



**FALL 2020 SYLLABUS for  
BLED 401-01W: Foundations of Bilingual/ESL Education  
Location: Online**

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

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**Conference:** Tuesdays, Thursdays, & Fridays 9:00-12 PM or by appointment

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbooks Required:*

Lessow-Hurley, J. (2013). *The foundations of dual language instruction, 6<sup>th</sup> Edition*. Boston, MA: Pearson Education. ISBN#:978-0132685160

*\*\*\*\*We have free copies of the textbook you can borrow located at the Commerce campus. If you would like to pick up a textbook at the CHEC (McKinney campus), please email Dr. Babino before the end of the first week of class\*\*\*\**

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 them, print them out and bring them to class.

**Course Description:**

**BLED 401:** Introduction to the philosophies and theories of bilingual schooling with emphasis on language policy and the sociological, psychological, and legal aspects involved. Provides students with opportunities to reflect on their own language learning and schooling experiences in bilingual settings and compare them to programs and practices shown by research to be effective.

**Course Objectives:**

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

**Student Learning Outcomes:** The student will ...

1. identify and understand theories of L1 and L2 acquisition and development.
2. understand the role of culture in language development and academic achievement.
3. assess the oral language proficiency of bi/multilingual student in English and Spanish.\*
4. value bilingualism, biliteracy and multiculturalism and become an advocate for bi/multilingual students.

### **Quality Enhancement Plan (QEP)**

This course has been selected as a Global Course tied to the quality Enhancement Plan at Texas A&M University-Commerce. Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. Related to the, QEP students will demonstrate the following learning objectives (LO1): (LO1) demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems), (LO2) apply knowledge of the interconnectedness of global dynamics, and (LO3) view themselves as engaged citizens within an interconnected and diverse world. The philosophy statement will be used to assess the QEP student learning outcomes for each student. The philosophy statement will be evaluated using the philosophy statement checklist. Students are responsible to upload a copy of their philosophy statement to their ePortfolio in ManeSync.

\* Students seeking ESL certification will do all these assignments entirely in English.

### **Bilingual Communication Standards for Our Classroom**

Both bilingual education and ESL students may participate in BLED 401:

- **ESL students** will be required to communicate, both orally and in writing, **only in English**.
- **Bilingual education students** will be required to read professional materials, and turn in written assignments **in both English and Spanish** in order to further develop their academic language in both languages.

<b>COURSE REQUIREMENTS</b>
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1. **Quizzes:** 4 quizzes (4 quizzes x 50 pts/ea. = 200 points)

The student will have one week to complete each online quiz. 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 50 points for the quiz.

Student Learning Outcomes: The student will...

#1: identify and understand theories of L1 and L2 acquisition and development.

#2: understand the role of culture in language development and academic achievement.

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

2. **Discussion Forums:** 6 discussion forums (6 discussions x 20 pts/ea. = 120 points)  
Participate in online discussion forums over selected bilingual/ESL issues. Students will be required to post an initial discussion of at least 200+ words to the assigned topic and respond to another two students' initial posting with 40+ word response for each. The initial response will be **due on Thursday** of the assigned unit and the two responses will be **due Sunday** of that unit week.

*\*If making an original post on Thursdays each week is unduly challenging for your schedule, please let Dr. Babino know the first week of class and we can work out an alternative timeline.*

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 bi/multilingual students.

Assessment Method: Discussion rubric. 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," constitutes the beginning of a response.

3. **Language Assessment:** (120 points)

Obtain first and second language learning history information and an oral language sample from an bi/multilingual that is still developing English. Use a rubric to rate the student's oral proficiency, create a summary report and make recommendations for instruction designed to help the student develop his/her oral language.

Student Learning Outcomes: The student will...

#1: Identify and understand theories of L1 and L2 acquisition and development.

#3: The student will assess the oral language proficiency of a bi/multilingual student in English and Spanish\*.

Assessment Method: Oral Language Assessment Checklist.

4. **Philosophy Statement:** (120 points)

Write a personal philosophy statement that expresses what you believe about bilingual/ESL education based on the knowledge you gained through this course and your personal and professional experiences. Explain how your philosophy will guide how you will teach bi/multilingual students.

Student Learning Outcome:

#4: The student will value bilingualism, biliteracy and multiculturalism and become an advocate for English language learners.

QEP Learning Outcomes:

- #1 The student will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems)
- #2: The student will be able to apply knowledge of the interconnectedness of global dynamics
- #3: The student will be able to view themselves as engaged citizens within an interconnected and diverse world.

Assessment Method: Philosophy Statement Checklist.

5. **Online Final Exam: (120 points);**

Students will take a final exam over the content of the text and other resources provided throughout the course.

Student Learning Outcomes: The student will...

- #1: Identify and understand theories of L1 and L2 acquisition and development.
- #2: Understand the role of culture in language development and academic achievement.

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

**GRADING POLICIES**

<b>Grading Scale</b>	
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

- 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. **For each day the assignment is submitted late, 10% will be subtracted from the total grade.**
- Late assignments will be accepted up until **one week** after the due date, after that time, no work will be accepted for any credit.
- In the event of an emergency, students are required to notify the instructor before the assignment is due to request a possible extension. In order to receive an extension, a copy of proof must be emailed to the instructor for consideration of an extension.
- **The last week to turn in late assignments for the semester is Sunday, April, 26<sup>th</sup>.**

- **Please note that no extensions can be made for the final unless there is a medical emergency with documentation.**

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

- Include a header (name, date, course) on all your written assignments. Put it all on one line.
- Use font 12 point, Times New Roman font.
- Include margins that are no larger than 1" on all sides.
- Single-space with double spacing between sections for your oral language report.
- Double-space your philosophy statement.
- **Cite your Sources** (from 5% to 100% 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/>.
- Note: College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc. errors will result in a deduction of points.

<b>COMMUNICATION AND SUPPORT</b>
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**Communication**

Please feel free to email me at [Alexandra.Babino@tamuc.edu](mailto:Alexandra.Babino@tamuc.edu). *While I try to make everything as clear as I can to anticipate your questions through the instructions online, I know it's normal to want to clarify your ideas or touch base. I'm happy to receive your emails and support you throughout the course and the program. I will only send email to your university email addresses using this system so please check your MyLeo email frequently.* For tech support issues, please refer to the "Technology Requirements" section.

*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, part of my job is to prepare you for your career. This includes understanding how to navigate colleagues and bosses' names and titles. Since different cultures and people have an array of expectations and preferences about this, it can be tricky to know what to do. It's usually safest and most respectful to use someone's formal title and surname until you've been given clear permission otherwise. Personally, I prefer that my students call me "Dr. Babino" or "Dr. B". This article gives a [greater explanation](#) if you're interested in learning more.

## 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 with 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.

## TECHNOLOGY REQUIREMENTS

### 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
Google® Chrome™	Latest	N/A

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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 <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports 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)  
<http://www.java.com/en/download/manual.jsp>

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

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/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <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](mailto: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 **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.

### ACCESS AND NAVIGATION

#### myLEO Access and Log-in Information

This course will be facilitated using myLEO/D21/Brightspace, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<https://myleoonline.tamuc.edu/d21/home> 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](mailto:helpdesk@online.tamuc.org).

#### How the Course is organized

On each “Unit” page, there are links to PowerPoints, websites, handouts and videos. **Students should print these out and use them to complete assignments and assessments.**

**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. 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 **Submission Folder**, clearly labeled using the name of the assignment, is set up for every assignment. The boxes are found on the top toolbar in myLEo under “Activities”. Under “Activities” you will select “Assignments” or “Discussions”. These are the categories of our classwork. Afterwards, find the correct assignment title to submit your work or reply to the correct forum. Upload all assignments into the Submission Folder 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 Submission Folders.

**The quizzes** will be available online prior to their due dates. **The final exam** will be available for 5 days at the end of the semester. You will have multiple attempts to take the quiz the week before it is due. For the final exam, you will only get one attempt. You will have a time limit to complete the quiz or exam and submit it. For the exam, some items are randomly taken from a test item bank, so do not expect to have the exact same test items as others in the class. Upon submission you will immediately get a numeric score report which will tell you the number of questions missed, but not which questions. **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.

## 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*).

➤ **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.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 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### TENATIVE COURSE CALENDAR

Unit	Due Date	Unit Topic	Text-book & PPT	Websites/ Handouts	Online Videos	Assignment
1	Jan. 19	Introduction, Syllabus and National Unity	Chap 1	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Key ELL Facts (handout)</li> </ul>	N/A	Syllabus quiz  Intro Discussion <b>(For this week only,</b>

						<b>initial posting is due Friday and responses by Sunday)</b>
2	Jan. 26	Historical & International Perspectives	Chap 2	<ul style="list-style-type: none"> <li>• A Global Perspective on Bilingualism</li> <li>• Interactive language map</li> </ul>	N/A	Quiz
3	Feb. 2	Aspects of Language	Chap 3	<ul style="list-style-type: none"> <li>• Dialect Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• African American English</li> <li>• Ebonics Controversy</li> <li>• American Dialect Attitudes</li> <li>• Weird Regional Words</li> </ul>	Discussion
4	Feb. 9	Language Development	Chap 4	<ul style="list-style-type: none"> <li>• Oral Language Development and ELLs</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensible Input</li> <li>• Age and L2</li> </ul>	Discussion
5	Feb. 16	Dual Language Program Models	Chap 5	<ul style="list-style-type: none"> <li>• Semantic Feature Analysis (handout)</li> </ul>	<ul style="list-style-type: none"> <li>• Transitional Bilingual Education</li> <li>• A Day in a Dual Language Kindergarten, Parts 1 and 2</li> <li>• Two Way Dual Language Program in Dallas</li> </ul>	Quiz
6	Feb. 23	Primary Language (L1) Instruction	Chap 6	<ul style="list-style-type: none"> <li>• Why Maintaining L1 is Important (handout)</li> <li>• Bourcles d'or et les Trois Ours</li> <li>• Capitalizing on Similarities &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• The Benefits of a Bilingual Brain</li> </ul>	Discussion

				<p>Differences Between Spanish &amp; English</p> <ul style="list-style-type: none"> <li>• Academic Language and ELLs: What Teachers Need to...</li> </ul>		
7	Mar. 1	Second Language (L2)	Chap 7	N/A	<ul style="list-style-type: none"> <li>• Total Physical Response Lesson</li> <li>• Audio-lingual Approach</li> <li>• SIOP Model Lesson</li> </ul>	Quiz
8	Mar. 8	Assessment and ELLs	Chap 8	<ul style="list-style-type: none"> <li>• Test Bias</li> <li>• Assessment articles-choose one</li> <li>• STAAR Assessment sample (handout)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of ELLs</li> </ul>	Discussion
9	Mar. 22	Legal Foundations	Chap 9	<ul style="list-style-type: none"> <li>• Landmark Court Cases Related to ELLs</li> <li>• Making Sense of NCLB for ELLs</li> </ul>	<ul style="list-style-type: none"> <li>• The History of Bilingual Education in Texas</li> </ul>	<p>Quiz</p> <p>Timeline (Extra credit)</p>
10	Mar. 29	Culture	Chap 10	<ul style="list-style-type: none"> <li>• The First Steps for Creating a Multicultural Classroom</li> <li>• Learning about your Students' Backgrounds</li> <li>• Culturally Responsive Holidays &amp; Celebrations</li> <li>• Dichos (handout)</li> </ul>	N/A	Discussion

11	Apr. 29	<b>Oral Language Assessment Due (Sunday)</b>				
12	May 3	<b>Philosophy Statement Due (Sunday)</b>				
13	May 7	<b>Final Exam (Due Thursday)</b>				