Assignments Description and *Rubrics

Assignment	*Course Learning Objective*	*Points*	*Submission*	Late Policy
Attendance and Participation	Covers All CLOs	5 pts daily * 70 total	In person on Tuesday	*See details below
Pre- and **post**-survey	CLO# 1	5 pts each *10 total	Canvas	No late submission
Online Discussion Board*	CLO# 1, 2, 3, 4, 5, 6 & 7	4 pts each 40 total	Canvas	.5 pts deducted daily
Presentation on multilingual classroom support*	CLO# 2, 5, 6 & 7	20 pts total	In class and Canvas	*2 pt deducted daily
Bilingualism Advocacy Project*	Covers All CLOs	45 pts	Canvas	*3 pts deducted daily
Final Reflection*	Covers All CLOs	15	Canvas	No late submission

1. **Attendance and Participation.** I am excited that we will be meeting in person! These meetings will provide you with an opportunity to connect and learn with your peers. There will be a hands-on activity due every time we meet. When you miss class, you miss these valuable opportunities to connect, share with peers and complete the activity.
   - For full credit (5 pts) you must attend the entire class time, complete the class activity, work collaboratively with peers, and participate in the class discussion.
   - Points will be deducted for being late or leaving early, not completing the class activity, not working well with peers, and not participating in class discussions.
   - Emergencies happen and when they do, please email me via Canvas. To make up for this absence you will need to write a 2-page (double-spaced) reflection summary of the materials of the day (including the activity) you missed. Reflect on how you shared this information with family, peers, or colleagues. You will submit it via Canvas under emergency absence. Once I receive your summary, I will modify your points.
   - Everyone will have one grace day, which allows you to miss one day of class without a makeup summary (you will be credited at the end of the semester).
2. **Pre- and Post-Survey:** The survey will help you and me identify how much you have learned in class. You will take it the first week and then the last week of class.
3. **Online Discussion Board (see rubric):** The purpose of discussion boards is for you to reflect on the readings and videos.
4. **Presentation on DLL classroom support (see rubric):** This assignment is to give you an opportunity to create an environment that supports children's linguistic and cultural diversity.
5. **Bilingualism Advocacy project (see rubric).** This project's purpose is for you to support your community by sharing what you are learning in this class with them. You will develop a project that will inform your community members about bilingualism. This project has three components: 1) Writing a **community report**; 2) Developing your **final project and presenting it to your community**; 3) After presenting your final project to your community obtain feedback from your community and write a **community feedback reflection**. Your submissions will be checked for plagiarism, so please make sure you cite all the sources using APA (APA guide).
6. **Final Reflection (see rubric)**: The final reflection allows you to think about what you have learned and how you have grown as an early childhood professional.

DISCUSSION BOARD GUIDE

Purpose The purpose of these before classroom discussions is for you to make connections and reflect on how to best support multilingual children and families. Each discussion board is intended to enhance your understanding of the topic and share your thoughts with peers.

Task.

1. First, complete the readings and watch the videos for the week.
2. Utilize your funds of knowledge to demonstrate an understanding of the week's materials (you can submit a poem, visual, audio/video recording or simply a written reflection- whatever your strength is when it comes to self-expression). This must include:
   - **Content knowledge- highlights what you learned from the week's readings/videos**
   - **Connecting content knowledge with yourself, family, and/or community**
   - **Citation (APA style)** in text APA citation are included (do not plagiarize).
   - **Response to at least 2 peers** (go beyond a compliment).

Submission Guide

1. Due Saturday midnight before Tuesday's class.
2. Avoid submitting a document but copy your work directly on the discussion board as this is the best way for me and your peers to read your work. I would recommend you first complete your discussion board response on Microsoft Word Software (free for CPP students) in case your computer or internet goes down as you cannot save drafts of your work on Canvas.

