BE474 is a web class; thus, all the component of the course are available online at Blackboard. The class has 3 seminar meetings on the following Saturdays: 09/10 and 11/12 from 9am-4pm and 12/3 from 1-4pm

I. Instructor Information
Dr. Luz Mary Rincon
Email: lrincon@tamut.edu
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Phone #: 903 223 334
Office hours: T 10A-12P, W&F 8:30-9:30 and at NTCC on Saturdays after the seminars.

II. Course Description:
BE474 studies the conditions for developing literacy in L1 and biliteracy and ways to implement effective instructional strategies for developing literacy and biliteracy. It focuses on the research, strategies, and material related to teaching reading and writing in Spanish in the bilingual classroom. Course studies the application of the statewide language arts curriculum for Spanish LA in preschool through the primary grades as specified in the TEKS. Course is designed to address the Framework Competency for the Bilingual Education Supplemental TExES #164 and to meet the university’s undergraduate teacher certification requirements. Course objectives are aligned with these standards and requirements. Some units will be taught in English and some in Spanish and some assignment will be developed in Spanish and others in English.

III. Required Textbooks/Resources:
Internet Resources:
Blackboard link http://webcta.tamut.edu/webct/entryPageIns.dowebct
Mandatory textbooks
Freeman, Yvonne S. and David E. Freeman. (2009). La enseñanza de la lectura y la escritura en español y en inglés. 2nd ed. Heinemann: Portsmouth, NH
Suggested textbook

IV. Student Learner Outcomes (SLO):
BE474 A&M Texarkana students will...
• Demonstrate knowledge of the linguistic diversity and the various levels of proficiency and language needs among English Language Learners (ELLs) as stated in Chapter 74 English Language proficiency Standards (ELPS) by planning effective literacy instruction in the native language.
• Identify the stages of reading and writing development in Spanish and use this knowledge to positively influence young children literacy development in L1.
• Identify effective literacy transfer strategies to foster the development of biliteracy.
• Demonstrate knowledge of strategies for developing word recognition and promoting fluent reading in Spanish.
• Apply theories, approaches and techniques for designing instructional strategies that foster literacy and biliteracy development.
• Apply the statewide language arts curriculum for Spanish LA in preschool through the primary grades as specified in the TEKS to implement effective practices that promote literacy and biliteracy.
• Choose assessment measures commensurate with the linguistic needs and levels of proficiency in the native language to make appropriate linguistic accommodations and modifications.

V. Course Outline:

Unit 1 Bilingual Education
Unit 2 The biliteracy process of the bilingual child learner (El desarrollo de la escritura y la lectura en español del niño bilingue)
Unit 3 Traditional Reading methods in Spanish (Métodos tradicionales para desarrollar la lectoescritura en español)
Unit 4 Current approaches to teaching reading (Enfoques corrientes para la enseñanza de la lectura en español)
Unit 5 Effective methods for teaching writing (Métodos efectivos de la enseñanza de la escritura)
Unit 6 Integrating the teaching of Reading and writing
Unit 7 Teaching reading and writing in upper elementary grades
Unit 8 Developing biliteracy through thematic instruction (La enseñanza temática para el desarrollo de la lectura y la escritura)

Monday 8/29 –Sunday 9/4
Unit 1 Bilingual Education
Readings:
• Materials available in the module: Bilingual Education in Texas, Bilingual Education: Some concepts, Bilingual Program Models, Principles of successful bilingual education, Why bilingual education (Krashen, 1999)

[5pt] Assignment: posted through Blackboard no later than Friday 9/4 at 10pm (peer discussion to take place before the assignment is posted)
.assignment must include a minimum of 5 references from the documents in the module)

Seminar 1 9/10 9:00am-4:00pm

Monday 9/5- Sunday 9/18
Unit 2 The biliteracy process of the bilingual child learner (El desarrollo de la escritura y la lectura en español del niño bilingue)

Readings:
- Materials available in the module
- Pérez & Torres-Guzman, Chapter 2 “The Child Learner”
- Freeman & Freeman, Chapter 8 “Las etapas y los niveles del desarrollo de la escritura”

Assignment: posted through Blackboard no later than Sunday 9/17 at 10pm
(Field observation of stages of literacy development of child learner)
(report must include a minimum of 5 references from the unit readings and documents in the module)

Monday 9/19 –Sunday 10/2

Unit 3 Traditional Reading methods in Spanish (Métodos tradicionales para desarrollar la lectoescritura en español)

Readings:
- Materials available in the module
- Pérez & Torres-Guzman, Chapter 3 Biliteracy
- Freeman & Freeman, Chapter 5 “Los métodos para enseñar lectura en español”

Assignment: posted through Blackboard no later than Sunday 10/2 at 10pm
(Field observation of reading methods in bilingual school)
(report must include a minimum of 5 references from Freeman & Freeman, Chpt 5 and Pérez & Torres-Guzman Chpt 3 and documents in the module)

Monday 10/3 –Sunday 10/16

Unit 4 Current approaches to teaching reading (Enfoques corrientes para la enseñanza de la lectura en español)

Readings:
- Materials available in the module
- Freeman & Freeman, Chapter 6 “El enfoque basado en principios para la enseñanza de la lectura”

Assignment: Reading Review of Freeman and Freeman Chapt 6 and Pérez & Torres-Guzman pgs 82-88 and documents in the module: posted through Blackboard no later than Sunday 10/9 at 10pm

Monday 10/17 –Sunday 10/30

Unit 5 Effective methods for teaching writing (Métodos efectivos de la enseñanza de la escritura)

Readings:
- Materials available in the module
- Freeman & Freeman, Chapter 7 “La enseñanza efectiva de la escritura”

Assignment: posted through Blackboard no later than Sunday 10/30 at 10pm
(Field observation of writing methods in bilingual school)
(report must include a minimum of 5 references from Freeman & Freeman, Chpt 7 and documents in the module)

Seminar 2 11/12 9:00am-4:00pm
(20pt) Project #1 presentation: Morning activity-must include demonstration of current approaches to teaching reading
Monday 10/31 –Sunday 11/13
Unit 6 Integrating the teaching of Reading and writing
Readings:
- Materials available in the module
- Pérez & Torres-Guzman, Chapter 4 “Early Years of Reading and Writing”
[5pt] Reading Review of Freeman and Freeman Chpt 7 and Pérez & Torres-Guzman Chpt 4 and documents in the module: posted through Blackboard no later than Sunday 11/6 at 10pm

Monday 11/14 –Sunday 11/27
Unit 7 Teaching reading and writing in upper elementary grades
Readings:
- Materials available in the module
- Pérez & Torres-Guzman, Chapter 5 “Developing Proficiency in Reading and Writing”
[11pt] Assignment: posted through Blackboard no later than Sunday 11/13 at 10pm
(Field observation of reading and writing methods in upper elementary grade levels)
(report must include a minimum of 5 references from Pérez & Torrez-Guzman, Chpt 5 and documents in the module)

Seminar 3 12/3 1:00-4:00pm
(20pt) Project #2 presentation: Developing biliteracy through thematic instruction—Demonstration of Freeman & Freeman Chpt 9

Monday 11/28 –Sunday 12/11
Unit 8 Developing biliteracy through thematic instruction (La enseñanza temática para el desarrollo de la lectura y la escritura)
Readings:
- Materials available in the module
- Freeman & Freeman, Chapter 9 “La enseñanza temática para desarrollar la lectoescritura en dos idiomas”
[5pt] Reading Review of Freeman and Freeman Chpt 9 and documents in the module: posted through Blackboard no later than Sunday 12/11 at 10pm

VI. Grading Policies and Methods of Evaluation:

5 Assignments (assignment have different weights) 45 points
3 Reading Reviews 15 points
2 Projects 40 points

Total 100 points

Grading Scale: Course grade will be assigned based on the following scale: A= 90-100 points  B= 80-89 points  C= 70-79 points  D= 60-69 points  F= 59 points or below

If a student receives a grade of D or less, the class must be repeated.

- University guidelines for the assignment of an "Incomplete" grade will be used in conjunction with the guidelines described for this course. Students must request an incomplete. An incomplete grade will be approved if the student has completed 70% of the course assignments and reflections and is passing the course with a minimum of 70%.
- **Failing to submit 2 assignments or 2 reflections or 2 combined assignments and reflections or more will give your instructor valid reason for dropping a student from the course.**
  Thus, administrative drop will be initiated by the university calendar a student has failed to turn in 3 assignments or more, showing the lack of participation and attendance to the online component of the course.

