BLED 402.01W:
Bilingual Oral Language and Biliteracy Instruction
An Online Course
Spring 2019

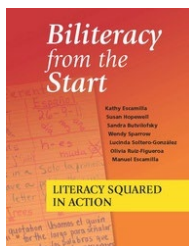**Instructor**: Dr. Alexandra Babino, Assistant Professor

Office Hours: Tuesdays and Thursdays 9:00-12:00 PM, 3:15-4:00 PM or by appointment

University Email Address: Alexandra.Babino@tamuc.edu **Office:** EDS 224
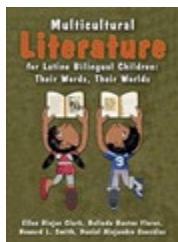
COURSE INFORMATION

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

Kathy Escamilla, Susan Hopewell, Sandra Butvilofsky, Wendy Sparrow, Lucinda Soltero-González, Olivia Ruiz-Figueroa, & Manuel Escamilla (2013). *Biliteracy from the Start: Literacy Squared in Action.* Philadelphia, PA: Caslon. ISBN: 978-1-934000-13-7.

Ellen Riojas Clark, Belinda Bustos Flores, Howard L. Smith, Daniel Alejandro Gonzalez (2016). *Multicultural Literature for Latino Bilingual Children: Their Words, Their Worlds.* Lanham, MD: Rowman & Littlefield. ISBN#: 978-1-4758-1492-7

OPTIONAL: Cooter, R.B. & Flynt, E.S. (2013). The Flynt/Cooter Comprehensive Reading Inventory-2: Assessment of K-12 Reading Skills in English & Spanish (2nd Edition). ISBN-13: 978-0133362527 and ISBN-10: 0133362523.
Available from Amazon as an etextbook or spiral bound.
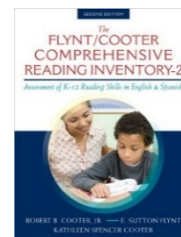
Supplementary readings and handouts for activities during class sessions are listed on the course calendar and available through links on the website course. Please download, print, and read them.

Course Description:
BLED 402: *Bilingual Oral Language & Biliteracy 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. Pre/corequisites BLED 401, RDG 350 and advanced proficiency in Spanish.

Course Objectives:
This course is designed to help prepare students for the TExES Content Area tests required to obtain Bilingual 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 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.

Student Learning Outcomes:
1. The student will continue to develop academic competence in Spanish and English.
2. The student will understand and apply theories of L1 and L2 acquisition and development.
3. The student will value bilingualism, biliteracy and biculturalism and become an advocate for emergent bilinguals.
4. The student will identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of emergent bilinguals in Spanish.
5. The student will assess the reading of an emergent bilingual in Spanish.

COURSE REQUIREMENTS

1,000 POINTS TOTAL
Please note that all assignments are to be completed in Spanish and are due on Sundays unless otherwise noted.

Online Class Discussions (3), 25 points each: Total 75 points:
Participate in 3 online discussion forums over selected Bilingual/ESL/Dual Language issues. Students will be required to post an initial discussion of at least 200 words to the assigned topic (by Thursday) and respond to two other students' initial postings with at least a 50+ word response (by Sunday). *Please note that these discussions will occur in Spanish, so you will want to be sure that you edit your responses according to the grammar, spelling, and capitalization rules in Spanish.

Student Learning Outcomes #1, 2, 3: TSW continue to develop academic proficiency in Spanish while understanding and applying theories of L1 and L2 acquisition and development. TSW value bilingualism and multiculturalism and become and advocate for English Learners.
Assessment Method: 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. Additionally, attention to professional tone and academic Spanish will be highlighted. Please refer to the rubric on the course website.

Reading Quizzes (3), (Quiz 1 and 2 = 33 points each; Quiz 3 = 59 points): Total 125 points:
Three times a semester you will take a quiz on the course readings. These will include the key vocabulary and main ideas from each assigned chapter plus implications for your future bilingual classroom. The third quiz will also include a

reflection on your growth as a bilingual, biliterate, bicultural teacher. You will be able to take the quiz as many times as you like until the due date, at which time the highest grade will be reported to the gradebook.