DISCUSSION BOARD RUBRIC (4 PTS EACH)

Element\ Outcome	Does Not Meet Expectations (0)	Progressing Toward Expectations (.5)	Meets Expectations (.75)	Exceeds Expectations (1)
Content Knowledge (1 pt)	Rarely demonstrates understanding of weekly materials.	Somewhat demonstrates understanding of weekly materials.	Demonstrates understanding of weekly materials.	Demonstrates exceptional understanding of weekly materials.
Connecting Content Knowledge with Yourself, Family, and/or Community (1pt	Rarely provides examples of oneself, family and/or community related to the content.	Somewhat provides examples of oneself, family and/or community related to the content.	Provides examples of oneself, family and/or community that connects to the content.	Provides specific examples of oneself, family and/or community that clearly connects to the content.
Content Delivery (1 pt)	Rarely reader-friendly (and substantial grammatical errors) or audible friendly. Sources are rarely cited. The citation rarely follows APA style.	Somewhat reader-friendly (and some grammatical errors) or audible friendly. Sources are sometimes cited. The citation sometimes follows APA style with some errors.	Reader-friendly (and few grammatical errors) or audible friendly. Sources are cited. The citation follows APA style with few errors.	Highly reader-friendly (and no grammatical errors)/ or audible friendly. Sources are all cited, following APA style with no errors.
Participation (1 pt)	Rarely responses to peer posts	Responses to one peer	Responses to two peers	Responses to two peers in a highly engaging manner

PRESENTATION ON MULTILINGUAL CLASSROOM SUPPORT

Purpose: This assignment's purpose is to give you an opportunity to create a welcoming classroom lesson plan and environment that supports children's linguistic and cultural diversity.

Task:

- Identify an age group (infant- 3rd grade), topic, and 2 languages (you are required to complete the entire assignment in 2 languages)
- This assignment will be completed in pairs.
- Complete the template by first starting as the foundation and then the strategies. Include images when needed.

Submission Guide

- Submit via Canvas
- Avoid submitting a document but copy your work directly on the discussion board as this is the best way for me and your peers to read your work. I would recommend you first type your discussion board response on Microsoft Word (free for CPP students) in case your computer or internet goes down as you cannot save drafts of your work on Canvas.
- You will present your project in class.

Resources to help with this project:

- TPR, POLL strategies website, SEAL Welcoming and Affirming Community ToolKit, Multilingual Learning Toolkit

PRESENTATION ON MULTILINGUAL CLASSROOM SUPPORT RUBRIC

Element\ Outcome	**Does Not Meet Expectations**	**Progressing Toward Expectations**	**Meets Expectations pts**	**Exceeds Expectations pts**
Content Knowledge (8 pt)	Some components were not answered, and creativity and cohesion were lacking. (2 pts)	Most of the components were well answered. There was some creativity in the lesson plan. (4 pts)	All the components were well answered. There was high creativity in the lesson plan. (6 pts)	All the components were well answered with detail. There was high creativity and cohesion in the lesson plan. (8 pts)
Presentation (8 pt)	Presentation materials in 1 language. Engaging and interactive elements incorporated into the presentation. Adherence to the time limit. (2pts)	Presentation materials in 1 language. Engaging and interactive elements incorporated into the presentation. Adherence to the time limit. (4pts)	Presentation materials in 2 languages. Engaging and interactive elements incorporated into the presentation. Adherence to the time limit. (6pts)	Clarity of speech and presentation materials in 2 languages. Engaging and interactive elements incorporated into the presentation. Adherence to the time limit. (8pts)
Content Delivery (4 pt)	Rarely reader-friendly (and substantial grammatical errors). Sources are rarely cited using APA style. (4pts)	Somewhat reader-friendly (and some grammatical errors). Sources are sometimes cited using APA style. (4pts)	Reader-friendly (and few grammatical errors). Sources are cited using APA style with few errors. (4pts)	Highly reader-friendly (and no grammatical errors). Sources are all cited, following APA style with no errors. (4pts)

PRESENTATION ON MULTILINGUAL CLASSROOM SUPPORT

**The Blue is there to guide you- please delete it in your final submission

Age Group: Indicate which age group this activity plan is for (infants- 3rd grade).

Language: Choose 2 languages to complete this assignment (do not worry if you only speak 1 language, there are techniques we learned in class you can use).

