HOUSTON BAPTIST UNIVERSITY
COURSE SYLLABUS

EDBI 4350: Developing in Literacy the Bilingual Classroom–Spring 2012
School of Education
Dr. D. R. Wilson, Interim Dean

COURSE DESCRIPTION

Students taking this course will gain an introductory understanding of the theoretical framework for literacy development in the first language of bilingual students. Students will review current methods of teaching reading and writing. The course will also offer an exploration of the selection and development of activities that promote literacy acquisition in the first language of bilingual students. This class will be taught primarily in Spanish.

COURSE SEQUENCE IN CURRICULUM and PREREQUISITE INFORMATION

Students must have completed EDUC 4301 Curriculum & Instruction in the Elementary School.

INSTRUCTOR INFORMATION
Name: Dr. Lilita Olano   Email: lolano@hbu.edu
Office Phone: 281-649-3216   Office Fax: 281-649- 3912
Office Location: H 327
Office Hours: M: 2:00-5:00; W: 3:00-5:00
                        T-TH: 2:00:4:00
                        F: 11:00-12:00
Other times available by appointment.

LEARNING RESOURCES

Freeman & Freeman (1998). La enseñanza de la lectura y la escritura en español en el aula
        bilingue, Portsmouth, NH: Heineman
Castigan et al (1989), El Sabelotodo, Carmel, CA: Hampton-Brown

RELATION TO THE MISSION OF THE UNIVERSITY

In relation to the stated goals and purpose of the University, this course will promote skills and knowledge necessary for effective teaching, including the creation of a supportive classroom atmosphere, ways to foster creative and critical thinking, appropriate interactions in the teaching/learning processes, and an awareness of and sensitivity to what is included in a preschool curriculum. This course is taught in a Christian environment and emphasizes educational excellence, respect for all persons, personal growth, a sense of community, and service as the students are being prepared for the teaching profession.

RELATION TO THE GOALS AND PURPOSES OF THE SCHOOL OF EDUCATION

The mission of The School of Education is to prepare students to be effective professional educators who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in the art, science and practice of teaching;

- essential learning experiences that will provide a sure foundation of knowledge and wisdom; and,

- an understanding of their Christian mission and calling as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the School of Education, this course will prepare students to function as knowledgeable teachers and scholars who will master the theoretical framework for the teaching of Language Arts, as well as the planning and development of activities to develop students' literacy in their first language in a supportive Christian environment.

COURSE GOALS AND OBJECTIVES

<u>Goals.</u> This course will prepare learners to function as knowledgeable and effective teachers/scholars of students in a bilingual classroom. It will provide students with the theoretical framework for the teaching of Language Arts and Reading in the bilingual classroom, as well as with the actual planning and development of activities to develop the students' literacy development in their first language.

<u>**Objectives:**</u>

1. Prepare students to function as knowledgeable and effective teachers of students who speak English as a Second language.

2. Introduce methodologies used in the teaching literacy in Spanish.

3. Demonstrate the ability to develop and implement activities to teach the four language skills: listening, speaking, reading, and writing.

Upon completion of this course, students should be able to perform each of the skills listed in the course objectives (above) in the context specified in those objectives:

1. Demonstrate knowledge of language and literacy acquisition in the students' first language.

2. Describe and explain different theories on the acquisition of reading and writing.

3. Describe different types of reading that take place in the classroom and implement them with appropriately designed activities and materials.

4. Describe different types of writing that take place in the classroom and design activities to Plan and present a unit that integrates the language arts skills: listening, speaking, reading, and writing.

5. Plan and present a unit that integrates the language arts skills: listening, speaking, reading, and writing.

6. Plan a parental Language Arts project.

SCHOOL OF EDUCATION REQUIREMENTS---TExES STANDARDS
- The list above of student knowledge and skills acquired through the learning experiences in this course supports the TEA Standards for Pedagogy and Professional Responsibilities and Standards.
- A matrix at the end of this document indicates the PPR topics addressed.
- Appropriate grade level TEA guidelines and TEKS are included as part of this course.
- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp

The following TExES Pedagogy and Professional Responsibilities Standards are addressed in part or in full in this course:

Domain I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain 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.

