

COURSE SYLLABUS

Semester: Fall 2021	Program/Department California State University, Fresno Literacy, Early, Bilingual, and Special Education (LEBSE)
Course Name: LEE 137 – Spanish Language and Literacy in Bilingual Education	Instructor Name: Ana K. Soltero López, Ph.D.
Units: 3	Office Location: Education 431
Time: TBD	E-Mail: asolterolopez@mail.fresnostate.edu
Location: F2F or virtual	Telephone: (559) 278-0282
Website: [Canvas link]	Office Hours: TBD
<p>If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the chair of the department to discuss the matter.</p> <p>Dr. Imelda Basurto, Chair Department of Literacy, Early, Bilingual and Special Education (LEBSE) ibasurto@csufresno.edu 559-278-0285</p>	

COURSE SPECIFICS

Course goals and description: This course is taught fully in Spanish and is for students pursuing completion of the Bilingual Authorization Program (BAP) in Spanish to become bilingual/dual immersion teachers. The course focuses on literacy and advanced Spanish language in bilingual education and applies bilingual authorization program standards, literacy teaching performance expectations, and teacher performance expectations (TPEs) (see table below). Specifically, the bulk of the course emphasizes advanced Spanish language development with the objective of ensuring students are prepared to teach content areas in Spanish. This is one of three courses in the BAP. Students in this course will learn:

- The characteristics and needs of bilingual/multilingual children and families
- Historical overview of language policy and current framing
- Biliteracy, standards, and assessments
- Multimodal bilingual/multilingual Spanish language instruction

It is usually expected that students will spend approximately 1 hour of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 3 hours outside of class each week.

Learning outcomes: By the end of the course, students will be able to:

- Understand the literacy and language needs of bilingual/multilingual children
- Analyze the past and present impact of language policies in schools on bilingual/multilingual children and their education
- Apply Spanish grammar rules and teach to others
- Understand rules for accents and teach them to others
- Understand pronouns and adjectives and teach them to others
- Conjugate verbs and explain irregular verbs and tenses to others
- Demonstrate Spanish fluency via oral and written communication
- Examine state ELA/ELD standards and apply them in lesson plan design
- Compose Spanish literacy unit according to grade level standards.

<p><u>Bilingual Authorization Program Standards</u></p>	<p>Standard 3: The Context for Bilingual Education and Bilingualism Standard 4: Bilingual Methodology Standard 5: Culture of Emphasis Standard 6: Assessment of Candidate Language Competence</p>
<p><u>Literacy Teaching Performance Expectations</u></p>	<p>Five key themes of a robust and comprehensive literacy instructional program: 1) Meaning making, 2) Language development, 3) Effective expression, 4) Content knowledge, and 5) Foundational skills</p>
<p><u>Teacher Performance Expectations (TPEs)</u></p>	<p>TPE 1: Engaging and Supporting All Students in Learning TPE 2: Creating and Maintaining Effective Environments for Student Learning TPE 3: Understanding and Organizing Subject Matter for Student Learning TPE 4: Planning Instruction and Designing Learning Experiences for All Students TPE 5: Assessing Student Learning TPE 6: Developing as a Professional Educator</p>

Prerequisites for the course: Enrollment in or completion of a Multiple Subject Credential and/or admission to the Liberal Studies Bilingual Authorization pathway. Consent of the instructor and bilingual coordinator are required. This course is taught fully in Spanish. For success in this course, students must have passed the language assessment waiver administered by the Bilingual Authorization Program (BAP) coordinator, Dr. Ana K. Soltero López and/or lower division Spanish courses, such as Spanish 4A and 4B “Spanish for the Bilingual Student”. Please email BAP coordinator at

asolterolopez@mail.fresnostate.edu prior to starting this course if you are interested in taking the language assessment.

REQUIRED COURSE MATERIALS

- Ortografía lengua Española: Reglas y ejercicios by Editors of Larousse (Mexico)
- Additional course materials will be posted on Canvas

COURSE REQUIREMENTS/ASSIGNMENTS

➤ **ATTENDANCE, PUNCTUALITY, DISPOSITION, AND PARTICIPATION: 70 POINTS**

Learning is an interactive process. Attendance and active participation are expected in this course. You are expected to come to each class prepared with questions/reactions, and to engage in discussions about the assigned readings and actively participate in activities that extend the readings. I do not tolerate unexcused tardiness or leaving early, such practices will be noted and factored into your final grade. All assignments are due on the dates listed on the syllabus and must be submitted via Canvas by the indicated deadline, unless otherwise instructed by me. Students with unexcused absences are responsible for submitting assignments on time and unexcused assignments submitted late will lose points for each day they are late. No exceptions. In accordance with APM 232 policy unplanned absences will be excused for extenuating circumstances, such as short-term illnesses, and compelling medical conditions, or death or serious illness in the immediate family (i.e., parent, spouse, sibling or child). You are responsible for contacting me as soon as possible after the missed class period and for providing documentation of the reason for the absence upon returning to class. We will work together to set a new date to submit missed assignments. Please also communicate with a classmate for notes and pending assignments. You are required to show professional disposition consistent with commonly accepted professional standards.

➤ **TWO (2) READING REFLECTIONS IN SPANISH: 10 POINTS EACH**

The first half of semester focuses on teaching you about the characteristics and needs of bilingual/multilingual students and families, a historical overview of bilingual policy and current framing, and biliteracy, standards, and assessments. You will be assigned readings covering each of these themes/topics. Reflection paper #1 will reflect on the readings and class discussions for weeks 1 and 2 and will be due week 3. Reflection paper #2 will reflect on readings and class discussions for weeks 3 to 5 and will be due week 6. All papers are to be written in Spanish, double-spaced, use Times New Roman 12 point font, with 1-inch margins and will be submitted on Canvas.

➤ **THREE (3) SPANISH QUIZZES: 10 POINTS EACH**

The second half of the semester focuses on Spanish reading, writing, listening, and speaking. Emphasis will be placed on accents, punctuation, pronouns, adjectives, and verb conjugation, and writing basics. An in-class quiz covering these topics will be administered during weeks 8, 10, and 12.

➤ **TEAM LITERACY LESSON PLAN IN SPANISH: 20 POINTS**

During week 6, you will learn the mechanics of lesson planning and will be provided with a template. You will be placed in groups of three and will pick a bilingual text from the instructor's personal collection or a bilingual book of your choosing and will construct a lesson plan in Spanish that encompasses ELA/ELD standards (covered week 5), translanguaging (covered week 4), and culturally sustaining pedagogy (covered week 2). This lesson plan will be due week 11. The instructor will provide thorough feedback that will assist your team in completing the multimodal/bilingual literacy unit assignment (please read below).

➤ **TEAM MULTIMODAL/BILINGUAL LITERACY UNIT: 50 POINTS**

In your same groups, you will plan an additional 2 consecutive lessons that compliment the theme/foci of your Spanish literacy lesson and can include content areas, such as math, science, social studies, art, etc. Like your Spanish literacy lesson plan, these 2 additional lessons should reflect ELA/ELD standards (covered week 5), translanguaging (covered week 4), culturally sustaining pedagogy (covered week 2), and include multimodality (covered weeks 13 and 14). Units will be due during finals week.

➤ **SPANISH LITERACY LESSON TEACHING DEMO/PRESENTATION: 30 POINTS**

During weeks 15 and 16 each team will present one (1) lesson from their multimodal/bilingual literacy unit. Since all teams will receive thorough feedback on their literacy Spanish lesson plan, they are encouraged to present this. Each group will have 20 minutes to demo their lesson with the class or present their lesson to the class. Please see rubric at end of syllabus.

➤ **UNIT REFLECTION ESSAY IN SPANISH: 50 POINTS**

To further reinforce your command of the Spanish language, you will be writing an essay in Spanish reflecting on working with your team to construct your unit. Some guiding questions to consider: how did you decide the theme/focus of your unit?, how did you select the standards?, what was your process for integrating translanguaging, CSP, and multimodality? How does your unit address TPEs 1-6? Essays should be one-page, double-spaced, 12-point font in Times New Roman, with one-inch margins and will be due during finals week.

Course requirements/assignments:

❖ Attendance, punctuality, disposition and participation	50 points
❖ 2 reading reflections in Spanish (10 points each)	20 points
❖ 3 Spanish quizzes (10 points each)	30 points
❖ Team literacy lesson plan in Spanish	20 points
❖ Team multimodal/bilingual literacy unit	50 points
❖ Spanish literacy lesson teaching demo/presentation	30 points
❖ Lesson unit reflection essay in Spanish	50 points

250 points total

Grading scale

A	B	C	D	F
250-240	239-229	228-218	217-207	206 below

Assignment and Examination Schedule

Due Date	Assignment	Points	BAP Standards	Literacy	TPEs
Weeks 3 and 6	2 reading reflections in Spanish	10 each (20 points total)	3-6	1-5	6
Weeks 8, 10, and 12	3 Spanish quizzes	10 each (30 points total)	4, 6	1-5	6
Week 11	Team literacy lesson plan in Spanish	20 points	3-6	1-5	1-6
Weeks 15 and 16	Spanish literacy lesson teaching demo/presentation	30 points	3-6	1-5	1-6
Finals week	Team multimodal/bilingual literacy unit	50 points	3-6	1-5	1-6
Finals week	Lesson unit reflection essay in Spanish	50 points	4, 6	1-5	1-6

COURSE POLICIES & SAFETY ISSUES

Course Rules

Learning is an interactive process. Attendance and active participation are expected in this course. You are expected to come to each class prepared with questions/reactions, and to engage in discussions about the assigned readings and actively participate in activities that extend the readings. I do not tolerate unexcused tardiness or leaving early, such practices will be noted and factored into your final grade. All assignments are due on the dates listed on the syllabus and must be submitted via Canvas by the indicated deadline, unless otherwise instructed by me. Students with unexcused absences are responsible for submitting assignments on time and unexcused assignments submitted late will lose points for each day they are late. No exceptions.

In accordance with APM 232 policy unplanned absences will be excused for extenuating

circumstances, such as short-term illnesses, and compelling medical conditions, or death or serious illness in the immediate family (i.e., parent, spouse, sibling or child). You are responsible for contacting me as soon as possible after the missed class period and for providing documentation of the reason for the absence upon returning to class. We will work together to set a new date to submit missed assignments. Please also communicate with a classmate for notes and pending assignments.

Disposition: You are required to show professional disposition consistent with commonly accepted professional standards. Please silence your phones and put them away for the duration of class. Use of laptops/tablets during class is okay, but if at any point I notice that you are browsing the internet for non-course related activities, I will remove computer privileges. No exceptions.

Late work and make-up work policy

You must recognize that not all learning activities completed during class time can be replicated. In such cases, you are at risk of losing points due to unexcused absences. It is your responsibility to contact me ahead of time if you cannot submit an assignment on time. For preauthorized absences, the student and instructor will identify a reasonable alternate deadline. Late assignments will be accepted with no penalty if documentation is provided for excused absences. If you are absent on multiple occasions, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class or withdrawal from the University may be appropriate. If you are absent from class, it is your responsibility to check with a classmate for notes, announcements, and assignments.

Incomplete

A grade of incomplete is not automatically granted and is only given at my discretion. The grade of "I" is only appropriate when the student requesting it has completed a minimum of two-thirds of the work for the course with a passing grade. I retain the right to decide whether or not an "I" grade is appropriate. If you are not able to submit a pending assignment by the end of the semester, you need to e-mail me to inquire about the possibility for an incomplete. If I grant your request, we will jointly decide on a deadline to submit your pending assignment(s). The "I" grade must be completed within one calendar year following the end of the term during which it was assigned, or it shall lapse into an IC (equivalent to an F) or an NC grade. If you don't secure my approval before the deadline, your grade will be based on the requirements you completed for the class.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin Originality Reports WILL be available for your viewing.**

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811). The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

SUBJECT TO CHANGE STATEMENT

*** AT THE INSTRUCTOR’S DISCRETION, COURSE READINGS, REQUIREMENTS, AND GRADING MAY BE SUBJECT TO CHANGE. YOU ARE RESPONSIBLE FOR CHECKING YOUR E-MAIL AND/OR CANVAS FOR ANY ANNOUNCEMENTS.**

