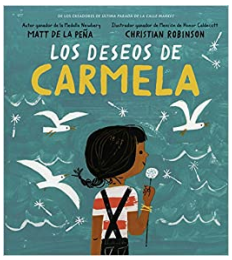
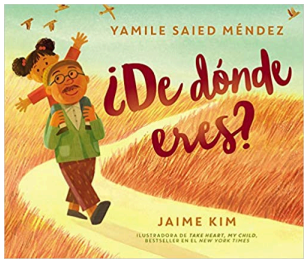
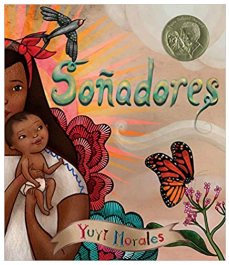
EDML 416
Foundations of Bilingual Education (3 Units)
Spring 2023
Wednesdays 4:30 PM-7:20 PM Virtual Synchronous











Welcome!
Welcome to EDML 416! This course will challenge you to engage in lively discussions and critical reflection. Through our collective participation in individual tasks, partner work, small group collaboration, and whole class discussions, we will all gain new personal and professional insights on bilingual education.

Instructor communication policy: Email is the best method of communication.

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Zoom: https://csuci.zoom.us/my/lyherrera

CSUCI School of Education Mission Statement

The School of Education at California State University Channel Islands serves students, families, and communities by effectively preparing culturally-competent teachers and leaders who work collaboratively to inspire learning and promote equity in and through education.

La Escuela de Educación de California State University Channel Islands sirve a estudiantes, familias y comunidades por medio de la preparación efectiva de maestros y líderes culturalmente competentes que trabajan en colaboración para inspirar el aprendizaje y promover la equidad en y a través de la educación.

Course Description

An overview of the context for bilingual education and bilingualism in California and the United States.

Course Overview

An overview of the context for bilingual education and bilingualism in California and the United States. Examines the history, policies, programs, practices, and research on bilingual education and bilingualism. Special emphasis is placed on policies impacting the establishment and implementation of various types of bilingual education programs; research-based theories and practices informing bilingual education; the relationship of culture and language in students served in bilingual programs; and the impact of developing strong school-home connections on the academic success and well-being of bilingual students.

Pre-requisites

Junior standing or enrolled in post-baccalaureate Pre-Credential program.

Course Information

Course Alignment to the California Standards for the Teaching Profession (CSTP)

This course is designed to help students pursuing teacher credentialing to develop the skills, knowledge, and dispositions necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. This course addresses the following Bilingual Teaching Performance Expectations (BTPEs) within the six California Standards for the Teaching Profession (CSTP):

Bilingual Teaching Performance Expectations (BTPE)

BTPE 1: Engaging and Supporting all Students in Learning

1. Apply their knowledge of students, students' backgrounds, assets, learning needs, and goals using the state-adopted academic content standards to engage and motivate students in developmentally, culturally, and linguistically appropriate learning activities.
2. Collaborate with colleagues to design and implement learning activities through a transnational lens to support and improve student achievement and promote learning in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural.
3. Support all students in learning through respecting the dynamic nature of language change, students' own language use, cultural practice, beliefs, traditions, and values, and funds of knowledge.
4. Recognize students' transnational educational and cultural experiences and ongoing transnational participation of their communities and apply these understandings within culturally and linguistically appropriate learning activities and engagement with families.
5. Collaborate with colleagues to promote authentic family/community engagement opportunities, including collaborating with the family/community to engage them as assets to help and support all students in learning and engagement at home.
6. Inform their pedagogical practices used with students as well as family and community outreach and partnership efforts through an assets-based, racially-sensitive lens.
7. Demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students' educational achievement.

BTPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Demonstrate an understanding that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.
2. Create and maintain a welcoming and supportive classroom, or other instructional
   environment, where all students feel valued, safe, and respected by adults and peers.
3. Demonstrate an understanding of the typologies of English learner students in instructional and community settings by constructing classroom and/or other learning
   environments that include these learners' assets and needs.
4. Promote students' social-emotional growth, bilingual development, and sense of
   individual and civic responsibility using asset-based interventions and supports,

restorative practices, and conflict resolution practices that foster a linguistically inclusive community.

