



California State University  
SAN MARCOS

SCHOOL OF EDUCATION

*Engaging diverse communities through leading and learning for social justice.*

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<b>Course Number</b>	<b>EDSS 547 (01)</b>
<b>Title</b>	<b>Secondary World Languages Education</b>
<b>CRN Number</b>	<b>20350</b>
<b>Days</b>	<b>Thursdays</b>
<b>Time</b>	<b>5:30 - 8:20 PM</b>
<b>Course Location</b>	<b>Synchronous Online</b>
<b>Semester / Year</b>	<b>Spring 2021</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

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### COURSE DESCRIPTION | DESCRIPCIÓN del CURSO

*Required of credential candidates aiming to obtain an authorization to teach World Languages 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.

#### **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 547 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.

## **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*
- 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.sdcocoe.net/Home>
- Free download *CA Common Core State Standards*, California Department of Education Common Core at [www.cde.a.gov/re/cc](http://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):

- 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 a 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 a 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**

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 | CONSIDERACIONES GENERALES

### **School of Education Attendance Policy**

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

For this course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Arriving late or leaving early by more than 20 minutes to class counts as an absence. 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](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.

## **Course Format**

This course format is a synchronous online format 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. 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.

## **Classroom Courtesy:**

- Please turn off or silence your cellular phones.
- If you choose to eat food, please make sure that it does not interfere with presentations, your participation or instruction.
- Please refrain from texting and engaging in computer games during 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.

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## Course Assignments – Asignaturas para el curso

- |   |           |
|---|-----------|
| • Attendance, participation, professional disposition | 20 points |
| • Reading Reflections/ Forum posts (3)                | 12 points |
| • Assessment strategy analysis                        | 8 points  |
| • List of strategies with annotation                  | 20 points |
| • Cultural Video Evaluation                           | 8 points  |
| • Thematic Unit                                       | 20 points |
| • Lesson Presentation                                 | 8 points  |
| • Overall Learning Reflection                         | 4 points  |

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

90 – 94 A-  
83 – 86 B  
77 – 79 C+  
70 – 72 C-

## **DESCRIPTION OF ASSIGNMENTS |**

Class session resources will be posted weekly on Cougar Courses.

### **Attendance, Professional Disposition, and Class Participation**

**20 points**

First is the expectation 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 Alignment: 6.7**

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

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

### **Three Reading Reflections/ Forum posts (4 points each)**

**12 points**

The reflections about the readings need to be submitted by the due date. Please submit your reflection on Cougar Courses. Your reflection should not be a summary of the reading, but a reflection of your understanding of the concepts. Please make connections to the class, curriculum, your Clinical Practice experience, as well as other experiences that you have had with learning in general. Cite your sources in APA format. Please respond (meaningfully) to two other posts by your classmates, in other words, engage in an online discussion with them about the readings. Some guiding questions are (but are not limited to):

- What are some methods, strategies or ideas that you would like to put into practice?
- What are some new ideas that result from the reading?
- What is the importance of the ideas for teachers and students?
- How has your understanding of the profession increased as a result of the reading?
- What is the viewpoint of the author? What is her/his/ their message? Explain

**Your responses to your classmates are due no later than three days after the due date for the posts.**

<b>Reading Reflection/ Discussion Forum – Rubric Score (4 pts. each)</b>			
<b>Criteria</b>	<b>Minimal or None 0-1 pts.</b>	<b>Approaching, 2- 3.5.</b>	<b>Meets- 3.75- 4.0</b>
<b>Comprehensiveness (1 point)</b>	Response lacked reference to the required readings.	Response referenced some of the required reading.	Response referenced all required reading.
<b>Analysis and Connections (2 points)</b>	Response lacked an analysis of the readings. No connections were made between the topic(s) and the candidate's experiences, to students or the curriculum. Response may not be in accordance with the guidelines of the Electronic Communication Protocol	Response included a partial analysis of the assigned readings. Candidate makes one or two superficial connections to experiences, to students or the curriculum. Responses honor the nature of the course on diversity and follow the guidelines of the Electronic Communication Protocol.	Response included a comprehensive analysis of the assigned readings. Candidate makes several meaningful connections to experiences, to students and the curriculum. Responses honor the nature of the course on diversity and follow the guidelines of the Electronic Communication Protocol.
<b>Conventions (1 point)</b>	There are several errors in spelling, grammar and mechanics that significantly interfere with readability of the submission.	There may be several grammatical errors, but they do not, for the most part, impede the understanding for the reader.	Candidate demonstrated full engagement & participation in group discussions. There may be one or two grammatical errors, but they do not interfere with the reader's understanding of the entry(ies).

