



Fall 2015 SYLLABUS for

BLED/EDCI/RDG 690 Doctoral Seminar: Issues in Bilingual/ESL Education

Meets face to face five times: Sept 14, Oct 12, Oct 26, Nov 9, & Dec 7

In addition, two online units will require submitting assignments on Sept 28 & Nov 23

Location: MPX 130 **Time:** Mondays 5:00 – 10:00 PM

Instructor: Associate Professor Laura Chris Green, Ph.D.

Office Location: EDS (Education South) 132B

Office Hours: Tues and Wed 1:30 to 4:00 PM and by appointment

Office: 903-886-5533

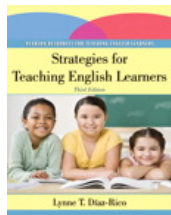
Department: 903-886-5537

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Email Address: Chris.Green@tamuc.edu

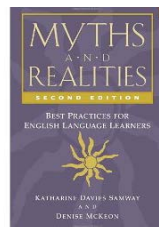
COURSE INFORMATION

Materials – Required Textbooks

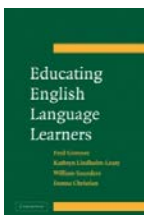


Lynn T. Díaz-Rico (2013). *Strategies for Teaching English Learners, 3rd Edition*. Boston, MA: Pearson Education. ISBN #: 978-0-132-68518-4

Katherine Davies Samway & Denise McKeon (2007). *Myths and Realities: Best Practices for English Language Learners, 2nd Edition*. Portsmouth, NH: Heinemann. ISBN#: 978-0-325-00989-6



Fred Genesee, Kathryn Lindholm-Leary, William Saunders & Donna Christian (2006). *Educating English Language Learners: A Synthesis of Research Evidence*. New York, NY: Cambridge University Press. ISBN#: 978-0-521-67699-1



Course Description:

BLED/EDCI/RDG 690: Doctoral Seminar: Issues in Bilingual/ESL Education

In depth analysis of major topics of critical concern to the profession including common misconceptions about English learners (ELs) and bilingual/ESL programs, effective strategies and methods for teaching ELs, and research findings in the areas of oral language and literacy development and academic achievement for bilingual learners. Prerequisite: Doctoral level standing or consent of the instructor.

Course Objectives: The student will..

1. Think critically about controversial issues in **bilingual/ESL education**
2. Apply theories of **first and second language acquisition** and principles of multicultural education to bilingual/ESL curriculum and program design, implementation and evaluation

Comment [C1]:

Student Learning Outcomes (SLOs): The student will ...

1. Review and evaluate recommended best practices for teaching English learners.
2. Analyze and refute common myths about English learners and bilingual/ESL programs through the use of logic, factual data and research findings.
3. Summarize and evaluate bilingual/ESL research studies published in accepted scholarly venues.
4. Investigate and analyze research topics of individual interest in bilingual/ESL education.

COURSE REQUIREMENTS

800 points total

1. **Attendance/Professionalism**, (30 pts X 5 FTF 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 whole and small group discussions, and exhibit all expected aspects of professionalism (see the course policies.)

SLO #1: Review and evaluate recommended best practices for teaching English learners.

SLO #2: Analyze and refute common myths about English learners and bilingual/ESL programs through the use of logic, factual data and research findings.

SLO #3: Summarize and evaluate bilingual/ESL research studies published in accepted scholarly venues.

SLO #4: Investigate and analyze topics of individual interest in the area of bilingual/ESL education.

Assessment Method: If all the above is done, you will get 30 points per session.

2. **Best Practices Reflections** (100 pts X 2 reflections = 200 pts): Students will summarize the chapters in our *Strategies and Methods* textbook and reflect on ways to apply the recommended approaches to one's own teaching and to the teaching of other educators.

SLO #1: Review and evaluate recommended best practices for teaching English learners

Assessment Method: The assignment will be evaluated on the accuracy and clarity of the summaries provided, the insightfulness of the reflections, and the anticipated effectiveness of the proposed applications to teaching.

3. **Myth Buster Presentation** (100 pts): Students will create a slideshow that summarizes selected myths and realities from our *Myths & Realities* textbook and present it to the class, making the presentation as interactive as possible.

SLO #2: Analyze and refute common myths about English learners and bilingual/ESL programs through the use of logic, factual data and research findings.

