

**BSL 430 SPANISH ORAL LANGUAGE AND READING DEVELOPMENT
SPRING 2008**

**COLLEGE OF EDUCATION
Department of Language, Literacy and Special Populations**

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Textbook/Readings. Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4th Edition).
Bristol, PA: Multilingual Matters Ltd.

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 Associate Dean's office with a check for \$75.00 made out the SHCPDEP (Sam Houston Center for Professional Development and Educational Partnerships), 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 addresses the philosophy, goals and objectives of teaching reading in the primary language to second language learners in a bilingual education program. Major emphasis is placed on the implementation of principles to develop oral language and literacy skills in Spanish and English. Integration of Texas laws and policies as regulated by the Texas Education Agency such as the Texas Essential Knowledge and Skills (TEKS) for bilingual education and English as a second language (ESL) programs will be incorporated. Students will gain a working knowledge of theory, assessment, curriculum, community/parents, regulatory standards, and professional standards.

Objectives/Learning Outcomes The candidate:	Activities (*indicates field-based activity)	Performance Assessment	Standards: • <u>State Standards</u> • <u>TESOL Standards</u> <u>Conceptual</u> <u>Framework #</u>
Theory. Demonstrates a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.	Site visitations •Course Lectures and Discussions • Guest speakers • Textbook Readings and Critique Develops personal reading philosophy Researches reading programs Evaluates present oral language classroom practices	Cooperative group discussion Field Observation Reflections and Rubric Philosophy of teaching reading paper and rubric Reading reaction paper and rubric Oral language research paper and rubric	TEKS 1. I. II — IV 2. II. I — X TESOL 1a, 1b, 2a, 2b, 3a, 3b, 3c, 5a, 5b, 5c (1); (2); (3); (a); (I-IV)

<p>Instruction. Identify English language learner needs, then plans, implements, and assesses instruction using technology and resources to create a learner-centered community.</p>	<p>Site visitations Course lectures and discussions Cooperative group and individual activities Prepare and teach ESL oral language lessons</p>	<p>Field Observation and rubric Participation Self-reflection rubric Oral language lessons and rubric</p>	<p>TEKS 1. II— IV, 2. I — X, 3. I–IX TESOL 1a, 1b, 3a, 3b, 3c, 4a, 4b, 4c (1); (2); (3); (a); (I–IV)</p>
<p>Equity in Excellence for All Learners. Responds appropriately and ethically to diverse groups in terms of language, culture, learning style, instruction and assessment.</p>	<p>Course readings, lectures, Discussions, Cooperative group and individual activities Prepare and teach ESL oral language lessons</p>	<p>Objective Test Participation Self-reflection rubric Oral language lessons and rubric</p>	<p>TEKS 1. II- IV 2. I-X 3. I-IX TESOL 2a, 2b, 5a, 5b, 5c (1); (2); (3); (a); (I–IV)</p>
<p>Communication. Demonstrates effective professional and interpersonal communication skills while acting as an advocate for all students and the school.</p>	<p>Parent involvement packet and reflections Professional development meetings Research presentation Class participation</p>	<p>Parent involvement flyer and rubric Field Observation and rubric Research rubric Participation Self-reflection rubric</p>	<p>TEKS 1. II- IV 2. I-X 3. I-IX 4. I-X (1); (2); (3); (a); (I–IV)</p>
<p>Professional Development. Exhibit a commitment to learning, maintaining professional ethics and personal integrity as a reflective practitioner toward every student.</p>	<p>Site visitations Professional development meetings</p>	<p>Mentor teacher Evaluations Field Observation and rubric</p>	<p>TEKS PPR Domains I-IV TESOL all (1); (2); (3); (a); (I–IV)</p>

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

Professional Organizations. www.tcbec.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 430 will be taught at SHSU campus unless otherwise noted for field-based observations. Field-based observations will be scheduled during class time instruction on Wednesdays at the determined locations. Pre-arrangements should be made for transportation with your colleagues to carpool for the prescheduled dates and times.

