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SUL ROSS STATE UNIVERSITY  
Department of Languages and Literature  
Fall 2007

### BSL 4329 Content Areas for the Bilingual Student

**DESCRIPTION:** In this course we will be looking at the ways to integrate theories of bilingualism, second language acquisition, cultural transmission and content in order to develop effective teaching strategies and methods for the success of ESL and bilingual students. We will examine the interplay between theory and classroom application.

Elements of the following Texas Standards (related to the new TExES) are addressed:

#### Bilingual Education Standards:

Standard II: The Bilingual Education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

Standard III: The Bilingual Education teacher knows the process of first- and second-language acquisition and development.

Standard VI: The bilingual education teacher has a comprehensive knowledge of content-area instruction in the L1 and L2.

#### English as a Second Language Standards:

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 effect ESL students' learning of academic content, language and culture.

Standard VI: The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

#### LEARNING OBJECTIVES:

By the end of this course the student will be able to:

1. define key terms and concepts related to content areas and second language learning;
2. identify problem areas within content areas for second language learners;
3. develop lesson plans that address second language learners' needs;
4. know key content area vocabulary in Spanish;

5. develop exercises for math and science in Spanish using the appropriate vocabulary;
6. evaluate content area text books as to their appropriateness for second language learners.

#### Required Textbook & Materials:

Bilingual and ESL Classrooms: Teaching in multicultural contexts, 4th ed. By Carlos Ovando, Virginia Collier and Mary Carol Combs

Condemned without a Trial: Bogus Arguments against Bilingual Education  
Stephen Krashen

#### REQUIREMENTS:

1. You will need to respond to each of the 10 discussion board postings and reply to at least one other student's response for each question. Discussion Board postings must be at least 50 words long.
2. two vocabulary quizzes
3. 3 textbook reviews (science, math and social studies)
4. lesson plans for a content area unit. You will develop a content-area unit. This unit will include comprehensive lesson plans, all necessary materials including handouts, homework and tests. Your unit will need to cover a minimum of one week's worth of lessons, but may be longer. You will need to include what language and cultural appropriate material and methodology would be needed to present the lessons in both English and Spanish. Your unit is to be submitted via the assignment function. If this is not possible because of the nature of the materials you are including you may submit the unit in a 3-ring binder. Your content area unit is due on Dec. 7th.

To contact me and for all e-mail submissions for this course use BSL 4329 in the subject line.

You must use your Sul Ross e-mail account. This is the account you are registered with and all communications from me will be to that address.

**DUE DATES:** Points will be subtracted for work submitted after the posted due dates.

#### GRADING:

There are a total of 1000 points available for this course.

900-1000 A  
800-899 B  
700-799 C  
600-699 D  
below 600 F

1. Discussion Board Participation 100 points
2. Vocabulary Quizzes 200 points
3. Textbook reviews 300 points (100 points each)

4. Lesson Plan Unit 300 points

5. Vocabulary in Spanish Assignments in 100 points (50 points each)

**REGISTRATION:** students are responsible for dropping themselves from the course should they decide not to continue. Do not assume the instructor will do this for you. The last day to drop with an automatic "W" is November 6th.

The professor reserves the right to change this syllabus if the need arises.