Course & Section Nos.	**EDUC 653 (01)**
Course Title	**Biliteracy Education I: Contexts for Learning**
Class Roster No.	**40955**
Course Day(s)	**Wednesdays**
Time	**5:30 - 8:20 PM**
Course Location	**Foundation Classroom Bldg. 101**
Semester / Year	**Fall 2016**
Instructor	**Ana M. Hernández, Ed. D.**
Phone	**(760) 750-8507**
E-Mail	**ahernand@csusm.edu**
Office	**University Hall 400**
Office Hours	**by appointment**

WELCOME – BIENVENIDOS

Welcome to one of the courses for the Bilingual Authorization Program. It is my sincere honor to welcome you this semester to class. I am looking forward to our time together as we value who we are as bilingual teachers and learners. Our class will be conducted primarily in Spanish, including class discussions and assignments. Our ideology is centered on the following quotes from Cesar Chavez: "Our language is the reflection of ourselves. A language is an exact reflection of the character and growth of its speakers," and "Preservation of one's own culture does not require contempt or disrespect for other cultures." Let's enjoy our journey! Sí, se puede!

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

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

TABLE OF CONTENTS

COURSE DESCRIPTION

Addresses the contexts for bilingual education and bilingualism in California public schools. The history, policies, programs, and research on effective bilingual education are examined. Explores bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, as well as authentic parental participation in schools and the family as a cultural resource to student learning. *May not be taken for credit by students who have received credit for EDML 553. Conducted in Spanish.*

Course Prerequisites

Admission to a School of Education Teacher Credential Program or hold a valid CA Teaching Credential.

Course Objectives

1. Demonstrate knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.

2. Demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.

3. Apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice, and apply research and its effects on the dimensions of learning in bilingual education program models.

4. Demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.

5. Demonstrate understanding of the interrelatedness among the four domains of language (listening, speaking, reading and writing) and to know forms and functions.

6. Demonstrate knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to instructional and assessment practices.

7. Promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy, demonstrate an understanding of the family as a primary language and cultural resource and be cognizant that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.

Unique Course Requirements

None.

Credit Hour Policy Statement

This course is delivered in a face-to-face instruction. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Beeman, K. & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages.* Philadelphia: Caslon Publishing. ISBN: 978-193400009-0

Cougar Course/Library Material Available – online text

Montrul, S. (2013). *El bilingüismo en el mundo hispanohablante.* Malden, MA: Wiley-Blackwell. ISBN 978-0-470-65721-8 – free online version available

Other course readings available through our Cougar Course.

Links Posted on Cougar Course

Free Download CA Common Core en Español https://commoncore-espanol.sdcoe.net/Home

Free Download 2012 English Language Development Standards for California Public Schools K-12 from the CDE website at http://www.cde.ca.gov/sp/el/er/eldstandards.asp

Free Download Appendices A-D and Glossary from 2012 ELD Standards at
http://www.cde.ca.gov/sp/el/er/eldstandards.asp

Free Download Adopted *ELA/ELD Framework* Chapters at
http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

Free Download CA Common Core State Standard, California Department of Education Common Core at
www.cde.a.gov/re/cc

eStandards – Free California Common Core and ELD State Standards app

TaskStream Account

You will need a TaskStream account to upload your Bilingual Authorization signature assignments to complete your standards for the program. Login is BLA16-17. See course assignments to determine which ones need to be uploaded to TaskStream.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to (SWBAT):

- SWBAT to explain the basic terms, philosophies, goals, problems, issues, history, research, theoretical frameworks, and practices related to bilingual education and bilingualism through reading reflections.
- SWBAT to apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice, and apply research and its effects on the dimensions of learning in bilingual education program models through bilingual education research assignment.
- SWBAT to demonstrate understanding of the interrelatedness among the four domains of language (listening, speaking, reading and writing) and to know forms and functions through lesson plan development and history of my two languages assignment.
- SWBAT to demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages through reading reflections and lesson development.
- SWBAT to demonstrate knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to instructional and assessment practices through reading reflections, lesson planning, and community footprint.
- SWBAT to promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy, demonstrate an understanding of the family as a primary language and cultural resource and be cognizant that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community through parent interview and community footprint.

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Bilingual Authorization Teacher Preparation Program

Standard 3: The Context for Bilingual Education and Bilingualism

The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.

Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. The program prepares candidates' knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.

The program prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. The program promotes candidates' understanding of the family as a primary language and cultural resource. Candidates are cognizant that students' motivation, participation and achievement are influenced by an intercultural classroom climate and school community.

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

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. The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. 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. 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.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs 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. You will be required to formally address the following TPEs in this course:

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

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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.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he

should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*
For this course: 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+. Arriving late or leaving early by more than 20 minutes to class counts as an absence, unless you have notified the professor prior to class. Illness and emergencies are considered on a case-by-case basis for absences and tardiness. 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.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.
Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

For this class: 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.

Plagiarism

As an educator, it is expected that each candidate 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.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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. Candidates 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

Writing requirements for this class will be met as described in the assignments. Every 3-unit course at the university, including this one, must have a writing requirement of at least 2500 words.

Course Format

This course format is offered in a traditional face-to-face instruction following a 16-week cycle.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

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. It is expected that work will be turned in on time. Note: Professor reserves the right to change, add to, or delete any material or assignment from the course*.

Course Assignments – Asignaturas para el curso

• Asistencia, participación, KOSKO, y disposición profesional (discreción del instructor)	15 puntos
• 4 Reflexiones de lectura (5 puntos cada una)	20 puntos
• Análisis de un estudio sobre la educación bilingüe	10 puntos
• Huella de la comunidad	15 puntos
• Entrevista de padre	15 puntos
• Lección en español (borrador y copia final)	15 puntos
• Historia de tus idiomas	10 puntos
	total 100 puntos

Grading Standards and Policy on Late/Missed Work

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Assignments should be typed and double-spaced. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).** A minimum of a C+ is required to pass this course.

95 –100 A	90 – 94 A-
87 - 89 B+	83 – 86 B
80 – 82 B- (minimal passing grade)	77 – 79 C+
73 – 76 C	70 – 72 C-

This course is a graduate level course; therefore the minimal passing grade is a B-.

DESCRIPTION OF ASSIGNMENTS | DESCRIPCIÓN DE ASIGNATURAS

Las sesiones de clase se publicarán semanalmente en la página red del curso EDUC 653 (Cursos Cougar).

Attendance, Professional Disposition, Class Participation & KOSKO

Asistencia, disposición profesional y participación en clase   15 puntos

La expectativa es que van a asistir a todas las sesiones de clase preparados para participar activamente en las actividades, grupos, intercambio de ideas, diversos puntos de vista y temas relacionados con las lecturas asignadas. Por favor, consulte las directrices de la Póliza de Asistencia de la Escuela de Educación | **School of Education Attendance Policy** y los requisitos de asistencia para este curso.

Los maestros acreditados son evaluados en "sus funciones y responsabilidades" por sus administradores. La puntualidad, la asistencia, la colaboración con los colegas y la profesionalidad son elementos de la evaluación. Su disposición profesional está relacionada con la forma en que se comporta en clase y el respeto mutuo. Por favor, comunique cualquier asunto de asistencia o de la disposición personal directamente con el instructor. También, mantenga un registro de su asistencia y asignaturas este semestre.

Dispositions and Disposition Rubric for the School of Education, CSUSM is located at
http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html

KOSKO Project/Proyecto iEARN/Orillas (Global Learning Networks)

Parte de la participación de la clase
Estándar 5 – Cultura
KOSKO - Knowing Our Students, Knowing Ourselves: Exchange for Future Teachers

Este proyecto tomará efecto con otras universidades en Latinoamérica. El proyecto todavía no se ha decidido entre los directores internacionales. Daré más información en clase acerca de este proyecto y la comunicación o actividades entre los docentes en otros países. Pending further notice on requirements.

iEARN (International Education and Resource Network) es una red global que apoya a más de 50,000 maestros y 2 millones de jóvenes en más de 140 países para colaborar a través de proyectos. Desde 1988, iEARN ha sido pionera en el uso de tecnologías interactivas para que los estudiantes puedan participar en proyectos educativos con colegas en otras partes del mundo.

iEARN es:
- un ambiente seguro y estructurado en el cual los estudiantes pueden comunicarse
- una comunidad de maestros, profesores y alumnos
- una plataforma para escribir y leer con un propósito
- una comunidad inclusiva y culturalmente diversa

Four Reading Reflections

Cuatro reflexiones de lectura (5 puntos cada una)   20 puntos

Las reflexiones sobre sus lecturas se deben entregar en las fechas indicadas en el esquema del curso. Envíen copias electrónicas de los cuatro analices de lectura en nuestro Curso Cougar.   Las reflexiones deben incluir:

Una reflexión de las lecturas (no un resumen – ya el profesor y tus colegas han leído el texto), incluye las conexiones que se pueden hacer entre las ideas que presenta el texto y la enseñanza de los estudiantes, con ejemplos específicos de tus experiencias durante las observaciones o práctica clínica en las escuelas, tutorías u otras experiencias personales en diversos entornos. Conecta la lectura con ejemplos (evidencia del texto). Cita el texto o autor en sus escrituras. Piensa en los conceptos principales y tus entendimientos del texto.

Syllabus is subject to change.

- ¿Cuáles son los métodos o estrategias que te gustaría poner en práctica? ¿Por qué?
- ¿Qué nuevas ideas surgen de las lecturas? Explica.
- ¿Cuál es la importancia de los conceptos para un maestro/a o sus estudiantes? ¿Por qué?
- ¿Cuál es el motivo que el autor del texto presenta estas ideas? ¿Por qué?

Las reflexiones de lectura serán calificadas de acuerdo con la amplitud de la escritura, el análisis de las ideas, la comprensión de los temas, las conexiones de las lecturas con las experiencias de los candidatos, y con aspectos a la instrucción de los estudiantes que aprenden inglés como segunda lengua (English Learners / aprendices de inglés).

Reading Reflection – Rubric Score _____ (5 pts.)			
Criteria	**Credit Range Minimal or None 0-1 pts.**	**Credit Range Approaching, 2-3pts.**	**Credit Range Meets 4-5 pts.**
Comprehensiveness	Response lacked reference to the required readings.	Response referenced some of the required readings.	Response referenced all required readings.
Analysis	Response lacked an analysis of the readings.	Response included a partial analysis – of only one aspect and/or partial article / chapter of the assigned readings.	Response included an analysis of each aspect and/or each article/chapter of the assigned readings.
Insightful Connections	No connections were made between the topic(s) and the candidate's experiences with English learners.	A connection was made between the topic(s) and the student's experiences with English learners that did not demonstrate understanding of the application of the reading topic(s) to practice.	Connections were made between the topic(s) and the student's experiences with English learners - demonstrating application to practice.
Conventions	Paper written with various errors in Spanish. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit reading reflection. Candidate demonstrated none/limited engagement & participation in group discussions in Spanish.	Paper written with some errors in Spanish. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit reading reflection. Candidate demonstrated some engagement & participation in group discussions in Spanish.	Paper well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions in Spanish.

Bilingual / Multilingual Research Review

Análisis de un estudio sobre la educación bilingüe / multilingüe   10 puntos

Esta tarea debe ser cumplida en parejas. Para esta tarea, cada pareja buscará y seleccionará un artículo de investigación publicado en los últimos 5 años en la educación bilingüe o multilingüe.

