

BSL 477.CURRICULUM IN BILINGUAL AND ESL EDUCATION PROGRAMS
SPRING 2008
College of Education
Department of Language, Literacy & Special Populations

Instructor: Carolyn Long, Instructor
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Office Hours: Tuesday 12-2 at SHSU campus

Text/Readings: Diaz-Rico, L., T. (2008) Strategies for Teaching English Language Learners. Boston, MA: Pearson Education, Inc.

Recommended: Costigan, S., Munoz, C. Porter, M. Quintana, J. (1989) Carmel, CA. El Sabelotodo: The Bilingual Teacher's Best Friend. Hampton-Brown

J. High (1993). Second Language learning Through Cooperative Learning. Kagan

Required Materials. Internet Access, Microsoft Office access, E-mail address.

All students enrolled in education courses with a field experience component in the public schools are required to APPLY at the beginning of the semester to the Educator Preparation Program before beginning their first field experience. Currently, applications are located outside TEC Rm 213. Applications are to be submitted to the Office of Field Experience with a check for \$75.00, and a criminal history background check release, unofficial transcript, and unofficial degree plan attached. Failure to do so will result in students not receiving credit for the course and not being allowed to complete their field experience. Compliance with this policy assures our partnership schools that criminal history background checks are initiated for all students participating in field experience in the public schools.

Course Description.

This course examines and identifies curriculum and theory relevant to bilingual/ESL programs to teach content areas such as mathematics, science and social studies with the integration of reading/language arts. Major emphasis is placed on the implementation of principles to develop oral language, conceptual knowledge, and literacy skills in the content areas in Spanish. Strategies, techniques and approaches used to teach content areas to speakers of other languages at the early childhood and elementary school levels will be emphasized. Upon completion of this course, students should have gained additional knowledge as indicated on course goals.

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: State Standards
The candidate:			TESOL standards <i>Conceptual Framework</i>
Theory Demonstrates conceptual understanding of curriculum models such as interdisciplinary and thematic. Identifies language skills and the impact on the curriculum development process.	Field Observations and Reflections Course Lectures and Discussions Engages in online groups focused on current theory and research	Field Observation Reflections and Rubric Participation Self-reflection rubric Online discussion and rubric	TEKS I. II –IV II. I –X TESOL 1a, 1b, 2a, 2b, 3a, 3b, 3c, 5a, 5b, 5c (1); (2); (3); (a); (I-IV)
Instruction. Develops and applies instructional objectives and curriculum planning.	Site visitation Lesson Plan Development	Field Observation Reflections and Rubric	TEKS I. II— IV II. I –X III. I —IX

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: State Standards TESOL standards Conceptual Framework
The candidate: Selects and designs of instructional materials for a curriculum in different content areas.	Development of Lesson Plans and learning center instructions Development of a Learning Center	Lesson plan rubric and reflection Learning center rubric and presentation	IV. 1— X TESOL all (1); (2); (3); (a); (I-IV)
Equity in Excellence for All Learners. Responds appropriately to diverse groups of learners.	Engages in online groups focused on current theory and research Cooperative group and individual activities Site visitation	Online discussion and rubric Participation Self-reflection rubric Field experience reflection and rubric	TEKS 1. II- IV 2. I-X 3. I-IX 4. I-X TESOL all (1); (2); (3); (a); (I-IV)
Communication. Demonstrates effective professional and interpersonal communication skills while acting as an advocate for all students and the school.	Engages in online discussion groups Parent involvement packet and reflections Site visitations Cooperative group and individual activities	Online discussion rubrics Parent Flyer rubric Field Observation Reflections and Rubric Mentor teacher evaluation Participation Self-reflection rubric	TEKS 1. II- IV 2. I-X 3. I-IX 4. I-X TESOL all (1); (2); (3); (a); (I-IV)
Professional Development. Is a reflective practitioner dedicated to students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.	Presents results and reflection to colleagues in the class Professional attitude and image.	Learning Center Gallery walk presentation Mentor Evaluations	TEKS 1. II- IV 2. I-X 3. I-IX 4. I-X TESOL all (1); (2); (3); (a); (I-IV)

