# Course Information

| Course Name | DLE 933: Skills in Teaching Literacy in the Secondary Bilingual Classroom  
Destrezas para la enseñanza de la alfabetización en aulas bilingües grados 6-12 |
<table>
<thead>
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<tbody>
<tr>
<td>Course ID</td>
<td>25631</td>
</tr>
<tr>
<td>Sem / Yr</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Location</td>
<td>NE-173; Other locations as agreed upon by class</td>
</tr>
<tr>
<td>Day/Time</td>
<td>Thursdays, 4:00-6:40</td>
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## Instructor Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Jorge Cuevas Antillón, M.A., M.Ed.</th>
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<tbody>
<tr>
<td>Office</td>
<td>Webconferencing/Phone</td>
</tr>
<tr>
<td>Office Hours</td>
<td>After class and by appointment</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:jorgecuevasantillon@gmail.com">jorgecuevasantillon@gmail.com</a></td>
</tr>
<tr>
<td>Phone</td>
<td>(305) 984-5218 (mobile cell)</td>
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</tbody>
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## Course Description

Content teachers in middle and high schools must incorporate literacy skills to empower students to access the content successfully. In that sense all secondary school teachers are literacy teachers even when teaching content that is usually unassociated with reading, such as art, physical education, math, or music. This course provides foundations of theory, practice, and methodology for the teaching of literacy as a means of learning and sharing within the content areas, with a particular emphasis on the skills and abilities highlighted in the California Common Core State Standards (CaCCSS) in both English and Spanish, from CommonCore-espanol.com.
Literacy is defined here in a broad sense to include interpretive, collaborative, and productive activities incorporating reading, writing, speaking, listening, command of academic language, digital, and/or critical literacy. By supporting content literacy, 6th-12th grade teachers provide equity of access for students reading below grade level, second language learners, as well as the general population.

This course will focus on three dimensions of literacy: interpretive, collaborative, and presentational, as well as the tools that support them:

1. **Interpretive**: Reading and comprehension strategies (pre-reading, during reading and post-reading) which help students access content, directions, and information in math, science, history, English, ELD, Spanish, and all other subject areas.
2. **Collaborative**: Discussion, group work, and other ways to use language to process, share and build information and insights.
3. **Productive**: Essays, projects, reports, lab write-ups, art critiques, etc. (part of traditional literacy)
4. **Tools**: Multimodal (written, oral, gesture, visual); Multi-Literacy (content area, domain), & New Literacy (including Technological literacy). Academic language literacy enhances students’ access to subjects and builds content mastery. Critical literacy enables students to challenge information both on a factual level and from a variety of perspectives.

Each class session will review different literacy/language arts strategies and link them to the California State English Language Arts Standards and the California State Spanish Language Arts Standards. Individuals will be required to write five brief reflection blogs throughout the course based upon the strategies learned in class and through the assigned readings. Students will peer support each other to incorporate appropriate strategies into cross-curricular differentiated lessons for various student types.

This course particularly addresses California’s Teaching Performance Expectation Number 4 (TPE 4): “Planning Instruction and Designing Learning Experiences for All Students”

Element 3:
“Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.”

Narrative section:
“Beginning teachers understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students. Beginning teachers demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum in alignment with California's adopted content standards and their underlying principles.”

(Quote taken from: [http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf](http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf))
Learning Objectives

By successfully completing DLE 933, teacher credential candidates will be able to:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>TPEs/edTPA</th>
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| ❑ Identify and use a variety of methods for diagnostic assessment of literacy skills and needs. | ● TPE 1: Engaging and Supporting All Students in Learning  
● TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy  

edTPA Planning: Rubric 3, Using Knowledge of Students to Inform Teaching and Learning  
dTPA Planning: Rubric 2, Planning to Support Varied Student Learning Needs |
| ❑ Design lessons that (a) use a variety of literacy strategies to address California Common Core States Standards, (b) engage higher order thinking skills such as synthesis, evaluation, and application, (c) differentiate for a variety of learners and (d) develop, design and implement assessment instruments for determining students’ reading development and progress. | ● TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy  
● TPE 4: Planning Instruction and Designing Learning Experiences for All Students  

edTPA Planning: Rubric 1, Planning for content understandings  
edTPA Planning: Rubric 5, Planning assessments to monitor and support student learning |
| ❑ Understand and utilize strategies for developing critical literacy, content vocabulary, academic language development, interpretive, collaborative, and presentational skills in relationship to their content areas. | edTPA Academic Language: Rubric 4 - Identify & support language demands |
| ❑ Analyze reading materials in terms of discipline, discourse structure/text type, audience, purpose and task as well as readability, second language needs, and academic language/structure/syntax. | edTPA Academic Language: Rubric 4- Identify & support language demands. |

TPE Descriptions can be found at [http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf](http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf).

