



**BESL 4303: CURRICULUM IN BILINGUAL AND ESL EDUCATION PROGRAMS**  
**Spring, 2018**

*BESL 4303 is a required course for Bilingual EC-6 certification*

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

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**Office hours:** Monday 8:00am- 11:00am (on-line), Tuesday 4:00pm-5:00pm (Huntsville Elementary), Friday 12:00pm-4:00pm (on-campus)

**Class Format:** The course's format includes lectures, discussions, group and individual projects, demonstrations, site visits and resource speakers. BESL 4303 will be taught every Wednesday at Reaves elementary unless otherwise noted for field-based observations and teaching. Field-based observations are during class time on Wednesdays. Pre-arrangements should be made for transportation with your colleagues to carpool for the prescheduled dates and times.

**Class day and time:** Wednesday 8:00am-4:00pm.

**Class location:** Huntsville Elementary

**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.

**Textbooks:** Freeman, Y., & Freeman, D. (2009) *La enseñanza de la lectura y la escritura en español y en inglés*. Heinemann.

**Course Objectives:** The following objectives will be met during this course:

1. Demonstrates conceptual understanding of curriculum models such as interdisciplinary and thematic units.
2. Identifies language skills and the impact on the curriculum development process.
3. Responds appropriately to diverse groups of learners.
4. Ability to identify, select, and implement Spanish instructional programs appropriate for meeting students' assessed needs.

5. Demonstrates effective professional and interpersonal communication skills while acting as an advocate for all students and the school.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this link: <http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/>.

**IDEA Objectives:** The instruction in this course will address the following 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).*

**Field-based Experience:** Observations will be scheduled during class dates with BESL 4304 on Wednesdays from 8:00-11:00am. 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 Wednesdays at determined location. Anecdotal records and reflections will be maintained DAILY on observations and reviewed MONTHLY 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.

**TK20 Account** is required for this course: Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. You will be uploading your Field Experience log (1 assignment) for BESL 4304. <https://tk20.shsu.edu/>

### Course Outline

#### Assignments

1. **Parent Instructional Book\*.** (in groups) The Parent instructional book involves the design and content of a bilingual book directed to parents of Spanish speaking students. This book will include K-6 activities (correlated to the TEKS) that parents can use in working with

their children in a content area. (150 points) Each student will contribute **three** game based activities to the parent bilingual book. More information will be given by the instructor.

2. **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. **One** of the two lessons will be submitted with additional materials. The lesson to be submitted with materials should include the following: 1 game, 3 pocket folder activities, 1 song, 1 art, 2 graphic organizer, 5-10 flash cards, 3 appropriate sized realistic pictures, and 2 literature (riddle, story, rhymes, folklore, prose, or dichos) in addition to **a dual language book**. A detail written lesson plan describing the, objectives, and activities, and **evaluation** of the student (by peers) and the teacher is required. This means a COMPLETE (manipulatives included) lesson plan will be turned in a binder like format carefully labeling each component of the lesson plan. Directions to the game or activity should be attached and any other materials that fit within the binder. ***Points will be deducted if the materials are not neatly done or bought at teacher store.*** Presenting quality materials is essential to getting a satisfactory grade. More detailed instructions will be given in class. One of the two lesson plans delivered should **be taped**, and viewed by and with two peer. Groups will need to set up time outside class time if needed to view each other's tapes. The peer should take detailed notes and give constructive feedback. Note. Allow additional time for mentor teacher to review teaching tools in Spanish prior to delivery and finalization. *(150 points for lesson with materials, 20 for teacher evaluation (one per lesson) and 30 per peer evaluation, (total 200 points) Points will be deducted if lesson plans are not provided to mentor teacher a week prior to teaching the lesson.*
3. **Learning Center.** A **thematic learning** center will be developed in Spanish or English. Learning centers should have an appropriate theme determined after reviewing school district curriculum and grade requirements as well as consulting with your mentor teacher. The Learning Center should have all content areas — mathematics, science, and social studies, LA if possible. Instructional items for the learning center 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 box, 3 pocket folder activities, 2 games, 1 puppet activity, 1 art project, music (song), technology, 1 timeline, flash cards and three pieces of literature (poetry, books, riddles, rhymes), and 2 hands-on manipulatives. In addition, 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. *(30 points).* Learning Center is worth 100 points. Class will present learning center. (20 points).
4. **Text discussions (100 pts)** Each week, students will be responsible for leading a discussion on one of the textbook chapters covered in a given week.
  - a. **Preview (10 pts):** The group will provide the class with a preview of the reading, a week before (Friday) the class during which the chapter will be covered. The purpose of the preview is to activate any relevant background information that may help the class as they read the chapter. The preview can take any form considered appropriate, for example, three brief pre-reading questions, or a simple activity. The preview should be limited to 15 minutes at most.
  - b. **Discussion (40 pts):** On the day that the reading is covered in class, the group will **lead** a discussion based on the reading guide they distributed during the preview. They will also have a power point and handout to share with peers. Issues that may be discussed include, but are not limited to: a) critical account of important issues, insights, potential problems, and so forth related to that area of language teaching; b)

