BIEM 4355 LANGUAGE ARTS STUDIES IN THE BILINGUAL CURRICULUM
TEXAS A&M UNIVERSITY-CORPUS CHRISTI
FALL-2019
3 SEMESTER HOURS

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I. COURSE DESCRIPTION
Basic methodological strategies and assessment skills required to teach language arts in the elementary bilingual classroom are provided. **Emphasis is on the teaching of Spanish language arts.**

II. RATIONALE
BIEM 4355 is a Bilingual Education delivery system specialization course for bilingual Generalist (EC-6) certification.

III. STATE BOARD STANDARDS FOR TEACHERS:
The state-adopted proficiencies covered in this course include the following:

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

1.1 Teachers design clear, well organized, sequential lessons that build on students’ prior knowledge.

- Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
- Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- Teachers connect students’ prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

1.2 Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices

- Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
- Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
• Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

1.3 Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

• Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
• Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
• Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

1.4 Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

• Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
• Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
• Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
• Teachers promote complex, higher-order thinking, leading class discussions activities that provide opportunities for deeper learning. Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

• Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
• Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

1.6 Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

• Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
• Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
• Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

2.1 Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

- Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
- Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

2.2 Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

- Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
- Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

2.3 Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

- Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
- Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
3.1 Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

- Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

- Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

- Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

3.2 Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

- Teachers organize curriculum to facilitate student understanding of the subject matter.
- Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

3.3 Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

- Teachers teach both the key content knowledge and the key skills of the discipline.
- Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

4.1 Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

- Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
- Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
- Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

4.2 Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

- Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

4.3 Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

- Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
- Teachers maintain a strong culture of individual and group accountability for class expectations.
- Teachers cultivate student ownership in developing classroom culture and norms.

4.4 Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

- Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- Teachers maximize instructional time, including managing transitions.
- Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

5.1 Teachers implement both formal and informal methods of measuring student progress.

- Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
• Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

5.2 Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

• Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
• Teachers involve all students in self-assessment, goal setting, and monitoring progress.
• Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

5.3 Teachers regularly collect, review, and analyze data to monitor student progress.

• Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
• Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

5.4 Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

• Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
• Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

6.1 Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

• Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

6.2 Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
6.3 Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

- Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

6.4 Teachers model ethical and respectful behavior and demonstrate integrity in all situations

- Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
- Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
- Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate

IV. TExES COMPETENCIES:

The ESL Endorsement (Field 154) TExES Program competencies covered in this course include the following:

DOMAIN I - LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

Competency 001: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Competency 002: The ESL teacher understands the processes of first and second language acquisition and uses this knowledge to promote students’ language development in English.

DOMAIN II - ESL INSTRUCTION AND ASSESSMENT

Competency 003: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

Competency 004: The ESL teacher understands how to promote students’ communicative language development in English

Competency 005: The ESL teacher understands how to promote students’ literacy development in English.
**Competency 006:** The ESL teacher understands how to promote students’ content area learning, academic language development and achievement across the curriculum.

**Competency 007:** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

**DOMAIN III: FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS, AND FAMILY AND COMMUNITY INVOLVEMENT**

**Competency 008:** The ESL teacher has knowledge of the foundations of ESL education and types of ESL programs.

**Competency 009:** The ESL teacher understands factors that affect ESL students’ learning and implements strategies for creating an effective multicultural and multilingual learning environment.

**Competency 010:** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

**V. TEXAS EDUCATOR STANDARDS FOR ESL**

**Standard I.** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

**Standard II.** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

**Standard III.** The ESL teacher understands the processes of first and second language acquisition and uses this knowledge to promote students’ language development in English.

**Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

**Standard V.** The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.

**Standard VI.** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

**Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.
VI. Bilingual Education TExES Competencies

**Competency 001** The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

The beginning bilingual education teacher:

- Understands the historical background of bilingual education in the United States including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.
- Understands procedures (e.g. Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement for English Language Learners.
- Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus.
- Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.
- Knows how to create an effective bilingual and multicultural learning environment (e.g. by demonstrating sensitivity to students’ diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of home into the classroom setting, applying strategies to bridge the home and school cultural environment. Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs.

