Summer I 2014 SYLLABUS for
BLED 403-01W Bilingual Instruction for the Content Areas and
BLED 413-01W: Sheltered Content Area Instruction for ELLs

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COURSE INFORMATION

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


Course Description:

**BLED 403: Bilingual Instruction for the Content Areas: Methods, Materials and Assessment**
An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for teaching language arts, math, science and social studies 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.

**BLED 413: Sheltered Content Area Instruction for English Language Learners**
The application of second language acquisition research, theory, and pedagogical approaches to the teaching of math, science, social studies, and language arts in English to bilingual and ESL students in grades PK-12. Content-based ESL and sheltered instructional approaches, methods, and materials that meet state and local standards will be among those explored and experienced.
Course Objectives:
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 dual language development and multicultural education.
2. locate, evaluate, and create Spanish* or English materials for bilingual/ESL content area instruction.
3. design cloze tests for classroom vocabulary in Spanish* or English.
4. apply the SIOP model to the design of content area activities and lessons in English.
5. design a cross-disciplinary multicultural thematic unit in Spanish * or English.
* Students seeking ESL certification will do all these assignments in English using ESL methods.

COURSE REQUIREMENTS FOR BLED 403

600 points total

1. **SIOP Questions** (5): 15%

   Answer key questions about the development of the SIOP model and all eight of the SIOP components using both SIOP textbooks.

6. **Student Learning Outcomes #1 and 2**: TSW understand and apply theories of dual language development and multicultural education. TSW locate, evaluate, and create Spanish* or English materials for bilingual/ESL content area instruction.

   **Assessment Method**: Adherence to the required format available on the course website and evidence that the student read and reflected on the assigned chapters. Responses must be substantive or the student will not be given full credit.

2. **Multimedia Project Reports** (5): 15%

   Choose from among several multi-media (video, audio, etc.) projects, participating in one per week. Write a weekly report describing your experiences and how you could apply them in a bilingual or ESL classroom.

   **Student Learning Outcome # 2**: TSW locate, evaluate, and create Spanish* or English materials for bilingual/ESL content area instruction.

   **Assessment Method**: Adherence to the required format available on the course website. Responses must be substantive or the student will not be given full credit.
3. **Classroom Vocabulary Quizzes (1): 15%**

Select 5 topic/vocabulary areas from the *Spanish for Educators* text and write a paragraph for each area that contains ten of the vocabulary items within that topic. Convert the paragraphs into a cloze test, providing a word bank, and reflect on what was learned from this activity.

**Student Learning Outcome # 3:** TSW design cloze tests for classroom vocabulary in Spanish* or English.

**Assessment Method:** Classroom Vocabulary Checklist available on the course website.

4. **Content Area SIOP Lesson (1): 15%**

In assigned groups, create a math, science or social studies lesson for students at an intermediate or advanced level of English proficiency based on the SIOP model.

**Student Learning Outcomes # 1, 2 and 4:** TSW understand and apply theories of dual language development and multicultural education. TSW locate, evaluate, and create Spanish* or English materials for bilingual/ESL content area instruction. TSW apply the SIOP model to the design of content area activities and lessons in English.

**Assessment Method:** Adherence to the Lesson Plan Template 3 providing on the class website and found in *Making Content Comprehensible* SIOP text and the assignment directions.

5. **Instructional Materials Review (1): 15%**

In assigned groups, find and evaluate textbooks, children’s books, and websites for a selected grade. All materials and the review must be in Spanish* or English.

**Student Learning Outcome # 2:** Locate, evaluate, and create Spanish* or English materials for bilingual/ESL content area instruction.

**Assessment Method:** Instructional Materials Review Checklist available on the course website.

6. **Thematic Units (1): 25%**

In assigned groups, find a country many US immigrants come from as your theme. Locate and create materials for a multidisciplinary unit in Spanish* or English. All materials and the unit must be in Spanish* or English.

**Student Learning Outcomes # 1, 2 and 5:** TSW understand and apply theories of dual language development and multicultural education. TSW locate, evaluate, and create Spanish* or English materials for bilingual/ESL content area instruction. TSW design a cross-disciplinary multicultural thematic unit in Spanish* or English.

