

Semester: Spring 2020 Course: EDTE 318C/518C (3 units) Course Title: Educating the LatinX Student: History & Culture
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Days/Times:

Room: Mother Rosalie Hill Hall

Instructors: Possible Instructors-Reyes Quezada, Viviana Alexandrowicz, Ricardo Medina, Jose Leon, Jorge Ramirez, (Latino Faculty from Leadership Studies, Counseling, & CMFT)

Email: rquezada@san Diego.edu ricardomedina@san Diego.edu

Telephone: (619) 260-7453

Office Hours:

Conceptual Framework

**SCHOOL OF LEADERSHIP AND EDUCATION SCIENCE (SOLES)
MISSION & VISION STATEMENT**

Mission

The mission of SOLES is to engage with students and our communities to continuously learn through inquiry and practice that supports social justice and effects meaningful change in our diverse society.

Vision

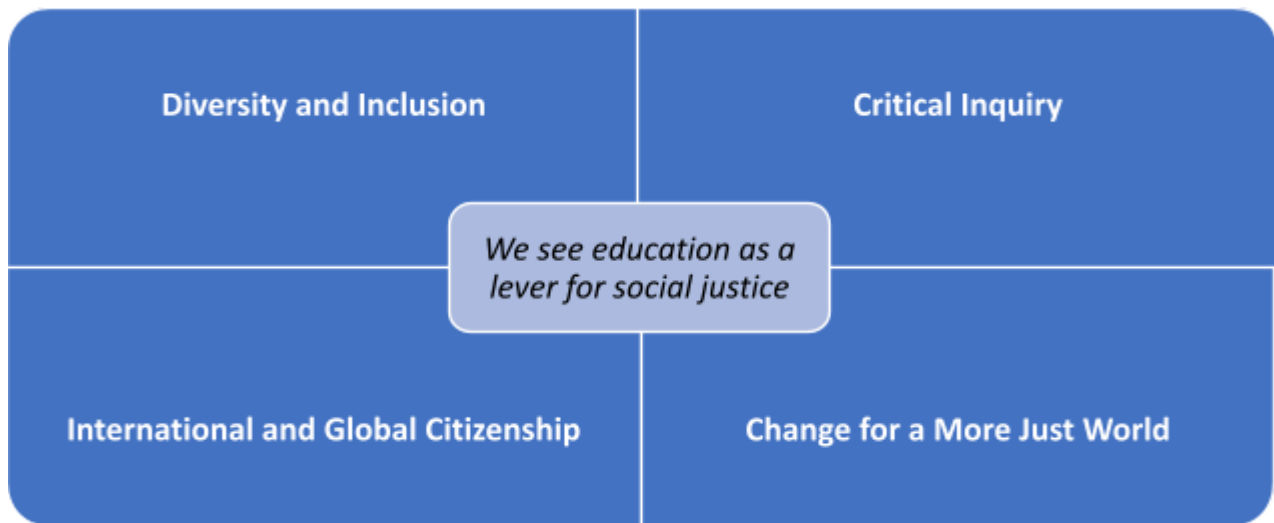
We shape the future by providing inclusive education as the foundation of social justice and the means to enhance human dignity and improve the quality of life.

Core Values

We base our courses of study and our worldview in several key values embraced by program leadership, faculty, staff and students.

- Multiculturalism and social justice
- Excellence in teaching
- Care for the whole person
- Community engagement
- Excellence in scholarship

Department of Learning and Teaching Meta-Values



1. **Diversity & Inclusion:** *By the end of the program, students will:*

- Be able to identify and navigate sources of power/resistance, decision making and resources
- Challenge all forms of discrimination including race, class, gender, sexual orientation, language, religion, disability-in local, national, and global contexts, and will work as change agents to undermine oppression. Students will:
 - Be skilled at being aware of own biases
 - Understand forms of capital (funds of knowledge/identity)
 - Examine deficit models and reframe/transform
 - Understand historical experience, knowledge and struggles of education systems
 - Develop cultural competencies/proficiency models
 - Engage in continuous reflection about practice, society, and institutional systems
 - Improve self-efficacy and self-advocacy
- Understand access and equity to be an overarching goal of education
- Use UDL to support all learners

2. **Changemaking for a more just world:** *By the end of the program, students will:*

- Be relevant
- Transform themselves, students/classrooms and environment
- Make a difference - innovate, lead
- Problem-solve
- Build and utilize relationships, teamwork, and collaborate

3. **Critical Inquiry:** *By the end of the program all students will:*

- Understand positionality, privilege, power, and educational systems within social/political/eco contexts

- Examine and analyze their biases and beliefs towards the shaping of their instructional practice
 - Critically and theoretically analyze schools of thought, research theories and practices relating to education
- Apply critical inquiry to evidence based pedagogical practices
- Use action research as a tool to create:
 - Equitable, accessible, inclusive learning environments

4. Internationalization & Global Citizenship: *By the end of the program all students will:*

- Participate in an international course or cross-cultural experience
- Engage with local populations
- Develop personal understanding of their global role and implement learning experience in practice

California Teaching Performance Expectations and Bilingual Authorization Standards

The Teaching Performance Expectations (TPEs), developed by the California Commission on Teacher Credentialing (CTC), are aligned with the California Standards for the Teaching Profession (CSTP). The TPEs also serve as the Teacher Education Program Student Learning Outcomes (PSLOs).

California Commission on Teacher Credentialing, Copyright © June 2016

Bilingual Authorization Standards (2015)

The learning outcomes for this course are based on the California Bilingual Authorization Program Standard 3-The Context of Bilingual Education and Bilingualism; Standard 5-Culture of Emphasis, the Gen Ed TPE's, NBPTS, and INTASC which include:

3.1 The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States
3.2 The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.
3.4 Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models.
3.9 The program prepares candidates to enhance school-home partnerships, and assist in identifying and using community resources
3.10 The program prepares candidates for effective, two-way communication with families through the appropriate medium (e.g. parent conferences, phone, home visits, written communication, e-mail, and videos in the primary language) on matters of student's success
3.11 Candidates are cognizant that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.

5b. Crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the Chicano/Latino culture in California and the United States.
5a. The traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.
5b. Crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the Chicano/Latino culture in California and the United States.
5c. Major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of Chicanos/Latinos in the California and the U.S.
5c. Major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of Chicanos/Latinos in the California and the U.S.
5d. The country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.

Catalog Description

This course will address the needs of students interested in teaching heritage Spanish language learners in bilingual/dual language programs in both elementary and secondary school settings. It provides Bilingual Authorization teacher candidates with the knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. This course provides knowledge on the cultural aspects of bilingualism and biliteracy from a local and international perspective. A focus is on the traditions, roles, status, and communication patterns of the culture of emphasis (LatinX) as experienced in the country or countries of origin and in the United States. Themes include Crosscultural, intercultural and intracultural relationships and interactions, family-school, community engagement, and partnerships and resources, and assist in identifying and using community resources as assets, as well as contributions of the Chicano/LatinX culture in California and the United States.

