

Course & Section Nos.	EDUC 658 (01)
Course Title	Practices and Strategies for Bilingualism/ Multilingualism and Biliteracy/Multiliteracy Development
Class Roster No.	22533
Course Day(s)	January 23 – May 12 (15 weeks)
Time	Asynchronous weekly modules will go out on Mondays
Course Location	ONLINE
Semester / Year	Spring 2017
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SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

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

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

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.....	1
Practices and Strategies for Bilingualism/Multilingualism and Biliteracy/Multiliteracy Development.....	1
Course Prerequisites.....	1
Course Objectives.....	1
Unique Course Requirements.....	1
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS	2
Required Texts.....	2
Cougar Courses	2
Links Posted on Cougar Course	2
COURSE LEARNING OUTCOMES	2
Course Online Learning Goals.....	3
Expected Dispositions for the Education Profession	3
SCHEDULE/COURSE OUTLINE	4
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS.....	8
Course Assignments.....	8
Grading Standards.....	8
Description of Assignments.....	8
Final Exam Statement.....	12
School of Education/Course Attendance Policy	12
Policy on Late/Missed Work.....	12
GENERAL CONSIDERATIONS	13
CSUSM Academic Honesty Policy	13
Plagiarism.....	13
Students with Disabilities Requiring Reasonable Accommodations.....	13
Credit Hour Policy Statement.....	13
All University Writing Requirement	13
Course Format	14
Necessary Technical Competency Required of Students	14
Contact Information for Technical Support Assistance.....	14
Electronic Communication Protocol	14
RUBRIC Reading Discussions – 10 pts.	15

COURSE DESCRIPTION

Practices and Strategies for Bilingualism/Multilingualism and Biliteracy/Multiliteracy Development

Course designed for experienced and beginning teachers in dual language and multiple language contexts concerned with learning about the most effective classroom practices and teaching strategies to meet the needs of diverse learners in today's diverse and multicultural multilingual classroom settings.

<http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf>

Course Prerequisites

None

Course Objectives

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

Unique Course Requirements

Online environment requires a working computer/mobile device with internet access.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

De Jong, E. (2011). *Foundations for multilingualism in education: From principles to practice*. Philadelphia: Caslon. ISBN-13: 978-1934000069

Hamayan, E., Genesee, F., & Cloud, N. (2013). *Dual language instruction from A to Z: Practical guidance for teachers and administrators*. Portsmouth, NH: Heinemann. ISBN-13: 978-0325042381

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

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

Cougar Courses

Also, please download the following CA standards and frameworks for our class.

Links Posted on Cougar Course

- Free download *World Language Content Standards for CA Public Schools*
<http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>
- Free download *Foreign Language Framework for CA Public Schools*
<http://www.cde.ca.gov/ci/cr/cf/documents/foreignlangfrmwrk.pdf>
- Free download *CA Common Core en Español* <https://commoncore-espanol.sdcoe.net/Home>
- Free download *CA Common Core State Standards*, California Department of Education Common Core at www.cde.ca.gov/re/cc
- Free *eStandards – California Common Core and ELD State Standards* app

COURSE LEARNING OUTCOMES

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

1. SWBAT Investigate effective strategies for dual language instruction and understand different theories and research to plan classroom instruction as measured by thematic unit plan.
2. SWBAT implement a variety of research-based teaching strategies and techniques for developing and integrating English and one other language of their choosing in listening/speaking, reading, and writing for accessing the core curriculum as measured by thematic unit plan.
3. SWBAT use a wide range of context specific standards-based materials, resources, and technologies, and choose, adapt, and use them in effective bilingual, English Language Development (ELD), and content teaching for their particular dual language context as measured by thematic unit plan.
4. SWBAT assess purposes and outcomes of translanguaging, cross-linguistic connections, and effective bridging between language proficiency levels as measured by thematic unit plan and principles of promoting bi/multilingual assignment.
5. SWBAT examine techniques responding to different learning styles (e.g., positive interactions between teachers and students and among students, reciprocal interaction model of teaching with genuine dialogue; social equity in groups as measured by the language in the classroom – interview assignment).
6. SWBAT develop language input that uses sheltering strategies to promote comprehension and visual aids and modeling instruction, allowing students to negotiate meaning, keeping students' interests, relevant material, of sufficient quality, and challenging to promote high levels of language proficiency and critical thinking as measured by reading discussions and thematic unit plan.

