Summer II 2014 SYLLABUS for

BLED 402-01W: Bilingual Oral Language and Biliteracy Instruction
BLED 412-01W: Second Language Literacy for English Language Learners

Instructor: Associate Professor Laura Chris Green, Ph.D.
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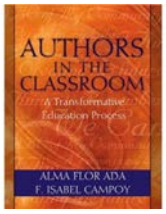
COURSE INFORMATION

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



Alma Flor Ada & F. Isabel Campoy (2004). *Authors in the Classroom: A Transformative Process.* Boston, MA*:* Pearson Education. ISBN#:0-205-35139-5

Course Descriptions:

BLED 402: *Bilingual Oral Language & Bilteracy 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.

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.

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:
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.

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.

Student Learning Outcomes: The student will …

1. Understand and apply theories of L1 and L2 acquisition and development.
2. Value bilingualism, biliteracy and multiculturalism and become an advocate for English learners.
3. Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.*
4. Design a literature-based unit based on a multicultural book in English or Spanish*.

* Students seeking ESL certification will do all these assignments in English using ESL methods.

COURSE REQUIREMENTS

800 points total

1. **<u>Online Class Discussions</u> (5): 20 points each – Total 100 points**
   Participate in five online discussion forums over selected bilingual/ESL issues. Students will be required to post an initial discussion of at least 75 to 100+ words to the assigned topic and respond to another student's initial posting with at least a 50 to 75+ word response by the indicated due date.
   <u>Student Learning Outcomes #1 and 2</u>: TSW understand and apply theories of L1 and L2 acquisition and development. TSW value bilingualism, biliteracy and multiculturalism and become an advocate for English learners.

   <u>Assessment Method</u>: Discussion postings must be substantive or the student will not be given full credit, if it is apparent to the professor that students have not spent enough time or effort in writing the responses. For example, "I agree. You are absolutely right," does not constitute a substantive response.

2. **<u>Chapter Responses</u> (5)**: **20 points each – Total 100 points**
   Read the assigned chapters in the two required textbooks, reflect on what you have read and respond to each chapter using the format provided on the course website.
   <u>Student Learning Outcomes #1 and 3</u>: TSW understand and apply theories of L1 and L2 acquisition and development. TSW identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.*

   <u>Assessment Method</u>: Adherence to the required format 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.

3. **Multicultural Bibliographies (1): Total 100 points**
   Find, read and evaluate 5 multicultural children's books 1) in Spanish (bilingual) or 2) in English at a level appropriate for intermediate to advanced ELLs (ESL students).
   Student Learning Outcomes #1 and 3: TSW understand and apply theories of L1 and L2 acquisition and multicultural education. TSW identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.*

Assessment Method: **Multicultural Bibliography Checklist** available on the course website.

4. **Dramatic Oral Readings (1): Total 100 points**
   Choose your favorite children's book from your bibliography. Use Voicethread to aaudio or videotape yourself reading the entire book aloud, either to an audience of one or more children or simulating that you are doing so. Watch/listen to your tape and reflect on your performance.
   Student Learning Outcome #3: TSW 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 oral readings will be evaluated for performance based on the student's pacing and use of dramatic voice and gestures designed to increase student attention. The reflection report will be evaluated for the student's ability to identify his/her own strengths and weaknesses.

5. **Website Reports (1): Total 100 points**
   Visit 9 assigned websites from the course webliography as well as locating and visiting one additional website that is not in the webliography. Summarize and evaluate the resources found for all 10 sites using the required format.
   Student Learning Outcome #3: TSW 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. Reports must be substantive.

6. **Language Arts Units (1): Total 100 points**
   Using one of the books used for your dramatic oral readings, create a literature-based language arts unit plan in Spanish (bilingual students) or 2) in English (ESL students). The plan will include listening, speaking, reading and writing activities based on the book.
   Student Learning Outcomes #3 and 4: TSW identify, apply & evaluate instructional methods, approaches & materials for the oral and written language development of ELLs in English or Spanish.* TSW design a literature-based unit based on a multicultural book in English or Spanish*.

Assessment Method: **Language Arts Unit Checklist** available on the course website.

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.

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 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 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.
- 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.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@tamu-commerce.edu.

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 the Wednesday 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 to facilitate your website reports and other assignments 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.

- **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 Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with an eCollege representative.
- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a representative.

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). 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 and post such things as changes in the schedule such as when assignments are due or provide further clarifications for specific assignments.

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

May be changed at the instructor's discretion

Unit & Due Date	Assignments Due
1 July 9	Discussion Forum #1 Chapter Response #1: *A Magical Encounter* Chaps 1 & 2
2 July 16	Discussion Forum #2 Chapter Response #2: *A Magical Encounter* Chaps 3 & 4 Multicultural Bibliographies
3 July 23	Discussion Forum #3 Chapter Response #3: *Authors in the Classroom*, Chaps 1& 2 Dramatic Oral Readings
4 July 30	Discussion Forum #4 Chapter Response #4: *Authors in the Classroom*, Chaps 3 & 4 Website Reports
5 Aug 6	Discussion Forum #5 Chapter Response #5: *Authors in the Classroom*, Chaps 5& 6 Language Arts Units

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