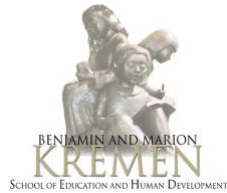


California State University, Fresno

Leadership for Diverse Communities

Teaching Content in L1: Spanish
LEE 136, Fall 2019



Course Description: This course is designed to prepare BAP credential students with the skills needed to teach in a Spanish bilingual/dual immersion English-Spanish classroom. It focuses on providing the knowledge and skills on the methodologies and materials needed to provide language and content area instruction in Spanish and addresses the socio-cultural factors that affect the educational achievement of K-8 bilingual learners.

Fall 2019

LEE 136 Course Information

3 semester units

Thursday, 4-6:50 PM

ED 195

California State University, Fresno

Instructor: Dr. Teresa Huerta

Office: ED 253

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Office Telephone: (559) 278-0364

Office Hours: On-line: Monday 9:00am - 11:00am.

Wednesday 3:00pm – 6:00:00pm or by appointment

Prerequisites: The primary learning outcomes will be accomplished through readings, lectures, small group discussions of the assigned readings, and cooperative group activities. This course will contain a significant interactional component that requires regular attendance. Students are expected to be actively engaged in the learning experience by completing assigned homework and through various small and large group discussions and activities. Therefore, consistent student preparation and input are MANDATORY. You must be literate in Spanish. You will be required to participate in class discussions and activities orally in Spanish and some assignments must be written in Spanish.

Primary Learning Outcomes

Students will demonstrate an understanding of the following knowledge and skills areas:

1. Instructional delivery and organizational strategies for content area instruction and language arts instruction.
2. Primary language and content assessment.
3. Transferring language and literacy skills.
4. Teaching content in L1/L2 and building on and using the learners' home and community culture.
5. Development of higher-order thinking skills in L1.
6. Evaluation and use of primary-language materials for instruction and assessment.

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: **Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning**. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Required Texts, Articles, and Instructional Materials

Dual Language Instruction. A Handbook for Enriched Education (2000). Cloud, Nancy, Genesee, Fred, and Hamayan, Else. Boston: Heinle.

Teaching for Biliteracy: Strengthening Bridges Between Languages (2012). Beeman, Karen and Urow, Cheryl. Caslon.

Basic Spanish F/teachers (2010). Mena-Aylln, Francisco, Jarvis, Ana C., and Lebreo, Raquel. Cengage.

Articles/handouts will be posted on Canvas.

Recommended: VOX New College Spanish and English Dictionary, ISBN 0-8442-7999-4
A three-ring binder with divided sections

Examinations and Major Assignments

Attendance: Consistent student attendance, preparation, and participation are CRUCIAL. Students are responsible for all the material presented in class and in the readings. Because of the interactional component and the amount of group work activities, late arrivals and/or early departures will not be regarded favorably. Do plan to be ready and present for each session of the course including on-line assignments. Your final grade will reflect the extent to which you show evidence in class and on Blackboard that you have completed the assigned homework reading and can discuss the content of the articles in class.

Diálogo con el tema: A weekly *Diálogo con el tema* will be due at the beginning of each session and will be worth 12 points each. This assignment is to be written in Spanish unless otherwise specified. See **Appendix A** for specific details. (20 pts.)

English Language Learner Interview: Participants will conduct an interview of a emergent learner whose primary language is Spanish that will include a student profile/family background, school experiences as an EL student, bilingual program experiences, description of English and Spanish assessments that student has been given, examples of student work to show progress related to both primary language development and English language development, and a reflection on the experience. See **Appendix B** for specific details. (20 pts.)

ELD Lesson Plan: Participants will be required to write a lesson plan using the knowledge and strategies addressed during Part Three: English Language Development/Transferability of the course. See **Appendix C** for specific details. (20 pts.)

Spanish Content Lesson Observation: Participants will be required to observe a content area lesson in Spanish. Required elements for this observation will include appropriate strategies for content area instruction, ways in which content area standards are addressed in the lesson, use of multicultural literature, and evaluation and assessment techniques. See **Appendix** for specific details. (20 pts.)

Present Content Lesson in Spanish: The final project will address the use of multicultural children’s literature in the Spanish bilingual classroom. Specific directions will be given at the time it is assigned. (20 pts.)

Quality of Work: All work submitted must be of **high quality**. All papers must be proofread and edited, typed, and all assignments must be neat. It is important that all work submitted in Spanish contain accent marks and other appropriate grammatical marks. Those assignments of an unacceptable quality will be returned ungraded. **No assignments will be accepted more than one week late.**

Assignment and Examination Schedule

DUE DATE	ASSIGNMENT	POINTS
Sessions	Diálogo con el tema (5)	20 points (4 pts each)
Sept. 19	EL Interview	20 points
Oct. 17	ELD Lesson Plan	20 points
Nov. 14	Content Lesson in Spanish Observation	20 points
Dec. 12	Present Content Lesson in Spanish	20 points
Dec. 19	Final	
	Total	100 points

GRADING

Grading will be based on points. Points will be awarded for various assignments and exams and the final grade will be determined based on the following scale:

90-100 points = A 80-89 points = B 70-79 points = C 60-69 points = D <60 points =F

Course Policies & Safety Issues

Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent by contacting fellow students, checking blackboard, or emailing the instructor.

