

The School of Education and Behavioral Sciences

Houston Baptist University

Course Syllabus

EDBI 3335 Spanish Writing Workshop

Spring 2013

COURSE DESCRIPTION

This course provides students with strategies to write fluently in Spanish. Techniques emphasize the steps of the writing process. Students use self-editing and peer collaboration to produce a portfolio of their work.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Prerequisites: Admission to the Teacher Preparation Program and EDUC 4301 or EDUC 4311.

DATE AND TIME OF CLASS MEETINGS

Thursday 4:00-6:30

ROOM NUMBER

Hinton 125

INSTRUCTOR INFORMATION

Name/Title:

E-mail:

Office Phone:

Office Location:

Office Hours:

LEARNING RESOURCES

Course Text(s):

Olano, Lilita. (2005). *Escribir: Un camino a Ti mismo*. Corpus Christi, TX American Publishing & Binding Co .ISBN 97800010156355

Cisneros, Sandra, (1994). *La casa en Mango Street*. New York, NY: Random House, Inc.
ISBN 9780679755265

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help students develop critical and creative thinking, compassion, responsibility, ethics, professionalism and a continuing interest in learning

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 help students build a foundation of techniques for developing writing skills in Spanish. Knowledge and skills developed in this class will be applicable to the teaching of writing in the EC-6 Bilingual/ESL classroom.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Demonstrate effective writing ability in Spanish
2. Apply writing techniques
3. Share their writing
4. Apply the steps of the writing process
5. Develop a project based upon notebook entries organized in a specific literary form, such as non-fiction (memoirs, quotes, reflections, overheard conversations), or poetry.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO TExES AND IDA STANDARDS

- The course learning objectives acquired through the experiences in this course support both the TEA Standards for Pedagogy and Professional Responsibilities and Standards and the International Dyslexia Association (IDA) Standards for Reading.
- A matrix at the end of this document indicates the PPR topics and IDA standards addressed in this course.
- Appropriate grade level TEA guidelines and TEKS are referenced 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>

TExES Standards.

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

- * *The developmental characteristics of students at the early childhood to grade 6 levels, including developmentally appropriate examples and instructional strategies, are defined in the italicized information included with the standards.*

The following TExES EC-6, PPR competencies are represented in this course:

002 The teacher understands student diversity and knows how to plan student experiences and design assessments that are responsive to differences among students and that promote all students' learning.

The following TExES Bilingual Education/ESL Standards are addressed in part or in full in this course:

Bilingual Education Standards: Domain I

Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language

The following TExES (Bilingual 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.

The beginning 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 the state educator certification standards in reading/language arts in grades EC–4, 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.

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

1. Writing objective: (course objectives 1,4, and 5)
2. Oral objective: (Course objective 3)
3. Technology (Project completion, Objective 5)

IDA Standards.

The following International Dyslexia Association (IDA) Standards are addressed in part or in full in this course:

Knowledge Component:

A. Structured Language Teaching: Handwriting, Spelling, and Written Expression

1. Explain the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).
2. Describe grade and developmental expectations for students' writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Sources of Ideas for Writing
 - Memories
 - Overheard Conversations
 - Books
 - Dreams
 - Reflections
2. Stages of the Writing Process
 - Composing
 - Revising
 - Editing
 - Publishing
3. Implementing the Writing Workshop Process in the Classroom

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Reflection (both oral and written)
3. Media presentations
4. cooperative learning activities integrating content objectives with academic language objectives and learning strategy objectives

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements

Assignment*	Learning Objective(s)	Standards ²	Point Value
Daily entry writing, Morning pages, Artist dates record	1, 2, 3,4	IDA E-6. Written 1 &2	20%
Paper	1, 2, 4	PPR 002 BL/ESL I, S IV BL 003 IDA E-6. Written 1 &2	20%
Project	1, 2, 3, 4, 5, 6, 7, 8	PPR 002 BL/ESL I, S IV BL 003 IDA E-6. Written 1 &2	60%
Project Areas Assessed			
• Composing	1, 2, 4, 5 (10%)	PPR 002 BL/ESL I, S IV IDA E-6. Written 1 &2	
• Revising	1, 2, 4, 5 (10%)	PPR 002 BL/ESL I, S IV IDA E-6. Written 1 &2	
• Editing	2, 4 (20%)	PPR 002 BL/ESL I, S IV IDA E-6. Written 1 &2	
• Publishing	3 (10%)	IDA E-6. Written 1 &2	
• Presentation	3, 5 (10%)	PPR 002 BL/ESL I, S IV BL 003	

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TExES competencies, IDA reading standards, PPR, Bilingual, and ESL standards previously listed.

Grading Standards

School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

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

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 should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. 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.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Carol McGaughey

Instructor’s Signature

EDBI 3335 Spanish Writing Workshop
TENTATIVE SCHEDULE

Date	Topic	Class Assignment
January 10	Introduction. Routines: morning pages, artist dates Ch. I Memories elicited by something you see. CH. II	
January 17	Memories by something you've heard. CH. III	
January 24	Memories elicited by scents or tastes. CH. IV	
January 31	Overheard conversations. CH.V	
February 7	Collections. CH.VI	
February 14	Dreams. CH.VII	
February 21	Books. CH.IX	
February 28	Reflections. CH.X	
March 7	Composing CH. XI	
March 21	Revising: CH. XII	
March 28	Revising: CH. XII	
April 4	Editing. CH. XIII	
April 11	Editing. CH. XIII	
April 18	Publishing. CH.XIV	
April 25	Project Presentation	
	Final Exam	

** Changes to the tentative agenda will be made as warranted by the professor with timely student notification.*

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

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

- course description; course sequence in the curriculum and pre-requisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of School of Education;
- course learning objectives;
- TExES competencies covered;
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- additional policies for this class: **attendance**, late work, missed tests and electronic devices; and
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

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 own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If you share answers in any way, both students will receive a "0" for the test and/or fail this course. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a "0" and/or course failure. **DO NOT:**

- copy another person's paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor's approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.

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

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then put it in your class folder.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

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/bilingual/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 <i>See TEA Special Education Recommendations Attachment</i>	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/edstancertfieldlev1.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 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.	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.

I, III, IV	15. Pedagogy/ Instructional Strategies <i>http://olc.spsd.sk.ca/DE/PD/instr/index.html</i>	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.

Assignment Descriptions and Rubrics.

Project

Complete the following steps:

- I. COMPOSING 10 pts
 - i. Select your favourite entries
 - ii. Find the common thread
 - iii. Plan your project
 - iv. Include memories, reflections, quotes, overheard conversations

- II. REVISING 10 pts
 - i. Extension
 1. Have you said everything that needs to be said?
 2. Have you reflected on your writing? What have you learned?
 - ii. Enrichment
 1. Describe the characters
 2. Describe the setting
 3. Include characters' words
 4. Extend a moment

- III. EDITING 10 pts
 - i. Grammar
 1. Verb tense consistency
 2. Subject-verb agreement
 3. Gender-number agreement
 4. Use of language
 - ii. Vocabulary
 - iii. Punctuation
 - iv. Spelling

- IV. PUBLISHING 10 pts
 - i. Cover
 - ii. Dedication
 - iii. Table of Contents
 - iv. Biography

- V. PRESENTING 10 pts

Rubric

Descriptor	Exemplary 10	Very Good 8-9	Appropriate 7	Needs Improvement 1-6
Composing	Exemplary selection of entries, finding a common thread, planning of project	Very good selection of entries, finding a common thread, planning of project	Appropriate selection of entries, finding a common thread, planning of project	Incomplete
Revising	Exemplary extension and enrichment	Very good extension and enrichment	Appropriate extension and enrichment	Incomplete
Editing	Exemplary grammar, punctuation, vocabulary, spelling	Very good grammar, punctuation, vocabulary, spelling Minor errors that do not compromise meaning	Appropriate grammar, punctuation, vocabulary, spelling Errors that may interfere with comprehension	Errors that hinder meaning
Publishing	Exemplary cover, dedication, table of contents, biography	Very good	Appropriate	Incomplete
Presenting	Outstanding oral presentation/impact on the audience	Very good oral presentation/impact on the audience	Appropriate oral presentation/impact on the audience	Inadequate oral presentation/impact on the audience

Paper: Write a 7-10 paper that describes and analyzes the effects of implementing the writing workshop format in your classroom. Cite 6 research sources to support your findings.

Rubric

Descriptor	Exemplary 10	Very Good 8-9	Appropriate 7	Needs Improvement 1-6
Procedures	Outstanding description of the writing workshop in your classroom	Very good description of the writing workshop in your classroom	Appropriate description of the writing workshop in your classroom	Incomplete description of the writing workshop in your classroom
Analysis	Outstanding analysis and measurement of program effectiveness	Very good analysis and measurement of program effectiveness	Appropriate analysis and measurement of program effectiveness	Inadequate analysis and measurement of program effectiveness
Research Citations	Outstanding inclusion of 6 or more research citations	Very good inclusion of 5 research citations	Appropriate inclusion of 4 research citations	Inadequate inclusion of research citations (3 or less)