



EDUC 658 Section 1
Practices and Strategies for Bilingualism/ Multilingualism and
Biliteracy/Multiliteracy Development
CRN #22419
Online Course
Spring 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

This course is designed for experienced and beginning teachers in dual language and multiple language contexts concerned with learning about the most effective classroom practices and teaching strategies to meet the needs of diverse learners in today's diverse and multicultural multilingual classroom settings. This course will provide a comprehensive, pluralistic approach to research-based practices on dual language instruction and multilingualism in education in a global perspective. In this course students will focus on one language other than English of their choosing from their context as a native language reference point, as well as English language learning from that cultural and linguistic perspective. Students will learn about the listening/speaking, reading and writing processes in their chosen other language and English through readings, lecture, demonstrations, classroom discussions, and the involvement with children in various literacy tasks across languages. Special emphasis will be given to the choosing of culturally relevant texts and the teaching of language through content and themes. Practical research-based strategies for teaching English language learners, majority language speakers, and indigenous languages will be explored and practiced in the course as the content provides educators with opportunities to think about ways in which biliteracy plays out in the social, cultural, political, and everyday lives of their learners.

COURSE CONTENT OBJECTIVES AND OUTCOMES

In this course students will:

1. Investigate effective strategies for dual language instruction using one native language of their choosing and English as the other language.
2. Demonstrate an understanding of different theories and research of literacy development in order to select appropriate approaches for teaching listening/speaking, reading and writing in the bilingual classroom.
3. Know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for bilingual students across languages.
4. Know and implement a variety of research-based teaching strategies and techniques for developing and integrating English and one other language of their choosing in listening/speaking, reading, and writing for accessing the core curriculum.
5. Become familiar with a wide range of context specific standards-based materials, resources, and technologies, and choose, adapt, and use them in effective bilingual, English as a Second Language (ESL), and content teaching for their particular dual language context.
6. Assess purposes and outcomes of translanguaging, making cross-linguistic connections, and effective bridging between languages.
7. Demonstrate comfort and skills in management of a multilevel differentiated classroom and be prepared as a dual language or multi language education 'expert' to scheduling for two (or more) languages.
8. Explore a variety of techniques responding to different learning styles and language proficiency levels (e.g., positive interactions between teachers and students and among students, reciprocal interaction model of teaching with genuine dialogue)
9. Become aware of cooperative learning or group work situations, including: students working interdependently on tasks with common objectives, individual accountability, social equity in groups and classroom and extensive interactions among students to develop bi/multilingualism.
10. Develop and understand language input that uses sheltering strategies to promote comprehension and visual aids and modeling instruction, allowing students to negotiate meaning, keeping students' interests, relevant material, of sufficient quality, and challenging to promote high levels of language proficiency and critical thinking.
11. Knowledge of the need for language policy to encourage students to use instructional language, monolingual lesson delivery, the needs of all students, and students integrated for the majority of the instruction.
12. Understand the impact of institutionalized discrimination and oppression and its impact on bilingualism and biliteracy development for learners and their families.
13. Awareness of the adaptation process (experienced by all immigrants in the U.S. and other developed countries and vice versa) and its consequences in communication as related to bilingualism and biliteracy development.

Course Online Learning Goals

This course will be mainly taught through online learning, students will:

1. Participate in online learning experiences that provide an opportunity to reflect and experience perspectives from various communities.
2. Experience active learning, interaction, participation and collaboration among students in the online environment.
3. Collaborate with colleagues to build an online community using respectful communication skills that reflect an awareness of self and others, along with an ability to convey ideas in a variety of contexts.
4. Utilize a variety of media and content to achieve content objectives in the online environment.
5. Understand how to utilize a safe, legal and ethical application of digital information and technology including respect for copyright, intellectual property and the appropriate documentation of resources.
6. Participate in projects and assignments that meet content objectives and measure student achievement of learning goals.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments. All assignments will be submitted online. Details will be provided on Cougar Courses.

GENERAL CONSIDERATIONS

Scope

The context for, and scope of this course is approved by the faculty of the School of Education in development of the program approval documents. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE). The NCATE elements addressed in this Dual Language Certificate are the following: Professional Knowledge and Skills, Professional Dispositions, Pedagogical Content Knowledge, and Student Learning.