COURSE SCHEDULE

Week	Standards	Topic	Reading	Assignment Due
Bilingual/Multilingual Students and Families				
1	Bilingual: 3, 5 Literacy: 1-5 TPEs: 1, 2, 4, 6	Characteristics, needs (immigration, sociopolitical, socioemotional)	Bohórquez, et al. (2016). Estrategia para el reconocimiento de la identidad cultural y el sentido de pertenencia de inmigrantes latinoamericanos	
Historical Overview of Bilingual Policy & Current Framing				
2	Bilingual: 3, 5 Literacy: 1-5 TPEs: 1-6	Colonization, racialization, marginalization of language Legal cases (Bilingual Education Act 1968 & 1974, Lau v. Nichols, etc.) Terminology (ELL, EB) CSP, asset-based	Flores and Rosa (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education Paris and Alim (2017). Chapter 1 What is culturally sustaining pedagogy and why does it matter?	
3	Bilingual: 3-6 Literacy: 1-5 TPEs: 1, 2, 4, 6	Present global, national and local stance (cross, intra-, inter-cultural) State & Central Valley demographics	California Department of Education (CDE) research activity (in class)	Reading reflection essay #1 in Spanish
Biliteracy, Standards, and Assessments				
4	Bilingual: 3, 5 Literacy: 1-5 TPEs: 1-6	Bilingual continuum and dynamic bilingualism translanguaging	Krashen. Five hypotheses of second language acquisition García & Kleifgen (2018). Ch. 4 Bilingualism and achievement: Theoretical constructs and empirical evidence García & Kleifgen (2018). Ch. 5 Language and bilingualism practices	

5	Bilingual: 3, 5 Literacy: 1-5 TPEs: 1-6	Bilingual continuum and dynamic bilingualism translanguaging Common core ELA/ELD standards	Caldas (2019). To switch or not to switch: Bilingual preservice teachers and translanguaging in teaching and learning CA ELD and ELA standards	
6	Bilingual: 3-6 Literacy: 1-5 TPEs: 1-6	Bilingual assessments Lesson planning with chosen children's text	Acero Fernandez, et al. (2019). Trabajo colaborativo, contenidos digitales y evaluación en la enseñanza bilingüe	Reading reflection essay #2 in Spanish
Multimodal Bilingual/Multilingual Spanish Language Instruction				
7	Bilingual: 4, 6 Literacy: 1-5 TPEs: 1-6	Accents and punctuation	Larousse chapter: La acentuación (palabras agudas, llanas, esdrújulas y sobresdrújulas, palabras compuestas) Larousse chapter: Los signos de puntuación (la coma, el punto, los dos puntos, puntos suspensivos)	Begin working on lesson plan in Spanish
8	Bilingual: 4, 6 Literacy: 1-5 TPEs: 1-6	Accents and punctuation	Larousse chapter: La acentuación (formas verbales con esclíticos, monosílabos, casos especiales de acentuación) Larousse chapter: Los signos de puntuación (las comillas, el guión y la raya, paréntesis, corchetes, y llaves, los signos de interrogación y admiración)	Quiz #1 (in class) Continue working on lesson plan in Spanish
9	Bilingual: 4, 6 Literacy: 1-5 TPEs: 1-6	Pronouns and adjectives	Larousse chapter: pronombres directos e indirectos, reflexivos, recíprocos	Continue working on lesson plan in Spanish
10	Bilingual: 4, 6 Literacy: 1-5 TPEs: 1-6	Verb and verb conjugation	Larousse chapter: ortografía de verbos y usos de b y v; c, s, y z, j v g, tiempos verbales, imperfecto y pretérito, presente del indicativo, pretérito del indicativo	Quiz #2 (in class) Continue working on lesson plan in Spanish
11	Bilingual: 4, 6 Literacy: 1-5 TPEs: 1-6	Verb and verb conjugation	Larousse chapter: presente perfecto, presente del subjuntivo, imperfecto del subjuntivo, pluscuamperfecto, futuro, condicional	Literacy lesson plan in Spanish due
12	Bilingual: 4, 6 Literacy: 1-5	Writing basics	Título, tesis, oración temática, evidencia de apoyo, formular párrafos, conclusión	Quiz #3 Work on multimodal/bilingual unit

	TPEs: 1-6			
13	Bilingual: 4, 6 Literacy: 1-5 TPEs: 1-6	Multimodal biliteracy	Núñez (2019). “Le Hacemos La Lucha”: Learning from Madres Mexicanas’ Multimodal Approaches to Raising Bilingual, Biliterate Children	Continue working on multimodal/bilingual unit
14	Bilingual: 4, 6 Literacy: 1-5 TPEs: 1-6	Multimodal biliteracy	CUNY-NYSIEB El translenguar: Guía para educadores	Continue working on multimodal/bilingual unit
15	Bilingual: 3-6 Literacy: 1-5 TPEs: 1-6	Presentation of lesson plan		Presentation of one (1) lesson plan from unit
16	Bilingual: 3-6 Literacy: 1-5 TPEs: 1-6	Presentation of lesson plan		Presentation of one (1) lesson plan from unit
Finals	Bilingual: 3-6 Literacy: 1-5 TPEs: 1-6			Multimodal/bilingual unit due Unit plan reflection essay in Spanish due