State. www.tea.state.tx.us; www.sbec.state.tx.us/stand_framework/TEXES/texas.htm

Professional Organizations. www.tcbee.org; www.nabe.org; www.ncela.gwu.edu; www.tesol.org

Course Format. The course's format includes lectures, discussions, group and individual projects, demonstrations, site visits and resource speakers. BSL 477 will be taught every Friday in the University Center unless otherwise noted for field-based observations and teaching. Field-based observations will be scheduled during class time instruction on Fridays at the determined locations. Pre-arrangements should be made for transportation with your colleagues to carpool for the prescheduled dates and times.

Special Course Format Situations. Students with a physical impairment, which affects their academic performance, are expected to arrange with the instructor for appropriate strategies to be considered to ensure that participation and achievement opportunities are not impaired.

Course Content:

- Theory. • Bilingualism and the development of literacy skills in the primary language.
 - Differences in age, literacy, academic knowledge, learning styles and culture that impact oral language and literacy development.
- Assessment. • Criteria for identification, classification and placement of a limited English proficient student into a bilingual education and/or ESL program and impact on literacy in the primary language.

- Strategies for diagnosing reading skills (level and ability).
- Identification of formal and informal instruments to assess language and literacy skills, and diagnosing reading skills (level, ability) in Spanish and English.
- Curriculum. • Different curriculum and program models used to teach reading.
 - Processes and components to develop a language arts curriculum in Spanish and English.
 - Application of methodologies to teach literacy/writing using different activities and techniques. Techniques, activities and methodologies used to integrate reading into the content areas.
 - Criteria for transition between a student’s first and second language for instruction in the primary language and English.
- Community/Parents. • Collaboration in school districts to establish bilingual education and ESL programs.
 - Role of politics, community, and parents in bilingual education and ESL curriculum.
 - Role of parents in the instructional process.
- Regulatory Standards. • Federal, state and local regulations that impact instruction in the primary language in bilingual education and ESL programs.
 - State education agency’s rules and regulations regarding dual language instruction in bilingual education/ESL programs.
- Professional Standards. • Professional attitude, ethics, and image.

Course Requirements:

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Field-based Experience: Observations will be scheduled during class dates with BSL 430 on Fridays from 8:00 – 12:00am. A minimum of 30 hours, 15 hours per course, of field teaching and observations will provide time to learn how a “real” classroom functions to compare with theoretical principles, readings and activities. Field observations and teaching will combine class time – instruction and anecdotal observations on Fridays at determined location. Note. Persons seeking an EC-4 ESL Generalist teaching credential will plan and deliver all assignments in English. The instructor will arrange for the field experience. Anecdotal records and reflections will be maintained DAILY on observations and reviewed WEEKLY by instructor prior to preparing a final summary report. Instruction in Spanish will be required. **Note.** Pre-arrangements should be made for transportation with colleagues to carpool for punctual arrival at the prescheduled dates and times. Your mentor teacher and instructor should be contacted immediately if an emergency arises resulting in an absence from a site visit. **Instructor and mentor** teacher will determine on an individual basis if a makeup for an approved absence can be given.

Course Assignment Descriptions (*Field activities).

Assignment Format: Assignments are to be typed and **edited** with a cover page, which has the title of paper, course, assignment, professor, and date, centered evenly on the page. Font size on cover page should be 12 points with bold type. Italics can be used to highlight text title. Plain type font of 12 points (ex. Times New Roman) with adjusted margins and spacing should be used for the body of the assignment. *Assignments are graded for style (15 points), which includes typing errors, grammar, spelling, format, and professional appearance; and content (85 points). The student has the option of rewriting an assignment to earn a better grade. This assignment should be turned in the following class (1 week after).* Late assignments will be deducted at 5 points each day after class due date.

