Texas A & M University-Texarkana
BE472 Bilingual and Dual Language Methodologies
Course Syllabus Summer 2011

(A web-based course for students seeking the bilingual or ESL certification)

I. Contact Information

Instructor: Dr. Luz Mary Rincon
Contact Policy: Please contact me via Blackboard email ONLY as I will not be in my office during the summer. I will call you if necessary.
Office: Bringle Lake Campus, UC #206
Phone: (903) 223 3034

II. Course Description

BE472 studies the conditions for developing biliteracy and the acquisition of English as a Second language (ESL) and effective teaching strategies for the ESL classroom. It reviews the factors affecting the acquisition of English phonology, morphology, syntax and semantics and the development of biliteracy. It reviews strategies and materials related to the teaching of English as a Second Language (ESL), particularly for developing communicative competence, reading and writing skills.

BE472 is a web-based course developed entirely on Blackboard. In addition to Blackboard content and activities there will be two required seminars planned to further your knowledge of the course topics and for project presentation. The seminars will be on Tuesday July and Tuesday August 16, from 9-4 at NTCC Room UHS 149.

Texas Standards and Competencies Addressed in the Course

BE472 meets the university's requirements for the EC-6 Bilingual Generalist certification. Thus, the course addresses the following standards:

A. SBEC ESL Standards:
   • Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
• **Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

**B. SBEC Bilingual Education Standards:**

• **Standard III.** The bilingual education teacher knows the process of first- and second-language acquisition and development.

• **Standard V.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

**C.** The course also addresses the English Language Proficiency Standards (ELPS), and the subject matter in the required Educator Preparation Curriculum as per the Texas Administrative Code Chapter 228 Rule §228.30:

1. special populations;
2. pedagogy/instructional strategies;
3. differentiated instruction; and
4. certification test preparation.

**III. Resources**

**Required Textbooks:**

*This book is also required for BE476, Content Area Instruction for Bilingual Classrooms*

**Required Technology:**
BE472 is *web based and, thus, conducted totally online*. The class material is available on Blackboard in the form of modules. Class development, projects, quizzes, and assignments will be submitted on Blackboard. Interaction with peers and instructor will be accomplished online, via discussion boards and email. Course activities are highly interactive and the Blackboard platform will be enhanced with the use of video and audio presentations.

You are required to have a Blackboard account, fast and reliable internet access, and adequately functioning computer equipment, including audio and video capability. A working familiarity with hardware and software and the use of Blackboard is advantageous before starting the class. For proper use of Blackboard, you MUST:

• Always allow Java Applet to run
Always allow pop-ups for Blackboard
Never block any contents on Blackboard

IV. Student Learner Outcomes (SLOs):

The Student Learner Outcomes include three components: 1) Content, 2) Professionalism, and 3) Technology. The SLOs are aligned with the State of Texas Educator Standards for Bilingual and ESL Education for all beginning teachers.

1) Student Learner Content Outcomes: BE472 A&M Texarkana students will...
   - Interact with peers and instructor via online discussion board and chat and the presentation of projects about issues pertaining second language acquisition, the acquisition of the English phonology, semantic, syntactic and morphological processes by English Learners, particularly Spanish speaking students in ESL environments.
   - Design activities that target the development of all the English Learner communicative competence, reading and writing in the second language.

2) Student Learner Professionalism Outcomes: Students will demonstrate the following “Professionalism Outcomes”:
   - Appropriate attendance and promptness to seminars
   - Ability to meet deadlines
   - Positive, open attitude towards learning
   - Ability to utilize constructive feedback
   - Appropriate organizational skills
   - Appropriate collaboration skills
   - Growth as a reflective student and future teacher
   - Respectful attitude towards professor and peers
   - Appropriate grammar, articulation and speech patterns
   - Professional and ethical behaviors throughout the semester

3) Technology Outcomes: The following 'Technology Outcomes' are infused into the learning opportunities throughout the course. Students are expected to demonstrate the following skills:
   - Ability to post comments, use email, and online discussion and chat
   - Ability to use word processor to produce quality written documents
   - Ability to create Power Point documents and produce a quality presentations
   - Ability to use diverse media and course website tools
V. Course Outline

