



BLEED 402.01W: Bilingual Oral Language and Bilitery Instruction  
An Online Course with eCollege Support  
Fall 2016

Instructor: Adjunct Professor, Viana Armstrong  
Office Hours: By appointment only  
Cell phone: will be sent once class has begun  
University Email Address: [Viana.Armstrong@tamuc.edu](mailto:Viana.Armstrong@tamuc.edu)

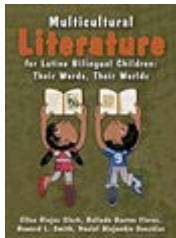
### COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

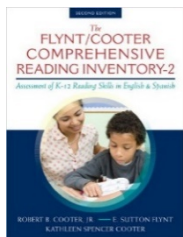
*Textbooks Required:*



Alma Flor Ada (2003). *A Magical Encounter: Latino Children's Literature in the Classroom*. Boston, MA: Pearson Education. ISBN#: 0-205-35544-7



Ellen Riojas Clark, Belinda Bustos Flores, Howard L. Smith, Daniel Alejandro Gonzalez (2016). *Multicultural Literature for Latino Bilingual Children: Their Words, Their Worlds*. Lanham, MD: Rowman & Littlefield. ISBN#: 978-1-4758-1492-7



Cooter, R.B. & Flynt, E.S. (2013). *The Flynt/Cooter Comprehensive Reading Inventory-2: Assessment of K-12 Reading Skills in English & Spanish (2nd Edition)*. ISBN-13: 978-0133362527 and ISBN-10: 0133362523.

Available from Amazon as an etextbook or spiral bound.

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 and read.

Course Description:

**bled 402: *Bilingual Oral Language & Biliteracy Instruction: Methods, Materials, & Assessment***

An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for oral language and literacy development in elementary bilingual classrooms. Opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy. Pre/corequisites BLED 401, RDG 350 and advanced proficiency in Spanish.

Course Objectives:

This course is designed to help prepare students for the TExES Content Area tests required to obtain Bilingual 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.

Standard IV: has a comprehensive knowledge of the development and assessment of literacy in the primary language.

Standard V: has a comprehensive knowledge of the development and assessment of biliteracy.

Student Learning Outcomes:

1. The student will understand and apply theories of L1 and L2 acquisition and development.
2. The student will value bilingualism, biliteracy and biculturalism and become an advocate for English Learners (ELs).
3. The student will identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELs in Spanish.
4. The student will assess the reading of an EL in Spanish.

**COURSE REQUIREMENTS: 700 POINTS TOTAL**

1. **Online class Discussions (3), 10 points each: Total 30**

**points:** Participate in three online discussion forums over selected Bilingual/ESL/Dual Language issues. Students will be required to post an initial discussion of at least 75-100+ words to the assigned topic and respond to another student's initial posting with at least a 50-75+ word response by the indicated due date.

**Student Learning Outcomes #1 and 2:** TSW understand and apply theories of L1 and L2 acquisition and development. TSW value bilingualism and multiculturalism and become and advocate for English Learners. **Assessment Method:** 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.

2. **Chapter Responses (7) 10 points each: Total 70 points**

Read all assigned chapters in the two required textbooks, reflect on what you have read and respond to each chapter, using the format provided on the course website.

**Student Learning Outcomes #1 and 3:** TSW understand and apply theories of L1 and L2 acquisition and development. TSW identify, apply and evaluate methods, approaches and materials for the oral and written language development of ELs in English and Spanish.\*

**Assessment method:** Adherence to the required format and evidence that the student read and reflected on the assigned chapters. Responses must be substantive or the student will not be given full credit.

3. **Website Reports (1) 100 points:** Students will visit 5 websites (total): found in the webliography. They will summarize and evaluate the resources found for all 5 sites using the required format. Student Learning Outcome #3: TSW identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELs in Spanish.\* Assessment method: Adherence to the required format and evidence that the student has spent some time exploring the assigned websites. Reports must be substantive.
4. **Multicultural Bibliographies (1) 100 points:** Find, read and evaluate 5 authentic Latino children’s books in Spanish (Bilingual students). Student Learning Outcomes #1 and 3: TSW understand and apply theories of L1 and L2 acquisition and multicultural education. TSW identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELs in Spanish.\* Assessment Method: **Multicultural Bibliography Checklist**, available on the course website.
5. **Dramatic Oral Reading (1) 100 points:** Choose our favorite children’s book from your bibliography. Use Voicethread to audio or videotape yourself reading the entire book aloud (if it is a chapter book, read the first chapter), either to an audience of one or more children or simulating that you are doing so. Watch/listen to your recording and reflect on your performance. Student Learning Outcome #3: TSW identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELs in English and Spanish.\* Assessment Method: The oral readings will be evaluated for performance based on the student’s pacing and use of dramatic voice and gestures designed to increase student attention. The reflection report will be evaluated for the student’s ability to identify his/her own strengths and weaknesses.
6. **Reading Assessment (1) 200 points:** Students will gather background educational information about a bilingual student, interview the child with an interest inventory and assess his/her Spanish (Bilingual students) reading skills using an informal reading inventory (Flynt-Cooper IRI). The students will also create a summary report for the data which they will submit along with the completed IRI forms and make appropriate instructional recommendations designed to improve the child’s oral language and literacy skills. Student Learning Outcomes #4: TSW assess the reading of an EL in Spanish\* and make recommendations for appropriate literacy instruction based on the results. Assessment Method: The Reading Assessment report and its accompanying documents will be assessed using the Reading Assessment Checklist available on the course website.
7. **Language Arts Unit (1) 100 points:** Use one of the books from your Multicultural Bibliography, create a book found during the multicultural bibliography, create a literature-based language arts unit plan in Spanish. The plan will include listening, speaking, reading and writing activities based on the book. Student Learning Outcomes #3 and 4: TSW identify, apply and evaluate instructional methods, approaches, and materials for the oral and written language development of ELs in Spanish.\* TSW design a literature-based unit on a multicultural book in Spanish.\* Assessment Method: **Language Arts Unit Checklist** available on the course website.

### GRADING POLICIES

Grading Scale	
90-100	A
80-89	B
70-79	C
60-69	D

**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 complementing various aspects of your work or making suggestions for improvement.

**Attendance/Participation:**

- Active participation in all aspects of this online course is expected.
- If due to unusual circumstances such as an extended illness or unexpected work responsibilities, the student misses more than two sessions, he/she should contact the instructor to see if additional makeup assignments can be obtained and completed.

**Late turn-ins:**

- **All assignments are to be completed and uploaded into the assigned dropbox by 12 a.m. (midnight) on the day they are due. A hard copy must also be provided on the due date to the instructor.**
- **No late assignments will be accepted.**

**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.

**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/>.
- See the section on plagiarism for the possible consequences of not giving credit where credit is due.

**TECHNOLOGY REQUIREMENTS****Technologies Needed:**

Internet access/connection – high speed recommended (not dial-up)  
 Microsoft Word and PowerPoint, 2003 or 2007  
 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 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@tamuc.edu](mailto:helpdesk@tamuc.edu)

## How the Course is organized

Class meets once a week and there is an online unit for each class session. On each “Unit” page, there are links to supplementary readings and handouts for class activities. Students should print these out and bring them to class. The objectives for the current session and the homework for the next session, including links to the supplementary readings and handouts, are also listed on the “Unit” page. PowerPoint slides (in 2003 format) to accompany the instructor’s lectures and to provide interactive activities are also provided for each class session. These can be found in doc sharing, which is found in the tools listed at the top of each page. Click on Slides and you will see the list of slideshows provided.