**Competency 002** The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).

The beginning bilingual education teacher:

- Understands basic linguistic concepts in L1 and L2 (language variation and change, dialects, register) and applies knowledge of these concepts to support students’ language development in L1 and L2.
- Demonstrates knowledge of major language components (e.g. phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students’ language development needs in L1 and L2.
- Demonstrates knowledge of stages of first and second-language development and theories/models of first and second-language development (e.g. behaviorists, cognitive), and understands the instructional implications of these stages and theories/models.
- Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional models, strategies, and materials for teaching L1 and L2.
Understands the interrelatedness and interdependence of first-and second-language acquisition and assists students in making connections between languages (e.g. using cognates, noting similarities, and differences).

Knows and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.

Understands cognitive, linguistic, social, and affective factors affecting second-language acquisition (e.g. academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/community environment, literacy background) and uses this knowledge to promote students’ language development in L2.

**Competency 003 The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development of assessment of bi-literacy.**

The beginning bilingual education teacher:

- Knows common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development.
- Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.
- Knows the state educator certification standards in reading/language arts in grades EC-6, understands distinctive elements in the application of the standards for English and for L1 and applies this knowledge to promote bilingual students’ literacy development in L1.
- Knows the statewide language arts curriculum for Spanish in grades EC-6, or the language arts curriculum for languages other than Spanish as appropriate, as specified in the Texas Essential Knowledge and Skills (TEKS) and applies this knowledge to promote bilingual students’ L1 literacy development in EC-6.
- Knows how to help students transfer literacy competency from L1 to L2 by using students’ prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g. in phonemic awareness, decoding skills, comprehension strategies).
- Knows how to apply linguistic concepts (e.g. comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy.
- Knows how to promote students’ bi-literacy (e.g. by maintaining students’ literacy in L1 while developing students’ literacy in L2, by using ongoing assessment and monitoring of students’ level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children’s literature in L1 and L2.

**Competency 004 The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students’ academic achievement across the curriculum.**

The beginning bilingual education teacher:
Knows how to assess bilingual students’ development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.

Knows how to create authentic and purposeful learning activities and experiences both in L1 and L2 that promote students’ development of cognitive-academic language proficiency and content-area concepts as defined in the state educator certification standards and the statewide curriculum (TEKS).

Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students’ cognitive and linguistic development.

Knows various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students’ development of cognitive-academic language and content-area knowledge and skills in L2.

Knows how to differentiate content area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students’ needs.

Competency 005 (Oral language)
The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.

Competency 008 (Literacy Development)
The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of children’s literacy.

Competency 010 (Reading Fluency)
The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

Competency 011 (Reading Comprehension)
The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving their comprehension.

Competency 014 (Development of Written Communication)
The teacher understands that writing to communicate is a developmental process and provides instruction that promotes children’s competence in written communication.

Pedagogy and Professional Responsibilities Standards (EC-Grade 12)

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

VII. Technology Applications Standards

Standard I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard IV. All teachers communicate information in different formats and for diverse learners.

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporate the effective use of current technology for teaching and integrating the Technology Applications Texas TEKS into the curriculum.

VIII. STUDENT LEARNING OUTCOMES

Students in the Bilingual Generalist EC-6 program will:

- demonstrate a depth of knowledge of bilingual education;
- demonstrate a depth of speaking ability in Spanish.
- effectively apply the competencies of a bilingual education teacher in their student teaching experience.

IX. TExES COMPETENCIES for Bilingual Students:

WHICH TExES BILINGUAL EDUCATION TEST SHOULD YOU TAKE?

Bilingual Supplemental TEST 164
Bilingual Certification is for candidates who do not yet have an elementary teaching certificate. This new test combines the previous Bilingual and Elementary Comprehensive tests for those seeking certification in both areas.
Successful TExES Information:

- Attend a TExES Review before the test
- Review competencies regularly during each semester for each class
- Visit the TEA/SBEC website and set an appointment to meet with Rose Zuniga or Carol Pike in the certification office in Faculty Center 233 or 235.
- Review the test
- Take review pretest, review the answers, re-take the test
- Visit the sbec website and click on the following buttons to access the practice tests:
  - www.sbec.state.tx.us/
  - (red button) “Certification Information”
  - ”Testing for Certification”
  - “Study Guides and Preparation Manuals”

- For Certification only: Bilingual Supplemental and the EC-6 Core Subjects

TExES COMPETENCIES for Bilingual Students: Domain I

1. Competency 001: The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program:

   - Understands convergent research related to bilingual education (e.g.: best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
   - Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.
   - Knows how to create an effective bilingual and multicultural learning environment (e.g.: by demonstrating sensitivity to students’ diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).