Unit 1 First and Second Language Acquisition (7/13-7/19)
Unit 2 Acquisition of the English Systems by ELLs (7/20-7/26)
Unit 3 Development of Communicative Competence (7/27-8/2)
Unit 4 Developing Reading Skills (8/30-8/9)
Unit 5 Developing Writing Skills (8/10-8/16)

VI. Course Calendar

Unit 1 First and Second Language Acquisition (7/13-7/19)
- Readings: Documents available in Blackboard Module and Levine & McCloskey, Chpt 1
- Project #1 and peer discussion due Sunday 7/17
- Unit reflection due Tuesday 7/19

Seminar 1, Tuesday July 19, NTCC UHS 149
(Instructor demonstration of strategies for the development of ESL communicative competence, grammar, and literacy—reading and writing; ELPS and Lesson Planning)

Unit 2 Acquisition of the English Systems by ELLs (7/20-7/26)
- Readings: Documents available in Blackboard Module
- Project #2 and peer discussion due Sunday July 24
- Unit reflection due Tuesday July 26

Unit 3 Development of Communicative Competence (7/27-8/2)
- Readings: Documents available in Blackboard Module and Levine & McCloskey, Chpt 5
- Project #3 and peer discussion due Sunday July 31
- Unit reflection due Tuesday Aug. 2

Unit 4 Developing Reading Skills (8/30-8/9)
- Readings: Documents available in Blackboard Module and Levine & McCloskey, Chpt 7
- Project #4 and peer discussion due Sunday Aug. 7
- Unit reflection due Tuesday Aug. 9

Unit 5 Developing Writing Skills (8/10-8/16)
- Readings: Documents available in Blackboard Module and Levine & McCloskey, Chpt 8
- Project #5 and peer discussion due Sunday Aug. 14
• Unit reflection due Tuesday Aug. 16

Seminar 2, Tuesday August 16, NTCC UHS 149
(Student demonstration of strategies for the development of ESL communicative competence, grammar, and literacy—reading and writing; TELPAS and Assessment of English proficiency)

Article Review: Paper must be posted on the Assignment Box, posting dates Sunday Aug. 7-Tuesday Aug. 9, no later than 10 pm.

VII. Methods of Evaluation and Assignments

- 5 projects and peer discussion 30 points (6 points each)
- 5 unit reviews 20 points (4 points each)
- Article Review 25 points
- ESL Strategies 25 points

Total 100 points

Grades for each assignment will be added to complete a maximum of 100 points. The equivalences with the letter grade as per university guidelines are calculated as follows: A=100-90pts  B=89-80pts  C=79-70pts  D=69-60pts  F=59pts or less

Article Review: Students will write one article review. The article is worth 25 points. The goal of this assignment is the application of the content and the material in the class and it is an opportunity for you to present your position on ESL teaching and methodology.

You must read several articles dealing with ESL methods and strategies for ELLs in upper elementary and middle school grade levels, and write a review of the materials and strategies proposed by the authors, followed by your position and future applicability. Thus, you will write one (1) paper reviewing all of the articles listed below:


The articles will be available in the Article Review folder on the course content in Blackboard. Specific guidelines will also be available in this folder. In addition to these guidelines, use the following grading rubric to guide yourself in writing the article reviews:

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Value</th>
<th>Your points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Recovery of meaning:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Article review describes the main ideas and key arguments presented by the 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>articles.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>(2) Reconstruction of meaning:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• includes a critical position in the interpretation of the key ideas in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>articles.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• includes a practical position and relates the articles ideas to experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and prior knowledge.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• includes implications for a successful ESL teaching experience</td>
<td>3</td>
<td></td>
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<tr>
<td>(5) Style and format</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• uses Standard English, academic style and is free of grammatical and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spelling errors.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• presents ideas clearly and coherently and uses appropriate transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>between sentences and paragraphs.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• uses APA style for citations and references and includes a cover sheet and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reference page.</td>
<td>1</td>
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</tbody>
</table>

**Unit Reviews:** At the end of the course unit students must submit a unit reflection, including what you learned as a result of the instructor’s presentation of the material, the required readings, and projects. The review will be submitted only to the instructor, thus, there will be no peer discussion. Unit reflections are due on **Tuesdays**. The expiration time of this link is **10 pm**; thus, plan to post the reflection at least an hour before it expires. Reflection feedback will be given individually through the same link within the next couple of days. Make sure to read my feedback to your comments or questions. Use these guidelines and the rubric that follows to do your unit reflection:

