Fall 2015 SYLLABUS for

BLED 502-31E: Social & Academic Lang Development for Bilingual Learners AND
BLED 512-31E: Social & Academic Lang Development in English for Bil Lrnrs

Three Face to Face Sessions: Aug 25, Oct 20, and Dec 1, 2013
Time: Thurs 5:00 – 9:00 PM   **Location:** Rockwall Rm 117
Instructor: Associate Professor Laura Chris Green, Ph.D.
Office Location: EDS (Education South) 132B   **Email Address:** Chris.Green@tamuc.edu
Office Hours: Tues and Wed 1:30 to 4:00 PM and by appointment
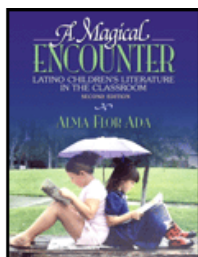**Office:** 903-886-5533   **Department**: 903-886-5537   **Office Fax:** 903-886-5581
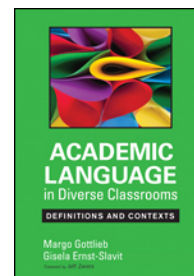
COURSE INFORMATION

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

Alma Flor Ada (2003). *A Magical Encounter: Latino Children's Literature in the Classroom.* Boston, MA*:* Pearson Education. ISBN#: 0-205-35544-7

Gottlieb, M. & Ernst-Slavit, G. (2014). *Academic Language in Diverse Classrooms.* Thousand Oaks, CA: Corwin. ISBN#: 978-1-4522-3478-6.

COURSE DESCRIPTIONS
BLED 502: *Social and Academic Language Development for Bilingual Learners*
Analysis and application of research-based approaches to the development of oral and written language in English Language Learners that result in biliteracy and high academic achievement. Preparation and adaptation of holistic, thematically based materials and activities and critical evaluation of existing materials in Spanish. Pre/corequisite BLED 501 or instructor approval and advanced Spanish proficiency.

BLED 512: *Social and Academic Language Development in English for Bilingual Learners*
Analysis and application of current approaches to oral and written language development in English that result in higher academic achievement for K-12 English Language Learners (ELLs). Students will assess the oral language and literacy skills of ELLs and design, evaluate, and modify/adapt commercial and research-based instructional materials to build on student strengths and meet identified needs. Pre/corequisite BLED 501 or instructor approval.

Student Learning Outcomes: The student will ...
1. Understand and apply theories of L1 and L2 acquisition and development.
2. Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
3. Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.*
4. Design a literature-based unit based on a multicultural book in English or Spanish*.

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

COURSE REQUIREMENTS

Total 650 pts (MEDs) or 800 pts (EDDs)

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

Student Learning Outcome #1: Understand and apply theories of L1 and L2 acquisition and development.
Student Learning Outcome #2: Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
Assessment Method: If all the above is done, students will receive 50 points per session.

2. **Professional Literature Reflections** (20 X 10 reflections= 200 pts) Do the assigned readings of *A Magical Encounter, The Status Quo of Latino Children's Literature,* and *Academic Language in Diverse Classrooms*. Summarize them and reflect on what you see as the implications for your practice as a BE/ESL teacher.

Student Learning Outcome #2: Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
Assessment Method: Must meet minimum length of 2 pages, single spaced, provide an adequate summary and provide at least 3 implications for your teaching.

3. **Discussion Forum Reviews** (20 X 7 forums = 140 pts,): Review the handouts provided as instructional strategies/lesson ideas and try them out if possible with students. Describe in the forum how you applied the strategies/lessons or would apply/adapt them to your own classroom.

Student Learning Outcome #1: Understand and apply theories of L1 and L2 acquisition and development.
Student Learning Outcome #3: Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.
Assessment Method: At least two entries made for each forum, one to answer the questions posed by the instructor and, one to respond to a classmate's entry. **Discussion Forum Reviews Rubric.**

4. **Language Arts Unit** (160 pts)**:** Find a high quality multicultural story book (narrative, not expository). Work with one or more partners to create a literature-based language arts unit plan in English or Spanish* and demonstrate selected activities from it. The plan will include listening, speaking, reading and writing activities based on the book. The rest of the class will role play students and complete a rubric to provide the demonstrators with some feedback on their lesson delivery.

Student Learning Outcome #1: Understand and apply theories of L1 and L2 acquisition and development.
Student Learning Outcome #3: Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.*
Student Learning Outcome #4: Design and demonstrate an activity from a literature-based unit in English or Spanish*.
Assessment Method:
- The lesson plans will be assessed using the **Language Arts Unit Checklist.**
- The Mini-Teach demonstrations will be assessed using the **Mini-Teach Demos Rubric.**

5. **Doctoral Student Special Projects** (150 pts)**:** Choose from among several options, all of which will require uploading PowerPoint slides and a written report to the dropbox as well as doing a presentation using the slides in class. Each project will require that students submit a project proposal to the instructor for prior approval one month before the project itself is due.

Student Learning Outcome #1: Understand and apply theories of L1 and L2 acquisition and development.

Student Learning Outcome #2: Review and reflect on professional literature on language and literacy instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.

Student Learning Outcome #3: Identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.*

Assessment Method: The projects will be evaluated both on the quality of the written report as well as of the oral presentation in class and the accompanying slides.

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.

Attendance/Participation:
- Each face to face session is worth 50 points. If you are absent, you cannot participate and so cannot earn attendance/participation points, therefore 50 points will be subtracted for every absence (**EXCUSED OR UNEXCUSED**).
- 10 points will be subtracted for each partial absence of 15 or more minutes due to arriving late (includes breaks) or leaving early.
- If due to unusual circumstances such as an extended illness or unexpected work responsibilities, the student misses more than one session, he/she should contact the instructor to see if additional makeup assignments can be obtained and completed.

Late turn-ins:
- All assignments are to be completed and uploaded by midnight on the day they are due. A hard copy of major assignments (Special Project Reports with accompanying slides and Language Arts Units with accompanying slides and handouts) must also be provided on the due date to the instructor.
- 10% of the points awarded for an assignment will be subtracted for the first day it is turned in late (after midnight) and 5% per day thereafter until it reaches 50%. Late assignments will be accepted for half credit after that 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.
- Reports should be single-spaced with double spacing between sections.
- College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc errors will result in points deducted.
- Correct APA style 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/.

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/cgibin/ getdoc.cgi?dbname=107_cong_public_laws&docid=f:publ110.107.pdf.

TECHNOLOGY REQUIREMENTS

Technologies Needed:
- Internet access/connection – high speed recommended (not dial-up)
- Microsoft Word and PowerPoint, 2003, 2007 or 2010
- 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 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@tamuc.edu.

How the Course is Organized

The course consists of 13 units, three of which will meet face to face. The remaining nine eight will be entirely online. Each unit, whether the face to face sessions or the online ones, corresponds to a calendar week and there is a Unit page for each unit. On each Unit page, there are links to supplementary readings and handouts for class activities. Students should print these out and review them.

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 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 dropbox, clearly labeled using the name of the assignment, is set up for every assignment. The boxes are found under the dropbox tab on the top toolbar in eCollege. 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. If the assignment is due on the day of a face to face session, bring a hard copy of your work to class for turn-in.

A webliography with over 80 links of instructional websites of special interest to bilingual and ESL educators to facilitate your website reports assignment is provided. You are also invited to explore these websites to increase your knowledge of Internet resources available to you for your teaching.

COMMUNICATION AND SUPPORT

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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.

- **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…)

Email
You can easily use the "Email" tab on the top toolbar of eCollege to email me, any one individual or the whole class if you like. I will only send email to your university email addresses using this system so **please check your MyLeo email frequently.** Feel free to communicate with me and your classmates via email if you have any questions or concerns (other than tech support issues). 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 your team assignments.

DO NOT, however, send me your work as an email attachment. Send it to me via the dropbox as I have limits on my university email, and it could get blocked. Also, I am not looking for it in my email. I'm looking for it in the right dropbox, which is attached to the gradebook.

Dropbox
Your assignments are to be uploaded, **as an attachment**, to the appropriate dropbox. For team assignments, every person on the team needs to upload the work into his/her dropbox. I recommend you not wait until the last minute to upload your work to the dropbox as you may encounter technical difficulties and end up with lateness penalties. Do not type your work into the box that opens up or copy and paste text from your document into it. The box is for your comments to me about the work, eg. "Dr. Green, please grade this latest report, not the one I sent yesterday as I made some corrections." I may send you comments via this box as well, so please click on the score to see my feedback to you.

eCollege Announcements
When you log on to the course via your myLeo, please check to see if there are any announcements. I often pass on announcements from the university 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.

Doc Sharing and Webliography
Often other students like to have access to your work such as the special projects and the language arts units. 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 that others can view 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 face to face 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 if you are out.

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.mydistancecourses.org/owl/course/view.php?id=29.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services, Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835   Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

TENTATIVE COURSE CALENDAR for BLED 502/512

Unit	Readings and Assignments Due
1 Sept 3	**1ST FACE TO FACE** Handouts: Syllabus, Acronyms Cloze, Acronyms Revealed & At the Pasar Introductions, review syllabus & online course overview
2 Sept 10	• Do **Reflection #1** for Ada, Chap 1, Children & Books • Introduce yourself in **Discussion Forum #1.**
3 Sept 17	• Do **Reflection #2** for Ada, Chaps 2 & 3, Words of Jade & Coral & The Diversity of Literature. • Review Oral Language handouts and audio files in **Discussion Forum #2**
4 Sept 24	• Do **Reflection #3** for Ada, Chap 4, Literature in the Classroom. • Doctoral Students, complete and upload your **Project Proposal** to the dropbox**.**
5 Oct 1	• Do **Reflection #4** for The Status Quo of Latino Children's Literature article. • Review Vocabulary Strategies handout in **Discussion Forum #3**.
6 Oct 8	• Do **Reflection #5** for Gottlieb & Ernst-Slavit, Chap 1, What is Academic Language (AL)? • Review La lagartija y el sol/The Lizard and the Sun lesson in **Discussion Forum #4**.
7 Oct 14	• Do **Reflection #6** for Gottlieb & Ernst-Slavit, Chap 2, What are the Dimensions of AL? • Complete and upload your **Project Report** and **PowerPoint Slides** into the dropbox**.** • Find children's books for your Language Arts Units. Bring copies to class.
8 Oct 22	**2nd FACE TO FACE** Doc students, bring hard copies of your **Project Report** and **Slides** and present them to the class. Form teams, choose a children's book, and start planning Language Arts Units.
9 Oct 27	• Do **Reflection #7** for Gottlieb & Ernst-Slavit, Chap 3, How Do Standards Define & Shape AL Use? • Review the Piggy Book & Basic Chart handout and slides in **Discussion Forum #5**.
10 Nov 5	• Do **Reflection #8** for Gottlieb & Ernst-Slavit, Chap 4, How Is AL Used in Content Areas Schoolwide? • Review The Important Thing lesson in **Discussion Forum #6**.
11 Nov 12	• Do **Reflection #9** for Gottlieb & Ernst-Slavit, Chap 5, How Can AL Be Integrated Into Instruction & Assessment? • Review the Color Trigger Writing lesson in **Discussion Forum #7**
12 Nov 19	• Do **Reflection #10** for Gottlieb & Ernst-Slavit, Chap 6, How is AL Situated in Curricular Design and Infused Into Professional Learning? • Complete and upload your **Language Arts Unit Plan** into the dropbox**..**
	THANKSGIVING HOLIDAY
13 Dec 3	**3rd FACE TO FACE** Come prepared to teach selected activities from your Language Arts Unit to the class. Print out 7 or 8 copies of the Mini-Teach Demos Rubric handout. Bring them to class to use in observing your classmates' demonstrations Course Evaluations