Copyright: You will be provided with digital and/or printed materials to support your learning in this course. As all of these materials are proprietary in nature, and most are protected by copyright, you may not reproduce or retain any of the materials for purposes other than class work.

University Policies

Policy on 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 Madden Library 1049 (278-2811).

Policy on Cheating and Plagiarism. Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the

university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Computers. At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior. The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Course Schedule

Note: The schedule and procedures for this course are subject to change in the event of extenuating circumstances.

	Date	Topic	Assignments (for following week)
1	August 22	Syllabus <ul style="list-style-type: none"> • Review Core Assignments • Appendix A: A Glossary of Terms for EE Teachers: • Handout Spanish/English Glossary 	<ul style="list-style-type: none"> • Chapter One in Cloud, Genesee, & Hamayan
2	August 29	<ul style="list-style-type: none"> • Foundations (Fundacion) • Sumario y reflexió • Video: Speaking in Tongues? 	<ul style="list-style-type: none"> • Chapter Two in Cloud, Genesee, & Hamaya
3	September 5	No Class - BCN <ul style="list-style-type: none"> • Read Article: • Zoom: Group discussion, create discussion, write reflection paper on Chapter 1 & 2 	<ul style="list-style-type: none"> • Chapter Three in Cloud, Genesee, & Hamaya
4	September 12	<ul style="list-style-type: none"> • Diálogo con los temas # 1 y 2: Program Development and Implementation • Sumario y reflexión 	<ul style="list-style-type: none"> • Next Week: EB Interview • Chapter Four in Cloud, Genesee, & Hamaya
5	September 19	<ul style="list-style-type: none"> • EB Interview Assignment Due 	<ul style="list-style-type: none"> • Chapter Five in in Cloud, Genesee, & Hamaya
6	September 26	<ul style="list-style-type: none"> • Oral Language Development • Sumario y reflexió 	<ul style="list-style-type: none"> • Chapter Six in Cloud, Genesee, & Hamaya
7	October 3	<ul style="list-style-type: none"> • Teaching Literacy in Two Languages • Sumario y reflexió 	<ul style="list-style-type: none"> • Chapter 1 in Beeman & Urow Teaching for Biliteracy
8	October 10	<ul style="list-style-type: none"> • Diálogo con el tema #4: Multicultural Literature • Sumario y reflexió 	<ul style="list-style-type: none"> • <i>ELD Lesson Plan</i> • Chapter 2 in Beeman & Urow Teaching for Biliteracy
9	October 17	<ul style="list-style-type: none"> • Due: ELD Lesson Plan 	

			<ul style="list-style-type: none"> • Chapter 3 in Beeman & Urow Teaching for Biliteracy
10	October 24	<p>Spanish Reading and Writing</p> <ul style="list-style-type: none"> • Diálogo con el tema #5 Los métodos para enseñar la lectura en español – Freeman y Freeman • Sumario y reflexió 	<ul style="list-style-type: none"> • Chapter 4 in Beeman & Urow Teaching for Biliteracy
11	October 31	<ul style="list-style-type: none"> • Content Lesson in Spanish Observation • Sumario y reflexió 	<ul style="list-style-type: none"> • Chapter 5 in Beeman & Urow Teaching for Biliteracy
12	November 7	<p>No Class - BCN</p> <p>Teaching Spanish Math</p> <ul style="list-style-type: none"> • <i>La lectura</i> • Sumario y reflexió 	<ul style="list-style-type: none"> • Chapter 6 in Beeman & Urow Teaching for Biliteracy
13	November 14	<ul style="list-style-type: none"> • <i>La enseñanz efectiva de la escritura</i> • Sumario y reflexió • Due: Content Lesson in Spanish Observation 	<ul style="list-style-type: none"> • Chapter 7 in Beeman & Urow Teaching for Biliteracy
14	November 21	<ul style="list-style-type: none"> • Las etapas y los niveles del esarrollo de la escritura • Sumario y reflexió 	<ul style="list-style-type: none"> • Chapter 8 in Beeman & Urow Teaching for Biliteracy •
Thanksgiving			
15	December 5	<ul style="list-style-type: none"> • Present Content Lesson in Spanish 	<ul style="list-style-type: none"> • Chapter 8 in Beeman & Urow Teaching for Biliteracy
16	December 12	<p>Final Week</p> <p>Present Content Lesson in Spanish</p>	<ul style="list-style-type: none"> •
FINAL			

APPENDIX A.
Diálogo Con El Tema
(One Page)



In this course you will learn about the foundations and methodology for teaching in a Spanish bilingual classroom by listening to lectures, participating in class activities including discussions, conducting Internet searches, and by reading articles. However, research and theories alone will not make you a better teacher. Someone once said, “*Knowledge can be learned, but wisdom must be lived.*” In order to process new learning and reinforce previous learning, it is necessary to reflect upon the topic and make the connection to your life, personally and professionally.

Your reflection should consist of:

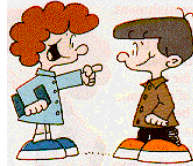
- A visual element (drawing, picture, photo, graphic organizer, etc.) and an explanation of how it connects to the topic (1 pt.)
- 2 quotations from the class session or assigned article (cite source) and a response to each (1 pt.)
- One paragraph describing your understanding of the topic but should not be a summary (1 pt.)
- One paragraph explaining how the topic connects to your life (personal or professional) (1 pt.)

Each diálogo should be written in Spanish unless otherwise specified. The session content will be the focus of each diálogo. Each diálogo should be no longer than one 8-1/2” x 11” page and is worth 4 points. Both sides may be used. The instructor will choose 1 or 2 diálogos per student during the semester to correct grammar, including accents and spelling. Do your very best on each one!

Be creative!

APPENDIX B.

English Language Learner Interview



- **Interview an English Language Learner whose primary language is Spanish.** Student must be an upper elementary, middle school, or high school student who has been in the US school system for less than 5 years.
- Create a book about your ELL student. Be creative. It should include the following:
 - ✓ A student profile/family background
 - ✓ School experiences as an ELL student
 - ✓ Description of assessments in English and Spanish that the student has been given
 - ✓ Experiences in Bilingual Programs
 - ✓ Examples of student work to show progress in primary language and English language development
 - ✓ Plans for the future
 - ✓ Letter to student encouraging them to continue their education
- Make two copies of the book, one to turn in and one for the student.
- Write a short reflection about the experience and include it on the back of the book you will turn in to me.

.....

PERMISO

Yo doy mi permiso para que mi hijo/hija _____ sea entrevistado/a por el/la maestro(a) estudiantil bilingüe de la Universidad Estatal de Fresno y que la información que se obtenga sea para cumplir los requisitos del proyecto. Entiendo que la información se utilizará solamente en la clase para aprender sobre las experiencias de los estudiantes bilingües que mantienen su primer idioma mientras aprenden inglés.

APPENDIX C.

ELD Lesson Plan



ENGLISH LANGUAGE DEVELOPMENT (ELD) FRONTLOADING LANGUAGE LESSON

Objective: (What function will students need to master?)

Bringing lesson to life:

- ✓ **Teach concept and language forms** (signal words, patterns, frames) for function using familiar content.
- ✓ **Develop background knowledge and teach topic vocabulary** for upcoming lesson
- ✓ **Link new topic vocabulary with needed language patterns.**

How will you include these in the lesson?

I DO IT (Teach by modeling, explaining, using graphic organizers, patterns, frames, etc.)

WE DO IT (Model and monitor or participation & accuracy through whole group practice)

YOU DO IT (Monitor practice of student generated language in small groups, partners, or independently)

APPENDIX D

Content Lesson in Spanish Observation

(Fine Arts, Math, Reading, Science, or Social Studies)

Part I

Include the following information in your lesson observation project:

Your Name:

Date of Observation:

District/School:

Subject/Grade Level:

Lesson Topic:

Length of Lesson:

Materials Used:

Part II

Describe your observation of the following areas in paragraph form using examples from the lesson:

- Clearly defined **OBJECTIVES**
- **BUILDING BACKGROUND** (concepts linked to students' prior knowledge)
- Key vocabulary emphasized
- **COMPREHENSIBLE INPUT** (appropriate, clear explanations, variety of techniques, pacing)
- Specific **SDAIE STRATEGIES** observed
- Frequent opportunities for **INTERACTION** (teacher/students, student/student)
- Integration of all **LANGUAGE SKILLS** (listening, speaking, reading, writing)
- Regular **FEEDBACK/ASSESSMENT** provided (spot-checking, group response, etc.)
- Time for **METACOGNITION** (review, processing of new knowledge, debrief)

Part III

Write a paragraph discussing your reaction to the lesson observed and what you learned. Explain what you will use or not use in your future classroom.



Appendix E

Content Lesson Presentation in Spanish (Fine Arts, Math, Reading, Science, Social Studies)

Part I

Include the following information in your lesson:

Your name:

Subject/Grade Level:

Lesson Topic:

Length of Lesson:

Materials Used:

Part II

Describe in your lesson the following areas:

- Clearly defined **OBJECTIVES**
- **BUILDING BACKGROUND** (concepts linked to students' prior knowledge)
- **KEY VOCABULARY** emphasized
- **COMPREHENSIBLE INPUT** (appropriate, clear explanations, variety of techniques, pacing)
- Specific **SDAIE STRATEGIES** observed
- Frequent opportunities for **INTERACTION** (teacher/students, student/student)
- Integration of all **LANGUAGE SKILLS** (listening, speaking, reading, writing)
- Regular **FEEDBACK/ASSESSMENT** provided (spot-checking, group response, etc.)
- Time for **METACOGNITION** (review, processing of new knowledge, debrief)