- **Failing to attend two seminars will give your instructor valid reason for dropping a student from the course.** This shows your lack of participation in the course.

**Reading Reviews:**
There are only three reading reviews to present, but combined, they include a review of the most important information in the course. See specific guidelines on Blackboard. Units that do not have a reading review have an assignment. See below.

**Assignments:**
The assignments vary, but for the most part, they include field observations, taking note of all that is observed, and a report of the findings during the observation.

- The **first assignment** is a PPP of a bilingual program for a school and it is a peer assignment.
- The **second assignment** is an observation of the current state of the art of the biliteracy development of a bilingual child learner’s native language and English. Observation includes a report.
- **Assignments for units 3, 5, 7** include field observation in a bilingual classroom of reading methods and writing method in lower elementary grades and reading and writing in the upper elementary grades. Assignment includes a report. The field observation assignments and reports are individual.

Each assignment has specific guidelines. Guidelines will be posted on the assignment link on Blackboard. Units with no assignment have a reading review instead. See above.

**Projects:**
There will be two projects to be presented on the seminar days.

- The first project is the creation of a morning activity, including reading aloud and phonological awareness activities and vocabulary activities. I would be good to observe one in a bilingual classroom; observation is not required but it will give you a good idea of how to prepare for this project. You must bring the necessary materials and decorations as needed. The project will be demonstrated in class. Specific guidelines are available in project folder on Blackboard.
- The second project is a replica of Rosa’s teaching of reading and writing using thematic instruction. This involves creating a lesson plan and including a minimum of 10 books dealing with the same theme for the reading class. The plan will include reading and writing activities. You will bring all the books and demonstrate the activities in class. Specific guidelines are available in project folder on Blackboard.

**VII. Educator Standards for EC-6:**
The following 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/ec6gen.asp
A.  **Bilingual Education Standards:**

- **Standard III**  The bilingual education teacher knows the process of first- and second-language acquisition and development. 3.1k, 3.2k, 3.3k, 3.6k, 3.1s, 3.2s, 3.3s

- **Standard IV**  The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language. 4.1k, 4.2k, 4.3k, 4.1s, 4.2s, 4.3s

VII. **Texas Administrative Code Chapter 228 Rule §228.30.**

This course will address the following subject matter in the required Educator Preparation Curriculum:

1. the specified requirements for reading instruction adopted by the SBEC for each certificate;
2. the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
3. child development;
4. motivation;
5. learning theories;
6. TEKS organization, structure, and skills;
7. state assessment of students;
8. curriculum development and lesson planning;
9. classroom assessment for instruction/diagnosing learning needs;
10. classroom management/developing a positive learning environment;
11. special populations;
12. parent conferences/communication skills;
13. instructional technology;
14. pedagogy/instructional strategies;
15. differentiated instruction; and

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/](http://ritter.tea.state.tx.us/rules/home/)

VIII. **Texas Essential Knowledge and Skills (TEKS):**

The Texas Essential Knowledge and Skills addressed in the course include Spanish LA and Reading TEKS.

The Texas Essential Knowledge and Skills can be accessed on the Texas Education Agency Web site using the A-Z index at the following URL: [www.tea.state.tx.us](http://www.tea.state.tx.us)

**Course Policies and Accommodations:**

**Attendance:** This is a face-to-face course. Thus, attendance at all scheduled class sessions is expected from all course participants.

**Code of conduct:** Class will begin at 4:10pm for the convenience of some of the class members. Please do not arrive late to class as this is disturbing to the class development. **Cellular phones** must be turned off during class sessions.
**Academic integrity:**

- Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, [includes falsification of field experience documentation], 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.
- Students are responsible for reading and understanding the A&M-Texarkana Policy on Academic Integrity.
- Students are responsible for submitting assignments to “Turnitin”.

**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.

**Student Technical Assistance:**

- Solutions to common problems and FAQ’s for your web-enhanced and online courses are found at this link: [http://www.tamu.tamu.edu/webcourses/index.php?pageid=37](http://www.tamu.tamu.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.tamu.tamu.edu/webcourses/gethelp2.php](http://www.tamu.tamu.edu/webcourses/gethelp2.php)
- Blackboard Helpdesk contacts:
  - 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
- Office hours are: Monday - Friday, 8:00a to 5:00p