

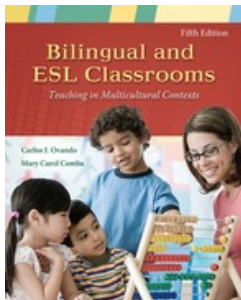


Fall 2016 SYLLABUS
BLED 501- 31W: Theoretical Foundations of Bilingual/ESL Education
8/29/16-10/21/16
Location/Time: Online

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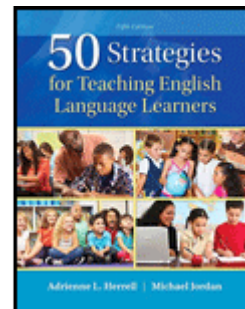
COURSE INFORMATION

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



Ovando, J., Collier, V.P., & Combs, M.C. (2012). *Bilingual and ESL classrooms: teaching in multicultural contexts, 5th Edition*. McGraw-Hill Higher Education. ISBN 97800703378381

Herrell, A. L. & Jordan, M. (2016). *50 Strategies for teaching English language learners, 5th Edition*. Boston, MA: Pearson Education. ISBN: 9780134057293. Comes with access to online lesson demonstrations.



Supplementary readings may be provided.

Course Description:

BLED 501: A critical analysis of the rationale for bilingual, multicultural education focusing on history, philosophy, and theory. The study and analysis of educational programs designed for English Language Learners including the native language and the ESL (English as a Second Language) components as well as a critical review of research on the effective implementation of bilingual/ESL programs.

Course Objectives:

An overall goal for this course will also be to prepare students for an interconnected world. This course will 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 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.
- Standard VI: has a comprehensive knowledge of content area instruction in L1 and L2.

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

- 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.
- Standard V: has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

Student Learning Outcomes: The student will ...

1. Understand and apply theories of L1 and L2 acquisition and development.
2. Understand the role of culture in language development and academic achievement.
3. Analyze myths and misconceptions about bilingualism and bilingual/ESL education.
4. Value bilingualism, biliteracy and multiculturalism and become an advocate for English learners.
5. Identify, evaluate and apply methods, approaches and materials appropriate 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 students. 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.

COURSE REQUIREMENTS

1. Study Guide (1 Study Guide 25%)

Create one "study guide" which summarizes and provides additional resources for an assigned section of the textbook, *Bilingual and ESL Classrooms*. Guides will adhere to the required format and will include possible quiz questions.

Student Learning Outcomes: The student will ...

- #1: understand and apply theories of L1 and L2 acquisition and development.
- #2: understand the role of culture in language development and academic achievement.
- #3: analyze myths and misconceptions about bilingualism and bilingual/ESL education.
- #4: understand the role of culture in language development and academic achievement.

Assessment Method: Study Guide Rubric

2. Quizzes (5 Quizzes 25%)

Take five quizzes by the due date. Students will have one and half hours to take each quiz. Quizzes may only be taken only once. For chapter quizzes, possible questions will be provided for students to review in advance.

Student Learning Outcomes: The student will ...

#1: understand and apply theories of L1 and L2 acquisition and development.

#2: understand the role of culture in language development and academic achievement.

#3: analyze myths and misconceptions about bilingualism and bilingual/ESL education.

Assessment Method: Multiple choice, true false, matching and short answer.

3. Strategy Reviews (3 Reports 25%)

Review and write reports over three strategies from the 50 *Strategies for Teaching English Language Learners*.

Student Learning Outcomes: The student will ...

#1: understand and apply theories of L1 and L2 acquisition and development.

#5: identify, evaluate and apply methods, approaches and materials appropriate for English learners.

Assessment Method: Strategy Report Rubric

4. Philosophy Statement (25%)

Write a personal philosophy statement that expresses what you believe about bilingual/ESL education and how this influences how you will teach English language learners.

Student Learning Outcomes: The student will ...

#4: value bilingualism, biliteracy and multiculturalism and become an advocate for English learners.

#5: identify, evaluate and apply methods, approaches and materials appropriate for English learners.

QEP Student Learning Outcomes:

#1 Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems)

#2: Students will be able to apply knowledge of the interconnectedness of global dynamics

#3: Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

Assessment Method: Philosophy Statement 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.