Foundation

Children Knowing, valuing, and utilizing the children's funds of knowledge is important for them to feel welcomed and ready to learn. Their language, practices, and culture is an important part of the children's funds of knowledge. Share how you will get to know children and utilize their funds of knowledge.
Environment Providing a welcoming environment that values the children's linguistic and cultural diversity is key. Share how you will create a welcoming environment.
Family Welcoming families' strengths children's learning. Share how you will make sure to welcome families into the classroom.
Multilingual Lesson Plan
Topic: Include a brief statement on what topic you have chosen (i.e., Family, emotions)
Anchor Text: Select a book related to the topic. Insert an image of the anchor text you have chosen (choose a bilingual book or share how you will translate it).
Vocabulary- TPR: Include 3-5 vocabulary words based on the topic. Share the TPR for each vocabulary word (use visuals).
Songs and Chants: Songs and chants help build community while enhancing promoting language use, vocabulary imprinting, and meaning making. Give an example of a chant you developed based on the topic (this should be a chant you created with the melody of a song children are familiar with).
Center Extension/ Provocation: Give an example of provocations/centers you will design to support the child's learning based on the topic. **Parent/Community Engagement:** Parental engagement is key in supporting children's development. Give an example of how parents will be welcomed and the role they play in helping children understand the concepts for this lesson.
Assessment: Identify how you will assess the children's learning.

BILINGUALISM ADVOCACY PROJECT

This project's purpose is for you to support your community by sharing what you are learning in this class with them. You will develop a project that will inform your community members (e.g. early childhood professionals, families, community partners) about bilingualism. This can be a website, book, presentation (or any other format). Think of your community and how they can benefit from your project. Think of your audience and how you want to best present the

information to them. This project has three components: 1) Writing a **community report**; 2) Creating your **community project**; 3) Presenting your advocacy project to your chosen community and writing a **community feedback reflection**. Your submissions will be checked for plagiarism, so please make sure you cite all the sources using the APA style (APA guide).

1. Community Report

Choose a community you want to share information about bilingualism. Your community may be your family members and/or friends; educators and/or families you work with; non-profit early childhood organization and/or school boards in your community. To start designing your project first get to know your community.

Submit: Write a report (approximately 500 words) on your chosen community that includes the following information:

Larger Community (e.g., LA County)

1) The statistics on bilingual populations (or DLLs/ELLs) in the geographical area of your chosen community
2) Available resources and/or services in your community that support multilingual and multicultural children and families (include their names with brief descriptions as well as their website URLs)

Your Community (e.g., friends, family members, school boards, etc.)

3) The linguistic background of your chosen community [e.g., How many of them are/were Dual Language Learners (DLLs) or English Language Learners (ELLs)? How many of them are English monolinguals?)
4) Explanation of why you think your chosen community will benefit from your presentation on bilingualism
5) A list of interview questions you will use during your presentation. This is an opportunity for you to learn about their experiences in relation to children's bilingualism, their needs, and/or strengths as members of the community and what they have learned about bilingualism from your presentation (these questions can be asked verbally or through a survey as a written form)
6) Goals you would like to achieve through this project.

2. Community Project

Choose your project format based on your chosen community. Design a creative way that captures your audience's attention and collaboration (e.g., PowerPoint slides, website, podcast, posters, etc.)

In your project, include a minimum of 5 topics from the following that would be most helpful for your community to learn about (Please feel free to include more topics!). For each topic, provide examples and make connections to your community (how and why this information is relevant and important to them).

Submit: What you developed for your community

a. Myths and benefits on bilingualism
b. Implicit Biases and linguistic prejudices
c. Bilingualism and identity
d. The impact of globalization, social-cultural factors, and policies on language learning
e. Types of bilingualism (Simultaneous bilingual acquisition & Successive bilingual acquisition; Stages of second language acquisition)
f. Language minorities (two types), language shift, and language maintenance

g. Code-switching and translanguaging
h. Educational models that foster additive bilingualism
i. Teachers' roles in building partnerships and valuing families who are racially, culturally, and linguistically diverse.
j. Importance of valuing families' and children's home language and funds of knowledge.
k. Culturally and linguistically appropriate assessment for DLLs and ELLs
l. Activities for young children ages birth to eight (POLL/TPR) that value children's language and culture
m. Designing a welcoming environment that values culture, language and racial diversity

