California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDSS (01) 591
Title	**Special Topics for Secondary Methods for World Languages Education**
CRN Number	**44075**
Days	**Thursdays**
Time	**5:00 – 5:50 PM**
Course Location	**Online**
Semester / Year	**Fall 2020**
Professor	**Jannis Wilson, Ed.D.**
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Office	
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

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Table of Contents

COURSE DESCRIPTION

Required of credential candidates aiming to obtain an authorization to teach World Language at the Secondary Level.

This topics/ seminar course involves direct instruction in the practical application of the underlying theories and issues pertaining to world language education. Teacher Candidates will participate in lesson development, per teaching experiences, materials development, and text construction appropriate for the teaching of world languages, which will give candidates the support needed to successfully compete the Cal TPA in the fall.

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

Course Objectives
Candidates completing EDSS 591 will be able to:
1. Demonstrate an understanding of the state standards for World Language
2. Demonstrate an understanding of UBD by designing a curricular unit.
3. Demonstrate lesson planning and lesson construction to support all students.
4. Demonstrate the use of academic language, content language and literacy strategies in lessons.
5. Use data and rubrics effectively for the purpose of evaluating student work.
6. 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.
7. Emphasize critical thinking and evidence of student learning to inform their best practices in teaching.

Unique Course Requirements
None.

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

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

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 for our class.

World Languages Standards

COURSE LEARNING OUTCOMES

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

1. 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

2. Emphasize critical thinking and evidence of students learning to inform their best practices in teaching.

3. Demonstrate the ability to report, interpret, analyze, and synthesize complex information and data about student learning in the classroom.

4. Demonstrate proficiency on the state assessment, CalTPA, on the Instructional Cycle of Plan, Teach and Assess, Reflect and Apply

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing the program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies
This course is designed to help teachers seeking the Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio.

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 2018-19 academic year the CSUSM credential programs will use either the CalTPA2 (California 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:
https://www.csusm.edu/soe/currentstudents/tpa.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 example. The assessment is designed to provide candidates with ongoing feedback for their growth in professional   dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented,   explained and assessed in one or more designated courses in each program as well as in clinical practice. Based   upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to   attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or   s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may   adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he   should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December,   1997).*

For this course: Students missing more than three class sessions cannot pass. Arriving late or leaving early by more than 20 minutes to class counts as an   absence. Illness and 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 date even in case of an absence. Unless extraordinary   circumstances are made known, this is not negotiable. *Please remember to communicate with the instructor- no teacher has ever been in trouble for communicating too much.* 😊

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student   Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are   borrowed from other sources must have appropriate references to the original sources. Any quoted material   should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work.   Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for   infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's   attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with   the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or   the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may   include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

For this class: All written work and oral presentation assignments must be original work. All ideas/materials that   are borrowed from other sources must have appropriate references to the original sources. Any quoted material   should give credit to the source and be punctuated with quotation marks.

Plagiarism
As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the   University catalog.

Students with Disabilities Requiring Reasonable Accommodations
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.

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. The writing requirement has been modified to reflect a 1-unit course.

Course Format
This course format is offered on online format for one hour each week of the semester.

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. Please consider that I work full-time outside of the university and the nature of my position is that I am not in an office much of the time. 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. Please post a photograph of your face 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.

Online Courtesy:
- Please be present and avoid 'multi-tasking'
- Please use an appropriate background when you choose to have your camera on.
- Please have your microphone muted when you are not speaking
- When the class starts, greet everyone in the group chat, to end the class always say goodbye to everyone in the group chat.
- Be on time to class

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
• Attendance, participation, professional disposition	25 points
• Sharing of unit	7 points
• Observation of a Colleague	10 points
• Assessment strategy analysis	20 points
• Lesson Creation	20 points
• Lesson Presentation	10 points
• Overall Learning Reflection	8 points
	_____
	100 points

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).** A minimum of a B is required to pass this course.

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

DESCRIPTION OF ASSIGNMENTS

Class session resources will be posted weekly on Cougar Courses.