Late turn-ins:

- 5% of the points awarded for an assignment will be subtracted for each day it is submitted late. **Peer feedback, quizzes, study guides and philosophy statements cannot be submitted for late credit. Strategy reports can be submitted for late credit up to one week after the due date.**

Written Assignments (5% subtracted per item):

- Include a header (name, date, course) on all your written assignments. **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 and single space all other assignments.
- College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc errors will result in points deducted.
- PowerPoint slides should follow the 7X7 rule, that is no more than 7 lines with 7 words each per slide. Relevant, not merely decorative, graphics should be included.
- All assignments are to be completed and uploaded by midnight on the day they are due

Cite your Sources: APA style should be 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/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 (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@tamuc.edu.

Being a Successful Student

- [What Makes a Successful Online Student?](#)
 - [Self-Evaluation for Potential Online Students](#)
 - [Readiness for Education at a Distance Indicator \(READI\)](#)
- Login Information:* Login = **tamuc**; password = **online**

See the course calendar for assignment due dates. It is recommended you keep up with the weekly due dates to keep yourself on track for the course.

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 on the top toolbar in eCollege. Upload all assignments 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 or .docx extension. You will need to upload multiple files into some assignment dropboxes.

The quizzes will be available two days prior to the due date (from Monday to Wednesday). You may log into the quizzes at anytime during the testing window. When you complete the quiz, you will receive a score, but the score may not be viewable in the gradebook until after the review date.

A **webliography** with over 80 links of instructional websites of special interest to bilingual and ESL educators is provided. In addition to visiting five sites and reporting on them as part of your online assignments, you are invited to explore these websites to increase your knowledge of Internet resources available to you for your teaching of English learners.

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 (such as uploading documents to eCollege or not being able to log onto eCollege), 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 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.

Virtual Office

If you have a general question and you feel that others may also have this question, please leave a post in the virtual office. Also, make sure to check the virtual office regularly to see the instructor’s responses.

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. 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 philosophy statement and your action research 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 that others can see it as well.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Professional Conduct: “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.

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

Concealed Handguns: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

TENTATIVE COURSE CALENDAR

*****The instructor reserves the right to change the schedule as needed*****

Unit	Due 11:59 PM	Assignment
Unit 1	Friday 9/2	<ul style="list-style-type: none"> ○ Sign up for “Study Guide” and “Strategies” group ○ Post “Introductions” to student lounge ○ Read syllabus ○ Take syllabus <u>quiz</u>
	Friday 9/9	<ul style="list-style-type: none"> ○ Group A (ch. 1 & 2) post “Study Guide” to discussion board and answer sheet to dropbox
Unit 2	Monday 9/12	<ul style="list-style-type: none"> ○ Strategy review (choose from section II strategies)
	Wednesday 9/14	<ul style="list-style-type: none"> ○ Reply to the strategy reviews of 2+ classmates ○ Take Group A <u>quiz</u> (available 9/12-9/14)
	Friday 9/16	<ul style="list-style-type: none"> ○ Group B (ch. 3 & 4) post “Study Guide” to discussion board and answer sheet to dropbox
Unit 3	Monday 9/19	<ul style="list-style-type: none"> ○ Strategy review (choose from section III or IV strategies)
	Wednesday 9/21	<ul style="list-style-type: none"> ○ Reply to the strategy reviews of 2+ classmates ○ Take Group B <u>quiz</u> (available 9/19-9/21)
	Friday 9/23	<ul style="list-style-type: none"> ○ Group C (ch.5 & 6) post “Study Guide” to discussion board and answer sheet to dropbox
Unit 4	Monday 9/26	<ul style="list-style-type: none"> ○ Strategy review (choose from section V or VI strategies)
	Wednesday 9/28	<ul style="list-style-type: none"> ○ Reply to the strategy reviews of 2+ classmates ○ Take Group C <u>quiz</u> (available 9/26-9/28)
	Friday 9/30	<ul style="list-style-type: none"> ○ Group D (ch. 7 & 10) post “Study Guide” to discussion board and answer sheet to dropbox
Unit 5	Wednesday 10/5	<ul style="list-style-type: none"> ○ Reply to the strategy reviews of 2+ classmates ○ Take Group D <u>quiz</u> (available 10/3-10/2)
Unit 6	Monday 10/17	<ul style="list-style-type: none"> ○ Philosophy Statement