Course Description

This course provides and an opportunity to demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement. Bilingual Authorization teacher candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. They are cognizant that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community. It provides knowledge and insight into the comparative immigrant and refugee experiences of LatinX students and their families. This course will consider issues and questions related to bilingualism, language policy and minority language students within the framework of educational achievement.

Major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of Chicanos/LatinX in California and the U.S. will be studied and analyzed to address the effects it has had on the Chicano/LatinX Community. Teacher

candidates will also demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States. The course also focuses on educational systems of the U.S., Mexico, and other Latin American countries and considers the experiences of a significant proportion of U.S. immigrants educated in both Mexico and the U.S.

The course is taught in Spanish (and as an elective in English) to assure a high degree of academic language development in the target language as well as to scaffold the delivery of the academic content of the course.

The course will also be of interest to school counseling, marriage and family therapy, clinical mental health graduate students as well as Spanish, History and Ethnic Studies major or minor students in general as the topics are relevant to future members of bilingual and immigrant communities considering education, and policy choices for their children.

Online Participation

Some course sessions will be taught in a hybrid online format. As such, you will be expected to participate in all of the various online activities for this course, primarily through Blackboard as well as Zoom activities.

Course Objectives, Bilingual Authorization Standard, Course TPEs and Evidence

I. Diversity & Inclusion

<i>Course Objectives/Student Learning Outcomes</i> <i>Candidates will be able to:</i>	<i>Evidence: Assignments/Activities</i>
The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States BPS 3a. The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement. BPS 3b.	Journal Critique Assignments: -Teacher candidates will read, evaluate and critique journal articles in the discipline of dual language, multicultural education, equity and social justice and family-school community partnerships in working with culturally and linguistically LatinX diverse families. Each teacher candidate will lead a class discussion in Table Groups on an assigned reading. <i>Candidate will be assessed by: Rubric</i> Annotated Bibliography Assignment: -Teacher candidates will complete an Annotated Bibliography based on one assigned special LatinX populations group of students who have been traditionally underserved and underperforming in our schools. Teacher candidate will focus on assets

3d. Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. BPS 3d. Identify the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. BPS 5a. Explore effective approaches for creating culturally relevant classrooms. <i>(GenEd TPE: 1- E 1, 2, & 5; TPE 6-E 1, 5, & 6. InTasc: 2, 5, 8. NBTS: 3, 4.)</i> Participate in approximately 5 hours of observation over the course of the summer/semester in a particular school for teaching or a service learning site, the experience of which integrates class material in the context of promoting and assessing candidates' multicultural competency development. <i>(GenEd TPE: 2-E 1, 3, & 5; TPE 6-E 1, 5, & 6. InTasc: 9. NBTS: 4,5.)</i> Analyze the legal responsibilities and ethical and professional commitments expected of a dual language classroom teacher and the motivations involved in pursuing a career in the teaching field. <i>(GenEd TPE: 6-E 1, 5, & 6. InTasc: 9. NBTS: 4.)</i> Develop a greater appreciation and respect for cultural variations as well as group and individual differences: Black, Latinos, Native American, Europeans, Asian, and Middle Eastern and other cultural groups.	and how future teachers can assist in making sure students succeed. <i>Candidate will be assessed by: Rubric</i> <i>Assignment/Activities:</i> School and Classroom Observation Assignment -Teacher candidates will be involved in 5 hours of observations/site visits at a local school/school community agency and will complete a written reflection (1250 words) of their experience and relate it to the English Learner Authorization, California Teacher Performance Expectations as well as to the course content of this course. <i>Candidate will be assessed by: Rubric and participation in visits</i> <i>Assignment/Activities:</i> Research Bilingual Program Models Assignment Students will identify a dual language program in California and prepare a report on the model that addresses the research basis as well as the philosophy and language policy. The report will describe the student population served, the language model (90/20; 50/50), the distribution of courses according to language, and the reclassification criteria. Culture Study Assignment Students will complete a cultural study of a LatinX/Chicano group living in California. This study includes background work, a personal experience (immersion), a powerpoint and an oral presentation. Background work: they will conduct an investigation on: • <i>Demographics:</i> Provide charts, maps and others to describe how many people are there, location, languages spoken, age, income, /SES. • <i>Community History and Contributions:</i> Study the major historical eras and developments of this group's country of origin and explain how these events impact
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(<i>GenEd TPE: 1- E 1, 2 & 5; TPE 2-E 1, 3, & 5; TPE 6. InTasc: 2,3. NBTS: 1,4.</i>) Understand the socio-historical and legal origins of migration and immigration patterns as they relate to assimilation, accommodation, acculturation, pluralism and intergroup differences. (<i>GenEd TPE: 1- E 1, 2 & 5; TPE 2-E 1, 3, & 5; TPE 6-E 1, 5, & 6. InTasc: 2,3. NBTS: 1,4.</i>) Identify crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the Chicano/Latino culture in California and the United States. Investigate dual language research and practices, which support effective teaching practices and the use of the practices among students of diverse cultures, language, gender, ethnicity, race and individuals with special needs. BPS 5b. (<i>GenEd TPE: 1- E 1, 2 & 5; TPE 2-E 1, 3, & 5; TPE 6-E 1,5, & 6. InTasc: 2, 3, 7, 8. NBTS: 1,4.</i>) Major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of Chicanos/Latinos in the California and the U.S. BPS 5c. Develop a personal dual language educational philosophy statement based upon a reflective view of her/ himself as a practitioner. (<i>GenEd TPE: 6-E 1, 5, & 6. InTasc: 9. NBTS: 1, 4.</i>)	this group in California and the United States. Describe the prevalent values of this community. List and explain the main contributions this group has made to the local community, state, nation and the world. • <i>Agencies and Resources</i>: Describe what are the main issue this group is dealing with today. List the resources available and explain how they support its members. To complete this section the students may contact religious leaders, educators, community members who are employed by local community agencies. Local newspapers are also a good resource. • <i>Personal Experience” Immersion”</i>: participate, in person, in an activity, interview or several hour “excursion” into a community that represents the culture they are researching. As much as possible, candidates should become a part of the experience, without violating cultural norms. <i>Candidate will be assessed by: Rubric</i> Research Bilingual Program Models Assignment Students will identify a dual language program in California and prepare a report on the model that addresses the research basis as well as the philosophy and language policy. The report will describe the student population served, the language model (90/20 50/50), the distribution of courses according to language, and the reclassification criteria.
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II. Changemaking for a more just world

<i>Course Objectives/Student Learning Outcomes</i>	<i>Evidence: Assignments/Activities</i>
<i>Candidates will be able to:</i> Explore effective approaches for creating culturally relevant classrooms. (GenEd TPE: 1- E 1, 2 & 5; TPE 6-E 1, 5, & 6. InTasc: 2, 5, 8. NBTS: 3,4.) 3h. Candidates are cognizant that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community. BPS 3h Identify the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States. BPS 5d Articulate her/ his dual language and multicultural competency development. (GenEd TPE: 6-E 1, 5, & 6. InTasc: 9. NBTS: 4.)	<i>Assignment/Activities:</i> Design of a Transformational Environment Classroom -Teacher candidates will design a <i>transformational</i> classroom <i>environment</i> that is <i>relevant</i> to today's emergent needs and <i>problem solve</i> and articulate how the classroom promotes and supports language and cultural competency development <i>Candidate will be assessed by: Rubric</i> Family-School, Community Engagement Workshop Assignment -Teacher candidates will plan, <i>lead</i> and collaborate with peers a 3-session workshop for Spanish Speaking parents and their children that will <i>make a difference</i> on how LatinX students can access college and career readiness. Demographic and cultural and linguistic needs will be taken into consideration in order <i>to build positive relationships and teamwork</i>. <i>Candidate will be assessed by: Rubric</i> Research Bilingual Program Models Assignment Students will identify a dual language program in California and prepare a report on the model that addresses the research basis as well as the philosophy and language policy. The report will describe the student population served, the language model (90/20 50/50), the distribution of courses according to language, and the reclassification criteria. A presentation will be made to peers in another Department of Learning teacher class.

III. Critical Inquiry:

<i>Course Objectives/Student Learning Outcomes</i>	<i>Evidence: Assignments/Activities</i>
<i>Candidates will be able to:</i> Understand the historical, philosophical, political and sociological perspectives and approaches to educational reform.	<i>Assignment/Activities:</i> Journal Critique Assignment -Teacher candidates will read, evaluate and critique journal articles in the discipline of multicultural education, equity and social justice and

<i>(GenEd TPE: 1-E 1, 2 & 5 TPE 2-E 1, 3, & 5; TPE 6-E 1, 5, & 6. InTasc: 9. NBTS:1,4.)</i> Identify major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of Chicanos/Latinos in the California and the U.S. BPS 5c Identify the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States. BPS 5d Examine the philosophical and political perspectives that created fundamental issues, theories, and trends in the educational practices for children locally and globally. <i>(GenEd TPE: TPE 1- E 1, 2 & 5; TPE 6-E 1, 5, & 6. InTasc: 9. NBTS:1,4.)</i> Analyze societal and educational practices (e.g., tracking) that determine success or failure of the school system as it relates to different groups in the U.S. and throughout the world. <i>(GenEd TPE: 1- E 1, 2 & 5 TPE 2-E 1, 3, & 5; TPE 3-E 7. InTasc: 9. NBTS: 1,4.)</i> Analyze how teachers and schools (and sometimes the media) contribute to and perpetuate stereotyping and discrimination related to race, ethnicity, language, gender, sexual orientation, socio-economic status, exceptionality, privilege, religion, and ability and how these affect learning.	family-school community partnerships in working with culturally and linguistically diverse families. Each teacher candidate will lead a class discussion in Table Groups on an assigned reading. <i>Candidate will be assessed by: Rubric</i> <i>Theoretical Perspective Articles</i> • Multiple dimensions of culture and bi-cultural development (Banks, James) • Critical Race Theory – (Acuña, Rodolfo) • Theory of voluntary and involuntary minorities – (Ogbu, J.) • Critical Pedagogy (Freire, P.; Valenzuela, A.; Nieto, S.) • Culturally Relevant Pedagogy (Ladson-Billings, G.; Garcia, E., Quintanar-Sarellana, R.; Vélez-Ibáñez, C. & Greenberg, J.) • Quezada, R-Cultural Proficiency <i>Candidate will be assessed by: Rubric</i> Bilingual Authorization Final TPE Philosophy Essay Assignment -Teacher candidates will write two comprehensive papers covering readings, notes, and in class discussions. A minimum of 1250 words is required (Minimum of 5 typed pages and no more than 7, excluding references). <i>Candidate will be assessed by: Rubric</i>
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(GenEd TPE: 1- E 1, 2, & 5; TPE 2-E 1, 3, & 5; TPE 6-E 1, 5, & 6. InTasc: 9. NBTS:1, 4, 5.)	
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IV. Internationalization & Global Citizenship

Course Objectives/Student Learning Outcomes	Evidence: Assignments/Activities
<i>Candidates will be able to:</i> Identify the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States. BPS 5d. Developing a global perspective on the diverse world cultures and its people. (GenEd TPE: 6-E 1, 5, & 6. InTasc: 2,3, 5, 9. NBTS:1,4.) Develop an international perspective on educational struggles of equity and social justice. (GenEd TPE: 6-E 1, 5, & 6. InTasc: 2,3,5, 9. NBTS: 1,4.) Identify major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of Chicanos/Latinos in the California and the U.S. BPS 5c	<i>Assignment/Activities:</i> Journal Critique Assignment -Teacher candidates will read, evaluate and critique journal articles in the discipline of multicultural education, equity and social justice and family-school community partnerships in working with LatinX culturally and linguistically diverse families. Each teacher candidate will lead a class discussion in Table Groups on an assigned reading. <i>Candidate will be assessed by: Rubric</i> <i>Article Focus: Latin American Countries</i> -Pisa-Latin American Educational Systems -OECD- Latin American Educational Systems

Dispositions

In accordance with state and national standards, students in the Department of Learning and Teaching at the University of San Diego, are assessed on knowledge, performance, and professional dispositions. Faculty in the Department of Learning and Teaching fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed professional dispositional deficiencies will

constitute grounds for a decision regarding separation from the teacher preparation program at USD. The Department of Learning and Teaching has adopted a process for ensuring that all students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession.

Qualities Important to Future Teachers and Educational Professionals

- A. Personal qualities important to the teaching/education profession
- B. Qualities important to collaboration
- C. Commitment to professional growth
- D. Commitment to diversity and social justice
- E. Commitment to ethical practices

Textbooks

Course Texts and Materials

- Acuña, R. (2019). *América ocupada: Los chicanos y su lucha de liberación*. Editorial Era. Mexico.
- Acuña, R. (2020). *Occupied America: A History of Chicanos*. 9th Edition. Print ISBN: 9780135719565, 0135719569-eText ISBN: 9780135207697, 013520769X
- Baker, C. and Wright, W.E. (2017). *Foundations of bilingual education and bilingualism*. Bristol, UK: Multilingual Matters, Ltd.
- Cortés Koloffon, A. (DATE). El spanglish: la frontera del idioma.
<http://www.jornada.unam.mx/2007/10/07/sem-adriana.html>
- El perfil cambiante de los migrantes mexicanos en los estados unidos.
biblio.juridicas.unam.mx/libros/3/1318/6.pdf
- Flores, J. (2017). *Digging deeper: Meaningful resources for English learners in the classroom: An annotated bibliography of instructional materials for Spanish/English Speakers*. CreatedSpace Independent Publishing Platform.
- Lopez Licón, A. (August 2018). *Hijos de migrantes mexicanos repatriados sufren en Mexico*. Exelsior The Associated Press.

