



Course Name: EDBE 4406 Methods & Materials for Teaching Bilingual/ESL
Credit Hours: 3

Semester Taught: Fall, 2020
Course, Time, and Place: Blackboard

Instructor Information:

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| <u>Instructor:</u> Dr. Sandra Rodriguez | <u>Communication Information:</u> Sandra.rodriguez@nmmc.edu | <u>Office Hours:</u> Tuesday: 1:00- 5:00 Wednesday: 9:00- 12:00 |
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Required Text:

Herrera, S. G. & Murry, K. G. (2016). *Mastering ESL and bilingual methods: Differentiated instruction for culturally and linguistically diverse (CLD) students, 3rd Edition*. Allyn & Bacon. ISBN-13: 9780133594973

Required Materials or Readings: Online materials as assigned by instructor.

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble, please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. . Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Catalog Course Description: This course focuses on the understanding of teaching methodologies in the bilingual/ESL classroom. A variety of instructional strategies, techniques, and alternative assessments will be explored with an emphasis on critical reflective practice.

Course Objectives:

1. Explore the multidimensional qualities that define the culturally and linguistically diverse student in today’s classrooms
2. Explore the multidimensional impact of cognitive and academic factors that influence learning for culturally and linguistically diverse students
3. Examine effective program models for working with culturally and linguistically diverse students
4. Analyze and create a collection of research based teaching and learning strategies.
5. Identify, describe and analyze criteria for selecting or creating appropriate and bias free instructional materials for English language development in “content” areas.
6. Develop an understanding of appropriate alternative assessment instruments (portfolios, authentic assessments) in the bilingual/ESL classroom.
7. Expand understanding of reflective practice as a means to improve student achievement and professional growth.

TESOL competencies as listed below.

E. Meaningful learning through multiple paths to knowledge - New Mexico teachers of English as a second language use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways. They



provide multiple paths to help students

develop language proficiency and strengthen understanding of the pertinent disciplines. They effectively use the English language to enhance subject-matter learning; 1-12..

F. Assessment - New Mexico teachers of English as a second language employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress; 1-4.

G. Reflective practice - New Mexico teachers of English as a second language regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice; 1-2.

Bilingual competencies as listed below.

D. Instructional methodology; 1-10.

COE's Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Skills-

2. Utilization of Planning and Assessment tools

Dispositions-

2. A belief that all students can learn

NNMC Student Learning Outcomes

3. Demonstrate commitment to address cultural, social, and ethical responsibilities

Assignment Descriptions/ Alignment:

| Assignment | Course Outcome | Knowledge, Skill or Disposition # in the Conceptual Framework NNMC Student Learning Outcomes | Point Value |
|--|---------------------|---|--------------------------|
| Blackboard participation | 1, 2, 3, 4, 5, 6, 7 | K-1, 2, 3, 5, 7, 8 S-2; D-2 NNMC SLO #3 | 6@ 5 pts. =30 pts. |
| #1 Reflective journal | 1, 2, 3 | K-7 NNMC SLO #3 | 1@ 10 pts. = 10 pts.. |
| Project #1 Teaching Strategies- The Integrated Content Based Lesson | 4, 5, 6 | K-1, 2, 3, 5, 7, 8 S-2; D-2 NNMC SLO #3 | 1@ 10 pts. = 15 pts. |
| Project #2 Teaching Strategies- The SIOP Lesson | 4, 5, 6 | K-1, 2, 3, 5, 7, 8 S-2; D-2 NNMC SLO #3 | 1@ 15 pts. =15 pts. |



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| Project #3 Teaching Strategies- The CALLA Lesson | 4, 5, 6 | K-1, 2, 3, 5, 7, 8 S-2; D-2 NNMC SLO #3 | 1@ 15 pts =15 pts. |
| Final- Reflective Practice | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | K-1, 2, 3, 5, 7, 8 S-2; D-2 NNMC SLO #3 | 1@ 20 pts. = 20 pts. |
| Total Point Possible | | | 100 pts. |

Course Dates, Topics, Assignments:

| Date | Course Topic Weekly Objective | Readings | Assignments/ Due Date |
|--|--|---|--|
| Week #1 09/27/2020 | Welcome- Introduction, course syllabus, assignments, Bb expectations Students will explore and describe the demographics of the modern classroom | Herrera/Chapter 1: Multidimensional Foundations of Methods for CLD Students | 1. Explore the multidimensional qualities that define the culturally and linguistically diverse student in today's classrooms #1 Discussion- Due 09/30/2020 #2 Discussion –Due 10/4/2020 |
| Week #2 10/5/2020 | Students will identify, describe and define the impact of diversity on learning | Herrera/Chapter 2: Cognitive and Academic Dimensions of Methods for CLD Students | 1. Explore the multidimensional qualities that define the culturally and linguistically diverse student in today's classrooms 2. Explore the multidimensional impact of cognitive and academic factors that influence learning for culturally and linguistically diverse students #3 Discussion DUE 10/11/2020 Sunday |
| Fall Break Sunday- October 11- 18 | | | |
| Week #3 10/18/2020 | Students will research, identify and analyze teaching materials that promote first and second language acquisition Students will examine the links between language and cultural identity | Herrera/Chapter 3: Linguistic Dimensions of Methods for CLD Students | 1. Explore the multidimensional qualities that define the culturally and linguistically diverse student in today's classrooms 2. Explore the multidimensional impact of cognitive and academic factors that influence learning for culturally and linguistically diverse students #4 Discussion- DUE 10/25/2020 Sunday |
| Week #4 10/26/2020 | Students will research, identify and analyze research based instructional methods that promote academic success for CLD students | Herrera/Chapter 4: Changing Perspectives in Platform Development for Instructional Methods | #1 Reflective Journal 11/1/2020 Sunday |



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| Week #5 11/02/2020 | Students will research, identify and analyze research based instructional methods that promote academic success for CLD students | Herrera/Chapter 7: The Integrated Content Based Method of Instruction | #5 Discussion Board Project #1 Teaching Strategies- The Integrated Content Based Lesson 11/08/2020 Sunday |
| Week #6 11/09/2020 | Students will research, identify and analyze research based instructional methods that promote academic success for CLD students | Herrera/Chapter 8: The Sheltered Method of Instruction Culture | #6 Discussion- DUE 11/15/2020 Project #2 Teaching Strategies- The SIOP Lesson 11/15/2020 Sunday |
| Week #7 11/16/2020 | Students will research, identify and analyze research based instructional methods that promote academic success for CLD students | Herrera/Chapter 8: The CALLA Method of Instruction | Discussion Board Project #3 Teaching Strategies- The CALLA Lesson - 11/22/2020 Sunday |
| Week #8 11/23/2020 | Students will engage in the practice of reflective practice as a means to improve student achievement and professional growth | Tying it altogether | 11/27/2020 Final- Reflective Practice |

Grading

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|--------------------------|-------------------------|--------------------------|
| A+ 4.33 Outstanding | A 4.00 Outstanding | A- 3.67 Outstanding |
| B+ 3.33 Above Average | B 3.00 Above Average | B- 2.67 Above Average |
| C+ 2.33 Average, Passing | C 2.00 Average, Passing | C- 1.67 Average, Passing |
| D+ 1.33 Below Passing | D 1.00 Below Passing | D- 0.67 Below Passing |
| F 0.00 Not Passing | | |

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.



**Academic Ethics:
Dishonesty in**

connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

