

Texas A & M University-Texarkana
BE420 Bilingual Target Language Proficiency (Spanish)
Course Syllabus

BE420 is a 10-week class: Meets 6/1/2010 through 8/9/2010

Course is web-based: All the component of the course are available online at Blackboard.

Seminar requirements: Saturday June 5 and Saturday July 31

I. Instructor Information

Dr. Luz Mary Rincon

Contact information: Blackboard email only

- If you wish to speak with me, send me an email with your phone# and I will return your call within 48 hours .
- If you want to make an appointment with me, email me to schedule one.

II. Course Description:

BE420 is a general introduction to the study of the Spanish language. The class emphasizes the mastery of academic Spanish to enable students in any field of study or teacher candidates seeking certification in Spanish further their knowledge of standard Spanish. Class is intended to provide students with a fundamental understanding of Spanish phonetics, phonology, syntax, morphology, semantics and Spanish orthography and to apply this knowledge to become competent users of Spanish for academic purposes.

Class prepares students to take the BTLPT Bilingual Target Language Proficiency Test--Spanish (Texas #190), required for the bilingual certification or certification in Spanish.

III. Required Textbooks/Resources:

Internet Resources:

- Blackboard link <http://webcta.tamut.edu/webct/entryPageIns.dowebct>
- PBWorks Wiki for group projects, downloading video and audio files. You will access this page by accepting the invitation that will be sent to you via your personal email (not Blackboard email) <http://be420.pbworks.com/>
- Projected: Centra for web discussion meetings. You will get access to this by invitation from instructor via your regular/personal email (not Blackboard email).

Other Required Resources:

- *A monolingual Spanish Dictionary*
- *Access to computer with fast connection*

- *Camcorder, camera with recording capability (I am not asking you to buy one, but get one for your personal use during the class. You will be asked to record presentations that can be viewed using Windows Media Player.*
- *Projected: Set of headphones with microphone for web meetings (if meeting through Centra)*

Required Readings.

Course preparation material is **available on Blackboard** learning modules as pdf documents **and as a packet** distributed by the instructor on the first day of class. ***These are the references for this material***—you do not have to buy this material, but you may do so if you wish:

- Morris, Lidia and Luis A. Rosado. *Desarrollo del Español para Maestros en Programas de Educacion Bilingue*. LM Educational Consultant, Arlington, TX
- Milton M. Azevedo. 2005. *Introducción a la Lingüística Española*, Pearson Prentice Hall 2nd ed.
- Larry D. King and Margarita Suñer. 2008. *Gramática Española, Análisis y Práctica*. McGraw Hill Higher Education.
- Richard Barruta and Tracy David Terrell. 1982. *Fonética y Fonología Españolas*. John Wiley & Sons: New York.

YOU MUST DEMONSTRATE PROFESSIONALISM MY PREPARING THIS MATERIAL PRIOR TO DOING THE ASSIGNMENTS.

IV. Student Learner Outcomes (SLO):

The Student Learner Outcomes include three components: 1) Content, 2) Professionalism, and 3) Technology. The SLOs are aligned with the SBEC Bilingual Target Language Proficiency Standards. Standards may be viewed at the link:

<http://www.sbec.state.tx.us/sbeconline/standtest/standards/bt1p.pdf>

1) Student Learner Content Outcomes

BE420 A&M Texarkana students will...

1. Define the bilingual language proficiency standards and explain the relationship between these standards and the competencies that are evaluated by TeXes#190, BTLPT, one of the exams required for certification (Unit 1).
2. Produce a 150-word opinion essay to demonstrate competency in written expression in Spanish (Unit 1).
3. Demonstrate knowledge of listening comprehension skills in Spanish by participating in listening comprehension activities and doing listening comprehension activities of various topics with a margin of error of 0%. (Unit 2)
4. Produce video and audio recordings to demonstrate the application of Standard Spanish in different situations and for different purposes in educational settings. (Unit 3)
5. Demonstrate knowledge of reading comprehension skills in Spanish by participating in reading comprehension activities and doing a series of reading comprehension activities including various topics with a margin of error of 0%. (Unit 4)

6. Demonstrate knowledge of writing skills in Spanish by completing a series of writing activities including notes and letters to parents, a 150-word essay and a lesson plan using academic Spanish. (Unit 5)
7. Demonstrate knowledge of Spanish morphology by completing the exercises in the packet on morphology with a 10% margin of error. (Unit 6)
8. Demonstrate knowledge of Spanish phonology by completing the exercises in the packet on phonology with a 10% margin of error. (Unit 7)
9. Demonstrate knowledge of Spanish syntax by completing the exercises in the packet on syntax with a 10% margin of error. (Unit 8)
10. Use correct spelling, orthography and punctuation in written discourse as demonstrated by writing samples. (Unit 9)
11. Explain some of the most common errors produced by speakers of the substandard form and explain reasons for the importance of educated forms of the language in educational settings. Demonstrate knowledge of Standard Spanish throughout the assignments in the course. (Unit 10)

2) Student Learner Professionalism Outcomes

The following "Professionalism Outcomes" are infused throughout the course. They are aligned with the Texas Code of Ethics and Standard Practices, the Council for Exceptional Children Code of Ethics, and the TExES. Progress towards these objectives will determine the nature of recommendations each student will receive towards admission to A&M-Texarkana Educator Program based on the following:

1. *Appropriate attendance and promptness to Seminar meetings*
2. *Ability to meet deadlines. FOR THE SAKE OF ORGANIZATION, NO LATER ASSIGNMENTS WILL BE ACCEPTED*
3. *Positive, open attitude towards learning*
4. *Ability to utilize constructive feedback*
5. *Appropriate organizational skills*
6. *Appropriate collaboration skills*
7. *Emerging presentation skills*
8. *Growth as a reflective practitioner*
9. *Respectful attitude towards professor and other students*
10. *Appropriate grammar, articulation and speech patterns, BOTH IN ENGLISH AND SPANISH*
11. *Professional and ethical behaviors throughout the semester*

3) Technology Outcomes

The following 'Technology Outcomes' are infused into the learning opportunities throughout the course. Students do not need to be an expert in technology but are expected to demonstrate an ability to:

1. *Communicate via email, discussion board, chat*
2. *Use word processor(word and pdf) to produce quality written documents*
3. *Use PPT to produce a quality presentation*
4. *Do web search to research resources for educators*
5. *Use a camera to record audiovisual presentations*

6. *Upload documents on line to share with classmates*
7. *Use all the Blackboard tools: visit the course content, post assignments, email, download documents, taking exams, and visiting webpages*
8. *Use PBWorks to work in cooperative groups and upload information to share with the class*
9. *Participate in Centra virtual meetings*

VII. Course Outline:

PART I

Unit 1: Course Introduction: The Spanish language in the world; The bilingual target language proficiency standards (SBEC) and TeXes#190 BTLPT.

Unit 2: Listening Comprehension/Comprensión Auditiva

Unit 3: Reading Comprehension/Comprensión de Lectura

Unit 4: Oral Expression/ Expresión Oral

Unit 5: Written Expression/ Expresión Escrita

PART II

Unit 6: Spanish Morphology/ La Morfología del Español

Unit 7: Spanish Phonology/ La Fonología del Español

Unit 8: Spanish Syntax/ La Sintaxis del Español

Unit 9: Spanish Orthography and Rules of Punctuation

Unit 10: Standard Spanish and Spanish dialects

VIII. Web component and Expected Class Preparation and Work:

- Each one of the 10 units will be developed as modules on Blackboard, for a total of 10 modules.
- Each module will contain:
 - a. A video in which the instructor will present the unit
 - b. Reading documents
 - c. Links to assignments and/or tests
- The student is expected to **spend 12 hours per week** for the unit review, preparation and posting of assignments, communication, web search, and preparation and administration of the unit/module exam. This is a total of 120 hours of module/unit preparation. Additionally, students will spend **10 hours for BTLPT preparation and administration**, and **20 hours** for Seminar meetings. **This is a total of 150 hours of course work.**

VIII. Course Requirements:

1. Actively participate in on-line activities, blogs, postings.
2. Follow all procedures and guidelines posted on course website.

3. Demonstrate knowledge of the course **content outcomes**.
4. Demonstrate emerging skills towards the **technology outcomes**.
5. Demonstrate growth towards the **professionalism outcomes**.
6. Complete all required **exams/tests**.
7. Complete **all assignment units** and **all components to each unit**.
8. **Complete and class collaboration projects and work in cooperative groups**.
9. Conduct oneself in a professional and ethical manner throughout the semester.

IX. Methods of Evaluation:

| | |
|------------------------|-------------------------|
| ▪ Assignments | 35 points |
| ▪ Online Participation | 10 points |
| ▪ Exams | 35 points |
| ▪ Seminar | 20 points |
| | Total 100 points |

- **Assignments:** There will be several assignments. Note that not all units have assignments. Note that some assignments are individual, while others are collaboration assignments (edited through PBWorks). **LATE ASSIGNMENTS WILL NOT BE ACCEPTED. DO NOT BOTHER TO ASK FOR AN EXTENSION.**
- **Exams/tests:** There will be several exams/tests. All tests are individual. Note that not all units have tests. **EXAMS WILL BE OPENED DURING THE DURATION OF THE UNIT ONLY. DO NOT BOTHER TO ASK FOR AN EXTENSION.**
- **Participation**
 - How do you participate? By giving feedback to peer's projects on PBworks. Each one of the units will have an extension for comments via PBWorks. Use this link to send your group and instructor comments. Go to each unit's QA (Question and Answers Unit #..). Ask questions regarding assignments and unit content. If you receive a comment, respond to it. In short, maintain interaction with the group.
 - You are also required to give feedback to your peer's postings on PBWorks. Use the comment windows to interact with your group during group assignments and. Make sure to write the name of the person to whom the feedback is addressed. Make sure to sign your name at the end of the comment.
- **Seminar attendance and participation:** There will be two seminars. You are required to attend both seminars and be present from 9:00am-4:00pm.

