



BESL 4304: SPANISH ORAL LANGUAGE AND READING DEVELOPMENT

Spring, 2018

BESL 4304 is a required course for Bilingual EC-6 certification

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

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TEC 130

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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 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.

Textbooks: Herrera, S., Perez, D., & Escamilla, K. (2015) *Teaching Reading to English Language Learners: Differentiated literacies*. Allyn & Bacon.

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

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

1. Demonstrates a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. Identifies language skills and the impact on the reading and writing process.
3. Demonstrates knowledge of the theories, processes, and principles of children's first language and literacy development from emergent through fluent level readers and writers, listeners and speakers.
4. Identify English language learner needs, then plans, implements, and assesses instruction using technology and resources to create a learner-centered community.
5. Responds appropriately and ethically to diverse groups in terms of language, culture, learning style, instruction and assessment.
6. 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 7:45-11:00am. 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. **Assessment critique in the classroom**-You will analyze and modify one (English) reading passage and assessment tool from one of the three content area lessons (science, social studies or math. NOT language arts). Then you will write examples of conversational (BICS) and academic language (CALP) used in the passage. Your goal is to give at least 5 examples of BICS and 5 for CALP. You will need to turn in copies of the original and re-write passage and assessment tool to verify your assignment. You will also need to include a reflective section in your paper summarizing your modifications. (25 pts each = 50 pts)
2. **Reaction Paper.** A reaction paper written in **Spanish** on current literature and research on a selected Spanish reading program is required. This paper is done in **pairs**. 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 Spanish reading to Spanish speakers. 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 heritage Spanish speakers?” 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 questions. At least three (3) sources must be used and cited throughout the paper, including *only one* (1) Internet source. (50 points) *You will be required to share your findings to the class.*
3. **Strategy Presentation:** The purpose of this assignment is to provide you with the opportunity to practice using and teaching strategy. Many of you will be expected to do so once you have gotten your first teaching job because few teachers have any training in ESL. In groups of two to three, you will select one and/or two of the strategies presented in your **Sabelotodo text** and present it as a workshop mini-lesson to your classmates. (50 pts.)
4. **Annotated bibliography.** During the course of the semester you will need to read at least **25** children’s books in Spanish. About two per week and do an annotated bibliography that will be turned in toward the end of the semester. This will be done individually. Along with the annotated bibliography, you will also be responsible for reading 2-3 books during class time to your peers. Your peer group will evaluate you on your reading/discussion. Your peer’s evaluation will be done the day you read to your group. (50 points for annotated bibliography, 25 per each evaluation. Total 100 points).
5. **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)
6. **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.
7. **Quizzes 150 pts:** There will be five quizzes during the semester to ensure that you are

completing the assigned readings. You will not know when the quizzes will be given. The format will be multiple choice and each quiz will focus on the reading assigned for the day. **Prepare scantrons for quizzes (No. 815-E, 15 Qs).** No make-up quizzes will be given. If you are absent, please see me immediately for your makeup assignment. (30 pts. each; 30 x 5 = 150 pts.)

8. **Test.** One examinations will be administered toward the end of the course. Content from both BESL 4303 and BESL 4304 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.
9. **Four In-class assignments: Individual.** The purpose of these assignments are to familiarize you with different Spanish reading assessments. More information will be given in class. **(100 pts).**
10. **Community Service (ACE) (30 pts)** Students will be asked to participate in a civic activity this semester. This activity will require a total of **9-10 hours** of your participation outside of the classroom. A signed and completed log sheet will be submitted with a 1-2 page reflection on the experience.
11. **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

In-Class assignments	100 points
Spanish Reading program	50 points
Strategy presentation	50 points
Assessment critique	50 points
Quizzes	150 points
Online assignment	20 points
Test	200 points
Community service	30 points
Annotated bibliography	100 points
Field Journal & Report	100 points
Professionalism	BESL 4303

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. Reaves, Runyan, and Armstrong 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 $\frac{1}{2}$) 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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- Baker, C. (2007). *Care and education of young children*. Bristol, PA: Multilingual Matters Ltd.
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- Carlisle, R. (1989). The writing of Anglo and Hispanic elementary school students in bilingual, submersion, and regular programs. *Studies in Second Language Acquisition*, 11(3), 257-281.
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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.
- Faltis, C. and Hudelson, S. (1998). Bilingual education in elementary and secondary school communities. Needham Heights, MA: Allyn and Bacon.
- 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.