connections to personal experiences as a language learner or teacher; c) discussion on how the topic relates to other topics (to-be) covered in the class. The discussion should be limited to **20 minutes**. Reading the power point will result in half the points.

- c. **Response (50 pts):** Students (excluding the discussion leaders) will fill out their answers to the reading guides and submit them at the beginning of class when requested (**2 selected readings 15x2=30 + 20pts for responses turned in.**) Answers to the reading guides should be complete and accurate in order to receive full credit. **Late submissions will not be accepted.**

5. **Book Share 50 pts:** Groups will find ONE favorite **AUTHENTIC Spanish** children's books. Write a Book Report including summary of the story, your reflection (why you like this book) and critical analysis of the book. In addition, you will design a Spanish language arts lesson with an activity that builds language and share the book and activity with the class (**50 pts.**).
6. **E-Book 50 pts:** Students will find one children's Spanish book to read aloud (with illustrations and audio) to contribute to our **Digital Spanish library.**
7. **Field Experience Journal and report-** Observation for **20-30 hours** will be assigned individually or in pairs in a bilingual classroom. A reflection report will be written using anecdotal notes. Please refer to field experience guidelines and rubric for further information. (*80 points*)
8. **Field experience log sheet:** You will be required to log in/out to document the hours of observation you complete. This will be uploaded to **TK20** with a reflection (20 points). A format will be given by the instructor.
9. **Test.** The exam will be given in class to assess the designated readings and class lectures. Content from both BESL 4303 and 4304 will be included in the tests (*200 points*)
10. **Professionalism/Attendance.** Your participation grade will be based on two separate components: attendance and professionalism. 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. *100 points. Points will be reflected both in BESL 4303 and BESL 4304*

### Grades

|                             |            |
|-----------------------------|------------|
| • Parent Instructional Book | 150 points |
| • Learning Center           | 150 points |
| • Integrated Lesson Plans   | 200 points |
| • Test                      | 200 points |
| • E-Book                    | 50 points  |
| • Book share presentation   | 50 points  |
| • Professionalism           | 100 points |
| • Text book discussions     | 50 points  |
| • Text book responses       | 50 points  |

- Field Journal and report
- BESL 4304

### 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. Because of the nature of the 2 blocked courses and the field experience component, the calendar is a fluid document and must be updated and adjusted based on the needs of the students, experiences in the classrooms, and the discussions/topics covered in class each week. The calendar will be provided in class.