2. Competency 002: The beginning bilingual education teacher understands processes of first and second language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).

   - Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 & L2.
   - Understands the interrelatedness and interdependence of first and second language acquisition and assists students in making connections between languages (e.g.: using cognates, noting similarities and differences)
3. **Competency 003: The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of bi-literacy.**

The beginning bilingual education teacher:

- Knows common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development.
- Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.
- Knows the state educator certification standards in reading/language areas in grades EC-4, understands distinctive elements in the application of the standards for English and for L1, applies this knowledge to promote bilingual students' literacy development in L1.
- Knows the statewide language arts curriculum for Spanish in grades EC-4 or the language arts curriculum for languages other than Spanish, as appropriate, as specified in the Texas Essential Knowledge and Skills (TEKS) and applies this knowledge to promote bilingual students' L1 literacy development in grades EC-4.
- Knows how to help students transfer literacy competency from L1 to L2 by using students’ prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 & L2 (e.g.: in phonemic awareness, decoding skills, comprehension strategies.)
- Knows how to apply linguistic concepts (e.g.: comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy.
- Knows how to promote student’s bi-literacy (e.g.: by maintaining students’ literacy in L1 while developing students’ literacy in L2, by using ongoing assessment and monitoring of students’ level of proficiency in oral and written language and reading to: plan appropriate literacy instruction in L1 & L2, by including authentic children’s literature in L1 & L2).

X. **COURSE OBJECTIVES AND OUTCOMES**

This course is designed to enable bilingual endorsement/certification students to:

1. Describes the importance of using diverse perspectives in the bilingual education environment to foster a classroom climate in which learners appreciate both the diversity and the similarities of groups and individuals.
2. Discusses the importance of establishing a supportive bilingual learning environment.
3. Demonstrates the importance of providing meaningful contexts with in which learners develop cognitive-academic skills in both languages.
4. Knowledgeable of assessment methods to evaluate students’ affective, cognitive, and linguistic development; to monitor instructional effectiveness; and to shape instruction.
5. Become knowledgeable of laws and guidelines as they relate to bilingual programs.
6. Become knowledgeable of bilingual acquisition processes to foster learners’ communication in their first and second languages.
7. Become knowledgeable of the findings of National Reading Panel in regard to English Learners.
8. Become knowledgeable of factors that may affect language development to foster learning experiences that empower learners in their bilingual development.
9. Demonstrates the importance of providing a print-rich environment to develop literacy in both languages.
10. Plans lessons that show the inter-relationships of listening, speaking, reading, and writing.
11. Become knowledgeable of age-appropriate popular literature, authors, and themes of literature in learner’s first and second languages.
12. Discusses that listening and speaking as active cognitive processes.
13. Demonstrates reading as a process in which the reader interacts with text and context to construct meaning.
14. Develops a knowledge of processes to integrate phonemic awareness and phonics into the primary reading program.
15. Evaluates the role of written language in thinking and communicating.
16. Explore websites that can be resources for teaching reading in bilingual programs.
17. Encourage students’ self-directed learning.
18. To be able to design activities that develop the students’ bilingual language skills.
19. To become familiar with the TEKS related to Spanish Language Arts and STAAR skills for each elementary grade level.

XI. COURSE TOPICS
The major topics to be considered are the following:
- Language Acquisition
- Social and academic language development
- Reading methods in Spanish/Leer Mas I & II
- Oral Language Development
- National Reading Standards: Phonemic awareness, Phonics Instruction, Comprehension, Fluency, Vocabulary
- Phonics, the alphabet, accents, pronunciation, and transference
- Language skills: listening, speaking, reading, writing, and thinking
- Vocabulary development
- Children’s literature/Drama
- Grouping for instruction (Bilingual Categories)
- Process writing in Spanish/Six traits writing
- Parts of speech
- Language Assessment

XII. INSTRUCTIONAL METHODS AND ACTIVITIES
The methods and activities for instruction include the following conducted in English and/or Spanish:
- Lecture and Discussion
- Cooperative Groups
- Resource People
- Videos
Required Textbooks:


XIII. EVALUATION AND GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignment are:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Exam and Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Spanish Literacy Chapter Quizzes</td>
<td>70</td>
</tr>
<tr>
<td>Gramática Básica Chapters</td>
<td>140</td>
</tr>
<tr>
<td>Spanish Journal/Dictados:</td>
<td>50</td>
</tr>
<tr>
<td>3 Lesson Presentations (30 pts.) (Phonics, Comp., Lang. Exp)</td>
<td>90</td>
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<tr>
<td>Strategy Presentation</td>
<td>20</td>
</tr>
<tr>
<td>4 Literature/Readings Presentations</td>
<td>40</td>
</tr>
<tr>
<td>Attendance, Participation, Sharing of Songs, Finger plays, Rhymes and Story (-10 each absence);</td>
<td>40</td>
</tr>
<tr>
<td>Explore &amp; report on a website that can be used in teaching in a bilingual language arts program</td>
<td>10</td>
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<tr>
<td>Mohammed Book</td>
<td>100</td>
</tr>
<tr>
<td>Field Experience (4 hrs.)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>800</strong></td>
</tr>
</tbody>
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Grade Schedule

- 720--800 = A
- 640-719 = B
- 560-639 = C
- 480-559 = D
- Below 479 = F

XIV. COURSE SCHEDULE AND POLICIES:

The student is expected to:

- Be prompt and attend class. It is polite to notify the professor, in the case of your absence. Your grade will be lowered by ten points for each class missed. Late arrivals and early departures from class will be recorded cumulatively and can add up to result in an absence of
Roll is taken once during each class period. It is your responsibility to assure the professor records your presence if you miss roll call.

- Be responsible for any materials missed if absent. Please contact two peers to get missed work, the professor is not responsible for materials and information that you miss. (Get the phone numbers of two peers during first week of class.)
- All written work will be evaluated according to content, organization, grammar and spelling.
- All work is due the night it is assigned. Work turned in late will be docked 20% of the grade. Any work re-done to improve the grade will be considered for 10-20 pts. less of the original possible grade, depending upon the number of times it is re-submitted.
- Participate in class discussion and activities & put forth honest effort in-group work with peers in Spanish. Excessive private discussion during lecture is disruptive and will negatively affect your grade. Your participation grade in large and small group will be evaluated by the professor throughout the semester. Your journal entries should all be written in Spanish. Try to use as much Spanish as possible in both formal and informal ways during this class. Your peers might need the modeling and you might need the practice!
- Be respectful to the professor by not texting or using the cell phone during class. Please put cell phone on vibrate, and do not answer unless you perceive an emergency. Use of cell phone during class will affect your participation grade.

Active Effort toward Spanish Participation and Respectful Attitude in class.

- The professor will make informal observation of student effort toward Spanish use in all classroom activities and assignments. The level and quality of Spanish will NOT be evaluated, rather the effort toward continual Spanish use will be evaluated. Also, it is imperative to respect the different dialects and ability levels of Spanish in our class. Your respect toward peers and toward the professor is a part of your grade.
- Choose a selection from The Bilingual Book of Rhymes, Songs, Stories, and Finger Plays. You will choose a rhyme or a song, or a finger play and a story to present each time. Write questions for the story at every level of Bloom’s Taxonomy. This will be part of your participation grade. You will need your book every class meeting to follow along with the presentations.

Gramática Básica

- For each assigned chapter in the Gramática Básica, you are expected to do the written work in the chapter. You will be graded on the completion of the work in each chapter. There are 28 chapters and is chapter is worth 5 pts toward your grade of 140 pts.
- Please complete your assigned readings and Spanish exercises responsibly. Have these ready to turn in for grading daily. Peer grading will be used for GB assignments to increase student understanding and promote student discussion. You are expected the entire work in each chapter. The professor will check with each student during the class period for completion of chapter work.

Spanish Journal:

- You are to write in Spanish in your Spanish journal during class and
then rewrite the paragraph and keep in the journal. The rough draft and the final product are to be in the journal. Topics for writing will be presented each week in class.

