

<b>Course Number</b>	<b>EDSS 547 (01)</b>
<b>Title</b>	<b>Secondary World Languages Education</b>
<b>CRN Number</b>	<b>21007</b>
<b>Days</b>	<b>Thursdays</b>
<b>Time</b>	<b>5:30 - 8:20 PM</b>
<b>Course Location</b>	<b>UNV 443</b>
<b>Semester / Year</b>	<b>Spring 2018</b>
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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

**CFA Statement - Possible Work Stoppage**

The California Faculty Association is in the midst of a difficult contract dispute with the CSU systemwide administration. In response to the CSU's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at [www.calfac.org](http://www.calfac.org), including [http://www.calfac.org/sites/main/files/file-attachments/faculty\\_index\\_final\\_2.pdf](http://www.calfac.org/sites/main/files/file-attachments/faculty_index_final_2.pdf).

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### COURSE DESCRIPTION | DESCRIPCIÓN del CURSO

*Required of credential candidates aiming to obtain an authorization to teach Spanish at the Secondary Level.*

This course involves the practical application of the underlying theories and issues pertaining to second/foreign language education. Students will participate in lesson development, peer teaching experiences, materials development, textbook evaluation, and test construction appropriate for the teaching of foreign languages. Students are required to do additional reading and to submit five annotated bibliographies of articles from foreign language journals from the last three years or complete an analysis of four professional publications.

#### **Course Prerequisites**

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

#### **Course Objectives | Objetivos del curso**

Candidates completing EDSS 457 will be able to:

1. Demonstrate a high proficiency in the language that allows them to conduct their classes in the target language
2. Demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced
3. Demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language.
4. Demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers.
5. Demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition

6. Emphasize critical thinking and evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they can effectively use technology to support and enhance their instruction.
7. Students are expected to a) report, interpret, analyze, and synthesize complex information; and b) demonstrate university-level competence in information literacy, the use of technology, and oral communication.

### **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. Some of our classes will be co-taught with EDUC 654 and there will be some online modules. Both of these additional course formats adhere to the 45 hours per unit of credit.

## **REQUIRED TEXTS, MATERIALS AND ACCOUNTS**

### **Cougar Course/Library Material Available – online text**

Readings for this course will be located in our Cougar Course. You will find the list of reading assignments in our course syllabus. 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](http://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):

- SWBAT demonstrate a high proficiency in the language that allows them to conduct their classes in the target language through class discussions and assignments.
- SWBAT demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing in the target language from level 1 to advanced proficiency through lesson plans.
- SWBAT demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language through unit plan..
- SWBAT demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers through unit plan.
- SWBAT demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition through class discussions, lesson plans, and assignments.
- SWBAT emphasize critical thinking and evidence of student learning to inform their best practices in teaching and using technology to support and enhance their instruction through class discussions, presentations, and assignments.

- SWBAT a) report, interpret, analyze, and synthesize complex information; and b) demonstrate university-level competence in information literacy, the use of technology, and oral communication through course assignments.

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

#### **La autorización para enseñar a estudiantes que aprenden inglés como segunda lengua**

Este programa de certificación ha sido específicamente diseñado para preparar a los maestros en la diversidad de las lenguas que se encuentran en las escuelas públicas de California. La autorización para enseñar a los estudiantes que aprenden inglés como segunda lengua (English Learners) se cumple a través de la infusión de contenidos y experiencias dentro del programa de credencial/certificación, así como cursos adicionales. Los estudiantes que completen con éxito este programa reciben una credencial con la autorización para enseñar a estudiantes que aprenden inglés como segunda lengua (English Learners). (*Approved by CCTC in SB 2042 Program Standards, August 02*)

### **Teacher Performance Expectation (TPE) Competencies (2017)**

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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:

### **Foundational TPE: Social Justice and Equity**

TPE as they relate to the Bilingual Authorization Standards

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning

### **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](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).

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. 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.

### **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 y disposición profesional (discreción del instructor)                 | 10 puntos |
| • 3 Reflexiones de lectura (5 puntos cada una)  | 15 puntos |
| • Ensayo y presentación de una herramienta de evaluación para la adquisición de un segundo idioma | 20 puntos |
| • Bibliografías comentada – revistas, artículos, y/o redes de lengua extranjera                   | 20 puntos |
| • Presentación de lección de lenguaje y cultura   | 20 puntos |
| • Mini-unidad temática  | 15 puntos |

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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  
87 - 89 B+  
80 – 82 B-  
73 – 76 C

90 – 94 A-  
83 – 86 B  
77 – 79 C+ (minimal passing grade)  
70 – 72 C-

## DESCRIPTION OF ASSIGNMENTS | DESCRIPCIÓN DE ASIGNATURAS

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

### **Attendance, Professional Disposition, and Class Participation** **Asistencia, disposición profesional y participación en clase**

**10 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 la profesora. También, mantenga un registro de su asistencia y asignaturas este semestre.

### **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.

### **Dispositions and Disposition Rubric for the School of Education, CSUSM**

<http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

### **3 Reading Reflections - Tres reflexiones de lectura (5 puntos cada una)**

**15 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 la profesora y tus colegas han leído el texto), incluye las conexiones que se pueden hacer entre las ideas que presenta el texto y la enseñanza para 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. Citen el texto o autor en sus escrituras, por ejemplo (Reyes, 2011, p. 56). Piensen en los conceptos principales y sus entendimientos del texto.

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

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).

<b>Reading Reflection – Rubric Score _____ (5 pts. each)</b>			
<b>Criteria</b>	<b>Credit Range Minimal or None 0-1 pts.</b>	<b>Credit Range Approaching, 2-3pts.</b>	<b>Credit Range Meets 4-5 pts.</b>
<b>Comprehensiveness (1 point)</b>	Response lacked reference to the required readings.	Response referenced some of the required readings.	Response referenced all required readings.
<b>Analysis (2 points)</b>	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.
<b>Insightful Connections (1 point)</b>	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.
<b>Conventions (1 point)</b>	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.

**Ensayo y presentación de una herramienta de evaluación para la adquisición de un segundo idioma – Essay and presentation of an assessment tool to evaluate the acquisition of a second language**

**20 puntos**

Utiliza el internet para encontrar herramientas de la evaluación para la adquisición de un segundo idioma para estudiantes en la escuela intermedia o preparatoria. Los exámenes deben medir los dominios del lenguaje (leer, escribir, hablar/escuchar). Aquí veras un buen ejemplo de *Standards-Based Integrated Performance Assessments* en el sitio web de Center for Advanced Research in Language Acquisition (CARLA) [http://www.carla.umn.edu/assessment/vac/CreateUnit/unit\\_examples.html](http://www.carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html)

Después que encuentres una herramienta de evaluación para la adquisición de un lenguaje, vas a hacer un ensayo que describa lo siguiente:

- El nombre de la herramienta, autor, y donde se puede encontrar en el internet
- El propósito de la herramienta para la evaluación del un segundo idioma
- Información de cómo y cuando se usa esta herramienta de evaluación
- Como se alinea a la metodología actual (ejemplo – CCSS, World Language Standards)
- Los tipos de instrumentos que usa esta evaluación (ejemplo – rúbricas)
- Los lenguajes que se pueden asesorar con esta herramienta
- Tu opinión acerca de esta herramienta de evaluación
- Incluye algún ejemplo de esta herramienta de evaluación en tu ensayo

Vas a compartir la herramienta de evaluación en clase y luego subir tu trabajo al Curso Cougar.

Consulta la página red de la American Psychological Association (APA) para aprender la forma correcta de escribir un manuscrito universitario con apropiadas referencias. Visita <http://www.apastyle.org/electsource.html>.

<b>Ensayo y presentación de una herramienta de evaluación – Rubric (20 pts.)</b> <b>(Essay and presentation of an assessment tool)</b>			
<b>Criteria</b>	<b>Credit Range Minimal or None 0-15 pts.</b>	<b>Credit Range Approaching, 16-17pts.</b>	<b>Credit Range Meets 18-20 pts.</b>
<b>Essay 10 points</b>	Essay included a <b>limited</b> explanation of the assessment tool lacking various areas outlined in the assignment description.	Essay included a <b>general</b> explanation of the assessment tool with all/most the areas outlined in the assignment description.	Essay included an <b>excellent in depth</b> explanation of the assessment tool with all the areas outlined in the assignment description.
<b>Assessment 5 points</b>	Assessment tools represent <b>limited</b> dimensions of the 4 domains of language (reading, writing, speaking/listening) and tool is <b>NOT aligned</b> to current methodological aspects of second language acquisition and WL/CCSS Standards.	Assessment tools represent <b>some</b> dimensions of the 4 domains of language (reading, writing, speaking/listening) and tool is <b>closely aligned</b> to current methodological aspects of second language acquisition and WL/CCSS Standards.	Assessment tools represent <b>excellent</b> dimensions of the 4 domains of language (reading, writing, speaking/listening) and tool is <b>aligned</b> to current methodological aspects of second language acquisition and WL/CCSS Standards.
<b>Oral Presentation 2 points</b>	<b>Fair</b> presentation and explanation of the assessment tool in Spanish.	<b>Fair</b> presentation and explanation of the assessment tool in Spanish.	<b>Excellent</b> presentation and explanation of the assessment tool in Spanish.
<b>Paper Conventions 3 points</b>	Essay is written with <b>various errors</b> in Spanish. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit paper. No APA.	Essay is written with <b>some</b> errors in Spanish. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit paper. Partial APA format.	Essay is <b>well written</b> with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit paper. APA format used throughout paper.

**Bibliografía comentada – revistas, artículos, y/o redes de lengua extranjera 20 puntos**  
**Annotated bibliography of journals, articles and/or websites related to teaching a foreign language**

Para esta tarea vas a escribir una bibliografía comentada que describa 4 revistas, artículos y/o redes del internet relacionadas con la enseñanza de una lengua extranjera. Esta tarea te ayudará a encontrar recursos que podrás utilizar cuando enseñes el español como segunda lengua. La información la compartirás en clase para que tus compañeros también tengan estos excelentes recursos. El formato para tu bibliografía comentada es el siguiente:

Una bibliografía anotada/comentada es una lista de citas de revistas, artículos y redes del internet. Cada cita es seguida por una breve descripción (generalmente 150 palabras) párrafo descriptivo y evaluativo que representa el comentario. El objetivo de la anotación es informar al lector de la pertinencia, la exactitud y la calidad de las fuentes citadas.

- 1) En primer lugar, localiza y cita los documentos (revistas, artículos, sitios en la red) que pueden contener información útil e ideas sobre el tema (lengua extranjera). Brevemente examina y revisa los documentos. A continuación, elije los que ofrecen una variedad de ideas sobre la enseñanza de una segunda lengua..
- 2) Cita la revista, el artículo o sitio en la red al estilo del APA apropiado en tu bibliografía. Haz la lista de bibliografía en orden alfabético.
- 3) Escribe una anotación concisa que resume el tema central de los recursos (revistas, artículos, sitios en la red). Incluye una o más frases que: (a) evalúe la autoridad, b) explica el propósito del autor, (c) comente como se



puede utilizar este recurso para la enseñanza de una segunda lengua, y (d) compara o contrasta este recurso con otro que has citado en su bibliografía.

**Ejemplo - Bibliografía comentada**

- Cita al estilo APA
- Nombre de la revista, artículo, sitio en la red
- Evalúa la autoridad de este recurso
- El propósito del autor
- Como se puede utilizar este recurso para la enseñanza de una segunda lengua
- Compara o contrasta este recurso con otro que has citado en su bibliografía

Consulta la página red de la American Psychological Association (APA) para aprender la forma correcta de escribir un manuscrito universitario con apropiadas referencias. Visita <http://www.apastyle.org/electsource.html>.

<b>Bibliografía comentada</b>			
<b>Annotated Bibliography for Teaching a Foreign Language – Rubric Score _____ (20 pts.)</b>			
<b>Criteria</b>	<b>Credit Range Minimal/None 0-15 pts.</b>	<b>Credit Range Approaching, 16-17 pts.</b>	<b>Credit Range Meets 18-20 pts.</b>
Student provided an APA aligned annotated bibliography. <b>5 points</b>	<b>Little or no</b> provision of an APA aligned annotated bibliography of no fewer than 2 resources related to teaching a foreign language, such as journals, articles or websites.	Provision of an APA aligned annotated bibliography of no fewer than 3 resources related to teaching a foreign language, such as journals, articles or websites.	Provision of an APA aligned annotated bibliography of no fewer than 4 <b>noteworthy</b> resources related to teaching a foreign language, such as journals, articles or websites.
Student addressed content scope of the assignment in the annotations. <b>5 points</b>	Evidence of foreign language resources <b>lacks depth. Narrow</b> examination with <b>little or no evidence</b> of criteria being met.	Evidence indicating <b>some</b> exploration of foreign language resources. Criteria met at <b>superficial</b> level.	<b>In depth</b> evidence indicating <b>extensive</b> research of foreign language resources. <b>Substantial</b> evidence criteria has been met.
Paper Conventions <b>5 points</b>	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. No APA.	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. Partial APA format .	Paper well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit summary & analysis. APA format used throughout paper.
Oral Presentation <b>5 points</b>	<b>Fair</b> presentation and explanation of the resoruces in Spanish.	<b>Fair</b> presentation and explanation of the resources in Spanish.	<b>Excellent</b> presentation and explanation of the resources in Spanish.

**Presentación de lección de lenguaje y cultura por medio de la música latina**  
**Presentation of a Lesson about Language and Culture through Latin Music**

**20 puntos**

¡Azúcar! – como decía Celia Cruz, la reina de la música cubana... Escoge una canción con ritmo latino (de cualquier país o cantante) para enseñar algún concepto gramatical y evaluar el tono, lenguaje y aspecto cultural de la canción y cultura. La música es un gran estimulante para tus estudiantes y se puede usar para aprender lenguaje en una manera motivadora, solamente tienes que tener cuidado con que la letras de la canción sean apropiadas para la escuela (no sea ofensiva o proponente de actos negativos) y concuerde con la edad de tus estudiantes. Tendrás que traer copias de la letra/lirica de la canción para hacer la actividad con nosotros en clase. También trae la música o si prefieres cantarnos la melodía contigo.. ¡Qué divertido!

Usa la lirica de la canción para la lección de gramática que nos vas a enseñar.

1. Indicarás que estándares se relacionan con esta lección.
2. Escucharemos la canción y leeremos los refranes.
3. Examinaremos los verbos, adjetivos, sustantivos, o artículos, etc., ósea para lo que mejor se relacione la lirica con algún aspecto gramatical del lenguaje español.
4. Examinaremos el lenguaje escrito/poético que represente algún tipo de metáforas, personificación, símiles, modismos, refranes, cambio de código, etc.
5. Examinaremos el vocabulario de la canción, quizás sea regional, variación lingüística, espanglish, cognados, etc.
6. Examinaremos el tono, punto de vista o mensaje del escritor/letrista y como se relaciona con la cultura de ese país.
7. Examinaremos el tipo de música latina que representa tu lección, quien es el cantante o grupo musical y por qué este tipo de música sería impresionante para tus estudiantes.

Haremos un ejemplo en clase para modelar este tipo de actividad. ¡Trae tus zapatos para bailar!

<b>Presentación de lección de lenguaje y cultura – Rubric (20 pts.)</b> <b>(Presentation of a Lesson about Language &amp; Culture)</b>			
<b>Criteria</b>	<b>Credit Range Minimal or None 0-15 pts.</b>	<b>Credit Range Approaching, 16-17pts.</b>	<b>Credit Range Meets 18-20 pts.</b>
<b>Lesson &amp; activity 10 points</b>	Lesson & activity included a <b>limited</b> analysis of the lyrics and grammatical structures with limited relationship to the standards, using the 2-4 domains of language (reading, writing, speaking/listening).	Lesson & activity included a <b>general</b> analysis of the lyrics and grammatical structures <b>closely aligned</b> to the standards, using the 3-4 domains of language (reading, writing, speaking/listening).	Lesson & activity included an <b>excellent in depth</b> analysis of the lyrics highlighting grammatical and linguistic aspects of the language <b>correlated</b> to the standards, using the 4 domains of language (reading, writing, speaking/listening).
<b>Song 5 points</b>	Song & lyrics represented <b>limited</b> dimensions culture and language <b>and lacked alignment</b> to aspects of second language acquisition and WL/CCSS Standards.	Song & lyrics represented <b>some</b> dimensions culture and language <b>closely aligned</b> to aspects of second language acquisition and WL/CCSS Standards.	Song & lyrics represented <b>excellent</b> dimensions culture and language <b>aligned</b> to aspects of second language acquisition and WL/CCSS Standards.
<b>Presentation 5 points</b>	<b>Fair</b> presentation and explanation of the lesson & culture with <b>various</b> errors in Spanish. Candidate has followed all directions on how to structure lesson.	<b>Fair</b> presentation and explanation of the lesson & culture with <b>some</b> errors in Spanish. Candidate has followed all directions on how to structure lesson.	<b>Excellent</b> presentation and explanation of the lesson & culture with <b>minimal</b> errors in Spanish. Candidate has followed all directions on how to structure lesson.

## Mini Thematic Unit | Mini unidad temática

15 puntos

(Course signature assignment – must be also uploaded to TaskStream, Standard 4)

Estándar 4 - Metodología Bilingüe; Estándar 5 – Cultura

Esta es una unidad sobre la enseñanza del español para los hablantes nativos o programas de lenguaje dual, español como segunda lengua (lengua extranjera), o español para hispanohablantes. ¡Tienen muchas opciones! **Nuestro objetivo principal es enseñar el español.** Para esta tarea se aplicarán las metodologías bilingües de nuestros cursos (EDUC 653 y EDUC 654) que ocupan el estándar 4 - Metodología Bilingüe y lecturas de nuestros libros y artículos. El plan de la mini-unidad temática debe ser apropiado para la lengua materna de los hispanohablantes y / o hablantes nativos de inglés que aprenden el español como segunda lengua en los grados K-12.

**Para los estudiantes en EDSS 547 - ustedes pueden utilizar esta misma asignación para la mini-unidad temática del Curso de Idiomas Mundiales este semestre. Trabajen con alguien que también esté en el curso.**

El plan de la unidad consta de 5 clases y 5 evaluaciones. La "unidad" se define como una semana de escuela - 5 días (vea muestras en Cougar Course). Nuestro **objetivo es de enseñar el lenguaje español.** El contenido será introducir **una leyenda, cuento o fábula de los países de habla hispana. Utiliza la plantilla de las lecciones para la unidad** que es específica para esta tarea en Cougar Course. Cada día de la lección no debe ser más de 1 página escrita.

- Día 1 - introduce y enseña la selección de la **lectura** (habilidades interpretativas), recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo vas a evaluar el aprendizaje de hoy?
- Día 2 - enseña un **aspecto gramatical** conectado a la lectura / escritura, recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo vas a evaluar el aprendizaje de hoy?
- Día 3 - enseña una lección de **escritura** (habilidades productivas), recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo vas a evaluar el aprendizaje de hoy?
- Día 4 - enseña sobre la **cultura** del país del cual se inicia la literatura, recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo vas a evaluar el aprendizaje de hoy?
- Día 5 - *Bridging* lección (**punto lingüístico**) - ¿qué aspecto de esta lección se puede conectar con los dos idiomas para los estudiantes? Recuerda nuestras lecturas de Beeman y Urow en EDUC 653 sobre la conexión lingüística de las lenguas? ELD también puede ser parte de este plan de unidad para los aprendices de inglés. ¿Cómo vas a evaluar el aprendizaje de hoy?
- Recuerda que debes incorporar la **tecnología** en tu plan temático.

**Opcional** - Puedes trabajar con un compañero/a para crear la unidad juntos, pero recibirán la misma calificación en los trabajos. Se recomienda que el trabajo esté claramente dividido equitativamente. Deben de subir el trabajo a Cougar Course y TaskStream para recibir crédito. Este plan de unidad es una evaluación crítica de la Autorización Bilingüe.

**IMPORTANTE:** Todos los trabajos vencen el día señalado (vea el plan de estudios para la fecha actual). Trabajos que se entreguen tarde (borrador o copia final), recibirán reducción de puntuación. Esta asignación debe cumplir con el Estándar 4 - Metodología Bilingüe para el Programa de Autorización Bilingüe (vea la rúbrica) y el candidato debe recibir una calificación mínima aprobatoria de una B- (80%). El plan de unidad será tu artefacto para TaskStream - Standard 4.

Mini-Thematic Unit Plan / Presentation Rubric (15 points)			
Criteria	Credit Range Minimal or None 0-9 pts.	Credit Range Approaching, 10-11pts.	Credit Range Meets 12-15 pts.
Lessons follow bilingual educ. pedagogical theories & principles <b>5 points</b>	Part 1: Candidate knows and applies <b>few</b> of the pedagogical theories, principles, and instructional practices of bilingual educ. Candidate <b>does not</b> comprehend key academic concepts for lesson development. Lacks knowledge of to tie objectives to lesson.	Part 1: Candidate knows <b>some</b> pedagogical theories, principles, and instructional practices of bilingual education. Candidate <b>partially</b> applies pedagogy in a comprehensive manner. <b>Some</b> of the lesson components are included, but ideas are <b>partially</b> developed or <b>inconsistent</b> with content and language objectives.	Part 1: Candidate knows and <b>can apply</b> pedagogical theories, principles, and instructional practices for comprehensive bilingual instruction in Spanish including content and language objectives.
Lesson are strongly connected throughout unit <b>5 points</b>	Part 2: Candidate followed <b>few</b> directions on how to write lessons & lacked connections to the content areas in thematic unit, including assessments. Components are <b>inconsistent</b> in lessons.	Part 2: Candidate followed <b>some</b> directions on how to write lessons & connected some of the content areas in thematic unit, including some assessments. Components are <b>partially developed</b> in lessons.	Part 2: Candidate clearly followed all directions on how to write lessons & strongly connected all content areas throughout a thematic unit approach, including assessments. Components are <b>clearly stated and developed</b> in lessons.
Assessments in unit plan measure content and language objectives <b>3 points</b>	Part 3: Candidate <b>does not</b> have <b>working knowledge</b> of designing appropriate assessments for each of the lessons. <b>Limited</b> examples included in the unit plan. Lacks appropriate assessments for content and language objectives.	Part 3: Candidate <b>has some working knowledge</b> of designing appropriate assessments for each of the lessons. <b>Some</b> examples included in the unit plan. Assessments <b>partially or inconsistently</b> measure content and language objectives.	Part 3: Candidate <b>knows how to design</b> appropriate assessments for each of the lessons and has included examples in the unit plan. Assessments are excellent measures of content and language objectives.
Guidelines & conventions <b>2 points</b>	Candidate has followed <b>few</b> directions on how to structure and submit Thematic Unit Plan. <b>Lack of</b> participation in lesson preparation & planning. Lesson written and presented in class with <b>various</b> errors in Spanish that distract the reader's or listener's comprehension.	Candidate has followed <b>some</b> directions on how to structure and submit Thematic Unit Plan. <b>Partial or full</b> participation in lesson preparation & planning. Lesson written and presented in class with <b>some</b> errors in Spanish. However, errors do not distract the reader's or listener's comprehension. This also includes submitting a draft for professor approval.	Candidate has followed <b>all</b> directions on how to structure and submit Thematic Unit Plan. <b>Full</b> participation in lesson preparation & planning. Lesson <b>well</b> written and presented in class with minimal errors in Spanish. This also includes submitting a draft for professor approval.

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

**Summary Table: ILR & ACTFL Scales of Language Proficiency**

Language Skills	Interagency Language Roundtable (ILR) Foreign Service Institute (FSI) Scale <b>Intermediate High (3.5)</b>	American Council for the Teaching of Foreign Language (ACTFL) Advanced Low
<b>Listening</b>	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.
<b>Speaking</b>	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.
<b>Reading</b>	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
<b>Writing</b>	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.

**TENTATIVE COURSE SCHEDULE – SPRING 2018 (Revised 2-13-18)**

**Tentative Course Schedule  
EDSS 547 (01) – Secondary World Languages Education**

updated 1/24/18

Sesiones & fechas	Objetivos y temas	Lecturas y asignaturas para cada semana
Sesión 1 25 de enero	<p><b>Learning Outcomes</b> - SWBAT demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition through class discussions, lesson plans, and assignments.</p> <ul style="list-style-type: none"> <li>• Descripción general del curso y otros requisitos</li> <li>• Introducciones</li> <li>• Introducción a la enseñanza de una segunda lengua               <ul style="list-style-type: none"> <li>◦ <i>Learning World Languages &amp; Cultures in CA</i> (Standford, 2009)</li> <li>◦ <i>Foreign Language Education in the USA</i> (Panetta – Stanford Univ)</li> </ul> </li> <li>• Introducir las reflexiones &amp; bibliografía comentada</li> <li>• Introducir la lección de lenguaje y cultura</li> <li>• Trabajar en la bibliografía comentada</li> </ul>	<p><b>Traer una copia del programa de estudios (syllabus)</b></p> <p><b>Hallar un Curso Cougar y leer:</b> <i>Foreign Language Education</i> (Panetta) <a href="https://web.stanford.edu/dept/lc/language/about/conferenc epapers/panettapaper.pdf">https://web.stanford.edu/dept/lc/language/about/conferenc epapers/panettapaper.pdf</a></p> <p><i>Learning World Languages &amp; Cultures in CA</i> (Standford, 2009) <a href="http://www.bilingualeducation.org/pdfs/2013Stanford_CFL_P_Handbook_1117091.pdf">http://www.bilingualeducation.org/pdfs/2013Stanford_CFL_P_Handbook_1117091.pdf</a></p>
Sesión 2 1 de febrero <b>ONLINE</b>	<p><b>Learning Outcomes</b> - SWBAT demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition through class discussions, lesson plans, and assignments.</p> <ul style="list-style-type: none"> <li>• Discutir lectura asignada ONLINE por CC - <b>Estándares</b> <ul style="list-style-type: none"> <li>◦ <i>CA World Language Standards, 2009</i></li> <li>◦ <i>ACTFL World-Readiness Standards for Language Learning, 2015</i></li> <li>◦ Estándares en español para California</li> <li>◦ <i>WIDA - Spanish Language Development (SLD) Standards (2013)</i></li> </ul> </li> <li>• Discutir como usaremos los estándares en nuestras lecciones</li> <li>• Trabajar en la lección de lenguaje y cultura</li> </ul>	<p><b>Hallar en Curso Cougar y leer:</b> CA World Language Standards (2009) <a href="http://www.cde.ca.gov/be/st/ss/documents/worldlanguage_2009.pdf">http://www.cde.ca.gov/be/st/ss/documents/worldlanguage_2009.pdf</a></p> <p>World-Readiness Standards for Language Learning, 2015) <a href="https://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf">https://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf</a></p> <p><b>Please note that the 2003 CA Foreign Language Framework is NO longer current. Therefore, we will only refer to the standards.</b></p> <p><b>Discusión ONLINE:</b> La clase discutirá acerca de lo que aprendieron de los estándares. Iniciarán una conversación de un parafo mínimo. Después contestarán a dos de sus compañeros durante la semana.</p>
Sesión 3 7 de febrero Reunirnos con EDUC 654 el miércoles en vez de jueves	<p><b>Learning Outcomes</b> - SWBAT demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition through class discussions, lesson plans, and assignments.</p> <p><b>Unidad temática</b></p> <ul style="list-style-type: none"> <li>• Discutir lectura asignada – <b>Fundaciones Lingüísticas</b></li> </ul>	<p><b>Hallar en Curso Cougar y leer: Responsables a leer las lecturas de la clase EDUC 654</b></p> <p><i>Linguistic Foundations of Bi-literacy</i> (Kerper Mora, 2016) &amp; Appendix A</p> <p><i>Common Core Español</i> – bajar el informe de <a href="http://commoncore-espanol.com/sites/default/files/Grados%20K-5%20Espa%C3%B1ol%20Nacional.pdf">http://commoncore-espanol.com/sites/default/files/Grados%20K-5%20Espa%C3%B1ol%20Nacional.pdf</a></p>

	<ul style="list-style-type: none"> <li>Fonología, morfología, sintaxis en español y la metalingüística</li> <li>Estándares en español para California</li> <li>Introducir la unidad temática – demostración y actividad</li> <li>Asesoramientos para la unidad temática</li> <li>Visitar el Centro Barahona – Biblioteca</li> </ul>	
<p>Sesión 4 14 de febrero Reunirnos con EDUC 654 el miércoles en vez de jueves</p> 	<p><b>Learning Outcomes</b> - SWBAT demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing in the target language from level 1 to advanced proficiency through lesson plans.</p> <p><b>La educación especial en el contexto bilingüe</b> <b>Invitada</b> – Xochitl Archey, conferenciante CSUSM/SDSU</p> <ul style="list-style-type: none"> <li>Discusión y actividades sobre los métodos de enseñanza para el español</li> <li>Trabajar en la unidad temática con profesora y compañeros</li> </ul> <p>Feliz Día de los Enamorados</p>	<p><b>Hallar en Curso Cougar y leer:</b> <b>Es su responsabilidad de leer las lecturas de la clase EDUC 654</b></p> <p><i>Approaches to Spanish Language and Literacy Instruction</i> (Kerper Mora, 2016)</p> <p><b>Esta semana entregar a Cougar Course:</b> La reflexión #1 (2/18/18 entregar por CC o Correo electrónico) – <del>acerca de los estándares</del> de lecturas (Kerper Mora, 2016) a CC.</p>
<p>Sesión 5 22 de febrero <b>ONLINE</b></p>	<p><b>Learning Outcomes</b> - SWBAT demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target through readings and lesson plans.</p> <ul style="list-style-type: none"> <li>Seguir trabajando en la unidad temática</li> <li>Discutir lectura asignada ONLINE por CC acerca del artículo de Van Patten &amp; Leaser.</li> </ul>	<p><b>Hallar en Curso Cougar y leer:</b> <i>Teaching Spanish: Fundamental Role of Input</i> (VanPatten &amp; Leaser, 2007)</p> <p><b>Discusión ONLINE(2/28/18)</b> La clase discutirá acerca de Van Patten &amp; Leaser</p>
<p>Sesión 6 1 de marzo</p>	<p><b>Learning Outcomes</b> - SWBAT demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing in the target language from level 1 to advanced proficiency through lesson plans.</p> <ul style="list-style-type: none"> <li>Discutir lectura asignada - <b>Estándares</b> – comparación por niveles de competencia <ul style="list-style-type: none"> <li>Estándares en español para California (2013)</li> <li><i>WIDA - Spanish Language Development (SLD) Standards (2013)</i></li> </ul> </li> <li>Repasar lectura asignada en la discusión ONLINE– <b>input Lingüístico &amp; Variedades lingüísticas</b></li> <li>Explicar bibliografía/recursos para la enseñanza de un segunda lengua.</li> </ul>	<p><b>Hallar en Curso Cougar y leer:</b> <i>WIDA - Spanish Language Development (SLD) Standards (2013)</i> <a href="https://www.wida.us/standards/sld.aspx">https://www.wida.us/standards/sld.aspx</a> <b>Please note that the 2003 CA Foreign Language Framework is NO longer current. Therefore, we will only refer to the standards.</b></p> <p><i>Teaching Spanish: Linguistic Variation in the Classroom</i> (Gutiérrez &amp; Fairclough, 2007)</p>
<p>Sesión 7 8 de marzo <b>TRABAJ. INDEP.</b></p>	<p><b>Learning Outcomes</b> - <b>SWBAT</b> demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers through unit plan.</p> <ul style="list-style-type: none"> <li>Trabajo Independiente: Trabajar en bibliografía/recursos para la enseñanza de un segunda lengua.</li> <li>Trabajar en sus asesoramientos para la unidad temática</li> </ul>	<p><b>Esta semana entregar a Cougar Course:</b> <b>La reflexión #2</b> de lecturas VanPatten &amp; Leaser, 2007; Gutiérrez &amp; Fairclough, 2007</p>

	<ul style="list-style-type: none"> <li>Trabajar en su reflexión #2 debido el domingo</li> </ul>	
Sesión 8 14 de marzo Reunirnos con EDUC 654 el miércoles en vez de jueves	<p><b>Learning Outcomes</b> - SWBAT demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers through unit plan.</p> <ul style="list-style-type: none"> <li><b>Presentación de Maestra Invitada: Silvia Alcantera</b></li> <li>Discutir lectura asignada - <b>Enseñanza Culturalmente Responsable</b></li> <li>Trabajar en tu unidad temática (4 dominios lingüísticos).</li> </ul> <p>Compartirás tu trabajo cuando regresemos.</p>	<p><b>Hallar en Curso Cougar y leer:</b> <b>Es su responsabilidad de leer las lecturas de la clase EDUC 654</b></p> <p><u><i>Culturally Relevant Pedagogy</i> (Brown-Jeffy &amp; Cooper, 2011)</u></p> <p><i>Preparing for Culturally Responsive Teaching</i> (Gay, 2002) <a href="http://mrc.spps.org/uploads/preparing_for_crt_geneva_gay-2.pdf">http://mrc.spps.org/uploads/preparing_for_crt_geneva_gay-2.pdf</a></p> <p><i>Ch. 8 Managing Diverse Literacies</i> (Gregory &amp; Burkman, 2012)</p>
<b>Spring Break 19-23 de marzo</b>		
Sesión 9 29 de marzo	<p><b>Learning Outcomes – SWBAT</b> demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers through unit plan.</p> <ul style="list-style-type: none"> <li>Discutir lecturas asignadas – <b>Exámenes en español</b></li> <li>Discutir lectura asignada - <b>Identidad de los estudiantes del patrimonio</b></li> <li>Trabajar en tu unidad temática en parejas, compartiendo su trabajo</li> <li>Habrán conferencias con la profesora dando realimentación</li> </ul>	<p><b>Hallar en Curso Cougar y leer:</b> <i>Teaching Spanish: Testing Spanish</i> (Slaberry &amp; Cohen, 2007) <i>Heritage Language: Identity and Heritage Learners</i> (Potowski, 2012)</p> <p><b>Presentaciones</b> de sus bibliografía/recursos para la enseñanza de una segunda lengua</p> <p><b>Esta semana entregar a CC: sus bibliografías/recursos para la enseñanza de una segunda lengua. Esta semana entregar el borrador a CC:</b> Examinar el borrador de tu unidad temática (instrucción y asesoramientos). Hacer los cambios necesarios. La profesora te dará retroalimentación y puntuación.</p>
Sesión 10 5 de abril <b>ONLINE</b>	<p><b>Learning Outcomes – SWBAT</b> emphasize critical thinking and evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they can effectively use technology to support and enhance their instruction through class discussions, presentations, and assignments</p> <ul style="list-style-type: none"> <li>Discutir lectura asignada – <b>debate sobre “translanguaging” - “translenguaje”, “presencia translingüística,” o “concepto de translenguar”</b></li> <li>Trabajar en tu unidad temática (4 dominios lingüísticos). retroalimentación</li> <li>Trabajar y preparar para las presentaciones y la unidad temática</li> </ul>	<p><b>Hallar en Curso Cougar y leer:</b> <i>Translanguaging in the Bilingual Classroom</i> (Creese &amp; Blackledge, 2010)</p> <p><b>Discusión ONLINE: (4/11/18)</b> Discutir lectura asignada – debate sobre “translanguaging” - “translenguaje”, “presencia translingüística,” o “concepto de translenguar”</p>
Sesión 11 12 de abril	<p><b>Learning Outcomes – SWBAT</b> emphasize critical thinking and evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they can effectively use technology to support and enhance their instruction through class discussions, presentations, and assignments</p> <ul style="list-style-type: none"> <li>Presentaciones lenguaje y cultura con música</li> <li>Seguir preparando para las presentaciones adelante y la unidad temática</li> </ul>	<p><b>Presentaciones</b> de sus lecciones de lenguaje y cultura con música</p> <p><b>Esta semana entregar a Cougar Course:</b></p> <ul style="list-style-type: none"> <li>La reflexión #3 – Potowski, 2012; Slaberry &amp; Cohen</li> <li>lección de lenguaje y cultura con música</li> </ul>



<p>Sesión 12 19 de abril</p>	<p><b>Learning Outcomes</b> - Understand the interrelatedness among the four domains of language (listening, speaking, reading, writing) &amp; to know language forms &amp; functions.</p> <ul style="list-style-type: none"> <li>• Presentaciones de las herramientas para evaluar una segunda lengua.</li> <li>• Discutir lectura asignada – <b>Code Switching / cambio de código</b></li> </ul>	<p><b>Hallar en Curso Cougar y leer:</b> <i>Heritage Language: Code Switching</i> – Theoretical &amp; Pedagogical Considerations (Carvalho, 2012)</p> <p><b>Esta semana entregar:</b> Ensayos de las herramientas para evaluar una segunda lengua.</p>
<p>Sesión 13 25 de abril</p> <p>Reunirnos con EDUC 654 el miércoles en vez de jueves</p>	<p><b>Learning Outcomes</b> - SWBAT demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers through unit plan.</p> <p><b>Fundamentos sobre la doble inmersión / Principles of DLE /Tecnología</b> <b>Invitada</b> – Lorena Guerrero-López, TOSA VCPUSD</p> <ul style="list-style-type: none"> <li>• Uso de la tecnología con la enseñanza del español</li> </ul>	<p><b>Hallar en Curso Cougar y leer:</b> <b>Es su responsabilidad de leer las lecturas de la clase EDUC 654</b></p> <p><i>Critical Examination for DL Educators</i> (Alfaro &amp; Hernández, 2016)</p> <p>Free - Principles of Dual Language <a href="http://www.cal.org/resource-center/publications/guiding-principles-3">http://www.cal.org/resource-center/publications/guiding-principles-3</a></p> <p><b>Esta semana entregar:</b> La unidad temática final a Cougar Course.</p>
<p>Sesión 14 3 de mayo</p>	<p><b>Learning Outcomes</b> – critical thinking and evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they can effectively use technology to support and enhance their instruction.</p> <ul style="list-style-type: none"> <li>• Retroalimentación - Compartir los borradores de las unidades temáticas en grupos.</li> <li>• Evaluar el curso – EDSS 547</li> </ul>	<p><b>Presentaciones:</b> de sus Unidades Temáticas</p> <p><b>Entregar a Cougar Course:</b> Evaluaciones del curso EDSS 547</p>
<p>Sesión 15 9 de mayo</p> <p>Reunirnos con EDUC 654 el miércoles en vez de jueves o ONLINE 10 de mayo</p>	<p><b>Learning Outcomes</b> - SWBAT demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers through unit plan.</p> <ul style="list-style-type: none"> <li>• Trabajo Independiente: Finalizar tu unidad temática y la herramienta de evaluación.</li> </ul> <p><b>Discusión ONLINE:</b> 1) Discutir de lo que hemos aprendido en el curso y las conexiones con tu práctica en las escuelas públicas 2) ¿Cuáles son tus próximos pasos en tu educación y enseñanza?</p>	<p><b>Discusión ONLINE:</b> <b>Discutir las siguientes preguntas:</b> 1) Discutir de lo que hemos aprendido en el curso y las conexiones con tu práctica en las escuelas públicas 2) ¿Cuáles son tus próximos pasos en tu educación y enseñanza?</p>
<p>Examen Final</p>	<p>No habrá un examen final para esta clase.</p>	<p><b>Nada</b></p>

**IMPORTANTE:**

Las lecturas son de artículos / capítulos que se encontrarán en nuestro Curso Cougar en el internet. También la profesora tendrá la oportunidad de quitar o añadir actividades para cada sesión cuando sea necesario.

Name: \_\_\_\_\_

Date \_\_\_\_\_

**Checklist for assignments**

**EDSS 547**

**Profa. Heredia**

**Name:** \_\_\_\_\_

**Date** \_\_\_\_\_

<b>Assignments</b>	<b>Possible Points</b>	<b>Points Earned</b>	<b>Upload assignment to...</b>
Attendance, Participation & Personal Disposition	10 points	Professor's discretion	N/A
Reading Response 1 (Standards/Frameworks)	5 points		Cougar Course
Reading Response 2 (VanPatten & Leaser, 2007; Gutiérrez & Fairclough, 2007;)	5 points		Cougar Course
Reading Response 3 (Potowski, 2012; & Slaberry & Cohen, 2007)	5 points		Cougar Course
Ensayo y presentación de una herramienta de evaluación para la adquisición de un segundo idioma	20 points		Cougar Course
Bibliografías comentada – revistas, artículos, y/o redes de lengua extranjera	20 points		Cougar Course
Mini-unidad temática	15 points		Cougar Course
Presentación de lección de lenguaje y cultura	20 points		Cougar Course
<b>Total</b>	100 points		

My Notes - Apuntes:

## GENERAL CONSIDERATIONS | CONSIDERACIONES GENERALES

### **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](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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

Courses with face-to-face instruction (including activity and laboratory modes of instruction) spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that 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.)

### **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.

### **Use of Technology**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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 for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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 at least 2 times a week to check the website of the course - weekly agendas & announcements, submit assignments, check grades, participate in a forum / survey, contact the teacher or students. They must also have a picture of his/her face posted on the Cougar Course student profile.

### **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 for Foundational TPE: Social Justice and Equity

Level 1	Level 2	Level 3	Level 4
Candidate demonstrates emerging competence in ability to advocate for social justice and equity. With substantial scaffolding from mentors, candidate demonstrates partial success with using a limited repertoire of strategies to address issues of social justice and equity.	Candidate demonstrates beginning skillfulness in ability to advocate for social justice and equity. With some or little scaffolding from mentors, candidate demonstrates a growing repertoire of strategies to address issues of social justice and equity.	Candidate demonstrates maturing skillfulness in ability to advocate for social justice and equity. With little or no scaffolding from mentors, candidate effectively uses a robust repertoire of specific strategies to address issues of social justice and equity.	Candidate demonstrates refined skillfulness in ability to advocate for social justice and equity. With substantial independence, candidate effectively uses a robust repertoire of specific, individualized strategies to address issues of social justice and equity.
<p><b>Foundational TPE Elements</b>            Below are behaviors and characteristics that are typical of candidates at each level. Candidates should be scored at the level that <b>best</b> describes their current state of professional development.</p>			
<p>F.1 – Candidate applies general knowledge in engaging in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans.</p> <p>F.2 – Candidate demonstrates emerging competence in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with substantial scaffolding from mentors.</p> <p>F.3 – Candidate follows the mentor’s lead in incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families.</p>	<p>F.1 – Candidate applies somewhat specific, appropriate knowledge and ability to engage in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans.</p> <p>F.2 – Candidate demonstrates beginning skillfulness in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with some or little scaffolding from mentors.</p> <p>F.3 – Candidate takes both supporting and leading roles in co-teaching in incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation,</p>	<p>F.1 – Candidate consistently applies specific, appropriate knowledge and ability to engage in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans.</p> <p>F.2 – Candidate demonstrates maturing skillfulness in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with little or no scaffolding from mentors and growing independence.</p> <p>F.3 – Candidate leads co-teaching in most areas in incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families.</p>	<p>F.1 – Candidate demonstrates specific, individualized knowledge and ability to engage in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans.</p> <p>F.2 – Candidate demonstrates refined skillfulness in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with substantial independence.</p> <p>F.3 – Candidate leads co-teaching in all areas of incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families.</p>

<p>F.4 – With significant scaffolding from mentors, candidate begins to collaborate with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students.</p>	<p>and immigrant status of students and their families.</p> <p>F.4 – With some or little scaffolding from mentors, candidate somewhat regularly collaborates with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students.</p>	<p>F.4 – With little or no scaffolding from mentors, candidate consistently collaborates with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students.</p>	<p>F.4 – With substantial independence, candidate actively collaborates with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students.</p>
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