Course Description:
This course is designed to provide participants with a foundational understanding of multilingualism and multilingual education. The course will advance pre-service teachers’ understanding of the pedagogical and programmatic practices for addressing linguistic and academic needs of multilingual learners. The course will cover historical and theoretical foundations of bilingual education as related to bilingual and dual language program, including instruction, curriculum, and assessment. Participants will engage in critical analysis and discussion of: (1) key historical and legal events leading to bilingual education and equality of educational opportunity for emergent bilinguals; (2) sociocultural characteristics of ethnomlinguistic students’ school communities; (3) key educational principles guiding theoretical frameworks and practices of bilingual and dual-language education; and (4) programmatic and pedagogical practices for building on the linguistic, sociolinguistic, and academic strengths and addressing the needs of English language learners or emergent bilinguals.

Course Objectives and Learning Outcomes:
1. Describe and analyze the philosophical, and constitutional bases that support educational equity and bilingual education for language minority students.
2. Research and analyze the sociocultural characteristics of the school community of ethnomlinguistic student and develop a sociocultural profile of an ethnically diverse school community.
3. Examine, describe, and analyze theoretical and pedagogical principles supporting bilingual education theory that support multilingualism and bi-cognitive development of students.

4. Examine, discuss and analyze pedagogical and programmatic practices (assessment, development of first and second language, cognition, program effectiveness) for addressing the linguistic and academic needs of limited English proficient and underachieving students.

5. Compare and contrast conceptual program designs that address the linguistic and academic development of language minority students and the characteristics of these programs to first and second language acquisition.

**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

**CCTC Teacher Performance Expectations—Alignment with Course Assignments:**

**TPE 1:** Engaging and Supporting All Students in Learning (Community Scan, Quick Writes, and Online Blog)

**TPE 2:** Creating and Maintaining Effective Environments for Student Learning (Community Scan, Quick Writes, Online Blog)

**TPE 3:** Understanding and Organizing Subject Matter for Student Learning (Quick Writes)

**TPE 4:** Planning Instruction and Designing Learning Experiences for All Students (Community Scan)

**TPE 5:** Assessing Student Learning

**TPE 6:** Developing as a Professional Educator (Community Scan, Quick Writes, Online Blog)

**Required Texts:**


2. Course Reader via Blackboard

**Required Materials:**

- Computer (talk to the instructor if this will be an issue)
- Standard sticky notes (3 X 3)

**Required Website:**

- Blackboard-- You will need to access Blackboard every week. I will provide course supplemental readings, resources, and other important course information on Blackboard. I will also send course communications via email through Blackboard.

**Recommended Texts:**


**Recommended Websites:**

California State Department of Education  

Center for Applied Linguistics  
[http://www.cal.org](http://www.cal.org)

Center for Multilingual Multicultural Research USC  
[http://www-bcf.usc.edu/~cmmr/Policy.html](http://www-bcf.usc.edu/~cmmr/Policy.html)

National Association for Bilingual Education  
[http://www.nabe.org](http://www.nabe.org)

California Association for Bilingual Education  

Dual Language of New Mexico  

James Crawford’s Language Policy Web Site  
[http://www.languagepolicy.net/](http://www.languagepolicy.net/)

**Class Norms/Agreements:**

Please turn off or place all cell phones 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. Do not use social media during class as it is a distraction for you and your peers. I encourage you to take notes by hand whenever possible. This will help you in the learning and retention of information.

As we collectively engage in dialogue, reflect on Ramon Ruiz’s, *The Four Agreements*, which include:

- **Be Impeccable to your Word.** Speak with integrity. Say only what you mean. Avoid using the Word to speak against yourself or to gossip about others.

- **Don’t take anything personally.** Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. When you are immune to the opinions and actions of others, you won’t be the victim of needless suffering.
• **Don’t Make Assumptions.** Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness and drama. With just this one agreement, you can completely transform your life.

• **Always do your Best.** Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse, and regret.

**Class Structure:**

**Many of my presentations will be in Spanish,** which will include my brief lectures, Powerpoints, and the activities I will facilitate. Most of the class will be conducting bilingually. I draw on the work of Ofelia Garcia by adopting 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. We will read more about translanguaging as a theory and pedagogical tool in class. We will explicitly utilize bilingualism as a resource in our classroom space so that all contributions offered will be validated, no matter the language. Remember, you are expected to have high levels of English and Spanish to complete your bilingual authorization. Therefore, I encourage you to push yourself to use the language in which you feel you need more development during our “bilingual” time.

**Grading and Evaluation:**

All written assignments should be typed, double-spaced 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 and a point system. Rubrics will clearly indicate the expectations based on university grading policy. Rubrics are provided on Blackboard. Questions for clarification are encouraged. The table below indicates the total points possible for each assignment:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Quick Write Reflections</td>
<td>150</td>
</tr>
<tr>
<td>Chapter Facilitation</td>
<td>50</td>
</tr>
<tr>
<td>Online Blogs (2 X 50)</td>
<td>100</td>
</tr>
<tr>
<td>Community Scan (Final)</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

Final course grades will be determined by the following point system:

<table>
<thead>
<tr>
<th>A</th>
<th>475 - 500</th>
<th>B</th>
<th>400 - 434</th>
<th>C</th>
<th>325 - 349</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>450 - 474</td>
<td>B-</td>
<td>380 - 399</td>
<td>C-</td>
<td>300 - 324</td>
</tr>
<tr>
<td>B+</td>
<td>435 - 449</td>
<td>C+</td>
<td>350 - 379</td>
<td>D</td>
<td>250 - 299</td>
</tr>
</tbody>
</table>

**Description of Course Assignments:**

Extended assignment descriptions and rubrics and/or performance criteria are provided on Blackboard. Below is a brief description of each course assignment and due dates.
Attendance and Quick Writes
You earn 5 points for each class you attend. At the beginning of class, everyone will submit and respond to the weekly Quick Write Reflection. The weekly question(s) will directly relate to the assigned readings for the week. Reflections need to demonstrate that you read the entire text. The Quick Write is collected and read for attendance and your engagement with the course—15 projected. A rubric of 1 to 5 will be used to grade the quality of your work. Total points possible per week: 5 +5 = 10. Total points possible for semester: 10 X 15 (classes) = 150. Due weekly.

Chapter Facilitation (in teams of 3)
You will be responsible for presenting the course readings for a selected week. The course professor will also support the readings. Prepare a 2-4-page overview for each of the designated readings by responding to the assignment rubric. Due dates vary.

Online Blogs
Students will have 2 opportunities to respond to a blog prompt on topics related to the philosophical, theoretical and legal bases of bilingual education Students are also expected to respond to three or more of their peers for each blog. Due 9/28 and 10/19

Community Scan Research Project
In groups, students will create a community profile of the sociocultural characteristics of a school community using the Ochoa Community Scan Guide (see Blackboard document) and discuss the implications of these characteristics to the learning process of ethnolinguistic students (20-25 pages, 25%)--due week 15. Due 12/14

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., Sera Hernandez_CS_090616). No late assignments will be accepted without prior approval of the professor.

Attendance and Participation Policy:
There will be a weekly sign in. Effectively working as a teacher requires arriving to work, on time and fully prepared. Students deserve teachers who are committed, responsible and accountable for their learning. Attendance at all class sessions is required. Missing a class creates knowledge gaps, therefore, 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 our 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.

**Email Etiquette:**
All subject lines for emails sent to the instructor should start with “DLE 515” and then the topic of the email, e.g., DLE 515 – Community Scan Research Project. This will help me respond to your inquiry as soon as possible. Correct subject lines are important. If replying to an email, make sure the subject line follows the standard. If an immediate response is needed, type those words in the subject line, for example, “DLE 515—Urgent Question.” All emails should include the student name typed in the body of the email – at the bottom of the message. Think of it as “signing” the email. The student name should not appear in the subject area.

**Homework Policy:**
All assignments must be completed by the due dates. I only accept late assignments if you make arrangements ahead of time in discussion with me as your instructor. If you are sick or have a personal emergency, email or text me BEFORE or immediately after class. We will then discuss options for catching up on missed instruction. You will not be penalized for submitting a late assignment ONLY if you have communicated with me.

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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.

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

**Help is Available**
I am available through email, Skype, and office hours if you need consultation. Do not hesitate to ask for an appointment. If I can be of any assistance to you in any way, please call upon me.

**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, I reserve the right to make ongoing changes to the syllabus as needed and with timely notification.