



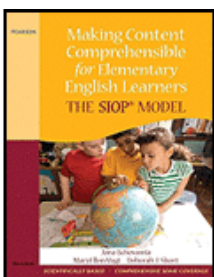
**SPRING 2016 SYLLABUS for**  
**bled 503-41B: Content Area Instruction for Emerging Bilinguals and**  
**bled 513-41B: Sheltered Content Area Instruction for ESL Students**

**Three Face to Face Sessions:** January 19, March 8, and April 26, 2016  
**Time:** Tues 5:00 – 9:00 PM                      **Location:** Rockwall Rm 117

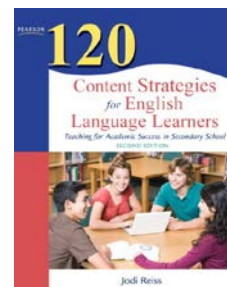
**Instructor:** Associate Professor Laura Chris Green, Ph.D.  
**Office Location:** EDS (Education South) 132B  
**Office Hours:** Wed and Thurs 1:30 to 4:00 PM and by appointment  
**Office Phone:** 903-886-5533                      **Department Phone:** 903-886-5537  
**Office Fax:** 903-886-5581                      **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:** *Content Area Instruction for Emerging Bilingual Students (EBs)*

This course is designed for educators who teach in bilingual education programs. Analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of language arts, math, science and social studies in English and Spanish to K-12 bilingual students. Advanced Spanish proficiency required.

**bled 513** *Sheltered Content Area Instruction for ESL (English as a Second Language) Students*

This course is designed for educators who teach in ESL (English as a Second Language) programs. Analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of language arts, math, science and social studies in English to K-12 ESL students. No Spanish proficiency required.

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

1. understand & apply theories of bilingual language development & multicultural education.
2. review and evaluate professional literature on content area instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
3. locate, evaluate, and create materials in English and Spanish\* for bilingual/ESL content area instruction.
4. apply strategies suggested in the required textbooks to the design of content area lessons in English and/or Spanish.\*
5. conduct a family oral history project & discuss its implications for social studies/language arts instruction.

\*Students enrolled in BLED 513 will do these assignments in English **using ESL methods**. Those enrolled in BLED 503 will do selected assignments in Spanish.

## **COURSE REQUIREMENTS**

**760 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 & apply theories of bilingual language development & multicultural education.

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

2. **Reflections** (15 pts X 10 reflections = 150 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 #2: 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 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 & 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.

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

5. **Historical Inquiry Progress Report and Artistic Representation** (200 points) . Students will participate in a place-based intergenerational historical inquiry. They will collect stories and artifacts that represent the histories of their families across times and places. Mid-term they will report on their progress in collecting data, and at the end of the semester they will

present a poem, song, dramatic skit, visual art display or other creative representation of their family's histories/stories.

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

**SLO #3:** Locate, evaluate, and create materials in English and Spanish\* for bilingual/ESL content area instruction.

**Assessment Method:**

- Progress Report: Adherence to the **Historical Inquiry Progress Report Template** and assignment directions
- Artistic Representation: The representative product and/or performance will be evaluated on creativity and authentic representation of important family themes discovered.

6. **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 two weeks before the project itself is due.

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

**SLO #2:** Review and evaluate professional literature on content area 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**

<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.

**Attendance/Participation:**

- Each class session is worth 50 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 midnight) 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/pub110.107.pdf>

<b>TECHNOLOGY REQUIREMENTS</b>
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**Technologies Needed:**

- Internet access/connection – high speed recommended (not dial-up)
- Microsoft Office Word and PowerPoint. **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.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](mailto:helpdesk@online.tamuc.org).

### **How the Course is Organized**

There are 13 units in the course with three required and two optional face to face class sessions.. 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 **weblibliography** 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](mailto: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). 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 historical inquiry project. 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](mailto:StudentDisabilityServices@tamuc.edu)

