BLED 504: Technology Tools for ELLs

COURSE SYLLABUS: SPRING 2022
Online

INSTRUCTOR INFORMATION

Instructor: Jacqueline Riley, Assistant Professor
Office Location: EDS 132
Office Hours: Online and by appointment
Office Phone: 903-886-5605
Office Fax: 903-886-5581
University Email Address: jacqueline.riley@tamuc.edu
Preferred Form of Communication: Email or cellphone
Communication Response Time: 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required
Textbooks Required:
None

Supplementary reading are listed on online course.

Course Description

Students will apply knowledge of current educational technology. They will have the opportunity to incorporate videos, podcasts and more into websites designed to fit the needs of emergent bilinguals. 3 semester hours.

Student Learning Outcomes

This course is designed to help prepare students for the TExES Content Area tests required to obtain Bilingual or ESL certification. We will focus on the following standards for the Supplemental tests:

Bilingual Education: The bilingual education teacher …

- Standard I: has communicative competence and academic language proficiency in the first language (Spanish) and in the second language (English).
- Standard III: knows the process of first and second language acquisition and development.
- Standard VI: has a comprehensive knowledge of content area instruction in L1 and L2.

English as a Second Language: The ESL teacher …
- Standard III: understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
- Standard IV: understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- Standard V: has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

The student will…

1. Understand and apply theories of bilingual language development and multicultural education.
2. Locate, evaluate, and create materials (i.e., videos, podcasts, PowerPoints, discussion board, and internet links) appropriate for the content area instruction of English learners.
3. Create a thematic unit that is supplemented by online content.
4. Provide feedback for the lesson plans and content created by classmates.

Course Objectives:
This course is designed to help prepare students for the English as a Second Language Supplemental (#154). We will focus on the following standards for the Supplemental tests:

Technical Skills Needed

If you have experience working with the technological tools used in this course, you may find it easier to complete the assignments. However, it is not required that you have previous experience working with the technologies used in this course.   Instructions and tutorials will be provided, so that you can create the content required.

How the Course is organized
Assignments will be posted to the discussion board on Mondays and you will provide peer feedback on the discussion board to your classmates on Wednesdays. Based on the feedback you receive, you will be able to make revisions to your final product. You will receive a grade for completing the first version on Monday and having the revised version ready on Friday. You are expected to have the assignment fully completed on Monday.   If the assignment requires you to post a link to the discussion board, you will not need to repost the link on Friday. If the assignment requires you to create a document, you will submit the revised document as a response to your original discussion post. See the course schedule for specific due dates of each assignment.

Complete instructions for all written assignments are included in the online unit scheduled for the date the assignment is due. Check the course calendar for this date and its associated unit. Find each Assignment link by clicking on the appropriate "Unit" link on the left navigation bar which will then reveal the Assignment link below it. The online instructions provide step by step directions for how to accomplish the assignment, links to sample websites 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. Professional and consistent formatting is required for all 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 students log on to the course, they should check to see if there are any announcements. I may also post here such things as changes in the schedule when assignments are due or provide further clarifications for specific assignments.

I encourage you, whenever possible, to complete assignments a day in advance. This extra day can serve as a buffer to get help in case you encounter technical problems. Please anticipate that technical problems may arise and plan accordingly. Not submitting assignments due to technical problems will not grant you an extension.

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

Assignments

1. Google Site (2%)
Create a Google site where you will display a thematic unit designed for emergent bilinguals. The score for this item refers to creating the layout for the site. The website will display numbers three through nine below.
Assessment: Google Site Rubric

2. Unit Outline (5%)
Make a plan of a thematic unit that incorporates an existing YouTube video(s), podcasts, discussion boards and related internet links.
Assessment: Unit Outline Rubric

3. Meet the Teacher Webpage (5%)
On your Google site, create a webpage to introduce yourself to students and their parents.
Assessment: Meet the Teacher Rubric

4. YouTube Video Lesson (15%)
As part of your thematic unit, create a lesson designed for emergent bilinguals which integrates an online video(s). Add this lesson plan and the video to your Google site.
Assessment: YouTube Video Lesson Rubric

5. Podcast (Lesson 1) (20%)
As part of your thematic unit, create a lesson plan designed for emergent bilinguals which integrates a podcast you have created. Add this podcast and the lesson plan to your Google site.
Assessment: Podcast (Lesson 1) Rubric and Podcast Rubric

6. Podcast (Lesson 2) (10%)
As part of your thematic unit, create a lesson plan which would require your emergent bilinguals to create a podcast of their own. Add this lesson plan to your Google site.
Assessment: Podcast (Lesson 2) Rubric

7. **Unit Overview (5%)**
On your Google site, include a summary of the content.
Assessment: Unit Overview Rubric

8. Finishing Touches (3%)
Finalize the content and appearance of your website.
Assessment: Finishing Touches Rubric

9. Peer Feedback (15%)
On selected assignments, provide feedback to two classmates. For each classmate, give two compliments and two suggestions using the template provided.
Assessment: Peer Feedback Rubric

10. Quizzes (15%)
Take six quizzes based on selected chapter from the textbook. These quizzes can be retaken unlimited times before the end of the unit.
Assessment: Multiple choice and true false questions.

11. **Reflection (5%)**
Create a reflection in which you explain what you learned in this course.
Assessment: Reflection Rubric

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

Device	Operating System	Browser	Supported Browser Version(s)
			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

- **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

- 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.

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

LiveChat 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.

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 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: Netiquette 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
Fax (903) 468-8148
Email: 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.

UNIVERSITY PANDEMIC RESPONSE

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.
Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignment.

COURSE OUTLINE / CALENDAR
The instructor reserves the right to change the schedule as needed

Unit	Due	Assignment
1: Google Site	Monday 3/28	o Read syllabus o Take syllabus quiz o View sample websites o Post website skeleton link
2: Unit Outline	Monday 3/28	o Post website outline for peer review
	Wednesday 3/30	o Post feedback to 2+ classmates
	Friday 4/1	o Make revisions to website outline & reply to your original post with revised website outline
3: Meet Your Teacher	Monday 4/4	o Post "Meet Your Teacher" link for peer review
	Wednesday 4/6	o Post feedback for 2+ classmates
	Friday 4/8	o Make revisions to "Meet Your Teacher" webpage
4: YouTube Videos	Monday 4/11	o Take quiz o Post "YouTube Video Lesson" link for peer review
	Wednesday 4/13	o Post feedback to 2+ classmates
	Friday 4/15	o Make revisions to "YouTube Video Lesson" webpage
5: Podcast (lesson 1)	Monday 4/18	o Take quiz o Post "Podcast Lesson 1" link for peer review
	Wednesday 4/20	o Post feedback for 2+ classmates
	Friday 4/22	o Make revisions to "Podcast Lesson 1" webpage

The syllabus/schedule are subject to change.

Unit	Due	Assignment
6: Podcast (lesson 2)	Monday 4/25	o Take quiz o Post "Podcast Lesson 2" link for peer review
	Wednesday 4/27	o Post feedback for 2+ classmates
	Friday 4/29	o Make revisions to "Podcast Lesson 2" webpage
9: Unit Overview	Monday 5/2	o Post "Unit Overview" link for peer feedback
	Wednesday 5/4	o Post feedback for 2+ classmates
	Friday 5/6	o Make revisions to "Unit Overview" webpage
10: Finishing Touches & Reflection	Monday 5/9	o Post link to completed webpage for peer review
	Wednesday 5/11	o Post feedback for 2+ classmates
	Friday 5/13	o Make revisions to finalized website
11: Reflection	Monday 5/9	o Post "Reflection" for peer comments
	Wednesday 5/11	o Post feedback for 2+ classmates
	Friday 5/13	o Reply to reflection comments from peers

The *syllabus/schedule are subject to change.*