Van a leer el artículo y proporcionarán un resumen / análisis de la investigación incluyendo como se relaciona la investigación a los programas de enseñanza bilingüe / multilingüe. El resumen incluirá 2-3 páginas escritas con una bibliografía. La puntuación incluye el resumen con la bibliografía y su presentación.

Por ejemplo, si leen un artículo sobre los resultados de algún programa bilingüe, entonces van dar ejemplos de cómo estos resultados pueden informar a las escuelas que tienen estos tipos de programas bilingüe/multilingües. Traten de conectar las ideas de la investigación a los tipos de programas que tenemos en CA o en los EE.UU. ¿Qué nuevas ideas surgen de estos resultados para mejorar los programas en nuestra área, CA o EE.UU.?

Las parejas presentarán una plática corta en clase de 15 minutos sobre su artículo de investigación y las conexiones con las escuelas. Las presentaciones tomarán efecto durante el transcurso del semestre. Tendremos una lista para apuntar las presentaciones de los grupos. Así todos pueden aprender de recientes investigaciones sobre la educación bilingüe/multilingüe y como aplicar los resultados para mejorar nuestros

Syllabus is subject to change.

programas. Queremos programas bilingües/multilingües que tengan éxito para todos los niños/jóvenes en cuanto la enseñanza académica y la adquisición de lenguas.

Después de cada presentación, sus compañeros brindarán retroalimentación verbal. La profesora ofrecerá sus comentarios. Entregarán su papel y el artículo de la investigación al Curso Cougar para recibir su puntuación.

Consulten la página red de la American Psychological Association (APA) para aprender la forma correcta de escribir un manuscrito universitario con referencias y citas apropiadas para eliminar posibilidades de plagia. Vayan a http://www.apastyle.org/elecsource.html.

Bilingual / Multilingual Research Review – Rubric Score _____ (10 pts.)			
Criteria	**Credit Range Minimal or None 0-5 pts.**	**Credit Range Approaching, 6-7pts.**	**Credit Range Meets 8-10 pts.**
Summary	Review did not include a summary of the research article. APA formatting was not used. Fair presentation in Spanish.	Review included a partial summary of the research – reader could not fully understand the findings. APA formatting was partially used. Good presentation in Spanish.	Review included a full summary of the research – the reader can fully understand the findings. APA format used through the review. Excellent presentation in Spanish.
Analysis	Review did not include an analysis of the research article.	Review included a partial analysis of the investigation – the student provided a surface analysis of the significance of the research that did not show his/her full understanding of the research	Review included a full analysis of the investigation – the student provided an in-depth analysis of the significance of the research.
Application of Research to a Bilingual Setting	Review did not include an application of the research to a bilingual teaching setting.	Review included a partial application of the research to a bilingual teaching setting – one partially developed example.	Review included a comprehensive application of the research to a bilingual teaching setting with several well-developed examples.
Conventions	Paper written with various errors in Spanish. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit summary & analysis.	Paper written with some errors in Spanish. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit summary & analysis.	Paper well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit summary & analysis.

Community Footprint

(Course signature assignment – must be also uploaded to TaskStream)
Huella de la comunidad   15 puntos

Los candidatos investigarán el programa bilingüe ofrecido en la escuela donde llevarán a cabo su práctica clínica o enseñanza como parte de la asignación – "Huella de la comunidad." Si usted ya sabe su colocación en un ambiente bilingüe para su práctica, entonces esa será la escuela y la comunidad que examinará. Sin embargo, si usted todavía no sabe su ubicación para la práctica, entonces, seleccione una escuela comunitaria para esta asignatura que ofrezca un programa bilingüe para los estudiantes/aprendices de inglés (English Learners). Consulte con el profesor antes de comenzar la investigación. Si usted y otro compañero están haciendo su práctica clínica en la misma escuela, entonces es posible trabajar juntos en esta tarea – si desean.

Planeen visitar el lugar para recopilar datos e información de fuentes que se pueden incluir como: entrevistas, observaciones, documentos, página web, folletos sobre el programa, vídeo / fotografías de la escuela y / o salones de clases, etc. Con esta información los candidatos deberán presentar a los miembros de la clase una buena imagen de la escuela, el programa bilingüe y la comunidad. Esta presentación (escrita y oral) tiene objetivos múltiples: 1) para presentar la información sobre nuestras comunidades escolares y sus programas bilingües, y 2) para introducir al candidato al proceso y el valor de la etnografía y / o la investigación-acción.

Syllabus is subject to change.

Las presentaciones incluirán:
1) las características y componentes del programa bilingüe, al igual que los éxitos y limitaciones del programa,
2) los hallazgos basados en la investigación realizada y la comparación de los distintos modelos de programas de educación bilingüe,
3) la información de la comunidad que rodea la escuela y sus recursos,
4) la presentación de su investigación (es decir… el tipo de programa, los logros de los estudiantes, la alfabetización bilingüe, la participación de los padres, cualificaciones de los maestros, los materiales, los recursos, la ubicación, etc.).

Los candidatos presentarán la eficacia de los modelos de programas basados en las lecturas e investigaciones discutidas hasta ahora en el curso. Los candidatos aplicarán los conocimientos adquiridos durante el curso que son relacionados con los programas que se ofrecen en su práctica clínica / escuelas. Presentarán este análisis y la información de su programa, la escuela y la comunidad en una presentación oral de 15 minutos (en español) durante las sesiones designadas.

Los candidatos serán evaluados por su capacidad del lenguaje español y el contenido de la información. Se usará la rúbrica y la Tabla Resumen: ILR y ACTFL Escalas de dominio del idioma | Summary Table: ILR & ACTFL Scales of Language Proficiency para la evaluación. Más descripciones / detalles y ejemplos serán proporcionados en la clase. **Esta asignatura deberá ser entregada al Curso Cougar y al portafolio de TaskStream**.