### 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](#). You are not permitted to use your cell phone at any time while in class whether you are on the Sam Houston State University campus or at the Elementary School that you are assigned unless your instructor gives you permission to do so. You will have time during breaks or lunch to contact or respond to individuals outside of our class. Additionally, you must **never** post any pictures of the children you work with at the schools on social media. Professionalism points will be deducted for social media postings that are deemed inappropriate for a teacher education candidate.
- 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. Tardies and early departures are recorded. Two such occurrences are equivalent to one absence. Remember, these are blocked courses and when you miss one day you are missing 3 classes and the hours for your required practicum experience. You may be required to make up the missed time with your students or in your mentor teacher's classroom. The attendance policy is also noted below.

**Course 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 field experience. 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), 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 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.

**Field experience:** Tardies and early departures are recorded. If you are over 10 minutes tardy or leave class for more than 10 minutes at least 5 points will be deducted (each time) from your professionalism grade. Two such occurrences are the equivalent of one absence with the resultant loss of points. The second absence, 5 points will be deducted from your professionalism points. More than two absences will necessitate a drop of one letter grade in the final course grade for each class missed AND a conference discussing withdrawing from bilingual block. Field experience absence is defined as not being in your mentor classroom by 8:10 a.m. Field experience tardy is 8:00.

Field experience absences and tardies are sensitive. A mentor teach can elect to have a student removed for excessive tardies or absences.

Rescheduling of teaching: No points will be deducted if the student is absent (refer to attendance policy) or mentor teacher request. 5 professionalism points will be deducted on the second rescheduling of teaching which is not related to a student absence or mentor teacher request.

### **Communication:**

**Email:** Correspondence should be in proper letter form. 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.

**Professionalism:** You are currently in a professional course of study in which you are preparing to be a teacher, accountable to and for the children you teach, their parents, your colleagues, and administrators. This is not a responsibility that can be taken lightly. It is expected that your professional **participation** in activities as well as positive **attitudes and dispositions** toward learning be exhibited throughout your teacher preparation program. Huntsville and Scott Johnson Elementary Schools are our host schools for the course. You are a guest in the school. That means your attitude and behaviors are those of the perfect guest: You look for the good things, follow teacher leads at all times, demonstrate initiative and a positive attitude, and show that you are grateful to be here. Everyone begins the semester with 50 points for course professionalism, the maximum for exemplary professional behavior. (50 points are also awarded from your mentor teaching for field experience). Loss of points can be the result of: Absences (class or field teaching), tardies, unfinished or poorly prepared work, poor communication between your professor, colleagues or mentor teachers, negative attitudes, gossiping, any inappropriate cell phone use including but not limited to talking or texting during field experience and/or class time, lack of initiative, lack of participation during field experience and/or class time, unprofessionally dressed, inappropriate use of social media or other unprofessional behavior.

More points can be lost depending on the seriousness of the infraction. In addition, loss of most (more than ½) or all professionalism points will result in the submission of a note to the College of Education's Professional Concerns Committee. *Solely the professors and your mentor teachers determine the final total of professionalism points.* **NOTE:** If all professionalism points are lost, the final grades for BESL 4303 & 4304 cannot be higher than a D.

**This is not a semester to stay in the background. I expect to see you often asking questions regarding assignments, engaged in the class discussion, meeting me after class for clarification or on campus!**

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

## **Bibliography**

- August, D. & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
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- Crawford, J. (1991) Bilingual education: History politics theory and practice. Los Angeles, CA: Bilingual Educational Services.
- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In *Schooling and Language Minority Students: A Theoretical Framework*. Los Angeles: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles, 1-33.
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- Garcia, E. (2005). *Teaching and learning in two languages: Bilingualism and Schooling in the United States*. New York: Teachers College Press.
- Garcia, O. and Baker, C. (1995). Policy and practice in bilingual education: Extending the foundations. Bristol, Pennsylvania: Multilingual Matters.
- Gonzalez, Frank. (1995). Starting today. Steps to success for beginning bilingual educators. San Antonio, TX; Intercultural Development Research Association.

### **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.