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Office Hours: M, T, W By Appointment

Required Textbooks, Readings & On-Line Materials:

- California English Language Development (ELD) Standards: http://www.cde.ca.gov/sp/el/er/eldstandards.asp#Standards
- The Common European Framework of Reference for Languages: Learning, Teaching, Assessment
- Other readings and websites posted to DLE 601 Blackboard

Recommended Research References:

Course Description:

The purpose of this course is to provide students with the background and knowledge base of the current literature and research in literacy and language policy as it relates to school programming and educational standards. This course will give participants an increased ability in describing the socio-linguistic environment from world, national and local language communities connected with schools. The course will also provide participants with tools to name, frame, and analyze language policy and its impact on a variety of stakeholders. Participants will be able to analyze and recommend appropriate language policy for local language groups.

Course Learning Outcomes: Throughout the course of study students will:

- use problem posing processes including reading reflections to understand the formal and informal policies underlying education for linguistically diverse students at world, national and local levels;
- be able to analyze how ideologies, politics, standards and assessment impact education for language and literacy development;
- be conversant in bilingual education models and their history;
- analyze the politics of literacy and language acquisition in education for diverse learners; and gain a global perspective on multi-lingualism and society.
DLE 601: LANGUAGE POLICY & PRACTICES
Dual Language & English Learner Education Department

Requirements: The course requirements outlined below are guidelines with which to begin the course; in keeping with problem-posing format of the class, it is possible that course products may change to more accurately reflect the needs of the students and professor.

I. Class Attendance & Participation 15%
II. Chapter Presentation 15%
III. Reflective Journals 20%
IV. Language Ideology & Policy Position Paper 20%
V. Final Research Paper (20) & Presentation (10) 30%

Points and Grade Equivalents:

(95-100%) = A (85-89%) = B+  (75-79%) = B-  (65-69%) = C
(90-94%) = A- (80-84%) = B  (70-74%) = C+  (60-64%) = C-

As graduate students, you are expected to produce high quality work that does not fall lower than a “C”; conversely, the grade of “A” is not simple or easy to earn. Should the quality of a product not be up to the professor’s standards, the student may be asked to resubmit the work with revisions to reflect an understanding and adherence to the criteria included in the grading rubric for each assignment.

I. Class Attendance & Participation: This course centers on discussion and contribution of ideas and personal experiences as we create meaning together. It is expected that students will attend all classes and actively participate in order to get the most of the learning experience. Please email the instructor in advance of an absence.

II. Chapter Presentation: In teams of two, students will work as a professional pair to prepare and present key concepts in the assigned chapter, document or reading. Pairs will then lead class participants in a hands-on activity that will foster a deeper understanding of the theory, research, teaching practice and/or policy covered in the assigned chapter.

There are several purposes of the group workshop presentation. First, this will allow students to efficiently cover and process the material covered in the texts, leading to collaborative learning. Second, the workshop gives students an opportunity to lead a teacher directed activity involving the dissemination of critical content. The third purpose of these presentations is to give students the opportunity to share their insights, questions, and learning, thus modeling a student-centered process. Last, these presentations support students’ developing collaboration and presentation skills of key educational concepts and processes utilizing relevant materials, research, and technology. Presentations should be prepared by the pair to model a workshop format. Students will work professionally in preparing, presenting, and demonstrating key concepts.

Workshop Components:

a) Prepare and distribute a written summary of the presentation components and key chapter concepts for each member of the class. This should not be a verbatim summary of the chapter, but a summary in your own words of no more than 2 pages.

b) Lead one or several activities that involve hands-on class participation and reflect the key concepts of the chapter. The time allotted for the workshop presentation will be 30-45 minutes.

Evaluation:

A rubric will be used to evaluate each team’s presentation. The team will receive a grade for the presentation of chapter summary/outline, the relevance and connection of the activity/presentation to the key points of the chapter, professionalism in appearance and presentation, and staying within the time frame. Please review rubric to ensure that each element is addressed in your workshop presentation.
III  Reflective Journals

On selected weeks students will respond to class reading assignments by completing a 2-3 page response to a prompt of their choice (prompts will be posted on blackboard). The journal entries will be posted to Blackboard and brought to class to facilitate small group discussion and critique.

Writing Suggestions: The key to your journal responses and all others is clarity of thought. In order to achieve this, you should proofread your paper. Ideally, you will write while the ideas are fresh and then let it sit for at least a few hours before you proofread it. You might want to try reading or discussing the paper out loud to another person to make sure they can understand what you’re saying. Try to paraphrase instead of quoting from text. You can better integrate and show your understanding of another writer’s ideas by putting them into your own words. Express yourself freely, try to explain yourself with explicit, precise and active language. Explain your points with details and/or examples including images and metaphors.

Journal #1: I am from poem/We are from and respond to Chapter 1 in EITHER text (Due: 9/2)

IV  Mid-Term: Language Ideology & Policy Position Paper:

Develop a position paper reflecting the ideology and politics of a particular language policy issue and the resulting concern or solution it raises. The purpose of the paper is to articulate a language policy concern that emerges from the reading and literature on a specific language rights issues or educational impact. This paper will synthesize the reading and literature on ideology and policy with the outcome to name a particular policy or program area to be further investigated while also making connections to linguistic outcomes, educational programming, and/or degrees of cultural support and incorporation that you are interested in investigating more deeply. Each paper should be 8-10 pages, double-spaced, using APA style formatting.

IV  Final: *Research Paper & Presentation:

Drawing from the Mid-Term Paper, you will develop a language policy research paper based upon a case study of how international, federal and/or local language policy affects a particular classroom, school and/or district. This paper should describe how a state (e.g., Proposition 227), federal language policy (e.g., NCLB) or international policy (e.g., Universal Declaration On Linguistic Rights) is being implemented or not in a particular classroom, school and/or district or other educational or societal context. It should offer real-life instances (examples of practices or activities) of how state or federal legislation or other governmental or non-governmental policy influence the design and implementation of educational programs that address the needs of bilingual, multilingual and/or English language learners. Research method and areas of research can be drawn from Parts II and III of the Ricento Language Policy text or other course documents.

Your final product will have a brief literature review of relevant research, as well as your procedures and findings, as appropriate, and should be approximately 10-12 pages typewritten, double-spaced and using APA Style formatting. The content may include a survey, interviews, case studies or other appropriate research models. A model for conducting language interviews and school/community observations or surveys will be shared as possible methods for data collection. Your mid-term will be the first part of this paper. Students will be required share their research via a poster or media presentation.

Your paper should resemble an article for publication in an academic journal. This means that it should be self-contained (i.e., possessing all the elements needed for understanding and evaluating your work). As a frame for your paper, try to address each of the following guidelines:
As a frame for your paper, try to address each of the following guidelines:

- Begin your paper by stating your ideology towards literacy and education, the nature and ideology that informs the local or federal language policy you have selected to study, highlighting your views toward the policy. Place this discussion in the context of the available literature, theory and research findings relevant to the policy.
- Move on to state the focus of your research and any research questions you developed. Make explicit any theory that is relevant to your approach to the research.
- Next, develop several paragraphs describing how you conducted your study. You should explain the techniques you used to collect data (e.g., observations, interviews, document analysis, etc.). Explain how and why you selected the people, setting, or documents. Were there other sources of data you wanted to access, but could not? What could these have added to your report?
- Show your ‘real life’ findings (examples of practices, activities or attitudes) in a well-organized way. Begin with an overall interpretation of what you found. Use direct quotations, detailed description, and/ or diagrams to produce a clear picture of what is happening in the setting you examined.
- Critically analyze what you found, explaining which policy positions it seems to confirm or disconfirm, or how it adds to previous knowledge. Discuss any possible alternative interpretations of your findings. For instance, how would someone with a different theoretical perspective view this phenomenon? Finally, recommend what should be done in future studies on this topic.
- Include a reference list of sources cited in the study.

**Research Topic Suggestions:**

1. Research the impact of Prop 227 on linguistically diverse students at the school, district, State Board and/or state or federal level, e.g. compare your or another school/ district policy re ELD learners with what we have read, or track what is happening in other states related to English Only legislation (i.e., Arizona, Colorado, Massachusetts). California Lara 1174 and the efforts to rescind Prop 227.

2. Investigate current issues/policies on literacy and how they may affect Bilingual/Dual Language education, particularly in view of the new ELD Standards.

3. Investigate current issues/policies on literacy (e.g. whole language vs. basic skills) and how they may affect Bilingual Teacher Education, particularly in view of the new ELD Standards.

4. Research the impact of No Child Left Behind (US) Local Control Funding Formula (CA) on linguistically diverse students at your school, district or state level.

5. Study the Common Core Standards implementation and related assessment practices (Smarter Balanced) and implications for EL and low income students.

6. Research the plight of undocumented student access to higher education in California or nationally. What are the barriers to access educational opportunities and resources to fund higher education? Who is working toward changing policy in this policy area?

7. Study and analyze some aspect of the standards movement in education, e.g. the English Language Arts Standards, the math standards, the new ELD Standards as they relate to ideology and policy.

8. Compare various issues raised in core texts and other readings with current issues driving policy in the United States or other countries; or select several issues and trace their evolution, current status, etc. based on methodological approaches outlined in the Ricento text.
<table>
<thead>
<tr>
<th>Class Mtg.</th>
<th>TOPIC</th>
<th>Gandara</th>
<th>Ricento</th>
<th>BlackBoard</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Welcome &amp; Overview of Knowledge, Dispositions and Skills for DLE</td>
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<td>I am from .. Group Poem and Response to KDS.</td>
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<tr>
<td>9/2</td>
<td>Language Policy: Introduction</td>
<td>Ch. 1</td>
<td>Ch. 1</td>
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<td>Jrl. #1 &amp; I am from .. We are from…</td>
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<td>9/9</td>
<td>World Language &amp; Literacy: Discourses &amp; Ideology</td>
<td>Ch. 2</td>
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<td>Common Euro Framework</td>
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<td>9/23</td>
<td>English Language Policy: Methods of Inquiry</td>
<td>Ch. 6</td>
<td>Part II (jigsaw)</td>
<td>Long Term English Learners</td>
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<td>9/30</td>
<td>Language &amp; Education Policies in US/CA: Part 1 Final Overview</td>
<td>Ch. 2 &amp; 4</td>
<td>Ch. 16</td>
<td>CA Learner Population Documents</td>
<td>Jrl. #3</td>
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<td>10/7</td>
<td>Language &amp; Ed Policies in US/CA: Part II.</td>
<td>Ch. 3, &amp; 12</td>
<td>Ch. 17</td>
<td>Lara Bill &amp; LCFF Documents</td>
<td>Jrl. #4</td>
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<td>10/14</td>
<td>English Learner Standards &amp; Biliteracy: Tensions &amp; Possibilities</td>
<td>Ch. 10 &amp; 11</td>
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<td>ELA/ELD Framework Ch. 2</td>
<td>Jrl. #5</td>
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<td>10/21</td>
<td>Unpacking the CA ELD Standards</td>
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<td>ELD Standards: Ch. 2 &amp; 5 (Grade Level)</td>
<td>Mid-Term Due</td>
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<td>10/28</td>
<td>Brown vs. Board; Castaneda; Lau Decision: Issues of Equality &amp; Equity</td>
<td>Ch. 5 &amp; 9</td>
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<td>ELA/ELD Framework Ch. 9 &amp; Rethinking Schools Special Issue</td>
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<td>Language Planning BC &amp; First Nations</td>
<td>Jrl. #7</td>
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<td>11/11</td>
<td>No Class – Holiday</td>
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<td>11/18</td>
<td>The Future of Language Policy &amp; Practice</td>
<td>Ch. 13</td>
<td>Ch. 7</td>
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<td>11/25</td>
<td>No Class Meeting</td>
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<td>12/2</td>
<td>Peer Editing Session</td>
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<td>Draft of Final Paper</td>
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<td>12/5 (Sat)</td>
<td>Combined Class Presentations w/DLE 600A</td>
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<td>Meeting: Mission Trails Park Visitor Center</td>
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<td>12/9</td>
<td>Poster/Media Session</td>
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<td>Final Paper Due</td>
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LEGAL NOTICES

Statement on Cheating and Plagiarism:
“Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the University. For more information on the University’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (‘Legal Notices on Cheating and Plagiarism’) or the University Catalog (‘Policies and Regulations’).”

Students with Disabilities:
“Americans with Disabilities Act (ADA) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, contact the Student Disability Services Office at Calpulli Center, Suite 3101 (http://www.sa.sdsu.edu/dss/dss_home.html) or (619) 594-6473.

Religious Observances:
University Policy on Absence for Religious Observances includes the following statements: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.” Please notify the instructor in a timely manner and a reasonable accommodation will be reached.

Syllabus is Subject to Change:
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.