Assessment Method: The assignment will be evaluated on the accuracy and clarity of the summaries provided and the quality of the oral presentation, including how interactive it was.

4. **Research Evidence Synthesis** (100 pts): Students will summarize the studies in each of the chapters in our *Educating ELLs* textbook and identify key implications for classroom practice and BE/ESL program design and implementation.

SLO #3: Summarize and evaluate bilingual/ESL research studies published in accepted scholarly venues.

Assessment Method: The assignment will be evaluated on the accuracy and clarity of the summaries provided and the identification of important implications for practice at both the classroom and program levels.

5. **Annotated Bibliography:** (100 pts). Students will choose a topic from the Research Needs in Bilingual/ESL Education list presented at the first class session, locate 5 or more research articles for that topic, and create an annotated bibliography for the articles found.

SLO #3: Summarize and evaluate bilingual/ESL research studies published in accepted scholarly venues.

Assessment Method: The bibliography will include at least five primary, research articles that are directly related to the selected research topic, use correct APA style for citing the sources, and annotate each article concisely and accurately.

6. **Research Topic Literature Review** (150 pts). Students will write a literature review based on the 5 research articles used for the Annotated Bibliography, evaluate the significance of each study to the field, and make recommendations for designing future research.

SLO #4: Investigate and analyze research topics of individual interest in bilingual/ESL education.

Assessment Method: This assignment will be evaluated using the **Literature Review Checklist**.

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 complimenting various aspects of your work or making suggestions for improvement.

Attendance/Participation:

- Each class session is worth 30 points. If you are absent, you cannot participate and so cannot earn attendance/participation points, therefore 30 points will be subtracted for every absence (**EXCUSED OR UNEXCUSED**).
- 5-15 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. 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 noon on the day they are due. A hard copy must also be provided at the next face to face session 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 each day it is turned in late (after 12 PM) until it reaches 50%. Thereafter 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.
- 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.
- APA style to be used for all references. Include a in-text 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/cgi-bin/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 (any version) **Do not use other word processors.**
- Internet Explorer, Firefox or Chrome.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services. If your Internet access at home is not high speed, you may have difficulty uploading and downloading files, including your assignments. If this is the case for you, I suggest you use the computer labs on campus or some other computer with high speed access to send in your work.

ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.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@tamu-commerce.edu.

How the Course is Organized

The course consists of 7 units which correspond to class sessions which meet approximately every two weeks. Beginning with the second class session, students will be required to submit and report on a major assignment related to the course textbooks and/or an individual project of their selection.

Instructions for all written assignments will be provided on the corresponding unit pages on the course website. Check the instructions for links to evaluation tools such as checklists and sample papers. 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 12 PM on the day they are due. Use Microsoft Word as your word processor and save your files with a .doc extension. Bring a hard copy of your work to class for turn-in.

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...)

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.)

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. 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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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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 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.
- **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>.

COURSE CALENDAR

Unit	Readings and Assignments
1 Sept 14	Syllabus and Online Course Review ACTIVITY: Off the Wall Questions LECTURE: Research Needs in BE/ESL LECTURE: <i>Teaching English Learners: Strategies & Methods</i> , Chap 1
2 Sept 28 Online	DUE: Best Practice Reflections for <i>Teaching English Learners: Strategies & Methods</i> , Chaps 2-8
3 Oct 12	DUE: Best Practice Reflections for <i>Teaching English Learners: Strategies & Methods</i> , Chaps 9-15 LECTURE: <i>Myths and Realities</i> , Chaps 1-2, Demographic and Enrollment Myths GUEST SPEAKER: Gee Library Resources
4 Oct 26	DUE: Myth Buster Presentations for <i>Myths and Realities</i> , Chaps 3-6 LECTURE: Primary vs. Secondary Sources and Plagiarism ACTIVITY: Research vs. Opinion and Practice Articles
5 Nov 9	DUE: Myth Buster Presentations for <i>Myths and Realities</i> , Chaps 7-10 LECTURE: <i>Educating ELLs: A Synthesis of Research Evidence</i> , Chap 1, Introduction
6 Nov 23 Online	DUE: Research Evidence Syntheses for <i>A Synthesis of Research Evidence</i> , Chaps 2-6 DUE: Annotated Bibliographies
7 Dec 7	DUE: Research Topic Literature Reviews and Presentations ACTIVITY: Off the Wall Answers Course Evaluations

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