**Field Based Activities**
- You must participate in a language arts class in either English or Spanish, or assist with the testing experiences for 4 hours of field experience at the Early Childhood Development Center or in a bilingual classroom in the school where you are working. At least 2 hrs. must be done at the ECDC. You are to write up a reflection paper after your field work is completed and turn in on the designated date. You will also be invited to help at the Texas Association for Bilingual Education Conference that will be held in Corpus Christi at the American Bank Center on October 15-17 and at the Omni Hotel on the 18th as a volunteer for 8 hrs.

**SCHEDULE FOR BIEM 4355**
- The weekly schedule (subject to change when necessary) for this course is as follows:

**#1 Los Artes de Lenguaje en Español**
- Martes, 27 de Agosto
- **BES 1.001; 1.002; 1.003; 1.004**
  - Course overview
  - TExES Discussion & Activity: REVIEW COMPETENCIES TOGETHER
  - Gramática Básica workbook: Do Unidades 1 & 2
  - Read Chapter 1 in Spanish Literacy Pedagogy for Biliteracy Programs
  - Spanish Language Arts Curriculum
  - Introduction to Leer Mas I
  - **Pick a rhyme, song, or finger play and a story from School Days/Días de Escuela pps. 1-33 to present next week.**

**Daily Routine** (We will conduct each class as much as possible in Spanish)
- Review Gramática Básica
- Journal Writing/Dicotados
- Spanish Journal Sharing
- Peer Comments on Spanish Journal
- Class topic presentation
- Leer Mas I and II
- Sharing from the The Bilingual Book of Rhymes, Songs, Stories, and Fingerplays

**#2 La Enseñanza de la lectura-Métodos Sintéticos**
- Martes, 3 de Septiembre
- **BES 1.002A,B, C, D, E; 1.003 A, B, C, D, E, F.**
  - Spanish Language Arts Curriculum
  - Spanish Language Arts Texas Essential Knowledge and Skills (TEKS)
  - Leer Mas I-Conocimiento Fonologico
  - Dictado en Español-Ideas
  - Read Chapter 2 in Spanish Literacy
  - GB workbook: Unidades 3 & 4
Pick a rhyme, song, finger play and a story from All About Me/Todo acerca de Mi pps. 35 to 70 to share next week.

#3 Métodos Analíticos  Martes, 10 de Septiembre
BES 1.002A, B, 1.003 A, C, D, E, F, G.
Leer Mas-Lenguaje Oral
Chapter 3 in Spanish Literacy
Read Pages 1-5 in Mohammed Book, answer questions and bring to class done.
GB workbook: Unidades 5 & 6
Read Children’s Lit. #1
Dictado en Español-Organización
Pick a rhyme, song, finger play and a story from My Home and Family/Mi casa y mi Familia and/or Friends/Amigos pps. 71-103 to share next week.

#4 Desarrollo de lenguaje oral (oral language development & Phonemic Awareness)
National Reading Panel Standards-Martes 17 de Septiembre
BES 1.002B, C,E,F; 1.003 A, C, D, E, F, G.
GB workbook: Unidades 7 & 8
Present Children’s Lit. # 1
Quiz on Chapter 1 from Spanish Literacy
Dictado en Español-Voz y Vocabulario
Pick a rhyme, song, finger play and a story from Seasons/Las estaciones del año and/or My Favorite Foods/Mis comidas favoritas pps. 106-133 to share next week.

#5 Fonética (Phonics)  Martes, 24 de Septiembre
National Reading Standards-BES 1.002B, C,E,F; 1.003 A, C, D, E, F, G.
GB workbook: Unidades 9 &10
Leer Mas- Conocimiento de la letra impresa
Language Experience Lesson-Lección de Experiencia con Lenguaje due Octubre 1
Read Chapter 4 in Spanish Literacy
Read Children’s Lit. # 2
Dictado en Español-Fluidez
Pick a rhyme, song, finger play and a story from Sounds and Movement/Sonido y Movimiento and/or Celebrations/Celebraciones pps. 144-187 to share next week.

#6 Cuentos-Lectura (Comprehension)  Martes 1 de Octubre
BES 1.002A,B, C,D, E,F; 1.003 A, C, D, E, F, G.
GB workbook: Unidades 11
Leer Mas-Relación entre las letras y los sonidos

Present Children's Lit. # 2
Read Pages 6-26 in the Mohammed Book, answer questions and bring to class done.

