Please, click on the following link to access A&M-Commerce Covid 19 Information, https://new.tamuc.edu/coronavirus/

BLED 403-01W: Bilingual Instruction for the Content Areas

COURSE SYLLABUS: SPRING 2022

INSTRUCTOR INFORMATION

Instructor: Ana Castillo, Clinical Instructor
Office Location: Mesquite ISD Professional Development Services Building
Office Hours: Online
Office Phone:
903-886-5537
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Preferred Form of Communication: Email
Communication Response Time: 24 hours Monday-Friday 8-5

COURSE INFORMATION

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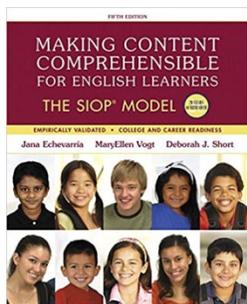
Textbook(s) Required:
Echevarría, J., Vogt, M., & Short, D. (2016). Making Content Comprehensible for Elementary English Learners: The SIOP Model, *5th edition.* Boston, MA: Allyn & Bacon. ISBN#: ISBN: 978-0134045238

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.
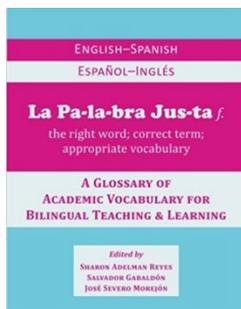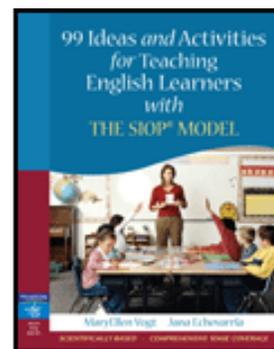
The *syllabus/schedule are subject to change.*

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

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): 1.1k, 1.2k
- **Standard II.** The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism: 2.5k
- **Standard III.** The bilingual education teacher knows the process of first- and second-language acquisition and development: 3.5k
- **Standard V.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy: 5.1k, 5.2k, 5.3k
- **Standard VI**. The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2: 6.2k 6.3k, 6.4k, 6.6k

Bilingual Target Language Proficiency Standards:

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- **Standard I.** The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language: 1.1k
- **Standard III.** The teacher is able to construct effective interpersonal and presentational oral discourse in the target language: 3.1k,
- **Standard IV.** The teacher is able to write effective interpersonal and presentational discourse in the target language: 4.1k

Technology Applications for All Teachers Standards
- **Standard I:** All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products: 1.1k, 1.3k, 1.1s
- **Standard II:** All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning: 2.1k, 2.2k, 2.4k, 2.2s, 2.5s, 2.8s
- **Standard VI:** All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.
- **Standard IV:** All teachers make informed decisions by applying critical-thinking and problem-solving skills: 4.7s
- **Standard V:** All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources: 5.3k, 5.3s
- **Standard VI:** All teachers demonstrate a thorough understanding of technology concepts, systems, and operations: 6.1k, 6.1s, 6.2k, 6.6s, 6.8s, 6.9s, 6.12s, 6.13s, 6.15s
- **Standard VII:** All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum: 7.11s, 7.12s

English Language Proficiency Standards (ELPS)
C (1) Cross-curricular second language acquisition/learning strategies.
The beginning teacher understands and teaches language learning strategies to students to develop their awareness of their own learning process in all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student's level of English Language Proficiency: A, C, E

(2) Cross-curricular second language acquisition/speaking.
The beginning teacher must understand and recognize that ELLs speak in a variety of modes for a variety of purposes, with an awareness of formal/informal registers using vocabulary with increasing fluency and accuracy in language arts and all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student's level of English Language Proficiency: E

(3) Cross-curricular second language acquisition/speaking.

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The beginning teacher must understand and recognize that ELLs speak in a variety of modes for a variety of purposes, with an awareness of formal/informal registers using vocabulary with increasing fluency and accuracy in language arts and all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student's level of English Language Proficiency: E, H

(4) Cross-curricular second language acquisition/reading.
The beginning teacher must understand and recognize that ELLs read a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student's level of English Language Proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text: F, J

(D) Proficiency Level Descriptors
1. Listening: Kindergarten – Grade 12
2. Speaking: Kindergarten – Grade 12
3. Reading, Kindergarten – Grade 1
4. Reading, Grades 2 – 12
5. Writing, Kindergarten – Grade 1
6. Writing, Grades 2 – 12

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.

The syllabus/schedule are subject to change.

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.

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

Weights of the assessments in the calculation of the final letter grade.

Written Responses	20%
Video Responses	25%
Quizzes	25%
Lesson Plan	20%
BTLPT Practice exam	10%
TOTAL	100%

Assessments

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.

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.

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Assessment Method: Rubric

2. **<u>Video Responses</u> (2) 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.

Assessment Method: Rubric

3. **<u>Quizzes</u> (2) 25%**
   Take quizzes over selected SIOP components.

Student Learning Outcomes:
   • Demonstrate understanding and application of the SIOP model.

Assessment Method: Online Quizzes

4. **<u>Content Area SIOP Lesson</u> (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. **<u>BTLPT Practice Exam</u> (1) 10%**
   Take the interactive practice exam($10) available at
   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.

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

<u>Assessment Method:</u> 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. <u>**Reflection (1) (10%)**</u>

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

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

<u>Assessment Method:</u> Rubric

*Partner Assignments: Partners and teams will be assigned for the lesson plan. *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

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

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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.

COMMUNICATION AND 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. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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 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

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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. 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: https://www.britannica.com/topic/netiquette

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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](#)
[Undergraduate Student Academic Dishonesty Form](#)

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

[Graduate Student Academic Dishonesty Form](#)

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

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

Students with Disabilities-- 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
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

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

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

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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.

Tentative Course Schedule *Subject to Change*

	Due Date	Focus	Assigned Textbook Reading	Assignment
1	Tues, Jan. 18	Student Introductions		Oral response (video)
	Th, Jan. 20			Peer response
2	Tues, Jan. 25	Introduction of SIOP	Ch. 1 in both SIOP texts & supplemental reading	Written response Self-evaluation
	Th, Jan. 27			Peer response
3	Tues, Feb. 1	Lesson Preparation	Ch. 2 in both SIOP texts & supplemental reading	Quiz
4	Tues, Feb. 8	Building Background	Ch. 3 in both SIOP texts & supplemental reading	Oral response (video) Self-evaluation
	Th, Feb. 10			Peer response
5	Tues, Feb. 15	Self-care	Article	Photo

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	Th, Feb. 17			Peer response
6	Tues, Feb. 21	Strategies	Ch. 5 in both SIOP texts & supplemental reading	Quiz
7	Tues, Mar. 1	Interaction	Ch. 6 in both SIOP texts & supplemental reading	Oral response (video) Self-evaluation
	Th, Mar. 3			Peer response
8	Tues, Mar. 15	Practice & Application	Ch. 7 in both SIOP texts & supplemental reading	Written response Self-evaluation
	Th, Mar. 17			Peer response
9	Tues, Mar. 22	SIOP Lesson		Lesson Plan: Cover Sheet Peer Evaluation
10	Tues, Apr. 5	SIOP Lesson		Lesson Plan: Lesson Peer Evaluation
11	Tues, Apr. 19	SIOP Lesson		Lesson Plan: Revisions Peer Evaluation
1	Tues, Apr. 26	BTLPT Practice		BTLPT Practice Exam

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