3. Community Feedback Reflection

* You are required to present your advocacy project to your community

While presenting your project to the community, using the interview questions you already developed for community report,

1. Learn about their experiences in relation to children's bilingualism, their needs, and/or strengths as members of the community
2. Obtain feedback from your community about your presentation. Learn how your presentation contributed to their understanding on children's bilingualism and how they may do things differently based on the information they acquired on children's bilingualism (strengths) and ask how your presentation can be more helpful for the community (areas for improvement)

Submit: Write a summary and reflection on their feedback. In your reflection, include:

1) What did you learn about your community based on their feedback and interactions throughout the presentation?
2) How can you better support your community to continue supporting multilingual children.
3) What did you learn about yourself, how have you felt advocating for multilingual children and families?
4) Overall, what did you learn from your bilingual advocacy project.

Examples of Final Project:

**Please note that these are simply examples and had different guidelines and requirements. It is important that you explore what type of deliverable your community may benefit from the most.

- **Example of final project**
  a. Website Example: https://sites.google.com/view/los-altos/home
- **Example of final presentation**
  a. Podcast example: https://prezi.com/view/zBco0WiRLNIO431bk9mD/

BILINGUALISM ADVOCACY PROJECT RUBRIC

Task	Does not Meet Expectations	Developing toward Expectations	Meets Expectations	Exceeds Expectations
Community Report (10 pts)	Community report does not demonstrate the student has as basic competency in the knowing and understanding of the community characteristics. Most, if not	Community report somewhat demonstrates the student's developing competency in knowing and understanding of the community characteristics	Community report demonstrates the student's competency in knowing and understanding of the community characteristics which articulates all	Community report demonstrates the student's exceptional competency in knowing and understanding of the community characteristics which

	all aspects of the community context are missing (e.g., linguistic background, bilingual populations). Child development is not referred to in the report or if mentioned is not linked to community factors. Rarely reader-friendly (and substantial grammatical errors). Sources are rarely cited. The citation rarely follows APA style.	which states some, but not all, aspects of the community context (e.g., linguistic background, bilingual populations) and states some factors of community that can impact the child's development. The intersectionality of the factors is missing. Somewhat reader-friendly (and some grammatical errors). Sources are sometimes cited. The citation sometimes follows APA style with some errors.	aspects of the community context (e.g., linguistic background, bilingual populations) and explores intersectional factors of the community that impact the child's development across all domains. Reader-friendly (and few grammatical errors). Sources are cited. The citation follows APA style with few errors.	thoroughly and correctly articulates all aspects of the community context (e.g., linguistic background, bilingual populations) and explore numerous, intersectional factors of the community that impact the child's development across all domains. Highly reader-friendly (and no grammatical errors). Sources are all cited, following APA style with no errors.
Community Presentation (20 pts)	A project was chosen with the community in mind. Not all 5 topics were covered. Few or no examples and connections were made. Rarely reader-friendly (and substantial grammatical errors). Sources are rarely cited. The citation rarely follows APA style.	A project was chosen with the community in mind. At least 5 topics were covered but examples and connections were unclear. Somewhat reader-friendly (and some grammatical errors). Sources are sometimes cited. The citation sometimes follows APA style with some errors.	A creative project was chosen with the community in mind. At least 5 topics were covered. Connections to your community were made. Reader-friendly (and few grammatical errors). Sources are cited. The citation follows APA style with few errors.	A highly creative project was chosen with the community in mind. At least 5 topics were covered in detail. Strong and relevant connections were made to your community. Highly reader-friendly (and no grammatical errors). Sources are all cited, following APA style with no errors.
Community Reflection (15 pts)	Reflection is incomplete. There is no clear explanation of community members' experiences with children's bilingualism. There is a lack of specific steps in their practice for supporting the community's understanding and knowledge of children's bilingualism. Rarely reader-friendly (and substantial grammatical errors). Sources are rarely cited. The citation rarely follows APA style.	Reflection mentions the connection facilitated between themselves and the community. The candidate mentions their reactions to the community's feedback. Candidate mentions ways they can use the feedback to further support families and communities without discussion of next steps. Somewhat reader-friendly (and some grammatical errors). Sources are sometimes cited. The citation sometimes follows APA style with some errors.	Reflection articulates the connection facilitated between themselves and the community. The candidate explains their reactions to the community's feedback. They describe ways they can use the feedback to further support families and communities in their next steps. Reader-friendly (and few grammatical errors). Sources are cited. The citation follows APA style with few errors.	Reflection articulates the deep connection facilitated between themselves and the community. The candidate genuinely explains their reactions to the community's feedback. They unpack their own feelings and reflect on ways they can use the feedback to further support families and communities in their next steps. Highly reader-friendly (and no grammatical errors). Sources are all cited, following APA style with no errors.

