

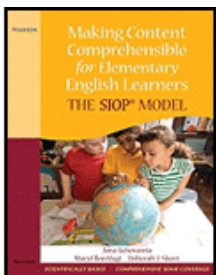


Spring 2014 SYLLABUS for
BLED 503-01E: Bilingual Content Instruction and
BLED 513-01E Advanced Sheltered Content Area Instruction
Meets three times: January 16, February 27, and April 17, 2014
Locations: Rockwall 118 **Time:** Thurs 4:30 – 7:10 PM

Instructor: Associate Professor Laura Chris Green, Ph.D.
Office Location: EDS (Education South) 132B
Office Hours: Wed 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

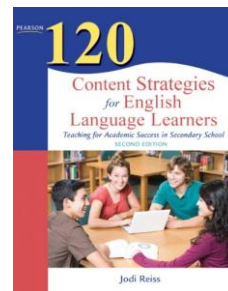
COURSE INFORMATION

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



Echevarría, J., Vogt, M.E. & Short, D. (2009). *Making Content Comprehensible for Elementary English Learners: The SIOP Model*. Boston, MA: Allyn & Bacon. ISBN#: 0-205-63756-0

Reiss, J. (2012). *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School (2nd Edition)*. Boston, MA: Pearson. ISBN# 978-0-13-2479752-



Course Description:

BLED 503: Bilingual Content Instruction

Analysis and application of methods, materials, and assessment instruments used in the teaching of language arts, math, science and social studies to bilingual students. Creation, formal presentation, and evaluation of thematic units delivered primarily in Spanish and others using sheltered ESL techniques delivered primarily in English. Pre/corequisite BLED 501 or permission of the instructor.

BLED 513 Advanced Sheltered Content Area Instruction

Analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of math, science, social studies, and language arts in English to ESL students in K -12. Content-based ESL and sheltered instructional approaches, methods, and materials that meet state and local standards will be among those explored and experienced. Pre/corequisite BLED 501 or permission of the instructor.

Student Learning Outcomes: The student will...

1. understand and apply theories of bilingual language development and multicultural education.
2. locate, evaluate, and create materials in English and Spanish* for bilingual/ESL content area instruction.
3. review and evaluate professional literature on content area instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
4. apply strategies suggested in the required textbooks to the design of content area lessons.
5. design & demonstrate an activity from a multicultural thematic unit in Spanish*.

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

COURSE REQUIREMENTS 910 points total

1. **Attendance/Professionalism** (50 pts X 3 sessions = 150 pts) Attend all class sessions, arrive on time, and stay the entire time. Read all assigned chapters before class, participate in discussion both in small & large group & exhibit all expected aspects of professionalism (see the course policies.)

SLO #1: Understand and apply theories of bilingual language development and multicultural education.

Assessment Method: If all the above is done, you will get 25 points per session.

2. **Reflections** (20 pts X 10 reflections = 200 pts). Do the assigned reading. Summarize it and reflect on what you see as the implications for your practice as a bilingual or ESL teacher.

SLO #3: Review and reflect on professional literature on instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.

Assessment Method: Must meet minimum length of 1 ½ pages, single spaced, provide an adequate summary and provide at least 3 implications for your teaching.

3. **Try Out Reports** (20 pts X 8 reports = 160 pts, **10.7%**): Try out a strategy that follows the SIOP Model and report on how it worked.

SLO #4: Apply strategies suggested in the required textbooks to the design of content area lessons.

Assessment Method: Adherence to the **Try Out Report Template** and assignment directions.

4. **Multi-Media Project Reports** (10 pts X 10 reports = 100 pts, **4%**): Choose from among several multi-media (video, audio, etc.) projects, participating in one per week. Write a weekly report describing your experiences and how you could apply them in a BE/ ESL classroom.

SLO #1: Understand and apply theories of bilingual language development and multicultural education.

SLO #2: Locate, evaluate, and create materials in English and Spanish* for bilingual/ESL content area instruction.

Assessment Method: Adherence to the **Multi-Media Report Template** and assignment directions.

5. **Thematic Units and Demos** 150 points. Choose a country many US immigrants come from as your theme. Locate and create materials for a multidisciplinary unit in Spanish*. Create the unit and demonstrate selected activities.

SLO #1: Understand & apply theories of bilingual language development & multicultural education.

SLO #2: Locate, evaluate, and create materials in English and Spanish* for bilingual/ESL content area instruction.