Professional Disposition

The School of Education mission statement and professional standards are the driving force behind all readings and activity related to this class. This course addresses many sensitive and controversial topics. We will be exploring these topics together and striving to expand our perspectives by considering the diverse lenses through which fellow educators see educational issues. Keep in mind that all students are expected to demonstrate professional behavior at all times. Professional behavior is defined herein as one that *consistently* demonstrates integrity, responsibility, tolerance, and respect for self and others. All students are expected to listen to different opinions, consider and reflect in depth on other points of view, and deal proactively with constructive criticism. Any unprofessional behavior is grounds for process and review of the candidate's continued participation in this course and/or program progress. Dispositions and rubric for social justice, collaboration, critical thinking, professional ethics, reflective teaching & learning, and life-long learning can be found at the School of Education, CSUSM website at <http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all online learning sessions and participate actively. At a minimum, students must attend more than 80% of class time or s/he may not receive a passing grade for the course at the discretion of the instructor. ***Said attendance presumes preparation for course with readings and assignments done prior to each class session.*** Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For this course: In this online course, active participation weekly is required in order to create an environment that nurtures and builds online community. Please schedule regular periods of time (at least twice weekly and/or at least every 3 days). **Modules begin on Tuesday each week and end on Monday of the following week (see online schedule of modules).** The modules are planned to require approximately 4 hours per week. This course will require 100% online participation. Students will need to use an up-to-date computer and operating system that has the ability and speed to listen to audio and video clips.

Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. If you miss three (3) class sessions, you cannot receive a passing grade for the class. **Not participating on an online session (class) will be considered an absence from class.** Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence. Unless extraordinary circumstances are made known, this is not negotiable.

Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Katherine Hayden, Interim Director of the School of Education.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. **This manual is a required textbook for all CSUSM School of Education graduate-level courses.**

IMPORTANT COURSE PROTOCOLS & CONSIDERATIONS

Protocols

1) Discussion Posting (Value Added Model)

When replying to a posting in the discussion area (or through a Web Blog) by another student, instructor, or guest, you should **respond to the person by name and refer to their comments** within your posting. **To Add Value**, your response must do one of the following: **give an example** of what the prior post had described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. Peers will also be asked to review how others conform to this aspect of the course discussions.

2) Participation

It is expected that all participants have an active presence in the online community (see attendance policy). Organize each week so that you **visit the course Cougar Course shell every 2-3 days**. This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to listen to audio and video clips. **It is your responsibility to check these capabilities out as soon as you begin the course** and have a plan for completing and accessing these resources regularly.

My role will be to “facilitate” and to intervene or redirect class discussions as necessary, rather than to exclusively lecture on a weekly basis, or be the main focus of the class. You will work to develop your knowledge base through the readings, discussions, presentations, activities and assignments. Multiple approaches, methods, and teaching experiences are necessary strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work, and online work. *Note: I reserve the right to change, add to, or delete any material or assignment from the course.*

3) Assignment Questions

A “**Questions**” Forum provides a place for questions. This forum is allows everyone to benefit from having access to instructor responses to questions about the course, activities, and/or assignments. Please review the posted questions before posting your question(s). Instructor will respond to posts within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email or phone. Other participants may also respond to questions when they have information that will help others.

4) Technical Help

There is technical support through the student Help Desk located at Kellogg 2013. The Help Desk is open Mon-Fri from 8:00 AM to 5:00 PM, but closed on weekends. Their contact information is (760) 750-6505 or sth@csusm.edu.

Important Considerations

- Assignments are due when noted on the Module directions and assignment links.
- **All assignments should be based on thoughtful reflection**, and submitted only after final edits, proof-read and word-processed.
- **Contact instructor in advance** of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.
- **Grading (points) of coursework and activities** will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.

- **Remember to cite** all information obtained from others completely in APA 6th Edition format. References and/or citations are sometimes required.

COURSE REQUIREMENTS

Class Structure

This course is structured as a graduate-level class. The success of an online course is dependent upon each and every participant being well prepared. **As noted elsewhere, being prepared means that all readings and assignments and other preparations are done *prior* to each online session.**

Grading Policy & Grading Scale

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit; they will be ranked on grade lower. Please manage your time and plan accordingly. Assignments must be double-spaced and with standard margins unless completed in class. Written assignments will be graded with rubric scales for content and context (detail, logic, synthesis of information, depth of analysis, etc.) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc.). All assignments should reflect graduate level composition and use APA format. *Note: Professor reserves the right to change, add to, or delete any material or assignment from the course.*

The following grading scale will be used for this MA/graduate course:

93 – 100	A;
90 – 92	A-;
88 - 89	B+;
83 – 87	B;
80 – 82	B-
79 – below	Failing

Students must receive a B- or higher in all coursework in order to be eligible for or remain in the School of Education graduate programs.