<u>Student Learning Outcomes #2, 3:</u> TSW understand and apply theories of L1 and L2 acquisition and development. TSW value bilingualism and multiculturalism and become and advocate for English Learners.
<u>Assessment Method</u>: Quiz.

Reading and Writing Workshop (10) 10 points each: Total 100 points

After reading all assigned chapters in the two required textbooks, we will get to reflect on what you have read and apply biliteracy learning theories in a reading and writing workshop, located in the discussion forums. For reading workshop, you will watch a short video and respond to the discussion questions by creating a voicethread/PowerPoint with audio of your responses to be posted in the discussion forum. You will also respond to two other student's responses by sharing two compliments on their work by Sunday of the week it is assigned.

During writing workshop, you will work through the writing process to create a piece of personal writing in Spanish or a combination of Spanish and English. Each week I will provide you will a minilesson, where you'll get to spend 10-30 minutes working on your ideas/draft. You will turn in what you're working on the discussion forum, provide your reflection on this stage of the process, and respond to one other classmate.

<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 methods, approaches and materials for the oral and written language development of emergent bilinguals in English and Spanish.
<u>Assessment method</u>: Adherence to the reading/writing workshop rubric with evidence that the student read and reflected on the assigned chapters. Responses must be substantive or the student will not be given full credit.

Spanish Reading Assessment (1) 200 points:

Students will work by themselves or with a partner to gather background educational information about a bilingual student, interview the child with an interest inventory, and assess his/her Spanish reading skills using an informal reading inventory (Flynt-Cooper 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.

<u>Student Learning Outcomes #5:</u> TSW assess the reading of an EL in Spanish* and make recommendations for appropriate literacy instruction based on the results.
<u>Assessment Method</u>: The Reading Assessment report and its accompanying documents will be assessed using the Reading Assessment Checklist available on the course website.

Spanish Writing (1) 100 points

Based on what you've learned as a bilingual reader and writer, choose a genre of writing you'd like to take through the writing process (planning, drafting, revising, editing, publishing). After writing, you will have an opportunity to publish the text, share it with the class, and reflect on the experience.

<u>Student Learning Outcomes #1, 2, 3, & 4</u>: TSW continue to develop academic proficiency in Spanish while understanding and applying theories of L1 and L2 acquisition and development. TSW value bilingualism and multiculturalism and become and advocate for English Learners. Lastly, TSW identify, apply and evaluate instructional methods, approaches, and materials for the oral and written language development of Emergent bilinguals in Spanish.
<u>Assessment Method</u>: Participation in Writer's Workshop (5), Evidence of Drafts, Revision and Editing, the quality of the writing and student reflection on the process. A Rubric of the assignment is available on the course website.

Language Arts Unit (1) 200 points:

Working with a parnter or group, you will use an authentic Spanish book to create a literature-based language arts unit plan in Spanish. The plan will include listening, speaking, reading and writing activities based on the book.

Student Learning Outcomes #3 and 4: TSW identify, apply and evaluate instructional methods, approaches, and materials for the oral and written language development of Emergent bilinguals in Spanish. TSW design a literature-based unit on a multicultural book in Spanish.
Assessment Method: **Language Arts Unit Checklist** available on the course website.

Academic Spanish Development (2), Total 100 points:
Students will participate in two online modules to develop academic Spanish oral language: the speaking module and the writing module that align with the Bilingual Teacher Language Proficiency Test (BTLPT, required for bilingual teacher certification). As they participate in each module, students will have an opportunity to take notes over what they learn, send in the final certificate, as well as provide self-reflection on each module. While the actual BTLPT will include four sections (listening, speaking, reading, and writing), we will only review the speaking and writing sections since students usually want more support and practice in these areas.