The following TExES EC-6 PPR competencies are represented in this course:
Insert competencies here in the format below:
001   The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
002   The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
003   The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
004   The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
009   The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

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010 The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

012 The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

The following TExES Bilingual/ESL Generalist EC-6 competencies are represented in this course:

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 biliteracy.

Technology Objectives. Following the completion of the course, the student will be able to

1. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information
2. Use technology to synthesize knowledge, create and modify solutions, and evaluate results
3. Communicate in different formats.
5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.

Writing and Oral Standards

Through reading, written assignments, and discussion, students will acquire and demonstrate a basic understanding of goals, issues, and research/theory which inform pedagogical practice in the education of English language learners (ELL's).

TOPICAL OUTLINE

Class Date or Meeting	Topic:	Class Assignment
JAN. 10	Teaching Language Arts Cummins' Model/Alma Flor Ada	Hand-out
JAN. 17	Parent workshops	
JAN. 24	Parent Workshops presentation Reading: 2 approaches	Freeman, Ch..1
JAN. 31	Reading: Word Recognition	Freeman, Ch.2
FEB. 7	Reading: Sociopsycholinguistic Theory	Freeman, Ch.3
FEB. 14	Continued	
FEB. 21	History	Freeman, Ch.4
FEB. 28	Methods	Freeman, Ch.5
MAR. 6	Reading to children, shared reading, guided reading, independent reading	Freeman, Ch.6
MAR. 20	Exam	
MAR. 27	Writing: @ Approaches	Freeman, Cap. 7
APR. 3	Writing: @ Approaches	
APR. 10	Word Banks/ Grammar/ News of the Day The Language Experience Approach	
APR. 17	Literary Genres, Fairy Tales, Legends, and Adventures, Different versions of a story Puppets, masks, dramatizations, and posters Letter writing Planning	
APR. 24	Presentations	

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TEACHING/LEARNING STRATEGIES
Course activities include lecture/explanation; class discussion; cooperative learning activities; written homework and short project assignments which require research, summarizing of information, and reflection; and fieldwork which involves observation, application of theory to practice, synthesis and evaluation.

ASSESSMENT FOR LEARNING

Course Requirements. The following will be required:

1. Regular and prompt attendance

2. Active participation in daily activities and discussions

3. Study of assigned readings

4. Class presentation

5. Parents' Project Unit

6. 1 exam, 1 final

Course Requirements

The following criteria will be used to determine a weighted **average**:

1. Exam = 20%

2. Final = 20%

3. Unit (written & oral presentation) = 40%

4. Field = 10%

5. Parents Project = 10%

The following grading scales will be used to determine each student's course grade.

Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 68-75 (D); <68 (F) 3.

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.

As part of the overall grade for indicated assignments/projects/papers/presentations, you are required to upload your effort to your electronic portfolio following the specific directions for that task. (http://stuweb.hbu.edu/faculty/dwilson/Student_Professional_Portfolios/index.htm).

Student Appraisal. Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies: Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Academic Honesty: Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course will be submitted to the plagiarism prevention software, **Turnitin.com** on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process which must include the class identification number and class password.

In accordance with FERPA, and to best protect the students' privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student's name and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality, the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Five (5) points will be deducted if the professor is unable to easily match the paper copy to the Turnitin submission of the student's paper.

Children in Classroom: In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance.

Classroom Behavior Expectations: The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating

discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

Class Assignments.

- All assignments are to be word-processed (12 pt font, 1 inch margins, double-spaced, no cover page). **Print on only one side of the paper.** Points will be deducted and/or the effort revised if these directions are not followed.

- All submissions should be grammatically correct as well as free from misspellings. This is an essential skill for professionals. For that reason, each grammatical error or misspelling will be subject to a 5 point deduction from the total grade for the assignment.

- **Formal Standard English.** It is expected that all oral and written communication be in formal Standard English, including all e-mail correspondence. In written work, penalties will be assessed for difficulties with organization, clarity, punctuation, capitalization and usage as well as use of informal language/slang—even if the content is appropriate.

- All work should include page numbers.

- No copies of PowerPoint slides are required.

- All classwork efforts (papers/projects and topics) are to be original work that has not been submitted previously or simultaneously or addressed in any other manner in another course.

- All work submitted electronically must have the **student's last name** in the title of the file/attachment.

- APA Formatting. All references and resources should be cited using the American Psychological Association (APA) style. Questions regarding that style will be welcomed and a style manual is available for viewing. Here is a very helpful website: **http://owl.english.purdue.edu/owl/resource/560/01/**

Early Alert: As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy: All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

Grievance Procedures: The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Incomplete Grades: Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students

with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

Late Work: All assignments are expected to be completed in their entirety by the beginning of class on the due date, even if the student is not in class. Late work is strongly discouraged. Work may be submitted late ONLY (with proper documentation for illness or other emergency situations) within the following TWO calendar days, including weekends, for a maximum grade value of 80. No work will be accepted after that deadline passes. As professionals it is imperative to complete responsibilities and tasks in a timely, effective manner. [If work is returned for revision, it is expected to be re-submitted as directed by the professor regarding the due date and the maximum grade value of the revised effort.]

Missed Tests: All the tests must be taken on the day and at the time which they are scheduled. Make-up tests will be given ONLY when the following criteria have been met: prior notification (24 hours) of your need to miss the test and a legitimate reason for missing the test. Legitimate reasons include documented illness, death in the family, etc. A make-up test will be written by the professor and will be given at a time mutually agreed upon by both the professor and student. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Learning Disabilities/Academic Accommodations: Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, www.hbu.edu/504 for all accommodation policies and procedures.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Lilita Olano

*Lilita Olano*_____   November 28, 2011_____

Syllabus Acknowledgement Statement-Syllabus Information

I am aware of all topics listed and mentioned in this course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to these listed:

- *Course description, Course sequence in the curriculum and pre-requisite information*
- *Instructor information, Learning resources*
- *Relation to the purpose statement of the University, Relation to the School of Education and goals and purposes*
- *Course objectives, Overview/purpose of the course, Aims for the course, On completion of this course, students will be able to.............*
- *The School of Education requirements---TExES competencies, Technology objectives*
- *Topical outline*
- *Teaching/learning strategies*
- *Assessment for learning, Course Requirements*
  - *NOTE: The use of Blackboard and ONLY the HBU e-mail system are required components of this course.*
  - *NOTE: Graduate students will complete a project/paper/presentation which must be pre-approved. A written proposal must be submitted in advance on the assigned date.*
- *Grading Standards*
  - *It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.*
- *Student Appraisal*
- *Academic Honesty, Current Faculty Policy re: Academic Honesty*
- *Grievance Procedures*
- *Absence and Tardy Policy, Late Work, Missed Tests, Incomplete Grades*
- *Class Assignments*
- *Children in Classroom, Learning Disabilities*
- *Classroom Behavior Expectations*
- *Early Alert, Email Policy*
- *Electronic Devise Use in the Classroom*
- *APA Formatting, Turnitin Statement, FERPA (Family Education Rights & Privacy Act)*
- ***The content of this outline and the attached agenda are subject to change at the discretion of the professor.*

By signing this **Syllabus Acknowledgement Statement**, I affirm that I have read and understand the contents of this course syllabus. I understand that at any time during the course, I may request clarification, if needed.

_____

Printed Name   Signature   Date

(After thoroughly reading this syllabus and the following page on cheating and plagiarism, please **print and sign BOTH pages** for submission to the professor by the second day of class **and** submit via Blackboard. Thank you.)

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PLAGIARISM AND CHEATING

Plagiarism and Cheating for Paper Writing/Projects:

1. If you copy another person's paper/project and turn it in as your own, then that is plagiarism.
2. If you copy a paper/project from the Internet or cut and paste parts of Internet articles and turn them in as your own, that is plagiarism.
3. If you copy another paper/project, make changes to it, and submit it as your own, that is plagiarism.
4. If you copy part of someone else's paper/project, research, or book and put it in your paper without a reference to the original, then that is plagiarism.
5. You cannot submit a paper/project or large parts of a paper/project you have done for another class to this class. Always get a professor's approval before using a prior work or topic from a different class.
6. Getting someone to write parts or all of your paper/project is cheating.
7. Changing references or making up references for a paper/project is cheating.
8. If seven or more words are taken directly from another source it must be quoted and referenced.
9. Giving an old paper/project to someone else to plagiarize or doing someone else's paper/project is conspiracy to cheat.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your paper or reports. This is called plagiarism. Cheating and plagiarism are not allowed in this class. If a student cheats and/or plagiarizes, then the student will fail this course.

Cheating on a Test: Any attempt during a test to consult with notes or another person about answers to a test will constitute cheating. Looking on someone else's test constitutes cheating. If you let someone look at your test paper during the test taking period both the person looking and the helper will receive a "0" for the test and/or fail this course. It is NOT your job to help your friends out during a test. Using stolen tests or "borrowed" tests in which to study for an exam is cheating and will result in the student failing this course.

Other areas of cheating and plagiarism may not been listed. However, you are responsible for knowing them. DO YOUR OWN WORK.

I have read and understood all of these items on this page.

_____
Printed Name   Signature   Date

[For ALL Students: For any student research, paper, project, and or presentation, I agree NOT to use a topic or effort that has been previously used in any other coursework at HBU or other institution.] (Please initial here.) _____

Please submit this to the professor along with the Syllabus Acknowledgement page.

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

*Source: TEA Audit Monitoring Handbook 2009

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experience/Product
II, IV	**2. Code of Ethics**	Texas Educators' Code of Ethics TAC§ 247.2	
I, II, III	**3. Child Development**	Programs will teach a variety of theories for child development.	
I, II, III,	**4. Motivation**	Programs will select from a variety of theories and methods appropriate for teaching motivation.	
I I, II, III	**5. Learning Theories**	Programs will teach a variety of learning theories	Course reading, discussion, class activities, and assessment.
I, III	**6. TEKS Organization,**	http://ritter.tea. state.tx.us/TEKS/	
I, III	*7.* **Content TEKS**	http://ritter.tea. state.tx.us/TEKS/	TEKS are researched for the unit plan and lesson plan activities
I, II, III	**9. Curriculum Development and Lesson Planning**	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	
I, III	**10. Classroom Assessment and Diagnosing Learning Needs**	Programs will select from a variety of theories and methods appropriate for teaching formative assessment to diagnose learning needs and other types of classroom assessment.	
II, IV	**11. Classroom Management**	Programs will select from a variety of theories and methods appropriate for teaching classroom management.	
I, II, III, IV	**12. Special Populations** ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed *See TEA Special Education Recommendations Attachment*	**A. ESL/ Bilingual** 1. learning strategies 2. listening 3. speaking 4. reading 5. writing **B. G/T** 1. Learner characteristics and development 2. Instructional strategies 3. Socio-cultural influences 4. Identifying GT **C. Special Education** 1. Acronyms/Terms 2. Modifications/ Accommodations 3. Inclusion 4. Parent Involvement 5. Discipline	Course reading, discussion, class activities, and assessment.
III, IV	**13. Parent Conferencing and Communication Skills**	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	
I, III	**14. Instructional Technology** http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	**SBEC Tech . Stds. for All Teachers** 1.Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize	Students use technology to share their presentations of the unit projects for the course. Blackboard is used for many tasks: submitting work, communication, grading, etc.

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		knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology **TEKS** for students.	
I, III, IV	**15.Pedagogy/ Instructional Strategies** *http://olc.spsd.sk.ca/DE/PD/instr /index.html*	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	
I, II, III, IV	**16. Differentiated Instruction**	Programs will teach a variety of instructional strategies suitable for differentiating instruction.	
IV	**17. Certification Test Preparation** (6 clock hours required)	Testing study guides, standards, frameworks, competencies www.texes.ets.org	Addressed in other required coursework.

Parent Project (10 pts)

Design a parental workshop that models a literacy activity for parents and students following one of Alma Flor Ada's models.

Unit Assignment (40 pts)

> ___ a) Reading to Children (objectives, names of book(s), and activities)
> ___ b) Shared Reading (objectives, names of book(s), and activities)
> ___ c) Guided Reading (objectives, names of book(s), and activities)
> ___ d) Library Center (objectives and activities) (Books/graphic organizer)
> ___ e) Writing Center (objectives and activities) (Graphic organizer/Big Book, individual book)
> ___ f) Writer's Notebook Center (objectives and activity)
> ___ g) Post Office Center (objectives and activities) (Letter)
> ___ h) Listening Center (objectives and activities)
> ___ i) Lesson plan
> ___ j) TEKS

Rubric

Descriptor	Exemplary 5	Very Good 4	Appropriate 3	Needs Improvement 1-2
Parent Project	Exemplary presentation of activity and books. Agenda includes detailed information on activities.	Very good presentation of activity and books. Agenda includes necessary information on activities.	Appropriate presentation of activity and books. Agenda includes basic information on activities.	Incomplete presentation of activity and books. Agenda does not include enough information on activities.
Unit Types of Reading	Exemplary description of: -Reading to Children -Shared Reading -Guided Reading Includes: objectives, names of book(s), and activities	Very good description of: -Reading to Children -Shared Reading -Guided Reading	Appropriate description of: -Reading to Children -Shared Reading -Guided Reading	Incomplete description of: -Reading to Children -Shared Reading -Guided Reading
Centers: Objectives	Exemplary inclusion of objectives	Very good inclusion of objectives	Appropriate inclusion of objectives	Incomplete inclusion of objectives
Activities	Thorough inclusion of activities in the centers: -Library Center (Books/graphic organizer) -Writing Center (Graphic organizer/Big Book, individual book) -Writer's Notebook Center (activity) -Post Office Center (letter) Listening Center (Books and activity) -Word Center (Word	Very good inclusion of activities in the centers	Appropriate inclusion of activities in the centers	Incomplete inclusion of activities in the centers

Bank, 2 activities)			

Assessment Rubric for Field Experience Project

Observations on the following:

1. Ways to include parents in their children's literacy development (20 points)
2. Theories and methods for the teaching of reading and writing (30 points)
3. How to plan a Language Arts unit that integrates listening, speaking, reading and writing. (30 points)
4. Use of technology in the classroom (20 points)
5. Journal

   One entry for each designated day. Written in multiple paragraphs describing what you experienced/thought/felt/learned: not just descriptions of what you did & saw--& info about the designated topic.

6. Field Experience Log. All parts completed appropriately, including signatures & total number of hours: 15 (5 points penalty if not included)

Websites
Bilingual/ESL Classrooms http://highered.mcgraw-hill.com/sites/0072982365/student_view0/

Course Content and Related Topics Bibliography
See Learning Resources
Caulkins, L. (1986). The Art of Writing. Portsmoth, NH: Heineman
Ferreiro, E. & Teberoski, A. (1979). Los sistemas de escritura en e desarrollo del niño. Mexico: Signi Veintiuno Editores
Classical References

Aristotle (350 B.C.E.). *Nicomachean ethics. (*Part of the Internet Classics Archive):

http://classics.mit.edu/Aristotle/nicomachaen.html or in McKeon, R.—Editor *(1941).*

Basic works of Aristotle. Random House

Benjamin, H.R.W., (1939). Saber-*tooth curriculum, including other lectures in the history of*

Paleolithic education, McGraw-Hill.

Bloom, B, 1956. *Taxonomy of educational objectives: Handbook I, The cognitive domain.* New

York: David McKay & Co.

Dewey, J. (1916). *Democracy and education.* New York: McMillan.

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. City: Basic Books.

Glasser, W., (1968). *Schools without failure*. New York: Harper & Row.

Goodlad, J. (1984). *A place called school*. New York: McGraw-Hill.

Kounin, J. (1970). *Discipline and group management in classrooms*. New York: Holt,

Reinhardt and Winston.

Paul, R. and Elder, L. (2006). *The art of Socratic questioning.* Dillon Beach, CA: Foundation for

Critical Thinking.

[Socrates did not leave writings; however, his questioning strategies remain an important instructional strategy. This book is a seminal explanation of how to use Socratic questioning.]