



**Summer 2022 SYLLABUS for
BLED 403
Bilingual Instruction for the Content Areas**

INSTRUCTOR INFORMATION

Instructor: Dr. Alexandra Babino, Associate Professor

Office Location: EDS 224 **Department Phone:** 903-886-5535

Conference Times: By appointment

University Email Address: Alexandra.Babino@tamuc.edu

COURSE OVERVIEW

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:

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:

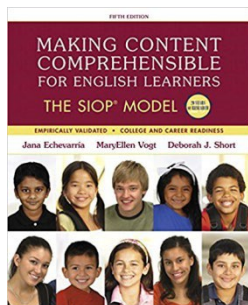
- Standard I. The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

- 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.
- 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.

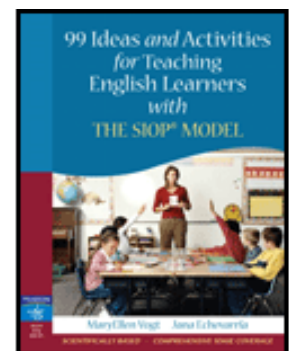
MATERIALS



Textbooks, Readings, Supplementary Readings

Textbook(s) Required

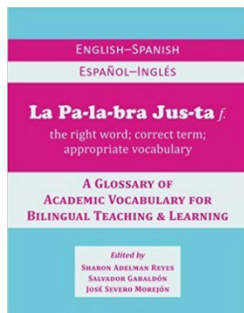
Echevarría, J., Vogt, M., & Short, D. (2016). *Making Content Comprehensible for Elementary English Learners: The SIOP Model, 5th edition*. Boston, MA: Allyn & Bacon. ISBN#: ISBN: 978-0134045238



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.

Required Interactive BTLPT (\$10): available at

http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX190_PrepMaterials.html



Optional: 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

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

TECHNICAL SKILLS

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.

COURSE ORGANIZATION

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.

GRADING POLICIES

Electronic Gradebook:

- All grades will be recorded in the online gradebook. This allows you to see how many points each assignment was awarded and what percentage score you have earned up to that point in time, 24 hours a day, seven days a week.
- Click on the score itself to see if the instructor has made any comments such as complementing various aspects of your work or making suggestions for improvement.
- I try my best to grade all minor assignments within two days after the due date (discussions and quizzes) and major assignments (everything else) within a week of the due date.
- Extra Credit: Students may earn extra credit by introducing yourself to the class (3 points) and taking the Syllabus Quiz (2 points).

Attendance/Participation:

- Active participation in all aspects of this course is highly encouraged.
- All assignments must be completed to pass the course.
- Failure of a team member contacting and working with their group by Wednesday of the work week will result in that student working by him/herself and losing 30 points off the final lesson plan grade.

Late turn-ins:

- All assignments are to be completed and uploaded into the assigned submission folder by 11:59 P.M. (midnight) on the day they are due.
- Late work may be turned in with a 10% deduction on the total grade for each day the assignment is late.
- Sunday, August 7th is the last day to turn in "late work" for potential credit.

Written Assignments (5% subtracted per item):

- Please include a header (name, date, course) on all your written assignments. Put it all on one line.
- Font size must not exceed 12 point. Times Roman preferred.
- Margins should be no larger than 1" on all sides.
- Reports should be double-spaced.
- College level writing in Spanish is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, and capitalization errors will result in points deducted (i.e. that you have not tried to revise your work based on the tools and feedback shared in class).

Cite your Sources:

- APA style should be used for all references. Please 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 https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- See the section on plagiarism for the possible consequences of not giving credit where credit is due.

Note about online classes:

- Online courses are a lot of work, more so than a face to face meeting. You have to be disciplined to be successful.
- ***Your readings and assignments are critical to your success in this course.*** Students are expected to spend approximately 6 hours per week on course work excluding readings. The points you earn for discussion boards and activities will help ensure that you are keeping up with your assignments. You also need to have computer equipment that works.
- I understand storms cause power outages and you may take trips over the summer. However, you are still responsible for completing all assignments by the due date. If you are having technical difficulties, you need to get it corrected a.s.a.p. and/or seek an alternative way to access internet and a computer to complete your assignment/s. I suggest giving yourself enough time to complete your assignments so that if these issues occur, you still have time to resolve the issue.

REQUIRED ASSIGNMENTS

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

1. **SIOP Written Responses (2) x 100 points each = 200 points total**

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.

Assessment Method: Rubric

2. **Video Responses (3) x 75 points each = 225 points**

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. Quizzes (3) x 50 points each = 150 points

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) x 200 points = 200 points

(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.

*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.

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) x 100 points = 100 points

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.
- 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) x 75 points = 75 points

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.

Assessment Method: 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	<p>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, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
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](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.

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, 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.

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)
<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.

TENTATIVE COURSE CALENDAR

*Indicate extra credit opportunities

**All assignments are due on Sundays at midnight unless otherwise noted.

***All assignments are to be completed in Spanish.

Due Date	Unit	Activities	Due
7/17	1: Intro & Lesson Preparation	Review Syllabus Intro Videos in Discussion	Syllabus Quiz* Intro Videos*

		Explore Module 1 Read Chapters 1 & 2 in both texts	SIOP Quiz #1
7/24	2: Building Background, Comprehensible Input, & BTLPT Practice	Explore Module 2 Read Chapters 3& 4 in both texts Complete BTLPT Practice	Video Response #1 Written Response #1 BTLPT Practice
7/31	3: Strategies, Interaction, Practice & Application	Explore Module 3 Read Chapters 5, 6, & 7 in both texts	SIOP Quiz #2 Video Response #2 Written Response #2
8/7	4: Lesson Delivery & SIOP Lesson Part 1	Explore Module 4 Read Chapter 8 in both texts Complete SIOP Lesson Part 1	SIOP Quiz #3 Video Response #3 SIOP Lesson Part 1
8/11 *A Thurs day	5: SIOP Lesson Part 2 & Reflection	Complete SIOP Lesson Part 2 & Peer Evaluation	SIOP Lesson Part 2 Peer Evaluation Final Reflection