12**	**ONLINE UNIT**	***Chapter responses due online:*** Alma Flor Ada: Chapters 1-2
4 **Sept. 19**	**ONLINE UNIT**	***Chapter responses due online:*** Alma Flor Ada, Chap 3 & 4
5 Sept. 26	**Demo**: Abuela & Vocabulary Strategies	Class discussion: Alma Flor Ada: Chap 3 *Once Upon a World* & 4 *Using the Magic*
6 Oct. 3	**Demo**: Piggy Book & Basic Chart	Class discussion: Freeman & Freeman : Chapter 1 *The Context for Developing Literacy for Bil Students*
7 **Oct. 10**	**ONLINE UNIT**	***Chapter response due online:*** Freeman & Freeman : Chapter 1
8 **Oct. 17**	**ONLINE UNIT**	***Chapter responses due online:*** Freeman & Freeman : Chapters 2 & 3
9 Oct. 24	**Demo:** The Important Thing **Sharing** of books in Bibliographies	**DUE: BIBLIOGRAPHIES** Class discussion: Freeman & Freeman: Chapters 2 & 3 *A Word Recognition View of Reading* & *A Sociopsycholinguistic View of Reading*
10 **Oct. 31**	**ONLINE UNIT**	***Chapter responses due:*** Freeman & Freeman: Chapters 4-6
11 Nov. 7	**Sharing** of Reading Assessments	**DUE: READING ASSESSMENTS** Class discussion: Freeman & Freeman: Chapters 4-6 *The History of Literacy Instruction in Span. & Eng.* *Methods of teaching Reading in Span.* *A Principled Approach to Teaching Reading*
12 **Nov. 14**	**ONLINE UNIT**	***Chapter responses due:*** Freeman & Freeman: Chapters 7-9
13 Nov. 21	**Demo:** Color Trigger Writing **Lang. Arts Plan workday: in class**	Class discussion: Freeman & Freeman: Chapters 7-9 *Effective Writing Instruction* *Stages & Levels of Writing Development* *Thematic Teaching to Develop Biliteracy*
14 **Nov. 28**	**THANKSGIVING HOLIDAY**	
15 Dec. 5	Mini-Teach Demos Rubric (copy/team)	**DUE: LANGUAGE ARTS PLANS** **Demos in class**