

Prof. Olga Rubio.

SPR 2021



CALIFORNIA STATE UNIVERSITY, LONG BEACH-COLLEGE OF EDUCATION
MULTIPLE SUBJECT CREDENTIAL PROGRAM-BILINGUAL AUTHORIZATION IN SPANISH

COURSE INFORMATION

Course: EDEL 453S Methodology for Spanish and English Language

Term: SPR 2021

Meeting Day/ Time: Monday 4-6:45 P.M.

Join Zoom Synchronous Meetings-Every Monday from 4-6:45 pm

Olga.Rubio@csulb.edu is inviting you to a scheduled Zoom meeting

- Topic: EDEL 453S Span and Eng Instruction
- Time: This is a recurring (Weekly meeting)

Zoom Class Link

- <https://csulb.zoom.us/j/92302942457?pwd=dkFteXhjdjR6NmwzVIJCYYpXbmlpZz0>
- Meeting ID: 923 0294 2457
- Passcode: BILA

Instructor Information

Instructor: Professor Olga G. Rubio.

Office Location: ED2-194

Zoom Office Hours:

Thursday 2:30-4:30 and by appointment

<https://csulb.zoom.us/j/97197606800>

Meeting Zoom: 971 9760 6800

Office Phone: COVID 19- Not Available by Phone (562) 985-5450

Email: olga.rubio@csulb.edu (Best Way to Contact Me)

COLLEGE OF EDUCATION MISSION STATEMENT

The College of Education at CSULB is learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy. **During the Coronus COVID 19 Pandemic we will offer online synchronous and asynchronous instruction in lieu of face-to-face instruction.**

Course Description (Multiple Subject Admits (Must show proof), Must pass Spanish Assessment Administered by BILA Coordinator, and Post Credential Teachers EDEL 453S: Methodology for Spanish and English Language Instruction in a Bilingual Setting (3)

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Content, methods, and assessments for teaching English and Spanish to all students including English language learners in bilingual settings. Fluency and literacy in Spanish required. Course requirement for Spanish bilingual authorization. Minimum grade of “C” required maintaining program standing. Minimum of ten hours of fieldwork (classroom observations/assessment of bilingual students/read aloud). Letter grade only (A-F).

Key concepts include: critical perspectives and historical contexts of bilingual education, language and culture (second theory, instruction in Spanish and English contexts, trans-languaging & dual language classrooms, class, ethnicity, exceptionality,

STUDENT LEARNING OUTCOMES

At the conclusion of this course, you will be able to:

1. demonstrate knowledge of theories and methods in first and second language acquisition, including the development of bilingualism and biliteracy (CCTC Std 4.8)
2. demonstrate knowledge of political, legal and historical foundations of educational programs for English learners in the United States (CCTC Std 4.1)
3. identify social-cultural issues related to non-English language instruction, with emphasis on content area instruction in Spanish/English classroom settings (CCTC 4.7)
4. develop effective oral and academic language/biliteracy goals related to grade-level teaching (CCTC Std 4.3)
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5. Demonstrate knowledge of translanguaging theory and practices as it relates to Dual Language Bilingual Classrooms. (CCTC Std. 4,8)
6. evaluate, select, and translate relevant instructional materials for the bilingual classroom setting (CCTC Std 4.4, 4.7 and 4.16)
7. select current and appropriate Latino and Latin American literature and other Spanish educational sources (Std 4.15)
8. integrate technology (and use software in Spanish when available) for the bilingual classroom (CCTC Std 4.6)

REQUIRED MATERIALS

Text for Sale at Campus Bookstore (or Amazon.com):

- Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión (2017). Michael, Guerrero, María Consuelo Guerrero, Lucinda Soltera-González & Kathy Escamilla. Puente Press: Albuquerque, New Mexico.
- Assigned Readings-BeachBoard /Online Discussions/Quizzes required for EDCI 453S
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Course Policies

Electronic Correspondence Etiquette

Please visit the [Core Rules of Netiquette website](#) to become familiar with netiquette.