Course Online Learning Goals

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

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

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.

Tentative Course Schedule

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

SCHEDULE/COURSE OUTLINE

Week	Module	Topic(s)	Readings& Assignments
Week 1 Jan 23 - 29	1	Getting Started <ul style="list-style-type: none"> Course Overview & Introductions Weekly reading discussions. Elements of online community 	Reading: What is a Community of Practice and How Can We Support It? (Hoadley, 2012) Reading posted in our CC.
Week 2 Jan 30 – Feb 5	2	Educational Equity <ul style="list-style-type: none"> Advocate for language decisions How language ideologies influence decisions 	Textbook Reading: Ch1 – <i>Educators as Language Decision Makers and Negotiators</i> Ch2 – <i>Multilingualism as Norm and Desired Goal</i> (de Jong, 2011)
Week 3 Feb 6 – 12	3	Best-Practice Teaching Strategies <ul style="list-style-type: none"> Curriculum & instruction Content & language development, management of a multilevel differentiated classroom Sheltered instruction. What does the research tell us about DL programs? Groundwork for planning effective DL Programs (Hamayan et al., & CAL) Pathways for Multilingual Development <ul style="list-style-type: none"> Literacy, Biliteracy & Multiliteracy. Approaches to multilingualism. School practices for curriculum and assessment of bilinguals. Sociocultural & critical literacy/multiliteracy approaches. (de Jong) 	Textbook Reading: Ch 1 – <i>DL Education</i> Ch 2 – <i>Planning DL Program</i> (Hamayan, et al., 2013) Ch 3 – <i>Multilingualism & Multilingual Development</i> (de Jong, 2011) <i>Guiding Principles</i> for dual Language Education, Strand 3 pp. 12-17; pp. 68-75 (Howard et al., 2007) [download from Center for Applied Linguistics (CAL)] http://www.cal.org/twi/Guiding_Principles.pdf
Week 4 Feb 13 - 19	4	Principles for Multilingual Schools <ul style="list-style-type: none"> Globalization & language issues with threat of English as a power language. Language policies for educational equity. Diglossia (de Jong; Hernández). 	Textbook Reading: Ch 8 – <i>Principles of Multilingual</i> (de Jong, 2011) Reading posted in our CC: <i>Language Status in Two-Way Bilingual Immersion</i> (Hernandez, 2015)

Week	Module	Topic(s)	Readings& Assignments
Week 5 Feb 20 – 26	5	Affirming Identities <ul style="list-style-type: none"> Integration & engagement of students in various settings Ascertaining cross-cultural equity in small group discourse Deconstructing and repurposing cooperative learning. Structuring for integration. (de Jong). 	Textbook Reading: Ch 9 – <i>Affirming Identities</i> Ch 11 – <i>Structuring for Integration</i> (de Jong, 2011)
Week 6 Feb 27 – Mar 5	6	Language Use in Education <ul style="list-style-type: none"> Promoting additive bi/multilingualism, purposes and outcomes of translanguaging Making cross-linguistic connections, and effective bridging between languages (de Jong). 	Textbook Reading: Ch 10 – <i>Additive Bi/Multilingualism</i> (de Jong, 2011) Due Assignment 1 - Online presentations
Week 7 Mar 6 - 12	7	Planning for Instruction <ul style="list-style-type: none"> Practical guidance on lesson development and biliteracy instruction Techniques responding to different learning styles and language proficiency levels (Hamayan et al., & Beeman & Urow). 	Textbook Reading: Ch 3 – <i>Planning for Instruction</i> Ch 4 – <i>Teaching Academic Content</i> (Hamayan et al., 2013)
Week 8 Mar 13 - 19	8	Planning for Instruction <ul style="list-style-type: none"> Learning how to bridge two languages within a unit (Hamayan et al., & Beeman & Urow). 	Textbook Reading: Ch 5 – <i>Language Teaching in DL Programs</i> (Hamayan et al., 2013) Reading posted in our CC: <i>Strategic Use of Two Languages</i> (Beeman & Urow, 2013)
Week 9 Mar 27 – April 2	9	Working with Curricular Standards <ul style="list-style-type: none"> Incorporating the national & state standards into the day-to-day practices (dialogue across world standards) Assessing standards Context specific standards-based materials, resources, and technologies 	Online Reading: [Download the following:] 1) Common Core State Standards (CCSS) 2) Spanish CCSS 3) Your state or regional/country standards
Week 10 April 3 - 9	10	Working with Curricular Standards <ul style="list-style-type: none"> National and State ELD standards 	Online Reading: [Download the following:] 1) National and State ELD Standards 2) Your state or regional/country standards Due Assignment 2 - Online presentations

Week	Module	Topic(s)	Readings& Assignments
Week 11 April 10 – 16	11	Language Development & Academic Achievement in Two-Way Immersion <ul style="list-style-type: none"> • Program Model Differences • Planning curriculum across programs & grades. Research on Latino students & parent education in DL programs (Lindholm-Leary & Hernandez) 	Reading posted in our CC: <i>Latino Students in DL Programs</i> (Lindholm-Leary & Hernandez, 2011)
Week 12 April 17 - 23	12	Pros/Cons of Translanguaging in DL Contexts <ul style="list-style-type: none"> • Conceptualization & contextualization in cross-linguistic planning and instruction (Lewis et al.) 	<i>Translanguaging: Origins and Development</i> (Lewis et al., 2012) <i>Translanguaging: Conceptualization & Contextualization</i> (Lewis et al., 2012)
Week 13 April 24 – 30	13	Vibrant Languages & Successful Global Communities <ul style="list-style-type: none"> • A general framework for language policy and DL education • Understanding English as a global language and diversification (de Jong) 	Textbook Reading: Ch 4 – <i>Linguistic Diversity & Globalization</i> Ch7 – <i>Program Models & Outcomes</i> (de Jong, 2011)
Week 14 May 4 - 7	14	Instructional Counterbalance & Equitable Discourse <ul style="list-style-type: none"> • Balance of form and function and meaning-oriented instructional approaches to improve the language proficiency of immersion students (Lyster & Mori) • Two-Way Immersion skillful management of classroom talk, creates opportunities for more equitable talk patterns among students • Minority language students develop academically oriented identities (Palmer) 	Reading posted in our CC: <i>Counterbalance in Immersion Pedagogy</i> (Lyster & Mori in Fortune & Tedick, 2008) <i>Alternative Discourse in Two-Way Classroom</i> (Palmer in Fortune & Tedick, 2008)
Week 15 May 8 - 12	15	Reflection of course <ul style="list-style-type: none"> • Course evaluation and presentation of assignment 3 	Due Assignment 3 - Online presentations
NO FINAL EXAM			
All assignments, requirements and due dates are available in our Cougar Course. Participants should check regularly for updates under Announcements and Modules. Professor has the right to alternate or make changes to the schedule.			

Assignments	Possible Points	Points Earned	Upload assignment to...
Attendance, Participation & Personal Disposition	10 points	Professor's discretion	N/A
Reading Discussions	10 points		Cougar Course
Online Classroom Activities	20 points		Cougar Course
<i>Assignment #1 – Promoting Additive Bi/Multilingualism</i>	20 points		Cougar Course
<i>Assignment #2 – Languages in the Classroom – Interview</i>	20 points		Cougar Course
<i>Assignment #3 – Thematic Plan - Pair or Individual Project</i>	20 points		Cougar Course
Total	100 points		

NOTES:

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Teacher education is a professional preparation program. It is expected that students are prepared to discuss the readings, submit required assignments, and participate in weekly 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

- Attendance, Participation, & Professional Disposition for online classes at instructor's discretion 10 points
- Reading Discussions 10 points
- Online Classroom Activities 20 points
- Promoting Additive Bi/Multilingualism 20 points
- Languages in the Classroom - Interview 20 points
- Thematic Plan – Pair or Individual Project 20 points

Total 100 points

Grading Standards

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 B- is required to pass this course, because it is a Master of Arts level course (600's).

95 –100 A

87 - 89 B+

80 – 82 B- (minimal passing grade)

73 – 76 C

90 – 94 A-

83 – 86 B

77 – 79 C+

70 – 72 C-

Description of Assignments

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

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

2. Reading Discussions

(10 points)

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

Discussion Leader: 5 points and Participation in ALL Reading Discussions: 5 points

DUE: Readings throughout the course

Reading Reflection – Rubric Score _____ (5 pts. each)			
Criteria	Credit Range Minimal or None 0-1 pts.	Credit Range Approaching, 2-3pts.	Credit Range Meets 4-5 pts.
Comprehensiveness (1 point)	Response lacked reference to the required readings.	Response referenced some of the required readings.	Response referenced all required readings.
Analysis (2 points)	Response lacked an analysis of the readings.	Response included a partial analysis of the assigned readings.	Response included a comprehensive analysis of the assigned readings.
Insightful Connections (1 point)	No connections were made between the topic(s) and the candidate's experiences.	Connections made between the topic(s) and the student's experiences demonstrated some understanding of the application of the reading topic(s) to practice.	Connections were made between the topic(s) and the student's experiences demonstrating application to practice. Responded to at least 2 peers during discussion forum.
Conventions (1 point)	Response written with various errors. 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.	Response well written without minimal errors. Candidate followed directions on how to structure and submit reading reflection. Candidate demonstrated some engagement & participation in group discussions.	Response well written without errors. Candidate has followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions.

3. **Online Classroom Community Activities** (20 points)
These are activities related to our course topics and readings. It is crucial that all students engage in our online conversations in order to be part of the community and debrief the content through various modes, such as journals, forums, videos, interviews, surveys, etc. "A community is defined as a dynamic whole that emerges when a group of people share common practices and identify themselves with something larger than the sum of their individual relationships" (Palloff & Pratt, 2007). Communities are formed around issues of identity and shared values; they are not necessarily place-based (Palloff, 1996). You will need to use an up-to-date computer and operating system that has the ability and speed to listen to audio and video clips.

Written Assignments

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

4. **Assignment #1 – Promoting Additive Bi/Multilingualism** (20 points)
See rubric for Assignment 1 at end of syllabus

Purpose: The aim of this assignment is for you to have an opportunity to think about what it means to function in a biliterate/multilingual academic environment. Depending on your context and access to classrooms this Spring, you may select one of the following assignments:

Option 1a: Analyzing DL Student Writing Samples – Target language & English. If you have access to student writing this Spring, this would be excellent. Your work in analyzing the writing samples should push you to want to create the type of scaffolded biliteracy and cross-linguistic analysis learned from our readings and discussions. Choose 2 unedited writing samples of one bilingual student who is beginning to write (kindergarten through 3rd grade) or students who are learning both languages in the upper grades (4th and up). One sample should be in English and one in the other native language of the same child, if possible. Analyze the writing using the materials/textbooks for the course. Type up the analysis conclusions and include a photo or scanned copy of each writing sample with your analysis of cross-linguistic resources the student is using or evidence of translanguaging. For this project, find writing that is NOT perfect, preferably a first draft for your analysis.

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

Option 1c: If you are not teaching in a dual language classroom, perhaps you can observe a DL program during Spanish and English time (any grade level) and see how students interact with the language(s) during instruction and with their peers (in groups or with partners). Write about your observations as students use cross-linguistic resources or evidence of translanguaging.

Option 1d: Understanding the Principle of Promoting Additive Bi/Multilingualism (de Jong, 2011). If you do NOT have access to DL student writings or the opportunity to observe a DL program this Spring, then use our textbook *Foundations for Multilingualism in Education* (de Jong, 2011) to examine this additive process to language learning. After reading chapter 10 (pp. 200-220), write a paper examining the guiding questions on "curriculum, pedagogy and assessment" posted on Table 10.1 (p. 210). You will need to examine these questions through the lens of equity as a dual language educator or future DL teacher.

Turn in your assignment via class Moodle. Late assignments do not receive full points. Two points will be subtracted per day late. Check syllabus for due dates.

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

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

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

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

Option 2a: If you do not have access to dual language participants (teacher, students, parents) at a local school, you can interview someone you know who has learned a second language, preferably someone who has immigrated and has learned your country’s national language as a child or adult. Provide an analysis of the person’s experiences, views and skills in the languages, as well as how he/she functions in society through the use of the two or more languages (diglossia). Follow directions above for paper and use as many of the questions stated above in your interview.

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

6. **Assignment #3 – Thematic Plan - Pair or Individual Project** (20 points)
See rubric for Assignment 3 at end of syllabus

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

In this assignment, candidates will plan a thematic unit through at least two content areas (Math & Science, or Language Arts & Social Studies, or language arts & ELD, etc.). Pairs/Individuals will be asked to develop a meaningful thematic unit plan for DL students acquiring the target language with newly adopted Common Core State Standards (CCSS) or the national curriculum standards in your state/country of residence (e.g., majority of USA uses CCSS). You will use chapters 4, 5 and 6 (Hamayan et al., 2013) as a guideline to thematic unit planning and use the scaffold (template) on pp. 219-220 for your unit development. Candidates will select area of study and decide if he/she will work independently or with a partner early in the term, so that you can develop a timeline for the assignment due date. Check syllabus for due dates.

Final Exam Statement

No Final Exam will be administered for this course. Last Module on May 12th will end the course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For this course: In this online course, active weekly participation is required in order to create an environment that nurtures and builds online community. Please schedule regular periods of time (3-4 times weekly) to check on course postings, announcements and assignments. **Modules begin on Monday each week and end on Sunday of the following week (see online schedule of modules), except for the last week of the semester – when course will end Friday, May 12th.** This means that forums will only be open for one week at a time. If you miss a forum discussion, no credit will be given for that activity / assignment. The modules are planned to require approximately 3 hours per week, in addition to 6 hours of homework. This course will require 100% online participation. Students will need to use an up-to-date computer and operating system that has the ability and speed to listen to audio and video clips.

To be considered “present” for class each week, students must respond to the discussion forums posted by instructor, provide feedback to at least two peers’ responses, submit work to be completed that week online, and either present or respond to a presentation.

- Each weekly module is equivalent to a week of instruction. Students missing two weeks of modules cannot receive a passing grade for the class. ***Not participating on an online session will be considered an absence from class.*** Emergencies are considered on a case-by-case basis. However, notifying the instructor does NOT constitute an excuse. All assignments must be turned in on due dates even in case of an absence. Unless extraordinary circumstances are made known, this is NOT negotiable.

Policy on Late/Missed Work

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).**

GENERAL CONSIDERATIONS

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 (course participant) 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

Students 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. 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

This course is delivered through online instruction. Students are expected to complete all online assignments, activities, discussions, videos, etc. for up to 3 hours weekly and spend a minimum of 6 hours per module outside of the online environment in preparation for class (readings, writings, etc.) for the 3-unit of credit engaged in learning. Each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.

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 an online – asynchronous instructional format.

Necessary Technical Competency Required of Students

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

During week days, I will respond to emails within 24-48 hours of receipt, but possibly later on weekends or holidays /vacations. Students should use e-mail provided by the university and must check their email and Cougar Course several times a week to check the website of the course - weekly agendas & announcements, submit assignments, check grades, participate in a forums / surveys, contact the instructor or students. Students must update their online course profiles. Each student must have a picture of his/her face (headshot) posted on the Cougar Course student profile.

Contact Information for Technical Support Assistance

CSUSM Student Technology Help Desk contact information and hours:

<http://www.csusm.edu/sth/>

sth@csusm.edu

760-750-6505

M-Th 7 am – 7 pm

Friday 8 am – 5 pm

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.

RUBRIC Reading Discussions – 10 pts.

Criteria	<i>Minimal or None</i> 0-4 points	<i>Approaching</i> 5 - 7 points	<i>Meets</i> 8 - 10 points
Comprehensiveness (2 points)	Discussion participant response lacked reference to the required readings.	Discussion participant response referenced some of the required readings.	Discussion participant , response referenced all required readings and engaged peers in discussion.
Analysis (4 points)	Discussion participant response lacked an analysis of the readings.	Discussion participant response included a partial analysis of the assigned readings.	Discussion participant responses included a comprehensive analysis of the assigned readings.
Insightful Connections (2 points)	Discussion participant provided no connections between the topic(s) and the candidate's experiences. Contributed to discussion once or twice.	Discussion participant provided some connections between the topic(s) and the student's experiences demonstrated some understanding of the application of the reading topic(s) to practice. Contributed to discussion twice.	Discussion participant provided excellent connections between the topic(s) and the student's experiences demonstrating application to practice. Contributed to discussion two times or more.
Conventions (2 points)	Response written with various errors. Writing distracted the reader's comprehension. Discussion participant demonstrated none/limited engagement & participation in group discussions.	Response well written without minimal errors. Discussion participant demonstrated some engagement & participation in group discussions.	Questions, directions and response well written without errors. Discussion participant demonstrated full engagement & participation in group discussions.

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

RUBRIC Assignment 1: Promoting Additive Bi/Multilingualism

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

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

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

RUBRIC Assignment 2: Languages in the Classroom – Interview

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

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

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

RUBRIC Assignment 3: Thematic Plan - Pair or Individual Project

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

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