BLED 404: Biliteracy in the Teaching Profession

COURSE SYLLABUS: SEMESTER YEAR

INSTRUCTOR INFORMATION

Instructor: griselda solano, phd
Office Location: Online
Office Hours: By Appointment
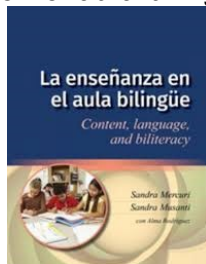University Email Address: griselda.solano@emtamu.edu
Preferred Form of Communication**: Email**
Communication Response Time:24-48 hrs.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Mercuri, S., Musanti, S., & Rodríguez, A. (2010). *La enseñanza en el aula bilingüe*. SEIDLITZ Education. ISBN 978-1-934000-43-4

Software Required: N/A
Optional Texts and/or Materials: Computer, laptop, mobile device

Course Description

The course promotes language proficiency through learning scenarios designed to prepare bilingual teachers to use formal academic Spanish in bilingual and dual language instruction. This course is intended to provide students with a fundamental understanding of Spanish listening, speaking, reading, and writing skills and opportunities to apply this knowledge to become competent users of Spanish for

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academic purposes. Class prepares students to take the BTLPT Bilingual Target Language Proficiency Test--Spanish (TExES #190), required for the bilingual certification. 3 semester hours

Course Objectives

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

Bilingual Education: The bilingual education teacher….
- Standard I: Use knowledge of the Texas Essential Knowledge and Skills (TEKS) for Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR) and knowledge of the state curriculum (as specified in the TELS) to develop linguistically responsive lesson plans that integrate language and content instruction and foster emergent bilingual students' academic achievement and language acquisition.
- Standards II: Apply research-based methodologies and strategies and use linguistically responsive resources to make content-area instruction comprehensible to emergent bilingual students at various levels of proficiency in Spanish and English.
- Standard III: Understand and apply major language components in both Spanish and English (e.g., phonics, phonology, morphology, syntactic features, semantics, pragmatics), as well as methodologies and strategies for integrating language and content instruction (in both Spanish and English) to promote emergent bilingual students' biliteracy and achievement of their linguistic and academic goals.
- Standard IV: Identify and/or develop a variety of assessments (e.g., formal, informal) that are linguistically responsive and that allow emergent bilingual students flexibility in demonstrating content and linguistic knowledge.
- Standard V: Apply knowledge of current theories of and key concepts in new-language acquisition (e.g., language and literacy transference, circumlocution, code-switching, translanguaging) and knowledge of cognitive, linguistic, and affective factors that affect emergent bilingual students' language acquisition and learning.
- Standard VI: Apply knowledge of strategies for leveraging students' bilingualism, unique experiences, and identities to foster student learning and create or adapt linguistically responsive lessons, activities, and learning environments that promote constructive critical-thinking and problem-solving skills.
- Standard VII: Apply knowledge of how to ensure access for all students by collaborating with general education, English as a Second Language (ESL) education, and special education colleagues and the school community to create or adapt linguistically responsive learning environments, instruction, and assessments that foster bilingualism, biliteracy, and multiculturalism.

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- Standard VIII: Demonstrate knowledge of strategies for engaging parents, guardians, and communities in education to foster bilingualism, biliteracy, and multiculturalism to support student and community needs.

Student Learning Outcomes

1. The student will continue to develop academic competence in Spanish and English.
2. The student will understand and apply theories in L1 and L2 acquisition and development with its relation to identity development and equity for bilingual students.
3. The student will value bilingualism, biliteracy and biculturalism and become an advocate for emergent bilinguals.
4. The student will identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of   emergent bilinguals in Spanish using culturally responsive teaching methods.
5. The student will assess the reading of an emergent bilingual in Spanish.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint or other equivalent forms of these systems.

Instructional Methods

How the Course is organized

Each course unit includes links to supplemental readings and handouts for class activities. Students are encouraged to save these materials for future reference.

Detailed instructions for all written assignments are located within the corresponding online unit. To access an assignment, click on the relevant "unit" link in the course navigation menu. This will expand to show the Assignment link. Each assignment includes step-by-step instructions and supporting resources, such as rubrics. Please review all instructions and materials carefully before beginning your work.

Student Responsibilities or Tips for Success in the Course

Students are expected to log in to the course website regularly to review instructor feedback, monitor course updates, and communicate with the instructor regarding any questions or areas of confusions.

Upon accessing the course, students should check for announcements, which may include important updates such as modifications to the course schedule, assignment due dates, or additional instructions and clarifications.

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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

Total points corresponding to the final letter grades
A = 451- 500 Points
B = 401- 450 Points
C = 351- 400 Points
D = 301- 350 Points
F = 300 & >   Points

Weights of the assessments in the calculation of the final letter grade.
Example:
Assignments   20%
Discussions   20%
Midterm Exam   30%
Final Exam   30%
TOTAL   100%

1. Quizzes: 5 quizzes (**25%** of total course grade):
The student will have one week to complete each online quiz. Students will be allowed to take the quiz three times.

Assessment Method: Multiple-choice, true/false and matching items

2. Discussion Responses: 5 Responses (**25%** of total course grade)

Submit responses over selected bilingual/ESL issues. Students will be required to post an initial discussion of at least 400+ words to the assigned topic. The initial discussion response may be submitted up to one week late, but peer responses will not be accepted late. Then, respond to at least two classmates within two days of the initial discussion post due date.

Assessment Method: Response rubric. Discussion postings must be substantive, or the student will not be given full credit, if it is apparent to the professor that students have not spent enough

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time or effort in writing the responses. For example, "I agree. "You are absolutely right," does not constitute a substantive response.

3. Bilingual Lesson Plans: (**40%** of total course grade)**:**

Students will create selected parts of a bilingual lesson plan. Students will include differentiated activities to meet the needs of English language learners at different English proficiency levels.

Assessment Method: Lesson Plan & Demo Rubric

4. Certify Teacher Practice (10% of total course grade):

Exceed course requirements and pass BTLPT practice exam.

Assessment Method: Submission of ESL Supplemental practice and exam score reports.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

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use of a computer at a friend's home, the local library, office service companies, Starbucks, a 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

Interaction with Instructor Statement

Please allow up to 24 hours for a response to emails. Assignment feedback will typically be provided within 7-10 days after the due date.

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.

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

The quizzes will be available online 5 days prior to their due dates. You will have three attempts to take the quiz prior to the due date. 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).
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

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf).
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 East Texas A&M University 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](#)

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[Undergraduate Student Academic Dishonesty Form](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

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/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
East Texas A&M University
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/

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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)

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46.035 and East Texas A&M University 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 East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ETAMU Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counseling-center**

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

Department or Accrediting Agency Required Content

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COURSE OUTLINE / CALENDAR