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 sociolinguistic 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 Objectives and 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 multilingualism and society.
**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

**Required Texts:**

3. Course Reader via Blackboard

**Required Materials:**

Computer, tablet, or smart phone (talk to the instructor if this will be an issue)

**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
http://www.cde.ca.gov/index.asp
Center for Applied Linguistics
http://www.cal.org
Center for Multilingual Multicultural Research USC
http://www-bcf.usc.edu/~cmmr/Policy.html
National Association for Bilingual Education
http://www.nabe.org
California Association for Bilingual Education
http://www.bilingualeducation.org/
James Crawford’s Language Policy Web Site
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.

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 Class Participation</td>
<td>50</td>
</tr>
<tr>
<td>Online Blogs (2 x 50 points each)</td>
<td>100</td>
</tr>
</tbody>
</table>
Final course grades will be determined by the following point system:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Facilitation</td>
<td>50</td>
</tr>
<tr>
<td>Reading Reflections (4 X 25 each)</td>
<td>100</td>
</tr>
<tr>
<td>Language Ideology &amp; Policy Position Paper</td>
<td>100</td>
</tr>
<tr>
<td>Language Policy Research Paper</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></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 Class Participation**
You earn points for each class you attend and actively participate. This includes participating in our online synchronous sessions and online modules. You lose points if you arrive late or leave early. You cannot miss more than two class sessions and receive an A in the course. Excessive tardiness will also impact your final grade. See attendance and participation policy below for more information.

**Reading Reflections**
You will need to keep up with the reading each week. There will be four reading reflections assigned randomly in class throughout the semester. If you did not read, you are unable to earn points for the assignment.

**Chapter Facilitation (with a partner)**
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.

**Online Blog**
Students will have an opportunity to post two blogs and respond to peers. The topics are aligned with language policy and practice and will help move you forward on your midterm and final papers.

**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. Papers should be 6-8 pages, double-spaced, using APA style formatting.
Language Policy Research Paper

Drawing from the midterm position 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 58), 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. 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. Students will be share their research via a poster or media presentation at the end of the semester.

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_LPRP_050617). No late assignments will be accepted without prior approval of the professor.

Attendance and Participation Policy:
There will be a weekly sign in. 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 and online 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 601” and then the topic of the email, e.g., DLE 601 – Reading Reflection. 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 601—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.

**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.

**Recording:**
There is no audio or video recording allowed during class meetings.

**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.