X. Grading Scale: Course grade will be assigned based on the following scale

A= 90-100points B= 80-89 points C= 70-79 points D= 60-69 points F= 59 points or below

- University guidelines for the assignment of an "Incomplete" grade will be used in conjunction with the guidelines described on the course web site. (See the university catalog). **IF A STUDENT ASKS FOR AN INCOMPLETE, THE STUDENT MUST REPEAT THE COURSE IN THE FOLLOWING YEAR for a grade to be assigned.**

- **Missing to submit 3 assignments or more will give your instructor valid reason for dropping you from the course.** Thus, on **July 19** I will initiate administrative drop if you have failed to turn in 3 assignments or more. This shows your lack of participation in the course.
- **Failing to take 3 exams or more will give your instructor valid reason for dropping you from the course.** Thus, on **July 19** I will initiate administrative drop if you have failed to take 3 tests or more. This shows your lack of participation in the course.

XI. Student Participation:

- Participation Policy:** Students are expected to participate in all discussions, blogs, chats and other virtual class activities. They are expected to adhere to all university policies stated in course syllabus. See participation guidelines above.
- Course Etiquette:** Students are to exhibit professionalism during virtual class and in correspondence with fellow classmates and the instructor both during face to face sessions as well as during chats and online discussions. No cell phones are to be used at any time during class sessions.

XIV. Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

XV. Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog. ***COPYING OTHER STUDENT'S POSTINGS AND AUTHORIZING THEM AS YOURS MAY BE GROUNDS for a grade of 'F' in the course and/or disciplinary actions.***

XVI. Student Technical Assistance:

- Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link: <http://www.tamut.edu/webcourses/index.php?pageid=37>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/webcourses/gethelp2.php>
- Blackboard Helpdesk contacts:
Office hours are: Monday - Friday, 8:00a to 5:00p
Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu
Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu
Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

XII. Educator Standards for EC-6:

A. *Bilingual Education Standards:*

The following Bilingual SBEC standards are addressed in the course. A full description of the standards and competencies can be accessed using the link below:

<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec4biling.pdf>

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

- The beginning bilingual education teacher knows and understands:
 - 1.1k how to read, write, and communicate orally in a proficient manner in **L1** and L2;
 - 1.2k **academic language in L1** and L2.
- The beginning bilingual education teacher is able to:
 - 1.1s prepare lessons, materials, and assessments **in L1** and L2;
 - 1.2s use academic language competently in **L1 and L2** to deliver instruction;
 - 1.3s communicate effectively (orally and in writing) with families, colleagues, and the community in L1 and L2.

B. *Bilingual Target Language Proficiency Standards:*

The following **SBEC BTLP standards** are addressed in the course. A full description of the standards and competencies can be accessed using the link below:

<http://www.sbec.state.tx.us/sbeconline/standtest/standards/bt1p.pdf>

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.

XIII. Texas Administrative Code Chapter 228 Rule §228.30. This course will address the following subject matter in the required Educator Preparation Curriculum:

1. the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
2. TEKS organization, structure, and skills;
3. instructional technology;
4. certification test preparation.

To view the subject matter that shall be included in the curriculum for candidates seeking initial certification follow this link <http://ritter.tea.state.tx.us/rules/home/>

XXIII. Texas Essential Knowledge and Skills (TEKS): The Texas Essential Knowledge and Skills addressed in the course are the TEKS for Spanish Language Arts and Reading K-5, TEA, Chapter §128 A The Texas Essential Knowledge and Skills can be accessed at the following URL: <http://ritter.tea.state.tx.us/rules/tac/chapter128/ch128a.pdf>

XIV. English Language Proficiency Standards (ELPS): Not applicable to this course

XV. Texas Assessment of Knowledge and Skills (TAKS): Not applicable to this course

XVI. Technology Applications: This course will address the following Technology application standards for all beginning teachers I-IV.

- Standard I 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s
- Standard II 2.1k-2.3k, 2.1s, 2.3s-2.8s
- Standard III 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s
- Standard IV 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s

XVII. College Readiness and Career Standards CCRS: Not applicable to this course.