Required Texts

De Jong, E. (2011). *Foundations for multilingualism in education: From principles to practice*. Philadelphia: Caslon.

Hamayan, E., Genesee, F., & Cloud, N.. (2013). *Dual Language Instruction from A to Z: Practical Guidance for Teachers and Administrators*. Portsmouth, NH: Heinemann.

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). *Guiding principles of dual language education*. (2nd ed.). Washington, DC: US Department of Education and National Clearinghouse for English Language Acquisition.
http://www.cal.org/twi/Guiding_Principles.pdf (download free)

The sixth edition of the Publication Manual of the American Psychological Association (APA) is a required textbook for all CSUSM School of Education graduate-level courses (see www.apa.org).

Class Participation and Assignment Points

- Attendance, Participation, & Professional Disposition for online classes at instructor's discretion 10 points
- Reading Discussions 10 points
- Writing Samples Analysis Project 20 points
- Languages in the Classroom - Interview 20 points
- Content Specific Group Project 20 points
- 2 World Cafés 5 points
- Online Classroom Activities 15 points

Total 100 points

Description of Assignments

1. Attendance/ Active Participation/Professional Dispositions (10 points)

You are expected to attend all class sessions and participate actively during online discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. ***Please see attendance policy in this syllabus.*** Your professional disposition is related to how you conduct yourself in class and in our online community. Dispositions and rubric for social justice, collaboration, critical thinking, professional ethics, reflective teaching & learning, and life-long learning can be found at the School of Education, CSUSM website at <http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>.

2. Reading Discussions (10 points)

Individually or in pairs, students will lead a class discussion on the required weekly readings during our online forums. Students should identify 2-3 critical questions from the readings to lead the discussion. All students should reference the readings in their questions (discussion leaders) and in their responses (participation in discussions). Participants will post a response and respond to 2 other students' responses during the week through value added comments.

Discussion Leader:

(5 points)

Participation in ALL Reading Discussions:

(5 points)

DUE: Readings throughout the semester

3. World Cafés (2 sessions) (5 points)

The World Café is a conversational process based on a set of integrated design principles that reveal a deeper living network pattern. This is a place where practitioners can share their experiences and learn from each other, as well as ask questions. It is a place for all of us to experience deep and meaningful conversations about those things that really matter to our dual language community. You will need to use an up-to-date computer and operating system that has the ability and speed to listen to audio and video clips.

4. Online Classroom Community Activities (15 points)

These are activities related to our course topics and readings. It is crucial that all students engage in our online conversations in order to be part of the community and debrief the content through various modes, such as journals, forums, videos, interviews, surveys, etc. "A community is defined as a dynamic whole that emerges when a group of people share common practices and identify themselves with something larger than the sum of their individual relationships" (Palloff & Pratt, 2007). Communities are formed around issues of identity and shared values; they are not necessarily place-based (Palloff, 1996). You will need to use an up-to-date computer and operating system that has the ability and speed to listen to audio and video clips.

Written Assignments

Note: For the following written assignments, please consult the APA Manual (6th edition) for proper formatting and presentation guidelines (see www.apa.org). **Submission:** All 3 core written assignments must be submitted in college **paper format**. Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

5. Assignment #1 - Writing Samples Analysis Project (20 points) **See rubric for Assignment 1 at end of syllabus**

Purpose: The aim of this assignment is for you to have an opportunity to think about what it means to function in a biliterate academic environment. Your work in analyzing the writing samples should push you to want to create the type of scaffolded biliteracy and cross-linguistic analysis learned from our readings and discussions.

Choose 2 unedited writing samples of one bilingual student who is beginning to write (kindergarten through 3rd grade) or students who are learning both languages in the upper grades (4th and up). One sample should be in English and one in the other native language of the same child, if possible. Analyze the writing using the materials/textbooks for the course. Type up the analysis conclusions and include a photo or scanned copy of each writing sample with your analysis of cross-linguistic resources the student is using or evidence of translanguaging. For this project, find writing that is NOT perfect, preferably a first draft for your analysis.

Option 1: If you are not teaching in a dual language classroom, perhaps you can borrow sample writings from a colleague at a DL school or classmate to do your analysis.

Option 2: If you are not teaching in a dual language classroom, perhaps you can observe a DL program during Spanish and English time (any grade level) and see how students interact with the language(s) during instruction and with their peers (in groups or with partners). Write about your observations as students use cross-linguistic resources or evidence of translanguaging.

Turn in your assignment via class Moodle. Late assignments do not receive full points. Two points will be subtracted per day late. Check syllabus for due dates. We will share assignment during our World Café 1.

6. Assignment #2 - Languages in the Classroom – Interview (20 points) **See rubric for Assignment 2 at end of syllabus**

Purpose: The purpose of this assignment is for you to examine the issues of **diglossia** in an upper grade or middle school classroom. Diglossia is defined as two varieties of the same language (dialects) or different languages that exist side by side within a geographical area. One language may be used in different situations and for certain functions, while the other language may be seen or used for different purposes in society. For example, “A language community may use a minority language at home, for religious purposes and in social activity, but uses the majority language at work, in education and when experiencing mass media” (Baker, 2011, p. 67). This status of languages in society may identify people and languages with power and prestige.

Interview a teacher, a parent or a student in an upper grade or middle school classroom in your geographical area about the status, use and functions of the languages represented in their classrooms. How are these languages used for instructional purposes? How are the languages perceived by the teachers, students and/or parents? What vested interests do teachers, students and/or parents have toward these languages? How do students and/or parents position themselves according to language identification? Is one language more prestigious than the other? If so, how has that been determined or defined by the teachers, students, and/or parents.

Carry out the interview pertaining to the issues of diglossia in an upper grade or middle school classroom. Type up what you based on the questions provided above. Write a conclusion about the implications of diglossia in relation to social groups and status in the classroom, students' preferred mode for interpersonal communication, and how students seem to identify themselves based on language and culture. Include a bibliography of articles related to diglossia to support your evidence (e.g. citations in your paper).

Option: If you do not have access to dual language participants (teacher, students, parents) at a local school, you can interview someone you know who has learned a second language, preferably someone who has immigrated and has learned your country's national language as a child or adult. Provide an analysis of the person's experiences, views and skills in the languages, as well as how he/she functions in society through the use of the two or more languages (diglossia). Follow directions above for paper.

Turn in your assignment via our class Moodle. Projects will be shared with community. Late assignments do not receive full points. Two points will be subtracted per day late. Check syllabus for due dates. We will share assignment with our online community.

7. Assignment #3 - Content Specific Group Project (20 points)
See rubric for Assignment 3 at end of syllabus (Assignment 5a & 5b)

Purpose: The purpose of this assignment is to enable collaborative groups to further synthesize and refine their thinking and application of the course learnings in an interactive group response to a hypothetical case in a bilingual classroom.

In this assignment, candidates will be placed in random groups of 3 or 4 assigned with a content area of Math, Reading, Social Science, or Science. Groups will be asked to develop a meaningful lesson for students acquiring the target language with newly adopted Common Core State Standards (CCSS) or the national curriculum standards in your country of residence (e.g. majority of USA uses CCSS). A scaffold will be provided. Candidates will be placed into groups early in the term and given the assignment midway so that you can develop your community strategy and response by the time the assignment is due. It will help if there are roles assigned to the members (e.g., researcher, team leader, resource gatherer, logistics engineer, time manager, etc.). Pending proposal approval, groups are free to work on final papers.

Your group is required to provide a proposal for this assignment. The instructor may provide additional guidelines. The instructor must approve all proposals before groups proceed with assignment. Check syllabus for due dates. We will share assignment during our World Café 2.

TENTATIVE COURSE SCHEDULE

The following page includes a tentative course schedule. Professor may adjust readings or assignments as dictated by the needs of the course.

Our class agendas may include some or all of the following:

- Discussion of the readings; explanation of assignments
- Seminar, lecture and dialogue of ideas (forums), journaling
- Group work/collaboration; sharing resources/strategies, World Cafés
- Guest speakers or pod casts
- Video clips
- Cougar Course online interactions
- Other activities

EDUC 658 -Practices and Strategies for Bilingualism/ Multilingualism and Bileracy/Multiliteracy Development Online Class Modules Updated 1/15/2015			
Week Start Day	Module	Topics	Readings & Assignments
Week 1 1/20/15	1 released Tuesday	Getting Started Course Overview & Introductions Weekly reading discussions.	Reading posted in our CC: Ch 2 <i>Recontextualizing Community</i> (Palloff & Pratt, 2007)
Week 2 1/27/15	2 released Tuesday	Elements of Online Community and Introduction to Guiding Principles of Instruction in DL Education Norms, & continue Introductions. Understanding the guiding principles of instruction in dual language education. Weekly reading discussions.	Reading posted in our CC: Ch 2 <i>Communities of Practice</i> (Wenger, McDermott & Snyder, 2002); Online reading: <i>Guiding Principles</i> (GP), Strand 2 pp. 62-67; GP Strand 3 pp. 68-75 (Howard et al., 2007) [download GP from Center for Applied Linguistics (CAL)] http://www.cal.org/twi/Guiding_Principles.pdf
Week 3 2/3/15	3 released Tuesday	Striving for Educational Equity Educators as decision makers & negotiators; impact of institutionalized discrimination & oppression on bilingualism & biliteracy development for learners/families. Multilingualism as norm and desired goal. Weekly reading discussions.	Textbook readings: Ch 1 – <i>Decision Makers</i> (de Jong, 2011) & Ch 2 – <i>Norms & Desired Goals</i> (de Jong, 2011)
Week 4 2/10/15	4 released Tuesday	Pathways for Multilingual Development Literacy, Bileracy & Multiliteracy. Approaches to multilingualism. School practices for curriculum and assessment of bilinguals. Sociocultural & critical literacy/multiliteracy approaches. Weekly reading discussions.	Textbook reading: Ch 3 – <i>MM Development</i> (de Jong, 2011); Reading posted in our CC: Ch 14 – <i>Multiliteracy</i> (Baker, 2011)

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Week Start Day	Module	Topics	Readings & Assignments
Week 5 2/17/15	5 released Tuesday	Principles for Multilingual Schools Globalization & language issues with threat of English as a power language. Language policies for educational equity. Structuring for integration. Diglossia. Weekly reading discussions.	Textbook readings: Ch 8 – <i>Principles of Multilingual Schools</i> (de Jong, 2011); & Ch 11 – <i>Structuring for Integration</i> (de Jong, 2011) Reading posted in our CC: <i>Language Status in Two-Way Bilingual Immersion</i> (Hernandez, 2015)
Week 6 2/24/15	6 released Tuesday	Language Use in Education: Promoting additive bi/multilingualism, purposes and outcomes of translanguaging, making cross-linguistic connections, and effective bridging between languages Weekly reading discussions.	Textbook reading: Ch 10 – <i>Additive Bi/Multilingualism</i> (de Jong, 2011); Reading posted in our CC: <i>Translanguaging: Origins and Development</i> (Lewis et al., 2012) <i>Translanguaging: Conceptualization & Contextualization</i> (Lewis et al., 2012)
Week 7 3/3/15	7 released Tuesday	Best-Practice Teaching Strategies Curriculum & instruction; content & language development, management of a multilevel differentiated classroom; sheltered instruction. What does the research tell us about DL programs? Groundwork for planning effective DL Programs. Weekly reading discussions.	Textbook Reading: Ch 1 – <i>DL Education</i> ; & Ch 2 – <i>Planning DL Program</i> (Hamayan, et al., 2013); Due Assignment 1
Week 8 3/10/15	8 released Tuesday	World Café 1 Showcase of Programs & Community Contexts; Community Building	Online presentations
Week 9 3/17/15	9 released Tuesday	Language Development & Academic Achievement in Two-Way Immersion Program Model Differences; planning curriculum across programs & grades. Research on Latino students & parent education in DL programs. Weekly reading discussions.	Textbook Readings: Ch7 – <i>Program Models & Outcomes</i> (de Jong, 2011); Ch 5 – <i>Language Teaching in DL Programs</i> (Hamayan, et al., 2013); Reading posted in our CC: <i>Latino Students in DL Programs</i> (Lindholm-Leary & Hernandez, 2011)
Week 10 3/24/15	10 released Tuesday	Affirming Identities Integration & engagement of students in various settings; ascertaining cross-cultural equity in small group discourse; deconstructing and repurposing cooperative learning. Weekly reading discussions.	Textbook Readings: Ch 9 – <i>Affirming Identities</i> (de Jong, 2011); Reading posted in our CC: <i>Alternative Discourse in Two-Way Classroom</i> (Palmer in Fortune & Tedick, 2008)
3/30/15- 4/3/15	SPRING BREAK		

**EDUC 658 -Practices and Strategies for Bilingualism/ Multilingualism
and Biliteracy/Multiliteracy Development**
Online Class Modules
Updated 1/15/2015

Week Start Day	Module	Topics	Readings & Assignments
Week 11 4/7/15	11 released Tuesday	Planning for Instruction Practical guidance on lesson development and biliteracy instruction; techniques responding to different learning styles and language proficiency levels. Learning how to bridge two languages within a unit. Weekly reading discussions.	Textbook Reading: Ch 3 – <i>Planning for Instruction</i> (Hamayan, et al., 2013) Reading posted in our CC: <i>Strategic Use of Two Languages</i> (Beeman & Urow, 2013) Due Assignment 2
Week 12 4/14/15	12 released Tuesday	Working with Curricular Standards Incorporating the national & state standards into the day-to-day practices (dialogue across world standards); assessing standards; context specific standards-based materials, resources, and technologies. Understanding instructional counterbalance in form-focused feedback during teacher-student interactions. Weekly reading discussions.	Textbook Reading: Ch 4 – <i>Teaching Academic Content</i> (Hamayan, et al., 2013); Reading posted in our CC: <i>Counterbalance in Immersion Pedagogy</i> (Lyster & Mori in Fortune & Tedick, 2008) Online - Download the following: Common Core State Standards (CCSS); Spanish CCSS; CA ELD Standards; and your state or regional/country standards.
Week 13 4/21/15	13 released Tuesday	Special Education Needs & Struggling Learners Decision-making, differentiation, scaffolding, interventions for bi/multilingual students. Weekly reading discussions.	Readings posted in our CC: Ch 5 – <i>Teachers & Struggling Learners</i> (Fortune & Menke, 2010)
Week 14 4/28/15	14 released Tuesday	Vibrant Languages & Successful Global Communities A general framework for language policy and DL education. Understanding English as a global language and diversification. Weekly reading discussions.	Textbook Reading: Ch 4 – <i>Linguistic Diversity & Globalization</i> (de Jong, 2011) Ch 5 – <i>Language in Education</i> (de Jong, 2011)
Week 15 5/5/15	15 released Tuesday	World Café 2 Showcase of lesson presentations & course evaluations. Sharing about your linguistic diversity & cross-cultural communities	Online Presentations Due Assignment 3
All assignments, requirements and due dates are available in our Cougar Course. Participants should check regularly for updates under Announcements.			

Optional - Release forms included below in case they are needed by candidates.



STUDENT RELEASE FORM

Dear Parent/Guardian:

I am participating this school year in a graduate program at California State University San Marcos. The primary purposes of my program are to enhance student learning and encourage excellence in teaching.

A current project requires that short videotapes of lessons taught in your child's class be conducted. Although the videotapes involve both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear on the videotape. Also, at times during the year, I will be asked to submit samples of student work as evidence of teaching practice, and that work may include some of your child's work.

No student's name will appear on any materials that are submitted. All materials will be kept confidential. The form below will be used to document your permission for these activities.

Sincerely,

_____, Teacher

_____, Principal

PERMISSION SLIP

Student Name: _____

I am the parent/legal guardian of the child named above. I have received and read the letter above and agree to the following:
(Please check appropriate line below.)

_____ **I DO** give permission to you to include my child's image on videotape as he or she participates in class and to reproduce materials that my child may produce as part of the activities. No names will appear on any materials.

_____ **I DO NOT** give permission to videotape my child or to reproduce materials that my child may produce as part of the classroom activities.

Signature of Parent of Guardian: _____

Date: _____



FORMULARIO DE AUTORIZACIÓN

Estimado padre o madre de familia, encargado o tutor:

Este año soy uno de los participantes en un programa de estudios avanzado en la Universidad de California, San Marcos. El propósito de este programa es mejorar el aprendizaje de los alumnos y fomentar la excelencia en la enseñanza.

Este proyecto requiere que yo exhiba videos de las lecciones que doy en el grupo de su hijo(a). Aunque en los videos aparecen el maestro y sus estudiantes, la atención se centra en el maestro y su manera de enseñar, no en los estudiantes. Al grabar mi clase, su hijo(a) podría aparecer en el video. También, se le pide al maestro que exhiba muestras del trabajo de sus estudiantes en varias ocasiones durante el año como evidencia de su práctica de enseñanza. El trabajo de su hijo(a) podría ser incluido en esas muestras.

Los apellidos de los estudiantes no aparecerán en los materiales que se exhiban. Todos los materiales serán confidenciales. El formulario que aparece abajo será utilizado como prueba de su autorización para que su hijo(a) pueda ser incluido(a) en estas actividades.

Atentamente,

_____, Maestro(a)

_____, Director(a)

AUTORIZACIÓN

Nombre del (de la) Estudiante: _____

Yo soy padre, madre, encargado o tutor legal del (de la) estudiante que se menciona arriba. Ha recibido y leído su carta y expreso lo siguiente:

(Por favor marque abajo en el cuadro correspondiente)

_____ **DOY** mi autorización para que la imagen de mi hijo(a) aparezca en el video al participar en clase y para que se haga copia de los materiales que él (ella) pueda llegar a producir como parte de sus actividades en el salón de clases. Los apellidos de los estudiantes no aparecerán en los materiales que el maestro exhiba.

_____ **NO DOY** mi autorización para grabar a mi hijo(a) ni para que se haga copia de los materiales que él (ella) llegue a producir como parte de sus actividades en el salón de clases.

Firma del padre o madre, encargado o

Tutor: _____ Fecha: _____

EDUC 658 - PRACTICES AND STRATEGIES FOR BILINGUALISM/ MULTILINGUALISM AND BILITERACY/MULTILITERACY DEVELOPMENT

Assignment 1: Writing Samples Analysis Project

NOTE: Assignment must meet a minimum of 80% (B-) for a passing grade

Name _____

Date Submitted _____

EDUC 658 - Practices and Strategies for Bilingualism/ Multilingualism and Biliteracy/Multiliteracy Development

Criteria	Developing - 2	Approaching – 3 points	Meets – 5 points
Student addressed course objectives and content scope of the assignment by providing evidence of their thinking about what it means to function in a biliterate or multi literate academic environment.	Little overall evidence indicating shallow student thinking about what it means to function in a biliterate or multi literate academic environment with regard to course objectives and assignment criteria. Little or no evidence of criteria being met.	Some overall evidence indicating some student thinking about what it means to function in a biliterate or multi literate academic with regard to course objectives and assignment criteria. Criteria met at superficial level.	In depth overall evidence indicating extensive student thinking about what it means to function in a biliterate or multi literate academic environment with regard to course objectives and assignment criteria. Substantial evidence criteria has been met.
Student addressed content scope of the assignment by including 2 unedited writing samples (1 in English and one in other language) of one student who is beginning to write or learning to write in a different language (kindergarten through HE).	Little or no evidence of unedited writing samples (1 in English and one in other language) of one student who is beginning to write or learning to write in a different language (kindergarten through HE). Little or no evidence of criteria being met.	Evidence including 1 or 2 partially complete unedited writing samples (1 in English and one in other language) of one student who is beginning to write or learning to write in a different language (kindergarten through HE). Criteria met at superficial level.	Evidence including 2 complete unedited writing samples (1 in English and one in other language) of one student who is beginning to write or learning to write in a different language (kindergarten through HE). Substantial evidence criteria has been met.
Student addressed content scope of the assignment with regard to providing an analysis of the writing using the materials/textbooks for the course, including conclusions and a photo or scanned copy of each writing sample.	Little or no provision of an analysis of or fewer partially complete writing samples using the materials/textbooks for the course, including few if any conclusions, a photo, or scanned copy of the writing samples. Little or no evidence of criteria being met.	Some provision of an analysis of 1 or 2 partially complete writing samples using the materials/textbooks for the course, including some conclusions, a photo, or scanned copy of the writing samples. Criteria met at superficial level.	In depth provision of an extensive analysis of 2 complete writing samples using the materials/textbooks for the course, including conclusions and a photo or scanned copy of each writing sample. Substantial evidence criteria has been met.
Student addressed content scope of the assignment with regard to providing an APA aligned assignment.	Little or no provision of an APA aligned assignment. Little or no evidence of criteria being met.	Some provision of an APA aligned assignment. Criteria met at superficial level.	Extensive provision of APA alignment. Substantial evidence criteria has been met.

Assignment 2: Languages in the Classroom – Interview

NOTE: Assignment must meet a minimum of 80% (B-) for a passing grade

Name _____

Date Submitted _____

EDUC 658 - Practices and Strategies for Bilingualism/ Multilingualism and Biliteracy/Multiliteracy Development