SLO #5: Design and demonstrate an activity from a multicultural thematic unit in Spanish*.

Assessment Method:

- Unit plan: Adherence to the **Thematic Unit Plan Template** and assignment directions.
- Demonstration: **Five Key Dimensions Rubric**.

6. **Project Proposal and Report** (150 points) Choose from among several project options, all of which will require uploading a written report as well as doing a presentation in class using PowerPoint slides.

SLO #1: Understand and apply theories of bilingual language development and multicultural education.

SLO #3: Review and evaluate professional literature on content area instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.

Assessment Method: Varies according to the project selected, but will focus on the student’s ability to evaluate the literature and apply it to his/her teaching assignment/experience.

Selected students, already identified, will do the following in place of #6 above.

7. **Schlechty Progress Report and Project Report** (150 points). The progress report will report on the implementation of and data collection for the first redesigned unit. The project report will add information about the implementation of and data collection for the second unit . Students will also do a presentation in class using PowerPoint slides.

SLO #1: Understand and apply theories of bilingual language development and multicultural education.

SLO #3: Review and evaluate professional literature on content area instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.

SLO #4: Apply strategies suggested in the required textbooks to the design of content area lessons.

Assessment Method: . Adherence to the two **Schlechty Report Templates** and assignment directions.

GRADING POLICIES

Grading Scale	
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.

Attendance/Participation:

- Each class session is worth 10 points. If you are absent, you cannot participate and so cannot earn attendance/participation points, therefore 10 points will be subtracted for every absence (**EXCUSED OR UNEXCUSED**).
- 5 – 15 points will be subtracted for each partial absence due to arriving late or leaving early.

- If the student misses more than one class session, he/she should contact the instructor to explain why and see if makeup assignments can be obtained and completed. Failure to communicate with the instructor in a timely way may result in an administrative drop from the course.

Late turn-ins:

- All assignments are to be completed and uploaded **by midnight (11:59 PM)** on the day they are due. A hard copy must also be provided on the due date to the instructor. If either hard copy is not turned in or the electronic copy is not uploaded, **5% will be subtracted** from the total grade.
- 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 class session.

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/>.

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:

Noddings, N. (1998). *Philosophy of education*. Boulder, CO: Westview Press, Inc.

From a journal:

Niessen, T., Abma, T., Widdershoven, G., & van der Vleuten, C. (2008). Contemporary epistemological research in education: reconciliation and reconceptualization of the field. *Theory & Psychology* 18(1), 27-45.

From a website:

No Child Left Behind Act (NCLB) of 2001. Pub. L. 107-110. 8 Jan. 2002. Stat. 115.142. Retrieved September 27, 2007 from <http://frwebgate.access.gpo.gov/cgi-bin/publ110.107.pdf>

TECHNOLOGY REQUIREMENTS

Technologies Needed:

- Internet access/connection – high speed recommended (not dial-up)
- Microsoft Word and PowerPoint (2003 or 2007). **Do not use other word processors.**

- Internet Explorer (6.0, 7.0, or 8.0) or Firefox (3.0).

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

If your Internet access at home is not high speed, you may have difficulty uploading and downloading 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 13 units, each corresponding to a week of time. Students will attend class three times and complete ten additional units online for a total of thirteen units. **Complete instructions for all written assignments are included in the 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, templates for your papers, and other resources such as TEKS, 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 **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 will need to upload multiple files into some assignment dropboxes.

A **webliography** with over 80 links of instructional websites of special interest to bilingual and ESL educators is provided. You are invited to explore these websites to increase your knowledge of Internet resources available to you for your teaching. This may help you with your thematic units..

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). If, for example, you have to miss class, although not required, I appreciate a message telling me why you will not be with us. (You still won’t get any attendance points for the missed session, but I’ll worry about you less.) 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. 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, 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.

Doc Sharing and Webliography

Often other students like to have access to your work such as your thematic unit. Consider (not required, optional) uploading your work into the doc sharing area, clicking on “Share with entire class.” If you find a great website, consider adding it to the webliography so others can see it as well.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Professional Conduct Expected: “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment” (*Student’s Guide Handbook, Policies and Procedures, Conduct*).

➤ **Attendance:** Attendance at all class sessions is **required and essential** to your success in this course. You are expected to arrive on time and return from breaks promptly.

