Semester: Spring 2014  
Meeting Day/Time: Tuesdays, 4:00 – 6:40pm  
Room: North Education (NE) #172  
Professor: Dr. Cristian R. Aquino-Sterling  
Phone: 619-594-6675  
E-mail: caquino@mail.sdsu.edu  
Office / hrs: NE95 - MTW 1:00 – 2:00, and by appointment.  
Language Assessment Assistant/Evaluator: Ms. Emily Rose Jullié, MA  
(ejullie@gmail.com)

Course Description:

PLC 415 is a pre-requisite course for the Bilingual Authorization program and serves as an introduction to contemporary educational theories that inform the practice of biliteracy development in K-12 bilingual/dual-language contexts. In addition, the course has been purposely designed to develop the Spanish language proficiencies and cross-cultural competencies of pre-service teacher candidates. In particular, we will focus on the development of oral and written Spanish language proficiencies, as well as “pedagogical Spanish” and “metalinguistic awareness.” As such, the course seeks to help its participants acquire the competencies and knowledge necessary for effective professional leadership and academic practice in bilingual and dual-language K-12 contexts. An important aspect of the course pertains to field experiences comprised of weekly classroom observations at Spanish-English K-12 bilingual/dual-language school. Through course readings and activities participants will gain an understanding of cross-cultural, intercultural and intra-cultural relationships and interactions of bilingual students. The course will use key readings and assignments to examine the contributions of Latin American Spanish speakers in California and the United States. Students will gain knowledge of the major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of Spanish speaking groups in California and the U.S. Through oral presentations and written assignments students will demonstrate their understandings of the geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States for Spanish speaking families.

Required Texts:


Other Resources:

Course Objectives & Learning Outcomes:

This course will provide candidates with skills to develop:

- Informed understandings of their own linguistic development and Spanish Language Use Confidence profiles (CAST Exam; Qualtrics survey);
- Inferential/interpretive comprehension and critical analysis of academic Spanish texts (Class participation; notes on readings; exams);
- Academic listening/speaking competencies for a variety of purposes in authentic K-12 school contexts (Active class participation; LARC recordings/activities; field experience and lesson observation presentation);
- Pedagogical Spanish and Metalinguistic Awareness (Class activities; Exams)
- Understandings in lesson planning, instructional delivery, and assessment in bilingual/dual-language contexts (Reflective journal; field experience/lesson observation presentation).

COURSE REQUIREMENTS AND GRADE DISTRIBUTION

<table>
<thead>
<tr>
<th>Requirement</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Diagnostic Language Assessments</td>
<td>n/a</td>
</tr>
<tr>
<td>Qualtrics Survey (Pre and Post)</td>
<td>n/a</td>
</tr>
<tr>
<td>Attendance and Active/Informed Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Metalinguistic Awareness and Pedagogical Spanish Exams (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Formal Oral Presentation on Field Experience</td>
<td>20%</td>
</tr>
<tr>
<td>Field Experience Reflective Journal Entries (4)</td>
<td>20%</td>
</tr>
<tr>
<td>Comprehensive Final Exam (Content, Pedagogical Spanish, and Metalinguistic Awareness)</td>
<td>30%</td>
</tr>
</tbody>
</table>


DESCRIPTIONS OF COURSE REQUIREMENTS

Diagnostic Language Assessments

During the first two weeks of the course, all student-participants will take a series of Spanish language proficiency assessments. The results of these evaluations will be employed in the design of differentiated course activities/instruction conducive to developing advanced and superior levels of Spanish competency. Students' linguistic attainment will be evaluated once again at the end of the course via a final exam. Evaluation instruments include:

- Computer assisted oral proficiency exam (CAST) administered by SDSU's Language Acquisition Resource Center (LARC - located in Storm Hall # 204 and 205): [http://larc.sdsu.edu/cast/](http://larc.sdsu.edu/cast/)
- Spanish orthography, grammar, and metalinguistic awareness exam;
- Spanish Writing Proficiency Exam
- Qualtrics Spanish Confidence Survey [https://sdsueducation.qualtrics.com/SE/?SID=SV_bkIauzVFzKH2q8d](https://sdsueducation.qualtrics.com/SE/?SID=SV_bkIauzVFzKH2q8d)

1Students taking this course for the Bilingual Authorization in Spanish must receive a grade of 83% (B) or higher on the Comprehensive Final Exam and pass the course with a grade of C or higher to meet the requirements for the Bilingual Authorization language and cultural proficiency standards. Students should also show improvement in the oral proficiency post-test (CAST).
Attendance and Active/Informed Participation (10%)

Attendance, adequate preparation, and active participation are necessary elements to succeed in class and to accomplish your educational and professional goals in the program. Participation includes coming prepared to class having completed all assignments and readings. Students will be allowed ONE excused absence during the semester. Please note that 2pts will be deducted from your final attendance-participation grade for each additional absence incurred unless the absence is due to an emergency situation (sickness requiring a doctor's note, for example). It is the student's responsibility to get course notes and any other information missed from a peer who is enrolled in the course and/or from postings in Blackboard.

Notes on readings: As you read various texts required in the course, do so purposefully. Here are some questions to guide your reading of "the word and the world (view)" in the article or book chapter selected for the course:

Content: What is the purpose of the article? What are its key ideas? How are opinions/arguments supported? Do you agree with the author(s)? Why? What is your own perspective? Are there any issues you think should be clarified? What are some questions you have after reading the article? What is the relevance of the article for your academic and professional development (implications for teaching and learning in bilingual/dual-language contexts)?

Language: How does/do the author(s) "do things with words"? Pay attention to orthography (including "acentos/tildes"), vocabulary words employed, connectors, language functions (strategies for describing, narrating, formulating opinion/argument, comparing/contrasting, analyzing, hypothesizing. Articulate the authors’ arguments/points of view in a 2-3 minutes formal exposition, then present your own supported opinion and relevant ideas. Give a 5-minutes speech on a topic related to the issue discussed. For helpful tips, check out: http://www.toastmasters.org/.

PLEASE NOTE that as a sign of respect to our learning community, electronic communications (Cell phones, iPods, iPads, PDAs) are not permitted during class time. The Instructor reserves the right to dismiss student from class in the event he or she uses any of these devices for purposes other than class or an emergency.

Metalinguistic Awareness and Pedagogical Spanish Exams (2 x 10% = 20%)

The exams will consist of Spanish grammar exercises and performance of oral and written language functions relevant to K-12 school contexts addressed in the course. Format will be announced during class prior to the exams.

Formal Oral Presentation on Field Experience (20%)

Course participants will prepare a 10-15-minute presentation aiming at describing and analyzing a lesson observed during field experience. The presentation will be followed by a 5 minutes Q&A session regarding aspects of the lesson presented. The lesson observed could be related to any content area. However, it needs to be a lesson taught in Spanish. Students may use the following questions as guide to observe the lesson and prepare the presentation:

- What was the lesson about (content)?
- What were the goals/objectives of the lesson?
- What standards were addressed?
- How was the lesson implemented (procedures/activities)?
- What materials were employed?
- How were students assessed (formally-informally)?
- Did the teacher differentiate instruction? How?
What is your perception as to how the students experienced this lesson? Did they enjoy it? Did they learn? Elaborate....

What did you learn from observing this lesson?

After having observed this lesson, and if you were to teach it in the future, what would you do differently? Why? Explain in detail...

Field Experience Reflective Journal Entries (4)

Course participants will be placed in a bilingual classroom to conduct 3 hours of fieldwork for ten consecutive weeks—a total of 30 semester hours. However, if needed, students may complete up to 5 hours of fieldwork observations per week (a total of 6 weeks). Ideally, fieldwork experience should be conducted between 2/4 and 4/15. A log of hours should be kept and signed by you and your on-site Teacher-Mentor (form is attached to this syllabus). In addition, students are required to turn in four short reflective journals entries related to their fieldwork experiences. The entries should be based on the following guiding questions:

- **Semana 2-3:** Describa los acontecimientos más significativos que ocurrieron durante estas semanas y una de las actividades realizadas en el salón de clase orientada al desarrollo de competencias orales y escritas de la lengua a través de los contenidos académicos. ¿Cuáles fueron los temas y las actividades que encaminaron el proceso de aprendizaje-enseñanza?

- **Semanas 4-5:** Entrevista a su asesor-asesora para indagar acerca de cómo él o ella planifica sus lecciones y actividades pedagógicas. En su entrevista, tome en cuenta las siguientes preguntas: ¿Qué toma en cuenta al diseñar una lección? ¿Cómo identifica los objetivos a seguir, los temas a abordar y las actividades a diseñar e implementar? ¿Cómo lleva a cabo la implementación de dicha lección? ¿Cómo evalúa el logro académico de los alumnos? Escriba un reporte de la información recopilada.

- **Semanas 6-7:** Describa el contexto cultural del centro educativo: ¿Cómo es la colaboración entre alumnos, maestros, padres y administradores de la escuela? ¿Qué actitudes hacia la identidad cultural y lingüística de los alumnos puede Ud. observar? ¿Qué idiomas y variedades de cada idioma se ven reflejados en el currículo escolar? ¿Existe en el centro escolar una tendencia al purismo o a la democracia lingüística? Explique y dé ejemplos concretos.

- **Semana 8-9:** ¿Cuán importante ha sido realizar sus observaciones docentes? ¿Qué ha aprendido? ¿Qué le gustaría aprender? ¿Qué le motiva a Ud. continuar con el programa de capacitación como maestro-a para contextos multiculturales y multilingües?

Once in the field, you are to keep in mind the particular question to be addressed so that, as a “participant-observer,” you are able to purposefully reflect on your experiences. Your reflections are not to exceed 1 page, typed, double-spaced, 12 PT Times New Roman.

Students may conduct field observations at any of the following participating schools (or at any other school if permission could be obtained):

- CVLCC (Chula Vista)
  590 "K" Street
  Chula Vista 91911
  619-426-2885
  Contact: Dr. Jorge Ramirez (Principal)
• EJE Academy (El Cajon)
  851 South Johnson Avenue
  El Cajon 92020
  619-401-4150
  Contact: Ms. Delia Pacheco (Principal)

• Nestor Language Academy (South Bay)
  1455 Hollister Street
  San Diego 92154
  619-628-0900
  Contact: Ms. Estela Corrales (Assistant Principal) and/or
  Ms. Gloria Muñoz (Program Coordinator)

• Riverview Elementary (Lakeside)
  9308 Winter Gardens Blvd
  Lakeside, CA 92040
  619-390-2662 (Ext. 4000).
  Contact: Robin Sandecki (As per Ms. Sandecki’s request, please make sure you indicate you are a
  student in Prof. Aquino-Sterling’s class at SDSU when contacting her).

• Sherman Primary School (San Diego)
  301 22nd St. (between J & K streets)
  San Diego 92102.
  619-615-7000
  Contact: Mr. Francisco Pérez-Duque (Language Coordinator)

Comprehensive Final Exam (Content, Pedagogical Spanish, and Metalinguistic Awareness)

All course participants are required to take a comprehensive final language and content exam
(interdisciplinary content, language functions, grammar/metalinguistic awareness, pedagogical Spanish;
Qualtrics Spanish Language Confidence Survey). In order to meet the Bilingual Authorization
Requirements, students must receive a “B” (83%) on the exam. Students must retake the course in the event
a lower grade is attained in this particular assessment.

Students with Disability

If you are a student with a disability and believe you will need accommodations for this class, it is your
responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of
your accommodations, you should contact Student Disability Services as soon as possible. Please note that
accommodations are not retroactive, and that I cannot provide accommodations based upon disability until
I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.
San Diego State University
PLC415 – Biliteracy Foundations of Teaching and Learning

VERIFICATION OF FIELD EXPERIENCE IN A DUAL-LANGUAGE PROGRAM

School Placement:
___ CVLCC  ___ EJE  ___ LA  ___ NLA  ___ RVE  ___ Sherman  ___ Other (specify): __________________________

Program category:  ___ Multiple Subject  ___ Single Subject (area: ____________________)
Grade: _______
Number of students: _______

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone #</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>SDSU Student Observer</td>
<td></td>
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<tr>
<td>Cooperating Teacher Mentor</td>
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<td></td>
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<tr>
<td>On-Site Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty - PLC415</td>
<td>Dr. Cristian Aquino-Sterling 619-594-6675</td>
<td><a href="mailto:caquino@mail.sdsu.edu">caquino@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>Student Advisor</td>
<td>Dr. Sarah Maheronaghsh 619-594-3330</td>
<td><a href="mailto:smaheron@mail.sdsu.edu">smaheron@mail.sdsu.edu</a></td>
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Observation Log

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Hours</th>
<th>Total hrs</th>
<th>Teacher Mentor Initials</th>
<th>SDSU Student Observer Initials</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>From</td>
<td>Until</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
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<td></td>
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<tr>
<td>Week 2</td>
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<td>Week 3</td>
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<td>Week 4</td>
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<td>Week 7</td>
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<td>Week 8</td>
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<td>Week 9</td>
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<tr>
<td>Week 10</td>
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</table>

Total number of hours observed: __________
Cooperating-Mentor Teacher Signature: __________________________
SDSU Student-Observer Signature: __________________________
Every two weeks, and for the duration of field observations, course participants will write a 1-page (maximum) reflection on their experiences in the field. Journal entries should be based on the questions provided above.

<table>
<thead>
<tr>
<th></th>
<th>Outstanding 2.5</th>
<th>Excellent 2.0</th>
<th>Very Good 1.5</th>
<th>Good 1.0</th>
<th>Satisfactory .5</th>
<th>Unsatisfactory 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal entry is well written (orthography and grammar follow standard Spanish conventions).</td>
<td></td>
<td></td>
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<tr>
<td>Journal entry addresses the question in substantive ways. Student provides concrete examples to support her/his claims.</td>
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</tbody>
</table>
PLC415 – Self-evaluation
Professionalism and Active/Informed Participation

Your professionalism and participation in class are extremely important to the success of the course and your development as an educator. Therefore, you are expected to attend all classes. During the semester, course participants are allowed one unexcused absence. Five points will be deducted from the final grade for each unexcused absence thereafter. You are expected to present yourself professionally in terms of attitude, behavior, and ethics. You are expected to participate in all instructional activities and discussions.

Name: ____________________________________________

<table>
<thead>
<tr>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>I attended all class sessions.</td>
</tr>
<tr>
<td>I missed one class session (permitted unexcused absence).</td>
</tr>
<tr>
<td>I missed more than one class session. Dates:</td>
</tr>
</tbody>
</table>

Disclaimers on attendance:

<table>
<thead>
<tr>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I actively participated in all class sessions (completed all readings, always offered substantive comments, and completed all assignments on-time).</td>
</tr>
<tr>
<td>I actively participated in most classes (completed most readings, offered substantive comments, and completed most assignments on-time).</td>
</tr>
<tr>
<td>I actively participated in some classes [completed some of the readings, offered few (substantive) comments, and completed some assignments (not necessarily on-time)].</td>
</tr>
<tr>
<td>I did not actively participate in class (completed few readings, seldom or never offered any comments, and did complete assignments on time).</td>
</tr>
</tbody>
</table>

Disclaimer on participation:

<table>
<thead>
<tr>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>I conducted myself professionally at all times both in interactions with classmates and with the professor both during class and field observations.</td>
</tr>
<tr>
<td>I conducted myself professionally most of the time both during class and field observations.</td>
</tr>
<tr>
<td>I recognize that at times did not meet professional/ethical standards in interactions during class and/or during field observations.</td>
</tr>
</tbody>
</table>

Disclaimer on professionalism:
PLC415 – Rubric for the Evaluation of Lesson Observation Presentations  
(in Spanish)

Course participants will observe a Spanish or Spanish-English (*biliteracy*) lesson at their field placement and identify its various components: *topic, content objectives, language objectives, didactic materials, activities, informal or formal assessments (if any) or strategies teacher used to check or evaluate student comprehension*. Course participants will pay particular attention at how the cooperating teacher integrates the teaching and learning of language and content in the lesson. Students may employ the PLC Lesson Template (posted in BB) as an observation guide. After the observation, if possible, the student could touch base with the cooperating teacher to clarify any questions, etc. Student will make a 10-15 mins. max class presentation describing and reflecting on the lesson and processes observed.

<table>
<thead>
<tr>
<th></th>
<th>Outstanding 10</th>
<th>Excellent 9</th>
<th>Very Good 8</th>
<th>Good 7</th>
<th>Satisfactory 6</th>
<th>Unsatisfactory 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly presents description of lesson (topic, objectives, standards, didactic materials, and activities) mentor teacher employed in carrying out the lesson and assessing student learning.</td>
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<tr>
<td>Provides an informed and engaging reflection on the lesson and its process, and answered questions adequately.</td>
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</table>