Dictado en Español-Uso de la lengua

Pick a rhyme, song, finger play and a story from Rodeo Time/Tiempo del rodeo and or Workers/Trabajadores pps. 188-213 to share next week

#7 Lectura- Métodos Analíticos (Comprehension) Martes 8 de Octubre
National Reading Standards-GB workbook: Unidades 13 & 14

BES 1.002A,B, C,D, E,F; 1.003 A, C, D, E, F, G.

Read Chapter 5 in Spanish Literacy
Quiz on Chapter 2 in Spanish Literacy
Fluidez

Pick a rhyme, song, finger play and a story from Travel/Viajes and or Make Believe/Pretende que… pps. 215-235 to share next week

#8 15 de Octubre Special Session: Meet at the American Bank Center to attend the Texas Association for Bilingual Education Conference

#9 Presentación: Lección de Lectura-Comprehension Martes, 22 de Octubre

BES 1.002A,B, C,D, E,F; 1.003 A, C, D, E, F, G.

Review for Mid-term Exam
Read Pages 27-34 in Mohammed and answers questions,. Bring to class done.

#10 Examen de Medio-Semestre Martes, 29 de Octubre
Mid-Term Exam
GB workbook Unidades 15 & 16
Read Chapter 6 in Spanish Literacy

#11 Escritura (Writing) Martes, 5 de Noviembre
GB workbook Unidades 17 & 18
Leer Mas-Comprensión

Quiz on Chapter 3 in Spanish Literacy
Read Children’s Lit. # 3

Present Strategy #’s 1-5
Dictado en Español-Presentación
Read Pages 35-38 in Mohammed and answer questions, bring to class done.

#12 Escritura Martes, 12 de Noviembre

BES 1.002A,B, C,D, E,F; 1.003 A, C, D, E, F, G.
GB workbook Unidades 19 & 20
Leer Mas-Expresión escrita
Quiz on Chapter 4 in Spanish Literacy
Present Children’s Lit # 3
Present Strategy #’s 6-11
Read Children’s Lit # 4

#13 Lectura en las áreas de contenido Martes, 19 de Noviembre
BES 1.002A,B, C,D, E,F; 1.003 A, C, D, E, F, G;1.004 A, B, C, D, E.

GB workbook Unidades 21 & 22
Present Children’s Lit. # 4
Present Strategy #’s 11-15
Leer Mas II-Vocabulario
Quiz on Chapter 5 in Spanish Literacy

Pick a rhyme, song, finger play and a story from Traditional Tales, Songs, and Rhymes/Cuentos, canciones y rimas tradicionales and/or Circus Time/Tiempo del circo pps. 248-335 to share next week

#14 El Progama de Lectura Integrado (Fluidez, Fluency)
National Reading Standard Martes, 26 de Noviembre
BES 1.002A,B, C,D, E,F; 1.003 A, C, D, E, F, G;1.004 A, B, C, D, E.

GB workbook Unidades 23 & 24 & 25
Present Strategy #’s 16-22
Leer Mas II-
Read Pages 39-43 in Mohammed Book, answer questions and bring to class done.
Quiz on Chapter 6 in Spanish Literacy
Pick a rhyme, song, finger play and a story from Farm Animals/Los animales de la granja and/or Ocean Animals/los animales del mar pps. 349-368 to share next week
Spanish Journal Due
Field Experience Reflection due

#14 Leccion # 3-Reading/Grammar Integrated Lesson Martes, 3 de Diciembre
BES 1.002A,B, C.D, E,F; 1.003 A, C, D, E, F, G;1.004 A, B, C, D, E.

Review for Examen Final
Review workbook Unidades 26 & 27 & 28
Read Pages 44-50 in Mohammed, answer questions and bring to class done.
Present Strategy #’s 23-25
Leer Mas II
Páginas 1-5 Examencito

1. ¿Cuál es la estrategia más importante para ayudar al niño a leer?
2. ¿Qué es un método sintético?
3. ¿Qué es un método analítico?
4. ¿Qué aprende el niño de la lectura en voz alta?
5. ¿Cómo se mantiene la atención del niño con la lectura?
6. ¿Qué tipos de libros son apropiados para niños de la edad primaria y elemental.
7. ¿Qué es un fonema?
8. ¿Cuáles son los métodos fonéticos?