Attendance, Professional Disposition, and Class Participation   **25 points**

The expectation is that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading**.**

Teachers are evaluated on many things, including attendance, punctuality, collaborating with colleagues and being professional in general. This aligns with The California Standards for the Teaching Profession (CSTP 6) and also the Teacher Performance Expectations. Your participation, attitude and interactions in class are directly connected to your professional disposition. Please maintain a record of your work and copies of your assignments.   **(TPE 6.1)**
Dispositions and Disposition Rubric for the School of Education, CSUSM
http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html

Unit Examination and Evaluation   **7 points**

Please seek and find a pre-made curricular unit that has between 7 and 15 lessons. Please post it to our forum. We will be examining different WL units for the different components of UbD, including (but not limited to) instructional strategies, assessment techniques, connection to culture, etc. Please note that this is to enhance our own skills- you do not need to create a unit. This will serve as a basis for our class activity on sessions 3 and 4. (**TPE 3.1, 3.2)**

Observation of a Colleague   **10 points**

Choose a colleague that you would like to observe for at least 40 minutes. Be sure to get their permission first. Think about an area of TPEs that you would like focus upon. Fill out the 'Pre-observation Reflection' prior to observing. Follow the observation notes guidelines as well as the post-observation reflection. You many watch a Youtube or Teacher tube video for this assignment. **(TPE 6.1)**

Assessment Strategy Review   **15 points**
Using the unit that you shared with the class during session 2, review the assessments that are within the unit. Please address the following questions:

- What type of assessment techniques/ strategies are used? Make a list of the strategies and indicate whether it is formative or summative. Complete a table with the different strategies that are used. Add lines as necessary.

Lesson number in series	Assessment strategy (e.g., Think/ Pair/ Share, exit ticket, numbered heads)	Formative/ Summative

- Explain how the assessment tools address the standards. Choose at least five assessment opportunities and explain how each one addresses the standards (or do not address the standards). Which standards does the assessment address?
- Explain how the activities address the objectives. What are the objectives? List them. Choose at least five assessment opportunities from the unit and explain how each one addresses an objective (or does not address the objectives).
- Which levels of DOK do the activities address? Choose at least five activities from the unit and state the level of DOK. What are the implications for this? Explain.
- Review each lesson and state which domains of language are being utilized (listening, speaking, reading, writing). What are the implications of this? Share your thoughts.
- What is your evaluation of the assessments in the unit overall? What would you add? What would you eliminate? Share your thoughts.
- What aspects of social justice are incorporated into the unit in general? (Note: this is addressing the entire unit, not only the assessments)   What are some activities that address social justice? (Use the "Words and Actions" reading from ACTFL as a resource)
- Reflection- now that you have evaluated an instructional unit, what connections can you make to your own lesson design? Some things to consider are addressing the standards, objectives, student involvement, etc**. (TPE 5.1, 5.4)**

Lesson Creation   **20 points**

Please use the Single Subject Lesson Plan Template to create a lesson that is intended for one session of class that you teach (this may be for a single period or a block period). You have many options with this assignment, the principal objective is to teach the target language, whether it be for students that are newly acquiring the language, a bilingual program or for heritage speakers.

Please incorporate all of the phases of lesson planning and implementation. Your lesson must have vocabulary instruction embedded within it, assessment strategies, and a cultural connection. Please consider the role of technology in your lesson. Your lesson should incorporate at least three domains of language, if not four. You will be presenting your lesson in class and we will analyze it as a group. **(TPE 4.1, 4.2, 4.3, 4.4, 4.7, 4.8)**

Lesson Presentation and Reflection   **10 points**

Present the lesson that you created. If your lesson is for a block period, we will edit for time. Each person will present for a maximum of 35 minutes.   After the lesson presentation we will engage in an analysis of the lesson Please see the rubric, checklist that is on Cougar Courses. **(TPE 4.1, 4.2, 4.3, 4.4, 4.7, 4.8)**

Overall Learning Reflection   **8 points**

Keep a journal reflecting and commenting on the course readings, discussions, activities, videos, etc. of the class. *Please make sure that your writings include personal connections, explanations as to how and why your perspective as an educator has changed, or is changing as related to the course content*.   Please do not summarize the course activities. Your learning reflection should be concise and **no longer than 2 pages**. Please see the rubric in Cougar Courses. **(TPE 6.1)**