Community Footprint – Rubric Score _____ (15 pts.)			
Criteria	**Credit Range Minimal or None 0-8 pts.**	**Credit Range Approaching, 9-11pts.**	**Credit Range Meets 12-15 pts.**
Investigation	Investigation had a limited overview of the school, bilingual program and/or community. The reader found various gaps in the findings .Fair presentation in Spanish, not all visuals & evidence included.	Investigation included a partial overview of the school, bilingual program and community. The reader found gaps in the findings. Good presentation in Spanish included some visuals and some evidence from investigation.	Investigation included a cohesive overview of the school, bilingual program and community. The reader can fully understand the findings. Excellent presentation in Spanish included various visuals and evidence from investigation.
Analysis & application to course learnings	Investigation did not include an analysis of the findings. Evidence weak and lack of connections to the course learnings on bilingual education.	Investigation included a partial analysis of the findings – the student provided a surface analysis of the program, school and community. Students mentioned some connections to information learned in our course pertaining to bilingual programs.	Investigation included a full analysis of the findings – the student provided an in-depth analysis of the program, school and community, including relevant information learned in our course pertaining to bilingual programs.
Conventions	Paper or PowerPoint written with various errors in Spanish. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit this investigation.	Paper or PowerPoint written with some errors in Spanish. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit this investigation.	Paper or PowerPoint well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit this investigation.

Parent / Guardian Interview Assignment

Entrevista de Padres / Guardián   **15 puntos**

Para esta tarea se entrevistará a un padre o tutor de un estudiante que sea aprendiz de inglés (English Learner), viene de un país/cultura diferente y ha tenido que aprender el sistema escolar para matricular a su(s) hijo(s) en los EE.UU. Las preguntas pueden ser modificadas para adaptarlas al entrevistado. Acuérdense de usar el término de "usted" cuando hablen con un adulto. Por favor, asegúrese de escribir cada frase claramente ya que van a transcribir las palabras exactas cuando citen a los padres. Si deciden entrevistar a uno de sus propios

Syllabus is subject to change.

familiares, se pueden agregar preguntas para satisfacer el objetivo de esta asignatura.

Ejemplo de preguntas para orientar el diálogo:

Parte 1 - Preguntas acerca de la persona y su experiencia en los EE.UU:
1. ¿Cuál es su nombre? Ustedes no van a utilizar el nombre verdadero de la persona. Utilicen un seudónimo.
2. ¿De dónde es usted?
3. ¿Qué idiomas habla?
4. ¿Qué edad tenía cuando llegó por primera vez a los EE.UU.?
5. ¿Cuál fue la razón por la cual usted vino a los Estados Unidos?
6. ¿Qué dificultades se le enfrentaron cuando llegó a este país?
7. ¿Qué es lo que más extraña de su lugar de origen?
8. ¿Qué es lo que más le gusta de este país?
9. ¿Cuántos años de escuela pudo completar en su país? Esta pregunta puede ser difícil por su sensibilidad – pueden omitirla.

Favor de **NO** preguntar si esta persona o su familia está en los EE.UU. legalmente.

Parte 2 – Preguntas acerca de la experiencia en las escuelas americanas.
1. ¿Ha encontrado alguna diferencia entre el sistema escolar en su país y el sistema de la escuela aquí? ¿Qué diferencias ha encontrado?
2. ¿Cómo le informaron acerca de los programas escolares en la escuela? ¿Pudo usted escoger el programa escolar apropiado para su hijo/a? Explique.
3. ¿Cómo lo tratan cuando van a la escuela o a la oficina par algún servicio escolar? ¿Hay personas que hablan su idioma nativo para comunicarse con usted?
4. ¿Usted participa en algunas actividades escolares? Ejemplos: voluntario en las clases, ir a excursiones escolares, participar en las conferencias, programas educativos, noches escolares, clases para padres, etc.
5. ¿Usted participa en algunos concilios escolares o del distrito donde puede dar su opinión? Explique.
6. ¿Ha asistido a alguna vez a un junta de la Mesa Directiva del Distrito Escolar | School Board Meeting?
7. ¿Qué hace cuando tiene preguntas sobre la instrucción, tareas, o papeles que mandan a la casa? ¿Cómo se comunica? ¿Mandan información de la escuela en su idioma nativo?
8. ¿Quién y cómo le informan acerca de los eventos escolares?
9. ¿Cuáles son las diferencias o semejanzas entre los maestros y directores en su país a los de aquí?

Parte 3 – la reflexión
1. Si pudiera cambiar algo en su vida ¿qué sería?
2. ¿Qué le gusta de la escuela de su hijo/a?
3. ¿Qué opina sobre la educación bilingüe?
4. ¿Qué consejo le daría a sus hijos ahora?
5. ¿Qué consejos tiene para otros padres de familia?
6. ¿Qué consejo tiene para mí como futuro maestro/a?

Una vez que hayan terminado la entrevista repasen sus notas. Analicen sus experiencias y la del entrevistado durante la entrevista y luego hagan un resumen. Asegúrense de que ustedes citen exactamente las palabras del padre/madre o tutor y no traten de inferir cosas que no se han dicho. Al escribir sus ensayos, asegúrense de proporcionar una introducción indicando cuándo / dónde / cómo se realizó la entrevista. Introduzcan a la persona para el lector y escriban un ensayo narrativo citando palabras de la persona. Sus ensayos deben fluir de una sección a otra, y no deben ser sólo una lista de preguntas y respuestas. Cuenten la historia de la persona y hagan conexiones de como los datos coincidan con lo que hemos leído o aprendido en clase. Si ustedes tienen alguna pregunta por favor hablen con el profesor antes de hacer la entrevista. Más detalles se proporcionarán en clase.

Syllabus is subject to change.

Rubric for Parent Interview- Rubric Score _____ (15 pts.)			
Criteria	Credit Range Minimal or None 0-8 pts.	Credit Range Approaching, 9-11pts.	Credit Range Meets 12-15 pts.
Content	Candidate cannot clearly narrate the story of the person who was interviewed and lacks evidence or poorly uses direct quotes. Or paper presented in Q/A format, not a narrative.	Candidate narrates the story of the person who was interviewed and includes few direct quotes as evidence.	Candidate can accurately and precisely narrate the story of the person who was interviewed and include direct quotes to support statements.
Connection to class readings and discussions on topic	Candidate lacks relationship of outcomes of the interview to the material being studied in class.	Candidate partly relates the outcomes of the interview to the material being studied in class.	Candidate clearly relates the outcomes of the interview to the material being studied in class.
Conventions	Paper written with various errors in Spanish. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit this interview.	Paper written with some errors in Spanish. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit this interview.	Paper well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit this interview.

Primary Language / Spanish Lesson Plan

(Course signature assignment – must be also uploaded to TaskStream)
Lección en el lenguaje primario / español   15 points

Usted tendrá que escribir y presentar una lección con un formato específico (SIOP, CALLA, u otro formato aprobado por el profesor). La lección debe incluir claramente las metodologías de alfabetización bilingüe, los métodos de enseñanza para el desarrollo del idioma español y lo que ha aprendido de las lecturas del curso. Su diseño de la lección debe ser apropiado para el lenguaje primario / español y debe centrarse en el desarrollo del lenguaje en las Artes del Lenguaje Español o en un área del currículo que se ensene en español.

La lección debe representar los estándares en Common Core Español. Los objetivos deben incluir las cuatro áreas del lenguaje (escuchar, hablar, leer y escribir). Tu lección incluirá estándares / objetivos para el contenido y el lenguaje, un plan de evaluación y estrategias de enseñanza que se basan al nivel de las competencias de los estudiantes. La lección debe incluir cualquier transferencia de habilidades / recursos lingüísticos que faciliten el desarrollo del lenguaje. Amplia evidencia en la lección debe apoyar la diferenciación de la enseñanza, las estrategias de andamios, y la interacción del estudiante. La lección debe ser rica y emocionante - capaz de incluir a todos los estudiantes diversos, incluyendo a los estudiantes con dificultades de aprendizaje, al igual que estudiantes que son dotados y talentosos. "!Los estudiantes no podrán esperar a volver a la escuela para recibir otra de sus lecciones!"

Tipos de lecciones se presentarán en clase. Cualquier tipo de formato que use el candidato para esta asignatura debe aportar los elementos del Common Core Español. Más información y ejemplos se darán en clase. **Esta asignatura deberá ser entregada al Curso Cougar y al portafolio de TaskStream**.

	Spanish Lesson Plan & Presentation - Rubric Score _____ (15 points)		
Criteria	**Credit Range Minimal or None 0-8 pts.**	**Credit Range Approaching, 9-11pts.**	**Credit Range Meets 12-15 pts.**
Lesson meets pedagogical theories, principles, and instructional practices in Spanish.	Candidate knows and can apply **few** of the pedagogical theories, principles, and instructional practices for comprehensive instruction in Spanish and **limited** alignment to the CCSS. SIOP, CALLA or other format **limited or absent in** addressing all components in lesson. **Lacked** objectives that addressed the four domains of listening, speaking, reading and writing.	Candidate knows **some** pedagogical theories, principles, and instructional practices for comprehensive instruction in Spanish and **some** alignment to the CCSS. SIOP, CALLA or other format **partially / inconsistently** addressed all components in lesson. **Some** objectives addressed the four domains of listening, speaking, reading and writing.	Candidate knows and **can apply** pedagogical theories, principles, and instructional practices for comprehensive instruction in Spanish that is aligned to the CCSS. SIOP, CALLA or other format **clearly addressed all components** in lesson. Objectives addressed the four domains of listening, speaking, reading and writing.
Lesson grounded in research-based practices.	Lesson included **limited** instructional strategies grounded in research-based practices, and provided equitable outcomes for **all** students from different linguistic, cultural, and academic backgrounds. Lesson **scant or inappropriate** in some or all of the following: scaffolding, differentiation, transference of skills, student engagement and interaction.	Lesson included **some** instructional strategies grounded in research-based practices, and provided equitable outcomes for **all** students from different linguistic, cultural, and academic backgrounds. Lesson **inconsistency** in some or all of the following: scaffolding, differentiation, transference of skills, student engagement and interaction.	Lesson included instructional strategies grounded in research-based practices, and provided equitable outcomes for **all** students from different linguistic, cultural, and academic backgrounds. Lesson included: scaffolding, differentiation, transference of skills, student engagement and interaction.
Lesson includes appropriate assessments	Candidate **lacked** assessments aligned to the lesson content and language objectives.	Candidate included **some** assessments aligned to the lesson content and language objectives.	Candidate included **appropriate** assessments aligned to the lesson content and language objectives.
Conventions	Candidate **do not follow** directions on how to structure and / or submit lesson plan. **Lack of** participation in lesson preparation & planning. Lesson written and presented in class with **various** errors in Spanish that distract the reader's or listener's comprehension.	Candidate has followed **some** directions on how to structure and/or submit lesson plan. **Partial or full** participation in lesson preparation & planning. Lesson written and presented in class with **some** errors in Spanish. However, errors do not distract the reader's or listener's comprehension.	Candidate has followed all directions on how to structure and submit lesson plan. **Full** participation in lesson preparation & planning. Lesson **well** written and presented in class with minimal errors in Spanish.

Language Stories: Examining your own first and second language learning

La historia de tus idiomas: Examinando tu primera y segunda lengua de aprendizaje   10 puntos

QUOTE: "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) in *Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education.*

Para esta tarea van a escribir un ensayo narrativo sobre el aprendizaje de sus idiomas que describe las experiencias que han marcado su adquisición de lenguajes, al igual que las actitudes y las creencias que ustedes tengan acerca del aprendizaje de idiomas y del uso de cada lengua. Reflexionen sobre sus propias experiencias y la manera que han aprendido sus idiomas y como se ha desarrollado por medio de sus propias circunstancias. Es la intención de esta tarea de explorar acerca de sí mismo su "identidad lingüística" como estudiante, como maestro y como un individuo bilingüe/bicultural. Empezaremos los ensayos el primer día de clase y examinaremos nuestras escrituras en varias ocasiones durante las sesiones de clases. Entregaremos la copia final el último día de clases. Más información y ejemplos se proporcionarán en clase.