- Write a 15-line unit reflection addressing the following three questions (1) What are the main topics addressed in the unit, including the instructor’s presentations and other documents in the module? (2) What other important issues were addressed in the required readings? (3) What questions do you have that might help you clarify any concept/s in this unit? Is there anything that you need to review or that was not well-
understood? (4) Reflectively evaluate the unit: How do you rate the presentation of the material and activities in this unit? Do you think that you gain knowledge in your field as a result of the materials and activities in the unit?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met</th>
<th>Average</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 15 lines or more, reflection addresses the main points in the instructor’s presentation of the material and required readings (Q.1)</td>
<td>0</td>
<td>.5</td>
<td>.7</td>
<td>1.5</td>
</tr>
<tr>
<td>Assignment includes a review of other material in the unit, including, web links, other documents, web pages, and ideas gained from peer postings (Q.2)</td>
<td>0</td>
<td>.5</td>
<td>.7</td>
<td>1.5</td>
</tr>
<tr>
<td>Student asks a reflective question conducive to clarifying the unit content (Q. 3)</td>
<td>0</td>
<td>.1</td>
<td>.3</td>
<td>.5</td>
</tr>
<tr>
<td>Posting uses Standard English (grammar, spelling, vocabulary choice) and academic style related to the field</td>
<td>0</td>
<td>.1</td>
<td>.3</td>
<td>.5</td>
</tr>
</tbody>
</table>

**Seminars:** Students are expected to attend two seminars (07/19 and 08/16) and actively participate of the activities on these two days. The seminars are intended to further you understanding of the class topics. Thus, make every effort to attend. These are the topics of the seminars:

- Seminar 1: Instructor demonstration of ESL strategies for student final project and article review guidelines; using the ELPS in lesson planning.
- Seminar 2: Student presentation of ESL strategies; TELPAS and state assessment of English proficiency

**ESL strategies:**

- Students will design 20 strategies that target the development of communicative competence, grammar, and literacy for ELLs--phonological awareness, reading and writing. Choose a hypothetical group of ELLs in any grade level and various language proficiency levels. These activities will be hypothetically used for these students as part of an enrichment ESL program, ESL-self-contained classroom, or for an effective ESL pull-out program.
- **Specific guidelines will also be available in this folder.** In addition to these guidelines, use the following grading rubric to guide yourself in creating the ESL materials:
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Value</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presentation is professional and dynamic</td>
<td>2</td>
<td></td>
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<tr>
<td>• Presentation shows student knowledge of ESL strategies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity &amp; Usability</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Activities are creative and engaging</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• Activities have the potential of developing the English language (communicative competence, grammar, literacy)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• Activities target the developmental level (language proficiency, interest, and age) of potential students</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• Activities are aligned with ELA/Reading TEKS and ELPS</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Materials are creative, and engaging</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• Materials are professionally created and shows student effort in developing the assignment</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• Card has all the required parts and clearly explains activity</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**IX. General Policies**

**Administrative drop:** Instructor will initiate the administrative drop process if the student is identified as “not attending/participating” by the 10th day of class. A student is identified as not attending/participating is described as a student who has not turned in any assignments or unit reflections by the 10th day of class. Thus, students will be dropped from the course without his/her consent. See University specific information for policy regarding administrative drop.

**Incomplete grade:** The incomplete process must be started by the student. An incomplete grade will be only approved by the instructor if the student has satisfactorily completed 70% of the class requirements: 70% of the projects and peer discussions have been turned in, 70% of the reflections have been posted. See University specific information for policy regarding incomplete grades.

**Student Participation:** Students are expected to post all their assignments on the discussion board following the specific instructions for each assignment and maintaining discussion board etiquette: respectful communication with fellow peers and instructor and appropriate use of academic language. Students are expected to maintain active participation during seminar activities. Because this is an online class, students are expected to communicate with instructor
and fellow students Blackboard tools: discussion page, email, and chat when members are available.

**Email Address Statement:** Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

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

**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. **USING OTHER STUDENTS’ POSTING AS ONE’S OWN IS CONSIDERED PLAGIARISM.**

**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](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](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