5. Plan instruction within a variety of teaching and learning environments that promote
   language education, encourage mindful interactions among students, reflect diversity
   and multiple perspectives, and are culturally, developmentally, and linguistically responsive to the strengths and needs of the students.
6. Maintain high expectations for content learning as well as language and literacy learning within a bilingual instructional program or setting, with appropriate support for the full range of learners in the setting.
7. Establish and maintain clear expectations for productive student-to-student as well as student-to-teacher interactions by co-constructing opportunities for safe and respectful translanguaging during instruction.

BTPE 3: Understanding and Organizing Subject Matter for Student Learning (Content Specific Pedagogy)

1. Demonstrate knowledge of the linguistic repertoires and registers across contexts and
   content areas of the applicable content standards in both English and the target language as appropriate to the developmental language levels of the K-12 students in the bilingual education program through instructional planning and instructional activities with students.
2. Collaborate with colleagues to plan content instruction that acknowledges the relationship and transferability between primary and target language vocabulary along with grammatical and linguistic conventions and constructions to help students access the content of the curriculum.
3. Provide students with practice in integrating the four domains of language (listening,
   speaking, reading, and writing) through multimodal communication, language forms, and language functions to help develop students' literacy and content knowledge in two languages.
4. Identify and use a variety of criteria to assess the suitability and appropriateness of available instructional materials for the local context and to identify any additional resources to support student content learning.
5. Select instructional resources that will support the developmental, linguistic, cultural,
   and learning assets and needs of students to help support all students in a bilingual program or setting to access and achieve the content standards.

BTPE 4: Planning Instruction and Designing Learning Experiences for All Students

1. Design learning experiences for all students to help develop bilingualism and biliteracy that are supported by developmental linguistic processes including but

not limited to cross-linguistic transfer, contrastive analysis, cognitive and metacognitive research-based processes, language use, and translanguaging.
2. Apply knowledge of research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging, and transliteracies as developmental processes when designing and implementing engaging instructional practices with all students.
3. Demonstrate understanding of the advantages, disadvantages, goals, and instructional practices of different research-based bilingual program models (e.g., immersion, dual language) when designing learning experiences for all students consistent with the requirements and characteristics of the specific program model and instructional setting.
4. Demonstrate knowledge of the most current English Language Arts/English Language Development Standards and Framework, the most current World Languages Standards and Framework, as well as the applicable state-adopted academic content standards and framework, when designing learning experiences for all students.

BTPE 5: Assessing Student Learning

1. Collaborate with colleagues to plan, develop, implement, and assess standards-aligned content instruction as appropriate to the languages of instruction.
2. Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to student language proficiency and developmental levels in both languages, that assess student achievement while also providing opportunities as appropriate for students to demonstrate higher-order thinking skills.
3. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of language and content assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and implement classroom assessments, including use of appropriate scales and rubrics where applicable.
4. Collaborate with colleagues across grade levels and subject areas, as applicable, to interpret formative and summative assessment results to identify students' level of academic proficiency in the languages of instruction as well as content knowledge and use this information in planning instruction.

BTPE 6: Developing as a Professional Educator

1. Demonstrate awareness of historical bias and practices of institutional racism and identify and mitigate these biases and practices in their own thinking, instructional planning, and interactions with students, colleagues, family, and community members to support and increase student biliteracy levels.
2. Apply knowledge of the philosophical, theoretical, legal, and legislative foundations of bilingual education and advocate for bilingual/multilingual education within their professional communities.

3. Demonstrate awareness of organizations committed to the advancement of bilingual education.
4. Engage, promote, and empower families' leadership development for civic engagement under the guidance of mentors.
5. Demonstrate intercultural communication, understanding, and interaction with families and communities that is linguistically and culturally responsive, respectful, affirming, and empowering.
6. Recognize the negative effects on students of stereotyping, lack of valuing language varieties/dialects used by students, families, and communities, and lack of valuing the diversity, dimensionality of language.
7. Understand the constant flux of language vocabulary and usage and take steps to mitigate interference between languages in instructional planning, instructional activities, interactions with students, colleagues, family members, and communities.

Bilingual Authorization and Master's Elective

This course is required for the Bilingual Authorization credential. All students are welcome to take the course as it also counts as an elective toward the Master of Arts program. This course addresses the following standards for bilingual authorization as per the California Commission on Teacher Credentialing:

Program Standard 2: Preparing Candidates toward Mastery of the Bilingual Teaching Performance Expectations (BTPEs)

Program Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Program Requirement

Student Learning Outcomes

By successfully completing this course you will be able to:	**Teacher Performance Expectations / BA**
Through discussion and writing, demonstrate an understanding of current research on the developmental processes and cognitive effects of bilingualism and biliteracy and implications for instruction and assessment in bilingual education settings.	TPE 1.6; TPE 2.2, 2.3; TPE 3.1; BA 3 and 5
Apply understanding of the transferability of language and literacy skills between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target language.	TPE 1.6; TPE 2.1, 2.2, 2.3; TPE 3.1; BA 3 and 5
Compare and contrast socialization patterns and practices in the context of language variation and use.	TPE 1.1, 1.6; TPE 2.2, 2.3, TPE 3.1; BA 3 and 5

Describe the diversity within Latinx cultures in the country or countries of origin and in the United States.	TPE 1.1, 1.5; TPE 6.1,6.2; 6.4; 6.5; 6.7; BA 3 and 5
Understand state and federal laws pertaining to the education of emergent bilinguals labeled “English Learners,” and their impact in educational contexts.	TPE 1.1; TPE 6.1, 6.2; 6.4; 6.5; 6.7; BA 3 and 5

Required Materials

- All required readings will be available on the Canvas course website.

Course Policies

Grading Scale and Policy

PASSING	NOT PASSING
A = 93 – 97%	C = 73 – 77%
A- = 90 – 92%	C- = 70 – 72%
B+ = 88 – 89%	D+ = 68 – 69%
B = 83 – 87%	D = 63 – 67%
B- = 80 – 82%	D- = 60 – 62%
C+ = 78 – 79%	F = 59% or lower

- If at any time your grade falls below a C+ (less than 78%), a statement of concern will be written and uploaded to your file. You will be informed via email and the student and instructor(s) will meet to discuss and agree upon conditions set forth for successful completion of the course.

- In the event of a catastrophic illness or a situation beyond a student’s control, students may request an incomplete (I) as long as everything except the final project has been submitted and, at the time of request, the student has a C+ or higher in the course. See policy: https://senate.csuci.edu/policies/2003-2004/SP03-18.pdf

Attendance

- For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement.
- As a professional and future educator, you are expected to attend class sessions, arriving on time and staying until the class is dismissed. Attendance patterns in this course will be noted and used to inform higher-stakes evaluations, outside of this course, about your disposition as a professional educator (e.g., appropriate work ethic, reliability, timeliness).

Professional Dispositions

- The College of Education conducts ongoing evaluation of your disposition as a professional educator (e.g., appropriate work ethic, reliability, timeliness). See handbook for information about Education Disposition Assessment (EDA) and procedures.

Academic Dishonesty

- By enrolling at CSU Channel Islands, students are responsible for upholding the University's policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling or stealing any material for an examination, or substituting for another person may be considered violations of the Student Conduct Code (located at http://www.csuci.edu/campuslife/student-conduct/academic-dishonesty.htm). If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Student Conduct & Community Responsibility office. For additional information, please see the faculty Academic Senate Policy on Academic Dishonesty, also in the CI Catalog. Please ask about my expectations regarding academic dishonesty in this course if they are unclear.

Civil Discourse Statement

- All students, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. In 2016, CI faculty (through the Academic Senate) voted to approve Resolution SR 16-01 titled, "Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community." If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on canvas) respects the rights of others to "engage in informed discourse and express a diversity of opinions freely and in a civil manner."

