Summer II 2016 SYLLABUS for
BLED 597-01W: Special Topics:
Accelerating ELL Achievement Through Project-Based Learning
Meets: July 7 through August 8, 2014

Instructor: Associate Professor Laura Chris Green, Ph.D.
Office Location: EDS (Education South) 132B
Office Hours: Tues and Thurs 1:30 to 4:00 PM and by appointment
Office Phone: 903-886-5533 Department Phone: 903-886-5537
Office Fax: 903-886-5581 Email: Chris.Green@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required:
Choose one of the following two titles, depending on the level you teach/work at. You can obtain either print or Kindle versions. You can install a free Kindle app from Amazon on your cell phone or computer; you do not need to own a Kindle ereader.

If you work at the elementary level, use this book:

OR

If you work at the secondary level, use this one:

Additional Readings Required:
All additional readings and other materials are available via the course website.

Course Description:
BLED 597: Special Topics: Accelerating ELL Achievement Through Project-Based Learning
Project Based Learning (PBL) taps into student strengths and interests in a manner that is cross disciplinary and builds academic language and the ability to think deeply and well. Students will identify and evaluate PBL models and create project plans for linguistically and culturally diverse learners.
Student Learning Outcomes: The student will…
1. Evaluate & discuss professional literature on Project-Based Learning (PBL) and its implications for English Language Learners (ELLs).
2. Define PBL, identifying its essential characteristics that lead to academic success.
3. Summarize PBL research, identifying its benefits for all students, including ELLs.
4. Explore sample projects*, selecting one for modified implementation or creating one.
5. Develop a project plan based on the Buck Institute for Education (BIE) PBL model.
6. Modify a PBL plan so that it is culturally relevant to and linguistically appropriate for ELLs.*
7. Review & apply ideas for PBL management, assessment and technology integration.
8. Review the projects of 2 assigned classmates and provide them with quality feedback.
* in Spanish if specializing in bilingual education or in English using ESL methods if specializing in ESL education

COURSE REQUIREMENTS

1. PBL Issues Forum (20%).
Read professional literature and participate in five online discussion forums over selected PBL issues within the context of bilingual/ESL education.
SLO #1: Evaluate and discuss professional literature on Project-Based Learning (PBL) and its implications for English Language Learners (ELLs).
SLO #2: Define PBL, identifying its essential characteristics that lead to academic success.
SLO #3: Summarize PBL research, identifying its benefits for all students, including ELLs.
SLO #4: Explore sample projects, selecting one for implementation or creating one.
SLO #5: Develop a project plan based on the Buck Institute for Education (BIE) PBL model.
SLO #6: Modify a PBL plan so that it is culturally relevant to and linguistically appropriate for ELLs.
SLO #7: Review & apply ideas for PBL management, assessment and technology integration.
Assessment Method: At least two entries made for each forum, one to answer the questions posed by the instructor (minimum of 150 words) and, one to respond to a classmate’s entry (minimum of 50 words). One reference to ideas from the textbook and two references to ideas from the other assigned readings also required, for a total of three references per forum.
Grading will be based on the PBL Discussion Forum Checklist.

2. PBL Project Plan for ELLs (70%)
Design a PBL project that could be implemented with the ELL students in your classroom or in the classrooms of teachers you support. The project needs to be grade level and linguistically appropriate, based on content and English language proficiency standards, culturally relevant/meaningful to ELL students, and include formative and summative assessments,
SLO #4: Explore sample projects, selecting one for modified implementation or creating one.
SLO #5: Develop a project plan* based on the Buck Institute for Education (BIE) PBL model.
SLO #6: Modify the plan so that it is culturally relevant to and linguistically appropriate for ELLs.*
SLO #7: Review & apply ideas for management & assessment of and technology integration into a PBL project.
Assessment Method: Adherence to the BIE Project Plan Template and assignment directions.
Grading will be based on the Project Design Rubric.
3. **Critical Friends Forum (10%)**: Review two classmates’ PBL projects for compliance with essential elements outlined in the PBL model. Provide specific, useful, thoughtful comments which provide each classmate with feedback explaining what they have done well and suggestions for improvement.