- Incluyan ejemplos específicos de eventos o situaciones que expliquen sus puntos de vista.
- Asegúrense de situar sus ejemplos en el contexto de sus creencias de la escolarización y la educación que recibieron durante sus vidas.
- Hagan referencia a las lecturas de la clase y / o las investigaciones que han hecho en otras asignaturas y también pueden incluir discusiones de la clase.
- La información se presentará en clase y cada candidato dispondrá de un máximo de 10 minutos para hacer la presentación. Presentaremos nuestras historias lingüísticas el último día de clases.

Language Stories - Rubric Score _____ (10 pts.)			
	Credit Range Minimal or None 0-5 pts.	Credit Range Approaching, 6-7 pts.	Credit Range Meets 8-10 pts.
Content of writing	Autobiography lacks description of the linguistic history of the candidate, may be limited in describing the development of L1 and L2.	Autobiography is adequate and describes some of the linguistic history of the candidate, including development of L1 and L2 throughout some of his/her life.	Autobiography is excellent and clearly describes the linguistic history of the candidate, including development of L1 and L2 throughout his/her life.
Context for learning	Autobiography lacks relationship to schooling, education, and home environment.	Autobiography describes relationship to schooling, education, and home environment adequately in some aspects of the narrative.	Autobiography clearly describes relationship to schooling, education, and home environment in a cogent manner that is interwoven throughout the narrative.
Evidence of course learnings	Autobiography lacks connections of readings, research, and discussions in the narrative.	Autobiography incorporates some connections of readings, research, and discussions in the narrative.	Autobiography clearly incorporates connections of readings, research, and discussions. Candidate has carefully considered class topics to shape the essence of the narrative and has made references to the readings.
Conventions	Paper written and orally presented in class with various errors in Spanish. Writing distracted the reader's and listener's comprehension. Candidate followed none/limited directions on how to structure and submit this interview.	Paper written and orally presented in class with some errors in Spanish. However, writing does not distract the reader's or listener's comprehension. Candidate followed some directions on how to structure and submit this narrative.	Paper well written and orally presented in class with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit this narrative.

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This scale will be used to score your oral proficiency in Spanish.

Summary Table: ILR & ACTFL Scales of Language Proficiency

Language Skills	Interagency Language Roundtable (ILR) Foreign Service Institute (FSI) Scale Intermediate High (3.5)	American Council for the Teaching of Foreign Language (ACTFL) Advanced Low
Listening	Sufficient comprehension to understand. Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. Can follow some unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural, and literary material in subject-matter areas directed to the general listener.	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Speaking	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Has a general vocabulary that is broad enough that he or she rarely has to grope for a word. Has an accent that may be obviously foreign; has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker. Occasional patterned errors occur in low- frequency and highly complex structures.	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Reading	Proficiency includes comprehension of a variety of styles and forms pertinent to professional needs. Readers are able to comprehend many sociolinguistic and cultural references, but may miss some nuances and subtleties. They typically able to read with facility understand and appreciate contemporary expository, technical, or literary texts that do not rely heavily on slang and unusual idioms.	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
Writing	Able to write the language prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Able to write using simple low-frequency complex structures, vocabulary, and express subtleties and nuances. Able to write on some topics pertinent. The writer employs simple organizational patterns. Able to write on all topics normally pertinent to professional / educational needs and on social issues of a general nature. Writing adequate to express his/her experiences.	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Name: _____

YOUR RECORDKEEPING / CHECKLIST FOR ASSIGNMENTS IN EDUC 653, DR. HERNÁNDEZ

Assignments	Possible Points	Points Earned	Upload assignment to…
Attendance, Attention, Preparation, Participation (f2f & online) Personal Disposition & KOSKO	15 points	Professor's discretion at end of semester	N/A
Reading Response 1	5 points		Cougar Course
Reading Response 2	5 points		Cougar Course
Reading Response 3	5 points		Cougar Course
Reading Response 4	5 points		Cougar Course
Bilingual / Multilingual Research Review	10 points		Cougar Course
Community Footprint (course signature assignment)	15 points		Cougar Course and Taskstream
Parent / Guardian Interview Assignment	15 points		Cougar Course
Primary Language (Spanish) Lesson Plan (course signature assignment)	15 points		Cougar Course and Taskstream
Language stories	10 points		Cougar Course
Total	100 points		

My Notes:

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EDUC 653 – Biliteracy Education I: Contexts for Learning
Fall 2016 - Professor: Ana Hernández, Ed. D.

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Sesiones & fechas	Estándares & Temas	Lecturas y asignaturas para cada semana
Sesión 1 31 de agosto	**Bilingual Authorization – *Standard 3*:** *Demonstrate understanding of philosophical, theoretical, legal & legislative foundations of bilingual ed. & their effects on program Design & achievement* • BIENVENIDOS • Descripción general del curso e introducciones • Perspectivas históricas y fundamentos legales • ¿Quién es bilingüe? - Reflexión y discusión de la lectura • Explicar y comenzar tu historia de tu lengua nativa • Explicar las asignaturas de las reflexiones y dar ejemplos	**Bajar el capítulo 1 de Cougar Course** ¿Quién es bilingüe? (Montrul, 2013) y el silabo de la clase **Cougar Course - Complete feedback and class poll by Tuesday, 9/7.**
Sesión 2 7 de sept.	**Bilingual Authorization – *Standard 3* -** *Apply knowledge of the research on the cognitive effects of bilingualism & biliteracy as developmental processes in instructional practice* • Reflexión y discusión de lecturas • ¿Quién es un aprendiz de inglés? • Teoría y estudios sobre la educación bilingüe • Bialfabetismo y perspectiva multilingüe • Explicar la asignatura de los estudios y presentaciones de estudios bilingües / multilingües y dar ejemplos • KOSKO - Actividades	**capítulo 1** – Teaching for Biliteracy (Beeman & Urow, 2013) **capítulo 2** – Multilingual Perspective *(*Beeman & Urow, 2013)
Sesión 3 14 de sept.	**Bilingual Authorization – *Standard 3* -** *Understand & apply research & its effects on the learning in bilingual educ. program models* • Celebración – Herencia Hispana • Reflexión y discusión de lecturas • Tipos de programas bilingües en CA y EE.UU. • Aspectos del uso de los idiomas para estudiantes bilingües • Comenzar tu historia de tu segunda lengua • Explicar la huella de la comunidad y dar ejemplos • Examinar los conocimientos de la historia de tu lengua nativa • KOSKO - Actividades	**Bajar los capítulos 5 & 13 de Cougar Course** - El español en los EE.UU.; y Educación bilingüe en EE.UU. (Montrul, 2013) **9/17 Entregar:** La reflexión #1 de lecturas (Montrul; Beeman & Urow) **Presentaciones y Entregar:** Estudio bilingüe Competencia lingüística - ACTFL (American Council on the Teaching of Foreign Languages). **Complete self-assessment & survey by Tuesday, 9/14.**

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<tr><td colspan="3" align="center">EDUC 653 – Biliteracy Education I: Contexts for Learning
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<tr><td align="center">Sesiones
& fechas</td><td align="center">Estándares & Temas</td><td align="center">Lecturas y asignaturas para
cada semana</td></tr>
<tr>
<td>Sesión 4
21 de sept.</td>
<td>Bilingual Authorization - Standard 3 - Understand & apply research & its effects on the learning in bilingual educ. program models

• Reflexión y discusión de lecturas
• Presentaciones: Estudios bilingües / multilingües
• Adquisición de la lengua en la infancia
• Debilitamiento y adquisición incompleta de la primera lengua
• Examinar los conocimientos de la historia de tu lengua nativa y de tu segundo idioma.
• KOSKO – Actividades</td>
<td>Bajar el capítulos 7 & 9 de Cougar Course Lengua en la infancia; y Primera Lengua (Montrul, 2013)

<u>Presentaciones y Entregar</u>:
Estudio bilingüe</td>
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<tr>
<td>Sesión 5
28 de sept.</td>
<td>Bilingual Authorization - Standard 3 - Apply knowledge of the research on the cognitive effects of bilingualism & biliteracy as developmental processes in instructional practice. Standard 4 - Have knowledge of bilingual instructional models/strategies & materials to appropriately apply them to their instructional & assessment practices.

• Reflexión y discusión de lecturas
• Presentaciones: Estudios bilingües / multilingües
• Adquisición de una segunda lengua y los estándares
• Examinar los conocimientos de la historia de tu lengua nativa y de tu segundo idioma.
• Explicar la asignatura de las entrevistas de padres y dar ejemplos
• KOSKO - Actividades</td>
<td>Bajar el capítulo 8 de Cougar Course Lengua segunda (Montrul, 2013)

CA ELA/ELD Framework (2014) – Chapter 2 – Key Considerations
http://www.cde.ca.gov/ci/rl/cf/documents/chapter2sbeadopted.pdf

<u>Presentaciones y Entregar</u>:
Estudio bilingüe</td>
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<tr>
<td>Sesión 6
5 de oct.</td>
<td>Bilingual Authorization - Standard 3 - Knowledge of the transferability between primary & target language with the understanding that the level of transferability is affected by the level of compatibility & may vary among languages. Standard 4 - Have knowledge of bilingual instructional models/strategies & materials to appropriately apply them to their instructional & assessment practices.

• Reflexión y discusión de lecturas
• Presentaciones: Huellas de las comunidades
• Métodos sintéticos y analíticos para enseñar el español
• Transferibilidad / Puentes para recursos inter-lingüísticos
• Estrategias para los puentes entre lenguajes
• Estándares en español para California
• Explicar la planificación de la lección en español
• KOSKO - Actividades</td>
<td>capítulo 4 Strategic Use of Two Languages (Beeman & Urow, 2013)

Common Core Español – bajar el informe de http://commoncore-espanol.com/sites/default/files/Grados%20K-5%20Espa%C3%B1ol%20Nacional.pdf

<u>10/8 Entregar:</u> La reflexión #2 de lecturas (Montrul; Beeman & Urow)

<u>Presentaciones y Entregar</u>:
Estudio bilingüe & La huella de la comunidad</td>
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<tr>
<td>Sesión 7
12 de oct.</td>
<td>Bilingual Authorization - Standard 3 - Apply knowledge of the research on the cognitive effects of bilingualism & biliteracy as developmental processes in instructional practice. Standard 4 - Have knowledge of bilingual instructional models/strategies & materials to appropriately apply them to their instructional & assessment practices.

• Reflexión y discusión de lecturas
• Presentaciones: Huellas de las comunidades
• Estándares comunes y marco teórico
• Asesorar y evaluar a los estudiantes y la enseñanza
• Reflexión de la historia de tus idiomas
• Planificación de la lección en español
• KOSKO – Actividades</td>
<td>Newly Adopted ELA/ELD Framework – Chapter 8 Assessments
http://www.cde.ca.gov/ci/rl/cf/documents/chapter8sbeadopted.pdf

<u>Presentaciones y Entregar</u>:
Estudio bilingüe & La huella de la comunidad</td>
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EDUC 653 – Biliteracy Education I: Contexts for Learning Fall 2016 - Professor: Ana Hernández, Ed. D.		
Sesiones & fechas	**Estándares & Temas**	**Lecturas y asignaturas para cada semana**
Sesión 8 19 de oct.	**Trabajo independiente:** • Termina tus asignaturas para la clase – Huella de la comunidad o estudio bilingüe. • Escribe en tu historia de tu lenguaje y explora contextos socioculturales que te han ayudado a adquirir tus lenguas.	
Sesión 9 26 de oct.	**Bilingual Authorization -** *Standard 4 - Understand the interrelatedness among the four domains of language (listening, speaking, reading, writing) & to know language forms & functions.* • Reflexión y discusión de lecturas • Presentaciones: Huellas de las comunidades • Estrategias para desarrollar el lenguaje académico • Planificación de la lección en español • KOSKO – Actividades	**Lecturas en Cursos Cougar:** Academic Language and Literacy for ELs (Cloud et al., 2009) **Presentaciones y Entregar:** Estudio bilingüe & La huella de la comunidad
Sesión 10 2 de nov.	**Bilingual Authorization -** *Standard 4 - Understand the interrelatedness among the four domains of language (listening, speaking, reading, writing) & to know language forms & functions.* • Reflexión y discusión de lecturas • Presentaciones: Huellas de las comunidades • Desarrollo del Idioma Inglés • Nuevos estándares y estrategias para la enseñanza del inglés • Reflexión de la historia de tus idiomas • Trabajar en tu lección en español – adquiere la reacción o comentarios de tus colegas y haz los cambios necesarios • KOSKO - Actividades	New ELD Standards – bajar los informes del estado: http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf Appendix A - http://www.cde.ca.gov/sp/el/er/documents/sbeapdaliteracy.pdf Appendix B - http://www.cde.ca.gov/sp/el/er/documents/sbeapdbhew.pdf Appendix C - http://www.cde.ca.gov/sp/el/er/documents/sbeapdctheory.pdf Appendix D - http://www.cde.ca.gov/sp/el/er/documents/sbeapddcondev.pdf Glossary - http://www.cde.ca.gov/sp/el/er/documents/sbeeldglossary.pdf **11/5 Entregar:** La reflexión #3 de lecturas (ELA/ELD Framework; Cloud et al, 2009) **Presentaciones y Entregar:** Estudio bilingüe & La huella de la comunidad
Sesión 11 9 de nov.	**Bilingual Authorization -** *Standard 3 - Apply knowledge of the research on the cognitive effects of bilingualism & biliteracy as developmental processes in instructional practice.* *Standard 4 - Have knowledge of bilingual instructional models/strategies & materials to appropriately apply them to their instructional & assessment practices.* **Trabajo independiente:** • Termina tu entrevista de padres. • Trabaja en tu borrador para la lección en español. • Sigue escribiendo tu historia de tu lenguaje.	**11/12 Entregar**: La entrevista de padres

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Sesiones & fechas	**Estándares & Temas**	**Lecturas y asignaturas para cada semana**
Sesión 12 16 de nov.	**Bilingual Authorization - *Standard 3 - Actively promote authentic parental participation that includes learning about school systems, assuming leadership roles & affecting policy. Understanding of the family as a primary language & cultural resource.*** • Reflexión y discusión de lecturas • Participación de los padres latinos • Fundamentos de conocimientos culturales y lingüísticos de las familias • Equidad y Advocación para nuestros estudiantes • Reflexión de la historia de tus idiomas con los fundamentos culturales y lingüísticos de tu familia. • Trabajar en tu lección en español – adquiere la reacción o comentarios de tus colegas y haz los cambios necesarios • KOSKO - Actividades	**Lecturas en Cursos Cougar:** Transforming Paradigm (Olivos & Ochoa, 2008) **capítulo 5** Funds of Knowledge (Beeman & Urow, 2013) **11/19 Entregar**: El borrador de la lección en español esta semana, después de que tus colegas te den sus comentarios. **Presentaciones y Entregar:** Estudio bilingüe & La huella de la comunidad
Sesión 13 23 de nov.	**Bilingual Authorization - *Standard 3 - Apply knowledge of the research on the cognitive effects of bilingualism & biliteracy as developmental processes in instructional practice.* Standard 4 - *Have knowledge of bilingual instructional models/strategies & materials to appropriately apply them to their instructional & assessment practices.*** **Trabajo independiente:** • Termina tu reflexión. • Redacta tu la lección en español después que recibas retroalimentación de tus compañeros y profesora. • Sigue escribiendo tu historia de tu lenguaje.	**Feliz Día de Acción de Gracias**
Sesión 14 30 de nov.	**Bilingual Authorization - *Standard 3 - cognizant that students' motivation, participation & achievement are influenced by an intercultural classroom climate & school community.*** • Reflexión y discusión de lecturas • Discutir la entrevista de padres • Lecto-escritura en una clase bilingüe • Cultivar el talento de los estudiantes latinos • Reflexión de la historia de tus idiomas	**capítulo 7** Reading Comprehension (Beeman & Urow, 2013) **capítulo 8** Writing (Beeman & Urow, 2013) **Lectura en Cursos Cougar:** Strengths & Talents of Hispanic ELs (Smutny et al., 2012) **12/3, Entregar:** La reflexión #4 de lecturas (Beeman & Urow; Smutny et al.; Olivos & Ochoa) **12/3 Entregar:** La copia final de la historia de tus lenguajes.
Sesión 15 7 de dic.	• Presentaciones de la lección en español • Compartir lo que aprendiste sobre la historia de tus lenguajes • Discutir lo que hemos aprendido en el curso y las conexiones con tu práctica docente en las escuelas públicas • ¿Cuáles son tus próximos pasos en tu educación y enseñanza? • Evaluar el curso – EDUC 653 • Celebración	**12/10 Entregar**: La copia final de la lección en español y hacer una presentación.
Examen Final	**NO** habrá un examen final para esta clase.	**Nada**