Páginas 6-26 Examencito

1. ¿Qué es el método silábico?
2. ¿Cuál es el orden de presentación de este método?
3. Den un ejemplo de cómo se desarrolla el método silábico.

Páginas 27-34 Examencito

1. ¿Qué es el método onomatopéyico?
2. ¿Cuál es el proceso de método onomatopéyico?
3. ¿Qué es un trabalenguas?
4. ¿Qué es el método global?
5. ¿Cómo se desarrolla el proceso del método global?

Páginas 35-38 Examencito

1. ¿Qué es el método pérceptivo?
2. ¿Cuáles son los pasos de método pérceptivo?
3. ¿Cuál es el objetivo principal para enseñar a los niños en los primeros años?
4. ¿Qué hacen la mayoría de los métodos a esta edad?
5. ¿Cómo se desarrolla el proceso de aprender a leer?
6. ¿Porqué es importante de desarrollar el vocabulario del niño?
7. ¿Cuáles son los componentes de la lectura según los estudios del National Reading Panel?
Páginas 39-43 Examencito

1. ¿Qué es el beneficio de un programa de lectura balanceada?
2. ¿Qué es la lectura balanceada integrada?
3. ¿Qué es la lectura en voz alta? ¿Cómo ayuda al niño?
4. ¿Qué es la lectura compartida?
5. ¿Qué es la lectura guiada?
6. ¿Qué es la lectura en parejas?
7. ¿Qué es la lectura independiente?

Páginas 44-50 Examencito

1. ¿Qué son cinco estrategias para mejorar la comprensión?
2. ¿Cuáles son seis criterios para ser buenos escritores?
3. ¿Cómo usan sus sentidos buenos escritores para agregar detalles a sus historias?
4. ¿Cuáles son 3 letras que pueden causar confusión al niño?

Páginas 51-59 Examencito

1. ¿Cuáles son cinco reglas de ortográficas que deben ser aprendidas durante los primeros años?
2. ¿Qué son otros criterios de buenos escritores notados en la página 52? Escríban Cinco.
3. ¿Qué hacen los buenos escritores cuando hacen un libro de instrucción? Escríban cinco criterios.
4. ¿Qué hacen los buenos escritores cuando escriben sobre sus memorias?
5. ¿Qué es una lluvia de ideas?
6. ¿Qué preguntas se hacen los buenos escritores cuando van escribir sus memorias?

Páginas 60-75 Examencito

1. ¿Qué se incluye en los diferentes subgéneros de la narrativa?
2. ¿Cuáles son las tres partes de la historia?
3. ¿Cómo se pueden enseñar problema y solución?
4. ¿Cuáles son las cinco preguntas que hace un buen cuentista al escribir el cuento?
5. ¿Cómo puede ayudar una Línea de tiempo?
6. Escriba cuatro recomendaciones para escribir una buena respuesta a la literatura.
7. ¿Cuáles son cinco elementos en común de los géneros literarios de ficción?

Páginas 76-98 Examencito
1. ¿Qué son tres características de los mitos y legendas?
2. ¿Qué son fábulas?
3. ¿Quién hizo famosas a las fábulas?
4. ¿Cómo se pueden organizar los reportes?
5. ¿Cuáles son los pasos que lleva un buen lector en el taller de lectura?
6. ¿Qué es la poesía?
7. ¿Cuáles otras áreas de lenguaje se pueden desarrollar con la poesía?

Páginas 99-136

1. ¿Cuáles son cuatro partes del periódico que se deben de enseñar?
2. ¿Cómo se pueden usar un folleto de viaje para enseñar a los estudiantes?
3. ¿Cómo se puede usar una biografía en la clase?
4. ¿Cuáles son las partes de una carta de negocios?
5. ¿Cuál es el propósito del acento?
7. ¿Qué es un triptongo? Den dos ejemplos.
8. ¿Cuáles son las cuatro tipos de palabras y donde llevan el acento? Den dos ejemplos de cada una.
**Grade Appeals***

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 117. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm)
Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A& University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.