TENTATIVE COURSE SCHEDULE

	EDSS 591 (02) – Secondary World Languages Education **Fall 2020, CRN 44075** **Professor: Jannis Wilson, Ed. D.**	
		updated 9/02/2020
Session & dates	**Objectives and Themes**	**Readings and assignments**
Session 1 September 3	**Learning Outcomes**: 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. • Introductions • Introduction to the course and requirements • Introduction to teaching a World Language • Reflections and strategy discussion	**Have a copy of the syllabus readily available.** Download before class: World Languages Standards CalTPA Performance Assessment Guide (if you cannot access this link directly, please join the CalTPA Support Community)
Session 2 September 10	**Learning Outcomes:** 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 • World Languages Standards	Have a copy of the World Languages standards readily available for use in class.
Session 3 September 17	**Learning Outcomes**: **Learning Outcomes:** SWBAT emphasize critical thinking and evidence of students learning to inform their best practices in teaching Asynchronous class meeting: Use class time to search for curricular unit for class discussion next session.	
Session 4 September 24	**Learning Outcomes:** SWBAT emphasize critical thinking and evidence of students learning to inform their best practices in teaching**.** • Review of curricular units	**Due: Unit for sharing** Please post your curricular unit to the class forum. Submitting a pdf would be best. **Please post your unit by September 22.**
Session 5 October 1	**Learning Outcomes:** 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 • Understanding by Design • Backwards design	**Reading:** Words and Actions: Teaching Language Through the Lens of Social Justice Read Chapter 1- Introduction
Session 6 October 8	**Learning Outcomes**: 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. • Vocabulary Instruction • Literacy strategies	

Session 7 October 15	**Learning Outcomes:** SWBAT emphasize critical thinking and evidence of students learning to inform their best practices in teaching**.**	
	Asynchronous meeting- Use class time to reflect on your observation of a colleague	
Session 8 October 22	Learning Outcomes: 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	**Due: Observation of a Colleague**
	- Literacy Strategies - Assessment strategies	
Sessions 9, 10, 11 October 29 November 5 November 12	**Learning Outcomes** - 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.	**Due: Lesson plan on or before October 27 before 11:59 PM.**
	Lesson Presentations	
Session 12 November 19	**Learning Outcomes:** SWBAT emphasize critical thinking and evidence of students learning to inform their best practices in teaching**.**	**Reading:** Words and Actions: Teaching Language Through the Lens of Social Justice Read Chapter 2- Preparing to teach for Social Justice
	Asynchronous meeting	
Session 13 December 3	**Learning Outcomes** - 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.	**Have the Words and Actions Assessment Rubrics readily available to discuss during class.**
	- Rubrics - Rubric creation	
Session 14 December 10	**Learning Outcomes -** SWBAT a) report, interpret, analyze, and synthesize complex information; and synthesize complex information and data about student learning in the classroom.	**Due: Assessment Strategy Analysis**
	- Course reflections and connection to the Plan, Teach and Assess, Reflect and Apply cycle - Develop a rubric, present to class	
Session 15 December 17	**Learning Outcomes -** SWBAT a) report, interpret, analyze, and synthesize complex information; and synthesize complex information and data about student learning in the classroom.	**Due: Overall Learning Reflection by 11:59 pm on December 17**
	Finals week- No class meeting	

Name: _____   **Date** _____

Checklist for assignments   **EDSS 591**   **Dra. Wilson**

Assignments	Possible Points	Due Date:	Date submitted	Points Earned	Upload assignment to…
Attendance, Participation &	25 points	N/A	NA	Professor's discretion	N/A
Sharing of Unit	7 points	9/22/2020			Submit to forum on CC
Observation of a Colleague	10 points	10/22/2020			Cougar Courses
Lesson Plan/ Creation	20 points	10/27/2020			Cougar Courses
Lesson Presentation	10 points	10/29/2020			N/A- present via Zoom in class meeting
Assessment strategy Analysis	20 points	12/10/2020			Cougar Courses
Overall Learning Reflection	8 points	12/17/2020			Cougar Courses
Total	100 points				

My Notes - Apuntes: