



## **BLLED 403-01W: Bilingual Instruction for the Content Areas**

COURSE SYLLABUS: SPRING 2020

### **INSTRUCTOR INFORMATION**

**Instructor:** Jacqueline Riley, Associate Professor

**Office Location:** Online

**Office Hours:** By appointment

**Office Phone:** 903-886-5605

**Office Fax:** 903-886-5581

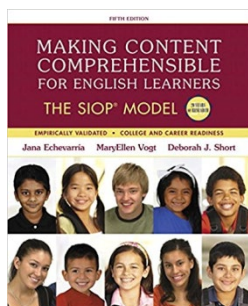
**University Email Address:** jacqueline.riley@tamuc.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** 24 hours

### **COURSE INFORMATION**

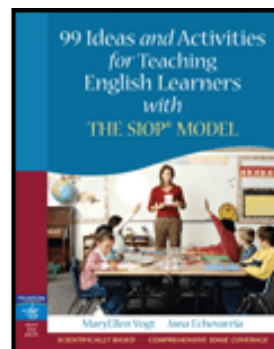
#### **Materials – Textbooks, Readings, Supplementary Readings**



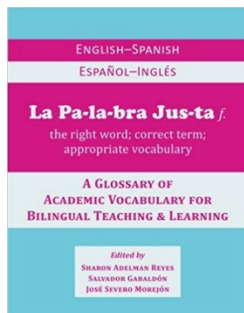
#### **Textbook(s) Required**

Echevarría, J., Vogt, M., & Short, D. (2016). *Making Content Comprehensible for Elementary English Learners: The SIOP Model, 5th edition*. Boston, MA: Allyn & Bacon. ISBN#: ISBN: 978-0134045238

Vogt, M. & Echeverría, J. (2008). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston, MA: Pearson Education. ISBN#: 0-205-52106-1.



*The syllabus/schedule are subject to change.*



Reyes, S.A., Gabaldón, S., & Morejón, J. S. (2014). *La palabra justa: An English-Spanish / Español-Inglés Glossary of Academic Vocabulary for Bilingual Teaching & Learning*. Portland, OR: Diversity Learning K12. ISBN#: 978-0984731725

Interactive BTLPT (\$10): available at

[http://www.tx.nesinc.com/TestView.aspx?f=HTML\\_FRAG/TX190\\_PrepMaterials.html](http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX190_PrepMaterials.html)

Supplementary readings and handouts for activities are available through links on the website course.

## Course Description

### **BLED 403:** *Bilingual Instruction for the Content Areas: Methods, Materials and Assessment*

An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for teaching language arts, math, science and social studies in elementary bilingual/ESL classrooms.

## Student Learning Outcomes

### **Student Learning Outcomes:**

The student will...

1. Demonstrate understanding and application of the SIOP model.
2. Use advanced written and spoken academic Spanish for authentic purposes.
3. Prepare for the BTLPT by completing assignments which mirror the exam's format.

This course is designed to help prepare students for the TExES Content Area tests required to obtain EC-6 Bilingual Generalist certification. We will focus on the following standards for the Supplemental test:

### **Bilingual Education Standards:**

- Standard I. The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).
- Standard II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
- Standard III. The bilingual education teacher knows the process of first- and second-language acquisition and development.
- Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

*The syllabus/schedule are subject to change.*

- Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.
- Standard VI. The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

### **Bilingual Language Proficiency Standards:**

- Standard I. The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language.
- Standard II. The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language.
- Standard III. The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.
- Standard IV. The teacher is able to write effective interpersonal and presentational discourse in the target language.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system, using Microsoft Word and PowerPoint

### **Instructional Methods**

The course is taught completely online and consists of written and oral responses; quizzes and content lesson plans.

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

On each “Unit” page, there are links to supplementary readings and handouts for class activities. **Students should save these.**

**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 assignments. Please review these instructions and all associated documents carefully before beginning your assignments.