Course Content:

- **Theory.** •Bilingualism and the development of literacy skills in the primary language.
 - Relationships between linguistics and literacy development processes.
 - Process to develop literacy in the first and second languages and the relationship to a student’s previous schooling and entry level to a school district.
 - 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).
 - Selection and assessment of dual language instructional materials for teaching oral language and literacy skills.
 - 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.

Field-Based Experiences:

This course is blocked together with BSL 477 Bilingual Curriculum in the Content Areas providing an opportunity to integrate and apply course lectures, readings and research with field-based observations. A minimum of 30 hours, 15 hours per course, of field-based teaching and observations will provide time to learn how a "real" classroom functions to compare with theoretical principles, readings and activities. Faculty will arrange for student's observations and instruction in a bilingual setting. Anecdotal records will be maintained throughout the observations and might be reviewed by instructor prior to preparing a final summary report.

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.

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.

Description of Course Assignments: *Spring 2008*

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, which includes typing errors, grammar, spelling, format, and professional appearance; and content (points vary per assignment). The student has the option of rewriting **ONE** assignment to earn a better grade. This assignment should be turn 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

Reaction Paper. A reaction paper written in your native language (English or Spanish) on current literature and research on a selected reading program is required. Reading programs may include, but are not limited to *Success for All, Estrellitas, Reading Recovery, Avenues, and Zoophonics*. Critique the program to determine objectives, components, and processes used to teach reading to second language learners. Some approaches to consider may be guided reading, basal reading, language experience, phonetic, global, eclectic, onomatopoeia, syllabic, thematic, and/or whole language. The reaction paper is to be a four-page synthesis using current literature, research, and practice related to “How to teach Spanish reading?”, “how to teach reading to ELL?” or “When is a student ready to transfer from Spanish reading to English reading?” Choose a particular reading program (pre-approved) to describe and support your question. At least three (3) sources must be used and cited throughout the paper, including *only one* (1) Internet source. (100 points)

Oral language development lessons.

Students will design lessons for teaching listening and speaking for three (beginning, intermediate and advanced) stages of language development at the target grade level. You will be required to teach one of the three lessons you develop. (90 points)

Oral Language research paper.

Students will be required to write a 5 page research paper on the topic of Oral language development (oracy) for second language learners. Include listening and speaking processes at the different stages of second language development. You will be required to work alone to develop a 5 minute class presentation on an aspect of oral language development. You must include at least 5 references other than your text books. Text that is acquired from sources **MUST** be referenced in the paper as well as a list of references at the end. As an appendix to your paper include a list of 10 strategies for developing listening and speaking in the classroom. More specific guidance and guidelines will be provided in class. (100 pts paper, 50 pts presentation, 50 pts appendix)

Philosophy of Teaching Reading. An expressive narrative written in your native language (English or Spanish) on your personal philosophy to teach reading is required. The narrative is to be at least 2 pages double-spaced and should include the following (a) philosophy on how you think reading should be taught, (b) experiences you have had in educational setting .a regular or bilingual classroom .in learning to read, and (c) why you think learning to read in two languages is important. If references are used, they must be listed on a reference page at the end of the document.(70 points)

Field Experience Observation 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. Points will be reflected both in BSL430 and BSL477)

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. Points will be reflected both in BSL430 and BSL477)

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)

Objective Test. One examinations will be administered. Content from both BSL 430 and 477 will be included in the tests. The instructor may give weekly tests if needed in order to assure that the students are maintaining the readings.

Extra Credit. All required assignments must be completed to be eligible for extra credit. Related pre-approved assignments may be considered for extra credit on an individual basis. (*Limit one, 25 points*)

Course Evaluation:

Philosophical narrative, reading paper, observation reflections in the FEP and summary report, research paper, literacy resource collection, objective tests, and participation will comprise the evaluation for this course.

Grading and Due Dates for Course Assignments:

Philosophy of Teaching Reading (Narrative)	70 points
Reaction Paper on Reading Approach	100 points
Oral language Lessons	90 points
Observation Report	150 points
Oral Research paper	200 points
Objective Test	(see BSL 477)
Class journal reflections	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.