Criteria	Developing - 2	Approaching – 3 points	Meets – 5 points (20 pts. Total)
Describe how languages are used for instructional purposes in an upper grade or middle school classroom.	Limited description of how languages are used for instructional purposes in a classroom. Lacked explanation on the functions of the languages in the classroom	Satisfactory description of how languages are used for instructional purposes in a classroom. General statements on the functions of languages.	Detailed and in depth description of how languages are used for instructional purposes in a classroom. Thoroughly explained the language functions within the classroom.
Explain how students and/or parents position themselves according to language identification.	Limited explanation of how students and/or parents position themselves according to language identification. Lacked explanation.	Satisfactory description of how students and/or parents position themselves according to language identification. General statements reported.	Detailed and in depth explanation of how students and/or parents position themselves according to language identification. Well articulated explanation.
State implications of diglossia in relation to social groups and status in the classroom, students' preferred mode for interpersonal communication, and how students identify themselves based on language and culture.	Conclusion lacked implications of diglossia in relationship to social groups, status, interpersonal communication, and identity.	Conclusion satisfactory explanation of the implications of diglossia in relationship to social groups, status, interpersonal communication, and identity. General concluding statements reported.	Detailed and in depth conclusion of implications of diglossia in relationship to social groups, status, interpersonal communication, and identity. Insightful implications about languages in the classroom..
Paper meets conventions of APA paper format at graduate level writing skills based on directions given in syllabus.	Poor paper without clear headings, subheadings and cogent analysis. Lacked APA style. Paper does not meet CSUSM graduate level writing.	Satisfactory paper with headings, subheadings and analysis. Inconsistent use of APA writing at graduate level. Double-spaced, 5-10 pages in length.	Excellent paper with clear headings, subheadings and cogent analysis. Consistent with APA writing guidelines at graduate level. Double-spaced, 3-5 pages in length. Included references used.

Assignment 3: Content Specific Group Project – Lesson Plan

NOTE: Assignment must meet a minimum of 80% (B-) for a passing grade

Criteria	Developing - 2	Approaching – 3 points	Meets – 5 points
<p>Student addressed content scope of the assignment by working in collaborative groups to further synthesize and refine thinking and application of learnings in an interactive group response to developing a bilingual or multilingual lesson for the DL classroom.</p>	<p>Collaboration: Little to no evidence of student working as a member of a collaborative group to synthesize and refine thinking and application of learnings in an interactive group response to a lesson plan a bilingual or multilingual classroom. Little or no evidence of criteria being met.</p>	<p>Collaboration: Some evidence of student working as a contributing member of a collaborative group to synthesize and refine thinking and application of learnings in an interactive group response to a lesson plan in a bilingual or multilingual classroom. Criteria met at superficial level.</p>	<p>Collaboration: Extensive evidence of student working as a fully contributing member of a collaborative group to further substantially synthesize and refine explicit thinking and application of learnings in an interactive group response to a lesson plan in a bilingual or multilingual classroom. Substantial evidence criteria has been met.</p>
<p>Student addressed content scope of the assignment in that content specific group project integrated resources, readings, and skills gleaned from the course.</p>	<p>Lesson Components: Infeasible or developing content specific group project (lesson development) partially if at all integrated resources, readings, and skills gleaned from the course. Little or no evidence of criteria being met.</p>	<p>Lesson Components: Somewhat feasible content specific group project (lesson development) mostly integrated resources, readings, and skills gleaned from the course. Criteria met at superficial level.</p>	<p>Lesson Components: In depth well developed content specific group project (lesson development) extensively integrated resources, readings, and skills gleaned from the course. Substantial evidence criteria has been met.</p>
<p>Student addressed content scope of the assignment in that students were able to develop a meaningful lesson for students acquiring the target language.</p>	<p>Lesson Development and Language Use: Likely infeasible and poorly developed lesson for students acquiring the target language (e.g., Spanish in the USA, etc.) making little to no use of the students’ home language (e.g. Spanihs) as a basis for learning. Little or no evidence of criteria being met.</p>	<p>Lesson Development and Language Use: Somewhat explicit, likely feasible, and mostly meaningful lesson developed for students acquiring the target language (e.g., Spanish in the USA, etc.) making some use of the students’ home language (e.g. Spanish) as a basis for learning. Criteria met at superficial level.</p>	<p>Lesson Development and Language Use: Explicit, feasible, and meaningful lesson well developed for students acquiring the target language (e.g., Spanish in the USA, etc.) making extensive use of the students’ home language (e.g. Spanish) as a basis for learning. Substantial evidence criteria has been met.</p>
<p>Student addressed content scope of the assignment using APA in a manner that was understandable and organized to explain ideas.</p>	<p>Quality of Lesson Organization: Poorly developed final written paper using APA in a manner that is difficult to understand and is poorly organized with little to no detail provided. Little or no evidence of criteria being met.</p>	<p>Quality of Lesson Organization: Developed final written paper using APA in a manner that is understandable and organized to explain ideas. Criteria met at superficial level.</p>	<p>Quality of Lesson Organization: Well developed final written paper in a manner that is clearly understandable and well organized to explain ideas. Substantial evidence criteria has been met.</p>