SLO #8: Review the PBL projects of 2 assigned classmates & provide them with quality feedback. **Assessment Method**: At least three entries made for each forum, one to provide classmates with their PBL project template, and two to provide feedback for two classmates. For each classmate, students must provide a total of four bullets (two compliments explaining how the project has been successfully designed and why, and two suggestions for ways to improve the project). Feedback must identify specific things that were done well or need improvement. Grading will be based on the **PBL Peer Review Discussion Checklist**.

### GRADING POLICIES

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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</table>

- 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 (11:59 PM)** 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 noon) and 5% per day thereafter until it reaches 50%. Late assignments will be accepted for half credit up until the last due date.

**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.
- Papers are to be single and double spaced as per the sample papers.
- College level writing is expected in terms of organization, structure, and editing. Excessive errors will result in points deducted. Note that the special conventions of Spanish (accents, capitalization, punctuation) must be followed for work done in Spanish.

**Cite your Sources** (from 5% to 100% (see section re plagiarism) subtracted if not followed):  
APA (American Psychological Association) style should be used for all references. Include a citation in the body of your report (Author, Year, page number) and a bibliography at the end. A complete guide to APA style is available at [http://owl.english.purdue.edu/owl/resource/560/01/](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:
From a journal:
From a website:

TECHNOLOGY REQUIREMENTS

Technologies Needed:
• Internet access/connection – high speed recommended (not dial-up)
• Microsoft Word and PowerPoint (2003, 2007 or 2010). Do not use other word processors.
• Internet Explorer, Firefox or Chrome.

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@online.tamuc.org.

How the Course is Organized
The course is organized into five modules, each corresponding to a week of time. Complete instructions for all assignments are included in the online modules. Check the course calendar in the syllabus for the due dates associated with each assignment. The online instructions provide step by step directions for how to accomplish the assignment and links to informational resources such as the TEKS and ELPS standards; required readings and videos; forms for classroom management and assessment; and templates and assessment rubrics and checklists for your assignments. 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).
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 midnight (11:59 PM) on the day they are due. Use Microsoft Word as your word processor and save your files with a .doc or .docx extension. You may need to upload multiple files into some assignment dropboxes.

### 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 classmate 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**. Do not use email addresses other than your myLeo email address to communicate with me as sometimes these get blocked by the university’s spam filters. 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 any team assignments.

**Dropbox**
**DO NOT send me your work via email.** 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. 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. Green, 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.
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).

- **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/](http://www.plagiarism.org/) or [http://www.unc.edu/depts/wcweb/handouts/plagiarism.html](http://www.unc.edu/depts/wcweb/handouts/plagiarism.html).

- **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 one 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 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.

**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](mailto:StudentDisabilityServices@tamuc.edu)
# TENTATIVE COURSE CALENDAR FOR BLED 597
## Accelerating ELL Achievement through PBL