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 under the dropbox tab on the top toolbar in eCollege. Upload all assignments electronically into the dropbox by noon 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.

A webliography with over 80 links of instructional websites of special interest to bilingual and ESL educators to facilitate your website reports assignment is provided. You are also 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.

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...)

### 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.) Another good way to use the email capabilities of eCollege is to communicate with your partner(s) about your team assignments.

**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. **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. “Mrs. Armstrong, 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.

#### Doc Sharing and Weblibliography

Often other students like to have access to your work such as the multicultural bibliographies and the language arts units. 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 view 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*).

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: participating in small and large group discussions, being on time, staying the entire time, accepting constructive criticism, listening, turning in high quality work, and understanding that this is a growth experience.

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.

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/>.

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.

#### *ADA Statement*

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

COURSE OUTLINE / CALENDAR

Unit	Handouts	Readings and Other Assignments Due
1 Sept. 1		Review syllabus Online course overview Read chapters and do assignments for next week
2 Sept. 8	<b>*Article: Bilingual Education</b>	<i>A Magical Encounter</i> ,, <b>Chaps 1-2</b> A Magical Encounter and Words of Jade & Coral <b>DROPBOX ASSIGNMENT: CHAPTER RESPONSES</b> <b>DISCUSSION POST: RESPOND TO ARTICLE</b>
3 Sept. 15		<i>A Magical Encounter</i> , Chap 3-4 Once Upon a World and Using the Magic <b>DROPBOX ASSIGNMENT: CHAPTER RESPONSES</b>
4 Sept. 22		<b>DUE: WEBSITE REPORTS</b>
5 Sept. 29		<i>Multicultural Literature for Latino Bilingual Children: Their Words, Their World Part I: Framing the Discussions: Theory and Rationale</i> <b>DROPBOX ASSIGNMENT: CHAPTER RESPONSES to Part I</b>
6 Oct. 6	<b>*Article: Two Languages are Better than One</b>	<i>Multicultural Literature for Latino Bilingual Children: Their Words, Their World Part II: Multicultural Children's Literature Representing Latino Realities</i> <b>DROPBOX ASSIGNMENT: CHAPTER RESPONSES to Part II</b> <b>DISCUSSION POST: RESPOND TO ARTICLE</b>
7 Oct. 13		<i>Multicultural Literature for Latino Bilingual Children: Their Words, Their World Part III: Multicultural Literature in the Content Areas: Language Arts, Social Studies, Science, and Mathematics</i> <b>DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part III</b>
8 Oct. 20		WORK NIGHT: MULTICULTURAL BIBLIOGRAPHIES
9 Oct. 27	<b>*Article: Dual Language Education Can Close Achievement Gap</b>	<b>DUE: MULTICULTURAL BIBLIOGRAPHIES</b> <b>DISCUSSION POST: RESPOND TO ARTICLE</b>
10 Nov. 3		<i>Multicultural Literature for Latino Bilingual Children: Their Words, Their World Part IV: Multiple Modes of Multicultural Children's Literature</i> <b>DROPBOX ASSIGNMENT :CHAPTER REPOSSES to Part IV</b>
11 Nov. 10		WORK NIGHT: READING ASSESSMENTS
12 Nov. 17		<b>DUE: READING ASSESSMENTS</b> <i>Multicultural Literature for Latino Bilingual Children: Their Words, Their World Part V: Una Fuente de Recurso: Dimensions of Cultural Heritage and Literacy</i> <b>DROPBOX ASSIGNMENT: CHAPTER RESPONSES to Part V</b>
Nov. 24		THANKSGIVING HOLIDAYS
13 Dec. 1	<b>*Mrs. Armstrong will be available via phone conferences this week.</b>	WORK NIGHT: LANGUAGE ARTS UNIT PLAN
14		<b>DUE: LANGUAGE ARTS PLAN</b>

Dec. 8		
15 Dec. 15		<b>Assignment: Dramatic Oral Reading Due</b>