➤ **In Case of an Absence: IT IS YOUR RESPONSIBILITY TO DETERMINE WHAT YOU MISSED.** Select a buddy who will be willing to collect any materials and take notes for you .

Name	Phone	E-Mail

➤ **Collaborative learning:** You will be regularly assigned to work with one or more partners during class sessions. You are expected to do your share of the assigned work while not dominating the conversation/ activities. If you have a problem with a team member(s) and are unable to resolve it, let the instructor know early via email or private conversation.

➤ **Cell Phones:** Turn off all cell phones or put them on vibrate upon entering the classroom. If there is an emergency and you need to leave it on, please notify me before class.

➤ **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>.

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

TENTATIVE COURSE CALENDAR FOR BLED 503/513

Unit	Due	Readings and Assignments Due
1	Jan 16	1ST FACE TO FACE Introductions, review syllabus & online course overview Review Chapter 1 of the SIOP text, <i>Making Content Comprehensible for Elementary ELS.</i> Handouts: Syllabus & BE Myths
2	Jan 23	<ul style="list-style-type: none"> • Reflection #1: SIOP text Chaps 2 & 3, <i>Lesson Preparation</i> and <i>Building Background.</i> • Try Out Report #1: Report on one strategy from Chap 2 and one from Chap 3. • Multimedia Report #1: Songs A
3	Jan 30	<ul style="list-style-type: none"> • Reflection #2: SIOP text Chaps 4 & 5, <i>Comprehensible Input</i> and. <i>Strategies.</i> • Try Out Report #2: Report on one strategy from Chap 4 and one from Chap 5. • Multimedia Report #2: Radio A.
4	Feb 6	<ul style="list-style-type: none"> • Reflection #3: SIOP text Chaps 6 & 7, <i>Interaction</i> and. <i>Practice/Application.</i> • Try Out Report #3: Report on one strategy from Chap 6 and one from Chap 7. • Multimedia Report #3: Poems A
5	Feb 13	<ul style="list-style-type: none"> • Reflection #4: SIOP text Chaps 8 & 9, <i>Lesson Delivery</i> and <i>Review/Assessment..</i> • Try Out Report #4: Report on one strategy from Chap 8and one from Chap 9. • Multimedia Report #4: Videoclips A
6	Feb 20	<ul style="list-style-type: none"> • Reflection #5: Reiss text Chaps 1 & 2, <i>Theoretical Considerations</i> and <i>Culture and Content Instruction.</i> • Multimedia Report #5: Movies A
7	Feb 27	2ND FACE TO FACE DUE: THEMATIC UNIT PLANS & PROJECT PROPOSALS/PROGRESS REPORTS Students will demonstrate their units to the class Handouts: 5 Key Dimensions Rubric (bring one copy per student.
8	Mar 6	<ul style="list-style-type: none"> • Reflection #6: Reiss text Chaps 3 & 4, <i>State Objectives and Standards</i> and <i>Learning Strategies.</i> • Try Out Report #5: Report on one strategy from Chap 3and one from Chap 4. • Multimedia Report #6: Songs B
SPRING BREAK		
9	Mar 20	<ul style="list-style-type: none"> • Reflection #7: Reiss text Chaps 5 & 6, <i>A Solid Start</i> and <i>Presenting New Material.</i> • Try Out Report #6: Report on one strategy from Chap 5and one from Chap 6. • Multimedia Report #7: Radio B
10	Mar 27	<ul style="list-style-type: none"> • Reflection #8: Reiss text Chaps 7 & 8, <i>Checking Comprehension</i> and <i>Textbook Vocabulary Strategies.</i> • Try Out Report #7: Report on one strategy from Chap 7and one from Chap 8. • Multimedia Report #8: Poems B
11	Apr 3	<ul style="list-style-type: none"> • Reflection #9: Reiss text Chaps 9 & 10, <i>Textbook Reading Strategies</i> and <i>Activities and Assignments.</i> • Try Out Report #8: Report on one strategy from Chap 9and one from Chap 10. • Multimedia Report #9: Videoclips B
12	Apr 10	<ul style="list-style-type: none"> • Reflection #10: Reiss text Chaps 11 & 12, <i>Classroom Assessments</i> and <i>High Stakes Tests.</i> • Multimedia Report #10: Movies B
13	Apr 17	3RD FACE TO FACE DUE: PROJECT REPORTS & SLIDES Students will present their projects to the class