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Netiquette for Email should include the following:

- Use a descriptive subject line that is appropriate to the subject and easy to understand
- Keep your email brief but specific
- Spell check and proof read before sending
- Do not use capitalization, as it may seem like you are shouting and set the wrong tone
- Keep your email organized
- Always use a professional tone
- Avoid attachments unless you are sure your recipients can open them
- Think before you send the email to more than one person. Does everyone really need to see your message?
- When replying to all, make sure you REALLY want everyone to receive your response and ask yourself if it is necessary for everyone to see the message.
- Before passing along a message and selecting the “forward” button, make sure that the original author intended for the information to be passed along.
- Sign your message with your name and return email address

Netiquette for Discussion Board Assignments

- Stay on topic and don't post things that are irrelevant
- Do not type in all CAPS! This could set the tone as if you are screaming
- Do not write anything that sounds angry or sarcastic
- When asking for your classmates help, always remember to have manners and say please.
- Acknowledge that others have their own perspective on issues, therefore respect others perspectives and if you feel the need to disagree, do so respectfully and in a non-critical way.
- Do not provoke or badmouth other classmates, you may disagree respectfully, but do not mock the person.
- If you refer to something your classmate said, make sure to quote just a few key lines from their post, so that others will know what you are referring to.
- When referencing another source give credit to that source.
- Check the most recent comments before you reply and make sure that you are replying to the most recent comment.
- Perform a spelling and grammar check before posing to the discussion board.
- Review and edit your post before publishing
- Your post should be relevant to the topic
- Develop a well thought out reply to a thread and avoid replies such as, “I agree” or “I disagree” However, if you do include “I agree” or “I disagree”, provide in detail why you agree or disagree.

Attendance and Class Participation

This course is interactive; hence, your **participation** and **professional conduct** contribute to our collective success (see Netiquette Rules). Class news and announcements are posted on BeachBoard at least once a week: read updates! Come to class on time, read the assigned material ahead of time, and be prepared to engage in discussion forums and activities. Lack of preparation and/or participation may

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result in point deductions at the end of the semester. See current CSULB Class Schedule Attendance Policy for definitions of excused absence.

Incomplete Grades

Taking an incomplete grade for this course is highly discouraged. Historically, students rarely make up the work; it is, therefore not in the best interest of the student. **If a student requests an incomplete, but has not completed 2/3 of the course assignments nor earned a satisfactory grade**, such request may not be approved.

Policy for Withdrawal

It is the student's responsibility to register and withdraw from classes. Instructors may give permits to students who petition enrollment, but have no obligation to withdraw students who do not attend courses. Refer to the current California State University, Long Beach Catalog of Undergraduate and Graduate Studies for more detailed guidelines.

Statement Regarding Students with Disabilities

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the [Bob Murphy Access Center \(BMAC\)](#) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Statement Regarding Campus Programs and Services

Please click on <http://web.csulb.edu/divisions/students/programs.html> for a list of general student supports offered by the Division of Student Affairs.

Academic Dishonesty

Academic dishonesty includes plagiarism, namely cheating, inventing false information or citations, and helping someone else commit an act of academic dishonesty. Serious consequences, including forced withdrawal from the course and removal from the university follow upon academic dishonesty. See the following link:
http://web.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html.

The following links are provided for your information and accessible on BeachBoard Class:

- [Counseling and Psychological Services \(CAPS\)](#)
- [Computer Labs: Open Access](#)
- [Disabled Student Services](#)
- [Enrollment Services](#)
- [Financial Aid](#)
- [Learning Assistance Center](#)
- [Student Health Services](#)
- [Technology Help Desk](#)

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- [Tutoring at CSULB](#)
- [University Library](#)
- [Writers Resource Lab](#)

Grading:

Grading Scale: 90-100= **A**; 80-89= **B**; 70-79 = **C**; 60 - 69 = **D**; 0 - 59 = **F**

You are expected to submit scholarly quality of work for this post-baccalaureate course. Do **not** submit unedited drafts. Poorly written papers with careless errors will result in **point deductions**.

Course Assignments (COVID 19 Alternative Assignments)**Alternative Fieldwork/Classroom Observations COVID- Video Analysis**

Required for this course are COVID Alternative Clinical Practice Video Observations (4) of dual language/Spanish settings, and evaluation/reflection of Children's Literature: 3 children's books (Spanish and Bilingual Texts only).

CLASS PARTICIPATION

As noted above, this course is intended to be highly participatory and interactive in Spanish and English. Your participation in zoom meetings (synchronous) and (asynchronous) online discussions and tasks is critical to our collective success and class attendance is essential. I believe successful participation on the part of students includes:

- Attending all class meetings on time and in their entirety.
- Being prepared for each class meeting (completing text and assigned readings, having questions in hand, etc.) and responding to discussion questions online (Beach board).
- Moving the conversation forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas in Spanish when discussing Spanish materials.
- Being sensitive to your level of participation and to the engagement of your colleagues
- Computer Lap Tops encouraged for class tasks but please turn off-cell phone during class

THE WRITING PROCESS

Writing is a process. No one produces a final draft in one sitting. Therefore, I strongly encourage you to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers) and go through the revision process. Ask fluent Spanish speakers to review your papers if needed. As you review and revise your work, ask yourself these questions in order:

- Does my paper contain all elements of the assignment? Is all the content there and is it clear, easy to understand?
- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it "hang together"?)
- How are the mechanics, spelling and grammar in the paper for **Spanish and English assignments**? Have I proofread for typos, extra spaces, misspelled words, etc.?

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- All written assignments must be typed, professionally written, spell-checked, Double-Spaced, with a standard 12-point font, 1” margins. Submit typed copies of assignments to the Drop Box for grading purposes.

If you have any concerns about your ability to meet a deadline, please speak with me well in advance of that date. I will do my best to accommodate you.

BEACH BOARD

If you have not already done so, please familiarize yourself with Beach board. This syllabus, readings, and electronic versions of course documents, and other relevant material will be posted there. I will also post announcements on Beach board and plan to use the Grade Book function. You should check Beach board regularly (at least once per week) for announcements.

Course Assignments & Professional Conduct

You are expected to submit scholarly quality of work for this post-baccalaureate course. Do **not** submit unedited drafts or late assignments. Poorly written papers with careless errors in Spanish or English will result in **point deductions**. Prompt Attendance, Preparedness for-Class, Professional Conduct & Attitude & Active Participation –

Roster of Course Assignments/Submission Mode and Due Dates
EDEL 435S Methodology Instruction in Spanish/English-Submit all work to Drop Box

Course Assignments & Expectations	TPEs	Points Possible	Mode of Submission	Due Date
Weekly Discussion Forums (1 x 12) are designed as formative assessments.		12-Points	Discussion Forums (1 x 12) = 12	Weekly 1-12
Discussion Week 1 Introduce Yourself		5	Beach Board Discussion-Introduce Yourself	1/25
Assignment 2 Presentation & Notes 1 Short Zoom Presentation in Spanish on Text & Notes (1 page)	SLO 1 & 2	8	1 Zoom Short Presentation on Text-Spanish and Notes (1 page) Upload to Drop Box At least 4 people will present during Zoom Meets	Starting 2/8

Assigned 3 Personal/Professional Use of Spanish	SLO 3	10	Submit a <u>Spanish-300-word reflection-Drop Box</u>	2/8
Assigned 4- Bilingual Instruction Videos 400 Word- Reflection Videos Bilingual Teacher	SLO/ 4	5	Spanish-400 Words Reflection on Videos-Dropbox 1. Video: Bilingual Program: Academic Content in Two Languages https://www.youtube.com/watch?v=yfxUZpRTGo (2 minutes) 2. Video: Bilingual/Dual Language Education - Families https://www.youtube.com/watch?v=r mMcqRiym-g (10.56 minutes)	2/15
Assigned 5 Spanish Teaching Strategies Videos 500 Word- Reflection Videos	SLO 4	10	Spanish-500 Word Reflection Teaching Strategies Video to Drop Box 1. Video: The Dictado - Bilingual 2nd Grade Classroom https://www.youtube.com/watch?v=EV278nEX_UM (11:25 minutes) 2. Asi se Dice - That's how you say it - Bilingual 2nd + 3rd Grade Classroom https://www.youtube.com/watch?v=xhogDsZh1A (10 Minutes)	3/1
Assigned 6 Evaluate 3 Spanish/	SLO 4	20	Upload to Drop Box 3 Children's Book Evaluations and Reflection (6-8 Pages)	3/22

<p>Bilingual Children's Book for Read Aloud & Reflection</p>				
<p>Assignment 7 Lesson Planning for Bilingual Classrooms/ Reflection</p>	<p>SLO 1, 2 & 3</p>	<p>15</p>	<p>2 Lesson Plans + 3 Page Reflection on Lesson Development for BILA Classrooms Upload to Drop Box</p>	<p>4/12</p>
<p>Assignment 8 Reflections on Teaching English Language Development & Sheltered Instruction</p>	<p>SLO 1 & 2</p>	<p>15</p>	<p>350 Page Reflection on Insights on Evidenced Based ELD/Sheltered English Development (SIOP) Video</p>	<p>4/19</p>
<p>4 Quizzes Quizzes (4 x 2)- Insights gained from the readings/ videos or other.</p>	<p>All SLOs</p>	<p>4 x 2=8 Points</p>	<p>Beach-board Quizzes (2-5 Questions-Short Responses per Quiz)</p>	<p>Quiz -1 2/8 Spanish in the US Quiz -2 3/15 Trans-languaging Quiz- 3 4/3 Bilingual Strategies Quiz-4-5/3 Insights on teaching in DL Classrooms</p>

Assigned Weekly Reading-Roster

- Texto: Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión (2017). Michael Guerrero, María Consuelo Guerrero, Lucinda Soltera-González & Kathy Escamilla. Puente Press: Albuquerque, New Mexico
- **Assigned Readings-EDEL 453S: Readings can be found Weekly Module and Supplementary Readings**
- **(Please note that I may add materials as needed during the semester)**

<p>Week-1</p> <p>Zoom Meet</p> <p>1/25</p>	<p>Discussion-Introduce Yourself (5 points)</p> <p>Course Text & Assigned Readings for successful completion of the course.</p> <p>Review Website: California Association for Bilingual Education (Go to www.bilingualeducation.org/)</p> <p>Coleman-Spiegel, S. (2017). Escasez de Maestros Bilingües. Californians Together: LA, CA. Retrieved from https://www.californianstogether.org/ -August, 22, 2017</p> <p>See https://www.colorincolorado.org/immigration/border. The Crisis at the Border: What Educators Need to Know (2019)</p> <p>TIPS FOR TALKING WITH KIDS</p> <p>How to Talk About the News of Family Separations at the Border (Common Sense Media)</p> <p>Teacher Reflection: Teaching on the Border (Teaching Tolerance)</p> <p>How to have the 'hard conversation' with kids about migration at the U.S. border (<i>The Washington Post</i>)</p>
<p>Week 2</p> <p>2/1</p> <p>Language Policies for Emergent-Bilinguals & Bilingual Teacher Preparation</p>	<p>Readings & Weekly Discussion Forum</p> <p>UNVEILING CALIFORNIA'S BILINGUAL TEACHER SHORTAGE: Addressing the Urgent Shortage, and Aligning the Workforce to Advances in Pedagogy and Practice in Bilingual Education</p> <p>https://www.californianstogether.org/publications-2/</p> <p>Gándara, P., Loysen, D., August, D. et al (2010). The changing linguistic landscapes. In <i>Forbidden Language</i>: Teachers College Press: NY.</p>

	Gándara, P., Loysen, D., August, D. et al (2010). Forbidden Language: History of US language policies. In <i>Forbidden Language</i> : Teachers College Press: NY.
<p>Week 3</p> <p>2/8</p> <p>Spanish-Use in CA: Metalinguistic Transfer-First& Second-Language Research</p>	<p>Reading & Weekly Discussion Forum & Assignment 3 Due</p> <p>Rosina Lozano (2018) El Español nunca fue una lengua extranjer en Estados Unidos-Los Angeles Times Webarchive</p> <p>Texto I pp. v-18</p> <p>Benson, C. (2002) Transfer/Cross-linguistic. In <i>ELT Journal</i> Volume 56/1 January 2002. Oxford University Press: Oxford. (short)</p> <p>Kerper, M. (2014) Metalinguistic transfer in Spanish/English Bilingual. (short)</p>
<p>Week 4</p> <p>2/15</p> <p>Funds/of Knowledge:</p> <p>LA Familia</p>	<p>Reading & Weekly Discussion Forum & Assignment 4 Due</p> <p>Texto II. pp.19-34</p> <p>Texto III. pp.35-54</p>
<p>Week 5</p> <p>2/22</p> <p>Language Distribution Models- Translanguaging</p>	<p>Reading & Weekly Discussion Forum</p> <p>Lindholm-Leary, K. (2007). La educación en dos idiomas. Bajo la luz de las estrellas</p> <p>Topic Brief: Clarifying Translanguaging in Dual Language Programs (pdf)</p> <p>Program Models and the Language of Initial Literacy in Two-Way Immersion Programs (posted on BeachBoard Content Files-Readings-Supplemental)</p>
<p>Week 6</p> <p>3/1</p> <p>Teaching Spanish- El Translanguar</p>	<p>Reading, Weekly Discussion Forum & Assignment 5 Due</p> <p>El Translanguar: Una Guía de CUNY-NYSIEB Para Educadores – Versión Abreviada en Español</p> <p>Read Primera Parte: El Salón de Clase Donde Se Translengua</p>

<p>Week 7 3/8 Educational Reform</p>	<p>Reading and Weekly Discussion Forum</p> <p>López, F., & Santibañez, L. (2018). Teacher preparation for emergent bilingual students: Implications of evidence for policy. <i>Education Policy Analysis Archives</i>, 26(36). http://dx.doi.org/10.14507/epaa.26.2866</p> <p>Texto IV. pp. 55-74</p>
<p>Week 8 3/15 Dual-Language-Instruction & Resources</p>	<p>Reading, Weekly Discussion Forum: Teaching Strategies in Bilingual Classrooms & Assignment IV</p> <p>Texto V. pp. 75-94</p> <p>Texto VI. 95-118</p> <p>Refer to Helen Keller Middle School Website- https://kellerms-lbusd-ca.schoolloop.com and find link to: Recursos de Colaboración file:///Users/olgarubio/Desktop/EDEL%20453S-2020-2014/Recursos%20de%20Colaboración.webarchive</p>
<p>Week 9 3/22 Assessments-Emergent Bilinguals</p>	<p>Reading, Weekly Discussion Forum & Assignment 6</p> <p>Using informal assessments with English Language Learners Access: https://www.colorincolorado.org/article/using-informal-assessments-english-language-learners English and in Spanish (Usar evaluaciones informales para los estudiantes que están aprendiendo inglés)</p> <p>Informal Reading and Reading Denver Reading Interest Surveys (samples posted)</p> <p>CALL 2013 Charts-Spanish and English Stages of Development (Paul Boyd-Batstone)</p>
<p>Week 10 3/29</p>	<p>Spring Break</p>
<p>Week 11</p>	<p>Reading, Weekly Discussion Forum and Quiz 3</p>

<p>4/5</p> <p>Lesson Planning in Spanish</p> <p>Thematic/Unit</p>	<p>Quiz 3 Bilingual Strategies and Practices</p> <p>Texto: VIII. pp. 135-158</p> <p>Access:</p> <p>https://www.cuny-nysieb.org/wp-content/uploads/2016/05/Translanguaging-Guide-Curr-Inst-Final-December-2014.pdf</p> <p>Translanguaging in Curriculum and Instruction Guide</p> <p>Escamilla, K. et al. (2014). A kindergarten biliteracy unit (Optional)</p> <p>Sample Spanish Lesson Plans</p>
<p>Week 12</p> <p>4/12</p> <p>Prep-Lesson Planning:</p> <p>Common Core/ELD Standards</p>	<p>Assigned Reading & Discussion Forum</p> <p>Common Core State Standards in Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: Spanish and English Versions (2012).</p> <p>https://commoncore-espanol.sdcoe.net/CCSS-en-Espanol/SLA-Literacy</p> <p>https://www.cde.ca.gov/re/cc/eldresources.asp</p> <p>Texto: IX pp. 159-178</p>
<p>Week 14</p> <p>4/19</p> <p>ELD/Standards/CA Dept. of Ed.</p>	<p>Assigned Reading and Assignment 8 Due</p> <p>Texto: pp. 179-200</p> <p>Teaching English Language Learners: What the research says and not say?</p> <p>Access: https://www.aft.org/sites/default/files/periodicals/goldenberg.pdf</p> <p>https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content;jsessionid=csqm8OMOrK2xraXuIX0bjw**?action=2&scId=509334&sciId=18609</p> <p>SIOP Model for Teaching English Learners - Lesson Delivery (Ms. Moreno)</p> <p>https://www.youtube.com/watch?v=IVGbz4EqyGs</p>
<p>Week 15</p>	<p>Assigned Reading</p>

<p>4/26</p> <p>Sheltered-English Instruction</p>	<p>SIOP Protocol (Review in class)</p> <p>SIOP Video (Review in class)</p> <p>Texto: XI, & XII. pp 217-237</p>
<p>Week 16</p> <p>5/3</p> <p>Insights-Teaching in Bil/DL Settings</p> <p>Virtual Party</p> <p>Party-Clausura</p>	<p>Quiz 4 & Padlet</p> <p>Professional Development and DLD MA Master Development</p> <p>Insights gained about teaching in bilingual programs/dual language settings</p> <p>MSCP/BILA, Asian/Spanish Credential Courses (12 semester units/4 courses of upper division courses from the MSCP/BILA would be applied towards the MA in DLD.</p> <ul style="list-style-type: none"> • EDEL 431- Cultural and Linguistic Diversity in Schools • EDEL 442 - Teaching & Learning Language Arts, K-8 • EDEL 452 - Teaching & Learning Reading, K-8 • EDEL 453M, K,V/S – Methodology for Spanish/Mandarin/Korean/Vietnamese & English Language Instruction in a Bilingual Setting. <p>Add</p> <p>DLD Program Graduate Level Courses (18 semester units/6 classes at 500 level or above):</p>

Key Websites for EDEL 453S are:

- www.commoncore-espanol.com (Common Core in Spanish and English)
- www.common sense.org (Video in Spanish on best internet games for children)
- www.cde.ca.gov/ta/CELDT (CELDT Revisions 2013 and Overview of Language Proficiency Descriptors)
- www.education.ca.gov/ta/tg/el/documents (California English Language Development Test)...
- www.iris.peabody.vanderbilt.edu/iris-resource-locator/Module (Cultural and Linguistics Module)
- www.colorincolorado.org (Bilingual Resources-Spanish Resources & **ELL Topics from A to Z**)
- www.cal.org/ (Center for Applied Linguistics-Dual Language and ELL resources)
- www.ellstanford.edu (Understanding Language)
- www.cde.ca.gov/sp/el/er (CA ELD Standards)