BESL 4088 SPC TPCS IN BILINGUAL /ESl.(Draft)
Fall 2017

College of Education
Department of Language, Literacy & Special Populations

Instructor:	**Angelica F. Trevino.**
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Class Format: This course meets for three hours weekly and includes interactive technology, lectures, discussions, group and individual projects. The format for learning and interaction may include viewing audio-visual presentations, researching online, independent work, small group projects, demonstrations, and presentations. Group work may be completed during the established hours or after class. Project papers, discussion, group work, reflective response, and activities are required.

> **Office hours:** 1:00 PM – 3:50 PM
> **Day and time the class meets:** Monday 1:00 – 3:50 pm
> **Location of class:** TWC 340

Course Description: Advanced study of formal academic Spanish for future bilingual teachers. Extensive practice in listening comprehension, oral discourse, written expression and effective communication with Spanish –speaking parents and community members. Emphasis on concepts, functions and the scenarios used in Spanish proficiency examination required for bilingual education teacher candidates. Taught in Spanish. Prerequisite: BESL 4301. Credit 3

Textbooks: None

Course Objectives:
1. Demonstrate the ability to apply literal, inferential and interpretive listening skills to authentic materials heard in Spanish that are relevant to the bilingual classroom and the school environment.
2. Construct effective and appropriate oral discourse in Spanish for various audiences, purposes and occasions relevant to the bilingual classroom and the school environment.
3. Demonstrates the ability to use general and content – area vocabulary used in teaching the Texas Essential Knowledge and Skills (TEKS) in a variety of content areas to communicate information and talk about topics relevant to the bilingual classroom.
4. Implement effective writing in Spanish for various audiences, purpose and occasions relevant to the bilingual classroom and the school environment.
5. Apply critical reading skills to written materials relevant to the bilingual classroom and can identify and analyze a variety of authentic materials relevant to both TEKS and the school environment that represent cultural aspect of Spanish.

Matrix
Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments

- Standards (either list the standards used or provide a link to the standards)
    - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
    - NCATE/CAEP Standard 1 (all applicable elements) used when there is not a SPA
    - State Standards/Competencies for certification if applicable
    - Diversity and Disposition Proficiencies
    - Conceptual Framework Alignment
    - ISTE NETS*S Technology Standards (for technology integrated curriculum)

IDEA Objectives: in this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Gaining factual knowledge (terminology, classifications, methods, trends); Learning to *apply* course material (to improve thinking, problem solving, and decisions)

Course /Instructor Requirements

Assignment Format: Assignments are to be typed and **edited**. Please include: title of paper, name, course, assignment, professor, and date, on the page. Font size should be 12 points. 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, if the grade is lower than a 75. This assignment should be turn in the following class (1 week after).*

Course Outline

Assignments

1. **Four In-class assignments.** The purpose of these assignments is practice in the real time the four competencies of the BTLPT test and resolve cases. **(100 pts each x 5)**

2. **Group Presentation.** Team of three will give a class of one competence. The team have to prepare a power point and one activity to practice the competence. (100)

3. **Written expression is divide in two components; the students will need to write two assignments:** The instructor will give future instructions. **(50 pts each x 2)**
    a) Write Narrative
    b) Write an Article

4. **Listening comprehension assignment. (50 pts each x 2)** The students will need to engage in two listening activities regarding language culture of Spanish speaking children of the USA. The instructor will give future instructions.

5. **Oral Spanish Performance (50 pts each x 3)**
   Students will develop **three oral presentations** in which they will demonstrate their oral Spanish needed for a bilingual classroom.
    a) Vodcast
    b) 2 presentations'

6. **Debate.**- The students will be participate in a group debate, the instructor will give future instructions. **(100 pts)**

7. **Reading comprehension assignment. (50 pts)** The students will need to engage in Spanish reading material regarding the Education of Spanish speaking children in the USA. The instructor will give future instructions.

8. **Storyteller (100 pts)** the students are going to create a children story and they are going to present it to the class. The instructor will give future instructions.

9. **Oral final presentation. (100 pts)** Students will plan, develop and present a topic to the class. Presentation should be at least 4 minutes. The instructor will give future instructions.

10. **Participation/Attendance**. Your participation grade will be based on two separate components: attendance and participation**.** More than one absence will affect your overall grade. The student may be penalized one full letter grade for more than an absence. One absence equals three hours of a course lecture and/or field-based experience. Tardiness or leaving early will be documented and reflected in grade reduction. Two tardy days (of more than 10 minutes each) or leaving class early is equal one absence. Attitude and group cooperation also will be considered. (50 Points)

Grades:	**Points**
• In-class assignments (100 x 5)	500
• Write Assignment (50 x 2)	100
• Listening Comprenhesion assignment (50 x 2)	100
• Group Presentation	100
• Oral Presentation (50 x 3)	150
• Debate	100
• Reading Comprehension assignment (50)	50
• Storytelling	100
• Final Oral Presentation	100
• Participation /Attendance	50

Grade Evaluation. 93 - 100=   **A**
                         85 – 92 =   B
                         77 – 84 =   C
                         70 – 76 =   D
                         Below 70.0 =   **F**

Schedule

The course calendar/schedule is ongoing in development throughout the courses. An overall schedule outline will be provided for the courses; however, a specific and detailed calendar will be provided in advance for students to know what will be covered in the semester. The readings and assignment due dates will be noted and all assignments and rubrics will be discussed in class prior to the due date.

8/28	Class Introduction	Online Assignment
9/4	Labor Day	
9/11	Written Communication	Narrative
9/18	Written Communication	Article
9/25	Listening Comprenhension	Listening Activity
10/2	Listening Comprenhension	Listening Activity
10/9	Oral Communication	Oral presentation
10/16	Oral Communication	Oral presentation
10/23	Oral Communication	Oral Presentation
10/30	Oral Communcation	Oral Presentation
11/6	Reading Comprenhension	Reading Activity
11/13	Storytelling	Write and present a story
11/20	Storytelling	Write and present a story
11/25	Final Oral Presentation	
12/4	Final Oral Presentation	

Student Guidelines
University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
  - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
  - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance: These are "hands-on" courses in which many of the instructional techniques are demonstrated in class, applied in elementary classrooms, and debriefed in large and small group discussions. Your participation and contributions are vital to your success. Therefore, regular and punctual attendance is expected. Attendance also demonstrates a level of responsibility and commitment that is expected of a professional. For each absence without a doctor's excuse, five points will be deducted from your professionalism points and also from your attendance points. Tardis and early departures are recorded. Two such occurrences are equivalent to one absence.

Course Expectations: Attention should be given to the course calendar on due dates for readings, class discussions, 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. 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. Professionally presented assignment indicates commitment. 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), I will expect for all of you to see your SAM email daily 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.

Bibliography

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College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.