Spring 2020 SYLLABUS
GLB BLED 501- 01W:
Theoretical Foundations of Bilingual/ESL Education

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:
Textbooks Required:
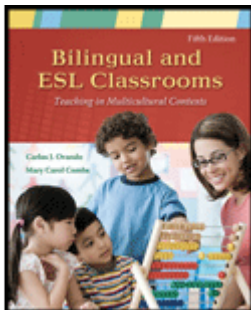
Ovando, J., Collier, V.P., & Combs, M.C. (2012). *Bilingual and ESL classrooms: teaching in multicultural contexts, 5th Edition.* McGraw-Hill Higher Education. ISBN 9780073378381

Herrell, A. L. & Jordan, M. (2015). *50 Strategies for teaching English language learners,5th Edition.* Boston, MA: Pearson Education. ISBN: 978-0133802450. Comes with a very useful DVD. *May use 3rd, 4th or 5th edition. ISBN 9780133802450
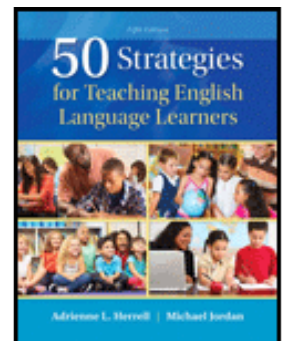
Additional readings and resources can be found as links on the Unit pages

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:

This course will help prepare students for the TExES Content Area tests required to obtain Bilingual & ESL certification. An overall goal for this course will also be to prepare students for an interconnected world. 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) 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. Discussions for units 6 and 9 will be used to assess the QEP student learning outcomes for each student. These discussions will be evaluated using the discussion grading rubric. Students are responsible to upload a copy of these discussion to their ePortfolio in ManeSync.

COURSE REQUIREMENTS

1. Quizzes: 1 quiz (5%)

The student will have one week to complete each online quiz. Quizzes must be completed by due date. **Quizzes cannot be taken late**. Students will be allowed to take the quiz multiple times, so that they can obtain a 100% score, at which point they will be awarded the full credit.

  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 and matching items

2. Discussion Forums/Chapter Assignments: 7 forums (75%)

Participate in online discussion forums over selected bilingual/ESL issues. At least three entries made for each forum, one to answer the questions posed by the instructor or complete the mentioned assignment, two to respond to someone else's entry.

  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.
*For the Unit 6 Discussion forum, student will demonstrate knowledge of multiculturalism and make recommendations for creating a multicultural classroom.

QEP Student Learning Outcomes: The student will …
#1: be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems)
#2: be able to apply knowledge of the interconnectedness of global dynamics
#3: be able to view themselves as engaged citizens within an interconnected and diverse world.

  Assessment Method:
For the initial response, in 400 words or more, provide a clear, well written, thorough response supported by appropriate citations as indicated on the instructions. No source is needed for the peer responses.

3. Action Research Project (20%)

Try out a strategy from the *50 Strategies* text, obtain pre- and post-assessment data from students, and report on its effectiveness.
  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: The proposal will be assessed using the **Action Research Project Checklist.**

Electronic Gradebook:

    a. 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.

    b. 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:

    c. 5% of the points awarded for an assignment will be subtracted for each day it is submitted late. **Peer responses and quizzess will not be accepted for late credit. After one week after the due date, late assignments will not be accepted.**

Written Assignments (5% subtracted per item):

    d. Include a header (name, date, course) on all your written assignments. **ALL ON ONE LINE.**

    e. Font size must not exceed 12 point. Times Roman preferred.

    f. Margins should be no larger than 1" on all sides.

    g. Your discussion posts and your action research report should be single-spaced with double spacing between sections.

    h. 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/.

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/cgibin/

getdoc.cgi?dbname=107_cong_public_laws&docid=f:publ110.107.pdf

From an online video:

Ted-Ed. (2015, June 23). *The benefits of a bilingual brain – MiaNacamulli* [digital video]. Retrieved from https://www.youtube.com/watch?v=MMmOLN5zBLY

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.

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 **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports 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.

- 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

- 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

- 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/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time 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.

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.

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.

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, contact Brightspace Technical Support at 1-877-325-7778 or click or click on the words "click here" to submit an issue via email.

please on the **Live Chat**

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.

How the Course is Organized
The class is organized by units that correspond with each week of class. On each "Unit" page, ***there are links to supplementary readings and handouts for class activities.***

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. ***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.

A submission folder, clearly labeled using the name of the assignment, is set up for every assignment. The boxes are found under the "Activities" and "Assignments" tabs on the top toolbar in myLEO. Please upload all assignments electronically into the submission folder by midnight on the day they are due. Use Microsoft Word as your word processor and save your files with a .doc extension. Please be sure to bring a copy of your assignment to class or have access to it digitally to refer to.

   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***

The assignments for the each of the units are due once a week, on Sunday at 11:59PM. For most units, students are to 1) read a chapter in the Ovando, Collier and McCombs textbook, 2) participate in a discussion forum focused on answering a set of questions for a topic, 3) take an online quiz or visit their choice of two websites and report on one of the websites. See the course calendar for details. 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.

The quizzes will be available online the weeks (7 days) the quiz is assigned.   No credit will be given for late quizzes. You may log into the quizzes at anytime during the testing window and retake them as many times as you like. 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. You may log into the final exam only once and will have a time limit within which to complete and submit it. **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.

MyLeo 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 myLEO 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).

DO NOT, however, send me your work as an email attachment. Send it to me via the submission folder 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 folder, which is attached to the gradebook.

Submission Folders

Your assignments are to be uploaded, **as an attachment**, to the appropriate submission folder. I recommend you not wait until the last minute to upload your work to the folderas 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.

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*).

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

TENTATIVE COURSE CALENDAR

Unit	Due Date	Assignment	Textbook Reading
1	Mon., Feb. 3	• Introduction • Syllabus Quiz	Chap. 1, Students
	Wed., Feb. 5	Peer Response	
2	Mon., Feb. 10	Timeline	Chap. 2 Policy & Programs
	Wed., Feb. 12	Peer Response	
3	Mon., Feb. 17	Questions	Chap. 3 Teaching
	Wed., Feb. 19	Peer Response	
4	Mon., Feb. 24	Jigsaw	Chap. 4 Language
	Wed., Feb. 26	Peer Response	
5	Mon., Mar. 16	Action Research Proposal	
6	Mon., Mar. 23	Questions	Chap. 6 Math & Science
	Wed., Mar. 25	Peer Response	
7	Mon., Apr. 6	Action Research Project	
8	Mon., Apr. 20	Questions	Chap. 8 Assessment
	Wed., Apr. 23	Peer Response	
9	Mon., May 4	Final Discussion Questions	