



**FALL 2016 SYLLABUS for  
BLED 597-01W: Teaching ELLs with Technology  
8/29/16-10/21/16  
Location/Time: Online**

**Instructor:** Dr. Jacqueline Riley, Assistant Professor  
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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

**Textbooks Required:**

Langer de Ramirez, L. (2010). Empower English Language Learners with Tools From the Web. Thousand Oaks, CA: Corwin. ISBN: 978-1-4129-7243-7

**Course Description:**

Students will apply knowledge of current educational technology. They will have the opportunity to incorporate videos, podcasts, discussion boards and more into websites designed to fit the needs of English language learners.

**Course Objectives:**

This course is designed to help prepare students for the TExES Content Area tests required to obtain Bilingual or 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 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 III: understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
- Standard IV: understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- 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 bilingual language development and multicultural education.
2. Locate, evaluate, and create materials (i.e., videos, podcasts, PowerPoints, discussion board, and internet links) appropriate for the content area instruction of English learners.
3. Create a thematic unit that is supplemented by online content.
4. Provide feedback for the lesson plans and content created by classmates.

## COURSE REQUIREMENTS

Students will achieve learning outcomes #1, #2 and #3, by completing the following assignments:

### **1. Google Site (5%)**

Create a Google site where you will display a thematic unit designed for ELL students. The score for this item refers to creating the layout for the site. The website will display numbers three through seven below.

**Assessment:** Google Site Rubric

### **2. Unit Outline (5%)**

Make a plan of a thematic unit that incorporates an existing YouTube video(s), podcasts, discussion boards and related internet links.

**Assessment:** Unit Outline Rubric

### **3. YouTube Video Lesson (15%)**

As part of your thematic unit, create a lesson designed for ELL students which integrates an online video(s). Add this lesson plan and the video to your Google site.

**Assessment:** YouTube Video Lesson Rubric

### **4. Podcast (Lesson 1) (20%)**

As part of your thematic unit, create a lesson plan designed for ELL students which integrates a podcast you have created. Add this podcast and the lesson plan to your Google site.

**Assessment:** Podcast (Lesson 1) Rubric and Podcast Rubric

### **5. Discussion Board (approx. 10%)**

Create a discussion board and discussion questions designed for ELL student discussions related to your thematic unit.

**Assessment:** Discussion Board Rubric

### **6. Related Links (approx. 10%)**

Find and describe links that could be used to supplement your thematic unit. Add these links to your Google site.

**Assessment:** Related Links Rubric

### 7. Unit Overview (5%)

On your Google site, include a summary of the content.

**Assessment:** Unit Overview Rubric

### 8. Reflective Paper (5%)

Write a reflection in which you explain what you learned in this course.

**Assessment:** Reflection Rubric

### 9. Peer Feedback (15%)

On selected assignments, provide feedback to two classmates. For each classmate, give two compliments and two suggestions using the template provided. Please respond first to those who have not yet received feedback from two classmates.

**Assessment:** Peer Feedback Rubric

### 10. Quizzes (10%)

Take six quizzes based on the syllabus and selected chapters from the textbook. These quizzes can be retaken unlimited times before the due date.

**Assessment:** Multiple choice and true false questions.

<b>GRADING POLICIES</b>
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<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.

#### **Late turn-ins:**

- All assignments are to be completed and uploaded by midnight on the day they are due.
- 5% of the points awarded for an assignment will be subtracted for each day it is turned in late (after midnight). After one week from the due date, assignments will not be accepted for any credit. **You will not receive any credit for late classmate feedback or late quizzes.** If you are submitting late work, please **email me** the name of the assignment you are submitting, so I will know to review your webpage.
- **Work will be considered late if it is not available** because you have not made the content public or have not included functional or accessible content. It is recommended that you sign out of your Google and YouTube accounts to preview your work from the public's perspective.

### **Written Assignments and Formatting:**

- College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc. errors will result in points deducted.
- When formatting your webpage, consistent use of font scripts, font sizes, font colors and spacing is required. Failure to do so will result in loss of points. Overall, websites should maintain a professional appearance. If you find that you are having trouble using consistent fonts, please email me for assistance.

### **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 (2007 or newer). **Do not use other word processors.**
- Internet Explorer (7.0 , 8.0 or 9.0) 9.0 is preferred.
- Adobe Flash (if your computer can play YouTube videos, you already have this installed).
- Microphone --most computers have a built in microphone. If yours does not, you will need to purchase one.
- Skype

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.

