



**BESL 4088 SPC TPCS IN BILINGUAL /ESL.(Draft)
Spring 2018**

**College of Education
Department of Language, Literacy & Special Populations**

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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 331

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: Morris, L. R. L. A. (2009). *Desarrollo del Español para Maestros en Programas de Educación Bilingüe*. Arlington, Texas: LM Education. & Anaya, R. A. (1994). *Spanish /English Dictionary*

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

Course Format: This course meets for 3 hours per week 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.

Late assignment policy: Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates, contact the professor to inform. **Late assignment are not acceptable.**

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. (50)
3. **Written expression is divide in 4 components; the students will need to write two assignments:** The instructor will give future instructions. **(50 pts each x 3)**
 - a) Write Narrative
 - b) Write an Article
 - c) Essay
 - d) Develop a mini-lesson plans and (30); and
4. **Academic language logs: (20)**Students will be assigned a grade level/content area TEKS to report. Create a Word document by copying the "Conocimientos y Destrezas" section of the grade levels assigned. Paste this section on a Word document and format it for future use in your discussion and lesson plans. Save the document with subject and grade level in the document name. 3) Read your document and be ready to share at least five vocabulary words that were new to you. Subject groups will meet in class to compare and discuss grade level standards. The groups will briefly report their reflections to the whole class. Analysis of TEKS in Spanish (Spanish Resources)-- Website: <http://www.tea.state.tx.us/index2.aspx?id=2147493469>

5. **Listening comprehension assignment. (50 pts each x 1)** 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.
6. **Oral Spanish Performance (50 pts each x 2)**
Students will develop **three oral presentations** in which they will demonstrate their oral Spanish needed for a bilingual classroom.
 - a) Vodcast
 - b) Presentations
7. **Debate.-** The students will be participate in a group debate, the instructor will give future instructions. **(100 pts)**
8. **Reading Articles (100)** the students will read articles to discus in a class.
9. **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.
10. **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.
11. **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.
12. **Final Essay (100)** Students will write a persuasive opinion or comparative essay based on a prompt. As a final writing test.
13. **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 4)	400
• Write Assignment (50 x 3)	150
• Lesson Plan	30
• Academic Log	20
• Listening Comprenhesion assignment 5	50
• Group Presentation	50
• Oral Presentation	50
• Debate	100
• Reading Comprehension assignment	50
• Reading Articles	100
• Storytelling	100
• Final Oral Presentation	100
• Final Essay	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.

Date	Topic	Assignments due
1/22	Introduction to the class	
1/29	Written Communication	
2/5	Written Communication	Lesson Plan Academic Log
2/12	Written Communication	Essay
2/19	Listening	Narrative Article
2/26	Listening	Listening Activity
3/5	Oral Communication	
3/12	Spring Break	
3/19	Oral Communication	Vodcast
3/26	Oral Communication	Oral Presentatio
4/2	Oral Communication	Debate
4/9	Reading Comprehension	
4/16	Reading Comprehension	Reading Activity
4/23	Reading Comprehension	Write a present story
4/30	Final Essay Final Oral Presentation	
5/7	Exam	

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 Policy: Punctual and regular attendance is expected. Each absence after the first one will result in the deduction of 3 percentage points from final grade. Two tardiest and /or early departures are equivalent to an absence. In case of an emergency, please contact the professor. Students **MUST** be present to receive credit for in class assignments. Please see me after class if you come in late so I can change the attendance roster. It will be counted as an absence if you FORGET to let me know.

Course Expectations:

Time Requirement: For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism Policy: Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during class time.

Format for Course Documents: All assignments outside of class must be computer-generated, double-spaced, use a 12 point Arial or Times New Roman font, APA style and proofread to be error free. All papers should be stapled and include a copy of the rubric. Have your name and course number (single-spaced) on the top right corner of the first page.

Communication

Email: Correspondence should be in proper letterform. If the student's email does not respectfully communicate with the professor, the student may not receive a reply.

Phone: Email communication is not the only way to make contact with me! All voice mail goes directly to email and notifies me of a message. Do not wait or dismiss the need to talk with me about assignments. I willingly look at drafts of assignments, and I am willing to discuss assignments on the phone up until 48 hours before the due date.

Remind 101: You can send me a text message or question (during office hours) for me to respond.

In person: I am available during the posted office hours.

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.