Student Learning Outcome #1: TSW continue to develop academic competence in Spanish.
Assessment method: The certificates, module notes, and self-reflection.

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.
- Extra Credit: Students may earn extra credit for joining and attending two B.E.S.O. meetings or attending the B.E.A.M. Conference. More information regarding these extra credit opportunities will be shared throughout the semester.

Participation:
- Because this is an online course, carefully reading the unit directions and budgeting your time accordingly are integral to your success.
- Complete participation in all aspects of the assignments is highly encouraged.
- All assignments must be completed to pass the course.
- If you anticipate any challenges with completing the course, please email me at your earliest convenience.
- Please keep in mind that unless there is a medical emergency or bereavement, and you provide me with the appropriate documentation you are still responsible for all work on the due date.

Late turn-ins:
- All assignments are to be completed and uploaded into the assigned dropbox by 11:39 P.M. (midnight) on the day they are due.
- Late work may be turned in with a 10% deduction on the total grade for each day the assignment is late.
- ***After a week past the due date, no late assignments will be accepted.***

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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 double-spaced.
- 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.

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TECHNOLOGY REQUIREMENTS

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Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

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Running the browser check will ensure your internet browser is supported.

> Pop-ups are allowed.
> JavaScript is enabled.
> Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

Access and Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **LiveChat** **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

How the Course is Organized

The class is organized by units that correspond with each week of class. On each "Unit" page, *there are links to supplementary readings and handouts for class activities. Students should print these out or have access to them in class*.

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. *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.

A submission folder, clearly labeled using the name of the assignment, is set up for every assignment. The boxes are found under the "Activities" and "Assignments" tabs on the top toolbar in myLEO. Please 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. Please be sure to bring a copy of your assignment to class or have access to it digitally to refer to.

COMMUNICATION and SUPPORT

Communication
You can easily use the "Email" tab on the top toolbar of myLEO 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 your classmates or me via email if you have any questions or concerns (other than tech support issues).

I am happy to answer any questions you have about the course or the program. Please do be sure to check the syllabus and other myLEO materials first to see that any of your questions can be answered there. I try to anticipate your questions as best I can and answer as many as possible in the assignment explanations.

Additionally, it is very important to me to respond to you as quickly as possible during business hours, Monday through Friday from 8-5PM. If you email me outside of these times then I will respond you as soon as I can the next business day. On days I have back-to-back meetings and/or classes, it may take me longer to respond. So if you have any questions regarding an assignment that is due, I recommend asking your questions far enough in advance that you have one or two business days to work on an assignment after hearing from me.

Lastly, if you have anything going on that might get in the way of you successfully completing the class, please email me so I can support you in the process.

myLEO 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.

Submission Folder
Your assignments are to be uploaded, as an attachment, to the appropriate submission folder. You can access this in myLEO by clicking on the "Activities" tab and then "Assignments". Afterwards, find the assignment title you're looking for. I recommend you not wait until the last minute to upload your work to the dropbox as you may encounter technical difficulties. **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. Babino, 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.

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Please do not send me your work as an email attachment. Please 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.

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 and behavior at all times. This includes respecting the thoughts of your peers and your instructor as well as being actively involved in all class work. Because professionalism is such an integral part of becoming an educator, any student who shows a consistent lack of professionalism will receive up to a letter grade deduction at the end of the course at the discretion of the instructor. Professional attitudes and behaviors include:
- participating in small and large group discussions,
- accepting constructive criticism,
- active listening,
- turning in high quality work, and
- understanding that this is a growth experience.

Participation/Completion of Assignments: Class participation and completion of all assignments essential to your success in this course.

In Case of an Emergency: In the event of an emergency, like a family bereavement or medical issue, please email me at your earliest convenience before the deadline. With documentation provided, you may possibly receive an extension on an assignment. Please note that although challenging, having a technical difficulty or managing work and school responsibilities are not considered emergencies.

Research: Research is part of TAMU-C requirements. All faculty members that work at the university must research and publish their research. Since action research helps an instructor to determine the worth of the class assignment they develop, I like to do research on assignments and/or activities used in our class. Therefore, any reflective responses to the planned class activities may be used to fulfill my research requirement. However, all responses used in research articles will be anonymous. That is, no names or any identification about specific students will be used anywhere in my research. ***If you disagree to this, please let me know and I will give you a paper to fill out and I will not use any response I know is from you.***

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/.

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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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 162
Phone (903) 886-5150 or (903) 886-5835   StudentDisabilityServices@tamuc.edu
Fax (903) 468-8148   Student Disability Resources & Services

Campus Gun Law (effective Fall, 2016)

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses: Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE CALENDAR

*Please note that dates are subject to change at the discretion of the professor.
If any changes are made, they are with your benefit in mind.

**Additionally, all assignments are to be completed in Spanish and
are due on Sundays unless otherwise noted.

Abbreviation Legend
ML = Multicultural Literature for Latino Bilingual Children
BS: Biliteracy from the Start

Unit & Due Dates	Topics	Work to Complete	Due
1 1/20	Setting the Context for a "magical encounter"	Add dates to planner Class Introduction Syllabus Quiz Read Ch. 1 in BS for Thurs. Read ML Preface for Thurs.	Discussion #1
2 1/27	Reader's Workshop Multicultural Literature	Read ML Ch. 1& 2 Prepare for Reader's Workshop Post Find Student for Reading Assessment	Reader's Workshop Post
3 2/3	Reader's Workshop	Read Multicultural Literature Ch. 3& 4 . Prepare for Reader's Workshop Post	Reader's Workshop Post

	Identity Development and Cultural Representation		Quiz #1 Due (ML Ch. 1-4 + BS Ch. 1)
4 2/10	Reader's Workshop Oracy in Reading Development	Read. Ch. 2 Oracy in BS Prepare for Reader's Workshop Post Prepare to meet with student to conduct reading assessment part 1	Reader's Workshop Post
5 2/17	Reader's Workshop Teaching Methods for Spanish Reading	Read Ch. 3 Reading in BS Prepare for Reader's Workshop Post Meet with student to conduct reading assessment part 1	Reader's Workshop Post
6 2/24	Reading Assessment Workshop	Reading Assessments: Meet with student to conduct reading assessment part 2 Reading Assessments: Analyze, reflect and write up Respond to Discussion #2	Sp. Reading Assessments Discussion #2
7 3/3	Writer's Workshop Teaching Methods for Spanish Writing	Read Ch. 4 Writing in BS Writer's Workshop response: Begin Spanish Brainstorming	Writer's Workshop response Quiz #2 Due (BS Chs. 1-4)
8 3/10	Writer's Workshop	Read Ch. 5 Metalanguage in BS Work on Spanish writing	Writer's Workshop Response
9 3/17	Writer's Workshop	Read Ch. 7 in BS Work on Spanish writing Preview Spanish Lesson Unit" Google Form	Writer's Workshop response
10 3/31	Writer's Workshop	Read. Ch. 8 in BS Work on Spanish writing Prepare for Discussion #3	Writer's Workshop response Discussion #3

11 4/7	Writer's Workshop	Read Ch. 9 in BS Finish Spanish Writing	Writer's Workshop response Spanish Writing Due
12 4/14	Spanish Lesson Plan	Read Ch. 10 in BS Spanish Lesson Plan	*Turn in Part 1 of your Lesson Plan for feedback
13 4/21	Spanish Lesson Plan	Spanish Lesson Plan	Sp. Lesson Plan Due
14 4/28	Speaking AND Writing BTLPT Modules	Turn in the module certificates Turn in your notes from each section of the modules Write a self-reflection for the Speaking AND writing modules	Sp. Speaking AND Writing Modules Due
15 5/5	Review + Reflection	Prepare for Quiz #3	Quiz #3 Due (BS 5, 7-10 + Your Reflection)