



FALL 2015 SYLLABUS for
BLED 401-01W: Foundations of Bilingual/ESL Education
Location: Online

Instructor: Dr. Jacqueline Riley, Assistant Professor
Office Location: Ed South 132B (Commerce) and Faculty Offices (McKinney)
Office Hours: Wed. 11:00-2:00 PM (Commerce), Thurs. 1:00-3:00 (McKinney), by appointment
Office Phone: 903-886-5605 **Department Phone:** 903-886-5537
Office Fax: 903-886-558 **University Email Address:** Jacqueline.Riley@Tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

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

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.

Pre/corequisite for BLED 402, 412, 403 and 413. 3 semester hours.

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.

English as a Second Language: The ESL teacher ...

- Standard I: understands fundamental language concepts and knows the structure and conventions of the English language.
- Standard II: has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
- Standard III: understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English

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 an English learner in English and Spanish.*
4. value bilingualism, biliteracy and multiculturalism and become an advocate for English learners.

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.

| |
|----------------------------|
| COURSE REQUIREMENTS |
|----------------------------|

1. **Quizzes:** 5 quizzes (20% of total course grade):

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 30 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 (20% of total course grade)
Participate in online discussion forums over selected bilingual/ESL issues. Students will be required to post an initial discussion of at least 400+ words to the assigned topic and respond to another two students' initial posting with 50+ word response for each. The initial response will be due on Monday of the assigned unit and the two responses will be due Wednesday of that week.

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 English learners.

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," does not constitute a substantive response.

- 3. **Language Assessment:** (20% of total course grade)
Obtain first and second language learning history information and an oral language sample from an English learner not yet orally proficient in English. Use a rubric to rate the student's oral proficiency, create a summary report and make recommendations for instruction designed to improve 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 an English learner in English and Spanish*.

Assessment Method: **Oral Language Assessment Checklist.**

- 4. **Philosophy Statement:** (20% of total course grade):
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 ELLs.

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:** 150 pts (20% of total course grade);
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

| 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.

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, 5% 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.

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.
- Double space your philosophy statement. Your oral language assessment report 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.

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/>.

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.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

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 **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 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 upload multiple files into assignment dropboxes.

The quizzes will be available online 7 days 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.

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.

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 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**. Feel free to communicate with me and your classmates via email if you have any questions or concerns (other than tech support issues).

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, e.g. "Dr. Riley, 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 Weblibliography

Often other students like to have access to your work such as your philosophy statement. 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 weblibliography so that others can see it as well.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

➤ **Professionalism Component:** You are expected to demonstrate a professional attitude at all times. This includes respecting the thoughts of your peers as well as your instructor. Also included is the following: accepting constructive criticism, listening, turning in high quality work, and understanding that this is a growth experience.

➤ **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/>.

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@tamu-commerce.edu

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*).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

TENATIVE COURSE CALENDAR

| Unit | Due Date | Unit Topic | Text-book & PPT | Websites/ Handouts | Online Videos | Assignment |
|------|----------|---|-----------------|--|---|---|
| 1 | Sept 7 | Introduction, Syllabus and National Unity | Chap 1 | <ul style="list-style-type: none"> • Syllabus • Key ELL Facts (handout) | N/A | Intro. in Student Lounge Syllabus quiz Discussion |
| 2 | Sept 14 | Historical & International Perspectives | Chap 2 | <ul style="list-style-type: none"> • A Global Perspective on Bilingualism • Interactive language map | N/A | Quiz |
| 3 | Sept 21 | Aspects of Language | Chap 3 | <ul style="list-style-type: none"> • Dialect Quiz | <ul style="list-style-type: none"> • African American English • Ebonics Controversy • American Dialect Attitudes • Weird Regional Words | Discussion |
| 4 | Sept 28 | Language Development | Chap 4 | <ul style="list-style-type: none"> • Oral Language Development and ELLs | <ul style="list-style-type: none"> • Comprehensible Input • Age and L2 | Discussion |
| 5 | Oct 5 | Dual Language Program Models | Chap 5 | <ul style="list-style-type: none"> • Semantic Feature Analysis (handout) | <ul style="list-style-type: none"> • Transitional Bilingual Education • A Day in a Dual Language Kindergarten, Parts 1 and 2 • Two Way Dual Language Program in Dallas | Quiz |
| 6 | Oct 12 | Primary Language (L1) Instruction | Chap 6 | <ul style="list-style-type: none"> • Why Maintaining L1 is Important (handout) • Bourcles d'or et les Trois Ours • Capitalizing on Similarities & Differences Between Spanish & English • Academic Language and ELLs: What | <ul style="list-style-type: none"> • The Benefits of a Bilingual Brain | Discussion |

| | | | | Teachers Need to | | | |
|--------------|---------|-------------------------------------|--------------|--|---|---------------------------------|------|
| 7 | Oct 19 | Second Language (L2) | Chap 7 | N/A | <ul style="list-style-type: none"> • Total Physical Response Lesson • Audio-lingual Approach • SIOP Model Lesson | Quiz | |
| Spring Break | | | | | | | |
| 8 | Oct 26 | Assessment and ELLs | Chap 8 | <ul style="list-style-type: none"> • Test Bias • Assessment articles-choose one • Staar Assessment sample (handout) | <ul style="list-style-type: none"> • Assessment of ELLs | Discussion | |
| 9 | Nov 2 | Legal Foundations | Chap 9 | <ul style="list-style-type: none"> • Landmark Court Cases Related to ELLs • Making Sense of NCLB for ELLs | <ul style="list-style-type: none"> • The History of Bilingual Education in Texas | Quiz Timeline (extra credit) | |
| 10 | Nov 9 | Culture | Chap 10 & 11 | <ul style="list-style-type: none"> • The First Steps for Creating a Multicultural Classroom • Learning about your Students' Backgrounds • Culturally Responsive Holidays & Celebrations • Dichos (handout) | N/A | Discussion | |
| 11 | Nov 16 | Oral Language Assessment Due | | | | | |
| 12 | Nov 30 | Philosophy Statement Due | | | | | Quiz |
| 13 | Dec 5-9 | Final Exam | | | | | |