### **Knowledge of Technology:**

If you have experience working with the technological tools used in this course, you may find it easier to complete the assignments. However, it is not required that you have previous experience working with the technologies used in this course. Instructions and tutorials will be provided, so that you can create the content required. You are encouraged to complete assignments in advance, to avoid receiving late credit should you have technical problems. I am available to try to help you troubleshoot any problems when given at least a day’s notice.

## **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](mailto:helpdesk@tamu-commerce.edu).

### **How the Course is organized**

The course consists of 7 units. In some cases, assignments will be posted to the discussion board on Mondays and you will provide peer feedback on the discussion board to your classmates on Wednesdays. Based on the feedback you receive, you will be able to make revisions to your final product. You will receive a grade for completing the first version on Monday and having the revised version ready on Friday. You are expected to have the assignment fully completed on Monday. If the assignment requires you to post a link to the discussion board, you will not need to repost the link on Friday. See the course schedule for specific due dates of each assignment.

**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 assignments 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.

## **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.

### **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.

## Additional Resources

Each unit you will be provided with additional resources. For most units, you will refer to the BLED 597 Google Site Manual which will provide you with step-by-step instructions to modify your website and create content. Most modules offer sample websites of previous students which can be used as a guide for completing your work. Some modules will also include helpful links to video tutorials, online instructions and informative texts.

## Doc Sharing and Webliography

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](mailto: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.

### BLED 597: ELLs and Technology

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

Unit	Due 11:59 PM	Assignment
1: Google Site	Friday 9/2	<ul style="list-style-type: none"> <li>○ Read syllabus</li> <li>○ Take syllabus <u>quiz</u></li> <li>○ Post website skeleton link</li> <li>○ Introduce yourself in the student lounge</li> <li>○ *Reply to the introductions of 2+ classmates in the student lounge</li> <li>○ View sample websites</li> </ul>
2: Unit Outline	Monday 9/12	<ul style="list-style-type: none"> <li>○ Read chapter 1</li> <li>○ Take <u>quiz</u></li> <li>○ Submit website outline to discussion board</li> </ul>
	Wednesday 9/14	<ul style="list-style-type: none"> <li>○ *Post feedback to 2+ classmates</li> </ul>
	Friday 9/16	<ul style="list-style-type: none"> <li>○ Make revisions to website outline webpage</li> </ul>
3: Video Lesson	Monday 9/19	<ul style="list-style-type: none"> <li>○ Read chapter 5</li> <li>○ Take <u>quiz</u></li> <li>○ Post “YouTube Video Lesson” link for peer review</li> </ul>
	Wednesday 9/21	<ul style="list-style-type: none"> <li>○ *Post feedback to 2+ classmates</li> </ul>
	Friday 9/23	<ul style="list-style-type: none"> <li>○ Make revisions to “YouTube Video Lesson” webpage</li> </ul>
4: Podcast Lesson	Monday 10/3	<ul style="list-style-type: none"> <li>○ Read chapter 4</li> <li>○ Take <u>quiz</u></li> <li>○ Post “Podcast Lesson 1” link for peer review</li> </ul>
	Wednesday 10/5	<ul style="list-style-type: none"> <li>○ *Post feedback for 2+ classmates</li> </ul>
	Friday 10/7	<ul style="list-style-type: none"> <li>○ Make revisions to “Podcast Lesson 1” webpage</li> </ul>
5: Discussion Board & Links	Monday 10/10	<ul style="list-style-type: none"> <li>○ Read chapters 2 &amp; 8</li> <li>○ Take <u>quiz</u></li> <li>○ Post “Discussion Board” link for peer review</li> <li>○ Post “Links” link for peer review</li> </ul>
	Wednesday 10/12	<ul style="list-style-type: none"> <li>○ *Post feedback for 2+ classmates</li> </ul>
	Friday 10/14	<ul style="list-style-type: none"> <li>○ Make revisions to “Discussion Board”</li> <li>○ Make revisions to “Links” webpage</li> </ul>
Extra Credit	Friday 10/14	<ul style="list-style-type: none"> <li>○ ***Please make sure to submit all extra credit by 10/7***</li> </ul>
6: Unit Overview & Reflection	Monday 10/17	<ul style="list-style-type: none"> <li>○ Post “Unit Overview”</li> <li>○ Post reflection</li> <li>○ *Reply to 2+ classmates (10/19)</li> </ul>
7: Finishing Touches	Friday 10/21	<ul style="list-style-type: none"> <li>○ Complete finishing touches</li> </ul> <p><b>***Last day to submit unit overview and reflection <u>for late credit</u>***</b></p>