TEAM MULTIMODAL/BILINGUAL LITERACY UNIT RUBRIC

	Not Acceptable < 5 points	Developing 6 points	Proficient 8 points	Exemplary 10 points	Total:
Thematic concept & Content objectives	Theme is not clear or grade appropriate; purpose of unit is not clear. Objectives do not make connections across the contents or are linked to CCSS; objectives are not written in measurable terms.	Theme is somewhat clear and grade appropriate; purpose of unit is somewhat clear. Objectives make some connections across the contents and are somewhat linked to CCSS; objectives are somewhat written in measurable terms.	Theme is clear and grade appropriate; purpose of unit is clear. Objectives make strong connections across the contents and are adequately linked to CCSS; objectives are adequately written in measurable terms.	Theme is clear, grade appropriate and creates opportunity for introducing more advanced concepts; purpose of unit is clear and pertinent to the particular community of students. Objectives make strong connections across the contents and are strongly linked to CCSS; all objectives are strongly written in measurable terms.	
Languaging Objectives	Languaging objectives do not address the language demands of the unit.	Languaging objectives somewhat address the language demands of the unit.	Languaging objectives adequately address the language demands of the unit.	Languaging objectives move beyond vocabulary and strongly address the language demands of the unit.	

Learning tasks & Instructional strategies	Learning tasks are not connected to unit objectives and standards; lessons do not include a variety of teaching strategies; plans do not make use of supplemental materials or technology.	Learning tasks are somewhat connected to unit objectives and standards; lessons somewhat identify teaching strategies; plans somewhat utilize activities and supplemental materials, including technology, to present new information.	Learning tasks are adequately connected to unit objectives and standards; lessons identify more than one teaching strategy, showing adequate understanding of how to encourage students' development of critical thinking, problem solving, and performance skills; adequately utilizes activities and supplemental materials, including technology, to present and enhance new information, reinforce knowledge, and engage students.	Learning tasks are strongly connected to unit objectives and CCS standards; lessons identify a range of teaching strategies, showing significant or sophisticated understanding of how to encourage students' development of critical thinking, problem solving, and performance skills; utilizes activities and supplemental materials, including technology, to present and enhance new information, reinforce knowledge, and engage students.	
Assessments	Assessments are not tied to unit objectives; assessments do not incorporate a plan for students to reflect on their performance.	Assessments are somewhat associated with unit objectives; assessments incorporate a plan for some reflection by students on their performance.	Assessments are adequately tied to unit objectives; assessments incorporate a plan for students to reflect on their performance at various points throughout the unit.	Assessments are strongly tied to unit objectives; assessments incorporate a detailed plan for students to reflect on their performance both formally and informally through assignments and/or activities.	
Differentiation &	Lesson plans make little or no adjustments for individual student	Lessons plans make some adjustments for individual student differences; the	Lesson plans adapt to diverse learners by adequately accommodating individual student	Lessons adapt to diverse learners by greatly accommodating most/all individual student differences	

	differences; there is no evidence of the use of translanguageing strategies.	use of translanguageing strategies is minimally evident.	differences, including different developmental levels, EBL, SWD; translanguageing is adequately incorporated and utilized in some unit assignments, activities and assessments.	(different dev. levels, EBL, SWD); Students' home language(s) is used as a resource—translanguageing is strongly incorporated and utilized throughout the unit assignments, activities and assessments.	Grand Total: ____/50
Comments					

Adapted from E. Mayorga, 2007

SPANISH LITERACY LESSON TEACHING DEMO/PRESENTATION RUBRIC

____/10 Presentation was proofread, spell checked, and applied proper conventions of Spanish grammar and punctuation.

____/10 Lesson applied ELA/ELD standards, translanguageing, CSP, and multimodality.

____/10 Presenters generated and actively facilitated an engaged, focused, and fun lesson appropriate to their grade level.

Total: ____/30 points