Instructors: Julee Bauer, M.A.
Class Location: Building 02; Room 127
Class Meeting Time: Saturdays 8:10-11:00 (Seminar), TBD (Activity)

Contact Information:
J. Bauer’s Office Hours: Room 2-134; Mondays & Wednesdays 3-4 pm, Fridays 11-12, and by appointment jbauer@calpoly.edu

Course Description:
Patterns of classroom organization, application of reading programs, approaches, methods in English and Spanish, and supervised field experiences in elementary classrooms with bilingual students.

COURSE LEARNING OUTCOMES. Candidates will know, understand, and be able to:

<table>
<thead>
<tr>
<th>SOE Themes</th>
<th>University Learning Objective</th>
<th>University Diversity Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>InformED</td>
<td>1-7</td>
<td>1-4</td>
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<tr>
<td>TransformED</td>
<td>1-7</td>
<td>1-4</td>
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<tr>
<td>ConnectED</td>
<td>1,2,3,6,7</td>
<td>1-4</td>
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<tr>
<td>EngagED</td>
<td>1,3,4,7</td>
<td>1-4</td>
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<tr>
<td>EmpowerED</td>
<td>1-7</td>
<td>1-4</td>
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</table>

1. Observe, design, and teach differentiated literacy lessons in bilingual classrooms, utilizing research-based practices
2. Critically reflect on teaching and learning in order to improve instructional practices
3. Assess an elementary students’ ability to read in Spanish and use assessment to design a case study to inform instruction. Present findings in written and oral reports.
4. Use the Common Core/ELD State Standards and examine curriculum for literacy planning and instruction
5. Critically select and analyze quality bilingual children’s literature in Spanish and English
6. Analyze local bilingual reading programs for effectiveness

School of Education Themes
- InformED: Advancing Disciplinary Knowledge
- EmpowerED: Responding to Diverse Learning Needs
- EngagED: Building Cultural Responsiveness
- ConnectED: Drawing on Knowledge and Partnerships across Disciplines & Communities
- GroundED: Demonstrating Professionalism
- TransformED: Encouraging Continuous Growth and Reflection

University Learning Objectives*: Graduates are able to...
1. Think critically and creatively
2. Communicate effectively
3. Demonstrate expertise in scholarly discipline in relation to world of arts, sciences, and technology
4. Work productively as individual and in groups
5. Use knowledge/skills to make positive contribution to society
6. Make reasoned decisions based on understanding of ethics, respect for diversity, and awareness of sustainability issues
7. Engage in lifelong learning

University Diversity Learning Objectives*:
1. See relationships among diversity, inequality, and social, economic, and political power
2. Know contributions from diverse/under-represented groups
3. Consider views of diverse groups when making decisions
4. Live/work with others who differ

*abridged
<table>
<thead>
<tr>
<th>DAY/DATE</th>
<th>TOPIC with LEARNER OUTCOMES</th>
<th>ASSIGNMENT Due</th>
<th>ASSESSMENT</th>
<th>BAPS</th>
<th>COURSE LEARNING OUTCOME (listed on p.1)</th>
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<tbody>
<tr>
<td>Week 1 1/13</td>
<td>History of literacy Instruction In Spanish and English Foundations in Teaching for Biliteracy</td>
<td>Read before 1st class: • Beeman, Ch. 1</td>
<td>• Timeline Activity • Teacher profile-Self-survey</td>
<td>[3a] 1, 4, 5</td>
<td>Comment [VM1]: 3A P (Concepts introduced in EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities.)</td>
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<tr>
<td>Week 2 1/20</td>
<td>Bilingual Reading Comprehension Assessment</td>
<td>Read before class: • Beeman, Ch. 7 • Escamilla, Ch. 6 (on PolyLearn)</td>
<td>In class: • Bilingual Reading Comprehension Assessment Evaluation</td>
<td>[3c] 1-5</td>
<td>Comment [VM2]: 3C P (Concepts introduced in EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities.)</td>
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<tr>
<td>Week 3 1/27</td>
<td>Local Bilingual Literacy Instructional Programs Content Integration: Planning the Strategic Use of Two Languages</td>
<td>Read &amp; participate in online discussion: • Beeman, Ch. 4</td>
<td>• Discussion Board Response #1 due-bilingual reading lesson observation reflection (Appendix A)</td>
<td>[4f, 4g] 1-5</td>
<td>Comment [VM3]: 4F, 4G P (Concepts introduced in EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities.)</td>
</tr>
<tr>
<td>Week 4 2/3</td>
<td>Writing: A Multilingual Perspective Differentiated Bilingual Instruction for Exceptional Individuals</td>
<td>Read &amp; prepare for discussion: • Beeman, Ch. 8 • Vaca, Ch 12 (on PolyLearn) Due: Case Study, Pt. I Interviews</td>
<td>• Bilingual writing sample evaluation activity • UDL application exercise</td>
<td>[3e] 1, 2, 4</td>
<td>Comment [VM4]: 3E P (Concepts introduced in EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities.)</td>
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<tr>
<td>Week 5 2/10</td>
<td>Word Study and Fluency Selecting Multicultural Literature for Bilingual Children</td>
<td>Read &amp; prepare for discussion: • Beeman, Ch. 9 • Riojas Clark, et.al., Ch. 2 (on PolyLearn) Due: Case Study, Pts. II &amp; III-Reading Assessments &amp; Analysis</td>
<td>• Word study and fluency evaluation exercise • Bilingual book review</td>
<td>[4e, 4g] 1-5</td>
<td>Comment [VM5]: 4E, 4G P (Concepts introduced in EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities.)</td>
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<tr>
<td>Week 6 2/17</td>
<td>Capitalizing on Life Experiences &amp; Diversity Lesson Planning</td>
<td>Read &amp; participate in online discussion: • Beeman, Ch. 3</td>
<td>• Discussion Board Response #2- (Appendix A)</td>
<td>[3h] 1, 2, 4, 5</td>
<td>Comment [VM6]: 3H P (Concepts introduced in EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities.)</td>
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</table>
| Week 7 2/24 | Developing Oracy in Bilingual Settings Code-Switching | Read & participate in online discussion:  
• Escamilla, Et al. Ch. 2 and Ch. 5 (on PolyLearn)  
• Discussion Board Response #3- (Appendix A)  
• Lesson Plan Draft Peer Review | Flexible Deadline Week 6-7: Case Study, Pt. IV-Action Plan (including lesson plans) |  | 2, 4 |
| Week 8 3/3 | Kennedy Library Visit:  
Spanish Language Arts/Reading Program Adoption Processes (Library State Adopted selection review activity) | Read & prepare for class discussion:  
• Article on PolyLearn  
• Discussion Board Response #4- (Appendix A) | Bilingual Materials Review  
Curriculum Scavenger Hunt |  | 1, 2, 4, 5 |
| Week 9 3/10 | The Bridge: Strengthening Connections Between Languages | Read & prepare for class discussion:  
Beeman, Ch. 10 | Presentation rubrics and peer review (Appendix B) |  | 1-5 |
| Week 10 3/17 | Case Study Project Presentations | Due:  
Embedded Benchmark Assessment III:  
Final Bilingual/Biliterate Case Study Report & Presentation (with Part V Lesson Plan Reflections and Recommendations) | | 1b, 4c, 4d | 1, 2, 4, 5 |
| Week 11 | Final Exam | | | 3e, 4d, 4e | 2, 4 |

Comment [VM7]: 4A P (Concepts introduced in EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities.)

Comment [VM8]: 4F, 4G P (Concepts introduced in EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities.)

Comment [VM9]: 3E P (Concepts introduced in EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities.)

Comment [VM10]: 4B, 4C, 4D P (Concepts introduced in EDUC 433 are reviewed through readings before class, practiced through online discussions and group activities.)

Comment [VM11]: Assess 3E, 4D, 4E
Assignments and Rubrics (Total 300 points):
- Discussion Board Participation (4 @ 20 pts each=80 pts.)
- Bilingual/Biliterate Case Study Project and Intervention Plan (Embedded Benchmark III) (140 points): Report and presentation.
- Final Exam (80 points) This online comprehensive exam will consist of four short answer questions and will be submitted to PolyLearn.

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95%</td>
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<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>B-</td>
<td>83-80%</td>
</tr>
<tr>
<td>C</td>
<td>76-74%</td>
</tr>
<tr>
<td>A-</td>
<td>94-90%</td>
</tr>
<tr>
<td>B</td>
<td>86-84%</td>
</tr>
<tr>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>C-</td>
<td>73-70%</td>
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Course Texts:
- Assorted articles and chapters provided on PolyLearn

Attendance & Participation:
You are expected to attend class regularly and to participate actively in discussions and class activities. Reading assigned chapters and participating in the online forums are necessary for participation.

Appendix A

All assignments must be 1-2 pages typed, and connect the course readings and lectures with classroom experiences and practices. Please submit electronically to the online forum on PolyLearn. You must make at least two contributions to the forum; one should be your initial response to the prompt and the second should be a reaction to another’s response.

**Discussion Board Response #1 (Local Spanish Reading Lesson Observation)**

Observe a Spanish literacy lesson in a local school. Respond to the following prompts (20 points):

1) Describe the classroom setting and context for instruction (e.g., grade level, group size, topic/focus of lesson, instructor methods, etc.)
2) Describe the materials and programs that are used to teach literacy.
3) What view of literacy do these materials and instructional practices reflect? Use evidence from the readings and class discussion to support your conclusion.

Comment [VM12]: Practice and Assess 3F and 3G
Discussion Board Response #2 (Capitalizing on Life Experiences & Lesson Planning)

1) In Beeman, ch. 3, you were introduced to three different teachers responsible for teaching for biliteracy. Review the survey in box 3.1 and reflect on your responses. Of the three teachers, with who do you most identify? Why? In what ways are you different from the teachers in the text?

Discussion Board Response #3 (Developing Oracy in Bilingual Settings/Code-Switching)

Make an audiotape of one of your tutoring sessions and analyze your own language use as well as your students’ oracy. Consider the following prompts:
2) How is the student developing oracy? Based on Table 2.1 on page 21 (Escamilla text, ch. 2), what types of language development do you notice with regards to dialogue, language structures, and vocabulary?

Discussion Board Response #4 (The Bridge: Strengthening Connections Between Languages)

1) A number of bridging strategies were introduced in this chapter, including the side-by-side strategy and the así se dice strategy. Analyze the language development levels of your tutee in both languages and plan a Bridge and extension activity using some of the strategies in this chapter. Using the following questions, reflect on your use of the strategy.
   • What went well and why?
   • What improvements or changes would you make in the future?

Appendix B

Bilingual/Biliterate Case Study Project (Embedded Benchmark Assessment III)

You will assess and interview a bilingual student in a public school setting on issues associated with literacy and bilingualism. Sessions may take place in the school setting, at the student’s home, and/or in the community. Candidates should also interview a school staff member and the student’s parent or guardian. The information gathered for this project will include an analysis, action plan and recommendations for classroom teacher. The project will be given in a 5-8 page written report (tables and appendices not included in page count), as well as presented in class. The assignment presentation should incorporate technology, and be scored on rubric in an online platform.

Parts included in the case study:

I. Interviews (with classroom teacher, other school personnel, family) 20 points
II. Reading Assessments (selection, implementation, description) 20 points
III. Analysis (of interviews and assessments)  40 points  
IV. Action plan (for the tutor, including two lesson plans*)  40 points  
V. Recommendations (for the classroom teacher)  20 points  
Total: 140 points

*Lesson Plan Information

After analyzing the results of your case study assessment, you should create an action plan that includes two bilingual lesson literacy lesson plans that you should teach during your tutoring sessions. You should (a) write the lesson plan, (b) have your instructor review the lesson, (c) teach the lesson, (d) write up your reflection, and (e) submit the lesson plans in the case study assignment.

<table>
<thead>
<tr>
<th>Lesson Plan Rubric</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<td><strong>Rationale, Objectives, Standards, Academic Language</strong></td>
<td>Bilingual lesson provides clear and significant connections to CA Common State Standards / ELD Standards.</td>
<td>Bilingual lesson provides clear link to CA Common State Standards / ELD Standards in some areas of lesson.</td>
<td>Bilingual lesson provides limited connection to CA Common State Standards / ELD Standards.</td>
<td>No mention of CA Common State Standards / ELD Standards.</td>
</tr>
<tr>
<td></td>
<td>Thoughtful rationale given that links to previous instruction and/or development.</td>
<td>Basic rationale given that is appropriate for the children and content.</td>
<td>Rationale is given but it may not be appropriate for the lesson or the audience.</td>
<td>No rationale</td>
</tr>
<tr>
<td></td>
<td>Well-defined chosen terms that are defined using academic language forms and functions in a comprehensible manner.</td>
<td>Generic definitions for academic language; some of the definitions may not utilized forms and functions in a comprehensible manner.</td>
<td>List of academic language is provided.</td>
<td>Academic language, forms, and functions are not listed.</td>
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<tr>
<td><strong>Procedures</strong></td>
<td>Thorough description of the procedures including questions, transitions, etc.</td>
<td>Good description of procedures that might include occasional questions or</td>
<td>General description of procedures may be listed in bullet format</td>
<td>Minimal or incomplete description of procedure.</td>
</tr>
<tr>
<td>Differentiation, Materials &amp; Resources</td>
<td>The lesson incorporates a variety of teaching methods to engage all types of learners. Thoughtful consideration is given to the types of resources to be used for the particular students in the class.</td>
<td>The lesson includes a variety of teaching methods but those methods may not be fully developed. Consideration is given to the materials used for some or part of the class.</td>
<td>The lesson makes an effort to include different types of instruction but some or all may be inappropriate for the lesson or group. Materials are listed but little or inappropriate consideration is given as to the reasons for using materials.</td>
<td>The lesson does not attempt to differentiate the instruction for individuals or groups of students. No consideration is given to the types of materials to be used for the lesson.</td>
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<tr>
<td>Assessment</td>
<td>Assessment is included and it matches the standards and objectives in a specifically accurate manner.</td>
<td>Assessment is included and it matches the objective and standards in a way that might be either too broad or too specific.</td>
<td>Assessment is included but it does not match the objectives or the standards for the lesson.</td>
<td>Assessment is not included or is inappropriate.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Thoughtful reflection that provides concrete details.</td>
<td>Generally good reflection that may be lacking in detail</td>
<td>Reflection is provided but it is incomplete or at a very surface level</td>
<td>Minimal reflection provided</td>
</tr>
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</table>
BILINGUAL AUTHORIZATION PROGRAM STANDARDS

STANDARD 1. THE CONTEXT FOR BILINGUAL EDUCATION & BILINGUALISM

3a. Candidates demonstrate knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.

3b. Candidates demonstrate an understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.

3c. Candidates demonstrate knowledge of research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice.

3d. Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models.

3e. Candidates demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.

3f. Candidates actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy.

3g. Candidates demonstrate an understanding of the family as a primary language and cultural resource.

3h. Candidates demonstrate an understanding that students’ motivation, participation and achievements are influenced by an intercultural classroom climate and school community.

STANDARD 4. BILINGUAL METHODOLOGY

4a. Candidates demonstrate an understanding of the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and know language forms and functions

4b. Candidates demonstrate the ability to plan, develop, implement and assess standards-aligned content instruction in the primary and target language.

4c. Candidates demonstrate preparedness to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.

4d. Candidates display knowledge of bilingual instructional models, instructional strategies, and materials, and appropriately apply them to their instructional and assessment practices.

4e. Candidates demonstrate an understanding of intercultural communication and interaction that is linguistically and culturally responsive.

4f. Candidates demonstrate an ability to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.

4g. Candidates demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

STANDARD 5. CULTURE OF EMPHASIS

5. Candidates 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.