More information on edTPA tasks and rubrics will be provided in class.

**California Teaching Performance Expectations:** Refer to pp. 8-22 for full text of TPEs referenced above.
Required Materials

Text

Online Sources
1) Common Core Standards can be found at http://www.cde.ca.gov/be/st/ss/
2) California Content Standards & Frameworks can be found at http://www.cde.ca.gov/ci/cr/cf/cimegasubjectareas.asp
Suggestion: Print out only the section(s) that pertain to your content area and grade level(s)

Other Materials
1) Binder & filing system for strategy notebook
2) Sticky notes
3) Index cards
4) Highlighters

Other readings from required texts, internet sites, or handouts will be assigned throughout the semester. Readings and classroom work may be in Spanish and/or English. Reading should be completed prior to class. Course texts will not necessarily be read in their entirety for the course; however, as professionals, all teacher candidates should examine the texts as resources, know their content, and use the texts as applicable for their unique educational contexts.

Recommended Materials

Texts

Online Sources
2. Donors Choose (www.donorschoose.org)
3. Understanding Language Website: Language, Learning, and Literacy in the Content Areas (http://ell.stanford.edu/teaching_resources)
Blackboard Policies
You will need to access Blackboard every week. Course supplemental readings, resources, and other important course information will be provided on Blackboard. Also, please use the Class Lounge under the Discussions folder to communicate with classmates on topics related to the course. Post questions, share tips, anything supportive! Check back daily for new posts.

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>
<th>DLE Graduate Outcomes-Knowledge, Dispositions, and Skills (KDS)</th>
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<tbody>
<tr>
<td>Participation in Blackboard Blog</td>
<td>50</td>
<td>Ideological and Pedagogical Clarity</td>
</tr>
<tr>
<td>Book(s) I Love Essay</td>
<td>50</td>
<td>Ideological and Pedagogical Clarity</td>
</tr>
<tr>
<td>Student Interview</td>
<td>50</td>
<td>Global (linguistic and cultural) competence</td>
</tr>
<tr>
<td>Literacy Strategy Presentation #1</td>
<td>50</td>
<td>Biliteracy Development &amp; Success Across the Content Areas</td>
</tr>
<tr>
<td>Literacy Strategy Presentation #2</td>
<td>50</td>
<td>Biliteracy Development &amp; Success Across the Content Areas</td>
</tr>
<tr>
<td>Literacy Strategy Notebook</td>
<td>50</td>
<td>Ideological and Pedagogical Clarity</td>
</tr>
<tr>
<td>Lesson Plan: First Draft</td>
<td>50</td>
<td>Inclusive Learning Environments</td>
</tr>
<tr>
<td>Lesson Plan: Final</td>
<td>100</td>
<td>Inclusive Learning Environments</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
<td>Collaborate with peers, students, parents, administrators, and community</td>
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<tr>
<td>Total Points</td>
<td>500</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>477 - 500</td>
</tr>
<tr>
<td>A-</td>
<td>450 - 476</td>
</tr>
<tr>
<td>B</td>
<td>417 - 432</td>
</tr>
<tr>
<td>B-</td>
<td>400 - 416</td>
</tr>
<tr>
<td>C</td>
<td>367 - 383</td>
</tr>
<tr>
<td>C-</td>
<td>350 - 366</td>
</tr>
<tr>
<td>B+</td>
<td>433 - 449</td>
</tr>
<tr>
<td>C+</td>
<td>384 - 399</td>
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<tr>
<td>D</td>
<td>300 - 349</td>
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**Description of Course Assignments**

Extended assignment descriptions and rubrics are provided on Blackboard. Below is a brief description of each course assignment and due dates.

**Blackboard Blog**

Bilingual teacher candidates will have five opportunities to respond to a blog prompt to illustrate their ability to connect ideas and experiences to course readings and themes related to content area literacy. At least 2 sources (from within or outside of the course) must be cited with proper APA formatting. Responses must be roughly 250 words in length. Teacher candidates are also expected to respond to two or more of their peers for each blog. **Details and due dates provided in class and on BlackBoard.**

**“Book(s)” I Love: Multimodal Presentation/Performance**

Bilingual teacher candidates will trace their own biliteracy development as it relates to reading the world and “the word.” This assignment includes two formats: a narrative form (word document) written in Spanish as well as a multimodal presentation or performance in Spanish/English to share with the class. **Details and due dates provided in class and on BlackBoard.**

**Student Interview**

Interview two secondary student and survey class re: literacy and academic strategies with analysis of his/her strengths and weaknesses and application via suggested strategies for engaging each student and developing their literacy within your content area. **Details and due dates provided in class and on BlackBoard.**

**Literacy Strategy Presentations (2)**

In a content-based pair, you will choose 2 different strategies to research and present to the class: once as a pair and another time as individuals. The goal is for the class to actively experience the strategy as students. Presentations should run 15- 20 minutes. Create a reference handout for each student in the class. Bring any other materials needed. Strategy presentations and example reference handout will be modeled and fully explained on the first day of class. See BlackBoard for resources. **Details and due dates provided in class and on BlackBoard.**

**Literacy Strategy Notebook**

Individually, you will create a strategy notebook based upon all strategy presentations. This notebook should be organized in a way that is useful to you! This notebook will be kept as a reference for lesson planning and may best serve you as an artifact to take to interviews to show potential employers your knowledge about different literacy strategies and how they relate to your own content area and the Common Core. **Details and due dates provided in class and on BlackBoard.**
Lesson Plan (Draft, then Final)

With assistance from the instructor and peers, you will create one content-based lesson, first as draft, then later revised as a final version. Final lessons will be presented in small-group format on the last day of class, so bring enough copies of the unit and all necessary handouts for each classmate. In addition to providing an opportunity to work in cross-curricular teams and practice lesson-planning and assessment building, this activity will provide everyone in the class with multiple cross-curricular lessons to use as resources in his/her own classrooms, as well as both vertical and horizontal planning required by the state standards. The lesson plan will be discussed on the first day of class with detailed information as the course continues. See BlackBoard for resources. Your individual work on this Lesson Plan will be the Embedded Signature Assignment (ESA) for this course. NOTE: This lesson plan will be done in collaboration with the DLE 915B ELD/SDAIE class. Due 10/6 (Draft) and 12/15 (Final). Please upload your draft Lesson Plan (i.e. your own lesson plan and assessment) into TaskStream by the due dates.

Class Participation

Non-graded. May be informed by individual quick writes, pair/share conversations, group work, or whole class discussion. If you are in attendance, participate, & complete class assignments, you earn points.

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., Fulana_DeTal_LSN_090616 or Fulana_De_Tal_LP_101315). No late assignments will be accepted without prior approval of the professor. Assignments may be redone and resubmitted for a higher score (only one resubmit per assignment).

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. This course is required for a State of California Teacher Credential. Completion of the course certifies to the State Board of Education that the teacher candidate has mastered the required competencies for this area. Attendance at all class sessions is required. Missing a class creates knowledge gaps that will potentially negatively affect students in your future classroom. 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.
Course Communication
Announcements and course-related information will be provided by means of e-mail via Blackboard. You are responsible for checking your SDSU e-mail regularly and ensuring that your e-mail address is current.

Email Etiquette
All subject lines for emails sent to the instructors should start with “DLE 933” and then the topic of the email, e.g., DLE 933 – Student Interview. This will help us 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 933—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
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. We only accept late assignments if you make arrangements ahead of time in discussion with us as your instructors. If you are sick or have a personal emergency, email or call 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 the instructors.

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 Instructors
In order to facilitate learning and a climate for sharing ideas and experiences, the instructors will make 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 work of Ofelia Garcia, this course explicitly utilizes 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. We will read more about translanguaging as a theory and pedagogical tool 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**

We are available through email, Skype, and office hours if you need consultation. Do not hesitate to ask for an appointment. If we can be of any assistance to you in any way, please call upon us.

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