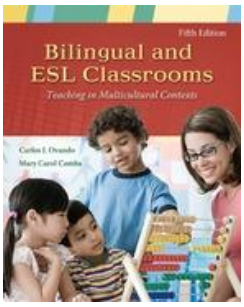
Spring 2014 SYLLABUS
BLED 501- 41W: *Theoretical Foundations of Bilingual/ESL Education*
Time: Monday 5:00 to 9:00 PM (See course schedule for online and face to face meetings)
Location: Mesquite 125

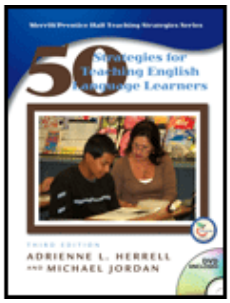
Instructor: Dr. Jacqueline Riley, Assistant Professor
Office Location: Ed South 132B (Commerce) and Faculty Offices (McKinney)
Office Hours: Wednesday 8:30-9:30 (Mckinney) Wednesday 2:00-4:30 (Commerce), Thursday 3:00-4:30 (Commerce for most classes, except on selected dates when 403 classes are taught in Mckinney) and by appointment
Office Phone: **Department Phone**: 903-886-5537
Office Fax: 903-886-5581
University Email Address: Jacqueline.Riley@Tamuc.edu

COURSE INFORMATION

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



Ovando, J., Collier, V.P., & Combs, M.C. (2012). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts, 5th Edition.* McGraw-Hill Higher Education. ISBN 0073378380



Herrell, A. L. & Jordan, M. (2012). *50 Strategies for Teaching English Language Learners,4th Edition.* Boston, MA: Pearson Education. ISBN: 978-0-13-248750-0. Comes with a very useful DVD.

Supplementary readings are recommended, but optional, and can be found as links on the Unit pages.

Course Description:
BLED 501: A critical analysis of the rationale for bilingual, multicultural education focusing on history, philosophy, and theory. The study and analysis of educational programs designed for English Language Learners including the native language and the ESL (English as a Second Language) components as well as a critical review of research on the effective implementation of bilingual/ESL programs**.**

Course Objectives:
This course will help prepare students for the TExES Content Area tests required to obtain Bilingual & ESL certification. An overall goal for this course will also be to prepare students for an interconnected world. We will focus on the following standards for the Supplemental tests:

Bilingual Education: The bilingual education teacher …
- 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 VI: has a comprehensive knowledge of content area instruction in L1 and L2.

English as a Second Language: The ESL teacher …
- 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 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 L1 and L2 acquisition and development.
2. Understand the role of culture in language development and academic achievement.
3. Analyze myths and misconceptions about bilingualism and bilingual/ESL education.
4. Value bilingualism, biliteracy and multiculturalism and become an advocate for English learners.
5. Identify, evaluate and apply methods, approaches and materials appropriate for English learners.

QEP (Quality Enhancement Plan) Learning Outcomes:
1. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).
2. Students will be able to apply knowledge of the interconnectedness of global dynamics.
3. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

COURSE REQUIREMENTS
800 Points Total

1. **Attendance/Participation: 3 Sessions** X 50 points each = 150 points

Attend five face to face sessions, be on time, and stay the entire time. Contribute in a professional manner to all discussions and collaborative activities.

Student Learning Outcomes: The student will …
#1: understand and apply theories of L1 and L2 acquisition and development.
#2: understand the role of culture in language development and academic achievement.
#3: analyze myths and misconceptions about bilingualism and bilingual/ESL education.

Assessment Method: If all the above is done, you will get 30 points per session.

2. **Text Based Classroom Resources**: 3 X 30 points = 90
The student will create three resources which can benefit the ELL and/or bilingual students at his/her school.

Student Learning Outcomes: The student will …
#1: The student will understand and apply theories of L1 and L2 acquisition and development.
#2: The student will understand the role of culture in language development and academic achievement.

