

**CAL POLY SCHOOL OF EDUCATION**  
**EDUC 433 Foundations of Bilingual Education**  
**Course Syllabus - Fall 2022**

<b>Instructor:</b> Dr. Briana Ronan <b>Seminar Meeting Time:</b> Saturdays, 9am-12pm via Zoom <b>Activity:</b> Field work and asynchronous work to be completed according to deadlines in the syllabus.		<b>Contact Information:</b> <a href="mailto:bronan@calpoly.edu">bronan@calpoly.edu</a> Direct Message via Instagram @calpolysabe <b>Dr. Ronan's Office Hours:</b> In-person Wednesdays 3-5pm Room 2-111 via Zoom Saturdays 12-1pm or by appointment		
<b>Course Description:</b> History, theories, and practices associated with contemporary bilingual education in California and the U.S. Observation and limited teaching in bilingual classrooms. Approximately one half of the class taught in Spanish. (3 seminars, 1 activity).				
<b>COURSE LEARNING OUTCOMES. <i>Candidates will know, understand, and be able to:</i></b>		<b>SOE Themes</b>	<b>University Learning Objectives</b>	<b>University Diversity Learning Objectives</b>
1. Distinguish different types of bilingual programs, instructional goals and approaches.		InformED	1-7	1-4
2. Demonstrate knowledge of education policy and practices as they apply to multilingual learners.		InformED	1-7	1-4
3. Investigate the theme of bilingualism and impact on student learning.		EmpowerED	1-7	1-4
4. Design, teach, and reflect on bilingual content area lessons in a classroom setting.		TransformED EngagED	1-7	1-4
5. Draw on students' linguistic and cultural funds of knowledge to inform teaching and learning.		TransformED	1-7	1-4
<b>School of Education Themes</b> <ul style="list-style-type: none"><li>● <b>InformED:</b> Advancing Disciplinary Knowledge</li><li>● <b>EmpowerED:</b> Responding to Diverse Learning Needs</li><li>● <b>EngagED:</b> Building Cultural Responsiveness</li><li>● <b>ConnectED:</b> Drawing on Knowledge and Partnerships across Disciplines &amp; Communities</li><li>● <b>GroundED:</b> Demonstrating Professionalism</li><li>● <b>TransformED:</b> Encouraging Continuous Growth and Reflection</li></ul>	<b>University Learning Objectives*. <i>Graduates are able to...</i></b> <ol style="list-style-type: none"><li>1. Think critically and creatively</li><li>2. Communicate effectively</li><li>3. Demonstrate expertise in scholarly discipline in relation to world of arts, sciences, and technology</li><li>4. Work productively as individual and in groups</li><li>5. Use knowledge/skills to make positive contribution to society</li><li>6. Make reasoned decisions based on understanding of ethics, respect for diversity, and awareness of sustainability issues</li><li>7. Engage in lifelong learning</li></ol> <i>*abridged</i>		<b>University Diversity Learning Objectives*:</b> <ol style="list-style-type: none"><li>1. See relationships among diversity, inequality, and social, economic, and political power</li><li>2. Know contributions from diverse/under-represented groups</li><li>3. Consider views of diverse groups when making decisions</li><li>4. Live/work with others who differ</li></ol> <i>*abridged</i>	

DAY/DATE	TOPIC	READING ASSIGNMENT	ASSIGNMENTS	BTPEs	COURSE LEARNING OUTCOME (listed on p.1)
Week 1	<b>Intro to Bilingual Education</b> <ul style="list-style-type: none"> <li>Language Variation</li> <li>Cognition &amp; Bilingualism</li> <li>Being Multilingual in the US</li> </ul>	READ BEFORE CLASS: <u><i>Our Stories, Our Struggles, Our Strengths</i></u>  <b>Baker &amp; Wright Ch 1, (<i>Bilingualism: Definitions and Distinctions</i>)</b>	<b>Reflections DUE: Identity as a Bilingual Educator</b>	1.3 3.1 4.2 6.6	2,3
Week 2	<b>Bilingual Education &amp; Social Justice</b> <ul style="list-style-type: none"> <li>Bilingual Education History &amp; Policy</li> <li>Translanguaging</li> <li>Social Justice &amp; Anti-racism in Bilingual Education</li> </ul>	READ BEFORE CLASS: <b>Translanguaging Classroom, Ch. 2 &amp; 11</b>  <b>Teaching for Tolerance Social Justice Standards</b> (link on Canvas)		1.6 1.7 2.4 2.7 4.1 6.1 6.6	2,3
Week 3	<b>Two Way/ Dual Immersion Bilingualism and Developmental Bilingual Education</b> <ul style="list-style-type: none"> <li>Overview of Bilingual Programs/Models (DBE, TBE &amp; Dual Immersion)</li> <li>Criteria for Effectiveness</li> <li>Comparative Studies of Bilingual Education programs</li> </ul>	READ BEFORE CLASS: <b>Dual Language Essentials, Ch. 1 &amp; 3</b>	<b>Watch Teaching in Tongues Film &amp; Online Forum Assignment</b>	1.7 2.1 2.2 4.2 4.3 6.2 6.7	1-3
Week 4	<b>Integrated &amp; Designated ELD &amp; Language Acquisition Theory</b> <ul style="list-style-type: none"> <li>Integrated/Designated ELD</li> <li>Language Acquisition Theories</li> <li>Assessment Practices</li> </ul>	READ BEFORE CLASS: <a href="#">ELA/ELD Framework and Standards for California Public Schools</a> (Focus on your grade level chapter)  <a href="#">ELL Roadmap</a>  <b>Baker &amp; Wright, Ch. 8 "Theories of Bilingualism &amp; the Curriculum"</b>	<b>Clinical Rounds Observation 1 DUE</b>	2.3 2.7 3.3 4.4 5.1 5.3 6.3	1, 2, 3, 5

**Commented [1]:** 1.3, 3.1, 4.2, 6.6 I/P (Introduced through readings and presentations, practiced through discussions and activities during class meetings)

**Commented [2]:** 1.6, 1.7, 2.4, 2.7, 4.1, 6.1, 6.6 I/P (Introduced through readings and presentations, practiced through discussions and activities during class meetings)

**Commented [3]:** 1.7, 2.1, 2.2, 2.2, 4.2, 4.3, 6.2, 6.7 I/P (Introduced through readings and presentations, practiced through discussions and activities during class meetings)

**Commented [4]:** 2.3, 2.7, 3.3, 4.4, 5.1, 5.3, 6.3 I/P (Introduced through readings and presentations, practiced through discussions and activities during class meetings)

Week 5	<b>Bilingual Content Area Instruction, Part I</b> <ul style="list-style-type: none"> <li>Focus on Social Studies and Literacy</li> <li>Pre &amp; Post Assessment strategies</li> <li>GLAD &amp; SDAIE strategies</li> <li>Academic Language &amp; Vocabulary</li> </ul>	READ: Translanguaging Classroom, Ch. 5 & Ch. 6  <a href="#">Spanish Language Development Standards (Check out your grade level)</a>  <a href="#">History/Social Science Standards</a>	Online Forum Assignment	1.1 2.5 2.6 3.1 3.5 4.4 5.2	3, 4, 5
Week 6	<b>Bilingual Content Area Instruction, Part II</b> <ul style="list-style-type: none"> <li>Integrating Content &amp; Language</li> <li>Focus on Math and Science</li> <li>Altar creation for Día de los Muertos</li> </ul>	READ: Dual Language Essentials, Ch. 6  <a href="#">CCSS Math Standards</a> <a href="#">NGSS Standards</a>	Lesson Plan Due	1.1 2.5 2.6 3.1 3.5 4.4	3, 4, 5
Week 7	<b>Advocacy with Schools, Parents, and Communities</b> <ul style="list-style-type: none"> <li>Funds of Knowledge</li> <li>School-Parent Partnerships</li> <li>Advocating for Families</li> </ul>	READ BEFORE CLASS: <b>“Aren’t you on the Parent Listserv?” Working for equitable family involvement in dual immersion elementary school</b> (on Canvas)  <b>California Parental Engagement Framework</b> (link on Canvas)	ELAC Meeting Reflection DUE	1.5 6.1 6.4 6.5	1, 3, 5
Week 8	<b>Emergent Bilinguals and Special Education</b> <ul style="list-style-type: none"> <li>Legislative Rights and Responsibilities</li> <li>Diagnosis and Assessment</li> <li>Universal Design for Learning</li> </ul>	READ BEFORE CLASS: <b>“The Intersection of Language Needs &amp; Disability”</b> (on Canvas)  <b>UDL Guidelines</b> (on Canvas)	Clinical Rounds Observation 2 DUE	2.3 2.6	1, 2, 5
Week 9	<b>Teaching with a Transnational Lens: Newcomers, Indigenous Language Speakers, and SIFE Students</b> <ul style="list-style-type: none"> <li>Accelerated English Programs for Newcomers</li> <li>Indigenous Languages &amp; Communities</li> <li>Peer Review of Bilingual Lesson Plans</li> </ul>	READ BEFORE CLASS:  <b>USDOE Newcomer Toolkit</b> (on Canvas)  <b>“Supporting Students Who Speak Mixtec”</b> (Link on Canvas)	Teaching Experience Video & Reflection DUE	1.2 1.4 3.5	3, 5
Week 10	<b>NO CLASS THANKSGIVING HOLIDAY</b>				
Week 11	<b>FINAL SOCIAL JUSTICE/COMMUNITY ENGAGEMENT PROJECT DUE</b>				3, 5

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**Commented [6]:** 1.1, 2.5, 2.6, 3.1, 3.5, 4.4 I/P (Introduced through readings and presentations, practiced through discussions and activities during class meetings.)

**Commented [7]:** 1.5, 6.1, 6.4, 6.5 I/P (Introduced through readings and presentations, practiced through discussions and activities during class meetings.)

**Commented [8]:** 2.3, 2.6 I/P (Introduced through readings and presentations, practiced through discussions and activities during class meetings)

**Commented [9]:** 1.2, 1.4, 3.5 I/P (Introduced through readings and presentations, practiced through discussion and activities in class meetings.)

## **POLICIES**

### **School of Education Inclusive Welcome Statement**

The faculty and staff at Cal Poly's School of Education (SOE) are committed to inclusive and equitable educational experiences for all students, especially historically marginalized students. We are committed to addressing educational and societal inequity, such as racism, sexism, and heterosexism, and other forms of oppression. We acknowledge that students of color at Cal Poly, similar to other college campuses, have to navigate institutional racism, microaggressions, and stereotypes that negatively impact their academic performance, social interactions, and emotional wellness. In response to the continued acts of racism and discrimination on campus and in our society at large, the SOE faculty and staff stand in solidarity with students of color at Cal Poly. As a unit, we encourage policy and action that provide an inclusive and equitable learning environment.

**Announcements:** The syllabus is **subject to change** due to the needs of the class. If changes occur, students will be notified in a timely manner, either during class or through e-mail. Therefore, all students should **check their e-mail on a regular basis** and are responsible for information distributed on and offline

**Attendance & Engagement:** You are expected to attend class regularly participate actively in discussions and class activities. Reading assigned chapters in advance is necessary for participation. If you miss a class it is your responsibility to get the information you missed from another class member. In the event that you plan to miss a class or activity, notify me **via email**.

**Academic Responsibilities:** Students enrolled in a class are responsible for meeting standards of performance and conduct established by the University and the instructor. Students are responsible for completing and submitting all class assignments, examinations, tests, projects, reports, etc., by scheduled due dates. If any problem arises regarding course work or attendance, the student is held responsible for initiating communication and contact with the instructor. In addition, students are held responsible for behavior and conduct adverse to the preservation of order as established by the University and the instructor.

**Non-discrimination Policy:** Cal Poly and its auxiliary organizations are committed to maintaining and implementing policies and procedures in compliance with applicable CSU, State, and federal nondiscrimination and affirmative action laws, regulations, and policies. Cal Poly supports an environment free of unlawful discrimination on the basis of: race, color, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, marital status, physical disability, mental disability, medical condition, and veteran status.

**Accommodations:** If you have a disability for which you are or may be requesting an accommodation, feel free to make an appointment with me as well as the Disability Resource Center, Building 124, Room 119, at (805) 756-13

### **Course Texts:**

- García, Ofelia, et al. *The translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia, PA: Caslon, 2017.
- Freeman, Yvonne S., David E. Freeman, and Sandra Mercuri. *Dual language essentials for teachers and administrators*. Portsmouth, NH: Heinemann, 2018 (Second Edition)
- Additional chapters and articles available on Canvas

## **COURSE ASSIGNMENTS & ACTIVITIES**

**BILINGUAL TEACHING EXPERIENCE:** For the activity component of this course, you will engage in a bilingual teaching experience. The experience can take a variety of different forms and will depend largely on your teaching circumstances (small group instruction, whole class or 1:1 tutoring). You will plan and teach a bilingual learning segment that helps you get to know the identities and language practices of your students, and integrates social justice standards and appropriate content area standards. You will submit a plan for the teaching experience, detailing your instructional and assessment plans. You will also submit a sample video recording of your lesson and final reflection.

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**ONLINE FORUM AND ELAC MEETING REFLECTIONS:** Students are to participate in online forum posts on Canvas. Candidates will then respond to at least 1 other colleague's post. One of the reflections requires candidates to attend an ELAC/DELAC meeting at a local school/district. Discussions are to be written **in Spanish**. The reflections will be evaluated accordingly:

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**5-6 points:** Minimal response that does not incorporate class readings and/or does not connect to teaching practice. Minimal response to colleague.

**7-8 points:** Adequately responds to the prompt but more elaboration could enrich answer. General response to colleague does not prompt interaction.

**9-10 points:** Fully responds to prompt with multiple references/details from readings. Thoughtful response to colleague that prompts interaction.

**BILINGUAL CLASSROOM CLINICAL ROUNDS:** Candidates will conduct 2 clinical round observations of bilingual classroom. These will serve as an opportunity to observe what bilingual education instruction looks like in a different school site, content area or grade level. In observing the lesson, candidates will note how the teacher uses students' home languages in the lesson, as well as how students use the languages to interact with each other, the teacher, and the content of the lesson.

**Commented [12]:** 2.1, 2.3, 3.1, 4.3 Practiced & Assessed

**FINAL PROJECT: SOCIAL JUSTICE & COMMUNITY ENGAGEMENT PROGRAM:** In groups, candidates will review research on important factors involved in effective community/family engagement for emergent bilinguals from a social justice/anti-racist lens. Candidates must collaborate with others to engage in community based needs assessments. Combining the insights from research findings and knowledge from teaching experiences at their school, candidates will work to propose a social justice oriented support program to address the needs of your students and their families.

**Commented [13]:** 1.5, 1.6, 2.4, 6.4 Practiced and Assessed

**EVALUATION & GRADING** All assignments are required to be completed on time to receive course credit.

Online Forum & ELAC Reflections (3 @ 10 points)	30 points
Clinical Rounds Observations (2 @ 15 points)	30 points
Teaching Experience Plan and Reflection	70 points
Final Project & Presentation	50 points
<b>Total Points</b>	<b>180 points</b>