

**California State University San Marcos  
School of Education**

**EDUC 654**

**Biliteracy Education II: Methodology and Cultural Contexts**

Spring 2012

CRN 21546

**Tue 5:30pm – 8:15pm**

**U Hall 444**

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### **School of Education Mission Statement**

The mission of the School of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by the COE Governance Community October, 1997)*

### **Course Description**

This course, conducted in Spanish, addresses bilingual methodology and the cultural contexts for bilingual education and bilingualism in California public schools. The theories, pedagogy and principles of second language acquisition are examined including inter- and intra-communication, transferability and the interrelatedness of the domains of language. The course explores the sociopolitical, historical and economic role that Latinos and their cultures play in the USA, including the implications for learning and instruction in public schools in California and the United States. *Conducted in Spanish*

### **Teacher Performance Expectation (TPE) Competencies**

This course is designed to help teachers seeking the Multiple and Single Subjects Credential and/or an “add-on” Bilingual Authorization to their credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

#### **TPE 16: Biliteracy**

Candidates for the teaching credential who desire advanced certification in the area of biliteracy will be able to pursue a *Bilingual Authorization in Spanish*, entailing preparation on addressing the needs of English learners while demonstrating proficiency in English and Spanish. Candidates, upon completion of the program, will be able to know and apply first and second language pedagogical theories, principles, and instructional practices for biliteracy programs. It is expected that candidates will become experts in program design, curriculum development, implementation, and evaluation of program effectiveness. Candidates will also become knowledgeable in assessing and addressing the needs of biliterate students, to include cognition, cultural differences, and language development. It is the expectation of this Certification that the primary languages will be maintained and enhanced as a second language is added in an effort to create students who are proficient in two languages Candidates for the teaching credential are working to meet.

*This course is aligned to the following standards for the Bilingual Authorization Teacher Preparation Program:*

**Standard 4: Bilingual Methodology (partially fulfilled in this course)**

4a The bilingual teacher preparation program prepares bilingual candidates to understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. 4a1 The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. 4a2 Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. 4b The program ensures that bilingual candidates have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. 4c In addition, programs develop bilingual candidates' understanding of knowledge of intercultural communication and interaction that is linguistically and culturally responsive. The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. The program provides opportunities for teacher candidates to demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

**Standard 5: Culture of Emphasis**

The professional bilingual teacher preparation program develops candidates' knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. Included in that knowledge is the understanding of crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S. Candidates demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.

**Course Objectives**

Teacher candidates will be able to: (Bilingual Authorization Standards 4 and 5)

- **understand** the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions.
- **plan, develop, implement and assess** standards-aligned content instruction in the primary (Spanish) and target language (English)
- **employ** a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills
- **develop an understanding of knowledge** of intercultural communication and interaction that is linguistically and culturally responsive
- **evaluate, select, use and adapt** state-board adopted and state-board approved materials, as well as other supplemental instructional
- **demonstrate** the ability to use a variety of criteria for selection of instructional materials, to **assess** the suitability and appropriateness for local context and to **augment** resources when they are not suitable or available.

- **develop candidates' knowledge** of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States
- **develop an understanding of** crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States.
- **know** major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in California and the U.S.
- **demonstrate knowledge** of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States

### **Required Text:**

Diaz-Rico, L. & Weed, K. (2010). *The Cross-Cultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide (4th Edition)*. Boston, MA: Pearson, Inc.

There is a required Reading Compendium. Information will be provided in class.

Select one book from the list included on pages 15 and 16 to complete the Literary Circle Assignment. Such books can be borrowed from the Library.

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Candidates in the Bilingual Authorization Program must meet the requirements for an Authorization to Teach English Learners in order to receive their Bilingual Authorization in Spanish.

### **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 classes and participate actively. A good student is one who adheres to standards of dependability and promptness. 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997). This policy is expanded as follows: One absence = A, two absences =B, three absences = C

In addition to attending course sessions, each student will be required to complete lab assignments each week. Some of these assignments require students use campus resources. All students must plan times they can work in labs on campus at least once per week. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, UH 271 and UH 360 in addition to other locations such as the library 2<sup>nd</sup> floor. PC labs are also readily available for your use. Students are required to use campus issued-email accounts and check email and Cougar Courses at least two times per week to communicate with instructor and peers.

## **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 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.”

### **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 circumstances. 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 the Associate Dean, CoEHHS.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This 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.

### **All University Writing Requirement**

In keeping with the All-University Writing Requirement, this course includes a writing component of at least 2,500 words (approximately 10 pages). This is administered in a variety of ways including formal writing requiring use of APA, informal, and electronic online discussions. Therefore, all writing will be looked at for content, grammar, spelling and format.

### **Professional and Administrative Requirements**

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

Professional demeanor is expected of all students enrolled in EDUC 654 as evidenced by:

- On time arrival to all class sessions, both face-to-face and online. Please Moodle/email the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM School of Education that any student who misses 20% or more of class time, class sessions, or on-line discussion time may not receive a passing grade for a course. (For summer session this means two or more classes missed. No exceptions are allowed)
- Advance preparation of readings and timely submission of assignments.
- Carefully considered, culturally aware approaches to solution finding.

- Supportive assistance to classmates with technical and/or content issues.
- Respectful participation in all settings (e.g. whole group, small group, Moodle discussions and study groups) with demonstration of positive interpersonal skills with classmates and guests.
- Backing up copies of all work. You will want these copies for your records and use in professional portfolio entries. Suggested procedures include:
  - Make an EDUC 654 folder on your campus hard drive to save all your files
  - Save a back up of all files on your flash drive
  - E-mail files to yourself for further backup
  - Save backups on alternate or home computer
- Productive interaction with peers. Be aware that messages sent within an online context may be open to misinterpretation. When concerned, meanings should be verified to clarify sender's intent.
- Select one or two class "buddies" (e.g., study group members or Moodle discussion teammates) to ensure that you receive information and handouts if you must miss a class.
- Record your Buddies' names, e-mail, home phone and cell phone.

## Assignments

Following is a list of course assignments with a brief description of each. Full details are listed online within Cougar Courses. Please note that modifications may occur at the discretion of the instructors. Student's cooperation and flexibility in response to changes will be noted as part of the participation assessment.

In order to successfully complete this course, ALL assignments must be completed at an acceptable level noted on assignment directions and rubrics. In addition to the assignments described below, performance assessment on the teacher candidate's ability to communicate in Spanish will be assessed during class meetings. Failure to successfully complete this course with a grade of B- or higher will prohibit a teacher candidate from obtaining a Bilingual Authorization in Spanish. The percentage of weight for each assignment is noted next to the description of the topic. **Late assignments or assignments missing required elements receive reduced points. All assignments must be completed to pass the course.**

## Policy for Submitting Assignments

It is expected that all work will be turned in prior to, or on, the due date. Late assignments will be penalized by a deduction in points for each day late. After one week, late assignments receive no credit. If extraordinary circumstances occur, please make an appointment with the instructor. Remember that communication is the key to success. Students are required to use campus issued-email accounts and **check email and Moodle at least two times per week outside of class meetings** to communicate with instructor and peers and read announcements. Assignments are due in hard-copy (to be handed-in to the instructor in class) and also online via Moodle posting.

## Grading Procedures And Assessment

The following grading scale will be used:

90 – 100      A;      80 - 89      B;      79 – below      Failing

In order to successfully complete this course, all assignments must be completed at an acceptable level noted on assignment directions and rubrics. Late assignments will lose credit points for each day late and will not be accepted after seven days tardy. In addition to the assignments described above, performance assessment will be on student's cooperation and flexibility in response to unforeseen challenges and student's ability to perform tasks using a variety of technology tools.

## Criteria for Grading Assignments

A      90-100% Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.