Assessment Method:
The assignment will be graded using the **Text Based Classroom Resource Rubric**

3. **Website Reports** 5 reports X 10 points each = 50 points

Visit four educational websites in the course webliography and submit a report for each following the required format.

Student Learning Outcome: #5: The student will identify, evaluate and apply methods, approaches and materials appropriate for English learners.

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). Please include responses to the following questions:

4. **Quizzes** 6 X 10 points each = 60 points
The student will have one week to complete each online quiz. Quizzes must be completed by 8AM on the due date. Students will be allowed to take the quiz multiple times, so that they can obtain a 100% score, at which point they will be awarded the full 10 points for the quiz.

Student Learning Outcomes: The student will …
#1: understand and apply theories of L1 and L2 acquisition and development.
#2: understand the role of culture in language development and academic achievement.
#3: analyze myths and misconceptions about bilingualism and bilingual/ESL education.

Assessment Method: Multiple-choice, true/false and matching items

5. **Discussion Forums** 10 forums X 20 points each = 200 pts
Participate in eight online discussion forums over selected bilingual/ESL issues.

Student Learning Outcomes: The student will …
#1: understand and apply theories of L1 and L2 acquisition and development.
#2: understand the role of culture in language development and academic achievement.
#3: analyze myths and misconceptions about bilingualism and bilingual/ESL education.
#4: understand the role of culture in language development and academic achievement.

Assessment Method:
At least three entries made for each forum, one to answer the questions posed by the instructor, two to respond to someone else's entry. The response which answers the initial questions must be at least 250 words and make explicit reference to a textual source. Peer responses can be as short as a sentence. No source is needed for the peer response.

6. **Philosophy Statement** 100 points
Write a personal philosophy statement that expresses what you believe about bilingual/ESL education and how this influences how you will teach English language learners.

Student Learning Outcomes: The student will …
#4: value bilingualism, biliteracy and multiculturalism and become an advocate for English learners.
#5: identify, evaluate and apply methods, approaches and materials appropriate for English learners.
Assessment Method: The proposal will be assessed using the **Philosophy Statement Checklist.**

7. Action Research Project 150 points
Try out a strategy from the *50 Strategies* text, obtain pre- and post-assessment data from students, and report on its effectiveness.
Student Learning Outcomes: The student will …
#1: understand and apply theories of L1 and L2 acquisition and development.
#5: identify, evaluate and apply methods, approaches and materials appropriate for English learners.
Assessment Method: The proposal will be assessed using the **Action Research Project Checklist.**

Total: 775 points

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 complimenting various aspects of your work or making suggestions for improvement.

Attendance/Participation:
- Each class session is worth 50 points. If you are absent, you cannot participate and so cannot earn attendance/participation points, therefore 50 points will be subtracted for every absence (**EXCUSED OR UNEXCUSED**).
- 10-25 points will be subtracted for each partial absence due to arriving late or leaving early.
- If the student does not keep up with the online assignments in a timely manner or misses more than one face to face session, he/she can be dropped by the instructor from the course.

Late turn-ins:
- 10% of the points awarded for an assignment will be subtracted for the first day it is turned in late (after midnight) and 5% per day thereafter until it reaches 50%. Late assignments will be accepted for 50% credit up until the last face to face session.

Written Assignments (5% subtracted per item)**:**

- Include a header (name, date, course) on all your written assignments. **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 chapter responses and your action research 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.
- PowerPoint slides should follow the 7X7 rule, that is no more than 7 lines with 7 words each per slide. Relevant, not merely decorative, graphics should be included.
- All assignments are to be completed and uploaded by midnight on the day they are due. A hard copy of all **major** assignments (philosophy statements and action research proposals and reports) must also be provided at that day's session to the instructor. If either hard copy is not turned in or the electronic copy is not uploaded, **5% will be subtracted** from the total grade.

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 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/cgibin/ 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). **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.tamuc.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@tamuc.edu.

Being a Successful Student
- What Makes a Successful Online Student?
- Self-Evaluation for Potential Online Students
- Readiness for Education at a Distance Indicator (READI)
  Login Information: Login = ***tamuc***; password = ***online***

Attendance at the five face to face sessions is of critical importance. At the 1st face to face, an overview of the course requirements and website will be provided. It is our experience that those who do not attend this first session fall behind on all their assignments thereafter and do not do as well in the course as others. At all five sessions, the instructor will lecture on topics not included in the Ovando, Collier and McCombs textbook, but covered on the final exam. PowerPoint slides (in 2003 format) to accompany the instructor's lectures and to provide interactive activities 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.

The assignments for the each of the units are due once a week, on Mondays at midnight. For each unit, students are to 1) read a chapter in the Ovando, Collier and McCombs textbook, 2) participate in a discussion forum focused on answering a set of questions for a topic, and 3) take an online quiz or visit your choice of two websites and report on it. The text based resources will be submitted throughout the semester. See the course calendar for details. It is recommended you keep up with the weekly due dates to keep yourself on track for the course.

Complete instructions for all written assignments are included in the 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 8AM on the day they are due. Use Microsoft Word as your word processor and save your files with a .doc or .docx extension. You will need to upload multiple files into some assignment dropboxes.

The quizzes will be available online the weeks (7 days) the quiz is assigned. You may log into the quizzes at anytime during the testing window and retake them as many times as you like. You may log into the final exam only once and will have a time limit within which to complete and submit it. **The day after** the testing window is closed you will be able to return to the exam, seeing which items you got correct and which you missed.

A **webliography** with over 80 links of instructional websites of special interest to bilingual and ESL educators is provided. In addition to visiting five sites and reporting on them as part of your online assignments, you are invited to explore these websites to increase your knowledge of Internet resources available to you for your teaching of English learners.

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 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.)
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, e.g. "Dr. Riley, please grade this latest report, not the one I sent yesterday." 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 and your action research project. 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

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.

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.
- **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.plagiarism.org/ or http://www.mydistancecourses.org/owl/course/view.php?id=29.

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@tamuc.edu

TENTATIVE COURSE CALENDAR

UNIT NO	DUE DATES	DISCUSSION FORUMS	TEXTBOOOK READINGS	WEBSITES Choose one	QUIZZES
1	Jan 13	**FIRST FACE TO FACE SESSION** Syllabus review and computer lab exploration of course website Lecture: Student Demographics and Program Models			Syllabus
	Jan 20	**NO CLASS-MLK**			
2	Jan 27	#1	Chap1 *Students*	None	Models & Demographics
3	Feb 3	#2	Chap 2 *Policy& Programs*	Enchanted Learning OR International Digital Library	None
4	Feb 10	#3	Chap 3 *Teaching*	None	Language
5	Feb 17	#4	Chap 4 *Language*	NCELA OR Center for Applied Linguistics	None
6	Feb 24	#5	Chap 5 *Culture*	None	APA Style
7	Mar 3	**SECOND FACE TO FACE SESSION** Lecture: Language and Culture **DUE**: Action Research Proposal			
	Mar 10	**NO CLASS-SPRING BREAK**			
8	Mar 17	#6	Chap 6 *Math and Science*	Dave's ESL Café OR Everything ESL	None
9	**9** Mar 24	#7	Chap 7 *Social Studies*	None	Culture
10	**10** Mar 31	#8	Chap 8 *Assessment*	TESOL OR NABE	None
11	**11** Apr 7	#9	Chap 9 *Special Education*	None	Special Ed & ELL Families
12	**12** Apr 14	#10	Chap 10 *School & Community*	Colorín Colorado OR TEA ELL Portal	None
13	**13** Apr 21	**THIRD FACE TO FACE SESSION** Lecture: Assessment and Test Prep **DUE**: Action Research Project			
14	**14** Apr 28	**DUE: PHILOSOPHY STATEMENT** **ANY REMAINING TEXT BASED RESOURCES**			