**TPE Alignment:**

Reading Response 1- TPE 1.1, 1.2

Reading Response 2: TPE 3.6, 4.1

Reading Response 3: TPE 2.1, 2.3

**Assessment Strategy Analysis**

**8 points**

Bring in a copy of a written assessment that you used or will use in Clinical Practice along with a list of the objectives that goes along with the unit/ chapter/ theme, etc. We will be analyzing the assessment in terms of complexity, does the assessment assess the purported objectives, etc.?

For this assignment, create a numbered list for as many questions are there are on the assessment (e.g., 1 to 25). Analyze each question as to the DOK level that it addresses. Which objective does each question address?

Prepare a written statement and submit it with your analysis.

What are your thoughts about the assessment? Some possible thing to address: What does the analysis tell you about your assessment? What are some modifications that you can make so that your assessment addresses multiple levels of DOK, and specifically levels 3 and 4? Do you consider this an authentic assessment? Why or why not? Which domains of language does the assessment address? What is noticeably lacking? What changes would you consider for this assessment?

Please do not address all of the questions in a list, rather, submit a well-written statement that addresses the assessment as a whole.

**TPE Alignment: 5.1**

### List of Strategies with annotation

20 points

Submit a list of at least 20 strategies that you can incorporate into your practice. Vary the type of strategy so that different modalities, domains of language, instructional phase, etc. are utilized. The goal here is to develop a wealth of strategies that you can use in your classroom irrespective of the content or the level of the class (i.e., Introductory level or AP). Examples of strategies include warm-ups, vocabulary activities, review activities, reading, writing, listening, speaking activities, Independent Practice, technological, etc. Write a brief description of the activity and how you might use this in a lesson. What do you like about it, what would you change? The description should be no longer than a paragraph. Cite the source and include it in your list.

Example: Pictograph. This strategy can be used to summarize a reading. This strategy is meant for a small group of two to five people. Students create a title, note the author of the reading selection, select 2 to 3 main aspects of a reading, a vocabulary term, and a brief sketch or picture and put it onto a piece of chart paper. Each group member signs their name to the pictograph and one person from the group presents to the class. This activity is designed to be completed independent of the teacher. Materials needed are large paper, markers and a rubric for scoring the Pictograph. (WRITE Institute, 2010)

See Cougar Courses for rubric

Please submit a non-editable link in Cougar Courses for your classmates to view. This will be in a forum.

**TPE Alignment: 1.4, 3.3, 3.4**

	Does not meet	Approaching Standard	Meets standard
TPE 1.5, 1.8, 3.3, 4.3	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.	Candidate knows <b>some</b> pedagogical theories, principles, and instructional practices of bilingual education. Candidate <b>partially</b> applies pedagogy in a comprehensive manner.	Candidate knows and <b>applies</b> pedagogical theories, principles, and instructional practices for comprehensive instruction in a World Language class.

### Cultural Video Evaluation

8 points

Select a video that complements a lesson, or is the main aspect of the video. You have a great deal of latitude with this assignment. Choose something that explores/ teaches about a historical event or period, a movement, music, an artist, architecture, etc.

Language is culture! Prepare a short written statement (3-4 pages) about how you would use this video, what the purpose of the video is (e.g., to inform, entertain, persuade, etc.). Connect the video to a World Languages standard. Include a description of how students are going to interact with the new knowledge that they have as a result of viewing the video. Include your thoughts about an assignment to go along with the video.

See Cougar Courses for rubric

**TPE Alignment: 3.4, 3.5**

## Mini Thematic Unit

20 points

Create a mini-unit based upon a theme. 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.

Write your unit so that there are at least five lessons. Each lesson needs to have an assessment that matches the goals for the lesson. Make sure that your lessons incorporate at least three of the four domains of language (ideally they would have all four) and use a variety of instructional and assessment techniques. Please include a pre-assessment for your unit. Our objective is to teach language and content, so please make sure that one of your lessons has a strong cultural component to it, if not the main objective itself, and that your lessons are composed of authentic learning experiences. At least one of your lessons has to include students using technology in a way that contributes to their learning (not just teaching in an online environment). Use the lesson plan template that is specifically for this assignment in Cougar Courses.

## Thematic Unit Presentation

8 points

Choose one of the lessons from your thematic unit and present it in class will be from the presentation. Please see the rubric, checklist and lesson plan template that is on Cougar Courses.

**TPE Alignment: 1.2, 1.4, 1.6, 3.1, 3.3, 4.1, 4.2, 4.4, 5.5**

	Does not meet	Approaching Standard	Meets standard
TPE 1.5, 1.8, 3.3, 4.3	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.	Candidate knows <b>some</b> pedagogical theories, principles, and instructional practices of bilingual education. Candidate <b>partially</b> applies pedagogy in a comprehensive manner.	Candidate knows and <b>applies</b> pedagogical theories, principles, and instructional practices for comprehensive instruction in a World Language class.

## Overall Learning Reflection

4 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 Alignment: 6.1**

**Please make sure that all of your submitted assignments are double-spaced.**

## TENTATIVE COURSE SCHEDULE

EDSS 547 (01) – Secondary World Languages Education Spring 2020, CRN 23694 Professor: Jannis Wilson, Ed. D.		
Session & dates	Objectives and Themes	updated 1/31/21 Readings and assignments
Session 1 January 26	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Introductions and reintroductions</li> <li>• Introduction to the course and requirements</li> <li>• Introduction to Teaching of a Second Language                             <ul style="list-style-type: none"> <li>○ <i>Learning World Languages &amp; Cultures in CA</i> (Stanford, 2009)</li> <li>○ <i>Foreign Language Education in the USA</i> (Panetta – Stanford Univ)</li> </ul> </li> <li>• Reflections and strategy discussion</li> </ul>	<p><b>Bring a copy of the syllabus</b></p> <p>Download before class: <i>Foreign Language Education</i> (Panetta) <a href="https://web.stanford.edu/dept/lc/language/about/conferencepapers/panettapaper.pdf">https://web.stanford.edu/dept/lc/language/about/conferencepapers/panettapaper.pdf</a></p> <p>Also on Cougar Courses:  <i>Learning World Languages &amp; Cultures in CA</i> (Stanford, 2009)</p>
Session 2 February 4	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Discussion: World Language Standards                             <ul style="list-style-type: none"> <li>○ <i>CA World Languages Standards, (2019)</i></li> <li>○ <i>Academic performance, Global Standards-Synthesis of Standards documents</i></li> <li>○ <i>WIDA - Spanish Language Development (SLD) Standards (2013)</i></li> <li>○ World Readiness Standards for Learning Languages</li> <li>○ Changing Curriculum</li> <li>○ Creating Comprehensible Input and Output</li> </ul> </li> <li>• Discussion on how we use standards to develop and use in our lessons.</li> <li>• Comprehensible Input and Output</li> <li>• Begin working on Instructional Strategies list</li> <li>• Introduce Cultural Video Evaluation</li> <li>• Reflections and strategy discussion</li> </ul>	<p><b>Download Readings</b></p> <p>Academic Performance Global Competence- CC CA World Language Standards (2019) <a href="https://www.cde.ca.gov/be/st/ss/worldlanguage.asp">https://www.cde.ca.gov/be/st/ss/worldlanguage.asp</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>Academic Global Competence-Synthesis of standards (CC) Creating Comprehensible Input (CC) Changing Curriculum- (CC) <u>Cougar Courses</u></p>
Session 3 February 11	<p><b>Learning Outcomes:</b> 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.</p>	<p><b>Readings: Changing Curriculum (On CC)</b></p>

	<ul style="list-style-type: none"> <li>• Instructional Techniques</li> <li>• Pre-assessment</li> <li>• Comprehensible Input</li> <li>• Reflections and Strategy discussion</li> <li>• Introduce Cultural Analysis Video</li> </ul>	
Session 4 February 18	<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> <p>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.</p>	<ul style="list-style-type: none"> <li>• <b>Reading: See Cougar Courses for article: Sociocultural Theory and Second Language Learning (Lantolf &amp; Thorne, 2006).</b></li> </ul> <p><b>Due: Your initial post is due by February 18, and your responses to two classmates are due by February 21.</b></p>
	Asynchronous session- Please download the reading on Cougar Courses. Sociocultural Theory and Second Language Learning (Lantolf & Thorne, 2006). Please see the Reading Reflection/ Forum explanation and rubric.	
Session 5 February 25	<p><b>Learning Outcomes</b> – 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.</p>	<p><b>Download on Cougar Courses:</b></p> <ul style="list-style-type: none"> <li>• Geneva Gay (2002)- Preparing for Culturally Responsive Teaching</li> <li>• Translanguaging brief article</li> <li>• Code Switching</li> </ul>
	<ul style="list-style-type: none"> <li>• Translanguaging</li> <li>• Code Switching</li> <li>• Reading Strategies</li> <li>• Reflections and strategy discussion</li> </ul>	
Session 6 March 4	<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>Download on Cougar Courses:</b> Read before class: Testing Spanish (Slaberry &amp; Cohen, 2007)</p> <p><b>Due: Culturally Responsive Teaching- post on forum. Your initial response is due by March 4. Your responses to posts of two of your colleagues are due by March 7.</b></p> <p><b>Bring an assessment from a class that you teach to class.</b></p>
	<ul style="list-style-type: none"> <li>• Matching objectives with assessments.</li> <li>• Closure activities</li> <li>• Reflection and strategy discussion</li> </ul>	
Session 7 March 11	<p><b>Learning Outcomes</b> – SWBAT demonstrate a high proficiency in the language that allows them to conduct their classes in the target language through class discussions and assignments.</p> <p>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,</p>	No Reading for this session

	<p>reading, and writing in the target language from level 1 to advanced proficiency through lesson plans</p> <ul style="list-style-type: none"> <li>• Writing in the Target Language</li> <li>• Reflection and strategy discussion</li> </ul>	
<p>Session 8 March 18</p>	<p><b>Learning Outcomes</b> - -SWBAT demonstrate a high proficiency in the language that allows them to conduct their classes in the target language through class discussions and assignments.</p> <ul style="list-style-type: none"> <li>• Reflection and strategy discussion</li> <li>• Rubrics (revisited)</li> </ul>	<p>No Reading for this session</p> <p><b>Due: Assessment analysis</b></p>
<p>March 25</p>	<p><b>Spring Break</b></p>	
<p>Session 9 April 1</p>	<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>Asynchronous session- Submit strategies list and in the forum post a link to share your strategies.</p>	<p><b>Due: Strategies list</b></p>
<p>Session 10 April 8</p>	<p>Learning Outcome: 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>Asynchronous Session: Teacher Knowledge: The Relationship Between Caring and Knowing</p>	<p><b>Reading: (on CC)</b> <b>Teacher Knowledge: The Relationship Between Caring and Knowing (Webb &amp; Blond, 1995)</b></p> <p><b>Due: Reading Reflection on Forum. Initial post is due by April 8. Your responses to posts of two of your colleagues are due by April 11.</b></p>
<p>Session 11 April 15</p>	<p><b>Learning Outcome:</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>Asynchronous Session : Cultural Video Analysis</p>	<p>No Reading for this session</p> <p><b>Due: Cultural Video Evaluation-Submit to CC</b></p>
<p>Session 12 April 22</p>	<p><b>Learning Outcome:</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 a unit plan.</p> <p>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 a unit plan.</p>	<p>No Reading for this session</p> <p><b>Due: Thematic Unit</b></p>

	<ul style="list-style-type: none"> <li>• Lesson Presentations from thematic unit</li> <li>• Open forum for discussion- stuff that you can use!</li> <li>• Strategy discussion</li> </ul>	
Session 13 April 29	<p><b>Learning Outcome:</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 a unit plan.</p> <p>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 a unit plan.</p>	No Reading for this session
	<ul style="list-style-type: none"> <li>• Lesson Presentations from thematic unit</li> <li>• Reflection and strategy discussion</li> </ul>	
Session 14 May 6	<p><b>Learning Outcome:</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 a unit plan.</p> <p>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 a unit plan.</p>	No Reading for this session
	<ul style="list-style-type: none"> <li>• Topic discussion by candidate request/ need</li> <li>• Reflection and strategy discussion</li> </ul>	
	There will be no final exam for this class.	<b>Due: Final Course Reflection to CC by May 11. Please note that this is a TUESDAY. 😊</b>

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

Date \_\_\_\_\_

**Checklist for assignments**

**EDSS 547**

**Dra. Wilson**

<b>Assignments</b>	<b>Possible Points</b>	<b>Date submitted</b>	<b>Points Earned</b>	<b>Upload assignment to...</b>
Attendance, Participation & Personal	20 points	NA	Professor's discretion	N/A
Reading Response 1	4 points			Cougar Courses
Reading Response 2	4 points			Cougar Courses
Reading Response 3	4 points			Cougar Courses
Assessment strategy Analysis	8 points			Cougar Courses
List of strategies with annotation	20 points			Cougar Courses
Cultural Video Evaluation	8 points			Cougar Courses
Thematic Unit	20 points			Cougar Courses
Thematic Unit Lesson Presentation	8 points			Via Zoom
Overall Learning Reflection	4 points			Cougar Courses
<b>Total</b>	100 points			<hr style="border: 1px solid red;"/>

My Notes - Apuntes: