**SAN DIEGO STATE UNIVERSITY**  
Dual Language and English Learner Education  
DLE 653

<table>
<thead>
<tr>
<th>COURSE INFORMATION</th>
<th>INSTRUCTOR INFORMATION</th>
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<tbody>
<tr>
<td><strong>Course Name</strong></td>
<td>Language Development in K-12 Multilingual Classrooms with an Emphasis on Language Structure and Use</td>
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<tr>
<td><strong>Course ID</strong></td>
<td>DLE 653</td>
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<tr>
<td><strong>Semester/Year</strong></td>
<td>Spring 2016</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>Various locations (see below)</td>
</tr>
<tr>
<td><strong>Day/Time</strong></td>
<td>Th 4:15-6:40PM</td>
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</tbody>
</table>

**Course Description:**

The purpose of this course is to learn effective instruction for developing language in a multilingual secondary classroom, such as in bilingual(Spanish/English) or integrated-ELD middle or high school content classroom (Science, Mathematics, Social Studies, Language Arts) or a Spanish-for-Spanish-Speakers bilingual classroom.

The focus of this course is on theory, research, methods, and assessment strategies related to productive student language acquisition. The class sessions will emphasize how to best support emerging bilingual students with the academic language and literacy needed to meet the demands of the California Common Core State Standards and the California English Language Development standards.

Bilingual teacher candidates will learn course content through a variety of experiential, participatory and process-oriented strategies that are used in successful biliteracy/ELD classrooms and that build reflective practices.
Course Objectives:

Teacher Candidates will be able to:

a. Teach effective strategies for develop academic language through efficient reading comprehension and writing for diverse learners. TPEs 1B, 4, 6, 7, 9
b. Align content area reading and writing instruction with the California Common Core State Standards and the California English Language Development Standards. TPEs 1B, 9
c. Recognize how adolescents make sense of text, and the various ways a teacher can support their comprehension as they dialogue with the teacher and each other. TPEs 1B, 2, 4
d. Facilitate text discussions that are oriented toward making student sense-making central to the conversation. TPEs 1B, 4, 5, 6
e. Locate aspects of text that might pose a challenge to diverse learners, such as English Learners and recognize how to support students in working through these challenges. TPEs 4, 6, 9
f. Utilize effective and flexible grouping patterns that maximize opportunities for interaction, communication, and collaboration among diverse learners. TPEs 5, 6, 9
g. Use (develop or select) formal and informal assessment data to plan instruction for diverse learners. TPEs 1B, 2, 3, 4, 8
h. Maintain a classroom with high engagement that nurtures curiosity and a love of learning. TPEs 5, 11
i. Create a positive, responsive literacy environment through learning about their students and interacting thoughtfully with students. TPEs 8, 11
j. Demonstrate a commitment to lifelong learning. TPEs 12, 13.

Course DLE Knowledge, Dispositions, and Skills (KDS):

- Ideological and pedagogical clarity
- Biliteracy development and success across the content areas
- Collaborate with peers, students, parents, administrators, and community
- Create inclusive learning environments
- Global (linguistic and cultural) competence

edTPA Alignment with Course Assignments: (esp. r2, r3, r4, r10, r11, r12, r13, r14)

- Student Language Profiles (r2, r3, r4)
- Dialectical Journals (r6, r9, r10)
- Content Area Unit Plan with Lessons (r1, r2, r3, r4, r5, r7, r8, r9)
- Content Area Assessment with Student Work Samples (r11, r12, r13, r14, r15)
  - r2: Planning to support varied student needs
  - r3: Using knowledge of students to inform planning
  - r4: Identifying and supporting language demands
  - r10: Analyzing teaching
  - r11: Analyzing student work
  - r12: Providing feedback to guide learning
  - r13: Supporting students’ use of feedback
  - r14: Evidence of language use to support content understandings
Required Texts:
3. Common Core State Standard Appendix A: Research Supporting Key Elements of the Standards (online) [http://www.corestandards.org/assets/Appendix_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

Required Materials:
- Computer (talk to the instructor if this will be an issue)
- Standard sticky notes such as Post-Its (3 X 3; 3 X 5)
- Highlighter
- Thumb Drive

Required Websites:
- Common Core en Español [commoncore-espanol.sdcnet](http://commoncore-espanol.sdcnet)
- CA ELD Standards [tinyurl.com/findELD](http://tinyurl.com/findELD)

Blackboard Policies:
You will need to access Blackboard every week. You will find course supplemental readings, resources, and other important course information on Blackboard.

Recommended Resources/Websites:
- Information on the CELDT: [http://www.cde.ca.gov/ta/tg/el/resources.asp](http://www.cde.ca.gov/ta/tg/el/resources.asp)
- English Language Varieties: [http://www.pbs.org/speak/](http://www.pbs.org/speak/)
  - African American English: [tinyurl.com/AA-speech](http://tinyurl.com/AA-speech)
  - Chicano English: [tinyurl.com/chicano-speech](http://tinyurl.com/chicano-speech)
  - Spanglish: [tinyurl.com/Esplangish](http://tinyurl.com/Esplangish)
- Supporting students with Special Needs: [tinyurl.com/UDL-CAST](http://tinyurl.com/UDL-CAST)
- Reports on indigenous immigrant families in California: [http://tinyurl.com/CA-indigenas](http://tinyurl.com/CA-indigenas)
- California State Seal of Biliteracy: [http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp](http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp)
Grading and Evaluation:

All written assignments should be typed, double-spaced, in Times New Roman font, and edited for usage and mechanical errors. Appropriate references to readings and other resources should be included (with proper APA formatting). Course assignments are based on rubrics/performance criteria and a point system. The table below indicates the total points possible for each assignment:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Student Language Profiles</td>
<td>100</td>
</tr>
<tr>
<td>Dialectical Journals (10 x 10 points)</td>
<td>100</td>
</tr>
<tr>
<td>Blogs (2 x 25 points)</td>
<td>50</td>
</tr>
<tr>
<td>Content Area Unit Plan with Lessons</td>
<td>100</td>
</tr>
<tr>
<td>Content Area Assessment with Student Work Samples</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
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Final course grades will be determined by the following point system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>475 - 500</td>
</tr>
<tr>
<td>A-</td>
<td>450 - 474</td>
</tr>
<tr>
<td>B</td>
<td>400 - 434</td>
</tr>
<tr>
<td>B-</td>
<td>380 - 399</td>
</tr>
<tr>
<td>C+</td>
<td>350 - 379</td>
</tr>
<tr>
<td>C</td>
<td>325 - 349</td>
</tr>
<tr>
<td>C-</td>
<td>300 - 324</td>
</tr>
<tr>
<td>D</td>
<td>250 - 299</td>
</tr>
</tbody>
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Description of Course Assignments:

Student Language Profiles [SLP]

Bilingual teacher candidates will identify one class period to create profiles of students’ language capacity via a language use survey, a writing sample, CAASP results, CELDT data for ELs, and any available reading data. This assignment will help teacher candidates identify student language strengths and needs for planning lessons. A two-page analysis of classroom trends is required via a template to be provided.

Dialectical Journals—Responding to Text

Using course texts, bilingual teacher candidates will identify key quotes from the readings and write brief reflections that connect back to implications for classroom practice. This assignment will connect recommended strategies to lesson and unit planning.

Online Blogs

Bilingual teacher candidates will have two opportunities to respond to a blog prompt as a scaffold to the critical literacy essay assignment. Each blog will allow opportunities to prepare for major assignments. Teacher candidates are also expected to respond to three or more of their peers for each blog.
**Content Area Unit Plan with Lessons [CAUPL]**
In collaborative teams of two, candidates will write a biliteracy unit plan that integrates the CA state content standards and ELD/SLD Standards. Additionally, each candidate will be responsible for creating a full lesson plan from the unit and presenting it during finals weeks before peers. Templates, format and length of this assignment will be reviewed in class. This document will be heavily graded on the provision of support for language learners and struggling readers.

**Content Area Assessment with Student Work Samples [CAASWS]**
In conjunction with their content area unit plan, bilingual teacher candidates will create a summative assessment to ascertain subject matter mastery, analyze language challenges and propose next steps for three student samples. The analysis will require a three-four page paper which articulates a position/ideology on biliteracy and articulates the specific support needed by each student. This assignment is 10 double-spaced pages in Times Roman font.

**Assignment Rules:**

Students must take responsibility for putting a heading on every assignment. Type your complete name, the class, and the assignment on the first page of the assignment on the top left. The document file must be saved with your full name, an abbreviation of the assignment, and date (month/date/year) (e.g., “FulanoDeTal_SLP_012016” or “Fulana de Tal CAASWS 031516”). No late assignments will be accepted without prior approval of the professor. Assignments may be redone and resubmitted for a higher score, except for the dialectical journals and blogs (only one resubmit per assignment).

**Attendance and Participation Policy:**
There will be a weekly sign in. A student with more than 2 absences or excessive tardiness cannot earn an A in the course. Students who are excessively late for class or who leave class early will receive a final grade that is at least one grade lower than the computed grade.

Participation in class is weighed heavily because the processes learned through interaction with peers are essential components of the course. Because class time together is short and precious, it is important that you come to class having read the assignments and prepared to engage in discussions and activities centered on the readings.

**Students with Disabilities:**
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 accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.
**Course Communication:**

Announcements and course-related information will be provided by means of email via Blackboard. You are responsible for checking SDSU e-mail regularly and ensuring your email address is current.

**Email Etiquette:**

All subject lines for emails sent to the instructor must start with “DLE 653” and then the topic of the email, e.g., “DLE 653 - Content Area Unit Plan with Lessons” Appropriate reference is critical. Correct labeling of the subject and topic will expedite a response to your inquiry. If replying to an email, make sure the subject line follows the pattern. If an immediate response is needed, type those words in the subject line, for example, “DLE 653—Urgent Question.” All emails should include the student name typed in the body of the email – at the bottom of the message. Consider it as “signing” the email. The student name should NOT appear in the subject area, but rather ON THE BOTTOM OF THE BODY OF THE EMAIL.

**Homework Policy:**

Effective teachers communicate with peers and their school; similarly teacher candidates demonstrate responsibility for their presence and tasks. All assignments must be completed by the due dates. Late assignments will only be acceptable if you make arrangements ahead of time in direct discussion with the course instructor. If you are sick or have a personal emergency, you must always email jorgecuevasantill@gmail.com BEFORE or immediately after class. Through that email options will be discussed for catching up on missed instruction. You WILL be penalized for submitting a late assignment ONLY if you have NOT communicated with the instructor: jorgecuevasantill@gmail.com.

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**SDSU University Policy on Academic Honesty:** Institutions of higher education are founded to impart knowledge, seek truth, and encourage one's development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which not only violate academic standards but also make the offender liable to penalties explicit in Section 41301 of Title 5, California Code of Regulations.

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**Role of the Instructor:**

In order to facilitate learning and a climate for sharing ideas and experiences, the course will feature instructor presentations and facilitate interaction among participants through presentations, guest lectures and panels, discussions, small group activities, and other hands-on experiences.
**Statement on Translanguaging:**

Drawing on the scholarship of Ofelia Garcia, we explicitly utilize bilingualism as a resource in our classroom space and adopt the theory and practice of translanguaging. Garcia defines translanguaging as bilinguals’ flexible use of their linguistic resources to make meaning of their lives and their complex worlds. As Garcia (2012, p. 354-355) notes: “el translenguar es: el conjunto de prácticas discursivas complejas de todos los bilingües y las estrategias pedagógicas que utilizan esas prácticas discursivas para liberar las maneras de hablar, ser y conocer de comunidades bilingües subalternas...El translenguar no es por ende simplemente la adaptación pasiva a una o dos lenguas autónomas o estándares, sino el surgir de prácticas lingüísticas nuevas y complejas, producto de la mayor representación de los hablantes en un mundo globalizado, post-colonial y muy diverso.”

More about translanguaging as a theory and pedagogical tool will be reviewed in class.

**Class Norms/Agreements:**

Please turn off or place all cell phones and pagers on “silent” mode to avoid distractions during the class. Please only leave the class to make or answer phone calls when it is an emergency. Ensure you come to class with a computer and access to email. Be prepared by reading and writing as assigned, and be engaged by listening, sharing, participating and learning with an open mind.

**Help is Available:**

Assistance is available through email, Skype, and office hours before and after class if you need consultation. Feel confident to ask for an appointment.

**Syllabus Refinement:**

This course is designed to be sensitive to the contributions of class members and tailored to the experience and goals of class members. Therefore the right is reserved to make ongoing changes to the syllabus as needed and with timely notification.