

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 mainly in Spanish, will provide an intensive overview of primary language materials, assessment, and the teaching of reading (and writing) in the primary language, as well as L1 curricula and instruction in math, science, social studies and science. Students will develop the proper background knowledge, theory, and pedagogy in primary language curricula and instruction for Spanish speaking children. Students will also have the opportunity to practice their Spanish language instruction within the context of primary language instruction content material. Additionally, the course focuses on Latino culture and issues surrounding the language of emphasis

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple and Single Subjects 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. The following TPEs are addressed in this course:

Primary Emphasis

TPE 16: Biliteracy

Candidates for the teaching credential who desire advanced certification in the area of biliteracy will be able to pursue “An Advanced Certificate in Biliteracy Education,” 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.

Course Objectives

Teacher candidates will be able to:

plan, develop, implement and assess standards-aligned content instruction in the primary and target language.

understand and employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.

be aware 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 materials.

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.

demonstrate 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.

understand 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.

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

Prerequisites

The prerequisites for this course are to be admitted in any of the credential programs within COE, to have declared (in writing) your intention to obtain a bilingual credential, and to be able to communicate, read, and write in Spanish at the Advanced level.

Required Texts and Supplies

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

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)

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College 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. The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, College Policy is amplified as follows:

1. Missing more than 1 class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

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 2nd 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."

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 5205, 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 College of education.

Professional demeanor is expected of all students enrolled in EDML 553. This may be evidenced by:

- On time arrival to all class sessions, both face-to-face and online. Please email the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College 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, WebCT 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 EDML 553 folder on your campus hard drive and save all your files in this folder
 - 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 Cougar 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 will be 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 C+ or higher will prohibit a teacher candidate from obtaining a BCLAD. 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.**

	Assignment	Description	Pts
1	Introductions	The purpose of this assignment is for students to introduce themselves, to demonstrate the ability to contribute to online discussion boards and to apply Netiquette in the process.	5
2	Internet Bookmarks	Through use of a Spanish web-based resource/tool, students will organize and manage online resources for projects and courses. This tool will allow teacher candidates to continue to organize and share resources throughout COE program experiences. The assignment requires evaluation and review of Spanish educational web sites and reflection on classroom use. Bookmarked sites must be included as part of your lesson plan.	10

3	Language Stories	<p><i>Language stories: Examining your own first and second language learning .</i></p> <p>“In order to learn to teach in a society that is increasingly culturally and linguistically diverse, prospective teachers . . . need opportunities to examine much of what is usually unexamined in the tightly braided relationships of language, culture, and power in schools and schooling. This kind of examination inevitably begins with our own histories as human beings and as educators--our own cultural, racial, and linguistic backgrounds and our own experiences as raced, classed, and gendered children, parents, and teachers in the world. It also includes a close look at the tacit assumptions we make about the motivations and behaviors of other children, other parents, and other teachers and about the pedagogies we deem most appropriate for learners who are like us and who are not like us” Cochran-Smith (1993). <i>Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education.</i></p> <p>For this assignment you will write a narrative essay in Spanish about your own language learning, describing the experiences that have shaped both your own language acquisition and the attitudes and beliefs you have about language learning and usage. Reflect on your own experiences in terms of your own specific language learning, that which is determined by your own circumstances. It is the intention of this assignment for you to explore within yourself your “linguistic identity” as a learner, teacher and as a bilingual/bicultural individual. Include specific examples of events or situations that you feel shaped your views. 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. This paper is due September . You will draft your essay the first day of class and get feedback from your writing group the second week of class. You will share your essay in small groups on September .</p>	20
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4	Parent Interview	<p>Students will interview one of their parents, relatives, or community members whose mother tongue is not English and who have had direct experiences with the school system in the USA. Details will be provided in class and on Cougar Courses.</p> <p>Parent/Relative Interview Assignment for BCLAD class</p> <p>For this assignment you will interview a parent who comes from a different country/culture and has had to navigate the school system in the USA for his/her children. The questions can be modified to suit your needs. Please make sure to write each statement clearly since you will be transcribing the words and citing the parent. If you decide to interview one of your relatives you can add questions to fit your needs.</p> <p>Questions to guide the dialogue:</p> <ol style="list-style-type: none"> 1. What is your name? You will not use the person's name. Use a pseudonym! 2. Where are you from? 3. How old were you when you first came to the USA? 4. What difficulties did you face when you first came? 5. What did you miss the most from your place of origin? 6. What did you like the most from this country? 7. How many years of schooling were you able to complete in your country? 8. What made you come to the United States? 9. Have you found any differences between the school system in your country and the school system here? 10. Which differences did you find? 11. How were the teachers in your country? 12. How are the teachers here? 13. What do you like the most about your child's school? 14. If you could change something in your life what would it be? 15. What advice do you have for your children now? <p>Once you have completed the interview go over your notes. Analyze your experience in conducting the interview and then summarize it. Make sure you quote the parent's words and do not just try to interpret them. When writing your essay make sure to provide an introduction stating when/where/how the interview took place. Introduce the person to the reader and write a narrative essay quoting the person's words. Your essay should flow from section to section and should not be just a list of question/answers. If you have any questions please e-mail me at rgreen@csusm.edu</p>	10
5	Cultural Presentations	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.	20

6	<p>3. <i>Integrated Thematic Unit (CALLA or any other format)</i>: You are to develop a unit designed to teach in the primary language (Spanish) that will be <u>useful for you in your teaching</u>.</p> <ul style="list-style-type: none"> • You must describe the students: grade level (s), literacy level, placement information on students. There are varying levels of literacy. (3 points) • You must identify the major concepts that you want children to learn in the unit. (3 points) • You need to identify the areas of curriculum (content) you will use. For example, literature, mathematics, science, etc., (3 points) • State the content objectives of the unit (3 points) • State the literacy objectives of the unit (3 points) • Identify the learning/scaffolding strategies and the metacognitive strategies you have chosen to use to help students make meaning. Give specific reasons for choosing the strategies 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) • Develop an overview 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) • Be sure to include an authentic assessment in your unit. 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) • Include a resource list to include bibliographical information for all materials used, such as books, art prints, CD's, computer software, videos, etc. (2 points). The unit must also contain a reflective section. What have you learned from the development of these lessons? (2 points) • 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. <p>This unit is due on the last day of class, but separate segments are due on the dates outlined in each class Module or Session</p>	30
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7	Attendance & Enthusiastic Participation	Teacher candidates are expected to have a positive disposition toward teaching and learning. Students should help each other and create a positive classroom environment. This means having a positive attitude in class, being on time and actively engaged in discussions and activities both in class and online.	5
		TOTAL	100

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 Cougar Courses at least two times per week outside of class meetings** to communicate with instructor and peers and read announcements.

Grading Procedures And Assessment

Grading is calculated on the standard of

90 - 100 = A	80 - 89 = B	76 - 79 = C+
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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.
- D 60-69% Incomplete assignment, inadequate effort and synthesis of information, writing is less than 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.

A **C** student is one who:

- completes or attempts most of the assignments, mostly on time, and demonstrates the ability to do some quality summarizing, analysis, and reflection, showing improvement over time.
- varies sources of information for assignments, demonstrating effort in pursuing varied perspectives around important educational issues.
- completes most of the reading assignments and develops thoughtful and sometimes thorough responses.
- produces work that reveals a commitment to some self-discovery and learning.
- produces work that is not yet at a professional level in terms of both writing and content.
- develops a quality presentation, demonstrating learning around a contemporary issue.
- presents confidently and intelligently, demonstrating some effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself a little to better understand the profession.
- attends most class meetings and is often engaged during class.

- pushes him/herself to some new understandings by participating to a moderate degree in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A **D** student is one who doesn't meet all of the minimal standards of a "C" student; "F" is earned by someone who hasn't completed significant portions of the required work and fails to meet the "C" student standards.

FAQ TPE's

What TPE's are covered in EDML 553?

Primary Emphasis

TPE 16 CSUSM

TPE Description

TPE 16 :Biliteracy

Candidates for the teaching credential who desire advanced certification in the area of biliteracy will be able to pursue "An Advanced Certificate in Biliteracy Education," 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.

What is required to add the Bilingual Authorization to a teaching credential in the State of California?

Three items are required:

Successful completion of EDML 553

Successful completion of one semester of Clinical Practice in a bilingual setting

Pass the Spanish Assessment Exam with a 40 or above in both the written and the oral sections or pass part three of the CSET Spanish Test