Note: Plan to make time to use the **Sam Houston Writing Center**, located in Wilson 114, for consultation on your written assignments. Writing tutors will work with you one on one to help you generate a draft, organize a draft, or revise a draft of any assignment. You can just drop by to work with a tutor or call 936-294-3680 or email: wctr@shsu.edu

Parent Instructional Packet*. Parent instructional packet involves the design and content of a flyer directed to parents of Spanish (or other language) speaking students. This booklet should include at least three different activities that parents can use in working with their children in a content area. For example, one activity that can be used by the parent to reinforce an objective taught in the classroom. (100 points) More information will be given by the instructor.

Integrated Lesson Presentations/Plans (2)*. To develop and teach two lesson plans in different content areas (mathematics, science, and social studies). Each lesson's format and components should be correlated to the TEKS, district objectives and philosophy, and discipline strategies. Each lesson will include a game, pocket folder activity, song, art, transparency, graphic organizer, flash cards, appropriate sized realistic pictures (3), and literature (riddle, story, rhymes, folklore, prose, or dichos).

A written lesson plan describing the goal, objectives, and activities, strategies, and **evaluation** of the student and the teacher is required. The lesson plans will be turned in a binder like format carefully labeling each component of the lesson plan. Attach to the lesson plan, the words -portion or book cover- of the selected literature should be attached. Directions to the game or activity should be attached and any other materials that fit within the binder. More detailed instructions will be given in class.

One of the two lesson plans delivered should include a rewrite based on feedback from teacher and self reflection. Lessons will be presented and prepared in Spanish unless the student is seeking ESL certification. Note. Allow additional time for mentor teacher to review teaching tools in Spanish prior to delivery and finalization. *(100 points each lesson, 80 for the rewrite, 20 for teacher evaluations. total 300 points)*

A lesson can be taught using the learning center materials.

Learning Center/Functional Bulletin Board*. A thematic learning center will be developed in Spanish (or English if the student is seeking ESL certification) with a functional bulletin board for a bilingual/ESL education program. Learning center should have an appropriate theme (or concept) determined after reviewing school district curriculum and grade requirements for at least one content areas – mathematics, science, and social studies. Instructional items for the learning center and functional bulletin board will be **teacher made** and use related realia rather than store purchased items. Materials should be professionally presented and ready to use to teach.

Learning center should include a functional bulletin board, 4 pocket folder activities, 1 game, 1 puppet activity, music (song.), technology (CDs, tapes, or video), 1 timeline and three pieces of literature (poetry, books, riddles, rhymes), directions for use by student, management rules, and labels. Activities are to be correlated to the TEKS.

A report of the learning center's instructional goals, objectives and descriptions of **each activity** is required. Report should have a diagram of learning center, rules, and descriptions for each activity. *(150 points)*

Functional bulletin board should create an interaction by student to address a specific objective related to the learning center theme. Bulletin board should be readable, professional with teacher – made materials. Bulletin board should be on a standup two-fold or wall mounting, large and secure enough for students to interact. *(60 points)*

Class gallery walk for presentation will be scheduled. *(40 points)*

Field Experience Journal & Report* - Observation for 30 hours will be assigned individually or in pairs in Spanish/ESL reading instruction. A reflection report will be written using anecdotal notes maintained from each site visited and personal reflections on each lesson taught. Please refer to field experience guidelines and rubric for further information. *(150 points)*

Class journal reflections. You are expected to write up to a page summary of the discussions in class and your understanding of the topics presented. The collection of summaries will be collected twice during the semester. Further guidelines will be provided. *(80 points)*

Test. The exam will be given in class to assess the designated readings and class lectures. Content from both BSL 430 and 477 will be included in the tests (100 points)

Participation/Daily Attendance. Your participation grade will be based on three separate components: attendance, participation and dispositions. More than one absence will affect your participation grade with a deduction of five points per absence. One absence equals three hours of a course lecture and/or field-based experience. Tardiness will be documented and reflected in grade reduction. Two tardy days (of more than 15 minutes each) or leaving class early is equal one absence. Attitude and group cooperation also will be considered. The dispositions are expected of candidates training to be teachers. These are not only state standards but national standards as well. It is your responsibility to make these dispositions are **VISIBLE** by showing evidence that you do indeed consistently value and practice these dispositions.(50 points. Points will be reflected both in BSL430 and BSL477)

Course Evaluation. Parental instructional packet and report, test, integrated lesson plans and field site delivery in content areas, learning center with a functional bulletin board and report, weekly readings and conversations, group assignments, and participation will evaluate performance. Observation reflection report and anecdotal journal of filed experiences and a portfolio will summarize class and site experiences related to content areas.

Evaluation of Course Assignments (*indicates field activity).

<i>Course Assignment</i>	<i>Grading Points</i>
• Parent Instructional Packet	100 points
• Learning Center /Functional Bulletin Board	200 points
• Two Integrated Lesson Presentations/Plans	300 points
• Test	100 points
• Field Journal & Report	150 points
• Weekly Readings /Reflections/Conversations	80 points
• Participation/Attendance	50 points

Evaluation Scale:	92.0 -100	A
	91.9- 83.0	B
	82.9 –75.0	C
	74.9 –70.0	D
	Below 69.9	F

Expectations. Attention should be given to the course calendar on due dates for readings, class discussions, field visitations, projects, and tests related to each assignment. Professionalism and adherence to timelines are imperative. IF an unforeseen emergency arises to hinder your course obligations, you should contact me immediately to discuss an alternative if allowed. For each field visitation, punctuality and professional dress are imperative as a representative of our University. Substitutions or makeups are only accepted for emergency medical reason for missed trips. A student may be penalized (one full grade) for more than three hours of absence. Two tardies and /or early departures are equivalent to one hour of absence. In case of an emergency, please contact the professor. Students **MUST** be present to receive credit for in class assignments. Course assignments should be edited, typed, and carefully proofread. Course assignments will be graded for both content and style using an evaluation rubric. Professionally presented assignment indicates commitment. Late assignments will be accepted with a deduction of 5 points **per day**. IF you need assistance in any assignment, I encourage you to make an appointment or communicate via email with me (write your name on your email I will not respond to anonymous emails), or visit the campus-writing center, attend study skills sessions at your convenience. I will expect for all of you to see your SAM email weekly and check blackboard for announcements. Do not wait until the day before the assignment is due for clarification. Remember that **you** are responsible for getting the material covered in class by asking your colleagues. Activities done in class for extra points can not be makeup. Remember all; questions are ‘good’ questions.

The instructor reserves the right to alter (add, delete and/or modify) the syllabus to meet the individual needs of my learners.

Course Supplemental Resources.

*Ada, A.F. (1992). *Magical encounter*. Rhea, California: Santillana.

Brinton, D.M. and Master, P. (Eds.). (1997). *New ways in content-based instruction*. Alexandria, Virginia: TESOL. Costigan,

Enright, D.S. and McCloskey, M.C. (1988). *Integrating English: Developing language and literacy in the multicultural classroom*. Reading, Massachusetts: Addison-Wesley.

Freeman, D. and Freeman, D. (2002). *La enseflanza de la lectura y la escritura en español*. Portsmouth, New Hampshire:

Heinemann.

Krashen, S.D. (1992). *Fundamentals of language education*. Torrance, California: Laredo.

Krashen, S.D. (1992). *The input hypothesis, and writing research, theory and application*. Torrance, California: Laredo.

Ovando, C.J. and Collier, V.P. (1998). *Bilingual and ESL classrooms*. New York: McGraw Hill.

* Perez, B. and M. E. Torres-Guzman. (1992). *Learning in Two Worlds: Integrated Spanish and English b/literacy approach*. White Plains, New York. Allyn and Bacon.

*Thonjs, E. W. (1983). *The English-Spanish connection*. Rhea, California: Santillaria.

*Thonis, E.W. (1977). *Teaching reading to non-English speakers*. New York: Macmillan.

* Textbooks used in BSL 430.