Recommended Texts

- Quezada, R, etl (Cultural Proficiency Book Series on English Language Learners, Migrant Students and Family, School and Community Engagemnet).
- Ariza, M. & Portes. A. (2010). *El país transnacional. Migración mexicana y cambio social a través de la frontera*. Universidad Nacional Autónoma de México Instituto de Investigaciones Sociales.
- Castellanos, J. (2018). *Educating Hispanic and Latino students: Opening the doors to hope, promise, and possibilities*.
- Durand, J. y Massey, D. S. (2003). *Clandestinos, migración México-Estados Unidos en los albores del siglo xxi*. México: Miguel Ángel Porrúa.
- Flores, A. (2013). *Las vivencias de Ramon Flores: Un joven nacido en la provincia*. CreatedSpace Independent Publishing Platform.
- http://www.amazon.com/Las-Vivencias-Ramon-Flores-Provincia/dp/1481116746/ref=sr_1_2?s=books&ie=UTF8&qid=1378656178&sr=1-2&keywords=Alejandra+Flores

- Jiménez, F. (2009). *Mas allá de mí: Reaching out*. Spanish Edition. New York: Houghton Mifflin Harcourt.
- Smith, R. (October 2002). Al este de Aztlán: La migración mexicana al este de Estados Unidos. *Letras libres*. Retrieved from (<http://www.letraslibres.com/print/54911>).

Supplementary Materials

Videos

El fin del sueño americano: <https://www.youtube.com/watch?v=zQEFKgXCW30>
Pedagogía del oprimido: <https://www.youtube.com/watch?v=hcxQjIWYfL4>
Educación popular como pedagogía emergente:
<https://www.youtube.com/watch?v=3uhH6wLsliA>

Online grammar resources

There are some wonderful online resources available to you as you edit your essays to get them to a more polished form. You can refer to these sources to answer your issues regarding the use of grammar, spelling, and accent marks.

Spanish verb conjugations: <http://www.conjugation.org/>
Spanish grammar online quizzes/tutoring: <http://www.spanishdict.com/grammar>
Spanish written accent marks quiz: <http://www.spanishdict.com/topics/show/118>
NEA: <http://www.nea.org/home/HispanicsEducation%20Issues.htm>

Search Engines in Spanish

Various search engines and online resources in Spanish are available to you in researching your topic. The following are some search engines that are available in Spanish to help you with your writing:

Search Engine Colossus: <http://www.searchenginecolossus.com/Spain.html>
Google en español: <http://www.google.es/webhp?hl=es>
Hispavista: <http://www.hispavista.com/>
Yahoo en español: <http://es.yahoo.com/>
Educating Latino Students (2016)
<https://cehdvision2020.umn.edu/blog/challenges-facing-latino-education/>

Readings/Videos

- Readings: Blackboard and Instructor Provided Readings
- California Commission on Teacher Credentialing (2016). California Teacher Performance Expectations (Copy and Paste to URL):

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0

Other Recommended Books:

- Cameron, Edwin (2014). *Justice-A personal account*. Tefelberg, Publishing.
- Darder, A. (2nd edition). *Culture and power in the classroom: Educational foundations for the schooling of bicultural students*. NY: Routledge Taylor & Francis.
- Freire, P. (2005). *Pedagogy of the oppressed*. New York: Continuum.

Any edition will work fine. A free, digital copy is available:

<http://www.slideshare.net/rbgstreetscholar1/pedagogy-of-the-oppressed-paulo-freire>

- Multicultural Education Journal Resources: Annual Editions of Multicultural Education
- Multicultural Education Perspectives, School Community Journal
- **Dream Activist: Undocumented Youth and Action Resource Network:**
<http://www.dreamactivist.org>

DreamActivist.org is a multicultural, migrant youth-led, social media hub for the movement to pass the DREAM Act and pursue the enactment of other forms of legislation that aim to mend the broken immigration system.

- **Teaching Tolerance: A Project of the Southern Poverty Law Center:**
www.TeachingTolerance.org

Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children. We provide free educational materials to teachers and other school practitioners in the U.S. and Canada

- **Achievement Gap Initiative:** <http://www.agi.harvard.edu>

The Achievement Gap Initiative (AGI) is a university-wide effort initiated by the Harvard Graduate School of Education (HGSE) to focus academic research, public education, and innovative outreach activities toward eliminating achievement gaps.

Course Requirements/Assignments/Grading

- 1) **Journal Critique/Table Talk:** Teacher candidates will read, evaluate and critique journal articles in the discipline of dual the education of LatinX students, language instruction, multicultural education, equity and social justice and family-school community partnerships in working with culturally and linguistically diverse Latino families. Each teacher candidate will lead a class discussion (Table Talk) on an assigned reading. Some articles will be from an international journal or internationally based, or from education websites. The integration of Special Needs and other marginalized students and their families will also be addressed. (*Appendix A-Rubric*)
- 2) **Signature TPE Assignment:** Teacher candidates will write two comprehensive papers covering readings, notes, and in class discussions on the education of LatinX students. A minimum of 1250 words is required (Minimum of 5 typed pages and no more than 7, excluding references. (*Appendix B-Rubric*)
- 3) **Annotated Bibliography:** Teacher candidates will complete an Annotated Bibliography based on one assigned special LatinX populations group of students who have been traditionally underserved and underperforming in our schools. Teacher candidate will focus on assets and how future teachers can assist in making sure students succeed. (*Appendix D-Rubric*)

- 4) **School/Site Visit Reflection:** Teacher candidates will be involved in dual language school site observations and visits at a local school/school community agency. Teacher candidates will complete a written reflection (1250 words) of their experience and relate it to the California Teacher Performance Expectations as well as to the course content of this course. (*Appendix –Rubric F*)
- 5) **Speaker/Video Reflection:** Teacher candidates will respond to a guest speaker and/or video from one of the sessions. Teacher candidates will write a 1-page summary (250 words) of learning outcomes and how the outcomes support Dual Language and Multicultural Education. (*Appendix E-Rubric*)
- 6) **Educational Reflection Belief Statement-**Teachers hold deep beliefs about their work, their dual language LatinX students, and their role in the classroom. These beliefs affect their use of curriculum, student-teacher interactions, and teacher student perception. Teacher beliefs are deeply rooted in personal experience and philosophy. These philosophies are strong predictors of behaviors, decisions, and all teacher actions as they are played out in the classroom. Drawing from dual language classroom activities and experiences, the course readings, and your own personal experience write a 4/5-page reflective essay about your educational beliefs. Use the questions below to guide your response. (*Appendix-Rubric C*)
- 7) **Culture Case Study:** Teacher Candidates will research one LatinX Family group from a Latin America country in the U.S. and will present findings through an innovative presentation where the public will be invited. (*Appendix-Rubric C*)

CLASS PARTICIPATION: Active, informed, prepared, with materials and assignments. Dressed appropriately for physical education activities if notified.

ATTENDANCE: Attendance is expected. If individual is absent, it is the student's responsibility to get notes, assignments and handouts from a colleagues or instructor. Missing class will automatically result in the deduction of 20 class participation points. Missing additional classes will result in a whole letter grade deduction. Please discuss attendance situation/s with professor regarding family and health emergencies. Leaving early/not returning from break is not acceptable.