### **Student Responsibilities or Tips for Success in the Course**

Students should regularly log on to the course website, check for online instructor feedback and email the professor if they don’t understand something.

When you log on to the course, 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.

*The syllabus/schedule are subject to change.*

## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

**\*\*Please note that all assignments are to be completed in SPANISH\*\***

### 1. SIOP Written Responses (2) 20%

In Spanish, write and respond to an email/letter or create an informative handout in which you explain and apply the SIOP model. Then, evaluate your response using the BTLPT rubric.

\*There is one optional written response. This assignment does not count for extra credit. Not completing this assignment will not count against you. If you wish to bring up the average score for your written responses and/or gain additional practice, you may complete this assignment.

Student Learning Outcomes:

- Demonstrate understanding and application of the SIOP model.
- Use advanced written and spoken academic Spanish for authentic purposes.
- Prepare for the BTLPT by completing assignments which mirror the exam's format.

Assessment Method: Rubric

### 2. Video Responses (3) 25%

In Spanish, create a Flip Grid video in which you respond to a prompt/questions and respond to the video of a classmate to demonstrate understanding and application of the SIOP model. Then, evaluate your response using the BTLPT rubric.

Student Learning Outcomes:

- Demonstrate understanding and application of the SIOP model.
- Use advanced written and spoken academic Spanish for authentic purposes.
- Prepare for the BTLPT by completing assignments which mirror the exam's format.

\*There is one optional video response. This assignment does not count for extra credit. Not completing this assignment will not count against you. If you wish to bring up the average score for your oral responses and/or gain additional practice, you may complete this assignment.

*The syllabus/schedule are subject to change.*

Assessment Method: Rubric

3. **Quizzes (3):25%**

Take quizzes over selected SIOP components.

Student Learning Outcomes:

- Demonstrate understanding and application of the SIOP model.

Assessment Method: Online Quizzes

4. **Content Area SIOP Lesson (1) 20%**

(Cover Sheet and Lesson Delivery with Revision and Reflection)

Work with classmates to create a math, science, or social studies lesson for students at an intermediate or advanced level of Spanish proficiency based on the SIOP model. This will be completed in three parts: 1) lesson coversheet, 2) lesson plan and 3) revisions. Partners will be assigned, unless students request to work with a specific partner. Partner requests are due by the first week of class. Evaluate your lesson plan using the BTLPT rubric.

Student Learning Outcomes:

- Demonstrate understanding and application of the SIOP model.
- Use advanced written and spoken academic Spanish for authentic purposes.
- Prepare for the BTLPT by completing assignments which mirror the exam's format.

Assessment Method: SIOP Lesson Plan Rubric

5. **BTLPT Practice Exam (1) 10%**

Take the interactive practice exam(\$10) available at

[http://www.tx.nesinc.com/TestView.aspx?f=HTML\\_FRAG/TX190\\_PrepMaterials.html](http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX190_PrepMaterials.html)

Download or take a screen shot of your score report.

Student Learning Outcomes:

- Demonstrate understanding and application of the SIOP model.
- Use advanced written and spoken academic Spanish for authentic purposes.
- Prepare for the BTLPT by completing assignments which mirror the exam's format.

Assessment Method: Submission of Score Report. \*Students whose score reports indicate that they have not passed the practice exam, may be required to retake the practice exam to earn credit.

6. **Reflection (1) (10%)**

Reflect on your Spanish development over the semester. Reflect upon your BTLPT score report and create an action plan for addressing your weaknesses.

*The syllabus/schedule are subject to change.*

Student Learning Outcomes:

- Demonstrate understanding and application of the SIOP model.
- Use advanced written and spoken academic Spanish for authentic purposes.

Assessment Method: Rubric

\*Partner Assignments: Partners and teams will be assigned. *If there is a person you'd like to work with, please notify me as soon as possible during the first week of class so that I do not assign you to a partner/group.* You will work with a partner on the Content Area SIOP Lesson Plan. The rest of your assignments will be done as individuals. Look for an email sent to your myLeo email to see who has been assigned to your team. I recommend you email your partners with your cell phone numbers and begin by calling each other to discuss the assignments and decide who will do what. Do not leave this for too late.

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

*The syllabus/schedule are subject to change.*

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

*The syllabus/schedule are subject to change.*

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

*The syllabus/schedule are subject to change.*



## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

**Need Help?**

### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



### System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

### Interaction with Instructor Statement

Please allow 24 hours for an email response and seven to ten days for feedback from the due date of assignments.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific 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

*The syllabus/schedule are subject to change.*

instructor. Also included is the following: accepting constructive criticism, 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/>.

**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/>.

**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. Quizzes and peer responses will not be accepted late.
- Late assignments will be accepted up until one week after the due date, after that time, no work will be accepted for any credit.
- Quizzes and peer responses will not be accepted for late credit.

**The quizzes** will be available online 7 days prior to their due dates. You will have multiple attempts to take the quiz the week before it is due. You will have a time limit to complete the quiz and submit it. 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. **Quizzes cannot be taken late.**

## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

*The syllabus/schedule are subject to change.*

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **ADA Statement**

#### **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 162  
Phone (903) 886-5150 or (903) 886-5835

*The syllabus/schedule are subject to change.*

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-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.

### **Campus Concealed Carry Statement**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

*The syllabus/schedule are subject to change.*

**Tentative Course Schedule \*Subject to Change\***

	<b>Due Date</b>	<b>Focus</b>	<b>Assigned Textbook Reading</b>	<b>Assignment</b>
1	Tues, Jan. 21	Student Introductions		Oral response (video)
	Th, Jan. 23			Peer response
2	Tues, Jan. 28	Introduction of SIOP	Ch. 1 in both SIOP texts & supplemental reading	Written response Self-evaluation
	Th, Jan. 30			Peer response
3	Tues, Feb. 4	Lesson Preparation	Ch. 2 in both SIOP texts & supplemental reading	Quiz
	Th, Feb. 6			Peer Response
4	Tues, Feb. 11	Building Background	Ch. 3 in both SIOP texts & supplemental reading	Oral response (video) Self-evaluation
	Th, Feb. 13			Peer response
5	Tues, Feb. 18	Comprehensible Input	Ch. 4 in both SIOP texts & supplemental reading	Written response Self-evaluation <b>*Optional*</b>
	Th, Feb. 20			Peer response
6	Tues, Feb. 25	Strategies	Ch. 5 in both SIOP texts & supplemental reading	Quiz
7	Tues, Mar. 3	Interaction	Ch. 6 in both SIOP texts & supplemental reading	Oral response (video) Self-evaluation
	Th, Mar. 5			Peer response
8	Tues, Mar. 17	Practice & Application	Ch. 7 in both SIOP texts & supplemental reading	Written response Self-evaluation
	Th, Mar. 19			Peer response
9	Tues, Mar. 24	Lesson Delivery	Ch. 8 in both SIOP texts & supplemental reading	Quiz
10	Tues, Mar. 26	Review & Assessment	Ch. 9 in both SIOP texts & supplemental reading	Oral response (video) Self-evaluation <b>*Optional*</b>
	Th, Mar. 26			Peer response
11	Tues, Mar. 31	SIOP Lesson		Lesson Plan: Cover Sheet Peer Evaluation
12	Tues, Apr. 7	SIOP Lesson		Lesson Plan: Lesson Peer Evaluation
13	Tues, Apr. 14	SIOP Lesson		Lesson Plan: Revisions Peer Evaluation
14	Tues, Apr. 21	BTLPT Practice		BTLPT Practice Exam
15	Tues, Apr. 28	Reflection		Written Reflection

*The syllabus/schedule are subject to change.*