FINAL SELF-REFLECTION

Purpose: This assignment's purpose is to give you an opportunity to reflect on your learning throughout the semester for this course. This self-reflection should demonstrate your full understanding of the course topics as they relate to positive relationships and supportive

interactions as the foundation of working with multilingual children and families (*this is not to simply summarize the course topics but to critically analyze theHistory information you have learned in class). Reflection allows you to think critically and become self-aware of how you will best support multilingual children and families.

Task

- Write a 500–750-word reflection.
- Make sure to include:
  - What was something surprising (an aha moment) and why?
  - How would you use this information you learned in the future, as an early childhood professional, to advocate for multilingual children and families
  - What are you most proud of in completing this course?

Submission Guide

- Submit via Canvas
- Avoid submitting a document but copy your work directly on the discussion board as this is the best way for me and your peers to read your work. I would recommend you first type your discussion board response on Microsoft Word (free for CPP students) in case your computer or internet goes down as you cannot save drafts of your work on Canvas.

FINAL SELF-REFLECTION RUBRIC

Element\ Outcome	Does Not Meet Expectations	Progressing Toward Expectations	Meets Expectations	Exceeds Expectations
Content on Self Reflection (12 pts)	The self-reflection does not clearly highlight what was most surprising and why. Self-reflection demonstrates no analytical thinking when describing how they plan to continue advocating for the rights of multilingual children and their families as an early childhood professional.	A somewhat detailed self-reflection that highlights what was most surprising is included. Self-reflection demonstrates little analytical thinking when describing how they plan to continue advocating for the rights of multilingual children and their families as an early childhood professional.	A detailed self-reflection that highlights what was most surprising and why is included. Self-reflection demonstrates some high-level analytic thinking when describing how they plan to continue advocating for the rights of multilingual children and their families as an early childhood professional.	A detailed and cohesive self-reflection that highlights what was most surprising and why is included. In addition, there is a high-level analytic thinking when describing how they plan to continue advocating for the rights of multilingual children and their families as an early childhood professional.
Content Delivery (3 pts)	Rarely reader-friendly (and substantial grammatical errors). Sources are rarely cited. The citation rarely follows APA style.	Somewhat reader-friendly (and some grammatical errors). Sources are sometimes cited. The citation sometimes follows APA style.	Reader-friendly (and few grammatical errors). Sources are cited. The citation follows APA style with few errors.	Highly reader-friendly (and no grammatical errors). Sources are all cited, following APA style with no errors.

ECS 3400 Schedule

WEEK / Date	Course Learning Outcomes/ Topic	Readings/ Videos Before Class	Assignment Before Class	In Class
Introduction and Getting to Know Our Funds of Knowledge				
W1 1/23	**CLO#1** **Topics** 1. Introduction to the course including assignments. 2. Describe the importance of valuing everyone's funds of knowledge. Get to know one another strengths.	**Review Syllabus and Assignments** **Handout**: 7 facts	Pre-Survey Discussion Post	**Assignment guidelines** **Activity**: Share your Funds of knowledge
Strength-Based Perspective: Valuing Children and Families Linguistically and Cultural Diversity				
W2 1/30	**CLO# 1, 2, 4** **Topic**: Reflect on your own implicit biases and explore the impact of linguistic prejudices, and myths on bilingualism, and the politics of bilingualism.	**Read** CH 1: Facts and Myths about Bilingualism **Read**: Implicit Biases **Watch**: Linguistic prejudice, privilege and power	Discussion Post	**Activity**: Implicit Bias Reflection