**TENTATIVE COURSE CALENDAR FOR BLED 503/513/603/613**

<b>Unit</b>	<b>Due</b>	<b>Readings and Assignments Due</b>
<b>1</b>	Jan 19	<b>1<sup>ST</sup> FACE TO FACE</b> Introductions, review syllabus & online course overview Review Chapter 1 of the SIOP text, <i>Making Content Comprehensible for Elementary ELS.</i>
<b>2</b>	Jan 26	<ul style="list-style-type: none"> <li>• <b>Reflection #1:</b> SIOP text Chaps 2 &amp; 3, <i>Lesson Preparation</i> and <i>Building Background.</i></li> <li>• <b>Try Out Report #1:</b> Report on one strategy from Chap 2 and one from Chap 3.</li> <li>• <b>Multimedia Report #1:</b> Songs A</li> </ul>
<b>3</b>	Feb 2	<ul style="list-style-type: none"> <li>• <b>Reflection #2:</b> SIOP text Chaps 4 &amp; 5, <i>Comprehensible Input</i> and. <i>Strategies.</i></li> <li>• <b>Try Out Report #2:</b> Report on one strategy from Chap 4 and one from Chap 5.</li> <li>• <b>Multimedia Report #2:</b> Radio A.</li> </ul>
<b>4</b>	Feb 9	<ul style="list-style-type: none"> <li>• <b>Reflection #3:</b> SIOP text Chaps 6 &amp; 7, <i>Interaction</i> and. <i>Practice/Application.</i></li> <li>• <b>Try Out Report #3:</b> Report on one strategy from Chap 6 and one from Chap 7.</li> <li>• <b>Multimedia Report #3:</b> Poems A</li> </ul>
<b>5</b>	Feb 16	<p align="center"><b>DUE: DOCTORAL STUDENTS ONLY, SPECIAL PROJECT PROPOSALS</b></p> <ul style="list-style-type: none"> <li>• <b>Reflection #4:</b> SIOP text Chaps 8 &amp; 9, <i>Lesson Delivery</i> and <i>Review/Assessment.</i></li> <li>• <b>Try Out Report #4:</b> Report on one strategy from Chap 8 and one from Chap 9.</li> <li>• <b>Multimedia Report #4:</b> Videoclips A</li> </ul>
<b>6</b>	Feb 23	<ul style="list-style-type: none"> <li>• <b>Reflection #5:</b> Reiss text Chaps 1 &amp; 2, <i>Theoretical Considerations</i> and <i>Culture and Content Instruction</i></li> <li>• <b>Multimedia Report #5:</b> Movies A</li> </ul>
<b>7</b>	Mar 1	<ul style="list-style-type: none"> <li>• <b>Reflection #6:</b> Reiss text Chaps 3 &amp; 4, <i>State Objectives and Standards</i> and <i>Learning Strategies.</i></li> <li>• <b>Try Out Report #5:</b> Report on one strategy from Chap 3 and one from Chap 4.</li> <li>• <b>Multimedia Report #6:</b> Songs B</li> </ul>
<b>8</b>	Mar 8	<b>2<sup>nd</sup> FACE TO FACE</b> <b>DUE: INQUIRY PROJECT PROGRESS REPORTS</b> <b>DUE: DOCTORAL STUDENT SPECIAL PROJECTS &amp; PRESENTATIONS</b>
<b>SPRING BREAK</b>		
<b>9</b>	Mar 22	<ul style="list-style-type: none"> <li>• <b>Reflection #7:</b> Reiss text Chaps 5 &amp; 6, <i>A Solid Start</i> and <i>Presenting New Material.</i></li> <li>• <b>Try Out Report #6:</b> Report on one strategy from Chap 5 and one from Chap 6.</li> <li>• <b>Multimedia Report #7:</b> Radio B</li> </ul>
<b>10</b>	Mar 29	<ul style="list-style-type: none"> <li>• <b>Reflection #8:</b> Reiss text Chaps 7 &amp; 8, <i>Checking Comprehension</i> and <i>Textbook Vocabulary Strategies.</i></li> <li>• <b>Try Out Report #7:</b> Report on one strategy from Chap 7 and one from Chap 8.</li> <li>• <b>Multimedia Report #8:</b> Poems B</li> </ul>
<b>11</b>	Apr 5	<ul style="list-style-type: none"> <li>• <b>Reflection #9:</b> Reiss text Chaps 9 &amp; 10, <i>Textbook Reading Strategies</i> and <i>Activities and Assignments.</i></li> <li>• <b>Try Out Report #8:</b> Report on one strategy from Chap 9 and one from Chap 10.</li> <li>• <b>Multimedia Report #9:</b> Videoclips B</li> </ul>
<b>12</b>	Apr 12	<ul style="list-style-type: none"> <li>• <b>Reflection #10:</b> Reiss text Chaps 11 &amp; 12, <i>Classroom Assessments</i> and <i>High Stakes Tests.</i></li> <li>• <b>Multimedia Report #10:</b> Movies B</li> </ul>
<b>13</b>	Apr 19	<b>DUE: INQUIRY PROJECT REPORTS &amp; SLIDES</b>
<b>14</b>	Apr 26	<b>3<sup>rd</sup> FACE TO FACE</b> <b>INQUIRY PROJECT ARTISTIC REPRESENTATIONS</b>