ASSIGNMENTS: Written assignments are to be typed on 8 1/2" x 11 paper in APA style format. Criteria for written work will include thoroughness, quality, and being completed on time. No late work will be accepted. Make sure assignments are submitted into Blackboard; please do not email assignments.

COURSE GRADE: Completion of all course requirements will determine final grade. A grade of an incomplete will only be given in extreme circumstances. **The Course Syllabus may be adjusted with prior notice and agreement.**

GRADING SCALE

		700-672	A	4.0
-SPEAKER/VIDEO REF.	50 POINTS	671-630	A-	3.7
- SCHOOL/SITE VISIT REF.	50 POINTS	629-602	B+	3.3

		601-581	B	3.0
-ROUND TABLE PRES.	50 POINTS	580-560	B-	2.7
		559-532	C+	2.3
-LATINX FAMILY CASE STUDY	100	531-511	C	2.0
-SIGNATURE BILA/TPE REFL.	100 POINTS	510-490	C-	1.7
-ANNOTATED BIBLIOGRAPHY	100 POINTS	489-455	D+	1.3
-BILING/DUAL LANG. REPORT	100 POINTS			
-12 CLASS PARTICIPATION & ATTENDANCE DAYS	150 POINTS	454-420	D	1.4

Total Points: 700 POINTS

Class Schedule

Tentative Course Schedule

Semana/ Week	Tema/Theme	Lectura/Readings	Tarea/Assignment
Semana/ Week 1	Introduction to the course requirements and themes. First diagnostic writing assignment Who/what makes you bilingual	Read “Continua of Biliteracy,” by Hornberger, N. in Continua of Biliteracy: An Ecological Framework for Educational Policy, Research, and Practice in Multilingual Settings. and Read in Baker, Chapter 2 The Measurement of Bilingualism	Prepare for Table Discussions
Semana 2	The traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.	Acuña, Chapter 1. “No sólo pirámides, exploradores y héroes,” en <i>América ocupada: Los chicanos y su lucha de liberación</i> Read in Baker, Chapter 3 Endangered Languages: Planning and Revitalization And Read in Baker, Chapter 4 Languages in Society	-Lead Table Discussion View: El fin del sueño americano: https://www.youtube.com/watch?v=zQEFKgXCW30
Semana 3	Crosscultural, intercultural/intracultural	Acuña, Chapter 2. “La ocupación de Mesoamérica”, en <i>América ocupada: Los</i>	-Lead Table Discussion -Begin Annotated Bibliography Assignment

	relationships/interactions Contributions of the Chicano/Latino culture in California and the United States. Country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.	<i>chicanos y su lucha de liberación</i> Read in Baker, Chapter 5 The Early Development of Bilingualism And Read in Baker, Chapter 6 The Later Development of Bilingualism	by researching journal articles
Semana 4	Crosscultural, intercultural/intracultural relationships/interactions, as Contributions of the Chicano/Latino culture in California and the United States.	Acuña, Chapter 3. Legado del odio: La conquista del noroeste de México en <i>América ocupada: Los chicanos y su lucha de liberación</i> Read in Baker, Chapter 14 Literacy, Biliteracy and Multiliteracies for Bilinguals	-Lead Table Discussion View: Pedagogía del oprimido: https://www.youtube.com/watch?v=hcxQjIWYfL4
Semana 5	Immigration and its implication in past, current and future	Read: Cortés Koloffon, Adriana “El spanglish: la frontera del idioma.”	Research Assigned Culture Study (Refer to Case Study Requirements-Appendix F)

	k-12 Dual Language Curriculum Cognition and Learning-Advantages of being bilingual Spanglish at the Border	Read: Acuña, Chapter 8. Inmigración, trabajo y cambio generacional en <i>América ocupada: Los chicanos y su lucha de liberación</i> Read: Acuña, Chapter 9. “La década de 1920: los efectos de la Primera Guerra Mundial”, en <i>América ocupada: Los chicanos y su lucha de liberación</i> Read in Baker, Chapter 7 Bilingualism, Cognition and the Brain And Read in Baker and Wright, Chapter 8 Theories of Bilingualism and the Curriculum	Speaker/Video Reflection Written Paper is Due
Semana 6	The country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States. The traditions, roles, status, and communication patterns of the culture of emphasis as	Baker and Wright, Students also read Chapter 10 “Types of Bilingual Education” and learn about the different program models and how they respond to the theories of bilingual education. Read in Baker, Chapter 18 Bilingualism and Bilingual Education: Ideology, Identity and Empowerment	-Lead Table Discussion View: Educación popular como pedagogía emergente: https://www.youtube.com/watch?v=3uhH6wLsliA -Begin to write one of two written essays in Spanish Para su primer ensayo, discutan uno de los siguientes temas: “Somos un país de emigrantes, y la mayoría de estos emigrantes hoy en día vienen de países latino americanos. Nuestros orígenes y experiencias tienen mucho en parecido, y a la vez mucho de diferente. Discutan los orígenes y las experiencias

	experienced in the country or countries of origin and in the United States.		de un emigrante y cómo son parecidos o diferentes a los suyos”. O “Como emigrantes, venimos de ambientes muy diferentes comparados a los que vivimos hoy en día en los estados unidos americanos. Discuta la de su crianza, y otros aspectos, y compárela con la suya”. Instalen su primera versión del ensayo en Blackboard el jueves. Sus colegas en su grupo leerán su ensayo y harán sugerencias, correcciones u otros cambios editoriales para ayudarlo a mejorarlo. Estas sugerencias se instalarán en Blackboard. Preparen la revisión final de su ensayo e instálenlo en el sitio en Discusiones que he designado, antes del principio de clase.
Semana 7	Historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of Chicanos/Latin os in the California and the U.S.	Read: Chapter 10. “Las comunidades mexicoamericanas en ciernes: los años de la depression”, en <i>América ocupada: Los chicanos y su lucha de liberación</i> Read: “El perfil cambiante de los migrantes mexicanos en los estados unidos.” Read in Baker, Chapter 10 Types of Bilingual Education	Instalen la versión final de su primer ensayo el antes del principio de clase en el sitio en Balckboard Discusiones que he designado. -Lead Table Discussion -Classroom/Community Site Reflection is due
Semana 8	The country/countr	Read: Acuña. Chapter 13. Adiós a América: El chicano en	-Lead Table Discussion

	ies of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.	la década de 1960, en <i>América ocupada: los chicanos y su lucha de liberación</i> Read in Baker, Chapter 1 Bilingualism: Definitions and Distinctions	-Begin to write second written essay En el desarrollo de su segundo ensayo, quiero que discutan el siguiente tema: “Nuestra emigración al Norte también tiene muchas similitudes y a la vez muchas diferencias. Por favor discutan la emigración de alguien que conozca que se a emigrado al Norte, el porqué, y cómo se compara con otras emigraciones que usted ha conocido. Comparen estas emigraciones con lo que aprendieron en capítulos 10 y 13 de Acuña”. O “A veces la inmigración es más un proceso de mejoramiento para una familia y menos el deseo de escaparse de su país, como lo fue para diferentes familias. Discutan la vida de una familia que se emigro y cómo se compara con lo que han conocido. Comparen esta emigración con lo que aprendieron en capítulos 10 y 13 de Acuña”.
Semana 9	The countries of origin, geographic barriers, demographic and linguistic patterns Trends of migration, immigration and settlement	Read: Acuña. Capítulo 14. Las décadas de 1970 y 1980: redefinición de la década de 1960, en <i>América ocupada: los chicanos y su lucha de liberación</i> Read in Baker, Chapter 11 Education for Bilingualism and Biliteracy	-Lead Table Discussion -LatinX Family Group Presentations

	in the United States.	Read Smith, R. (October 2002). Al este de Aztlán: la migración mexicana al este de Estados Unidos. <i>Letras Libres</i> .	
Semana 10	Crosscultural, intercultural/ intracultural relationships/ interactions Evaluation of Dual Language /Bilingual Program	Read: Acuña. Capítulo 15. “Convertirse en Minoría Nacional: 1980-2001”, en <i>América ocupada: Los chicanos y su lucha de liberación</i> Read in Baker, Chapter 12 The Effectiveness of Bilingual Education	Desarrollen su ensayo final para nuestra publicación (puede ser una combinación de ensayo uno o dos pero que sea un ensayo personal) con su traducción al inglés.
Semana 11	Major historical events, political, economic, religious, and educational factors that influence the socialization & acculturation experiences of Chicanos/Latin os in the California and the U.S.	Read: Gómez Licón, Adriana. (July 27, 2012). Hijos de migrantes deportados sufren en México. <i>Associated Press</i> . Read: Acuña. Capítulo 16. “Perder el miedo: Década de lucha y esperanza”, en <i>América ocupada: Los chicanos y su lucha de liberación</i> Read in Baker, Chapter 13 Effective Schools and Classrooms for Bilingual Students	Draft Dual Language Philosophy Paper is Due
Semana 12	Major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of Chicanos/Latin	Read in Baker, Chapter 9 Historical Introduction to Bilingual Education: The United States	-LatinX Family Group Presentations -LatinX Family Group Presentations -Annotated Bibliography Paper is Due

	os in California and the U.S.		
Semana 13	Challenging Bilingualism and Bilingual Education	Read in Baker, Chapter 17 Bilingualism and Bilingual Education as a Problem, Right and Resource	-LatinX Family Group Presentations Final Dual Language Philosophy Paper is Due
Semana 14	Course Evaluation		-LatinX Family Group Presentations -Case Study Paper is Due Course Evaluation

Bibliography

APA

- USD: http://www.sandiego.edu/cas/english/writing_center/apa_quick_reference_guide.php
- OWL- Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01/>
- APA Website: <http://www.apastyle.org>

USD Writing Center: Utilize the Writing Center on Blackboard

USD Transfer Support Center @ Center for Student Success:

<http://www.sandiego.edu/usdcss/programs/transfer.php>

Appendix A-Rubric **Round Table Discussion Rubric**

Round Table Discussion Guidelines

A roundtable format will be utilized to discuss and analyze daily readings. This is a typical conference format that teacher candidates should begin to prepare for. They are standard at all national and international educational conferences. Each student will be responsible for presenting an article/s. All students will read articles or chapters, since your contribution to the discussion following the roundtables will be essential.

- Each student will present their article by describing: 1) Title, author 2) Main argument 3) an overview and brief description of research methods or theoretical grounding 4) findings or conclusions and implications as they relate to our overall discussion on educational equity/inequity. **(25 Points)**
- Presenters will provide a one page outline and construct at least three unanswered questions to be presented to the audience. Copies for each member are to be provided. **(25 Points)**

The participants in the roundtable will also be prepared to tie all the articles or chapters together using analytical themes and to come with several thought provoking questions for discussion.

Appendix B-Rubric
EDTE 518C

Signature Dual Language Philosophy of Education Reflection

Task: Create an overarching theme/framework that encompasses the main ideas of what you have learned in the previous week and connect these concepts to the California Teacher Performance Expectations (TPE's).

Goal of Task: (1). Review the literature; (2). Learn, understand, and analyze course Bilingual Authorization Standards, and the TPE's (3). Grow in the capacity to connect TPEs to literature, historical and current practices, and the micro/macro educational system.

Please see below for assignment expectations:

- 1) A minimum of 1250 words (Minimum of 5 typed pages and no more than 7, excluding references).
- 2) Utilize at least 8 citations as references and follow APA format
- 3) Citations could be drawn from class video documentaries, speakers, classroom observations but are not part of the 8 required references.

What makes a paper a critical reflective essay!

- It arrives at a position concerning debates about key terms and key issues;
- Identifies, for engagement, key elements and themes;
- Explains how your critical commentary frames and informs the project (in this case the Teacher Performance Expectations).

Signature Dual Language Philosophy Reflection Rubric

Criteria	Achievement Level Meets or Exceeds Expectations 80-100%	Achievement Level Approaches Expectations 70-79%	Achievement Level Below Expectations 69.9% or Less
Overarching Theme or Framework- Author create an overarching theme/framework that encompasses the main idea/s of course reading. Author includes a minimum of 8 references (references could be course readings,	Creates and presents overarching theme or framework well using course readings. Author includes a minimum of 8 references. Reader is able to read and understand the key concepts described. Integrates	Creates and presents overarching theme or proposed framework however, reader is not able to understand the concepts described and writing contains unclear statements. Author includes 4-6 cited sources from course readings.	Reader is not able to read and understand the proposed framework or concepts described and text contains unclear statements. Author includes 0-2 cited sources from course readings. OR Non-Performance

classroom discussions, and classroom speakers/videos). Reader is able to read and understand the key concepts described.

Bilingual Standards & (TPE's).

Integrates Some Bilingual Standards & (TPE's).

40%

Analysis-Author demonstrates a high degree of analysis, meaning that the author is making the connections between the assigned readings, classroom discussions, and classroom speakers/videos

Includes a high degree of analysis, meaning that the author is making the connections between the assigned readings, classroom discussions, and classroom speakers/videos

Demonstrates some analysis, but the author is not thorough in making the connections between the assigned readings, classroom discussions and classroom speakers/videos.

Demonstrates minimal analysis, and the author makes unclear connections between the assigned readings, classroom discussions, and classroom speakers/videos
OR
Non-Performance

30%

Integrates Bilingual Standards & TPE Connections- Authors makes clear connections to course readings and experiences and California Teacher Performance Expectations (TPE's).

Clear connections are made between course readings, experiences, Integrates Bilingual Standards & (TPE's). and California Teacher Performance Expectations (TPE's).

Some connections are made between course readings, experiences, Integrates Bilingual Standards & (TPE's).and California Teacher Performance Expectations (TPE's).

Minimal connections are made between course readings, experiences, Integrates Bilingual Standards & (TPE's). and California Teacher Performance Expectations (TPE's). TPE

Connections are easy to follow and articulated well throughout paper.

Connections are easy to follow and articulated well throughout paper.

Connections are not thorough or explained well throughout paper.

Connections are misaligned or not made in the paper.
OR

20%

Writing Ability-Demonstrate academic-level writing skills and adherence to APA formatting requirements.

Writing is free of spelling, grammatical and typographical errors, and organized in a logical, coherent manner. Submission and sources are

Writing contains some spelling, grammatical and typographical errors and is somewhat organized in a logical, coherent

Non-Performance
Writing contains several spelling grammatical and typographical errors, and/or is not organized in a logical, coherent

Sources are formatted according to APA style requirements. 10%	formatted in accordance with APA style requirements.	manner. Submission and sources are mostly formatted in accordance with APA style requirements, but there are some minor errors in formatting.	manner. Submission and sources are not formatted in accordance with APA style requirements. OR Non-Performance
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Appendix C-Rubric

EDTE 518C

Educational Reflection Belief Statement

Dual Language Teachers hold deep beliefs about their work, their students, and their role in the dual language classroom. These beliefs affect their use of curriculum, student-teacher interactions, and teacher student perception. Dual Language Teacher beliefs are deeply rooted in personal experience and philosophy. These philosophies are strong predictors of behaviors, decisions, and all teacher actions as they are played out in the classroom.

Drawing from dual language classroom activities and experiences, the course readings, and your own personal experience write a 4/5-page reflective essay about your educational beliefs. Use the questions below to guide your response.

- What are your beliefs about education?
- What is the purpose of education?
- How have your beliefs about education changed over the course of this class?
- What educational assumptions or bias did you bring to this class that have been questioned or challenged?

EDTE 518C

Signature Reflection Rubric

Criteria	Achievement Level Meets or Exceeds Expectations 80-100%	Achievement Level Approaches Expectations 70-79%	Achievement Level Below Expectations 69.9% or Less
Educational Beliefs/Purpose- Author is reflective and communicates beliefs and ideas well. Author supports educational beliefs through	Reflects and communicates beliefs and ideas well. Author supports educational beliefs through personal experience, class activities or	Reflects and communicates beliefs and ideas well, however, reader is not able to connect beliefs or ideas to course content or	Reader is not able to read and understand the beliefs or ideas expressed and the reflection contains unclear statements. Author does not make connections to

personal experience, class activities or discussions, and course readings. Reader is able to read and understand the key concepts described. 40%	discussions, and course readings. Reader is able to read and understand the key concepts described.	Author's personal experiences.	beliefs and the course readings and experiences. OR Non-Performance
Analysis-Author demonstrates a high degree of analysis, meaning that the author can summarize course readings, make connections across readings and apply them to personal beliefs. 40%	Demonstrates a high degree of analysis, meaning that the author can summarize course readings, make connections across readings and apply them to personal beliefs.	Demonstrates some analysis through summarizing articles, however, the author has not made connections between readings or applied them to their personal belief statement.	Demonstrates minimal analysis, and the author makes unclear connections between the assigned readings, classroom discussions, and classroom personal beliefs about education. OR Non-Performance
Writing Ability-Demonstrate academic-level writing skills and adherence to APA formatting requirements. Sources are formatted according to APA style requirements. 20%	Writing is free of spelling, grammatical and typographical errors, and organized in a logical, coherent manner. Submission and sources are formatted in accordance with APA style requirements.	Writing contains some spelling, grammatical and typographical errors and is somewhat organized in a logical, coherent manner. Submission and sources are mostly formatted in accordance with APA style requirements, but there are some minor errors in formatting.	Writing contains several spelling grammatical and typographical errors, and/or is not organized in a logical, coherent manner. Submission and sources are not formatted in accordance with APA style requirements. OR Non-Performance

Appendix D-Rubric
Annotated Bibliography
Assignment Scoring Rubric

a	Achievement Level Meets or Exceeds Expectations 80 – 100%	Achievement Level Approaches Expectations 70 – 79.9%	Achievement Level Below Expectations 69.9% or Less
a minimum of four (4) relevant, credible sources related to the problem/issue. Summary of sources is brief, neutral, and written in your own words.	raphy includes a minimum of four (4) relevant, credible sources related to the problem/issue. Summary of sources is brief, neutral, and written in your own words.	raphy includes four (4) sources related to the problem/issue. If the sources may not be completely relevant or credible. Summary of sources is brief, neutral, and written in your own words.	raphy includes less than four (4) sources related to the problem/issue. Some of the sources may not be completely relevant or credible. Summary of sources is not brief, neutral, and/or written in your own words.
a minimum of three (3) relevant, credible sources related to possible interventions. Summary of sources is brief, neutral, and written in your own words.	raphy includes a minimum of three (3) relevant, credible sources related to possible interventions. Summary of sources is brief, neutral, and written in your own words.	raphy includes three (3) sources related to possible interventions. Some of the sources may not be completely relevant or credible. Summary of sources is brief, neutral, and written in your own words.	raphy includes less than three (3) sources related to possible interventions. Sources are not completely relevant or credible. Summary of sources is not brief, neutral, and/or written in your own words.

a minimum of one (1) relevant, credible source related to a guiding theoretical concept or framework. Summary of source is brief, neutral, and written in your own words.	raphy includes a minimum of one (1) relevant, credible source related to a guiding theoretical concept or framework. Summary of source is brief, neutral, and written in your own words.	raphy includes one (1) source related to a guiding theoretical concept or framework. The source may not be completely relevant or credible. Summary of source is brief, neutral, and written in your own words.	raphy includes one (1) source related to a guiding theoretical concept or framework. The source is not relevant or credible. Summary of source is not brief, neutral, and/or written in your own words.
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	Achievement Level Meets or Exceeds Expectations 80 – 100%	Achievement Level Approaches Expectations 70 – 79.9%	Achievement Level Below Expectations 69.9% or Less
			Performance
strate academic-level writing skills and adherence to APA formatting requirements. s are formatted according to APA style requirements.	is free of spelling, grammatical and typographical errors, and organized in a logical, coherent manner. Submission and sources are formatted in accordance with APA style requirements.	contains some spelling, grammatical, and typographical errors and is somewhat organized in a logical, coherent manner. sion and sources are mostly formatted in accordance with APA style requirements, but there are some minor errors in formatting.	contains several spelling, grammatical and typographical errors, and/or is not organized in a logical, coherent manner. Submission and sources are not formatted in accordance with APA style requirements.

(Appendix E-Rubric)

EDTE 518C

Video/Speaker Reflection Factors to Consider

Please write a one page double spaced personal reflection on either the speakers or videos viewed during the three-week period. A total of three reflections (20 Points Each) are required during the three-week period. They may be turned in at any time.

Please consider the following prompts as guide. Write in narrative form and not

- What were your thoughts? Agree/Disagree
- How might you use this as a teaching tool in your own classroom space?
- How does this meet the needs of the culturally and linguistic diverse and special population learners?
- Connect to any specific TPEs (optional)

EDTE 518C

Video/Speaker Rubric

45-50 Points

- Meets the minimum length and elements required.
- Reader is able to read and understand the concepts described.

- Demonstrates a high degree of analysis, meaning that the author is making the connections between the assigned readings, classroom discussions and one's personal experience.

40-44.9

- Meets the minimum length and elements required.
- Reader is able to read and understand the concepts described but contains unclear statements.
- Contains some detail, but has omissions that are evident.
- Demonstrates some analysis, but the author is not thorough in making the connections between the assigned readings, classroom discussions and one's personal experience.

30-39.9

- Does not meet the minimum length and elements required.
 - Reader is not able to read and understand the concepts described and contains unclear statements.
 - Contains little detail, but has omissions are evident.
 - Demonstrates minimal analysis, and the author makes unclear connections between the assigned readings, classroom discussions and one's personal experience.
-

What makes a paper a critical reflective essay!

- It arrives at a position concerning debates about key terms and key issues;
- Identifies, for engagement, key elements and themes;
- Nominates and critiques key theories that pertain to key elements and themes;
- Summarizes and critiques relevant and important prior research;
- Explains how your critical commentary frames and informs the project (in this case the Teacher Performance Expectations)

A critical reflective essay is actually an integrated qualitative research project...

- Data are assembled throughout your research;
 - Data are continuously sorted by categories and themes;
 - Concise reporting of those themes occurs;
 - Critical commentary is integrated within the reporting;
 - Cross-tabulation (cross-referencing) of primary data through reading various articles (secondary data) occur throughout the readings and discussions.
-

(Appendix F- Culture Study Requirements) **EDTE 518C**

Students will complete a study cultural study of a LatinX group living in California. This study includes background work, a personal experience (immersion), a portfolio and an oral presentation.

Background work: they will conduct an investigation on:

- *Demographics*: Provide charts, maps and others to describe how many people are there, location, languages spoken, age, income, /SES.
- *Community History and Contributions*: Study the major historical eras and developments of this group's country of origin and explain how these events impact this group in California and the United States. Describe the prevalent values of this community. List and explain the main contributions this group has made to the local community, state, nation and the world.
- *Agencies and Resources*: Describe what are the main issue this group is dealing with today. List the resources available and explain how they support its members. To complete this section the students may contact religious leaders, educators, community members who are employed by local community agencies. Local newspapers are also a good resource.
- *Personal Experience/"Immersion"*: participate, in person, in an activity, interview or several hour "excursion" into a community that represents the culture they are researching. As much as possible, candidates should become a part of the experience, without violating cultural norms.

(Appendix E-Rubric)

**EDTE 518C
Dual Language School Site/LatinX Community Visit
Rubric**

45-50 Points

- Meets the minimum length and elements required.
- Reader is able to read and understand the concepts described.
- Demonstrates a high degree of analysis, meaning that the author is making the connections between the assigned readings, classroom discussions and one's personal experience.

35-44.9

- Meets the minimum length and elements required.
- Reader is able to read and understand the concepts described but contains unclear statements.
- Contains some detail, but has omissions that are evident.
- Demonstrates some analysis, but the author is not thorough in making the connections between the assigned readings, classroom discussions and one's personal experience.

30-34.9

- Does not meet the minimum length and elements required.
- Reader is not able to read and understand the concepts described and contains unclear statements.

- Contains little detail, but has omissions are evident.
- Demonstrates minimal analysis, and the author makes unclear connections between the assigned readings, classroom discussions and one's personal experience.

(Appendix F-Rubric)

EDTE 518C

- **Report on Bilingual/Dual Language Program Models** **points**
- Students will identify a dual language program in California and report on the model that addresses the research basis as well as the philosophy and language policy.
- **Rubric/Criteria for the Evaluation of the Report on Bilingual/Dual Language Program Model**
- The Bilingual/Dual Language Program Models report will;
- _____ Reflect professional standards (5 pages typed, presentable and well organized;
- _____ Contain a cover page;
- _____ Contain a preface page that provides an overview of the report;
- _____ Contain a description of the student population served;
- _____ Include description of language model (90/20? 50/50?);
- _____ Include a description of the distribution of courses according to language;
- _____ Include discussion of reclassification criteria
- _____ Provide a summary of the information gathered;
- _____ Provide an appendix of the sources consulted
- _____ Represent a wealth of information (comprehensive).

Rubric

90-100 Points

- Meets the minimum length and elements required.
- Reader is able to read and understand the concepts described.
- Demonstrates a high degree of analysis, meaning that the author is making the connections between the assigned readings, classroom discussions and one's personal experience.

80-99.9

- Meets the minimum length and elements required.
- Reader is able to read and understand the concepts described but contains unclear statements.
- Contains some detail, but has omissions that are evident.
- Demonstrates some analysis, but the author is not thorough in making the connections between the assigned readings, classroom discussions and one's personal experience.

70-79.9

- Does not meet the minimum length and elements required.
- Reader is not able to read and understand the concepts described and contains unclear statements.
- Contains little detail, but has omissions are evident.
- Demonstrates minimal analysis, and the author makes unclear connections between the assigned readings, classroom discussions and one's personal experience.

Cultural Family Case Study Asset Presentation

Report on Parent Involvement Models

Students will make a research power point report based report on a LatinX parent involvement initiative. The report will address the promotion of active, authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy as well as the role of the family as a primary language and cultural resource.

Rubric/Criteria for the Evaluation of the Report on Parent Involvement Model

This is the rubric that I will be using to evaluate the Parent Involvement Assignment. It reflects the content and components discussed above. The Parent Involvement Model report will:

- _____ Reflect professional standards (typed, presentable and well organized;
- _____ Contain a cover slide;
- _____ Contain a preface page that provides an overview of the report;
- _____ Contain a description of the community served;
- _____ Include a description of philosophy and purpose of the LatinX family involvement asset model.
- _____ Include a description of the successes and challenges of the LatinX family;
- _____ Provide a summary of the information gathered;
- _____ Provide a summary of the sources consulted

Important Resources

Academic Writing Support

For academic writing support, please use the following link for online writing support and on-site in-person tutoring specialized to meet your individual academic writing needs - sandiego.edu/soles/current/writing-center.php

Academic Research Support

For academic research/library support, please contact our SOLES librarian, Vanjuri "V" Dozier at (619) 260-4695 or vdozier@sandiego.edu

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students needing accommodations can identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning

of the course. Every effort will be made to accommodate students' needs, while performance standards for the course will not be modified in considering specific accommodations.

Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

SOLES Online Course Evaluation

Student evaluations in SOLES are collected via an online system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism

The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

BASIC NEEDS ACKNOWLEDGEMENT

Any student who faces challenges securing food or reliable housing, which may affect their academic performance in this course, is urged to contact the instructor and/or the Student Affairs Office (UC 232). If you find yourself in this situation, please reach out so that you can gain access to the [USD Food Pantry](#), Torero Closet, or other resources on or off campus.