W3 2/6	**CLO# 2& 4** **Topics** 1. Linguistic Diversity, Strengths of Bilingualism, and Value in Multilingualism	**Read** CH2: Bilingualism in a Globalized World **Flyer**: Benefits of Multilingualism ELA **Read (short)**: DLLs in California Fact Sheet **Watch (short)**: The benefits of a bilingual brain - Mia Nacamulli **Optional Read:** Policy statement on supporting DLLs	Discussion Post	**Activity**: Community Research- linguistic diversity
W4 2/13	CLO #1 & #4 Topic: Introduced to bilingualism as it relates to identity.	**Read**: CH5: Bilingualism and Identity **Watch**: Jim Cummins on language and identity	Discussion Post FP#1: Community Report	**Activity**: The Politics of Bilingualism- identity
	LINGUISTIC DEVELOPMENT			
W5 2/20	CLO: #3 Topic: Bilingual Theories Translanguaging/ code-switching	**Read** CH6: Social and Conversational Aspects of Code-Switching **Watch:** Translanguaging **Watch**: Code Switching	Discussion Post	**Task:** Code Switching/ Translanguaging Activity

W6 2/27	CLO: #2, 3, and 4 Topic: Types of Bilingualism, Stages of Bilingualism, & Language Maintenance	**Read:** CH 9 Multilingual Families **Read:** Types of bilingualism **Watch**: Language preservation	Discussion Post	**Activity:** Reflection on teacher and family role in language maintenance
MULTILINGUAL MULTICULTURAL CLASSROOM				
W7 3/5	CLO # 5 Education Models that Promote Additive Bilingualism	**Read CH 4:** Heritage Language Education **Read** CH7: Educating English Learners **Read CH8**: Educational Models that Promote Additive Bilingualism	Discussion Post	**PPT** **Task:** Advocacy Letter
W8 3/12	CLO: #2, 3, and 4 **Topic:** Valuing children's funds of knowledge in the classroom	**Read:** Funds of knowledge in the classroom **Read:** Valuing funds of knowledge and translanguaging in emergent bilingual students	Discussion Post	**Task:** Utilizing your peer's funds of knowledge in the classroom

W 9 3/19	**C**LO #2 & #6 **Topic:** Valuing Multilingual Children's Families in the Classroom Creating a Welcoming Environment	**Read**: Page 84-92 (welcoming environment): POLL Strategies **Read**: Quick Facts: Engaging Dual Language Learner Families in Their Children's Early Education **Read (short):** Involvement vs Engagement **Optional Watch**: Developing Structures to Support Family Partnerships	Discussion Post	**Task:** Creating a welcoming environment and Teacher/Family Involvement
W10 3/26	**C**LO# 6 Topic: Multilingual ECE Models and Strategies	**Watch:** TPR **Explore at least one of the following** * POLL strategies website *SEAL Welcoming and Affirming Community ToolKit *Multilingual Learning Toolkit	Discussion Post	**Task** 1. Group Work 2. Three takeaways

Spring Break March 30-April 5

W11 4/9	**CLO# 7** **Topic:** Practices in Assessment for DLLs and ELs	**Read**: Promising and Effective Practices in Assessment of DLLs and ELs **Read**: DLL and EL with disabilities	Discussion Post	**Task:** Assessment analysis for DLLs
W12 4/16	**Presentation on DLL classroom support**	Class presentations	Presentation on DLL classroom support	Presentation on DLL classroom support
W13 4/23	**Presentation on DLL classroom support**	Class presentations		Presentation on DLL classroom support
FINAL PROJECT- No in-person class				

	Community Presentation Due 3/27/24
W14 4/30	Share your presentation with peers and obtain feedback to enhance your presentation.
W15	Community Reflection Due 5/7 @ 5 pm
5/7	No in-person class so that you can present to your community and obtain your community feedback
Finals Week 5/14	Final Reflection Due online by 5 pm