- B 80-89% Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.
- C 70-79% Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.

### Grading Policy

An **A** student is one who:

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces work that reveals a strong commitment to self-discovery and learning.
- produces work at a high professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives both in class, online, and in study groups.
- contributes to the positive environment of the class by respecting all members.

A **B** student is one who:

- completes all or almost all assignments, all or most on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all or most of the reading assignments and develops thoughtful and fairly thorough responses.
- produces work that reveals a commitment to self-discovery and learning.
- produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.
- develops presentations, demonstrating significant learning
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is regularly engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

Class Assignments:

	<b>Assignment</b>	<b>Description</b>
1	Reading Reflections	<p>Required readings will be discussed at the beginning of the class session on which they are due. Discussions will include summaries, descriptions or reactions to topics from the readings that demonstrate understanding of key concepts.</p> <p>Reading Reflections <b>must</b> include:</p> <ul style="list-style-type: none"> <li>• A written summary and/or analysis of the assigned topic that reflects understanding of the key concepts, including comments / analysis from the required readings.</li> <li>• A reflection of the topic including connections that can be made between the topics and teaching English language learners, <b>with specific examples from teaching experiences, school observations, or other personal experiences in bilingual settings.</b></li> </ul> <p>Reading Responses will be graded according to the comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate's experiences with English learners.</p> <p>Reading Responses can be done as a summary, matrix, or Power Pt.</p>
2	Literature Circles	<p><b>Literature Circle - Choice Book Presentation</b></p> <p>While reading your book, you should keep a series of notes (margin notes/annotations, post-it notes in the book, separate paper notes, etc.) that you can use for later discussion, both on-line and face-to-face, with your colleagues. This major assignment includes: on-line and literature circle participation. You will do a class presentation. Each presentation will include:</p> <ul style="list-style-type: none"> <li>• 1 page handout (with APA style book reference, key concepts &amp; book review) and</li> <li>• Skit (either directly from book or created by you to illustrate a main idea) or</li> <li>• Presentation Visuals (poster, PPT, overhead, and/or props).</li> </ul>
3	Cultural Presentations	<p>Students, working In groups, choose a topic relevant to their culture of choice and research it to present it (in a Power Point format) to the class</p> <p>Each presentation will include:</p> <ul style="list-style-type: none"> <li>• 1 page handout (with APA style book reference, key concepts &amp; book review) and</li> <li>• Presentation Visuals (poster, PPT, overhead, and/or props).</li> </ul>

4	Interdisciplinary Thematic Mini – Unit	<p><i>Integrated Multicultural Unit (CALLA or any other format):</i> You are to develop an interdisciplinary mini-unit designed to teach in the primary language (Spanish) that will be <u>employed in your Clinical Practice and assessed in class afterwards.</u></p> <ul style="list-style-type: none"> <li>• You must describe the students: <b>grade level (s), literacy level,</b> placement information on students. There are varying levels of literacy. (3 points)</li> <li>• You must identify the <b>major concepts</b> that you want children to learn in the unit. (3 points)</li> <li>• You need to identify the areas of curriculum (<b>content</b>) you will use. For example, literature, mathematics, science, etc., (3 points)</li> <li>• State the <b>content objectives</b> of the unit (3 points)</li> <li>• State the <b>literacy objectives</b> of the unit (3 points)</li> <li>• Identify the <b>learning/scaffolding strategies and the metacognitive strategies</b> you have chosen to use to help students make meaning. <b>Give specific reasons for choosing the strategies</b> you are using, that is, how do these strategies build scaffolds to meaning making and help students think about thinking as well as the task(s) while they are doing the task(s). Use content learned in your other classes to support your rationale. (3 points)</li> <li>• Develop an <b>overview</b> of the topics of the unit. (2 points) Develop the lessons that will teach the critical concepts. What are the objectives of your lessons, and how are those tied into the goals and objectives you have set for the entire unit? Be clear and specific so that someone will be able to take your lessons and replicate them. You do not need to develop more than 3 complete lessons. The idea is to have your work for your own classroom completed. We will share the units that are being developed so that other students in the class can receive copies, if they wish to have them. (10 points)</li> <li>• <b>Be sure to include an authentic assessment in your unit.</b> How will you assess that students have met the objectives of the unit and the lessons? How will students demonstrate understanding? And how will you know? Have you developed a rubric and a clear description of what the various degrees of that rubric mean? (6 points)</li> <li>• Include a resource list to include <b>bibliographical information for all materials used</b>, such as books, art prints, CD's, computer software, videos, etc. (2 points). The unit must also contain a <b>reflective section</b>. What have you learned from the development of these lessons? (2 points)</li> <li>• I will keep a copy of your unit for the files which will enable other students to look at good models of units. If you want the unit returned to you, be sure to give me two copies.</li> </ul>
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5	Historical Event Essay	<p>Historical Event Essay:</p> <p>For this assignment you will write an essay about a historical event describing how it shaped the history of a country of your choice and how such event affected the migration patterns of its people to the United States. Include specific examples of events or situations that you feel shaped this event. Be sure to situate your examples in the context of assumptions about schooling and education, etc. Feel free to relate these examples to the readings and discussions from class. Information will presented in class and each student will have a maximum of five minutes to do this presentation. Please time your presentation ahead of time so you do not exceed the time allowed in consideration to the students that are waiting to present that night.</p>
6	Outcome Assessment	<p>Students reflect on course topics/ readings related to the course content and how they mirror their own experiences in learning/maintaining their mother tongue. APA must be followed for listing all resources. Entries are made to the journal weekly.</p>

PROGRAMA TENTATIVO

La maestra se reserva el derecho a cambiar, quitar o aumentar los tópicos, actividades y tareas descritos a continuación.

Sesión	Tópico	Actividad
<b>Sesion 1</b> <b>1/24</b>	<b><i>Introduction to the class, discussion about bilingual education, class expectations</i></b> Review of interrelatedness among the four domains of language (listening, speaking, reading, and writing) and language forms and functions, as covered in previous course	<i>KWL chart, ice breaker activities Readings and Activities from T. Walter “Amazing English” to be used for review of topic previously covered in last course</i>
<b>Sesión 2</b> <b>1/31</b>	<b><i>plan, develop, implement and assess standards-aligned content instruction in the primary and target language</i></b> <i>Standards Power Point in Spanish: See .ppt sample here</i> <i>Download copy of CA Framework; See Frameworks here</i> <i>Download copy of Spanish Standards</i>	<i>Read Chp 5 Content Area Instruction in Diaz-Rico</i> <i>View Power Point presentation that explains the history of standards in education, examine the CA standards framework corresponding to different grade levels and Spanish Standards, and use them to create a t unit of study in Spanish to be implemented in Clinical Practice and assessed accordingly afterwards in class.</i>
<b>Sesión 3</b> <b>2/7</b>	<b><i>plan, develop, implement and assess standards-aligned content instruction in the primary and target language</i></b>  Read CALLA Handbook  <i>Elements of a Multicultural Unit: See sample here</i>	<i>View Power Point presentation that explains the history of standards in education, having the students examine the CA standards framework corresponding to different grade levels and Spanish Standards, and use them to create a unit of study in Spanish to be implemented in their Clinical Practice and assessed accordingly afterwards in class.</i>
<b>Sesión 4</b> <b>2/14</b>	<b><i>evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional</i></b> Darder, A. (1993). How Does the Culture of the Teacher Impact the Development and Empowerment of Latino Students in the United States: The Unexamined Question in Critical Pedagogy in Handbook of Schooling in Urban America. S. Rothstein (ed.). New York: Greenwood Press (195-222).	<i>Students review guidelines for the evaluation and selection of materials and, after being exposed to state-board adopted and approved materials, students apply guidelines to curriculum and ancillary materials. Read Darder chapter and apply guidelines provided in chapter</i> <i>Read Chp 7 “Language and Content Area Assessment” in Diaz-Rico</i> <i>Create a unit of study and employ it during Clinical Practice to assess its content in the field. Unit effectiveness is also assessed in class once unit is taught.</i>
<b>Sesión 5</b> <b>2/21</b> <b>ONLINE</b>	<b><i>employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.</i></b>	<i>Read Chp 7 “Language and Content Area Assessment” in Diaz-Rico</i> <i>Create a unit of study and employ it during Clinical Practice to assess its</i>

	Read sections from T. Walter “Amazing English”	<i>content in the field. Unit effectiveness is also assessed in class once unit is taught.</i>
<b>Sesión 6</b> <b>2/28</b>	<b>demonstrate</b> the ability to use a variety of criteria for selection of instructional materials, to <b>assess</b> the suitability and appropriateness for local context and to <b>augment</b> resources when they are not suitable or available.  Darder, A. (1993). How Does the Culture of the Teacher Impact the Development and Empowerment of Latino Students in the United States: The Unexamined Question in Critical Pedagogy in Handbook of Schooling in Urban America. S. Rothstein (ed.). New York: Greenwood Press (195-222).	Read Chapter #3 “Un Nuevo Enfoque Critico: La Perspectiva Comunicativa” in “Planteamientos de la Pedagogia Critica: Comunicar y Transformar” by Ayuste, A, Flecha, R, Lopez Palma, F, Lleras, JEditorial Greo de Serveis Pedagogics, Barcelona, Spain
<b>Sesión 7</b> <b>3/6</b>	<b>develops candidates’ knowledge</b> of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States <b>Video of Marcelo Suarez Orozco’s Diversity Lecture</b> <b>Cultural Presentations start!</b> <b>CommunityFootprint Revisited with new questions.</b>	<i>View Marcelo Suarez Orozco’s Diversity Lecture on Video</i> <i>After researching the different countries of origin and working in small groups students prepare power point presentations about the different countries of origin and present them in class. Each presentation covers elements as described in rubric. See sample here</i> <i>Community Footprint revisited</i>
<b>Sesión 8</b> <b>3/13</b>	develop an <b>understanding of knowledge</b> of intercultural communication and interaction that is linguistically and culturally responsive <b>Read “Conceptualizaciones sobre la cultura, las relaciones de poder y la interculturalidad”</b> in “Pedagogia Intercultural Bilingue: Fundamentos de la Educacion Bilingue” W. Kuper, ed Ediciones ABYA-YALA, Quito, Ecuador, 1993	Read Chps 9 and 10 in Diaz-Rico <i>Based on reading assignment students review the different types of intercultural communication and interaction characteristic of Latinos, research how they depict the cultures of origin, and show how they are carried over to a new setting in the USA.</i>
<b>Sesión 9</b> <b>3/27</b>	develop an <b>understanding of</b> crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States.	Read Chp 8 in Diaz-Rico Chapter 18 in C.Baker “Foundations of Bilingual Education and Bilingualism.” Read “Hispanic Contributions to the USA” in <a href="http://www.hispaniccontributions.org/">http://www.hispaniccontributions.org/</a>
<b>Sesión 10</b> <b>4/3</b>	<b>know</b> major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S Read	<i>Based on essays written for class assignment, students prepare a timeline delineating the major historical events that shape the socialization and acculturation experiences of the target groups in California and the US</i> <i>Such events are then discussed in small groups and the information gathered is presented to the whole class.</i>

		Consult websites such as <a href="http://www.pewresearch.org">www.pewresearch.org</a> and look up "Demographic Profiles of U.S. Hispanics by Country of Origin"
<b>Sesión 11</b> <b>4/10</b> <b>ONLINE</b>	<i>know major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S</i> Read "Latinos, Past and Present" in "Barrios and Borderlands: Culture of Latinos and Latinas in the USA" by Lynn, D and Heyck, D Routledge, NY 1994	<b>Historical Event Essays are shared!</b> Using information from their essays as their knowledge base, candidates then work in small groups to prepare a timeline delineating the major historical events that shape the socialization and acculturation experiences of the target groups in California and the United States through a power point presentation. Watch PBS Episode Three, THE CHICANO WAVE Mexican Americans in California, Texas and throughout the Southwest and write short essay on how music was used to depict Chicano struggle
<b>Sesión 12</b> <b>4/17</b>	<i>know major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S</i> Read "Latinos, Past and Present" in "Barrios and Borderlands: Culture of Latinos and Latinas in the USA" by Lynn, D and Heyck, D Routledge, NY 1994	<b>Historical Event Essays are shared!</b> Using information from their essays as their knowledge base, candidates then work in small groups to prepare a timeline delineating the major historical events that shape the socialization and acculturation experiences of the target groups in California and the United States through a power point presentation.
<b>Sesión 13</b> <b>4/24</b>	<i>demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States</i>	<b>Literature Circle - Choice Book Presentations</b> <b>Students present the book of their choice</b> . Each presentation will include: <ul style="list-style-type: none"> <li>• 1 page handout (with APA style book reference, key concepts &amp; book review) and</li> <li>• Skit (either directly from book or created by group to illustrate a main idea) or</li> <li>• Presentation Visuals (poster, PPT, overhead, and/or props).</li> </ul> Community Footprint revisited
<b>Sesión 14</b> <b>5/1</b>	<i>demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States</i> <a href="#">Language in the USA: Themes for the Twenty-first Century</a>	<b>Literature Circle - Choice Book Presentations</b> Each presentation will include: <ul style="list-style-type: none"> <li>• 1 page handout (with APA style book reference, key concepts &amp; book review)</li> <li>• Skit (either directly from book or created by group to illustrate a main idea)</li> <li>• Presentation Visuals (poster, PPT, overhead, and/or props).</li> </ul>

<b>Sesión 15 5/8</b>	<b><i>Final Reflections: What have we learned/ Where do we go from here?</i></b>	Outcome Assessment due
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**EDUC 654 Course Reader:**

W. Kuper “*Pedagogia Intercultural Bilingue: Fundamentos de la Educacion Bilingue*” Ediciones ABYA-YALA, Quito, Ecuador, 1993

T. Walter “*Amazing English*” *Amazing English! How-To Handbook: Instructional Strategies for the Classroom Teacher for Cultural Diversity, Language Acquisition, Literacy, Academic Content, Assessment* Addison Wesley Publishing Company 1996

“*Types of Bilingual Education*” in C Baker’s *Foundations of Bilingual Education and Bilingualism*, Foundations of Bilingual Education And Bilingualism Multilingual Matters; 4 edition (March 7, 2006)

Uhl Chamot. A, “*The Calla Handbook: Implementing the Cognitive Academic Language Learning Approach*” Addison Wesley Publishing Company 1994

Ayuste, A, Flecha, R, Lopez Palma, F, Lleras “*Planteamientos de la Pedagogia Critica: Comunicar y Transformar*” Editorial Greo de Serveis Pedagogics, Barcelona, Spain 2000

Villanueva T, “*Chicanos: Antologia Historica y Literaria*,” Tierra Firme Fondo de Cultura Economica, Mexico 1995

North from Mexico: The Spanish-Speaking People of the United States , Mc Williams, C, Praeger, Ny 1990

“Latinos, Past and Present” in “*Barrios and Borderlands: Culture of Latinos and Latinas in the USA*” by Lynn, D and Heyck, D Routledge, NY 1994

Darder, A. (1993). *How Does the Culture of the Teacher Impact the Development and Empowerment of Latino Students in the United States: The Unexamined Question in Critical Pedagogy* in Handbook of Schooling in Urban America. S. Rothstein (ed.). New York: Greenwood Press (195-222).

**“How Does the Culture of the Teacher Impact the Development and Empowerment of Latino Students in the United States”**

**Antonia Darder**

***Questions to Critically Analyze Curriculum***

Does the curriculum reflect the cognitive, motivational, and relational styles of Latino students?

Who is involved in the development of curriculum and the selection of materials?

Are the everyday lives and community realities of Latino students integrated into the daily life of the classroom? If so, how is this done?

Are there consistent and ongoing opportunities for Latino students to engage together in dialogue that centers upon their own experiences and daily lives? If so, what are some examples of this practice?

Are there adults in the classroom environment who are able consistently to engage Latino

students in their native tongue and who address students' issues related to both their primary cultural and bicultural experiences?

Are there sufficient opportunities for Latino students to engage their personal cultural histories and to develop their consciousness with respect to their subject position in the United States? If so, what are some examples?

Are Latino, parents and community members involved in the students' educational process and school governance? If so, in what ways does this take place, and what roles do they play?

Are classroom relations and curricular activities designed to stimulate and nurture the ongoing development of cultural identity, voice, participation, solidarity, and individual and collective empowerment? If so, give some examples.

Does the teacher make explicit relations of power at work in the classroom, school, community, and society, with respect to the students' lives? If so, give examples of how this is done.

Does the teacher struggle with Latino students to overcome limiting and debilitating forms of resistance, while at the same time supporting resistance to cultural subordination and human injustice? If so, how is this undertaken?

Does the teacher understand the relationship between theory and practice? If so, how is this apparent in the manner in which the teacher perceives her or his role, relates to Latino students, their parents, and community, defines student expectations, creates and establishes new curriculum, acknowledges personal limitations, and perceives the production of knowledge and the development of literacy and bilingual proficiency?

### **Suggested List of Books for Literary Circles:**

Ruiz de Burton, Amparo *The Squatter and the Don* (2004)

Villarreal, Jose *Pocho*(1959)

Rivera, Tomas *Y no se lo Trago la Tierra: And the Earth did not Devour Him* (1987)

Anzaldua, Gloria *Borderlands/ La Frontera*

Islas, Arturo *The Rain God* (1984)

Phillip Santos, John *Places Left Unfinished at the time of Creation* (1999)

Anaya, Rudolfo. *Bless Me, Ultima*.

Cisneros, Sandra. *The House on Mango Street*.

Rodriguez, Luis. *Always Running*.

Gaspar de Alba, Alicia. *Desert Blood, The Juarez Murders*

Murray, Yxta Maya. *The Conquest*

Cisneros,Sandra *Caramelo*. Vintage.

Valdez, Luis *Zoot Suit and Other Plays*. Arte Publico.

Zeta Acosta, Oscar *Revolt of the Cockroach People*. Vintage.

Véa. Alfredo *Gods Go Begging*. Plume.

Cantú, Norma *Canícula*. U New Mexico Press.

Gilb, Dagoberto *Woodcuts of Women*. Grove Press.

López, Josefina *Simply Maria or the American Dream*. Dramatic Publishing.

Rivero, Eliana and Rebolledo Tey Diana, eds., *Infinite Divisions: An Anthology of Chicana Literature*. U Arizona Press.

Acuña, Rudolfo: *Occupied America: A History of Chicanos*

Aranda Jr., Jose: *When We Arrive: A New Literary History of Mexican America Extinct Lands*,

Brady, Mary Pat: *Temporal Geographies: Chicana Literature and the Urgency of Space*

Paredes, Américo: *Folklore and Culture on the Texas Mexican Border*

Paz, Octavio: *The Labyrinth of Solitude*

Saldívar, Ramón: *Chicano Narrative: The Dialectics of Difference*

Torres, Eden: *Chicana Without Apology*

Garcia, Cristina: *Dreaming in Cuban*

Santiago, Esmeralda : *De cuando era Puertorriquena*

Saldívar, Ramón: *Chicano Narrative: The Dialectics of Difference*

Torres, Eden: *Chicana Without Apology*