Course Change Request

Date Submitted: 01/26/18 10:47 am

Viewing: **BIED 616: Spanish for Bilingual and Dual Language Programs**

Last edit: 01/29/18 8:34 am
Changes proposed by: gbyrns

Catalog Pages referencing this course:
- BIED - Bilingual Education
- CERT-CG34: International Education - Certificate
- CERT-CG27: Hispanic Bilingual Education - Certificate

Programs referencing this course:

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix     BIED  
Course number     616

Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Graduate
Additional Academic Level: Undergraduate
Effective term: **2018-2019**

Complete Course Title:
Spanish for Bilingual and Dual Language Programs

Abbreviated Course Title:
SPAN FOR BILIN/DUAL LANG

Catalog course description:
Understanding of dual language programs; literacy instruction through Spanish: socio-linguistic perspectives on literacy competence and effective instructional practices; guided field experiences.

Prerequisites and Restrictions:
Graduate classification; approval of department head.

Concurrent Enrollment:
No

Should catalog prerequisites/concurrent enrollment be enforced?
No

Crosslistings:
No

Crosslisted With:

Approval Path

1. 01/26/18 3:13 pm
   Shanna Hagan-Burke (shaganburke):
   Approved for EPSY Department Head
2. 01/29/18 8:34 am
   Sandra Williams (sandra-williams):
   Approved for Curricular Services Review
3. 01/30/18 9:22 am
   Melanie Robideau (mrrobydeau):
   Approved for ED Committee Preparer GR
4. 02/13/18 3:41 pm
   Beverly Irby (biryb):
   Approved for ED Committee Chair GR
5. 02/13/18 3:44 pm
   Beverly Irby (biryb):
   Approved for ED College Dean GR
6. 02/16/18 12:48 pm
   LaRhesa Johnson (ljohnson):
   Approved for GC Preparer
7. 03/01/18 3:13 pm
   LaRhesa Johnson (ljohnson):
   Approved for GC Chair
Semester: 3  
Credit Hour(s): Contact Hour(s) (per week):  
Repeatable for credit? No  
Three-peat? No  
CIP/Fund Code: 1302010004  
Default Grade Mode: Letter Grade(G)  
Alternate Grade Modes: Satisfactory/Unsatisfactory  
Method of instruction: Lecture  
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes  

Learning Outcomes: Meets traditional face-to-face learning outcomes.  
Describe how learning outcomes are met or provide justification why they are not met.  
Student learning outcome equivalency is demonstrated in the non-traditional courses (online) courses through quality instruction, active instructor engagement, student participation and learning outcomes by way of interactive activities and/or assignments.  
Instructor delivers weekly lessons via course modules that are designed with daily activities that are by nature rigorous and provide several learning opportunities to engage students and introduce course objectives as well as learning competencies.  
These student learning opportunities incorporate daily assignments and activities that are carried out via discussion boards, scholarly readings, field work assignments, interactive writing assignments, group activities, virtual presentations and action research. Instructor provides weekly feedback and virtual/face-face sessions to reinforce course material and check for comprehension with regards to course objectives and competencies.  

Hours: Meets traditional face-to-face hours.  
Describe how hours are met or provide justification why they are not met.  
Throughout the semester the course layout (weekly lessons) account for more 48 hours of instructional time which adheres to TAMU guidelines regarding three hours of course credit.  
Evaluation for the online course consisted of formative and summative assessments. Formative assessments through daily assignments (interactive activities) where used to assess students’ learning growth and then instructor feedback was provided to supplement the instructional process. Summative assessments were incorporated such as a mid-term exam and final research project to evaluate student learning and mastery of course content at the midpoint and end of the semester.  

Will this course be taught as a distance education course? Yes No  
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No  
Is 100% of this course going to be taught in Texas? Yes  
Will classroom space be needed for this course? No  

This will be a required course or an elective course for the following programs:
Course Syllabus

Syllabus:  Upload syllabus

Upload syllabus  BIED 616 Course Syllabus 2018.docx

Letters of support or other documentation  No

Additional information

Reviewer Comments

Reported to state?  No
Bilingual Education Programs  
Department of Educational Psychology  
College of Education and Human Development  
Texas A&M University  

BIED 616: Spanish for Bilingual Dual Language Programs  
Course Syllabus  
2018  
Summer Term I  

Professor: Dr. Rafael Lara-Alecio  
E-mail: a-lara@tamu.edu  
Office Phone Number: 979-845-3467  
Alternate Instructor: David Jimenez  
E-mail: david.jimenez@tamu.edu  
Office Phone Number: 979-458-0402  
Fax Number: 979-458-0192  

CATALOG COURSE DESCRIPTION  
Understanding of dual language programs; literacy instruction through Spanish: socio-linguistic perspectives on literacy competence and effective instructional practices; guided field experiences.  

REQUIRED READINGS AND OTHER INSTRUCTIONAL MATERIAL  
The readings and instructional material assigned for this course will be posted on the course website. You must have a TAMU computer E-mail account to login into this site. Details will be explained in a separate document.  

COURSE OBJECTIVES  
Through an active participation, it is expected that students will become cognizant of the following:
Goals of Bilingual and Dual Language Immersion (DLI) Programs in the United States and Texas.

The current status of Dual Language Immersion Programs and its implementation in public schools in the United States and Texas.

The process of biliteracy instruction through Spanish from the linguistic, cultural, and pedagogical perspectives in DLI Programs.

The theoretical, meaningful, and functional framework to design effective instructional practices in DLI Programs.

Biliteracy process and the Spanish and English language systems in DLI Programs.

Role of home, community and school settings for developing social and academic language in DLI Programs.

DESCRIPTION
As happens in any course work in the field of bilingual education, this course requires the support from other fields of knowledge, skills and teaching background. To achieve the above objectives, it is expected that participants should be willing to conduct as many readings as possible. This course also requires a strong commitment in working together and sharing classroom and academic experiences involved in the process for acquiring strong language development and biliteracy skills.

PREREQUISITES
Graduate classification, approval of department head.

CONTENT DEVELOPMENT AND MAIN TOPICS
• History, politics, assessment and effective practices for bilingual and dual language programs
  • Theories on language acquisition
  • Pedagogical theories in bilingual programs
  • Research on biliteracy acquisition Biliteracy
  • beyond classrooms
  • Developing biliteracy in a dual language immersion programs
  • Currents issues and future directions affecting bilingual education and dual language programs in public schools in the United States and Texas

COURSE REQUIREMENTS AND MAXIMUM SCORE
For academic purposes, there will be four main criteria in the process evaluating your performance. The four criteria as well as the maximum score for each performance follow:

• Active participation in the online discussions and assignments day by day.
  o To receive a “complete” on each discussion, you must provide a posting and a response to at least one other classmate.
  o Assignments can only be seen by you and your instructor, so you will not be responding to other classmates on assignments. Your instructor will return a
grade ("complete" or "re-do") for each assignment.
  o You must have "completes" on all discussions and assignments to receive full credit for online discussions and assignments.

  • There will be a **Midterm Exam.** Details and rubric for the midterm exam will be explained in a separate document.
  
  • **Final Research Paper.** Each student should be prepared to write a research paper in any academic and current issue related to dual language educational programs. A 10-12 page paper excluding references, double spaced, APA style, 12 point font will be required. Details and rubric will be provided in separate document.

**FINAL ACADEMIC GRADE**

Final grade will be based on the above four main activities. The numerical value for each follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>* Online Discussions</td>
<td>100</td>
</tr>
<tr>
<td>* Online Assignments</td>
<td>100</td>
</tr>
<tr>
<td>* Midterm</td>
<td>100</td>
</tr>
<tr>
<td>* Final Research Paper &amp; Powerpoint Presentation</td>
<td>100</td>
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</table>

Total and maximum score 400 points

**GRADING DISTRIBUTION**

According to the level of performances, there will be three academic grades. Any score less than 300 points is an F.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>Above 375 points</td>
<td>A</td>
</tr>
<tr>
<td>Between 325-375</td>
<td>B</td>
</tr>
<tr>
<td>Between 300-324</td>
<td>C</td>
</tr>
<tr>
<td>Below 300</td>
<td>F</td>
</tr>
</tbody>
</table>

All the discussions and assignments should be attempted. This syllabus is a guide. The professor may make changes as deemed necessary for optimal student learning and performance.

**SUGGESTED READINGS**

All readings will be posted on the course website. Students are also encouraged to bring new readings, positions papers, etc., addressing bilingual and dual language programs in the United States. For optimal learning experiences, please post any literature in bilingual and dual language education on the course site and if possible formulate questions. Open the electronic floor for further discussion.

**SPEICAL SERVICES**

**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for person 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 contact Disabilities Services, currently located in the Disabilities Services building at Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit: http://disability.tamu.edu/

ACADEMIC INTEGRITY STATEMENT AND POLICY
“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

PLAGIARISM STATEMENT
The handouts used in this course are copy-rights. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy them, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worse academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules.

JOURNAL REFERENCES


BOOK REFERENCES


DISSEARATION REFERENCES


# TOPICS

## Week 1 (Lesson Module 1) – Introduction and Foundations

Day 1 & 2 – Intro & BE Foundations (Discussion 1.1 & Assignment 1.1)
Day 3 & 4 - Theory & Benefits of DL (Discussion 1.2 & Assignment 1.2)

## Week 2 (Lesson Module 2) – Characteristics, Design, and Implementation

Day 1 – Final Paper “Step 1: Background” (Discussion) Characteristics (Assignment 2.1 –)
Day 2 – Design (Assignment 2.2 –)
Day 3 – Implementation (Discussion 2.1 –)
Day 4 – DL “Immersion” Programs (Discussion 2.2 –)
Day 5 – Work Day for Final Paper Research Questions + References

## Week 3 (Lesson Module 3) – Instructional Practices

Day 1 – Final Paper “Step 2: Research Questions + References” (Discussion) Instructional Practices (Discussion 3.1 –)
Day 2 – DLI Programs in Texas (Assignment 3.1 –)
Day 3 – Critique of DLI in Texas (Assignment 3.2 –)
Day 4 – Work Day for Final Paper Draft
Day 5 – Work Day for Final Paper Draft

## Week 4 (Lesson Module 4) – Issues to Consider

Day 1 - Midterm Exam Due = Final Paper “Step 3: Final Paper Draft” (Assignment)
Day 2 - Bilingualism & Biliteracy (Discussion 4.1 –
Day 3 - Family Literacy (Assignment 4.1 –
Day 4 - Academic Achievement (Discussion 4.2 –
Day 5 - Final Paper Powerpoint Presentation --

## Week 5 (Lesson Module 5) – Final Paper

Day 1 & 2 - Work on Final Paper Revisions
Day 3 & 4 - Work on Final Paper Revisions
Day 5 - Step 4: Final Paper Assignment