Student Support Services

Accommodations for Students with Disabilities

- If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall or call 805-437-3331. All

requests for reasonable accommodations require registration with DASS in advance of need. You can apply for DASS here. Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

Writing Support: Writing and Multi-Literacy Center (WMC)

- Location: Broome Library, 2nd Floor, Room 2675 Hours: M 9-6pm; Tu, Wed,Th 9-8pm; Fri 9-3pm; Sun 2-6pm
- Written Assignments: Students are expected to bring with them the ability to write clearly and concisely on demand; to use correct grammar, syntax, and standard writing conventions; to be able to revise and edit their own writing, and to possess computer literacy skills with common programs such as Word, CI Learn, PowerPoint, Google Docs, etc. Students who need additional help can visit the student writing center on campus in Broome Library. Additional resources can be found at The Purdue Online Writing Lab (site noted below) and consult the APA (American Psychological Association) manual. Students are encouraged to use peer review to help them identify errors in citations.
- The Writing and Multi-literacy Center (WMC) provides all CI students with FREE support services and programs that help them become more effective writers and communicators. Peer consultants help you at any stage of the composition process in any discipline for writing or speaking (such as slideshow presentations). You are also welcome to bring in other types of non-academic work such as resumes, letters of application, and personal statements. Our online writing consultants will also work with you if you don't live on campus or if you have trouble physically getting to our Center. Our tutors can also help those who want to talk about or wish to learn new skills in speaking in academic contexts, whether it's oral presentations, in-class discussions, or talking with professors during office hours. To make an appointment to see a consultant or learn more, visit at: http://www.csuci.edu/wmc. You can also go directly to the Center or call 805-437-8934.

Campus Tutoring Services

- You are encouraged to make regular use of campus tutors and/or peer study groups, beginning in the second week of the semester. For campus tutoring locations, subjects and hours, go to: http://go.csuci.edu/tutoring.

Support for Emergencies and Basic Needs

- If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is currently located in Arroyo Hall and offers free food, toiletries and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805) 437-8512 or visit Bell Tower

2565. Please visit the website for the most up to date information on the Basic Needs Program at CI: https://www.csuci.edu/basicneeds/.

Counseling and Psychological Services (CAPS)

- CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867 and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at caps@csuci.edu or visit our website at https://www.csuci.edu/caps.

Title IX and Inclusion

- Title IX & Inclusion manages the University's equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus' response to the University's nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit https://www.csuci.edu/titleix/.

Pronouns

- I will gladly honor your request to address you by a preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You may also update your pronouns or preferred name in myCI Student Center. Visit https://www.csuci.edu/registrar/preferred-name.htm for instructions.

Instructional Plan

(Subject to change as determined by the instructor)

Assessment and Evaluation

ASSIGNMENT	DUE DATE	PERCENT	BTPEs & BLA
Attendance and Participation	ongoing	20	
Timeline de mi bilingüismo	Feb 15	20	I, P: **6.1, 6.6**
Critical reflections (2)	March 15 April 5	10 (5% each)	P, A: **1.1, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 4.3, 6.1, 6.2, 6.4, 6.5, 6.7** BLA 2 and 4
Build your stack presentation	April 19	20	I, P, A: **1,2, 3.5, 4.1, 4.2, 6.6** **A: 1.2, 1.3** BLA 2 and 4
Final research paper & presentation	May 17	30	P, A: **1.1, 1.3, 1.5, 1.6, 1.7, 2.2** BLA 2 and 4

I = Introduce, P = Practice, A = Assess

Assignment Descriptions

Attendance and participation (20%)

Learning is an interactive process. Attendance and active participation are expected in this course. Students are expected to attend each class prepared with questions/reactions to course materials, engage in discussions about the assigned readings, and actively participate in activities that extend the learning.

Please notify me via email if you will be absent. Families and children are always welcome on Zoom.

Timeline de mi bilingüismo (20%) : *6.1-I; *6.1-P ; *6.6-I; *6.6-P

Think about your personal/professional history as a bilingual/bi-literate listener, speaker, reader and writer throughout your life.