<table>
<thead>
<tr>
<th>Module</th>
<th>Due</th>
<th>Readings and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 11</td>
<td>• READ Chapter 1 of <em>PBL in the Elem Grades</em> (PK-5) OR Chapter 1 of <em>PBL Starter Kit</em> (6-12)</td>
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<tr>
<td></td>
<td>Monday</td>
<td>• EXPLORE What and Why? links</td>
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<tr>
<td></td>
<td></td>
<td>• Issues Forum: ANSWER What &amp; Why? questions</td>
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<td></td>
<td></td>
<td>• Critical Friends Forum: POST introductions</td>
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<td></td>
<td>July 12</td>
<td>• Issues Forum: RESPOND to peers’ answers</td>
</tr>
<tr>
<td>Discussion Forum #1</td>
<td>July 14</td>
<td>• Critical Friends Forum: RESPOND to peers’ introductions</td>
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<td></td>
<td>Thursday</td>
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<tr>
<td>2</td>
<td>July 18</td>
<td>• READ Chapters 2 &amp; 7, <em>PBL in the Elem Grades</em> (PK-5) OR Chapters 2 &amp; 3, <em>PBL Starter Kit</em> (6-12)</td>
</tr>
<tr>
<td>GETTING STARTED &amp; SAMPLE PROJECTS</td>
<td>Monday</td>
<td>• EXPLORE Getting Started &amp; Sample Projects links</td>
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<tr>
<td></td>
<td></td>
<td>• Issues Forum: ANSWER Getting Started &amp; Sample Projects questions</td>
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<td></td>
<td>July 19</td>
<td>• Critical Friends Forum: POST Project Design Part 1 for peer review</td>
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<tr>
<td>Discussion Forum #2</td>
<td>Tuesday</td>
<td>• Issues Forum: RESPOND to peers’ answers</td>
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<tr>
<td></td>
<td></td>
<td>• Critical Friends Forum: PROVIDE FEEDBACK on Design Part 1</td>
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<td></td>
<td>July 21</td>
<td>• Issues Forum: PROVIDE FEEDBACK on Design Part 1</td>
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<td></td>
<td>Thursday</td>
<td>• Project Plan: REVISE Project Design Part 1</td>
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<td>o SUBMIT to dropbox for grading</td>
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<tr>
<td>3</td>
<td>July 25</td>
<td>• READ Chapters 3 &amp; 4, <em>PBL in the Elem Grades</em> (PK-5) OR Chapters 4 &amp; 5, <em>PBL Starter Kit</em> (6-12)</td>
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<tr>
<td>PLANNING &amp; MANAGEMENT</td>
<td>Monday</td>
<td>• EXPLORE Planning &amp; Management links</td>
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<tr>
<td>Discussion Forum #3</td>
<td>July 26</td>
<td>• Issues Forum: ANSWER Planning &amp; Management questions</td>
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<td></td>
<td>Tuesday</td>
<td>• Critical Friends Forum: POST Project Design Part 2 for peer review</td>
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<td></td>
<td>July 28</td>
<td>• Issues Forum: RESPOND to peers’ answers</td>
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<td></td>
<td>Thursday</td>
<td>• Critical Friends Forum: PROVIDE FEEDBACK on Design Part 2</td>
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<td>• Project Plan: REVISE Project Design Part 2</td>
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<td>o SUBMIT to dropbox for grading</td>
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<td>4</td>
<td>Aug 1</td>
<td>• EXPLORE PBL for ELLs links</td>
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<tr>
<td>PBL FOR ELLS</td>
<td>Monday</td>
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<tr>
<td>Discussion Forum #4</td>
<td>Aug 2</td>
<td>• Issues Forum: ANSWER PBL for ELLs questions</td>
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<tr>
<td></td>
<td>Tuesday</td>
<td>• Critical Friends Forum: POST Project Design Part 3 for peer review</td>
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<td></td>
<td>Aug 4</td>
<td>• Issues Forum: RESPOND to peers’ answers</td>
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<td></td>
<td>Thursday</td>
<td>• Critical Friends Forum: PROVIDE FEEDBACK on Design Part 3</td>
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<td>• Project Plan: REVISE Project Design Part 3</td>
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<td>o SUBMIT to dropbox for grading</td>
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<tr>
<td>5</td>
<td>Aug 8</td>
<td>• READ Chapters 5 &amp; 6, <em>PBL in the Elem Grades</em> (PK-5) OR Chapters 5 &amp; 6, <em>PBL Starter Kit</em> (6-12)</td>
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<tr>
<td>PLAN FINAL TOUCHES</td>
<td>Monday</td>
<td>• EXPLORE Plan Final Touches links</td>
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<tr>
<td>Discussion Forum #5</td>
<td>Aug. 9</td>
<td>• Issues Forum: ANSWER Plan Final Touches questions</td>
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<tr>
<td></td>
<td>Tuesday</td>
<td>• Critical Friends Forum: POST Project Design Part 4 for peer review</td>
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<tr>
<td></td>
<td>Aug. 10</td>
<td>• Issues Forum: RESPOND to peers’ answers</td>
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<tr>
<td></td>
<td>Wednesday</td>
<td>• Critical Friends Forum: PROVIDE FEEDBACK on Design Part 4</td>
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<tr>
<td></td>
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<td>• Project Plan: REVISE Project Design Part 4</td>
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<td>o SUBMIT to dropbox for grading</td>
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