**Assessment Method:** Adherence to the Thematic Unit Plan Template and assignment directions available on the course website.

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**GRADING POLICIES**

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<thead>
<tr>
<th>Grading Scale</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>
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<tr>
<td>Below 60%</td>
<td>F</td>
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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.

Late turn-ins:
- All assignments are to be completed and uploaded by midnight on the day they are due.
- 10% of the points awarded for an assignment will be subtracted for each session it is turned in late (after 12:00) until it reaches 50%. Thereafter late assignments will be accepted for half credit up until the last week of the semester.

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.
- Single space your work with double spacing between sections/paragraphs.
- College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc errors will result in points deducted.

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 the files for 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.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@online.tamuc.org.

How the Course is Organized
This class is 100% online as no face to face sessions are required. There are five units that correspond to each of the five weeks of the summer session. Assignments are due by midnight (12:00 AM) on Thursday of each week. See the Course Calendar at the end of this syllabus for the due dates for each unit.
On the weekly Unit page there are links to handouts and directions for the assignments due that week. 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. It is your responsibility to read the directions and all associated documents carefully and to ask questions via email or phone in a timely way (at least 3 days before the due date) if needed.

A dropbox, clearly labeled using the name of the assignment, is set up for every assignment. Upload all assignments electronically into the dropbox by midnight on the day they are due. Use Microsoft Word as your word processor and save your files with a .doc extension.

A webliography with over 80 links of instructional websites of special interest to bilingual and ESL educators is provided. You are invited to explore these websites to increase your knowledge of Internet resources available to you for your teaching. This will help you with your instructional materials review and lesson and unit plans.

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.

- **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…)
- **Phone**: 1-866-656-5511 (Toll Free) to speak with an eCollege Tech Support Representative.
- **Email**: helpdesk@online.tamuc.org to initiate a support request with an eCollege representative.
- **Chat Support**: Click on 'Live Support' on the toolbar to chat with a representative.

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). 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. Riley, 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 Webligraphy
Often other students like to have access to your work such as your SIOP lesson plan or your thematic unit. 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 webligraphy so 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).

➢ Professionalism Component: You are expected to demonstrate a professional attitude at all times. This includes respecting your peers as well as your instructor. Also included is accepting constructive criticism, turning in high quality work, and understanding that this is a growth experience.

➢ Collaborative learning: You will be assigned to work with one or more partners for some of your course assignments. It is your responsibility to communicate regularly with your partners and to share the work equally. You will be required to submit a peer rating form along with the team assignments to confirm this. Students who do not collaborate well with their partners will be penalized with a lower grade. If your partner(s) drop the ball, please notify me early.

➢ 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 do not send in your assignments for two or more weeks, you may be dropped from the course due to lack of participation. 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.
## TENTATIVE COURSE CALENDAR

June 2\textsuperscript{nd} – July 3\textsuperscript{rd}, 2014

<table>
<thead>
<tr>
<th>Unit &amp; Due Date</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1 June 5</td>
<td>SIOP Questions #1: Chapters 1 &amp; 2 in both SIOP texts&lt;br&gt; Multimedia Project Report #1</td>
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<tr>
<td>2 June 12</td>
<td>SIOP Questions #1: Chapters 3 &amp; 4 in both SIOP texts&lt;br&gt; Multimedia Project Report #2&lt;br&gt; Classroom Vocabulary Quizzes</td>
</tr>
<tr>
<td>3 June 19</td>
<td>SIOP Questions #1: Chapters 5 &amp; 6 in both SIOP texts&lt;br&gt; Multimedia Project Report #3&lt;br&gt; Content Area SIOP Lesson (TEAM ASSIGNMENT)</td>
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<tr>
<td>4 June 26</td>
<td>SIOP Questions #1: Chapters 7 &amp; 8 in both SIOP texts&lt;br&gt; Multimedia Project Report #4&lt;br&gt; Instructional Materials Review (TEAM ASSIGNMENT)</td>
</tr>
<tr>
<td>5 July 3</td>
<td>SIOP Questions #1: Chapters 9 &amp; 10 in both SIOP texts&lt;br&gt; Multimedia Project Report #5&lt;br&gt; Thematic Unit Plan (TEAM ASSIGNMENT)</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**
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu