Course & Section Nos.	**EDUC 658 (01)**
Course Title	**Practices and Strategies for Bilingualism/ Multilingualism and Biliteracy/Multiliteracy Development**
Class Roster No.	**21043**
Course Day(s)	**January 22 – May 13 (15 weeks)**
Time	**Asynchronous weekly modules will go out on Mondays**
Course Location	**ONLINE**
Semester / Year	**Spring 2018**
Instructor	**M. Garrett Delavan, Ph.D.**
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Office	**ONLINE**
Office Hours	**Hours by appointment**

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

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<h1 style="text-align:center">COURSE DESCRIPTION</h1>

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.

Syllabus is subject to change.

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

Purchase the above two texts online. I recommend bookfinder.com as a site that compares many booksellers' prices. Alternatively, go to this organization of local bookstores https://www.indiebound.org/indie-bookstore-finder and have a locally owned shop order the book for you.

Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd ed.). Washington, DC: Center for Applied Linguistics. (**download for free**) http://www.cal.org/resource-center/publications/guiding-principles-3rd-edition-pdf-download

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), but the same information can be obtained from free online sources.

Cougar Courses

Eventually you will need to download the following CA standards and frameworks for our class, also posted on Cougar Courses:
- 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 Standard*s, California Department of Education Common Core at www.cde.a.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. SWABT 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.

Syllabus is subject to change.

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.

Respect and professionalism are necessary for a positive, healthy learning environment. All students are entitled to their opinions. Students demonstrating negative attitudes and /or disruptive behavior will not be tolerated under any circumstances and will be referred immediately to the University Dean of Student Affairs and/or the CEHHS Associate Dean.

Course Ground Rules for Professional Dialogue:

Equitable participation:
- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
- Acknowledge that silence won't protect you; if you have something to say, you should say it.
- Don't dominate the dialog. Allow everyone the chance to speak. Listen actively -- respect others when they are talking.

What to say:
- Emotion is good. Anger and passion are acceptable, but they should be used in a positive manner, not as fuel to create hostility and animosity.
- Criticize discourse, not individuals. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you"). Instead of "you say that X is true" say "the discourse that says X is true."

What not to say:
- No slurs or intentionally hurtful remarks are allowed.
- Avoid blame, speculation, and inflammatory language.
- Avoid assumptions about any member of the class or generalizations about social groups.
- Do not ask individuals to speak for their (perceived) social group.
- Be conscious of body language and nonverbal responses—they can be as disrespectful as words.

Syllabus is subject to change.

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

All assignments, requirements and due dates are *most current 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.

Week	Module	Topic(s)	Readings& Assignments
Week 1 **Jan 22 - 28**	1	**Getting Started** • 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 29 – Feb 4**	2	**Educational Equity** • Advocate for language decisions • How language ideologies influence decisions	**Textbook Reading:** Ch1 – *Educators as Language Decision Makers and Negotiators* Ch2 – *Multilingualism as Norm and Desired Goal* (de Jong, 2011)
Week 3 **Feb 5 – 11**	3	**Best-Practice Teaching Strategies** • 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** • 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 – *DL Education* Ch 2 – *Planning DL Program* (Hamayan, et al., 2013) Ch 3 – *Multilingualism & Multilingual Development* (de Jong, 2011) *Guiding Principles* 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 12 - 17**	4	**Principles for Multilingual Schools** • Globalization & language issues with threat of English as a power language. • Language policies for educational equity. • Diglossia (de Jong; Hernández).	**Textbook Reading**: Ch 8 – *Principles of Multilingual* (de Jong, 2011) Reading posted in our CC: *Language Status in Two-Way Bilingual Immersion* (Hernandez, 2015)

Week	Module	Topic(s)	Readings& Assignments
Week 5 **Feb 29 – 25**	5	**Affirming Identities** • 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 – *Affirming Identities* Ch 11 – *Structuring for Integration* (de Jong, 2011)
Week 6 **Feb 26 – Mar 4**	6	**Language Use in Education** • Promoting additive bi/multilingualism, purposes and outcomes of translanguaging • Making cross-linguistic connections, and effective bridging between languages (de Jong).	**Textbook Reading**: Ch 10 – *Additive Bi/Multilignualism* (de Jong, 2011) **Due Assignment 1 -** Online presentations
Week 7 **Mar 5 - 11**	7	**Planning for Instruction** • 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 – *Planning for Instruction* Ch 4 – *Teaching Academic Content* (Hamayan et al., 2013)
Week 8 **Mar 12 - 18**	8	**Planning for Instruction** • Learning how to bridge two languages within a unit (Hamayan et al., & Beeman & Urow).	**Textbook Reading**: Ch 5 – *Language Teaching in DL Programs* (Hamayan et al., 2013) Reading posted in our CC: *Strategic Use of Two Languages* (Beeman & Urow, 2013)
CSUSM Spring Break, March 19-25. Enjoy!			
Week 9 **Mar 26 – April 1**	9	**Working with Curricular Standards** • 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 2 - 8**	10	**Working with Curricular Standards** • 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

Syllabus is subject to change.

Week	Module	Topic(s)	Readings& Assignments

Week 11
April 9 – 15
	11	**Language Development &**
		Academic Achievement in Two-
		Way Immersion
		• 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:
			Latino Students in DL Programs
			(Lindholm-Leary & Hernandez, 2011)

Week 12
April 16 - 22
	12	**Pros/Cons of Translanguaging**
		in DL Contexts
		• Conceptualization &
		  contextualization in cross-
		  linguistic planning and instruction
		  (Lewis et al.)
			Translanguaging: Origins and
			Development
			(Lewis et al., 2012)
			
			Translanguaging: Conceptualization &
			Contextualization
			(Lewis et al., 2012)

Week 13
April 23 – 29
	13	**Vibrant Languages &**
		Successful Global
		Communities
		• A general framework for
		  language policy and DL
		  education
		• Understanding English as a
		  global language and
		  diversification
		  (de Jong)
			Textbook Reading:
			Ch 4 – *Linguistic Diversity & Globalization*
			Ch7 – *Program Models & Outcomes*
			(de Jong, 2011)

Week 14
April 30 – May 6
	14	**Instructional Counterbalance &**
		Equitable Discourse
		• 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:
			Counterbalance in Immersion Pedagogy
			(Lyster & Mori in Fortune & Tedick, 2008)
			
			Alternative Discourse in Two-Way
			Classroom
			(Palmer in Fortune & Tedick, 2008)

Week 15 **May 7 - 13**	15	**Reflection of course** • Course evaluation and presentation of assignment 3	**Due Assignment 3 -** Online presentations
NO FINAL EXAM: The official last day of classes is Friday, May 11, but our course will end Sunday, May 13 to give students the entire last weekend to complete work *if needed.*			
Remember: All assignments, requirements and due dates are *most current 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.			

Syllabus is subject to change.

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   16 points
- Online Classroom Activities   20 points

A score for any of the 3 signature assignments will not be entered until the student has produced work worth at least 80% of the points (16 points) according to the assignment's rubric. Revision may be required.
- Promoting Additive Bi/Multilingualism   20 points
- Languages in the Classroom - Interview   20 points
- Thematic Plan – Pair or Individual Project   20 points

_____
Total   106 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	90 – 94 A-
87 - 89 B+	83 – 86 B
80 – 82 B- (minimal passing grade)	77 – 79 C+
73 – 76 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** **(16 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 post at least 2 follow-up questions throughout the week that are pertinent to others' responses. 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 Leadership = 8 points
Participation in ALL Reading Discussions = 8 points
DUE: Regularly throughout the course

Reading Reflection – Rubric Score _____ (*Discussion Leadership = 8 points and Participation in ALL Reading Discussions = 8 points*)			
Criteria	**Credit Range Minimal or None 0 pts.**	**Credit Range Approaching, 1 pt.**	**Credit Range Meets 2 pts.**
Completeness and value-addedness	Contributions were too few or did not add sufficient information to move discussion forward.	Contributions were usually sufficient in number or often added sufficient information to move discussion forward.	Contributions were sufficient in number and normally added sufficient information to move discussion forward.
Analysis	Contributions lacked significant analysis of the readings.	Contributions included a partial analysis of the assigned readings.	Contributions included a comprehensive analysis of the assigned readings.
Insightful Connections	Few connections were made between the topic(s) and the candidate's experiences or practice.	Several connections made between the topic(s) and the student's experiences, demonstrating some understanding of the application of the reading topic(s) to practice.	Many connections were made between the topic(s) and the student's experiences, demonstrating application to practice.
Conventions	Contributions written with various errors. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit reading reflection.	Contributions well written without many errors. Candidate followed directions on how to structure and submit reading reflection.	Contributions well written with hardly any errors. Candidate has followed all directions on how to structure and submit reading reflection.

Syllabus is subject to change.

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.

Online Classroom Community Activities – Rubric Score _____ (20 points)			
Criteria	**Credit Range Minimal or None 0-1 pts.**	**Credit Range Approaching, 2-3pts.**	**Credit Range Meets 4-5 pts.**
Engagement	Candidate demonstrated none/limited engagement & participation in many activities.	Candidate demonstrated engagement & participation in most activities.	Candidate demonstrated full engagement & participation in activities.
References to course content	Participation lacked significant references of the course content.	Participation included some reference to course content.	Participation included many references to the course content.
Insightful Connections	No connections were made between the topic(s) and the candidate's experiences or practice.	Some connections made by candidate between the topic(s) and her/his experiences, demonstrated some understanding of the application to practice.	Many connections made by the candidate between the topic(s) and her/his experiences, demonstrating strong understanding of application to practice.
Conventions	Participation written with significant errors. Writing distracted the reader's comprehension. Or candidate followed none/limited directions on how to structure and submit.	Participation well written but with occasional errors. Candidate mostly followed directions on how to structure and submit.	Participation well written with hardly any errors. Candidate has followed all directions on how to structure and submit.

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**: *For this class, use a title page and headers as prescribed by APA style, but do not use an abstract or keywords.* 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 differing levels of 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 the 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

    <u>***Purpose***</u>: 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 is due by May 13th, which 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. <u>Individual instructors may adopt more stringent attendance requirements</u>. 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).*

<u>For this course</u>: 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).** 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 Disability Support 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.

Checklist for Assignments   **EDUC 658**

Assignments	Possible Points	Points Earned	Upload assignment to…
Attendance, Participation & Personal Disposition	10 points	Professor's discretion	N/A
Reading Discussions	16 points		Cougar Course
Online Classroom Activities	20 points		Cougar Course
Assignment #1 – Promoting Additive Bi/Multilingualism	20 points		Cougar Course
Assignment #2 – Languages in the Classroom – Interview	20 points		Cougar Course
Assignment #3 – Thematic Plan - Pair or Individual Project	20 points		Cougar Course
Total	106 points		

NOTES:

RUBRICS FOR SIGNATURE ASSIGNMENTS

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 Biliteracy/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.

Syllabus is subject to change.

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.

Syllabus is subject to change.