<u>For this project, you will need to submit:</u>

- A 3 page timeline **in Spanish** (can be bilingual) related to your personal/professional experiences as a bilingual/biliterate listener, speaker, reader and writer.

<u>Questions to consider:</u>

- What is your home language? In what language did you first learn to speak, read, and write?
- What were your earliest memories learning to listen, speak, read, and write in your primary/first language? In your second language?

    - You may include important activities with your family, siblings, significant adults, teachers, preschool, elementary school, middle school, high school, college, etc.
- How did these experiences and people affect your development in listening, speaking, reading and writing in positive and/or negative ways in your primary language? In your secondary language?
- What role did Spanish and English play in your literacy development?
- What helped/hindered you in becoming bilingual/bi-literate?
- How did your teachers, peers, significant adults, community and family affect your progress and/or attitudes?
- How do you think these personal experiences influence you as a teacher of Spanish-speaking students and as a teacher who teaches bilingually?

See Rubric Here

Critical Reflections (10% [5% each])
***1.1-P, *1.1-A, *1.5-P, *1.5-A, *1.6-P, *1.6-A, *2.1-P, *2.1-A, *2.2-P, *2.2-A, *2.3-P, *2.3-A, *3.1-P, *3.1-A, *4.3-P, *4.3-A, *6.1-P, *6.1-A, *6.2-P, *6.2-A, *6.4-P, *6.4-A, *6.5-P, *6.5-A, *6.7-P, *6.7-A**
Write two (2) reflections during the semester. Reflection prompts will be provided during class. Reflections should be between 500-800 words and can be written in Spanish, English, or translingually.

See Rubric Here

Build Your Stack (BYS) Presentation (20%)
***1.2-I, *1.2-P, *1.2-A, *1.3-A, 1.5-I,P,A *3.5-I, *3.5-P, *3.5-A, *4.1-I, *4.1-P, *4.1-A, *4.2-I,*4.2-P, *4.2-A *6.6-I, *6.6-P, *6.6-A**
With a partner, select (2-3) children's books in Spanish or bilingual. Prepare a 15-minute book presentation. BYS should include a brief overview of the books, a demonstration of how these books could be used in a Spanish reading/language arts program, an analysis of the books, an interactive activity, appropriate visuals, and online resources.

For this assignment, you will need to:

- Create a PowerPoint (or Google Slides) presentation **in Spanish** related to your selected books that includes:
    - Overview of the books
    - Grade level/reading level
    - How the books could be used in a Spanish reading/language arts program, including standards addressed by the book
    - Analysis of the cultural relevance of the books
    - Visuals and internet resources that could be used to support the use of the books
- Develop an interactive activity as part of your presentation related to your selected books

See Rubric Here

Final research paper and presentation (30%)
***1.1-P, *1.1-A, *1.3-P, *1.3-A, *1.5-P, *1.5-A, *1.6-P; *1.6-A, *1.7-P, *1.7-A, *2.2-P, *2.2-A**

Choose a topic related to bilingual education and/or bilingualism. Conduct a review of the literature on your chosen topic. Provide an informed analysis on your topic and what you believe is the future direction of this topic. Some considerations might be:

- What are the common themes across the literature?
- What stands out across your research? What is surprising?
- What do you still have questions about and how might you go about obtaining answers?
- What do you think the future direction should be based on what you've learned?

Finally, you will prepare a 5-minute presentation to be shared with the class. Detailed information to follow during class.

Paper will be 5-6 pages, plus the References List and must follow APA guidelines, 7th edition. You can write in English, Spanish, or translingually.

See Rubric Here

Tentative Course Schedule

Weekly Sessions	*Topics*	*Assignments*	BTPEs
Jan 25 ***Week 1***	• Who are we? (teacher identity/language/ culture/as pedagogues) • How do our identities impact what/how we teach? • Who are our emergent bilingual learners? • Who is the community we serve? • What is the goal in a bilingual program? Our goal? **Using bilingual children's lit on representation**	In-class viewing: **Video**: *Immersion* Focal questions for all children's lit: • ¿Qué temas vemos en este texto? • ¿Qué pregunta(s) esencial(es) podemos formular? • ¿Cómo podemos utilizar este texto para desarrollar/apoyar el entendimiento del tema de enfoque? • ¿Cómo podemos utilizar este texto para desarrollar/apoyar el bilingüismo de nuestros estudiantes?	***I, P**: **1.1, 1.6, 2.2.2.3, 6.1**
Feb 1 ***Week 2***	• How do names matter? • Who are our emergent bilinguals? • What is the research on bilingual education **Using bilingual children's lit on community**	García, O. (2009). Emergent Bilingual and TESOL: What's in a name? *TESOL Quarterly, 43*(2), 322-326. Collier, V., & Thomas, W. (2004). The Astounding Effectiveness of Dual Language Education for all. *NABE Journal of Research and Practice*, 2(1) 1-20.	***** I, P: 1.7, 4.3, 6.1, 6.2, 6.3**
Feb 8 ***Week 3***	Introduction to bilingual education **Using bilingual children's lit on family**	Flores, N., & García, O. (2017). A Critical Review of Bilingual Education in the United States: From Basements and Pride to Boutiques and Profit. *Annual Review of Applied Linguistics,* 37, 14-29.	***I: 1.1, 4.2, 6.5, 6.6**
Feb 15 ***Week 4***	Bilingual Development	Saunders, W. Goldenberg, C. & Marcelletti, D. (2013). English Language Development: Guidelines for Instruction. *American Educator.*	***I, P: 2.3, 2.4, 3.1**

	Using bilingual children's lit on immigration	Genesee, F. (2006). *Bilingual acquisition* **Due: Biliteracy Timelines**	
Feb 22 ***Week 5*** ***Async Pear Deck***	Programs and policies for educating emergent bilinguals	Howard et al., *Guiding Principles for Dual Language Education* (Ch. 1 & 2), "Program Structure" & "Curriculum"	***I: 1.3, 1.7** **I, P: 4.3**
March 1 ***Week 6***	Programs and policies for educating emergent bilinguals, Part II **Using bilingual children's lit on identity**	Hélot, C. & García, O. (2019). Bilingual Education and Policy. In Schwieter, J. & Benati, A. (eds.). *Cambridge Handbook of Language Learning* (pp. 649-672). Cambridge University Press.	***I, P: 1.7, 4.3, 6.2**
March 8 ***Week 7***	Critical consciousness in bilingual education **Using bilingual children's lit on community action**	Palmer, D., et al. (2019). Bilingualism, Biliteracy, Biculturalism, and Critical Consciousness for All: Proposing a Fourth Fundamental Goal for Two-Way Dual Language Education. *Theory into Practice, 58*(2), 121–133.	***I, P: 1.3, 2.4, 2.5**
March 15 ***Week 8*** ***Async Pear Deck***	Language and Bilingualism: Practices, Part I	Howard et al., *Guiding Principles for Dual Language Education* (Ch. 3), "Instruction" Johnson, S.I., García, O. & Seltzer, K. (2019). Biliteracy and translanguaging in Dual language bilingual education. In D. DeMatthews and E. Izquierdo (Eds.), *Dual Language Education: Teaching and leading in two languages* (pp. 119-132). Springer. **Due: Critical reflection 1**	***I, P: 3.1, 3.2 , 3.5**

March 22 ***Week 9***	**Spring Recess; no instruction**		
March 29 ***Week 10***	Language and Bilingualism: Practices, Part II **Using bilingual children's lit on changes**	España, C., & Herrera, L. Y. (2020). Chapter 1 from *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students* García-Mateus, S., & Palmer, D. (2017). Translanguaging Pedagogies for Positive Identities in Two-Way Dual Language Bilingual Education, *Journal of Language, Identity & Education, 16*(4), 245-255	***I, P: 2.7, 3.3, 4.2**
April 5 ***Week 11***	Raciolinguistic ideologies **Using bilingual children's lit on language practices**	Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Education Review*, *85*(2), 149–171. Podcast & Transcript: Vocal Fries, "Bilingualism is. It just is." with N. Flores & J. Rosa **Due: Critical reflection 2**	***I, P: 1.5, 6.1 6.7**
April 12 ***Week 12***	Language, bilingualism, and disability	Cioe-Peña (2015), Translanguaging within the Monolingual Special Education Classroom UDL Guidelines UDL and the Learning Brain	***I, P: 1.1 2.1, 2.5, 2.6, 4.1**
April 19 ***Week 13***	Problematizing "academic language" **Using bilingual children's lit on intergenerational connections**	García, O., & Solorza, C. R. (2021) Academic language and the minoritization of U.S. bilingual Latinx students. *Language and Education, 35*(6), 505-521 Flores, N. (2015). Is it time for a moratorium on academic language? Educational Linguist. **Due: BYS Presentation**	***I, P: 6.6**

May 3 ***Week 14***	Assessment practices for emergent bilinguals **Using bilingual children's lit on poetry**	García, O., & Ascenzi-Moreno, L. (2016). Assessment in school from a translanguaging angle.	***I, P: 5.1, 5.2, 5.3, 5.4**
May 10 **Week 15**	Course synthesis and ways to become an advocate with and for families Overview of APA style guide	APA Style Guide	***I, P: 6.3, 6.4**
Week 16	**Finals Week**	**Due May 17th: Final Paper**	

Course Assignment Rubrics

Critical Reflection Rubric

Quality Criteria	Points Possible
• Analyses, organizes, and synthesizes ideas effectively and provides a good introduction, closure, and an orderly progression from one idea to the next.	2
• Includes an analysis of the impact of that topic on your current views of bilingualism/biliteracy.	2
• Utilizes appropriate grammar, spelling, and vocabulary. • Is a minimum of 500 words in length.	1
Total Points	**5**

Biliteracy Timeline Rubric

Quality Criteria	Points Possible
• Includes a description of your biliteracy history, including key experiences, people, and events. • Analyses, organizes, and synthesizes ideas effectively and provides a good introduction, closure, and an orderly progression from one idea to the next.	6
• Description includes information specifically related to the four language domains (e.g., listening, speaking, reading, and writing) in both primary and secondary languages; utilizing examples with supporting details and references.	6
• Includes an analysis of the impact of that history on your current views of bilingualism/biliteracy as it relates to your work as a bilingual teacher; utilizing examples with supporting details and references.	6
• Utilizes appropriate grammar, spelling, and vocabulary **in Spanish**. • Is a maximum of 3 pages in length.	2
Total Points	**20**

Build Your Stack (BYS) Presentation Rubric

Quality Criteria	Points Possible

Content	• Presents an overview of the books, including appropriate reading levels, standards, and how the books can be used in a Spanish reading/language arts program.	5
	• Presentation includes an analysis of the cultural relevance of the books and contributes to an understanding of the use of the Spanish language in the classroom and the connection to Culturally Relevant Pedagogy.	4
	• Slides include appropriate APA citations and are free of grammar and spelling errors	1
Coherence and Organization	• Concepts and ideas are well organized and connected to the course concepts. Presenters worked cooperatively before and during the presentation.	3
Materials and Creativity	• Uses a variety of materials to develop the concepts and strategies presented, including visuals and internet resources that could be used to support the use of the books	2
	• Prepare an interactive class activity related to the selected books that is engaging.	3
Speaking skills	• Presenters are poised, clear, enthusiastic, professional, confident and exhibit appropriate spoken Spanish language skills.	2
Total Points		**20**

Final Paper Rubric

Quality Criteria		**Points Possible**
Topic of Focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	10
Coherence and Organization	Concepts and ideas are well organized and connected to the course concepts.	10
Sources	More than 6 current sources, of which at least 4 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are from reputable sources.	5
Citations	Cites all data obtained from other sources. APA (7th edition) citation style is used in both text and References list.	5

Total Points	**30**